


Notice of Meeting

Cabinet – Special Meeting



<u>Date and Time</u>	<u>Place</u>	<u>Contact</u>	<u>Web:</u>
Monday, 11 December 2023 9.30 am	Council Chamber, Woodhatch Place, 11 Cockshot Hill, Reigate, Surrey ,RH2 8EF	Huma Younis or Sarah Quinn huma.younis@surreycc.gov.uk or sarah.quinn@surreycc.gov.uk	Council and democracy Surreycc.gov.uk  @SCCdemocracy

Cabinet Members:

Natalie Bramhall, Clare Curran, Kevin Deanus, Matt Furniss, Marisa Heath, David Lewis, Sinead Mooney, Mark Nuti, Tim Oliver and Denise Turner-Stewart

Deputy Cabinet Members:

Maureen Attewell, Steve Bax, Jordan Beech and Paul Deach

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If you would like to attend and you have any special requirements, please email Huma Younis or Sarah Quinn on huma.younis@surreycc.gov.uk or sarah.quinn@surreycc.gov.uk. Please note that public seating is limited and will be allocated on a first come first served basis.

AGENDA

1 APOLOGIES FOR ABSENCE

2 DECLARATIONS OF INTEREST

All Members present are required to declare, at this point in the meeting or as soon as possible thereafter:

- (i) Any disclosable pecuniary interests and / or
- (ii) Other interests arising under the Code of Conduct in respect of any item(s) of business being considered at this meeting

NOTES:

- Members are reminded that they must not participate in any item where they have a disclosable pecuniary interest
- As well as an interest of the Member, this includes any interest, of which the Member is aware, that relates to the Member's spouse or civil partner (or any person with whom the Member is living as a spouse or civil partner)
- Members with a significant personal interest may participate in the discussion and vote on that matter unless that interest could be reasonably regarded as prejudicial.

3 PROCEDURAL MATTERS

a MEMBERS' QUESTIONS

The deadline for Members' questions is 12pm four working days before the meeting (5 December 2023).

b PUBLIC QUESTIONS

The deadline for public questions is seven days before the meeting (4 December 2023).

c PETITIONS

The deadline for petitions was 14 days before the meeting, and no petitions have been received.

4 LOCAL AREA SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES (SEND) INSPECTION OUTCOME AND ACTIONS

(Pages
1 - 38)

The purpose of this report is to share the outcome of the Local Area SEND Inspection and to outline the actions to be taken by the Additional Needs and Disabilities (AND) Partnership in response to the inspection recommendations.

The Local Area SEND Inspection provides an opportunity to support the Area Partnership to strengthen its work on behalf of children and young people and for each statutory partner (Surrey County Council, NHS Surrey Heartlands Integrated Care Board (ICB) and NHS Frimley ICB) to improve experiences and outcomes for children and young people and their families in line with the Local Area ambitions. The inspection ensures Surrey County Council meet its duties, in collaboration with other partners, to provide services that support children and young people with additional needs and disabilities and their families to lead the best possible life. The education, health and social care services that were the focus of this inspection contribute to the Council's ambition that no one is left behind by providing support to children and young people with additional needs and disabilities to improve their experiences and outcomes.

Joanna Killian
Chief Executive

Published: Thursday, 30 November 2023

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Thank you for your co-operation.

QUESTIONS AND PETITIONS

Cabinet and most committees will consider questions by elected Surrey County Council Members and questions and petitions from members of the public who are electors in the Surrey County Council area.

Please note the following regarding questions from the public:

1. Members of the public can submit one written question to a meeting by the deadline stated in the agenda. Questions should relate to general policy and not to detail. Questions are asked and answered in public and cannot relate to “confidential” or “exempt” matters (for example, personal or financial details of an individual); for further advice please contact the committee manager listed on the front page of an agenda.
2. The number of public questions which can be asked at a meeting may not exceed six. Questions which are received after the first six will be held over to the following meeting or dealt with in writing at the Chairman’s discretion.
3. Questions will be taken in the order in which they are received.
4. Questions will be asked and answered without discussion. The Chairman or Cabinet members may decline to answer a question, provide a written reply or nominate another Member to answer the question.
5. Following the initial reply, one supplementary question may be asked by the questioner. The Chairman or Cabinet members may decline to answer a supplementary question.

SURREY COUNTY COUNCIL**CABINET****DATE: 11 DECEMBER 2023****REPORT OF CABINET****MEMBER: CLARE CURRAN, CABINET MEMBER FOR CHILDREN, FAMILIES AND LIFELONG LEARNING****LEAD OFFICER: RACHAEL WARDELL, EXECUTIVE DIRECTOR OF CHILDREN, FAMILIES AND LIFELONG LEARNING****SUBJECT: LOCAL AREA SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES (SEND) INSPECTION OUTCOME AND ACTIONS****ORGANISATION STRATEGY PRIORITY AREA: NO ONE LEFT BEHIND / HIGH PERFORMING COUNCIL****Purpose of the Report:**

The purpose of this report is to share the outcome of the Local Area SEND Inspection and to outline the actions to be taken by the Additional Needs and Disabilities (AND) Partnership in response to the inspection recommendations.

The Local Area SEND Inspection provides an opportunity to support the Area Partnership to strengthen its work on behalf of children and young people and for each statutory partner (Surrey County Council, NHS Surrey Heartlands Integrated Care Board (ICB) and NHS Frimley ICB) to improve experiences and outcomes for children and young people and their families in line with the Local Area ambitions. The inspection ensures Surrey County Council meet its duties, in collaboration with other partners, to provide services that support children and young people with additional needs and disabilities and their families to lead the best possible life. The education, health and social care services that were the focus of this inspection contribute to the Council's ambition that no one is left behind by providing support to children and young people with additional needs and disabilities to improve their experiences and outcomes.

Recommendations:

It is recommended that Cabinet:

1. Notes the outcome of the Local Area SEND Inspection.
2. Supports the actions that are being taken by the Additional Needs and Disabilities Partnership in response to the inspection recommendations.
3. Oversees the Council's work as part of the AND Partnership and its delivery of the Inclusion and Additional Needs Strategy.

Reason for Recommendations:

The Local Area arrangements to support children with additional needs and disabilities were inspected by Ofsted and the Care Quality Commission (CQC) from 11 to 29 September 2023. [The outcome of the inspection](#) was published on 24 November 2023.

The inspection outcome is that the local area partnership's arrangements lead to inconsistent experiences and outcomes for children and young people with special educational needs and disabilities (SEND). Ofsted and CQC require the local area partnership to work jointly to update its existing strategic plan based on the recommendations set out in the [inspection report](#).

The recommendations and proposed responses are set out in this report.

Executive Summary:

Background

1. In 2023, Ofsted and CQC launched a new joint inspection framework focusing on the effectiveness of local area partnerships' arrangements for children and young people with SEND. All local areas will receive a full inspection at least once every 5 years.
2. The possible outcomes of the inspection are:
 - a) The local area partnership's SEND arrangements typically lead to positive experiences and outcomes for children and young people with SEND. The local area partnership is taking action where improvements are needed.
 - b) The local area partnership's arrangements lead to inconsistent experiences and outcomes for children and young people with SEND. The local area partnership must work jointly to make improvements.
 - c) There are widespread and/or systemic failings leading to significant concerns about the experiences and outcomes of children and young people with SEND, which the local area partnership must address urgently.
3. The local area partnership is defined as "those in education, health and care who are responsible for the strategic planning, commissioning, management, delivery and evaluation of arrangements for children and young people with SEND who live in a local area".

Current position

4. The Additional Needs and Disabilities (AND) Partnership was notified on 11 September 2023 of the start of Surrey Area SEND inspection. The inspection period ran for 3 weeks, with a week of fieldwork from 25 to 29 September, in line with the inspection framework; [Area SEND inspections: framework and handbook](#).

5. The [outcome of the inspection](#) was published on 24 November 2023. The inspection outcome is that the local area partnership's arrangements are judged to lead to inconsistent experiences and outcomes for children and young people with SEND. Ofsted and CQC require the local area partnership to work jointly to update its strategic plan based on the recommendations set out in the inspection report.
6. The report details a number of areas that are already effective and a number of areas where the local area can do better. The report found that partnership working led to innovative improvements in joint commissioning and noted strengthened multi-agency working had led to improved early identification of the needs of young people. Co-production was recognised as a "shining beacon", with members of the 'Accept, Teach, Listen, Access, Support' (ATLAS) participation group of children and young people seen to be involved in "many of the recent positive changes across the Local Area" and "helping partnership leaders to understand and respond well to the current situation of inconsistency". The report also acknowledged that leaders have been creative in addressing the rising mental health needs of children and young people in Surrey.
7. In relation to the domains where the local area can do better, there are four recommendations contained within the report where follow up action is required. These recommendations are:
 - a. The partnership board should further develop their strategic evaluation of all partnership projects and interventions to improve their ability to monitor the impact and outcomes on children and young people at a system level.
 - b. Leaders across the partnership should improve communications from SEN case officers and practitioners to parents and carers so that all stakeholders are supported to understand the system, decision making and feel fully involved in the journey with their child or young person.
 - c. Leaders across health, social care and education should ensure that improvements continue in line with their recovery plan in respect of:
 - Reducing waiting times for health assessments
 - Increasing timeliness and quality of needs assessment
 - Increasing timeliness and quality of EHCPs and annual reviews.
 - d. Leaders in education should continue to review the breadth and offer of alternative provision in order to inform commissioning so that alternative provision meets children and young peoples' needs and improves their outcomes.
8. Surrey Additional Needs and Disabilities Partnership published a co-produced strategy in January 2023 which sets out the strategic plan and priorities to 2026; [Surrey Inclusion and Additional Needs Partnership Strategy](#). The strategy identifies seven priority areas of work:
 - co-production,
 - early intervention and support,

- inclusion in education and the community,
 - joint commissioning,
 - preparing for adulthood,
 - systems and practice, and
 - leadership, accountability and governance.
9. The improvement work towards each of these priorities is set out as an action plan and identified actions are overseen and driven forwards by a subgroup of the wider partnership. Progress towards the agreed priorities is measured by a joint set of key performance indicators (KPIs), which are monitored regularly at the partnership board meeting. Partners hold each other to account and jointly problem solve to remove barriers to achieving these outcomes.
10. In line with feedback from inspectors from Ofsted and CQC, the recommendations arising from the inspection report will be incorporated into an updated and co-produced strategic plan, which is designed to deliver improvement and will be monitored via existing governance and accountability mechanisms.

Next steps

11. A partnership board workshop took place on 23 November and considered how the recommendations arising from the Local Area SEND Inspection can be incorporated into a refreshed strategy and action plan for year 2 of the strategy.
12. The Local Area Inspection Strategic Plan is required to be published by 4 January 2024, incorporating all the recommendations for improvement from the inspection report in an update to the partnership's current plan.
13. The inspection report has identified the following areas for improvement:
- a) The partnership board should further develop their strategic evaluation of all partnership projects and interventions to improve their ability to monitor the impact and outcomes on children and young people at a system level.

The local area partnership understands that evaluating the impact of partnership actions and demonstrating the difference the partnership is making to children, young people and families is critical to building sustainable trust and confidence in the SEND system in Surrey. The Additional Needs and Disabilities partnership will:

- i. further strengthen its governance, so it has a clear line of sight on the impact these strategic initiatives are having on the experiences and outcomes for children and young people with SEND. The approach will place greater emphasis on evaluating the outcomes of projects and interventions by asking the question "how do we know if it has made a difference for our children and young people with SEND?"
- ii. review the current quantitative Key Performance Indicators (KPIs) for the strategy with all stakeholders, to develop them to detail clear input,

output, outcome and impact measures. This will be in place by April 2024.

- iii. monitor the KPIs at every partnership board meeting. In addition, a range of mechanisms are being developed to harness a wider range of user and stakeholder feedback and views to qualitatively evaluate the impact of these initiatives for children and young people at a cohort and system level.
- iv. review existing projects and overall programme of activity to ensure it provides a clear, connected, and coordinated series of improvement activities designed to improve the outcomes and experiences of children, young people and their families.

b) Leaders across the partnership should improve communications from SEN case officers and practitioners to parents and carers so that all stakeholders are supported to understand the system, decision making and feel fully involved in the journey with their child or young person.

This area of work had previously been incorporated into the wider 'systems and practice' priority workstream, however following the inspection, communication has been identified as a key standalone priority workstream within the refreshed strategy. The AND Partnership will:

- i. appoint and maintain a lead officer with responsibility for this area of improvement with a focus on embedding relational working, co-production and improving the experiences of parents and carers and all stakeholders. Resources will be allocated to support this work aligned with the Cabinet report approved in July 2023: [25th July 2023 Cabinet report](#)
- ii. develop a co-produced and restorative action plan specifically for engagement and communication with families and other stakeholders over the Autumn 2023 and Spring 2024 terms setting out the priorities, accountabilities and how progress and impact will be measured and monitored.
- iii. support practitioner communication and engagement with system-wide communications strengthened by input from a dedicated communications professional.
- iv. continued dedicated training of all staff in the SEND teams on restorative practice and relational working.
- v. continue to work with our user voice groups and partners to develop a communication plan to improve the experience of families as they navigate the SEND 'system'. This will include videos, printed materials, digital content and in-person events. To enable us to work at pace on improvements to communications, we have secured more resource to work specifically on stakeholder experience and communications, which will include a dedicated officer to review and develop the content of the local offer website.

c) Leaders across health, social care and education should ensure that improvements continue in line with their recovery plan in respect of:

- Reducing waiting times for health assessments
- Increasing timeliness and quality of needs assessment

- Increasing timeliness and quality of EHCPs and annual reviews

An EHCP recovery plan is in place, with additional resources allocated to support the work. Educational Psychology capacity has been doubled and this has resulted in a reduction in the backlog of EP advices by half since May 2023. A SEN needs assessment team is now in place, working towards a target of over 60% timeliness by the end of May 2024. Work is also underway to complete all children and young people's annual review records by the end of December 2023, with the percentage of annual reviews completed or in process for our vulnerable children and young people now at 98%. The quality of EHCPs will continue to be monitored by regular auditing to inform an enhanced training program so that improvements can be implemented and embedded.

Health providers are working with local authority teams to further improve timeliness. A task and finish group is in place to understand the issues further and agree actions that can be taken to improve the position overall and develop a sustainable model. There will be additional financial support in 2024/25 to help with statutory assessment and delivery in community health services. There will also be more business and digital support to help providers keep track of requests and timeliness for returning assessment advice.

The AND Partnership will update the strategy to include this dedicated focus of work and ensure it is delivered in line with the existing plans, set out in the [25 July 2023 Cabinet report](#) and [2 October 2023 Select Committee report](#).

- d) Leaders in education should continue to review the breadth and offer of alternative provision in order to inform commissioning so that alternative provision meets children and young peoples' needs and improves their outcomes.

An Independent Alternative Provision (AP) Framework goes live in April 2024. The current Independent AP Directory has been an interim measure with our existing provider base, whilst we are developing this new framework, transitioning from the Independent AP Directory to a fully commissioned offer. This Framework will widen the provider base and offer to provide key education and /or other support services to a child or young person. Throughout the development of the new Framework a key focus has been on raising and ensuring the quality of provision and subsequent impact on measurable outcomes with a new suite of KPIs.

Additional capacity has been agreed to support the implementation and maintenance of the Framework through the creation of two new posts to administer and quality assure the providers and provision and support the development of a wider 'AP gateway' to manage AP pathways and ensure appropriate provision is arranged for children and young people who require AP. There will be regular reviews of the breadth and offer in the light of the intelligence and information gathered including outcomes,

experiences and changing needs. This will include the voice of children and young people at the heart.

Following the recommissioning and introduction of Service Level Agreements for our Pupil Referral Units (PRUs), a PRU working group will work with leaders to monitor the provision to ensure good outcomes for their pupils and positive destinations. This will be established in January 2024.

Cabinet has approved a significant investment of £43M of capital investment to transform our five PRUs from 2024; this will increase the number of available places by 41 overall and provide state of the art facilities for the approximately 281 PRU pupils in total. The And Partnership will focus on delivery of this investment within the timescales agreed and annually review the sufficiency of provision.

The strategy and action plan will be updated to reflect the strengthened activity in this area and monitor its impact.

Building on the past

14. In October 2016, an Ofsted and the Care Quality Commission (CQC) inspection identified five areas of significant concern in the local area arrangements for children with SEND and Surrey County Council and the Clinical Commissioning Groups were required to publish a written statement of action. In March 2019, Ofsted and the Care Quality Commission (CQC) revisited Surrey and noted that local leaders had made sufficient progress in four out of the five areas of weakness. Findings are detailed here: [Joint local area SEND revisit in Surrey](#).
15. After the 2019 inspection and following a substantial SEND transformation programme with four key aims: early joined up identification, response and provision, children thriving in their local communities, better experiences for families and financial sustainability and better use of resources, the Department for Education and NHS England determined that sufficient progress had been made on the final area of weakness outstanding at the 2019 inspection and discharged the requirements of the original Written Statement of Action in January 2021.

<h3>Risk Management and Implications:</h3>

16. The key risk is the non-delivery of works to address areas of improvements for children/young people with additional needs and disabilities and their families. This could have an adverse impact on long term outcomes for children and families. This is being mitigated through the AND Transformation Programme which is designed to ensure that all projects and programmes associated with improvement remain on track and to resolve barriers and issues as they arise.

17. If there is an increase in demand for services, there will be resource and capacity implications that could compromise the delivery of the improvement works; these may also have financial implications. This is being mitigated through strengthening work in respect of early identification and support at the earliest point to ensure that resources are used effectively to improve children and young people's outcomes.
18. The availability of Educational Psychologists and other occupations with shortages of professionals may impact delivery through a lack of sufficient resources. To mitigate this risk, £15m of Council funding has been allocated by Cabinet over the next 3 years to improve the timeliness of annual reviews and EHC Needs Assessments.
19. There are obligations within the Safety Valve Agreement (SVA) that are linked to potential funding received from the Department for Education. If this DfE funding is not delivered in full, this will compromise our ability to deliver improvement works and ensure that the overall funding for children with SEND is sustainable within the High Needs Block. See further detail on the SVA in the Financial and Value for Money Implications section of this report.
20. Potential risk also relates to meeting the deadlines that have been set out by Ofsted, the Care Quality Commission and the Department for Education in terms of post-inspection activities including updating our strategic improvement plans; if deadlines are not met this could cause reputational damage. Work has commenced early within the partnership to ensure these deadlines can be met.
21. Risks will be mitigated further by a well-planned partnership approach to delivering on the improvements that are identified in the report.
22. The robust accountability and governance measures that are in place for the strategy through the Additional Needs & Disabilities Partnership Board will ensure full oversight of the improvement works. Regular oversight, review of KPIs and progress measures will ensure progress is made towards outcomes and there is evidence of impact. Partners will hold each other to account and jointly problem solve to remove barriers to achieving these outcomes.

Financial and Value for Money Implications:
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23. Surrey County Council is currently in the second year of reporting to the DfE on the Safety Valve Agreement. Regular monitoring reflects the position set out in our reporting to DfE that Surrey remains on track to achieve a £0 DSG deficit at the end of its Safety Valve Agreement, and on track to achieve its Safety Valve Agreement in the current year 2023/24. This means that by the end of the 2023/24 financial year, the Council will have received £73m of the £100m DfE contribution to reduce the deficit on the High Needs Block. This

includes £40m paid upfront (2021/22) and £11.5m brought forward into year one (2022/23).

24. The Council continues to invest in expenditure to support children and young people with additional needs including £43m of capital investment to transform our five PRUs from 2024, £220m of capital investment in specialist school provision and £15m over three years targeted additional resources to support the EHCP Recovery work.
25. There are no direct additional cost requirements coming out of the report for Surrey County Council; the plans for SEND improvement are already captured in the medium-term financial strategy. Continually monitoring of the plan and the delivery of outcomes against the cost containment targets ensures the programme is running on course to its financial plan.

Section 151 Officer Commentary:

26. Significant progress has been made in recent years to improve the Council's financial resilience and the financial management capabilities across the organisation. Whilst this has built a stronger financial base from which to deliver our services, the increased cost of living, global financial uncertainty, high inflation and government policy changes mean we continue to face challenges to our financial position. This requires an increased focus on financial management to protect service delivery, a continuation of the need to be forward looking in the medium term, as well as the delivery of the efficiencies to achieve a balanced budget position each year.
27. In addition to these immediate challenges, the medium-term financial outlook beyond 2023/24 remains uncertain. With no clarity on central government funding in the medium term, our working assumption is that financial resources will continue to be constrained, as they have been for the majority of the past decade. This places an onus on the Council to continue to consider issues of financial sustainability as a priority, in order to ensure the stable provision of services in the medium term.
28. As such, the Section 151 Officer supports the recommendations of this report.

Legal Implications – Monitoring Officer:

29. This report has been prepared to note the outcome of the SEND Inspection and, as a consequence, there are no legal implications.

Equalities and Diversity:

30. The Equalities Impact Assessment (EIA) for the Inclusion and Additional Needs Strategy has not identified any potential for discrimination or negative impact, and all opportunities to promote equality have been undertaken. The EIA will be reviewed as the Strategic Plan is updated and this will be signed

off along with the Strategic Plan itself as set out below. Once the Strategic Plan has been approved by the Department for Education, the EIA will be republished along with the Strategic Plan.

31. The governance and accountability for the inspection improvement work will be held in line with our existing arrangements with the Additional Needs & Disabilities Partnership Board. The Inclusion and Additional Needs Strategy 2023-26 [Inclusion and Additional Needs Strategy 2023-2036](#) focuses on enabling Surrey children and young people aged 0 to 25 with additional needs and/ or disabilities to lead the best possible life.

Other Implications:

32. The potential implications for the following Council priorities and policy areas have been considered. Where the impact is potentially significant a summary of the issues is set out in detail below.

Area assessed:	Direct Implications:
Corporate Parenting/Looked After Children	47% of children who are looked after have additional needs or disabilities, therefore this work will directly improve the outcomes and experiences of these children.
Safeguarding responsibilities for vulnerable children and adults	The improvement work that has been identified will enable the local area partnership to deliver our ambition that children with additional needs or disabilities lead their best possible life.
Environmental sustainability	Not applicable in this instance
Compliance against net-zero emissions target and future climate compatibility/resilience	Not applicable in this instance
Public Health	Prevention, early intervention and support will enable children and young people to achieve positive outcomes and have a positive impact on a wide range of social benefits and outcomes. This includes improved social wellbeing, mental health, physical health and life expectancy. There is intended to be a positive impact on employability, social inclusion and life experiences which in turn impact on health.

What Happens Next:

33. An update to the Local Area Strategic Plan is required to be published by 4 January 2024, incorporating all the recommendations for improvement from the inspection report. This is to be submitted to Ofsted, the Care Quality Commission and the Department for Education to be approved.
34. Following the updated plan being submitted there will be engagement meetings held to update the Department for Education and NHS England on the areas of improvement identified.
35. The Strategic Plan will be signed off by Rachael Wardell, Executive Director of Children, Families and Lifelong Learning, Clare Stone Surrey Heartlands ICS Director of Multi-Professional Leadership and Chief Nurse and Tracey Faraday-Drake, Director for Children and Young People NHS Frimley Integrated Care Board

Report Author: Julia Katherine, Assistant Director, Inclusion and Additional Needs

Consulted:

Liz Mills, Director of Education and Lifelong Learning, Surrey CC
 Harriet Derrett-Smith, ICB Representative Surrey Heartlands
 Claire Poole, Chief Executive Officer, Family Voice Surrey
 Sally Allen, Chair of Family Voice Surrey
 Sandra Pycock, Associate Director of Children, Young People and Families and Lead for Additional Needs and Disabilities, Children and Families Health Surrey
 Clare Stone, Surrey Heartlands ICS Director of Multi-Professional Leadership and Chief Nurse
 Ellen Duke, Head of Transformation, Children & Young People – Frimley ICS
 Anne-Louise Payne, Executive Principal, The Howard Partnership Trust
 Jack Mayhew, CEO Learning Partners Trust

Annexes:

Annex1: Ofsted and CQC Report: [Area SEND inspection of Surrey Local Area Partnership Inspection dates: 25 to 29 September 2023](#)

Annex 2: Equalities Impact Assessment (EIA) for the Inclusion and Additional Needs Strategy.

Sources/background papers:

[Ofsted and CQC Area SEND inspections framework and handbook](#)

Surrey's [Organisation Strategy 2023 to 2028 including Community Vision for Surrey in 2030](#) describes Surrey County Council's (and others) ambition for all Surrey children and young people with additional needs and/ or disabilities and their families.

[Surrey's Joint Commissioning Strategy 2022](#) Joint Commissioning across the NHS and County Council enables us to work together to improve outcomes for children, young people and their families in a seamless, yet targeted way. It also maximises the use of our resources and reduces duplication. When we get this right as public sector agencies, we see it making a real difference to Surrey families.

[Surrey County Council's Sufficiency Strategy](#) provides an important overview as to how the council intends to respond to increasing demand for services and provision for children and young people with additional needs and disabilities.

[Surrey's All-Age Autism Strategy 2021 to 2026](#): details the plans for Surrey to be a more autism friendly county in education, health, social care, work and in its communities.

Area SEND inspection of Surrey Local Area Partnership

Inspection dates: 25 to 29 September 2023

Dates of previous inspection: 18 to 21 March 2019

Inspection outcome

The local area partnership's arrangements lead to inconsistent experiences and outcomes for children and young people with special educational needs and/or disabilities (SEND). The local area partnership must work jointly to make improvements.

The next full area SEND inspection will be within approximately 3 years.

Ofsted and CQC ask that the local area partnership updates and publishes its strategic plan based on the recommendations set out in this report.

Information about the local area partnership

Surrey County Council, NHS Surrey Heartlands Integrated Care Board (ICB) and NHS Frimley ICB are jointly responsible for the planning and commissioning of services for children and young people with SEND in Surrey.

There have been changes to some leadership posts across the local area partnership since the previous inspection. These include new appointments and changes to the governance structure. The commissioning of health services changed across England in 2022. At this time, the responsibility for health services in Surrey passed to Surrey Heartlands and Frimley ICBs.

Surrey County Council commissions a range of alternative provision in Surrey. This is to provide education for children and young people, including those who cannot attend school due to social, emotional and mental health (SEMH), and medical needs, or for those who have been, or are at risk of permanent exclusion. The local authority maintains a list of registered and unregistered alternative providers that it has approved following checks on safeguarding arrangements.

What is it like to be a child or young person with SEND in this area?

Children and young people with SEND have variable experiences in Surrey. Leaders have identified the areas that they need to improve. They have put in place important actions that are starting to make a difference. However, the overall pace is too slow and not yet improving outcomes for many children and young people.

The Local Offer provides information about a wide range of opportunities and activities in the community. Some children and young people are encouraged and supported to take part in activities such as skiing or horse riding for the disabled, football or pursuing a personal interest. When this happens, the impact is positive and helps children and young people achieve strong outcomes.

Too often, children and young people with SEND and their families do not feel valued or visible in their communities. Many children and young people are unable to access mainstream after-school and holiday clubs, and these are not routinely adapted to their needs. Children and young people on waiting lists for Short Breaks programmes wait too long to access the provision they want. Children and young people in older age groups feel there is a lack of support and suitable opportunities for them, such as safe spaces or groups outside of education.

There are shining beacons among this landscape: the ATLAS (Accept, Teach, Listen, Access, Support) participation group of children and young people in Surrey has co-produced many of the recent positive changes across the local area, for example the All Age Autism Strategy. Members of ATLAS are helping partnership leaders to understand and respond well to the current situation of inconsistency. Members value the group for the friendships and opportunities it has given them. They feel that they have been actively listened to and their views respected.

Increasing numbers of younger children and those preparing to move into adult services benefit from improved early identification of their needs. This comes from strengthened multi-agency working, particularly in health and social care. However, for too many, identification and assessment of their education, health and social care needs still take too long. Consequently, some children, young people and their families experience unnecessary escalation of their needs. Some families report that this delay impacts adversely on their whole family's well-being.

Many children and young people with SEND and their families wait too long for neurodevelopmental (ND) assessments, as do some children and young people waiting for speech and language therapy, physiotherapy and occupational therapy. Families can access online resources and group clinics to support them while waiting for these therapies. Those who are waiting for ND assessments benefit from practical and well-considered actions, including a helpline which provides resources such as coping strategies, and short-term interventions such as family support courses. However, although this information has been shared with them, too few parents and carers who spoke to inspectors have felt the impact

of this work.

Children and young people with SEND who attend the maintained alternative provision benefit from a high level of support and effective multi-agency working. Together, professionals identify these children and young people's needs carefully. As a result, many of these children and young people return to full-time education, where their needs can be met and they are successful. However, this provision is too often put in place when a child or young person's needs have not been assessed or met in a timely way, which means they have reached a crisis point.

Some parents and carers told inspectors that they feel they are left with no other option than to remove their child or young person with SEND from education settings because they feel that their education and health needs are not identified or met effectively. In these situations, children and young people often spend extended periods of time out of education while waiting for their needs to be identified. While education and health professionals are now addressing this issue, there are often further delays in arranging and agreeing provision which is suitable to meet these needs. Often, this is of limited duration and scope. Consequently, these children and young people spend too long out of education and so are not well prepared for their next steps. Some families feel that their views are not fully appreciated when decisions are made.

Parents and carers have access to information, support and guidance provided by the parent and carer forum, Family Voice Surrey (FVS) and SEND Advice Surrey and published online. FVS are involved in key strategic decision-making, such as the All Age Autism Strategy. However, some parents and carers do not know about these services so lack the support they need to understand and navigate the complex system with its very many projects and schemes. This is particularly the case for parents and carers from marginalised groups.

What is the area partnership doing that is effective?

- There is ambition for children and young people with SEND in Surrey. Early indications from the recently renewed SEND strategy and the new SEND partnership governance model are promising. Some children and young people with SEND and their families report that their experience of using services and of practitioners supporting them has improved. These parents and carers feel listened to and say that professionals work with them well.
- Joint commissioning is improving. Partners work together effectively in order to make innovative improvements. They identify need well through a refreshed joint strategic needs assessment. They have listened to feedback from children, young people and their families to inform commissioning. The work to provide additional specialist school places and increased spaces in post-16 settings is on track to meet the projected education needs.
- Across education, health and care, practitioners work increasingly well together. Effective communication between practitioners helps to put support in place promptly. For example, multi-agency meetings are held when a child or young

person on the dynamic support register is identified as needing more support to prevent escalation of need and possible admission to hospital. Additionally, the key-worker health project which was co-produced with the involvement of Surrey Youth Focus is supporting positive outcomes. Professionals feel there has been a positive change across the local area partnership and that their expertise is listened to. This is starting to help join up the whole system more effectively and particularly at transition points.

- The Transitions team has well-understood referral pathways for young people needing support in adulthood. Assessments and support packages are timely, and most young people receive the right service at the right time. Those with ADHD benefit from an appropriate clinical handover so that they have no gaps in their healthcare. As a result, these young people progress well and increasing numbers achieve sustained employment.
- Where families have built trusted relationships with professionals, they feel more involved in and understand decisions better. Leaders have improved the access to and timeliness of decisions about education, health and care needs assessments (EHCNA). They have recently introduced a multi-agency triage where decisions are made quickly, and families are supported well to understand them.
- Early years settings value the support from the Early Years Graduated Response Team and the Early Intervention Fund. Alongside younger children and their families, practitioners benefit from helpful information and signposting to relevant support services. This effective multi-agency working provides useful support and enables settings and families to meet the needs of the child quickly.
- The Youth Justice Service works closely with partners such as the Engage Service. Together, they respond swiftly to support young people at risk of offending.
- The Children with Disabilities team ensures that children and young people with complex needs benefit from appropriate pathway plans reflecting their capabilities and aspirations. These are prepared in good time and make good use of the range of effective support available, such as the Hope project, which provides a multi-agency service for 11- to 18-year-olds who are experiencing complex SEMH challenges.
- Practitioners use Early Help, in particular family centres, the One Stop health referral portal and the speech and language and occupational therapy links in schools effectively. These services enable them to support the needs of children and young people who are referred to them. Additionally, there are a range of early help services located in communities to support families. In therapy services, there is effective implementation of a system to support speech, language and communication needs. This means families and practitioners can access support, advice, training and guidance before a specialist assessment.

What does the area partnership need to do better?

- There is a wide range of projects and interventions, such as the early intervention fund and the team around schools project, to address the weaknesses that leaders

have rightly identified across the partnership. However, many parents, carers and children and young people with SEND have not yet felt the impact of these improvements.

- Leaders use many small-scale individual service evaluations to inform their strategic plan. The overall evaluation of the impact of projects and plans on the whole system is underdeveloped. Leaders do not routinely consider the overall impact on children and young people's outcomes. Consequently, system improvement is still too slow and unwieldy.
- Many parents and carers gave powerful examples of not feeling listened to and feeling cut out of how decisions are made about their child or young person. Some processes do not support the 'tell it once' ambition. Communication with parents and carers is often poor. Additionally, some children and young people receive time-limited services, particularly in health, and frequent changes of personnel in social care. As a result, some parents and carers feel 'bounced about' and confused about how different services can help them. In this context, many parents and carers find it hard to build trusting relationships with professionals. To them, services appear disjointed and uncaring.
- Similarly, some professionals particularly in social care feel that, in more complex cases, their expertise is not fully taken into account. There is often a lack of clarity about who is leading each aspect of support or who is responsible for each child or young person's support. This can make the system hard to understand or navigate for families and professionals alike. This can also result in unnecessary distress for children and young people.
- The timeliness of EHC needs assessment remains poor for most children and young people aged 11 to 16 years with SEND, despite recent improvements. Too many children and young people wait too long to have their needs assessed and met. When they are completed, contributions to EHCNA and EHC plans do not reliably incorporate social care information that would lead to an accurate understanding of these needs for all children and young people. The plans to remedy this have not yet had the impact that leaders intend.
- There is also poor completion of annual reviews. While many annual review meetings are held, they are not always recorded, responded to or acted on quickly. Many lack high-quality contributions from all professional voices in order to ensure that children and young people's ongoing needs and aspirations are identified and included. Some schools report difficulty in getting the appropriate professionals to attend annual review meetings in order to identify and assess ongoing need, particularly at times of transition.
- Support for children and young people's transitions between phases, geographical locations or placements is inconsistent, particularly for children and young people with social care needs. It is of particular concern for those with more complex difficulties or who experience multiple placement moves where there are often delays in receiving required support.
- Although leaders are in the process of evaluating and improving the alternative provision offer, they do not have secure knowledge of the quality of provisions used

and offered to children and young people with SEND who need education other than at school. Additionally, too many children and young people are offered a handful of hours for weeks and even months at a time. This is not the equivalent of the full-time education to which children and young people are entitled. As a result, parents, carers and children and young people can struggle to find provision that will meet their needs well. School leaders and parents and carers do not feel that they have been suitably involved in the decisions that have been made about these alternative provisions or on the impact they have had on their children and young people.

- Recent projects, particularly in health, are not yet showing the impact that leaders intend. The system-wide ND transformation plan is beginning to have an impact, leading to meeting needs without a diagnosis. However, it is too early to see the impact of this culture shift for children, young people and their families. Similarly, leaders have been creative in addressing the rising mental health needs of children and young people in Surrey through the innovative Mindworks Alliance model. Concerningly, the demand is already outstripping capacity, leading to longer waits.

Areas for improvement

Areas for improvement
The partnership board should further develop their strategic evaluation of all partnership projects and interventions in order to improve their ability to monitor at a systemic level the impact of these projects and interventions and their outcomes on children and young people.
Leaders across the partnership should improve communications from SEN case officers and practitioners to parents and carers so that all stakeholders are supported to understand the system and decision-making, and feel fully involved in the journey with their child or young person.
Leaders across health, social care and education should ensure that improvements continue in line with their recovery plan in respect of: <ul style="list-style-type: none"> – reducing waiting times for health assessments; – increasing timeliness and quality of needs assessments; and – increasing timeliness and quality of EHCPs and annual reviews.
Leaders in education should continue to review the breadth and offer of alternative provision in order to inform commissioning so that alternative provision meets children and young people's needs and improves their outcomes.

Local area partnership details

Local Authority	Integrated Care Boards
Surrey County Council	Surrey Heartlands ICB and Frimley ICB
Rachael Wardell Executive Director of Children, Families and Lifelong Learning	Karen McDowell Acting CEO Surrey Heartlands Integrated Care Board Fiona Edwards CEO NHS Frimley Integrated Care Board
www.surreycc.gov.uk	www.frimley.icb.nhs.uk www.surreyheartlands.org
Surrey County Council 11 Cockshot Hill Woodhatch Reigate RH2 8EF	Surrey Heartlands Integrated Care Board Block C, 1st Floor Dukes Court Duke Street Woking Surrey GU21 5BH NHS Frimley Integrated Care Board King Edward VII Hospital St Leonard's Road Windsor SL4 3DP

Information about this inspection

This inspection was carried out at the request of the Secretary of State for Education under section 20(1)(a) of the Children Act 2004.

The inspection was led by one of His Majesty's Inspectors (HMI) from Ofsted, with a team of inspectors, including: four HM'Is/Ofsted Inspectors from education and social care; a lead Children's Services Inspector from Care Quality Commission (CQC); and two Children's Services Inspectors from CQC.

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EIA SEND/Inclusion Strategy

Did you use the EIA Screening Tool? (Delete as applicable)

Yes (please attach upon submission) / No

1. Explaining the matter being assessed

Is this a:

A revised strategy, following on from the Surrey Special Education Needs and Disabilities Partnership Strategy.

Summarise the strategy, policy, service(s), or function(s) being assessed. Describe current status followed by any changes that stakeholders would experience.

Describe the change being assessed in plain English. Give your rationale for writing the EIA. Identify the key stakeholders affected by this change, including residents and staff. Consider what evidence you have gathered on the impact of your proposals.

This is the Inclusion & Additional Needs Partnership Strategy for 2023-26. The current 'Surrey Special Educational Needs and Disabilities Partnership Strategy' concludes at the end of 2022 and focuses on: Early identification, Joint Commissioning, Inclusion in the community and Preparing for Adulthood. The strategy from 2023 will continue to progress the improvement in these areas and in addition will also focus on Leadership, governance and partnership working, Co-production and Systems and practice.

The local area partnership works together to provide services for all children and young people with additional needs and disabilities and consists of:

- Surrey County Council
- Health providers and commissioners
- Integrated Care Board
- Early years settings, school and colleges
- Parent and Carers including Family Voice Surrey
- Children and young people
- Voluntary and third sector organisations

The strategy has been co-produced across the Local Area partnership and has been based on the Joint Strategic Needs Assessment and our self-evaluation. The strategy will be accompanied by an action plan to ensure that services for children and young people with additional needs and disabilities are improved as per the strategy.

Equality Impact Assessment

4

The main stakeholders that are affected by the Surrey Inclusion and Additional Needs Strategy are children and young people aged 0-25 with additional needs. We recognise that children and young people with additional needs can face additional pressures and complexities as they develop and learn however we also know that the foundations of an independent, economically active, and resilient adult life are rooted in having a good level of development in early childhood and an inclusive education. We believe that our partnership approach to embedding the social model of disability, underpinned by strengths-based practice and informed by children and young peoples' needs will enable them to build on the best start in life and positive outcomes in adulthood.

In Surrey in 2022 the number of statutory Education, Health and Care Plans (EHCPs) was approximately 12,700 which constitutes approx. 4.6% of the school population, compared to 4% as the England average. Autism Spectrum Disorder (ASD) was recorded as the primary need in 34% of EHCPs, and the majority of plans were for males (73%). Autism, Social, Emotional and Mental Health and Moderate Learning Difficulty were the need areas of largest growth over the last 5 years.

To respond to growing levels of need, as well as to balance the local market, SCC have invested just under £140m in the maintained special school estate, bringing about just under 2,500 new specialist school places before 2027 (1,600 are on track to be delivered by 2024) for children with significant needs identified in their EHCP. This, coupled with a strong focus on inclusion in mainstream schools will ensure children with an EHCP have excellent, local provision available to them. The full range of services available to children and young people with additional needs are detailed on the Surrey Local Offer website.

How does your service proposal support the outcomes in [the Community Vision for Surrey 2030](#)?

Specify which of the ten Vision outcomes this work is linked to.

- Children and young people are safe and feel safe and confident.
- Everyone benefits from education, skills and employment opportunities that help them succeed in life.
- Everyone lives healthy, active and fulfilling lives, and makes good choices about their wellbeing.
- Everyone gets the health and social care support and information they need at the right time and place.
- Communities are welcoming and supportive, especially of those most in need, and people feel able to contribute to community life.

Are there any specific geographies in Surrey where this will make an impact?

- County-wide

Assessment team – A key principle for completing impact assessments is that they should not be done in isolation. Consultation with affected groups and stakeholders needs to be built in from the start, to enrich the assessment and develop relevant mitigation.

Detail here who you have involved with completing this EIA. For each include:

Equality Impact Assessment

- Name – Family Voice Surrey
- Organisation – Family Voice Surrey
- Role on the assessment team – advocate

- Name – ATLAS
- Organisation – User Voice and Participation (Young people reference group)
- Role on the assessment team – advocate

- Name – Surrey Youth Focus
- Organisation – 3rd Sector Partner
- Role on the assessment team – advocate

- Name – Education settings: Early Years, Primary, Secondary, Further Education, Specialist Schools, Alternative Provision, Surrey Virtual School, Schools Forum and Phase Council
- Organisation – Education
- Role on the assessment team - specialists

- Name – Children’s Social Care, Adult Services, Children with Disabilities, Education, Inclusion and Special Needs, Surrey and Borders Partnership
- Organisation – Surrey County Council
- Role on the assessment team – Service providers

- Name – Surrey Heartlands, Mindworks, Children and Family Health Surrey
- Organisation – Health
- Role on the assessment team - specialists

2. Service Users / Residents

Who may be affected by this activity?

There are 9 protected characteristics (Equality Act 2010) to consider in your proposal. These are:

1. Age including younger and older people
2. Disability
3. Gender reassignment
4. Pregnancy and maternity
5. Race including ethnic or national origins, colour or nationality
6. Religion or belief including lack of belief
7. Sex
8. Sexual orientation
9. Marriage/civil partnerships

Though not included in the Equality Act 2010, Surrey County Council recognises that there are other vulnerable groups which significantly contribute to inequality across the county and therefore they should also be considered within EIAs. If relevant, you will need to include information on the following vulnerable groups (Please **refer to the EIA guidance** if you are unclear as to what this is).

- Members/Ex members of armed forces
- Adult and young carers*
- Those experiencing digital exclusion*
- Those experiencing domestic abuse*
- Those with education/training (literacy) needs
- Those experiencing homelessness*
- Looked after children/Care leavers*
- Those living in rural/urban areas
- Those experiencing socioeconomic disadvantage*
- Out of work young people)*
- Adults with learning disabilities and/or autism*
- People with drug or alcohol use issues*
- People on probation
- People in prison
- Migrants, refugees, asylum seekers
- Sex workers
- Children with Special educational needs and disabilities*
- Adults with long term health conditions, disabilities (including SMI) and/or sensory impairment(s)*
- Older People in care homes*
- Gypsy, Roma and Traveller communities*
- Other (describe below)

(*as identified in the Surrey COVID Community Impact Assessment and the Surrey Health and Well-being Strategy)

Age

Describe here the considerations and concerns in relation to the programme/policy for the selected group.

Details on the service users/residents that could be affected. What information (data) do you have about them? How might they be impacted in a positive or negative way? (try to be as specific as possible)

The Inclusion Strategy will affect those from age range 0-25.

As of 2020, there are 356,755 individuals within the 0-25 age range within Surrey. Surrey's population is broadly similar to England, with a slightly greater proportion of 5 to 19-year-olds.

The table below shows the number of children with an EHCP or on SEN support broken down by age range.

Age range	EHCP	SEN Support
Under 5	501	1135
Age 5-10	4181	10049
Age 11 - 15	4123	7745
Age 16-19	2261	431
Age 20-25	681	0
Total	11747	19360

The work that is encompassed within the Inclusion Strategy are considered extremely relevant to age given that the plan relates specifically to children and young people with SEND aged 0-25 years old. The impact is deemed to be positive as this is a strategic plan to improve the lived experience of children, young people and their families and to ensure the improvement of the services they access.

Positives

- Investing in early identification of SEN will ensure that children and young people with additional needs and disabilities are supported from the earliest point with the right support at the right time. Early identification of needs ultimately leads to improved outcomes and lived experience.
- Offering more comprehensive information and support to all children and young people with additional needs and disabilities and their families ensure that they will have the information required to access the correct services and support. This will be available accessibly and for all ages.
- Jointly commissioning key services for children and young people aged 0-25 across the partnership will ensure that the right services are available for children and young

Equality Impact Assessment

4

people at the right time throughout their lives, improving their outcomes and ensuring they remain supported.

- Ensuring that our young people are prepared for adulthood from the earliest possible opportunity ensures that independence is promoted and that the transition into adult services is smooth. Although this strategy is aimed at those 0-25 it is essential that the transition into adult services is carefully planned and there is a strong emphasis on this in the strategy.
- Connecting well across our systems will mean that our practice is of the highest standard and will enable us to improve outcomes for children and young people aged 0-25
- A greater inclusion of children and young people with additional needs and disabilities into the community and education settings.
- An emphasis on co-production with children and young people and their families will improve how services are commissioned in ensuring that they improve lived experience. Co-production will be carried out strategically but also individually to ensure that individual support packages improve the outcomes for the young person

Describe here suggested mitigations to inform the actions needed to reduce inequalities.

How will you maximise positive/minimise negative impacts (actions to mitigate or enhance impacts)? When will this be implemented by? Who is responsible for this? Include additional details in the “Actions & Decisions Tracker” (Section 5) and refer to the relevant item here.

The Inclusion Strategy Partnership will work with all stakeholders in the partnership, including representatives and members of the User Voice and Participation team to ensure that the voice of children and young people are included as part of our ongoing practice. User Voice and Participation aim bring about positive change in the services that are available to people aged 8 to 25 and help shape the services that are provided for children and young people.

What other changes is the council planning/already in place that may affect the same groups of residents? Are there any dependencies decision makers need to be aware of?

There are a wide range of strategies that are working towards improving services for children and young people with additional needs and disabilities. Surrey’s Inclusion and Additional Needs Strategy is the overarching strategy, the below strategies all contribute to the work in their individual right however there are interdependencies between the strategies.

The strategies associated with the Inclusion and Additional Needs Strategy are: Emotional Wellbeing and Mental Health strategy, Best Start Strategy, Joint Commissioning Strategy, Alternative Provision Strategy, All Age Autism Strategy, Speech Language & Communication Strategy, Capital Strategy, Sufficiency Strategy. Two other strategic documents that will affect the same group of residents are the Joint Strategic Needs Assessment and the Self-Evaluation, they will be used to inform the decisions made on the services provided to children and young people aged 0-25 with additional needs and disabilities.

Any negative impacts that cannot be mitigated?

None identified.

Disability

Describe here the considerations and concerns in relation to the programme/policy for the selected group.

Details on the service users/residents that could be affected. What information (data) do you have about them? How might they be impacted in a positive or negative way? (try to be as specific as possible)

The Inclusion Strategy will affect those registered as having an additional need or disability within the defined age range (0-25).

The table below shows the main presenting need of children and young people with additional needs and/ or a disability.

Main Presenting Need	EHCP	SEN Support
Social, Emotional and Mental Health	1858	4110
Autistic Spectrum Disorder	3996	1311
Speech, Language & Comm. Needs	2216	4271
Specific Learning Difficulty	441	3801
Moderate Learning Difficulty	1785	3289
Severe Learning Difficulty	541	32
Profound & Multiple Learning Difficulty	111	5
Physical Disability	363	362
Hearing Impairment	141	241
Visual Impairment	108	135
Multi-Sensory Impairment	37	83
Other	150	859
SEN support but no specialist assessment of need	n/a	861
Total	11,747	19360

The work that is encompassed within the strategy is considered extremely relevant to disability given that the plan relates specifically to children and young people with additional needs and disabilities. The impact is deemed to be positive as the aim of the strategy is to improve the lived experience of children, young people and their families and to ensure the improvement of the services they access.

Equality Impact Assessment

4 The most common type of need for those with an EHCP in Surrey is Autistic Spectrum Disorder, 34%, this aligns with national data. This means that those with Autism are most likely to be impacted by the work that is carried out from the strategy as it the largest group in the EHCP Cohort. There is an All-Age Autism Strategy that is also focussed on improving services for autistic children and young people

The most common type of need those receiving SEN Support is Speech, Language and Communication Needs, 22%. The second main presenting need for those receiving SEN Support is Social, Emotional and Mental Health needs at 21%. The work in this strategy is also supported by the Emotional Wellbeing and Mental Health strategy and the Speech, Language and Communication Needs Strategy.

Positives

- Embedding the social model of disability throughout our partnership working. This model recognises that children and young people are disabled by barriers in society, not by their impairment or difference. These barriers can be physical or attitudinal and our Additional Needs and Inclusion leaders will work to remove these barriers to create equality and offer children and young people in our SEND system more independence, choice and control.
- Improved graduated response and ordinarily available provision in education settings will help reduce the escalation of need, where possible, and ensure that children and young people with additional needs and disabilities have improved outcomes and lived experience
- The closer to home programme will increase the provision of local school places for children and young people with additional needs and disabilities ensuring that they are educated locally and are included in their local community. This has been highlighted as being important to young people.
- A strength based and needs led approach will be taken to ensure that barriers are removed, whether physical or structural, to ensure that children and young people with additional needs and disabilities can thrive and achieve
- A focus on improving transition into adult services will ensure that the support and interventions that are required for the young people to fulfil their potential are in place and not interrupted throughout this transition period
- Improving health and social care advice into Education, Health and Care plans will ensure that the right support package is in place for individuals
- Improving joint commissioning for services that are available for children and young people with additional needs and disabilities will ensure that the right support is available at the right place at the right time. There are 9 areas of focus improving services and provision across education and health
- Offering more comprehensive information and support to all children and young people with additional needs and disabilities and their families ensure that they will have the information required to access the correct services and support. This will be available accessibly and for all ages.

Describe here suggested mitigations to inform the actions needed to reduce inequalities.

How will you maximise positive/minimise negative impacts (actions to mitigate or enhance impacts)? When will this be implemented by? Who is responsible for this? Include additional details in the "Actions & Decisions Tracker" (Section 5) and refer to the relevant item here.

Equality Impact Assessment

The Inclusion Strategy Partnership will work with all stakeholders in the partnership, including representatives and members of the User Voice and Participation team to ensure that the voice of children and young people are included as part of our ongoing practice. User Voice and Participation aim bring about positive change in the services that are available to people aged 8 to 25 and help shape the services that are provided for children and young people.

What other changes is the council planning/already in place that may affect the same groups of residents? Are there any dependencies decision makers need to be aware of?

There are a wide range of strategies that are working towards improving services for children and young people with additional needs and disabilities. Surrey's Inclusion and Additional Needs Strategy is the overarching strategy, the below strategies all contribute to the work in their individual right however there are interdependencies between the strategies.

The strategies associated with the Inclusion and Additional Needs Strategy are: SEMH strategy, Best Start Strategy, Joint Commissioning Strategy, Alternative Provision Strategy, All Age Autism Strategy, Speech, Language & Communication Strategy, Capital Strategy and Sufficiency Strategy. Two other strategic documents that will affect the same group of residents are the Joint Strategic Needs Assessment and the Self-Evaluation, they will be used to inform the decisions made on the services provided to children and young people aged 0-25 with additional needs and disabilities.

Any negative impacts that cannot be mitigated?

None identified.

4 Sex

Describe here the considerations and concerns in relation to the programme/policy for the selected group.

Details on the service users/residents that could be affected. What information (data) do you have about them? How might they be impacted in a positive or negative way? (try to be as specific as possible)

	EHCP	SEN Support
Female	3224	7328
Male	8523	12032
Total	11747	19360

The work that is encompassed within the strategy is considered extremely relevant to sex given that the plan relates specifically to children and young people with SEND. The impact is deemed to be positive as the aim of the strategy is to improve the lived experience of children, young people and their families and to ensure the improvement of the services they access.

Given the gender breakdown in the SEND cohort with 66% of those with an EHCP or receiving SEN Support are male, the proposals, if implemented, would have more of an impact on males than females. This aligns with national data both for those with EHCPs and those receiving SEN Support.

There is an awareness that SEND may be underdiagnosed with the female cohort and there is an awareness of this within the SEND system. Data in Surrey is showing that the percentage difference in plans between males and females is decreasing slowly in recent years which could be a result of being aware of females and SEND underdiagnosis.

There is on-going work in the All-Age Autism Strategy that is associated with this strategy in relation to understanding, recognising and responding appropriately to girls and women with autism. It is recognised nationally that Autism is underdiagnosed in girls and women.

Positives

- Implementation of the strategy will support the growing understanding of autism amongst women and girls.
- Improved support services reflect the specific needs of women and girls
- Improved graduated response and ordinarily available provision in education settings will help reduce the escalation of need, where possible, this positive will be for both female and males.
- Improving joint commissioning for services by using data on the cohort will ensure the right support is available at the right place at the right time, this will take into account gender and the specific services that are provided. There are 9 areas of focus improving services and provision across education and health

Equality Impact Assessment

- Investing in early identification and early help of SEN will ensure that children and young people with additional needs and disabilities are supported from the earliest point with the right support at the right time. With regards to gender this is applicable as it is known that females may “mask” their additional needs and improved early help and identification will ensure that needs can be accurately identified early.

Describe here suggested mitigations to inform the actions needed to reduce inequalities.

How will you maximise positive/minimise negative impacts (actions to mitigate or enhance impacts)? When will this be implemented by? Who is responsible for this? Include additional details in the “Actions & Decisions Tracker” (Section 5) and refer to the relevant item here.

The Partnership will work with all stakeholders in the partnership to deliver the strategy, including representatives and members of the User Voice and Participation team to ensure that the voice of children and young people are included as part of our ongoing practice. User Voice and Participation aim bring about positive change in the services that are available to people aged 8 to 25 and help shape the services that are provided for children and young people.

What other changes is the council planning/already in place that may affect the same groups of residents? Are there any dependencies decision makers need to be aware of?

If so, please detail your awareness of whether this will exacerbate impacts for those with protected characteristics and the mitigating actions that will be taken to limit the cumulative impacts of these changes.

There are a wide range of strategies that are working towards improving services for children and young people with additional needs and disabilities. Surrey’s Inclusion and Additional Needs Strategy is the overarching strategy, the below strategies all contribute to the work in their individual right however there are interdependencies between the strategies.

The strategies associated with the Inclusion and Additional Needs Strategy are: SEMH strategy, Best Start Strategy, Joint Commissioning Strategy, Alternative Provision Strategy, All Age Autism Strategy, Speech, Language & Communication Strategy, Capital Strategy and Sufficiency Strategy. Two other strategic documents that will affect the same group of residents are the Joint Strategic Needs Assessment and the Self-Evaluation, they will be used to inform the decisions made on the services provided to children and young people aged 0-25 with additional needs and disabilities.

Any negative impacts that cannot be mitigated?

None identified.

4 3. Staff

This strategy will have no impact on staff as this strategy is for children and young people aged 0-25 with additional needs and disabilities.

4. Recommendation

Based your assessment, please indicate which course of action you are recommending to decision makers. You should explain your recommendation below.

- **Outcome One: No major change to the policy/service/function required.** This EIA has not identified any potential for discrimination or negative impact, and all opportunities to promote equality have been undertaken
- **Outcome Two: Adjust the policy/service/function** to remove barriers identified by the EIA or better advance equality. Are you satisfied that the proposed adjustments will remove the barriers you identified?
- **Outcome Three: Continue the policy/service/function** despite potential for negative impact or missed opportunities to advance equality identified. You will need to make sure the EIA clearly sets out the justifications for continuing with it. You need to consider whether there are:
 - Sufficient plans to stop or minimise the negative impact
 - Mitigating actions for any remaining negative impacts plans to monitor the actual impact.
- **Outcome Four: Stop and rethink the policy** when the EIA shows actual or potential unlawful discrimination. (For guidance on what is unlawful discrimination, refer to the [Equality and Human Rights Commission's guidance and Codes of Practice on the Equality Act](#) concerning employment, goods and services and equal pay).

Recommended outcome:

Outcome One: No major change to the policy/service/function required. This EIA has not identified any potential for discrimination or negative impact, and all opportunities to promote equality have been undertaken

Explanation:

This Equalities Impact Assessment has not identified any potential for discrimination or negative impact. The 3-year strategy implementation plan will take all opportunities to promote equality and improve the lived experience and outcomes for all children and young people aged 0-25 with additional needs and disabilities.

5. Action plan and monitoring arrangements

Insert your action plan here, based on the mitigations recommended.

Involve you Assessment Team in monitoring progress against the actions above.

Item	Initiation Date	Action/Item	Person Actioning	Target Completion Date	Update/Notes	Open/ Closed
1	March 2022	<p>Coproduction of Strategy</p> <p>Surrey is strongly committed to engagement, participation and coproduction at a strategic, operational, and individual level in all our work with children, young people, and their families, and this is shown through our Co-production Charter (2022) and various forums and a steering group that include relevant partners and stakeholders.</p>	Daniel Callaghan	December 2022	<p>Partnership produced action plans, shared with relevant governance groups. Draft versions have been reviewed by relevant governance boards.</p> <p>Strategy presented to ATLAS at engagement sessions. Family Voice Surrey included on the steering group.</p>	Closed
2	March 2022	<p>User Voice and Participation</p> <p>Embedded user voice arrangements with service users are a central part of our governance</p>	Julia Katherine		User Voice action cards process managed through the Partnership Board.	Open

		arrangements and an ongoing process at action planning sessions.				
3	January 2023	Easy read / Easy access document Strategy will be an easy read/access version that will be created for distribution, to ensure it is accessible for all.	Louise Forde	February 2023		Open

6a. Version control

Version Number	Purpose/Change	Author	Date
1	Draft version for review	Nicola Moore	22/12/2022

The above provides historical data about each update made to the Equality Impact Assessment.

Please include the name of the author, date and notes about changes made – so that you can refer to what changes have been made throughout this iterative process.

For further information, please see the EIA Guidance document on version control.

6b. Approval

Secure approval from the appropriate level of management based on nature of issue and scale of change being assessed.

Approved by	Date approved
Head of Service	
Executive Director	
Cabinet Member	
Directorate Equality Group	

Publish:

It is recommended that all EIAs are published on Surrey County Council's website.

Please send approved EIAs to: **INSERT SHARED EMAIL ACCOUNT ADDRESS**

EIA author:

6c. EIA Team

Name	Job Title	Organisation	Team Role

If you would like this information in large print, Braille, on CD or in another language please contact us on:

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