

# **SEND – Special Educational Needs and Disabilities**

## **Peer Challenge Guidance Manual**



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## 1. Introduction

This guidance manual is designed to help councils, clinical commissioning groups, their partners, members of staff, peer teams and managers of peer challenges to understand the ethos and aims of a peer challenge and how they actually operate. It is not intended to be prescriptive as each challenge will have its own individual features. The steps set out in the manual provide a firm base for ensuring that each challenge can be conducted successfully.

***The fundamental aim of each challenge is to help councils, clinical commissioning groups and their partners reflect on and improve the outcomes for children and young people with special educational needs and disabilities.***

The manual contains general areas of guidance for all those persons involved in the challenge. The manual also contains a number of specific appendices that only those concerned with that aspect of the challenge need read. Attention is drawn to these in the general sections of the manual.

It is important to remember that a challenge is not an inspection and should not be conducted like one by either the peer team or the host council. Rather, it is providing a critical friend to challenging the councils, CCGs and their partners in assessing their strengths and identifying their own areas for improvement. The key purpose of the challenge is to stimulate local action about how the council and its partners can improve the outcomes for children and young people with special educational needs and disabilities.

Each challenge will be different and will be tailored to the individual needs of a council, CCG and their partners. There will be core elements common to each challenge. Additional areas of focus can be determined by the council and/or the CCG.

The challenge is an interactive exercise. During the challenge the peer team will examine evidence from a number of sources. These will include:

- documents that outline the local area approach to special educational needs and disabilities
- a self-assessment prepared by the Council, CCG and their partners. This is used to help triangulation with the performance data, experience of schools, children, young people and parents and carers.
- performance data
- a variety of other documentation provided by the Council and health partners
- review of Education, Health and Care Plans

- interviews and focus groups conducted with staff from the local authority Clinical Commissioning Group, partners, schools, commissioned services, parents/carers and children and young people to explore standard themes and the self-assessment and other key lines of enquiry chosen by the council/CCG/partners.

The challenge will conclude with a presentation by the challenge team. This will provide the team's views on the strengths of SEND provision and areas for consideration.

A feedback report covering the main points of the challenge will then be sent to the host council.

Although this will be the end of the formal peer challenge, the Local Government Association (LGA) will ask the council for feedback on the impact and experience of taking part in the challenge. Opportunities for sector support and discussion of how good practice identified can be disseminated will be pursued through the Regional Children's Improvement Adviser. In addition, the LGA principal adviser will discuss with the council any corporate implications of the challenge.

The words 'council and authority' are interchangeable in the manual depending on the context.

The Local Government Association commissions SEND peer challenges with local authorities as a national programme available to all councils at a time that makes sense for them. If councils ask for their challenge to be co-ordinated with an LGA corporate peer challenge, the principal adviser will discuss this with the council chief executive and the peer challenge team. Peer challenges are complementary to the 'peer challenge' arrangements agreed in each region. A peer challenge can be focused on any aspect of children's services and the methodology is agreed locally; it is helpful if peer challenge and peer challenge activity are co-ordinated so that councils have the space and capacity to take advantage of both processes.

Over time the LGA will use the learning from the challenges to contribute to the developing body of good practice to be used by councils and partners in their own improvement journeys.

Peer challenges are a unique, and privileged, opportunity for peer teams and the host council to engage in critical challenge and to learn about SEND. Every council and every challenge team is different and so each challenge will be different. All those involved in planning and participating in the challenge should keep one question uppermost in their minds during the challenge process: "What will help the council and their partners to improve outcomes for children and young people with SEND?" If you do this, it's hard to go wrong.

## 2. The challenge themes

The challenge will be structured around key themes and established probes which explore these themes in detail. To ensure robustness of the challenge process the following 'standard' themes will always be explored as part of the challenge:

- Leadership and governance of SEND across the local area
- Capacity and resources (including Finance)
- The identification of children and young people who have special educational needs and/or disabilities
- Assessing and meeting the needs of children and young people who have special educational needs and/or disabilities
- Improving outcomes for children & young people who have special educational needs and/or disabilities

In addition, councils and/or CCGs may wish to identify specific areas within the themes for particular examination or to add additional themes that are particularly relevant to their situation. This should be discussed between the council, LGA challenge manager and team leader at an early stage. Requests for additional key lines of enquiry will be accommodated if they are within the general SEND remit and realistic within the time constraints of the challenge.

Full details of the 'standard' themes and probes are given in Appendix 1 which the council and peer teams should read.

## 3. Basic stages in a challenge

The information in the table below sets out the basic stages in a challenge. Sections 6 to 12 and the supporting appendices contain more detailed information regarding how the actual methodology will work at each stage.

<b>Stage</b>	<b>Time Period</b>	<b>Action</b>
Initial enquiry	Any	Council indicates that it may wish to have a challenge. A discussion takes place between the council and the LGA Programme Manager/ Regional Children's Improvement Adviser to discuss why a challenge may be appropriate, any particular focus, dates, peer team requirements and any necessary background information.

Set-up meeting and formal proposal, including the initial scope of the challenge	At least three months before date of challenge	Council confirms it wishes to have a challenge. LGA Children's Programme Manager issues formal proposal letter including confirmation of any additional areas explored, dates for on-site work and team composition.
Allocation of challenge manager and support. Advise Ofsted/CQC of the date of the challenge	As soon as council confirms date for a challenge	LGA allocate challenge manager, project co-ordinator and issue guidance manual to council.
Identification of peer team	As soon as council confirms requirements.	Children's Programme Manager sources potential peer team members which are agreed with the council as soon possible.
Initial preparation	Commence as soon as council confirms date for a challenge	Challenge manager undertakes initial desk research regarding the council and contacts council challenge sponsor to discuss challenge arrangements. During this stage the challenge manager should personally visit the host council to discuss arrangements if they have not already done so.
Challenge preparation	At least two months before on-site challenge	The council and its partners start to collate documentation and prepare interview programme for on-site days.
Final challenge preparation	At least ten days before challenge.	Council finalises interview programme for on-site work. All the above to be sent together with documents set out in Appendix 5 to peer

		team via a secure portal e.g. KHub, Sharepoint, Egress, Dropbox.
On-site	On-site stage	Council delivers overview presentation. Peer team conduct interviews and produce final presentation.
Post challenge	Within three weeks of on-site stage ending	<p>Challenge manager drafts feedback report, agrees draft with team.</p> <p>Draft report subject to LGA Quality Assurance processes and sent to host council for comment within three weeks of the challenge.</p> <p>Comments received from council within two weeks of report being issued and final version issued to host council, LGA Children's Programme Manager, LGA Principal Adviser and regional Children's improvement Adviser and the peer challenge team.</p> <p>Discussions held re further support. Evaluation of challenge undertaken.</p>

#### **4. Confidentiality, data protection and personal data**

##### **Confidentiality**

Each party (council, partners, LGA and peer challenge team) will keep all confidential information belonging to other parties disclosed or obtained as a result of the relationship of the parties under the SEND peer challenge and will not use or disclose the same, save for the purposes of the proper performance of the peer challenge or with the prior written consent of the other party.

The obligations of confidentiality will not extend to any matter which the parties can show is in, or has become, part of the public domain other than as a result of a breach of the obligations of confidentiality or was in their written records prior to the date of the peer challenge; was independently disclosed to it by a

third party; or is required to be disclosed under any applicable law, or by order of a court or governmental body or other competent authority.

As can be seen in the challenge stages there are parts of the challenge that may involve team members having access to personal data. **It is vital that the following principles are understood by the council, partners and members of the peer team and adhered to at all times.**

### **Data protection**

The council, partners, LGA and peer team members agree that data (including personal data) as defined in the General Data Protection Regulations, relating to the processing of the peer challenge, to the extent that it is reasonably necessary in connection with the peer challenge, may:

(a) be collected and held (in hard copy and computer readable form) and processed by the peer challenge team and

(b) may be disclosed or transferred:

(i) to the peer challenge team members and/or

(ii) as otherwise required or permitted by law.

## **5. The peer challenge team**

The LGA convenes a team to deliver each peer challenge. The team represents the variety of interests in an integrated children’s sector, and typically might comprise the roles outlined in the table below:

<b>Team member</b>	<b>Indicative number of days involvement</b>
<ul style="list-style-type: none"> <li>• An assistant director of children’s services with significant SEND experience (team leader)</li> </ul>	Six (four days on-site plus pre-reading and report contribution)
<ul style="list-style-type: none"> <li>• An operational manager/senior social work practitioner with experience of children with disabilities</li> </ul>	Five (four days on site plus pre-reading and support with final letter),
<ul style="list-style-type: none"> <li>• A Health manager/practitioner with experience of SEND at strategic and operational level</li> </ul>	Five (four days on site plus pre reading and

	support with final letter)
<ul style="list-style-type: none"> <li>An education specialist with experience of SEND in a range of educational settings</li> </ul>	Five (four days on site plus pre-reading and support with final letter
<ul style="list-style-type: none"> <li>The challenge manager</li> </ul>	Eight days (four off site, four on site)

The following points should be noted.

- 1) The above team is a 'standard team'. In practice it may be necessary to add additional team members depending on the areas to be explored, local circumstance, partnership arrangements etc. Likewise, the voluntary sector may be represented on the challenge team, where requested.
- 2) The indicative number of days should not be exceeded without prior approval from the LGA Programme Manager (Children's Services). Similarly any additional peers must be specifically approved by them.
- 3) In practice it has been found to be very helpful if team members specialise or lead in their own area of expertise in examining the themes.
- 4) The challenge manager will try to ensure that members of the team have 'down time' during the challenge to deal with any urgent personal/non-challenge matters and to support their wellbeing. However, such time is usually very limited as the challenge process is very intensive.

In addition a project co-ordinator will be appointed to assist with logistical arrangements, payment of expenses etc. They will not normally attend the on-site work.

There may also be occasions when, for the purposes of gaining first-hand experience of a peer challenge, LGA may request the permission of a council for another LGA member of staff or prospective peer to participate. This is at no cost to the council.

### **Team roles, ground rules and skills required**

Although they will work as a team throughout, each member of the team does have specific responsibilities and there are basic ground rules under which the team should operate.

These responsibilities and ground rules are summarised in Appendix 2, which all members of the peer challenge team should read.

### **Liaison with the council**

The challenge manager will liaise regularly with the council while the peer team is being drawn up in order to ensure the team matches the council's requirements as closely as possible. The aim is to have a complete team allocated at least six weeks prior to the on-site stage commencing. This is a guideline, as circumstances may dictate otherwise and the main priority is to ensure suitability of team members.

The council should be formally consulted by the challenge manager once the team has been drawn up to ensure acceptability. Acceptability includes ensuring that particular team members do not have a significant current or previous relationship with the council, which could affect their ability to be impartial (e.g. previous employment, a close relationship with a senior officer or member within the council to be reviewed etc.) or a commercial interest.

Where a team member withdraws at short notice the challenge manager will propose an alternative as soon as possible, taking into account that the availability of peers will be limited.

### **Finalising the team**

Once the team has been agreed, the challenge manager must request the peer support team to issue all team members with a purchase order to confirm the arrangements for their attendance.

### **Document Distribution**

All the information provided by the council and its partners will be uploaded to a designated group on a secure shared portal. This can only be accessed by the team, the host authority and the project co-ordinator. Examples include Sharepoint, Dropbox, Egress and KHub.

## **6. The council team and responsibilities**

The host council will need to identify a challenge sponsor and an organiser for the challenge. The responsibilities for these posts are set out in Appendix 3, which the council should read

In addition the council should be aware of its responsibilities in agreeing to and participating in the challenge process. These responsibilities are set out in Appendix 4.

## **7. Set-up and scoping stage**

When a council indicates that it is interested in hosting a challenge, the LGA Programme Manager will arrange a meeting with the DCS or Director of People who will act as the council's challenge sponsor and representatives from the CCG(s).

The purpose of the meeting will be to confirm that a challenge is appropriate, consider the focus, additional key lines of enquiry, the timetable, peer team requirements and any necessary background information.

**LGA Children and Young People Policy team will inform Ofsted and CQC that a challenge will be taking place and the proposed dates. It must be stressed that the sole purpose of this notification is so that Ofsted and CQC can take this into account when planning their own inspection programmes.**

A formal proposal e-mail will then be sent by the LGA Programme Manager to the council confirming the discussion and proposed arrangements for the challenge.

## **8. Initial preparation stage**

The challenge manager will then commence the initial preparation stage. This should include a meeting between the challenge manager and the council's challenge sponsor (DCS or Director of People), CCG sponsor and challenge organiser.

In advance of the meeting the challenge manager should:

- liaise with the relevant LGA principal advisor and regional children's improvement adviser for background on the council
- read latest inspection letters and scan through the council's website
- brief themselves on the political composition of the council
- find out about the council's children's services plans and priorities in relation to SEND.

The purpose of the meeting is to:

- confirm the council's aims for the challenge, ensuring that the agreed focus of challenge is still appropriate to meet their requirements
- confirm the CCGs aims for the challenge
- develop the challenge manager's understanding of the key issues faced by the council and local area of SEND
- confirm the key areas for the challenge to focus on
- consider the peer challenge methodology and expectations of the council, discuss the process and look at the practical arrangements
- consider arrangements for the final presentation.

**It is important that the challenge manager ensures that the council are aware of their responsibilities for ensuring a smooth and productive challenge as laid out in Appendices 3 and 4, which the council should read.**

The challenge manager will also contact each member of the peer team to ensure that they understand the process, discuss team roles, make sure they have a copy of this manual, identify any queries or special requirements etc.

### **Communications and publicity**

The purpose of a challenge is to promote learning and improved outcomes. In that context, the council should consider communications and publicity regarding the challenge and its findings as early as possible.

Although the final report is the property of the receiving council and is not published by the LGA, its purpose is to enable improvement and learning; it is not a document intended to be kept confidential. It is unlikely that a Freedom of Information request for the final report could be resisted. It is best to presume from the outset that the report will be publicly shared and plan to manage this positively.

The council will want to consider where and when the outcome of the challenge will be discussed e.g. the children's and young people's Board or health and wellbeing board. If the final report is to be discussed at the council executive, a scrutiny committee or a NHS body, it will become a public document. There may be local media interest but pro-active PR is not recommended.

The final report will be sent to the director of children's services (DCS) and copied to the LGA Principal Adviser and Regional Children's Improvement Adviser

## **9. Challenge preparation**

These are crucial stages of the challenge process and vital to the ultimate success of the challenge. It requires considerable commitment by the host council and their prime responsibilities are set out in Appendix 3.

During this stage the host council and challenge manager must liaise closely and ensure that the following are prepared and supplied to the peer team in accordance with the timescales laid down:

- pre challenge documentation (see Appendix 5)
- performance data (see Appendix 5)
- on-site interview and programme (see Appendices 6 and 7).
- List of children and young people with EHCPs as outlined in Appendix 8

**NB It is essential that the council read all the relevant appendices.**

The CCG(s) and health providers should also be aware of their responsibilities in contributing to the challenge. It will be helpful if the CCG can communicate with the Regional and Local SEND leads to advise them that they are participating in the peer challenge.

## **10. On-site stage**

The sub-sections below go through the key stages of the overall on-site stage. This is the 'centre piece' of the whole challenge process and is heavily dependent upon the challenge preparation stages having been undertaken thoroughly. It is a demanding four days for both the peer team and the host council and requires considerable joint working and goodwill to ensure its success. It is a joint process and should be approached as one – including the 'no surprises' policy outlined below.

### **No surprises policy**

A 'no surprises' policy should be adopted throughout the challenge. This means the council and CCG should be provided with regular feedback on the key issues emerging during the on-site work.

The team leader and challenge manager should also give the council's challenge sponsor a good understanding of what will be presented at the final presentation. This gives the chance to resolve any outstanding issues and ensure appropriate language and wording is used. However, it is the independent peer team's presentation and they should present what they have found (both strengths and areas for further consideration) in an open, easy to understand and constructive manner, albeit in a manner that is sensitive to the council's and CCGs situation.

The peer team should aim to give a draft of their proposed final presentation to the local authority and CCG challenge sponsors no later than 12.00 hours on day four. This should then be discussed by the council challenge sponsor (and any of their team that they wish to invite), the team leader and the challenge manager (plus other members of the peer team as appropriate). This will allow for final crafting of the presentation before the presentation in the early afternoon of day 4.

### **First peer team meeting**

Prior to day one of the on-site stage the team will have its first meeting the afternoon/evening of the day before the challenge starts on site. The challenge manager will facilitate this meeting and it will cover:

- team introductions
- ensuring that the team is familiar with the methodology and programme of interviews/focus groups
- agreeing who will specialise in any particular themes – if not agreed by e-mail beforehand
- agreeing who will conduct which interviews the following day – may be held over to day one if required
- answering any queries the team may have.

This meeting should be conducted with an informal yet business-like approach. It is important that the team get to know each other, are comfortable with their roles, understand the methodology and tasks required to complete the challenge process.

**The team may wish to share some initial thoughts regarding the council and the challenge but care must be taken to ensure that confidential matters are only addressed in a suitable environment.**

The on-site stage starts with the team discussing the key issues that require exploration during the on-site challenge early on Day 1.

The team will then meet council, CCG and partner representatives during which the council/CCG will present a short overview presentation for the challenge team

## **Council and Clinical Commissioning Group overview presentation**

The presentation should be for no more than 20 minutes and consist of around four slides as follows:

- SEND in the context of the local area
- areas of strength
- areas the council and CCG wishes to develop further
- planned key actions to achieve the desired development.

It is for the council, CCG and its partners to decide who to have at this meeting but a maximum of 15 is recommended. It is suggested that the council considers inviting, for example:

- Lead member for children's services
- Director of children's services/council challenge sponsor
- Relevant assistant directors/heads of service
- Representative/s from the CCG – Chief Executive and DCO/DMO
- Designated Medical Officer/ Designated Clinical Officer
- Director of Public Health
- Local authority commissioner/s
- Health commissioner/s
- Commissioned services (health & education)
- Head teacher representative/s
- Representative from Parent/Carer Forum

## **On-site interviews and observations**

This will form the main activity for the rest of days one to three of the on-site stage. The ground rules for how the peer team will operate during this stage are given in Appendix 2. The focus of the interviews will be on validation and exploration of the evidence from the self-assessment, documentation and experience of schools, parents/carers and children and young people and evidence of practice. This will lead to discussion of the interviewees understanding of strengths and areas for the development of the service and to how those strengths and areas for development are reflected in current improvement and development work. A typical on-site programme is given at Appendix 7.

## **The feedback presentation**

The final phase of the on-site stage will be a feedback presentation by the peer team, led by the peer team leader, to the council, CCG and partners.

There is a standard format to the feedback presentation and the challenge manager will explain this to the team. Each member of the team will contribute to drafting the presentation, often taking personal responsibility for a specific theme(s). The language used should be straightforward and be an honest and open summary of the team's findings as regards both strengths and areas for further consideration.

The presentation should identify any good practice and suggestions for improvement that the team think should be shared within the council's region.

## **11. The written feedback**

Following the on-site stage, the peer team will compile a report based on the peer challenge findings comprising:

- an executive summary of the key issues
- strengths and areas for further development identified throughout the process
- recommendations based on the findings and which will help the council, CCG and their partners to improve the experience of children and young people with SEND

It should be borne in mind that the challenge is not intended to produce a judgment nor to make extensive recommendations. The feedback report should include sufficient detail to enable readers who were not at the presentation to understand the findings of the challenge.

## **12. Post-challenge evaluation**

The views of the receiving council are secured through a telephone interview with the DCS undertaken by the LGA within three months of challenge completion.

Evaluation questionnaires are sent to the challenge team by the project co-ordinator after the final letter is issued to the council. The project co-ordinator should check whether questionnaires have been returned and arrange to issue a reminder if not.

Challenge managers will also feedback on the performance of peers.

## **Appendix 1 –SEND overview**

In order to ensure the integrity and fitness for purpose a SEND challenge always includes the following 'standard' themes. However other key lines of enquiry may be added at the request of the council and/or CCG if relevant to SEND and practical within the time available. These include:

- Leadership and governance of SEND across the local area
- Capacity and resources (including Finance)
- The identification of children and young people who have special educational needs and/or disabilities
- Assessing and meeting the needs of children and young people who have special educational needs and/or disabilities
- Improving outcomes for children & young people who have special educational needs and/or disabilities

Set out below is a summary of the individual points that the peer team will consider during the challenge..

Consideration should also be given to the provisions of the Equality Act 2010 and how settings, the local authority, CCG and partners ensure non-discriminatory practice in relation to the access and provision of services for children and young people with disabilities.

### **Leadership and governance of SEND across the local area**

**How do the council, CCG and their partners demonstrate that outcomes for children with SEND are improved :**

- Effective leadership and governance across the council and CCG at all stages of children and young people's lives
- The needs of children with SEND are effectively understood and actions are put in place that meet needs, plan effectively for them and fulfil statutory responsibilities
- Services are providing effective multi agency responses, developed in line with best practice and are focused on improving outcomes and experience of children and young people with SEND and their families
- The 0-25 agenda is fully embraced across partners and that each partner is playing its part in a coordinated way to meet the needs of children with SEND and preparing them for adulthood

### **Capacity and managing resources**

**How do the council, CCG and partners demonstrate that:**

- there is an effective joint commissioning framework that produces tangible benefit to the lives of children and young people (up to age 25) that has been agreed and co-produced with all partners including parents/carers, children and young people. This should include

arrangements for pooled budgets, agreeing personal budgets, the arrangements for the assessment of need, securing the provision specified in EHCPs and preparing for adulthood.

- Financial resources (including the Dedicated Schools Grant High Needs Block funding) are managed effectively to meet current requirements and future challenges. Areas to be addressed will include:
  - Is the budget under/overspent?
  - How is the budget monitored by senior managers?
  - What plans are in place where there are overspends? Are they realistic and achievable?
  - What information is provided to the Schools Forum regarding High Needs Block Funding?
- Staff in schools and other settings, parents and carers understand the funding arrangements for SEND including how decisions are made on high cost residential or specialist provision for children and young people with complex needs.
- Physical resources and SEND provision are regularly reviewed against projected need and adapted to meet changing requirements
- there is a sufficiently skilled, trained and supported workforce for the delivery of SEND services across the local authority, CCG, health and specialist service providers
- there is a Designated Medical Officer (DMO) or Designated Clinical Officer (DCO) with capacity and influence to ensure effective arrangements are in place and the post has dedicated Programmed Activity
- there is support for mainstream settings to promote inclusivity

### **The identification of children and young people who have special educational needs and/or disabilities**

#### **How do the council, CCG and partners demonstrate that:**

- At an early stage of child development, services and programmes are identifying children with SEND. For example through the delivery of the Healthy Child Programme, Early Help Services (Children's Centres etc.) Health Visiting, Hearing screening
- Integrated health checks are being carried out
- Parents, carers and relevant local authority are informed where a child under compulsory school age has, or probably has SEND and/or a disability
- Access to diagnostic and therapeutic services is timely (Speech and Language, Portage, Physiotherapy, Paediatricians etc.)

- Looked After Children are receiving initial health assessments in a timely manner
- Local authority and health services are identifying social, emotional and mental health needs at an early stage e.g. CAMHS, Educational Psychology Services
- Support is provided for parents and carers of children and young people through interventions such as Team around the Family (TAF) and Team around the Child (TAC)
- Private, Voluntary and Independent Nursery provision are provided with support in the identification of SEND through Area SENCOs
- SENCO's are provided with support and training to undertake their role
- Statutory timescales are met for Education, Health and Care assessments
- Conversion from statements to EHCPs was completed by April 2018
- School census data is analysed to identify possible inconsistencies in the identification of needs
- Educational attainment and progress measures are analysed and used to identify the progress made by children and young people with SEN compared to pupils who do not have SEND
- Practitioners across education, health and social care are clear about the type of information and advice they are expected to provide as part of the assessment process
- Training has been provided to all partners on the SEN reforms

## **Assessing and meeting the needs of children and young people who have special educational needs and/or disabilities**

### **How do the council, CCG and partners demonstrate that:**

- EHCPs are developed through engagement and co-production with parents/carers, children and young people.
- There is full involvement from health practitioners and clinicians to support the EHCP needs assessment process and they are clear on process and timescales
- There is agreement between the local authority, CCG and providers on when and how health services will engage, depending on whether the child is known/not known, or was known and has been discharged
- There are clear decision making pathways and/or panel processes in place for joint funding arrangements
- Annual reviews are undertaken at the appropriate time with the relevant professionals involved
- EHCPs are quality assured and moderated

- There is a clear understanding of the graduated response for SEND and all partners understand thresholds
- There is a Parent/Carer Forum that is supported and is influential in the co-production and evaluating of services
- There is access to a wider group of parents in the planning, delivery and evaluation of services
- Children and young people are involved in the planning, delivery and evaluation of services
- Information to parents and carers is timely, transparent and clear
- The Local Offer is accessible, interactive, relevant and up-to-date and enables parents/carers, children and young people to access information in a format that meets their needs
- All partners contribute to the Local Offer of services available
- The SEND Information, Advice and Support Service is actively promoted by all partners and children and young people have advocacy support if appropriate
- There is a Short Breaks scheme available for children and young people and promoted through the Local Offer and professionals
- There is an Autism Strategy and clear pathways for access to autism services
- There is positive multi-agency work in the assessment and provision of services for children and young people with SEND
- Personal budgets are promoted and there is clear eligibility criteria and decision making processes associated with them involving all partners
- Assessments and service provision is person-centred and outcome focussed
- Schools and Pupil Referral Units in the local area are rated 'Good' or above
- Settings are meeting their obligations under the Equality Act 2010
- Information sharing across all agencies is good and meets statutory requirements and government guidance
- Information regarding access to mediation advice and services is available and promoted on the Local Offer

## **Improving outcomes for children & young people who have special educational needs and/or disabilities**

### **How do the council, CCG and partners demonstrate that:**

- There are high aspirations explicitly set and embedded in leadership, services and partners including schools
- Destinations match the aspirations and achievements of children and young people
- There are a range of independent living options for young people with SEND within the local area

- There are a range of employment opportunities available to young people leaving school and FE colleges e.g. supported internships
- Access to leisure and sporting opportunities is promoted to children and young people with SEND to enable them to be active members of their community
- Transition from paediatric health to adult health services is well managed and health outcomes for young adults are good
- Transition from one provider to another or a move to adult services is managed in a transparent and timely manner
- Young people and their families or carers are involved in the design, delivery and evaluation of the transition pathway.
- The provision of SEND services is improving Good Level of Development (GLD) outcomes at the Early Years Foundation Stage (EYFS)
- Outcomes for children with SEN Support at KS1, 2 and 4 are improving
- Outcomes for children and young people with EHCPs at KS1, 2 and 4 are improving
- Outcomes for Looked After Children with SEND are improving
- School attendance of pupils on SEN Support and those with EHCPs are monitored and plans put in place to support individuals to attend school
- The level of fixed term and permanent exclusions for pupils on SEN Support and with EHCPs are monitored and plans put in place to reduce the number of exclusions
- Young people with SEND are in Employment, Education and Training
- Outcomes for young people aged 19-25 are tracked to include employment and health support

## **Appendix 2 – Peer challenge team roles and ground rules**

The following summarises the key responsibilities of the peer challenge team. However, all peers should expect to work as a team and be flexible in the working methods adopted on site.

Peers should read the information relating to these roles and the ground rules that should apply to all peers, at the end of this appendix. **In addition they must ensure that they are aware of, and adhere to, the principles of data protection and confidentiality laid out in Section 4 of this manual.**

### **Challenge manager**

The role of the challenge manager is to:

- manage the overall challenge process and advise the team and council
- act as the first point of contact for the council and support it in preparing for the challenge, including conducting the pre-meeting and liaising over the timetable and key documents
- source the peer team through the peer support section
- act as co-ordinator, facilitator and adviser to guide the team through the challenge process
- ensure that the interviews and visits schedule is communicated to the team
- ensure the health, safety and wellbeing of the peer challenge team
- facilitate team meetings as required
- ensure that the final presentation is prepared by the team on time
- draft, with the team leader and input from the team final written feedback to the council and partners (using the relevant LGA quality assurance procedures) and liaise with the team and council to agree this
- provide insights into how the council and partners are performing against the themes including any specialist area allocated

### **Challenge team leader**

The role of the team leader is to:

- lead the team as regards professional SEND issues and judgements throughout the challenge
- act as the 'public face' of the challenge, fronting it to the council, CCG and partners, building positive and constructive relationships
- input specialist advice around the SEND challenge – in general, and around any specialist theme agreed
- read all the supplied documentation to conduct the challenge

- undertake a programme of interviews, focus groups and visits during the on-site work
- help prepare the final presentation, including drafting slides for any specialist themes agreed and deliver this to the council, CCG and their partners
- present the final feedback with support from the challenge manager and other team members
- help prepare and contribute to the final written feedback
- use relevant skills and experience to provide insights into how the authority is performing over the themes
- contribute to the formal evaluation process.

### **Other specialist peers**

The role of other specialist peers is to:

- input specialist advice around the SEND challenge
- read all the supplied documentation to conduct the challenge
- undertake a programme of interviews focus groups and visits during the on-site work
- review a selection of Education, Health and Care plans on-site and in schools
- help prepare the final presentation and be prepared to answer questions on specialist areas
- contribute to the final written feedback
- contribute to the formal evaluation process.

### **Project co-ordinator**

LGA will appoint a project co-ordinator who will:

- ensure general liaison with the team, and the council and partners regarding logistics, accommodation and expense payments
- liaise with the team to identify any dietary requirements, mobility issues etc.
- provide all members of the peer challenge team with the following, two weeks before the on-site week commences:
  - team, council and LGA contact details
  - administrative details e.g. claiming expenses, hotel arrangements
- organise the formal evaluation process
- provide general support to the challenge manager.

## **Team ground rules**

Some team members may not have met before or previously taken part in a challenge and it is important that everybody is clear about the parameters within which they will be operating. To aid this, a set of ground rules have been developed and peers should be familiar with these and ensure they are comfortable with them. The challenge manager should discuss and agree ground rules with the team at the meeting on the evening prior to the on-site week, although it is also good practice to flag up the rules at first contact.

### **i) Ensure a positive experience for the council and its partners and the peer team**

It is important to focus on the strengths of the council, CCG and their partners, as much as the areas for possible improvement.

Every team member will have their own professional and personal responsibilities during the week of the peer challenge, and will want to be in regular contact with their family. However, the council and its partners must always feel that their needs are being prioritised. The challenge manager will try to ensure that team members are provided with opportunities in the timetable during the course of each day to make phone calls and look at emails. Mobile telephones should be turned off at all other times.

A peer challenge is a people-focused process and it is vital that everyone the team comes into contact with perceives them as professional, attentive and courteous.

### **ii) Value colleagues' input**

Team members will have different views, perspectives and knowledge, which should be respected and valued. Assimilating the views of all team members into the feedback presentation requires all team members to be willing to listen and engage in constructive debate, and to be prepared to challenge and be challenged. It is important that people feel comfortable expressing their views.

The challenge process can be intense, demanding and tiring so it is important that people are tolerant and supportive of one another during the week.

### **iii) Confidentiality and dealing with sensitive issues**

Information that team members glean during their interviews and visits is absolutely non-attributable to individuals and this must be emphasised by the peer team at the start of every interview, focus group etc. and respected at all times, without exception.

**Again, attention is drawn to the principles set out in Section 4 of the manual and which must be adhered to at all times.**

It is vital for the credibility of the challenge that the team establishes a climate of trust in which people feel they can be open and honest.

A key motivation for peers is the opportunity to learn from others. Peers are encouraged to return to their own authority at the end of the process and talk about their experiences. However, in doing so, peers should respect the fact that some of the information the team comes across may be sensitive in nature and must not be used in a way that could undermine the council, CCG or the integrity of the peer challenge process.

It is difficult to predict what issues may arise during the course of a challenge. If a team member comes across anything in an interview, visit or focus group etc. of a 'whistle-blowing' nature, it is important that they share this with the challenge manager and team leader immediately – **before acting on it in any way.**

The challenge manager and team leader will need to make a judgement as to whether the matter is sufficiently serious to be raised with the authority e.g. where there are serious concerns about the safety and welfare of children. The challenge manager will involve the council challenge sponsor at this point. It will be for the council to decide on any appropriate action.

When compiling the peer written feedback or feedback slides, every effort must be taken to ensure that we do not present information which criticises individuals directly or in a way which enables them to be identified. However, the challenge team may decide that it is important to report back in a general way on issues relating to individuals, where a body of evidence exists.

#### **v) Guidance for interviews**

Wherever possible, interviews will be conducted by two persons. There may be circumstances, however, where the interview programme means that this is not possible.

All peer team members should follow the basic principles below.

Ahead of each interview or visit, if opportunity allows, agree with your partner the areas to be covered. In addition, agree who will provide the initial introductions and scene setting, and who will take notes (if not both of you).

At the start of each session, first introduce yourself, and then invite your colleague/s to do the same. Also take the lead in outlining that:

- the challenge is not an inspection – it is a supportive but challenging process to assist councils, CCGs and their partners in celebrating their strengths and identifying their own areas for improvement; the key purpose of the challenge is to stimulate local discussion about how the council and its partners can become more effective in delivering improved outcomes for children and young people with SEND
- the team is only there at the request of the council and CCG; it is not being imposed on the council

- team members are acting as 'critical friends', looking at both strengths and areas for further consideration
- the views of a wide range of people both inside and outside the council are being gathered
- the process depends on people being open and honest about what the council and its partners are good at, and what issues need to be addressed
- all the information that the team gleans is absolutely non-attributable to individuals or specific groups.

Outside of the introductions, peers should not talk about their own council and experiences unless it is strictly relevant to do so. Ensure everybody is enabled to contribute in focus groups and that nobody monopolises them. Do not mention comments made by named interviewees in other forums.

Remember that these interviews are for the team to gain information. They should be conducted in an informal manner and with open questions. Peers should not use the interviews to give opinions/judgements.

The focus of the interviews will be on validation and exploration of the evidence from the self-assessment and documentation and other evidence of practice. This will lead to discussion of the interviewees understanding of strengths and weaknesses of the services supporting children and young people with SEND and to how those strengths and weaknesses are reflected in current improvement and development work. The lines of enquiry and probes set out in Appendix 1 will be used to structure these interviews.

At the end of each interview or focus group, peers should ask if those being interviewed have any questions they would like to ask, or any concerns they would like to raise. Thank colleagues for their time and, assuming it has been the case, their openness and honesty.

It is absolutely essential that interviews are conducted within the agreed time limits for the discussion. Any over-running will create logistical difficulties. If there is a need for further discussion the challenge manager should arrange for a second interview.

#### **vi) Capturing information**

All team members must keep notes from interviews, focus groups etc. in a clear and accessible way, using proportionate and objective language and ensuring that all points are based on substantiated information. The notes of interviews and focus groups will be collected by the challenge manager, retained as part of the supporting evidence for the challenge and archived. These written notes should be factual records of the discussions that have taken place.

Where statements are made by individuals, it is important that peers ask for details of examples and evidence to illustrate the point made – this provides

vital evidence for the team. The team should not at any time act on 'hearsay' or unsubstantiated information. All evidence should be triangulated and robust.

Members of the team usually use notebooks in which to make their notes. However, a commonly used technique is for team members to also complete a 'post it' for each relevant point and place these on flip charts in the base room under the relevant themes. This allows the team to easily share information, have a 'feel' for what has been covered, identify gaps and disagreements etc. The challenge manager will agree with the team exactly how such an approach will operate.

## **Appendix 3 – Council team roles**

The following summarises the key responsibilities of the council team.

### **Council challenge sponsor**

This should be a senior manager within the council (preferably the director or assistant director of children's services). The role of the challenge sponsor is to:

- commission the challenge
- ensure there is high level commitment to the challenge process within the council and its partners
- where necessary ensure that people are available for interview
- be the main link between the council and LGA on points of principle regarding the challenge, themes to be explored etc.
- ensure that the council/CCG overview presentation is prepared for delivery on the morning of day one of the on-site stage
- to ensure that all the facilities and organisation required for the challenge of Education, Health and Care plans are in place
- to ensure that educational settings are fully briefed about the challenge process and understand the organisation required for the visits, including meeting children, young people and their parents/cares
- provide oversight for the council's challenge organiser and ensure that all their responsibilities are completed within the timescales stated
- receive and collate comments on the draft feedback report
- contribute to the formal evaluation process.

### **Clinical Commissioning Group sponsor**

This should be a senior manager within the CCG (where there is more than one CCG working across the council area, a lead CCG should be agreed). The role of the CCG sponsor is to:

- ensure there is high level commitment to the challenge process within the CCG(s) and its/their partners
- where necessary ensure people within the CCG(s) and commissioned services are available for interview
- ensure that the council/CCG overview presentation is prepared for delivery on the morning of day one of the on-site stage
- to ensure that health settings are fully briefed about the challenge process and understand the organisation required for the visits including meeting staff, children and young people and their parents/carers

### **Council challenge organiser**

The role of the council challenge organiser is to:

- be the 'single point of contact' with the challenge manager and LGA project co-ordinator on all logistical details e.g. base room, catering, transport etc.
- prepare the draft timetable in consultation with the challenge sponsor and ensure that people are available for interview
- supply the required documents to the challenge team by uploading onto the agreed portal
- be available during the on-site stage for requests from the team additional documents, meetings etc. – in practice the challenge manager will need to see the council challenge organiser at fairly frequent intervals during the on-site stage.

## Appendix 4 – Key council responsibilities

The council should be aware of its responsibilities when requesting a challenge. These can be summarised as follows:

- identification of a challenge sponsor and challenge organiser to undertake the responsibilities outlined in Appendix 3
- attendance at a set up meeting by the challenge sponsor and director of children's services (if not the same person), CCG representative(s), challenge organiser and, if possible, key partners
- assurance that key personnel will be available and participate as required in each element of the challenge
- liaise with the CCG sponsor to ensure all information is provided on time and individuals within the health services are briefed and available for interview
- organisation of the interview schedule in conjunction with the challenge manager and ensuring that people will attend – this should be completed and finalised with the challenge manager two weeks before the on-site stage
- liaison with schools and other settings to arrange visits and meet with children, young people and their parents/carers
- completion of a self-assessment against the key lines of enquiry
- provision of the data and documentation to the LGA as outlined in the methodology (Appendix 5), by the agreed deadline
- ensuring that on-site rooms for the initial presentation and feedback are organised – both need PowerPoint projectors– ***please ensure that any security/ encryption issues are identified and resolved to allow for presentations to be loaded onto local computer systems***
- attendance at the initial and feedback presentations by personnel from the council, CCG and their partners, as agreed with LGA challenge manager
- provision of a base room for the peer challenge team for the duration of the on-site week as outlined in the guidance manual, including the provision of appropriate refreshments – the requirements for this room are set out at the end of this appendix
- provision of suitable rooms for all interviews (people's individual offices are fine for these)
- ensure that comments on the draft feedback report are returned within two weeks
- contribute to the feedback and evaluation process

- commitment to ensuring the agreed action plans are followed through and an appropriate monitoring mechanism put in place.

### **Team base room**

The council must ensure that there is a suitable base room for the team throughout the on-site stage. This must be close to where the bulk of the on-site interviews will be held. The team will spend a considerable amount of time in this room and so consideration should be given to ensuring that it is large enough to accommodate comfortably all members of the team, equipment and has adequate light and ventilation.

The room must be for the sole use of the team members, with all interviews and focus groups being held elsewhere. It needs to be private and lockable, with sets of keys for team members going in and out at different times. It also needs to be accessible to the team after hours. The room will need to be equipped with the following:

- a telephone
- two computers – with access to Education, Health and Care plans
- access to a high-speed, good-quality black and white printer and photocopier
- two flipcharts with marker pens and replacement paper (flip charts should be able to be hung on the walls)
- a central meeting table providing adequate room for each person on the challenge team.

The team will require around 200 large-sized post-it notes (three different colours,) for use in the team base room and during focus groups. A box of biro pens and some blue tac. Provision of an overhead projector to pull the final presentation together on Day Three/Four.

### **Catering**

Tea, coffee, water, fruit juice, fruit, biscuits and other light snacks should be provided in the room or nearby and be accessible at any time throughout the day and evening. The team will need to be provided with lunch each day, either in the team base room or from the canteen. Where team members are visiting schools or other settings, arrangements for packed lunches or lunch in the setting should be made. It is important that catering arrangements are planned in conjunction with the timetable for the week.

The project co-ordinator will liaise with each of the team members in advance and notify the council in good time of any specific dietary requirements they may have.

### **Transport and Parking**

The team will car-share wherever possible when travelling from the hotel to the base room location. Car parking spaces should be made available for the

duration of the challenge. The council challenge organiser should liaise with the challenge manager regarding the number of spaces required on particular days. If possible, arrangements should be made to transport the team to the various educational settings. If this is not possible, address and postcode details should be provided together with information regarding car parking.

## **Appendix 5 – Documentation and data required at challenge preparation stages**

During the initial challenge preparation stage, the host council should assemble the key documents that the peer team will need to see before arriving on site, and supply appropriate performance information. **These must be uploaded onto the agreed shared portal at least ten days before the on-site stage.**

The council should consider what documents the peer team will need to see in order to understand the council and CCG context, strategy, action plans, performance and ways of working in relation to SEND. Wherever possible these should be the actual documents themselves rather than links to web sites. Details of significant developments and initiatives should also be provided.

However, the council must recognise that the peer team has a finite amount of time to read and understand documentation and so must not be swamped with unnecessary detail. It is far more important at this stage that the team has a clear understanding of the key issues and is able to ask for any supplementary information it may require while on site.

The following is a list of the typical documents that should be provided at this stage

- self-assessment against the key lines of enquiry\*
- children and young people's plan (CYPP) or equivalent
- SEND strategy and action/improvement plan
- extract from joint strategic needs assessment (JSNA) for children and young people with SEND
- Health and Wellbeing Strategy
- outcomes for children and young people with SEND in national assessments
- attendance and exclusion information
- Home tuition or alternative provision data
- data relating to the identification of SEN at SEN Support and EHCP levels
- information about the destinations after leaving school, including about young people not in education, employment or training
- performance towards meeting expected timescales for statutory assessment
- inspection reports for the local area, its services and providers
- Policy/statement on short breaks

- Preparing for Adulthood strategy
- Autism strategy
- Information relating to housing provision for young people with SEND
- Graduated response framework and early help offer
- joint commissioning framework and strategy
- Reports to Schools Forum on Dedicated Schools Grant funding for High Needs Block
- Financial information from the CCG in relation to SEND
- The level of appeals to the First-tier Tribunal (Health and Social Care Chamber)(Special Educational Needs and Disability), including cases resolved prior to tribunal hearing
- Complaints to Ofsted/CQC
- Any relevant serious case reviews and outcomes
- SEND information produced via DfE/DoH/local government national analysis for the local area
- Commissioning and performance data on delivery of:
  - Healthy Child Programme
  - School Nursing Services
  - Neo-natal screening programme
  - 0-25 service for child and adolescent mental health services, speech and language therapy, occupational therapy, physiotherapy (to include commissioned care pathways and specialist arrangements for children with SEND)
- Data about initial health review assessments for children looked after who have SEND
- Pathways for referrals to health services for assessment, including CAMHS, therapies, child development centres and associated performance data
- Statistics on health attendance and input into EHC assessment and review meetings
- organisational structures (local authority and health)
- any scrutiny reports on SEND
- any reports to the Health and Wellbeing Board and/or LSCB on SEND
- reports on engagement with children, young people, and communities regarding SEND provision

*\*If the council and/or CCG have used the Children with Disabilities Toolkit self-assessment audit tool this can be provided but a narrative self-assessment is still required.*

Team members will need to read those documents that are relevant to their particular focus during the challenge However, all team members will read as a minimum:

- Self-assessment
- SEND strategy
- Performance information

**Hard copies of any documents provided should also be placed in the team base room.**

## **Appendix 6 – On-site interview programme**

The on-site stage is the ‘centre piece’ of the whole challenge process. Its smooth operation is vital to the success of the challenge and requires careful planning. It is essential that during the preparation of this stage that there is good liaison between the council challenge organiser and the challenge manager (who will advise on practicalities etc.). The timetable should be finalised two weeks before the actual on-site stage commences.

### **Practical timetable pointers**

Compiling the programme and taking into account all diary commitments of those involved, practical arrangements, etc. can be time consuming. It is strongly suggested that this work is commenced as soon as possible with a rough draft being given to the challenge manager at an early stage so that they can advise on any practical difficulties they can foresee.

It is important to understand how the challenge team will operate during the challenge and how this will affect the on-site programme.

The peer team will not operate as one single team during the challenge. Instead they will split into smaller teams (usually two people in each team) to ensure that between them they can see all the people required during the challenge period.

Generally there should be two interview streams running at any one time (see example interview programme below). However, if required and where the size of the team permits, three streams may operate on occasion to allow for full coverage of all those who need to be seen or where diary commitments force this to be necessary.

The membership of the teams will alter during the period of the challenge. This means that all interviews, focus groups etc. must end at the same time so that challenge team members can swap over.

Individual interviews should be scheduled for one hour. In practice the peer team should interview for three quarters of an hour and use the remaining time to allow for crossover of teams, note writing etc.

Focus group sessions should be for one and a half hours.

The teams will need to visit a number of key sites such as nurseries, primary and secondary schools, special schools and FE provision. A visit to a Children’s Centre should be included where health services are provided. A visit to the Acute, Community Trust or CAMHS to meet the SEND lead should also be included. Transport arrangements and time for travel for these visits need to be taken into account particularly in large county areas.

Parking arrangements for the team while on site should be in place.

If it’s not possible for an interviewee to be on-site, a phone call may be acceptable if agreed with the challenge manager beforehand.

The challenge team will need to meet together at stages of the challenge to compare notes, reflect on what they have found out, ask for additional information, etc. Slots for this need to be built into the timetable.

In order to cover as much ground as possible, the timetable may include evening sessions, but be careful people aren’t too overloaded.

Peer teams need breaks for lunch and comfort breaks!

### People the team should see during the on-site stage

It is important that the council thinks about who the team should see while on site in order to be able to understand how the council and its partners are organised, their strategies, performance etc. This must take account of any particular themes that the council has asked the team to explore.

As the roles and circumstances of each council are different, it is impossible to give a definitive list as to who should be seen by the team. Set out below is a list of people that the team would normally expect to see. Key strategic members and officers will need to be seen individually but, where appropriate, other groups of staff etc. may be seen in the form of focus groups. The focus will be on seeing staff who can reflect on the evidence of practice outcomes, observation of practice and impact of improvement and development work in the council

Who	Notes
Chief Executive of CCG	
Children's Commissioner	
Director of Public Health	
NHS senior managers	Heads of Midwifery, Health Visiting, Therapeutic Services
Director of children's services	
Assistant director for SEND	
Assistant director for school improvement	
SENCOs	Focus group which reflects all LA areas
Health Practitioners	This should include health visitors, school nurses, therapists
Local authority Practitioners	Educational psychologists, school improvement advisers, children with disabilities social workers
Health Commissioners	
Local Authority Commissioners	

Headteachers	Across range of tiers including special ,Pupil Referral Unit(s) and Virtual Headteacher
Chair(s) school governors	
DCO/DMO	
Education Finance Officer	
CEO(s) of commissioned services including voluntary sector	Can be focus group
Head of children and adolescent mental health services (CAMHS)	
Lead for SEND at Paediatric /Acute Hospital Trust	
SENDIASS representative	
Parent/Carer Forum	
Children and Young People with SEND	

### Site visits

The challenge team must also visit educational settings and meet with the headteacher, SENCO, Parents/Carers and children and young people. In the case of the visit to a health trust it should be a meeting with the SEND lead.

It is essential that these site visits include a visit to:

- special schools
- mainstream schools – at each tier
- FE colleges
- Early years provision (nursery, children’s centres)
- Acute, Community Trust or CAMHS

In large County and Metropolitan councils, logistics around travel to sites will need to be taken into consideration.

## Appendix 7– Sample on-site programme

The timetable below gives an indication of how an on-site programme may look. It should be studied in conjunction with Appendix 6. Please note that this is intended as a guide, and will need to be amended to suit the needs of the individual challenge. For each interview, the council should supply name/s, job title/s and location.

### Day 1

Time	Team A	Team B	Notes/Additional Meetings
8.30 - 9.00	Team shown to base room, domestic arrangements etc		
09.00-10.00	Council Overview Presentation		
10.15 – 11.15	Director of Children’s Services	Chief Executive CCG	Head of School Improvement
11.30 – 12.30	AD/Head of SEND	Education Finance Officer	
12.30 – 13.15	Lunch	Lunch	
13.15 – 15.30	Visit to Educational Setting	Visit to Educational Setting	
16.00 – 17.00	DMO/DCO	Director of Public Health	
17.30	Feedback to DCS/CCG		
18.00 – 19.00	Team Meeting		

## Day 2

Time	Team A	Team B	Notes/Additional Meetings
8.30 - 9.00	Team Meeting		
09.00-11.00	Visit to Educational Setting	Visit to Educational Setting	
11.30 – 12.30	Local Authority Commissioners	Health Commissioners	
12.30 – 13.15	Lunch	Lunch	
13.15 – 15.15	Visit to Educational Setting	Visit to Educational Setting	
15.30 – 17.00	Focus Group of Health Practitioners	Focus Group of Local Authority SEND Service Staff	
17.15.17.45	Review of EHCPs	Review of EHCPs	
17.45 – 18.30	Review of EHCPs	Review of EHCPs	
18.30	Feedback to DCS/CCG		

**Day 3**

Time	Team A	Team B	Notes/Additional Meetings
8.00 - 9.00	Team Meeting/Review of EHCPs		
09.00-10.00	Head of CAMHS	SENDIASS representative	
10.15 – 11.45	Focus Group of Health Service Managers	Focus Group of School Governors	
12.00 – 13.20	Visit to SEND Lead of Acute Hospital Trust	Focus Group of SENCOs	
13.30 – 14.15	Lunch	Lunch	
14.15 – 15.45	Focus Group of Headteachers	Focus group of young people	
16.00 – 17.30	Parent/Carer Representatives	Review of EHCPs	
17.45 – 18.15	Feedback to DCS/CCG		
18.15 – 19.00	Team Meeting		

**Day 4**

Time	Team A	Team B	Notes/Additional Meetings
8.30 – 11.00	Team prepare final presentation		
11.00 – 11.45	Run through presentation with DCS/CCG		
11.45 – 12.45	Lunch		
12.45 – 14.00	Presentation to Local Authority, CCG and partners		
14.00	Team Depart		

## **Appendix 8 Review of Education, Health and Care Plans**

As part of the peer challenge process the team will assess the quality of a number of Education, Health and Care Plans. The team will look at the input from health, education and social care and the involvement of children/young people and their parents/carers.

The team will look at the plans of some of the pupils they meet in educational settings.

In addition, the team will look at a number of plans of children and young people who are:

- Missing from education or home educated
- In placements in the independent sector outside the local authority area
- Subject to youth justice provision
- In transition from children's services into adult services
- Looked after/Care Leaver
- Child in Need
- Child on Child Protection Plan
- Child of service personnel
- Child in hospital

In preparation for the challenge the local authority should make available on the first day of the challenge a list of all those children who fall into the above categories. The team will then choose at least one EHCP in each of the categories to look at in detail.

Following the school visits, the team may ask for the file of a child(ren) they have seen.

The template the team will be using for this exercise is in Appendix 9.

## Appendix 9 - EHCP Challenge Template

Name and/or Case Number

Reviewer

	Comments
<b>Are the views, aspirations of the child/young person clear?</b>	
<b>Are the views, aspirations of the parents/carers clear?</b>	
<b>Is each special educational need identified separately?</b>	
<b>Is each health need identified separately?</b>	
<b>Is the child or young person's social care needs related to their SEN or Disability clearly identified?</b>	
<b>Are the outcomes for the child/young person clearly outlined?</b>	

<p><b>Is the Special Educational provision clearly set out explaining what it is, how often, who will provide it, any specialist training required for staff and when it will be reviewed?</b></p>	
<p><b>Is the Health provision clearly set out explaining what it is, how often, who will provide it, any specialist training required for staff and when it will be reviewed? ?</b></p>	
<p><b>Is social care which must be provided under the Chronically Sick and Disabled Persons Act 1970 clearly identified? Does it state how often, who will provide it, any training for staff required and when it will be reviewed?</b></p>	
<p><b>Is any other social care provision required clearly identified? Does it state how often, who will provide it, any training for staff required and when it will be reviewed?</b></p>	
<p><b>Is the educational placement identified?</b></p>	
<p><b>Is there a Personal Budget?</b></p>	

<b>Is there evidence of any quality assurance of the plan by Education, Health or Social Care?</b>	
<b>Are all the reports from education, health and social care attached as appendices?</b>	
<b>General Comments including examples of good practice and suggested improvements</b>	