



Workshops focusing on developing a local multi-agency SEND dataset and dashboard

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Contents

Section	Page(s)
Introduction	3
Write up of the group sessions from Day 1.	4-6
Write up of the group sessions from Day 2	7-8
Final set of recommended indicators for the local area SEND dashboard	9-16

Introduction

The Council for Disabled Children has been commissioned by the Department for Education to provide information, advice and support to local areas involved in projects to enhance integrated working and joint commissioning, as part of delivering the Government's reforms for children and young people with special educational needs and disabilities (SEND) aged 0-25 and their families. A key deliverable for 2018/19 is to work with local areas to create a local multi-agency SEND dataset and dashboard to create a single source of the truth on how a local area is doing in implementing the government's reforms for children and young people with SEND and their families, whilst also including relevant indicators from other national transformation programmes and assurance processes.

In line with the methodology developed by the [Social Care Institute for Excellence](#) the first phase of creating a local multi-agency dataset and dashboard was to develop a logic model to describe the change process involved in establishing an integrated approach to raising aspirations and achieving improved outcomes for children and young people with SEND. The logic model was co-produced by parent carers, commissioners, operational leads and national system leaders as part of a national accelerated working group facilitated by the Council for Disabled Children in 2017/18. It has been approved by the Department for Education and can be found on the [CDC website](#).

As part of this year's data national accelerated working group the Council for Disabled Children has worked with local areas to establish a long list of national indicators that could be used within a local SEND dataset and dashboard and then to refine it to a manageable set of indicators.

The Council for Disabled Children have adopted an Agile approach to testing and developing the local area SEND dataset and dashboard. The key stakeholders involved in New Devon STP have agreed to work with the Council for Disabled Children to be part of the Alpha phase of testing and developing the local area SEND dataset and dashboard, before involving a wider group of local areas in the Beta phase.

The purpose of the two workshops held in Plymouth on the 7th and 8th January was to work with a wider group of stakeholders to spend some more time scoping the requirements, core questions and datasets that form the basis for the local area SEND dataset and dashboard, as well as seeking agreement on the design features and software that will be used to build the dashboard.

Write up of the group discussions

Developing a set of user stories for the local area SEND dashboard

Who do we want to use the dashboard or its reports?

- Local authority and CCG commissioners
- Local authority SEND and children's social care operational leads/teams & Early Help teams
- Local authority and CCG system leaders
- Elected members and MPs
- Head teachers
- Education settings (early years, schools & colleges)
- NHS and social care providers
- GPs
- Parent carer forum, children, young people and their parent carers
- Adult health and social care teams
- YOS
- Secure estate
- Employment services e.g. Careers Southwest
- Private and voluntary sector
- Housing Associations
- Local planners
- NHS England Specialist Commissioning Team
- NHS England regional advisors and regional teams
- SEND regional advisors

What do we want to use the dashboard for?

- To link social care, health and education data together.
- Predicting future demand and planning for future provision (education, health, social care and housing). Understanding prevalence.
- Measuring attainment and destination data/trends.
- Promoting equity – how do we know that certain children and young people are making good progress in different areas?
- To view data at different levels e.g. data broken down to school, ward, neighbourhood, CCG locality, LA/CCG boundary and STP level.
- To inform future deep dives into key issues or areas of concern.
- To inform targeted approaches to intervention that lead to improved outcomes.
- To inform how well we are doing in implementing the SEND reforms and to answer the question “how do we know we are making a difference?”
- To understand the impact of the reforms.
- To evidence our assumptions. How do we prove that they are right or wrong?
- To establish clear definitions and standardise how we count and measure things.
- To capture progress for children placed out of area.
- To be able to respond to adhoc questions and FOI requests.
- To support service development, clinical practice and joint commissioning.
- SEND strategic group to monitor impact of the SEND strategy.
- Benchmarking and tracking longitudinal progress.
- To help identify issues and challenges such as compliance with the CSDS.
- Identify unmet need.

Moving from a long list of indicators to a preferred list for the local area SEND dataset and dashboard

What are the core questions that we want the dashboard to answer?

- Are we as a partnership meeting our statutory duties?
- No. of children and young people with x needs/primary need types compared with neighbours/peers/statistical neighbours with same level of need.
- Number of children and young people with x functional impairments.
- Is my child progressing in comparison to other children and young people without additional needs? Are we closing the gap?
- How effective are the interventions over time for different cohorts of children?
- How effective are we at enabling children and young people to be ready for the transition from early years to primary education, primary education to secondary education and into adulthood?
- Attainment levels at key stages.
- What are the attendance, absence and exclusion rates for children with different need types and at SEN Support or with an EHC plan, or who are Looked After with SEND?
- What is the level of need/changing needs over time?
- How confident are parents in that their children and young people have the right support? – Consider this at key transition points and need different need types.
- Family and school/setting resilience.
- Timeliness of support offered and provided.
- Children and young people contributing to society.
- Child in need and child in need of protection rates.
- Destinations and impact of a placement.
- How are children being supported to meet their aspirations and prepare for transitions?
- Staff satisfaction, turnover and confidence levels.

What are the national and local indicators that can help us answer these questions?

- Indicators on numbers of children and young people with SEN by need type, SEN support/EHC plan and school type.
- Attendance, absence and exclusions datasets.
- SEND benchmarking data (LAIT and Chartered Institute of Public Finance and Accountancy).
- NHS reporting to LA of children aged 0-5 that have/or suspected of having SEND.
- Indicators linked to the Community Services Dataset (issue around compliance).
- Educational attainment data at key stages.
- Local data from surveys and providers to support new indicators around experience and parental confidence.
- Characteristics of child in need and children in need of protection datasets.
- New local indicator to measure the level of partnership working across agencies as part of a 360 review process.
- Consider a project to align the SEN need types with the functional impairment codes.
- Patient activation measures.
- Police and YOS datasets.
- Workforce survey.

Do we develop a dashboard based on Power BI or Excel?

Pros and cons of using both systems

Pros and cons of using Excel

Pros

- Excel is a universal software package, which all local areas have access to.
- Excel is easy to use and there would be no additional training requirements for local areas.
- There would be no additional licencing costs for local areas if they used Excel for their dashboard.
- It would be easy for CDC to share the dashboard template with local areas.

Cons

- Excel is less secure.
- It will take longer to develop the dashboard in Excel than in Power BI.
- Excel has fewer features than Power BI.

Pros and Cons of using Power BI

Pros

- Power BI is a powerful tool for creating dashboards and showing a range of datasets and producing reports.
- Local areas would be able to adapt the dashboard for their own local use.
- Power BI has a much broader range of features than Excel.
- Power BI is already being used by Devon Council's social care department and is also used by NHS England and the Ministry of Justice.
- Power BI uses Excel files to support the "back end" of the dashboard.
- Devon Council's experience of using Power BI has significantly improved the efficiency of their data analytics team in terms of responding to data requests. It was also been used as an operational and commissioning tool.
- It would be quicker to set up a dashboard in Power BI than in Excel due to the additional visualisation features in Power BI.
- There are advantages in terms of data security and version control if the dashboard was centrally hosted.

Cons

- There would be a cost to local areas to purchase a licence for using Power BI. However, this could be mitigated if DfE was able to purchase a Power BI licence and give local areas across England access to it.
- There may be an additional training requirement for staff to use Power BI.

Scoping the design features for the dashboard

What do we want?

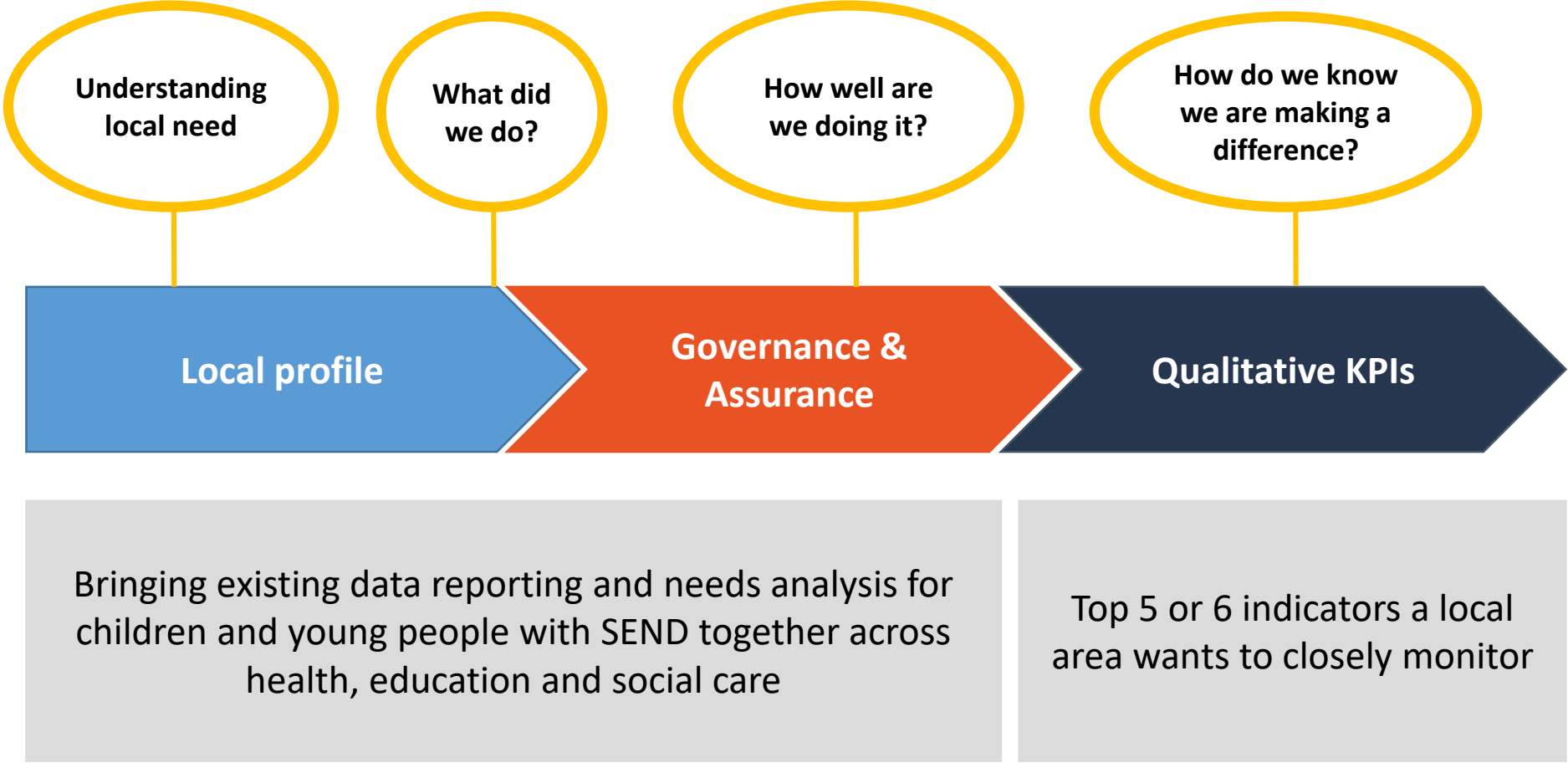
- Benchmark local area's performance against national indicators. This may already be available through the DfE's Local Authority Interactive Tool, or NASEN's new education dashboard. There could be web-links to these tools.
- Local baseline for measuring change.
- Local profile data broken down to smaller geographical areas than LA footprint.
- A combination of local and national datasets.
- A phased approach to the development of the dashboard – start simple.
- Some individual data.
- Need to look at data holistically.
- Consistency in how data is captured.
- Robust approaches to data validation.
- A tool for responding to FOI requests.

How do we want the data displayed?

- Data and reports to be tailored for different audiences.
- Good use of infographics and graphs.
- Data covering both SEN Support and EHC plans.
- Support assurance processes and managing risk.
- Identify trends over months and years – need to be able to easily identify the biggest issues and successes.
- The Devon social care dashboard has at the top key indicators e.g. total number of children in care.
- The dashboard should be regarded as 3 layers of an onion: dashboard, reports and data book.
- To be able to cut the data in different ways, whilst also recognising that a child's primary need type may change over time.
- View SEN need type data at a school level.
- Consider the timing of when reports are run and the frequency that local and national datasets are updated.
- Indicators clustered around population based outcome statements.

**Final recommended set of indicators for the local area
SEND dashboard**

Bringing different datasets together to create one source of the truth



Summary of the indicators identified through the initial scoping exercise

Local profile

Summary report

- Demographics & population trends
- SEND profile (SEN Support & EHC)
- Attainment at different Key Stages & destination data, highlighting any trends/variations with statistical neighbours. Include NEET data.
- Absence & exclusions data sets.
- LAC data sets
- Early Help data sets
- YOS data
- Data on children in out of area placements
- Dynamic risk register data (children & adults)
- Children's continuing care/CHC data
- NOMIS data sets
- Child health profile
- Monthly statistics (LD and Mental Health)
- Adult social care data
- Proportion of the population (all ages) that are included on a GP learning disability register.

Governance & Assurance

Summary report

- No. of notifications coming from the NHS identifying a child/young person as having/suspected of having SEND by age.
- % of early years settings and schools using a graduated approach to effectively meet the needs of children and young people with SEND.
- % of EHC plans completed within the 20 week timeframe.
- % of requests for health advice completed and returned within the 6 week time frame.
- No. of education settings with a good Ofsted inspection rating.
- No. of registered SEN appeals and rate per 10,000.
- No. of integrated personal budgets issued as part of an EHC plan.
- No. of personal health budgets issued to children and young people, based on agreed trajectories with NHS England.
- Effectiveness of working relationships in the local system.
- % of parents/children and young people/professionals who rate the local offer as good or excellent.

Qualitative KPIs

Summary report

Through reviewing the outcome statements in the Logic Model, what are the top 5 or 6 key performance indicators that local areas want to keep a close eye on?

Office of National Statistics

- Population estimates by LA/CCG 0-4, 5-9, 10-14, 15-19, 20-24 years.

DfE national datasets - SEN

- State funded primary, secondary and special schools – no. of pupils with special educational needs where the pupil attend school.
- State funded primary schools: Number and percentage of pupils with special educational needs by primary type of need.
- State-funded secondary schools: Number and percentage of pupils with special educational needs by primary type of need.
- Special schools: Number and percentage of pupils with special educational needs by primary type of need.
- State-funded primary and secondary schools: Number and percentage of pupils with special educational needs attending SEN units or placed in resourced provision.

NHS Digital – Community Services Dataset

- No. of 0-25 year olds by functional impairment (will be to be included at a later stage once compliance levels are higher).

DfE national datasets – Attainment and destination data

- Early years % achieving good level of development.
- KS1 attainment gap in reading, writing & maths.
- KS2 % LAC achieving expected level in reading, writing & maths.
- KS2 attainment in reading, writing and maths + rate of progress.
- KS4 attainment score for LAC with SEN.
- KS4 attainment score by SEN provision.
- Post 16 % pupils level 2 compared to non-SEN.
- % 16-18 years old with SEN who are NEET.

DfE national datasets – Characteristics of children in need data

- Number of children in need at 31 March 2018, by local authority and primary need.

NHS Digital – Mental Health Services monthly statistics

- People in contact with mental health services aged 0-18 at the end of the reporting period.
- LAC with a referral starting in the reporting period aged 0-18.
- Children with a child protection plan with a referral starting in the reporting period aged 0-18.

NHS Digital – Learning Disability Services monthly statistics

- Patients by age (0-25), gender, ethnicity, diagnosis of learning disability/autism and main category for admission.
- Patients by inpatient setting, ward security level, CQC compliance and legal status.

Local profile – to be populated by local areas

Recommended additional local indicators

Population data

- Population and prevalence data broken down to smaller geographical levels e.g. ward, CCG locality, school/FE college.

Hospital admissions

- Hospital admissions data for children and young people with mental health conditions, diabetes, asthma or epilepsy.

YOS

- % of the YOS caseload with an identified special educational need or disability (breakdown by need type/functional impairment).

Emotional wellbeing and mental health

- % of the CAMHS/emotional wellbeing and mental health service caseload with an identified co-morbidity/SEN (breakdown by need type/functional impairment) NB This could be a temporary indicator until there is full compliance with the Community Services Dataset.

Children with complex health needs and life limiting and/or life threatening conditions

- No. of children with a children's continuing care package.
- No. of children with complex health needs currently in Tertiary hospitals not well enough to come home.

Children and young people with a learning disability/autism and or mental health needs who challenge services

- No. of children and young people 0-18 years on the dynamic risk register.
- No. of 18-25 year olds on the dynamic risk register.
- No. of children and young people 0-18 years with a learning disability/autism and or mental health needs who challenge services currently in foster care.

Children and young people in specialist residential school / college placements

- No. of children and young people by SEN need type in specialist residential school / college placements.

Short breaks

- No. of disabled children and young people and parent carers currently benefiting from a short break.
- No. of disabled adults aged 0-25 and parent carers currently benefiting from a short break.

Young carers

- Number of young carers known to social services or registered with GPs.

DfE- Statements of special educational needs and EHC Plans

- % of EHC plans completed within the 20 week timeframe.

DfE – Absence and exclusions

- % sessions missed due to overall absence by SEN provision.
- % pupils with permanent exclusion by SEN.

DfE – Statements of special educational needs and EHC plans & Quarterly SEN Tribunal statistics

- No. of mediation cases.
- Registered SEN appeals and rate per 10,000.

NHS Digital – Mental Health Services monthly statistics

- Average waiting time for children and young people between referral and second contact.

NHS Digital – CCG Improvement and Assessment Framework

- No. of personal health budgets in place per 100,000 CCG population (based on the population that the CCG is responsible for).
- Proportion of people on the GP learning disability register that have received an annual health check during the year.

Governance and assurance – to be populated by local areas

Identification of children and young people with SEND

- No. of notifications coming from the NHS identifying a child aged 0-5 as having/suspected of having SEND.
- No. of notifications coming from health visitors (including 2.5 years developmental check) identifying a child aged 0-5 as having/suspected of having SEND.

Graduated approach

- % of early years settings and schools using a graduated approach to effectively meet the needs of children and young people with SEND.

EHC plan governance

- % of requests for health advice completed and returned within the 6 week time frame.
- % looked after children where one of the reviews of their Care Plan is aligned with the annual review of their EHC plan.
- % of children, young people and parent carers who following the review of their EHC Plan state that they feel listened to and confident in developing their goals.
- No. of children with EHC plans awaiting placements.

Co-production

- SEND Parent Carer Forum rating of their experience of being involved in identifying issues and co-producing solutions relating to the delivery of the SEND reforms.

Ofsted and CQC inspection ratings

- % of education settings with a good or outstanding Ofsted inspection rating (early years setting, primary, secondary, special school, college).
- % of social care providers supporting CYP with SEND with a good or outstanding Ofsted inspection rating.
- % of NHS providers supporting CYP with SEND with a good or excellent CQC inspection rating – check categories.
- No. of education settings, social care providers, NHS providers or commissioning bodies in special measures.

SEND Local Offer

- % of parents/children and young people/professionals who rate the local offer as good or excellent.

Effectiveness of the working relationships in the system

- % of responses from a 360 review questionnaire who stated that they had a strong and effective working relationship with their partners in delivering the SEND reforms.

Personal budgets

- % of EHC Plans with a personal budget and break down of personal budgets which include education, social care and health funding. (national data not up to date).

NHS Digital & NHS England mandatory personal health budget data collection process

- Cumulative in-year personal health budget data based on meeting national ambition target and NHS Mandate expectations (including which groups of children and adults are receiving a personal health budget from each CCG).

Recommended final set of indicators for the local SEND dashboard

Qualitative indicators to measure progress against the outcome statements in the Impact column of the logic model – to be prepopulated by NEL HCC for the dashboard template (where this is possible)

Learning & Employment

Friends, relationships & community

Good health

Independent living

% of pupils with SEND in mainstream primary & secondary schools and colleges

Source: local data or DfE SEN datasets.

% of pupils with SEND who achieved a 9-5 GCSE pass

Source: local data or DfE Attainment datasets.

% of students at KS5 with SEND in sustained employment/ education, or training after 6 months

Source: local data or DfE Destinations datasets.

% of children and young people with SEND surveyed who stated that they were able to participate in their chosen leisure activities.

Source: local data.

% of parent carers surveyed who stated that they were confident in navigating the system & managing their son/daughter's health & care needs

Source: local data.

% LD adults recorded as living in their own home or with family

Source: local data or NHS Digital Destinations, Adult Social Care Outcomes Framework.