

Suffolk SEND Outcome and KPI measures -				February	2022	Current Performance	Baseline	Sep-19	Jan-20	May-20	Commentary
1. Parents, children and young people to get the right support at the right time and feel that they are listened to and in control											
69 % of children/young people that have an EHCP, believe they were either well or very well placed at the centre of the process. (2019)				69% (2019)		63% (2018)		n/a		75%	
										n/a	
The SPCN annual survey reports the level of satisfaction/confidence in this area - this will not change until a further survey is completed by SPCN or we have alternative outcome measures to support this. There was not a 2020 annual survey											
2. Suffolk pupils with an EHCP or on SEND support reach their expected standards at age 11 in English, reading and mathematics (to include, LAC and care leavers)											
Key Stage 2 Results				18% (2019)		16% (2018)		n/a		21%	
										n/a	
Since 2017 the percentage of pupils with SEN achieving the expected standard in reading, writing and mathematics has increased by 3%pt in Suffolk											
Expected Standard in Reading, Writing and Maths											
The attainment of pupils with EHCPs has increased by 1% in Suffolk and 2% nationally. The Suffolk to National gap is 2%pt in 2019.											
Year	SEN	Gap	Non-SEN	Ntl Gap	LA-Ntl Gap						
2017	15	50	65	53	-3						
2018	16	52	68	53	-1						
2019	18	52	70	53	-1						
The attainment of pupils with SEN Support has increased by 4%pt in Suffolk. The next set of nationally verified attainment and progress data will be available in Jan/Feb 2023. (Unvalidated data may be available from Nov/Dec 2022. The Standards and Excellence team work with school leaders including governors to support and challenge them in their whole school improvement work to secure improvement so that their provision meets the needs of their pupils, particularly, vulnerable learners including those with SEND.											
3. Suffolk pupils with an EHCP or on SEND Support make expected progress at age 16 (to include, LAC and care leavers)											
Progress 8 Score				-0.47 (2019)		-0.43 (2018)		n/a		n/a	
Year	SEN	Gap	Non-SEN	Ntl Gap	LA-Ntl Gap						
2017	-0.44	0.48	0.04	0.66	-0.18						
2018	-0.43	0.58	0.15	0.69	-0.11						
2019	-0.47	0.52	0.05	0.70	-0.18						
Since 2017 the Progress 8 figures for pupils with SEN has decreased from -0.44 to -0.47.											
For pupils with EHCPs Suffolk figures has fallen by 0.09 to -0.87.											
For pupils with SEN support in Suffolk the figure has remained constant at -0.3.											
The Standards and Excellence team work with school leaders including governors to support and challenge them in their whole school improvement work to secure improvement so that their provision meets the needs of their pupils, particularly, vulnerable learners including those with SEND. This support and challenge is provided to all LA maintained schools and those academies that take up the offer of visits. A range of evidence is used to evaluate the impact of the school's provision in meeting their pupils' needs. The last published performance data was in 2019 and the next validated published performance data will be , at the earliest, available in November 2022.											
4. Education health and care needs assessments are completed within statutory timescales.											

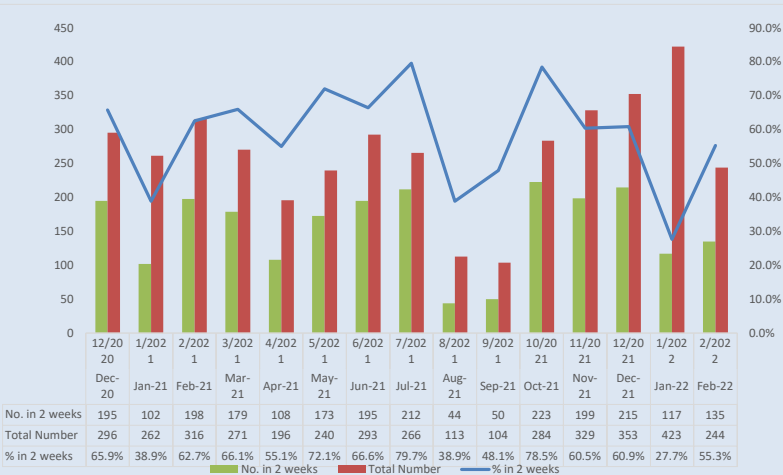


This needs a new reporting process from the Capita System. The annual review report has been amended to capture progress towards outcomes as data as well as narrative so data can be reported on. The Capita SEND professional portal is now being tested to accommodate electronic annual reviews and will be implemented at scale from September 2021

The EHC plan annual review documentation has the appropriate questions to measure progress against outcomes under the four areas of need and the short-term targets set, the management information system to record and report is under development for implementation at scale from September 2021

7. Annual reviews are well managed and impactful

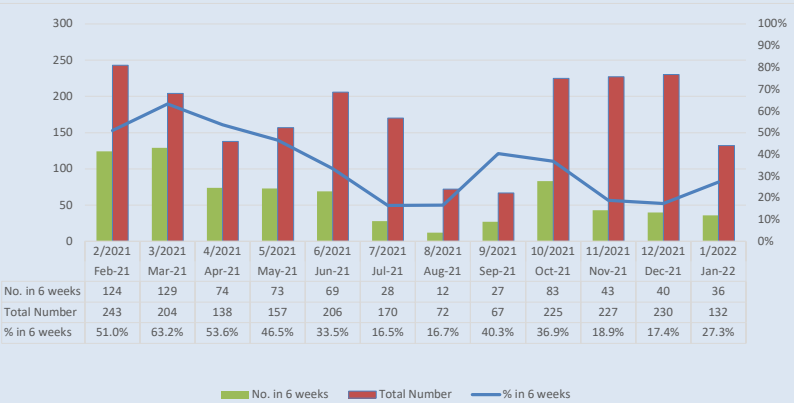
a) % of LA responses to annual review reports within 2 weeks of receipt



55.3% Feb 2022 17.4% 2018 Dec 50% 70% 90%

Mar-22 - Performance is not yet consistent and has been impacted by the processing of a backlog of reports and draft EHC Plans. KPIs will need to be reviewed in this area to include a wider system measures and the issue of final amended EHC plans. Following a significant drive from Family Services colleagues phased transfer Annual Review for Early Years and Primary to secondary were completed at 74%, this is up from the 22% of 2021.

b) % of draft amended plans issued within a further 6 weeks



22.3% Jan 2022 44.0% 2018 Dec 50% 60% 70%

8. Children and young people with SEND are rarely excluded from school

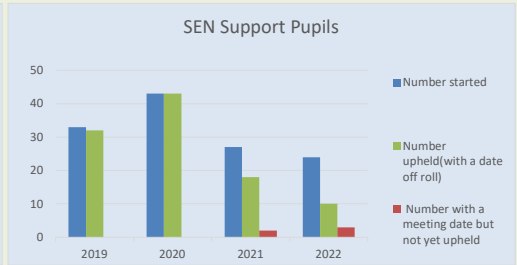
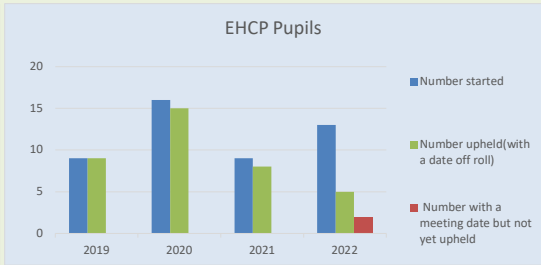
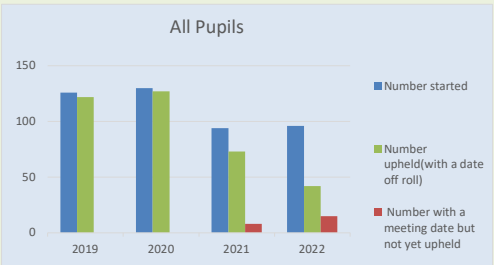
SEN Exclusions



Annual Suspensions	2021-22 (end March)		2020-21	
	No.	%	No.	%
Suspensions (all pupils)	2,629	2.8	3,248	3.5
- Primary School	520	0.9	726	1.3
- Secondary School	2,096	5.5	2,510	6.6
- Special School	13	1.1	12	1.0
Suspensions (pupils with an EHCP)	247	7.4	408	15.0
- Primary School	78	6.5	180	14.9
- Secondary School	156	16.9	217	23.5
- Special School	13	1.1	11	0.9
Suspensions (pupils with SEN Support)	1,014	9.2	1,161	11.9
- Primary School	280	4.2	360	5.4
- Secondary School	734	16.6	801	18.1

Permanent exclusions	No.	%	No.	%
Permanent exclusions (all pupils)	36	0.04	67	0.07
- Primary School	9	0.02	10	0.02
- Secondary School	27	0.07	57	0.15
Permanent exclusions (pupils with an EHCP)	4	0.12	9	0.33
- Primary School	3	0.25	3	0.25
- Secondary School	1	0.11	6	0.65
Permanent exclusions (pupils with SEN Support)	8	0.07	15	0.15
- Primary School	2	0.03	4	0.06
- Secondary School	6	0.14	11	0.25

Permanent exclusion: Trend over time



Mar-22 - Fixed term exclusions are declining across all categories of pupils, however, it is difficult to draw conclusions about trends because of the very unusual circumstances of the pandemic.

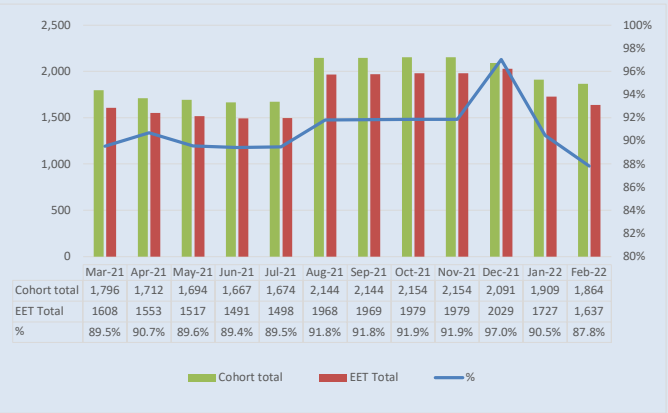
School level data is reviewed and targeted work undertaken to support and challenge schools around the use of exclusion. This has also included challenge to the Regional School Commissioners team about the use of exclusion data as part of their annual conversation with MATs. LA officers have held meetings with MATs where exclusion rates are a concern. We continue to challenge and support schools to consider alternative solutions and as a consequence the number of permanent exclusions begun but not concluded has increased. Furthermore, we have communicated our graduated response and redesign of the Specialist Education Services to all secondary schools attending the IYFAP setting an expectation of seeking earlier support from September.

Permanent exclusions across all groups of pupils have fallen. While it is positive to see a reduction compared with 19/20 it is difficult to assess what this data means because of the very unusual circumstances of the pandemic. Exclusions due to persistent disruptive behaviour continue to occur, this is an area of priority focus to address. It is positive to see the reduction in PEx for children with EHCPs and substantial reduction for those on SEN support.

School level data is discussed and shared with the Regional Schools Commissioners team and targeted work by LA officers is undertaken to consider how schools can be supported and challenged to reduce rates of exclusion for this group of young people. Currently sharing with Stakeholders in the school community about how to address the impact. We continue to challenge and support schools to consider alternative solutions and as a consequence the number of permanent exclusions begun but not concluded nhas increased. Furthermore, we have communicated our graduated response and redesign of the Specialist Education Services to all secondary schools attending the IYFAP setting an expectation of seeking earlier support from September.

9. All young people aged 16 – 25 with an EHC plan are in education, employment or training

Percentage of young people 16-25 years old that are EET



87.8%  
Feb 2022

80.1%  
2018

Dec

90%

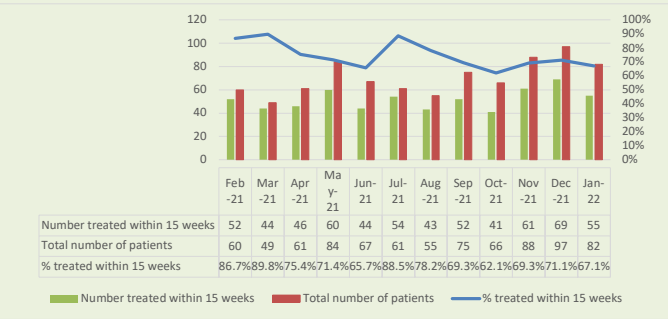
90%

90%

Programme Manger note: The approach used to calculate this data will be subject to a review as part of the refresh of the Outcomes Framework

10. Children & young people access Emotional Wellbeing and Mental Health support

a) Under 18 Referrals treated within standard (15 weeks) Ipswich E&W Suffolk



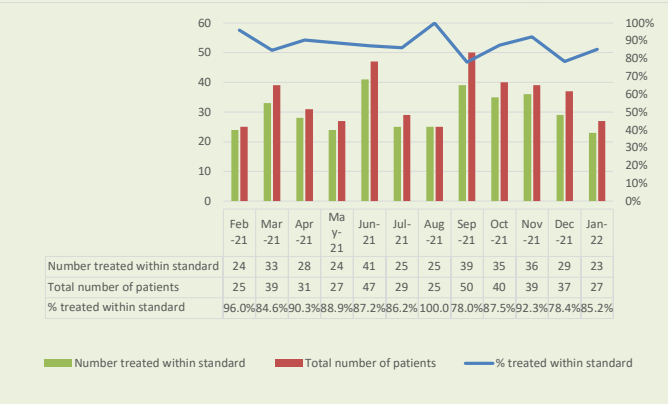
67.1%  
Jan 2022

95%

95%

95%

Mar-22 The ADHD team have been working with Barnardo's who are commissioned to provide the triage panel for the Neuro Development Pathway. The new NDD pathway Triage panel is impacting on the clinic capacity of the Non Medical Prescribers in the teams and Psychiatry in the ADHD Service due to attending the Triage panel for 3 hours per week. This is equating to a reduction of patients seen for medication review by 6 patients a week.



85.2%

95%

95%

95%

Mar-22 - Heolios are now working with NSFT supporting waiting lists for ADHD, CBT and for goal based interventions. This is being coordinated via the EWH with oversight by Dr Beth Mosley. Skill mix review prepped and ready to be sent to clinicians to update and this will align with needs typing work.

Suffolk SEND Outcome and KPI measures -

February

2022

Current  
Performance

Baseline

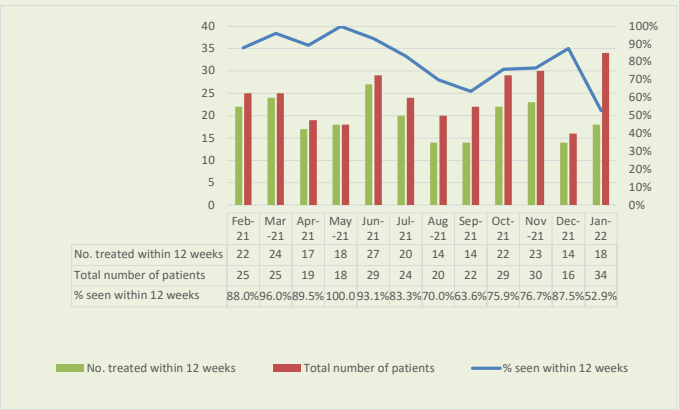
Sep-19

Jan-20

May-20

Commentary

c) Under 18 Referrals treated within standard (12 weeks) - Waveney



52.9% Jan  
2022

95%

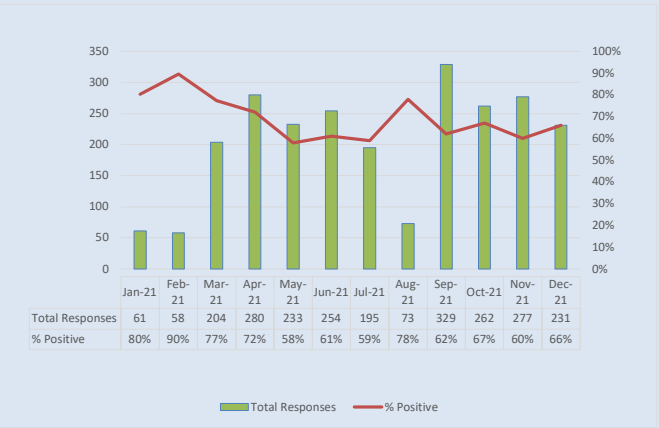
95%

95%

Update March 2022 - N&W CCG has commissioned YMCA, UK Counselling and the Matthew Project to deliver additional treatment capacity for CYP referred to NSFT community teams in Waveney. This additional capacity will be in place over the next 12 months. In addition to this N&W CCG is leading on the development of an integrated front door to ensure that CYP, families and professionals are able to access support through one route and are directed to the most appropriate treatment offer first time. Alongside this work we are undertaking demand and capacity modelling and pathway mapping to ensure we have the right treatment offers sitting behind the integrated front door. We are also developing a Talking Therapies Collaborative which will be managed by a lead VCSE organisation who will subcontract with smaller VCSE organisations bringing additional capacity to the overall system. The integrated front door will go live in Q4 of 22/23

11. Emotional wellbeing and mental health services to have a positive impact for children and young people with SEND

The FFT data for childrens and young people services (NSFT)



66% in  
Dec 2021

Mar-22 - The People Participation lead in the Suffolk CFYP Care Group is working with the team to create a ADHD pathway expert by experience event. FFT results are sent

12. Children and young people with SEND have access to ASD & ADHD services within expected timeframes

Suffolk SEND Outcome and KPI measures -	February	2022	Current Performance	Baseline	Sep-19	Jan-20	May-20	Commentary																																																		
<b>a) Number and percentage of children and young people seen within 18 weeks by Integrated Community Paediatric Services. (Ipswich E&amp;W Suffolk)</b>			39%	Jan 2022				12a relates to the NHS waiting standard for first appointment from initial referral to the community paediatric medical team. This chart is for all referrals to the Paediatric East & West Team and not just those on the ASD assessment pathway. Assessment pathway is still being significantly impacted by Covid rates across Suffolk - impacting on access and staff/child availability. Locum in place focusing on ASD backlog caseload but additional SLT and Psychology not yet in place due to																																																		
<table><tr><th></th><th>Feb-21</th><th>Mar-21</th><th>Apr-21</th><th>May-21</th><th>Jun-21</th><th>Jul-21</th><th>Aug-21</th><th>Sep-21</th><th>Oct-21</th><th>Nov-21</th><th>Dec-21</th><th>Jan-22</th></tr><tr><td>Total no. of patients</td><td>62</td><td>64</td><td>36</td><td>54</td><td>48</td><td>51</td><td>52</td><td>62</td><td>62</td><td>91</td><td>63</td><td>76</td></tr><tr><td>Number RTT in 18 wk</td><td>46</td><td>42</td><td>16</td><td>41</td><td>23</td><td>32</td><td>35</td><td>37</td><td>32</td><td>44</td><td>33</td><td>30</td></tr><tr><td>% in 18 weeks</td><td>74%</td><td>66%</td><td>44%</td><td>76%</td><td>48%</td><td>63%</td><td>67%</td><td>60%</td><td>52%</td><td>48%</td><td>52%</td><td>39%</td></tr></table>				Feb-21	Mar-21	Apr-21	May-21	Jun-21	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Total no. of patients	62	64	36	54	48	51	52	62	62	91	63	76	Number RTT in 18 wk	46	42	16	41	23	32	35	37	32	44	33	30	% in 18 weeks	74%	66%	44%	76%	48%	63%	67%	60%	52%	48%	52%	39%				
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<b>b) Number and percentage of children and young people with suspected Autism receiving an assessment that are seen within 13 weeks of referral (Ipswich E&amp;W Suffolk)</b>			0.0%	Jan 2022				<b>ASD</b> There continues to be longer waits within the assessment pathway for ASD due to service restrictions for some assessments, and access, caused by the pandemic. New system in place. Currently running three 'clinics' a week and able to conclude (ie. ASD/Non ASD) two out of the three families in the same week. This new system has enabled the team to catch up on many cases from earlier in the year also. It is hoped that the team will reach its KPIs by the end of the summer.																																																		
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<b>c) Number and percentage of children and young people receiving a ADHD diagnosis within 13 weeks of referral (Ipswich E&amp;W Suffolk)</b>			0.0%	Jan 2022				<b>ADHD</b> Suffolk CFYP continue to experience challenges of the capacity of the team to meet the needs of the caseload continues. 1 nurse is the team undertaking her non-medical prescribing course currently, this will increase the education review resource in the team in the West of the county. The ADHD recovery business case has been submitted to the CCG and is awaiting review of the CCG comments provided before it can be agreed. If successful this will ensure there is sufficient capacity in the team to undertake the medication reviews in line with NICE guidance, under 10 year- monthly, over 10 years 6 Monthly. This will also enable the following report to increase awareness, knowledge and skills in the community:- Education and training provision for GP's to recognise the signs of ADHD and to provide patients a better understanding of their expectations of ADHD diagnosis. Education and training in schools for psycho-education to support them to better understanding the impact of ADHD will have in their interaction and preparation for children with ADHD. Dedicated parenting education and support working alongside out partners in universal services. Promotion of good practice under SEND by development and implementation of targeted health information/education to wider health, social care services and education potential to reduce diagnostic overshadowing. Develop service user engagement in service development and patient experience feedback. Service user engagement to enable working together. Listening to and embracing the expertise of those with lived experience as equal and valued partners in driving the design and development of better ADHD services going forward. The ADHD team continue to support the neuro-development pathway transformation work, working with clinicians in other areas of the pathway to develop a service that is more responsive and appropriate to meet service users needs.																																																		
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d) Number and percentage of children and young people receiving treatment within 18 weeks of referral (Ipswich E & W Suffolk)					82.9% Jan 2022		95%	95%	95%																																																				
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13. Children and young people with SEND to have access to therapies within the timeframes (Physio, OT, speech & language)																																																													
a) Number and percentage of children and young people seen within 18 weeks by Integrated Community Paediatric Services					96% Jan 2022					<p>This data reflects all children seen within month from a new referral for initial assessment within the ICPS therapy teams (Clinical Psychology, OT, Physio, SCARC)</p> <p>The ICPS therapy teams continue to be able to respond to the majority of initial assessments within 18 wks as expected. This data reflects all referral activity and not just children with SEND.</p>																																																			
<div><table><thead><tr><th></th><th>Feb-21</th><th>Mar-21</th><th>Apr-21</th><th>May-21</th><th>Jun-21</th><th>Jul-21</th><th>Aug-21</th><th>Sep-21</th><th>Oct-21</th><th>Nov-21</th><th>Dec-21</th><th>Jan-22</th></tr></thead><tbody><tr><td>Total no. of patients</td><td>139</td><td>411</td><td>242</td><td>166</td><td>245</td><td>320</td><td>210</td><td>277</td><td>218</td><td>256</td><td>266</td><td>216</td></tr><tr><td>Number RTT in 18 wk</td><td>129</td><td>369</td><td>208</td><td>146</td><td>232</td><td>274</td><td>196</td><td>262</td><td>196</td><td>229</td><td>233</td><td>208</td></tr><tr><td>% in 18 weeks</td><td>93%</td><td>90%</td><td>86%</td><td>88%</td><td>95%</td><td>86%</td><td>93%</td><td>95%</td><td>90%</td><td>89%</td><td>88%</td><td>96%</td></tr></tbody></table></div>						Feb-21	Mar-21	Apr-21	May-21	Jun-21	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Total no. of patients	139	411	242	166	245	320	210	277	218	256	266	216	Number RTT in 18 wk	129	369	208	146	232	274	196	262	196	229	233	208	% in 18 weeks	93%	90%	86%	88%	95%	86%	93%	95%	90%	89%	88%	96%					
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b) Number and percentage of children and young people with speech and language therapy seen within 18 weeks by Waveney					29% May 2021		95%	95%	95%	<p>ECCH are currently delivering EHCP provision in Waveney but the community caseload is experiencing a significant backlog expected to be approximately 65 in Waveney (1400 in total). Provider is prohibited by lockdown restrictions in delivering school based therapy but is increasing their digital offer. The digital platform has improved and more children are accessing therapy this way since the first lockdown. Where this is not clinically appropriate, face to face appointments are being requested by ECCH should schools be able to facilitate this.</p>																																																			
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