



Department  
for Education

# Children's Services Omnibus

**Wave 4 Research Report**

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## List of abbreviations

**CiN** – Children in Need

**CYP** – Children and Young People

**DCS** – Director of Children’s Services

**DfE** – Department for Education

**EHCP** – Education, Health and Care Plan

**FSM** – Free School Meals

**LA** – Local Authority

**SEND** – Special Educational Needs and Disability

**LAC** – Looked-after children

**IRO** – Independent Reviewing Officer

**ASYE** – Assessed and Supported Year in Employment

**LCPA** – Leaving Care Personal Adviser

**NAAS** – National Assessment and Accreditation System

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## Executive Summary

This report presents the findings from the fourth wave of the DfE Children's Services Omnibus Survey. The survey explored senior local authority (LA) and Children's Services Trust leaders' perceptions on, and activities relating to, a range of policy areas. These included children's social care; early years and childcare provision in authorities; and services for children and young people with special educational needs and disabilities. The questionnaire comprised a mix of open response questions and fixed category response questions.

The online survey was sent to all 152 upper tier LAs in England. In total, 56 LAs took part, representing an overall survey response rate of 37%. This compares to an overall response rate of 66% at Wave 1, 50% at Wave 2 and 51% at Wave 3.

However, as indicated throughout the report, not all 56 LAs answered all of the survey questions. A total of 49 LAs answered questions on Children's Social Care (32% response rate, compared to 60% in Wave 1, 45% in Wave 2 and 47% in Wave 3); 50 LAs answered questions on Early Years and Childcare (33% response rate, compared to 56% in Wave 1, 38% in Wave 2 and 39% in Wave 3); and 48 answered questions on Special Educational Needs and Disability (32% response rate, compared to 54% in Wave 1, 34% in Wave 2 and 36% in Wave 3).

The profile of LAs which completed the survey is largely in-line with the overall profile, based on the type of authority, region, proportion of pupils eligible for and receiving free school meals, and rates of children in need.

The research was carried out between 26 June and 15 August 2018. The key findings are outlined below. Throughout this report, figures are based on all LAs responding to each question. Please note that the base sizes for some questions are relatively low and therefore the findings should be treated with some caution.

### Children's social care

A total of 49 LAs answered questions on children's social care.

#### Use of Independent schools for looked after children

- Thirty-nine per cent of responding LAs had considered placing looked after children into independent schools (excluding specialist schools) in the previous 12 months.
- However, 75% of those LAs feel that the independent sector is a realistic option for placing looked after children, either for day or boarding places.
- The results indicate that, among the LAs which had considered placing looked after children into independent schools, on average they had considered between

three and four children for places in the previous year. However, the small base size for this question means that this finding needs to be treated with caution.

- Key barriers to placing looked after children in independent schools include a lack of provision for specialist needs, the financial cost and unrealistic academic expectations.

## **Child protection and children in need**

- Over the previous 12 months, responding LAs had commissioned support from external experts in a number of different areas. The most common areas were domestic violence (69% of LAs had used external experts in this area), child mental health or self harm (60%) and substance misuse (59%).

## **Social work workforce**

- A large majority (92%) of the LAs felt that the ASYE programme had been effective in supporting newly qualified social workers to make the transition from training into practice. None felt it had been ineffective. LAs highlight the effectiveness of ASYE in aiding the retention of social workers, improving the quality of staff, ensuring protected time for reflection and caseload management, and providing a structured and universal framework for staff.
- A large majority of responding LAs had initiatives in place to support the recruitment and retention of social workers (93%). The main recruitment and retention initiatives mentioned by responding LAs include flexible working (offered by 90% of LAs with initiatives in place), relocation allowances (74%) and retention bonuses (52%).
- Nine in ten (89%) of the LAs were signatories to a regional memorandum of understanding about the use of agency staff. Among these, 63% felt the memorandum had been very or fairly beneficial, but 33% felt it had not been beneficial.
- Nine in ten (89%) responding LAs said that social workers in their area were aware of the knowledge and skills statements. Three in five (61%) responding LAs said that they use the knowledge and skills statements for performance management.
- Nine in ten of the LAs (89%) said that social workers were aware that a system of accreditation will be introduced. However, 71% of LAs said that social workers knew why the system of assessment and accreditation was being introduced. Further, just one in five (22%) LAs felt that social workers in their area were supportive of the process of assessment and accreditation, although this is skewed by 36% of LAs being unable to provide an answer.

- Awareness that assessment will be against the child and family knowledge and skills statements was high. Four in five (78%) of the LAs felt that social workers in their authority were aware of this.

## **Adoption and children in care**

- Nine in ten (89%) responding LAs said that they had processes in place to check whether the design of services works for the families they support.
- Three in four (76%) responding LAs said that they provided support groups to Special Guardians. This compares to 56% in Wave 1, which suggests a rise in use of support groups since 2016, although the small base sizes mean that this difference is indicative rather than statistically significant.
- A large majority of LAs (89%) offered financial support to Special Guardians, which is in-line with findings from Wave 1 (91%).
- Seven in ten LAs (71%) believed that the Independent Review Officer (IRO) role in their authority had been effective, with just five per cent saying it had been ineffective.
- Those who believe the IRO role has been effective predominantly highlighted the ability to challenge the LA on care planning. LAs also mentioned the IRO's ability to provide quality assurance.

## **Leaving Care personal advisors**

- Responding LAs most commonly suggest that the average caseload for Personal Advisors is between 21 and 25.
- A majority of the LAs said that leaving care personal advisors in their authority had received training in safeguarding risks (82%), advising and supporting young people to engage in education, employment or training (77%) and supporting unaccompanied asylum-seeking children (70%).

## **Multi-agency arrangements**

- A clear majority (84%) of the LAs said that safeguarding partners in their area had begun developing their arrangements to react to new legislation which establishes a new framework for multi-agency working in England.

## **Cross-cutting**

- Around a quarter of responding LAs (23%) had either completed or were in the process of completing an assessment of the potential implications of the UK's withdrawal from the European Union for children's social care. This compares to 12% in Wave 3. Small base sizes mean that this difference cannot be considered to be statistically significant, but it is indicative.

- LAs were also asked about the average cost associated with provision of services for children and how they have changed over the last three years. Around three in five responding LAs said that LA social worker pay (61%) and agency social worker pay (57%) have increased over the last three years, while one in eleven felt pay had gone down (nine per cent).
- A majority of responding LAs (68%) report foster carer fees and allowances have increased. When asked specifically about independent fostering agency placements, 57% of LAs reported these have increased. An overwhelming majority (91%) felt that the cost of residential care placements had increased over the previous three years.
- A majority of LAs reported that the average cost of a looked after child over 15 years old (82%), and a child in need with disability (77%) had increased in the last three years.
- A small majority reported that the cost of children with a child protection plan had increased (53%). Responding LAs were more split on the cost of care for children with no specified additional need. An equal number of LAs report they have increased and stayed the same (both 43%).

## Early years and childcare

A total of 50 LAs answered questions on early years and childcare.

### Early education entitlements

- Local Authorities were asked about actions they had taken to promote funded early education entitlements for disadvantaged 2 year-olds during the last year. All of the responding LAs had supported the communication and provision of information to parents, either directly or in partnership with other local professionals. The vast majority (96%) ensured sufficiency and quality of existing provision and almost two thirds (64%) said they had developed new provision or new places. 82% had streamlined administrative processes and 78% had carried out workforce development and training.
- More than two in five responding LAs (44%) said that they had experienced difficulties over the last year in implementing funded early education entitlements for disadvantaged two year-olds.
- The most commonly reported difficulty local authorities faced was eligible parents not wanting or needing child care for their 2 year-old, with 34% of responding authorities saying that they had experienced this. Twenty per cent of responding authorities reported a lack of funding for publicity, outreach or infrastructure development, and 16% of responding LAs reported that they had experienced providers not wanting to offer funded places to eligible 2 year olds.
- Local authorities were also asked about what they had done to promote the universal funded early education entitlements of 15 hours for 3 and 4 year olds.

Nine in ten (90%) had supported providers or children's centres to communicate with parents and carers and ensured the sufficiency and quality of existing provision.

- One in five (20%) responding authorities reported difficulties in implementing the universal funded early education entitlements of 15 hours for all 3 and 4 year olds.
- Thirty eight per cent of responding authorities said that the introduction of the 30 hours funded early education entitlements for 3 and 4 year olds of working parents had caused difficulties for the implementation of the disadvantaged 2 year old offer. Key difficulties mentioned were the capacity of early education providers to offer places for 2 year-olds, and financial sustainability.

## Special Education Needs and Disability (SEND)

A total of 48 LAs answered questions on SEND.

- All responding LAs were asked to choose up to three main challenges they faced in the effective delivery of special educational needs services and provision. The most common challenge was securing sufficient high quality school placements for children with SEND (79%). Seventy seven per cent (77%) of the authorities said that they faced challenges influencing SEND provision in schools in an environment of increasing school autonomy, and just over half (52%) said that sufficiency of post-19 education and training provision was a challenge.
- Nine in ten (92%) of the local authorities said that they were working with mainstream schools to manage demand for specialist provision in order to use their high needs funding as effectively as possible in 2018-19. A similar proportion (90%) of LAs said that they were strategically reviewing the supply of specialist provision and 71% were focusing on early intervention.
- All responding LAs had least one system in place to monitor the implementation of their SEND services. Ninety two per cent (92%) of the LAs said that they have in place a system where SEND services are overseen by a joint improvement board with local authority and senior clinical commissioning group representation.
- Half of responding LAs (50%) agreed that they had a clearly defined Preparation for Adulthood strategy.
- Fifty four per cent (54%) of responding local authorities agreed that Education, Health and Care (EHC) planning and review processes are aligned with assessment and planning processes across health and social care.
- Three quarters (75%) of responding local authorities agreed that children's and adult's services in their local authority work together effectively to support children and young people in preparing for adulthood.

- Sixty five per cent (65%) of responding authorities agreed that their information, advice and support service is equipped to support young people with SEND in preparing for adulthood.
- Fifty six per cent (56%) of LAs agreed that their staff have access to relevant training in effective support in Preparation for Adulthood for young people with SEND.

# Introduction

## Background

The Department for Education (DfE) is currently implementing a range of policies designed to strengthen and reform children's services. In particular, the commitments set out in the Children and Families Act 2014 signify an ambitious response to the challenges faced by local authorities trying to meet the needs of children and families.

Wide-ranging reforms to services include the expansion of funded early years' provision, workforce development for Early Years' professionals and social workers, testing new approaches through the Innovation Programme, greater integration between services, and the introduction of Children's Services Trusts. Local authorities (LAs) play a pivotal role in these landmark reforms, assessing need, innovating, restructuring and delivering reformed services.

In 2016 the Department commissioned a bi-annual Children's Services Omnibus Survey to provide a clear and up-to-date understanding of the key issues facing children's services, and of local authorities' implementation of policy related to children's services.

The Omnibus is a survey sent to all 152 upper tier LAs (and Children's Services Trusts) in England. It has three aims:

- To gather information from senior leaders and managers in LAs on policy-related activity and explore their perceptions of these activities;
- To gain a greater understanding of the key issues affecting children's services and local authorities' delivery of them; and;
- To consolidate ad-hoc LA surveys into biannual omnibus surveys.

The first wave was undertaken in September and October 2016. The second wave took place in June and July 2017. The third wave took place in October and November 2017. The reports on findings from first to the third waves can be accessed here: <https://www.gov.uk/government/publications/childrens-services-omnibus>.

This report presents findings from wave 4 of the Children's Services Omnibus series, which took place in June to August 2018.

## Survey methodology

The first phase of the survey, prior to wave 1, involved a nomination stage in July 2016. During this stage the Director of Children's Services (DCS) for each LA was invited to nominate a single point of contact in their authority to be responsible for the survey. This approach was successful in obtaining contact details for a nominated point of contact for every higher tier Local Authority in England. In many cases DCSs opted to remain responsible for the survey in their LA, either nominating themselves or their PA to be the point of first contact. In some LAs DCSs nominated other points of contact such as Group Managers, Service Directors and Data and Performance Officers. This sample was used for wave 1 and updated via telephone and email reminders for waves 2, 3 and 4.

For waves 1 and 2, small-scale pilots were conducted prior to the mainstage fieldwork. As well as the substantive survey questions intended to be included in the mainstage survey, the pilot survey included a number of detailed probing questions that explored how respondents interpreted and went about answering specific questions, and how easy or difficult they found it to complete the survey overall.

For waves 3 and 4 an expert panel review was carried out to refine the survey questions. Once the draft questionnaire was finalised, a panel consisting of advisory group members, NatCen's questionnaire development team and policy experts as well as the research team reviewed this draft. Following this review, refinements were made to the questionnaire.

All 152 local authorities were then sent an invitation email. This email included further information about the survey, a link to the web survey and a unique access code for the LA. An Excel spreadsheet copy of the survey questions was also provided to give respondents the opportunity to prepare answers in advance of accessing the online survey. In particular, this enabled the single point of contact for the LA to share the spreadsheet with colleagues within different teams who might help with collating data about the three policy areas.

During the mainstage fieldwork, all non-responding LAs were sent three reminder emails and received reminder calls from QRS telephone interviewers. Invitation emails were also re-sent to existing and new points of contact upon request. The fieldwork ran from 26 June to 15 August. In total, NatCen received responses from 56 LAs. This amounts to an overall response rate of 37 per cent. A total of 41 LAs fully completed the survey, and 15 partially completed the survey.

The response to each section varied, as demonstrated in Table 1. The profile of LAs which completed the survey is largely in-line with the overall profile, based on the type of authority, region, proportion of pupils eligible for and receiving free school meals, Ofsted rating and rates of children in need.

A full breakdown of responses can be found in Appendix 1.

**Table 1: Wave 4 response rate by questionnaire section**

<b>Section</b>	<b>Complete responses (N)</b>	<b>Partial responses (N)</b>	<b>Response rate</b>
Children's Social Care	44	5	32%
Early Years and Child Care	50	0	33%
SEND	48	0	32%

## **Presentation and interpretation of data**

It should be remembered at all times that a sample, and not the entire population, of upper tier LAs and Children's Services Trusts in England, responded to the survey. Further, the total number of LAs is small (n=152), which means that care is required when interpreting the results. In consequence, all results were subject to sampling tolerances, which means that not all differences were statistically significant.

All differences discussed in the report are statistically significant unless stated otherwise. Where differences were not statistically significant, these differences could be caused by chance. Where non-significant findings are commented on, this is based on the identification of large or potentially notable differences which were tested but found not to be significant, and are clearly detailed as such.

In order to maximise analysis opportunities, all responses to each question were reported, meaning that base sizes differ slightly throughout the report. When interpreting the report it is advised to review the base size for each question.

## Children’s Social Care

This chapter presents key findings from a series of questions about children’s social care. It begins by looking at whether LAs had considered placing looked after children into independent schools, and barriers to doing so. It then examines child protection and children need, specifically whether external experts have been commissioned for support.

This chapter also examines responses to questions concerning the child and family social worker workforce, adoption and children in care, and multi-agency agreements. Lastly, this chapter explores preparation for withdrawal from the European Union and assessment of average costs per child in areas of child care provision.

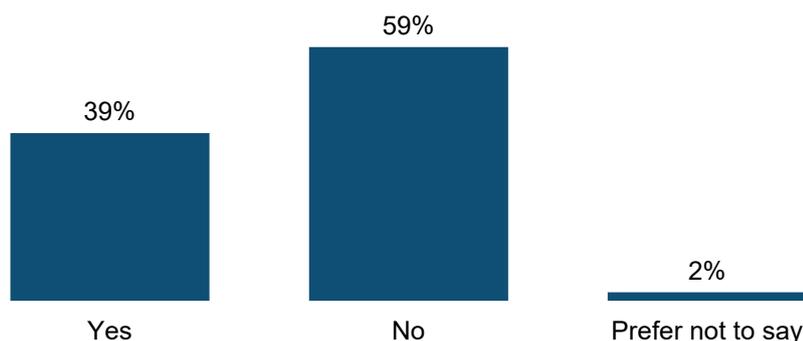
A total of 44 LAs fully completed the section on children’s social care.

### Use of independent schools for looked after children

LAs were asked whether they have considered placing children into independent schools, with the exclusion of specialist schools, within the last 12 months. Almost two in five responding LAs (39%) had considered independent schools, but most had not (59%).

**Figure 1: Usage of independent schools for looked after children within the last 12 months**

Q. Over the last 12 months, have you considered placing looked after children into independent schools (excluding specialist schools)?.



Base: All responding authorities (n=49)

Those LAs which have considered using independent schools were asked how many children were considered for day places and boarding places. As Table 2 shows, among LAs which have considered placing looked after children (LAC) into independent schools,

there is quite a range in the number of places considered. Specifically, for day places this ranges from none to 22, and for boarding places it ranges from none to 25.

On average LAs considered 3.5 children for day places and 3.8 for boarding places, over the last 12 months. However, it should be noted that these figures are only based on responses from 17 LAs and therefore results should be treated as indicative only.

**Table 2: Overall number of children LAs have considered for day places in independent schools**

Number of children	Frequency
0	4
1	4
2	4
3	1
6	2
11	1
22	1
<i>Base: All responding authorities (n=17)</i>	

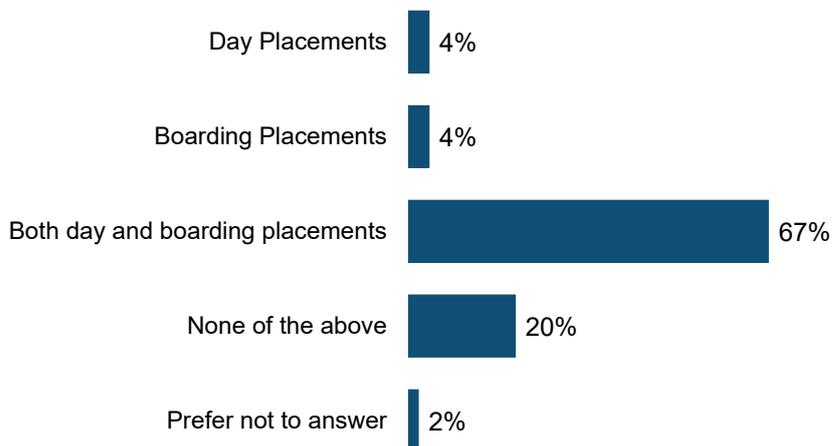
**Table 3: Overall number of children LAs have considered for boarding places in independent schools**

Number of children	Frequency
0	5
1	5
2	3
5	1
6	1
17	1
25	1
<i>Base: All responding authorities (n=17)</i>	

Despite the majority of LAs having not considered independent schools, 75% of LAs stated that day placements, boarding placements, or both day and boarding placements, were realistic options for looked after children.

**Figure 2: Whether the independent sector is a realistic option for placements**

Q. Would you say that the independent sector is a realistic option for any of the following?



Base: All responding authorities (n=46)

An open ended question was used to capture experiences of barriers to using independent schools.

A prominent theme is the perception of independent schools being **ill-equipped to deal with looked-after children (LAC)**:

“A large percentage of the LAC have a number of additional needs. The reservation is whether this provision is appropriate for these children and can meet their holistic needs”

“Looked after children’s needs are such that they cannot be met by independent schools”

“We would not consider the independent sector suitable for all looked after children. However, our experience is that the independent sector has unrealistic expectations of LAC and their ability to fit into the routine/culture of the school”

A number of LAs also believe the **selection criteria** can prevent some children from being considered for a placement, based on both the child’s academic capability and their behaviour:

“Cost, behaviour management, ability to meet sometimes high level individual needs, some academic levels are too high for these children to enter the school”

“It is possible that a very few children in care can benefit from independent provision but most are either getting their needs met in other educational provision or have such challenging needs that the independent boarding provision will not meet them”

“Criteria for admission”

Others cite the **financial cost** as a barrier to placements:

“The barriers include the financial resources that fund individual placements. These support placements in LA maintained and academy schools. The LA would have to fund an independent school place through the already overstretched Children's Social Care budget”

“Cost”

“Local availability. Costs for very complex young people”

Lastly, the **lack of family or communal environment** is another theme:

“Absence of family life”

“Children's needs are too complex. We also believe that looked after children should have an opportunity to live within a family home”

“The ongoing commitment of funding and the risk/challenge of removing a child from their home area to go to an unknown (which is an institution)”

Responding LAs were also asked to provide solutions to the barriers listed. One common solution was the desire for greater and more **holistic support** for children:

“A greater inclusivity in the independent sector. I would not want one of my in care children to become the 'token' charity case in the school and marketed to that effect by the school - however well meaning.”

“Boarding schools need to be open to more children despite family ability to afford them. Pastoral support for trauma'd/abused children would be essential along with non-stigmatising cultures”

“Independent schools being geared up for supporting young people with emotional and therapeutic needs”

Another theme LAs reported is relaxation or abolishment of the **selection criteria**:

“Non-selective geared more to special requests, 1:1 support, introduction options and mentoring”

“Specific allocation of places for accommodated children, with EHCPs and SEND”

Overcoming **financial restraints** was also noted by responding LAs:

“Schools would need to provide a holistic package of support to make placement appropriate. Cultural barriers may also need to be overcome for the child. The whole package would need to be financially competitive.”

“Additional funding and bursaries to meet the costs of independent placements in full.”

“A special fund outside of the pupil premium to address the issue”

Overcoming the **lack of familial or communal environment** was also mentioned by responding LAs:

“Improved understanding and capacity within fostering. In addition the development of relationships with given local provision.”

“Consideration of how this could be managed alongside a fostering placement. Also reservations about use for children with complex and challenging behaviour which form the cohort of children for whom residential care is considered”

## **Child protection and children in need**

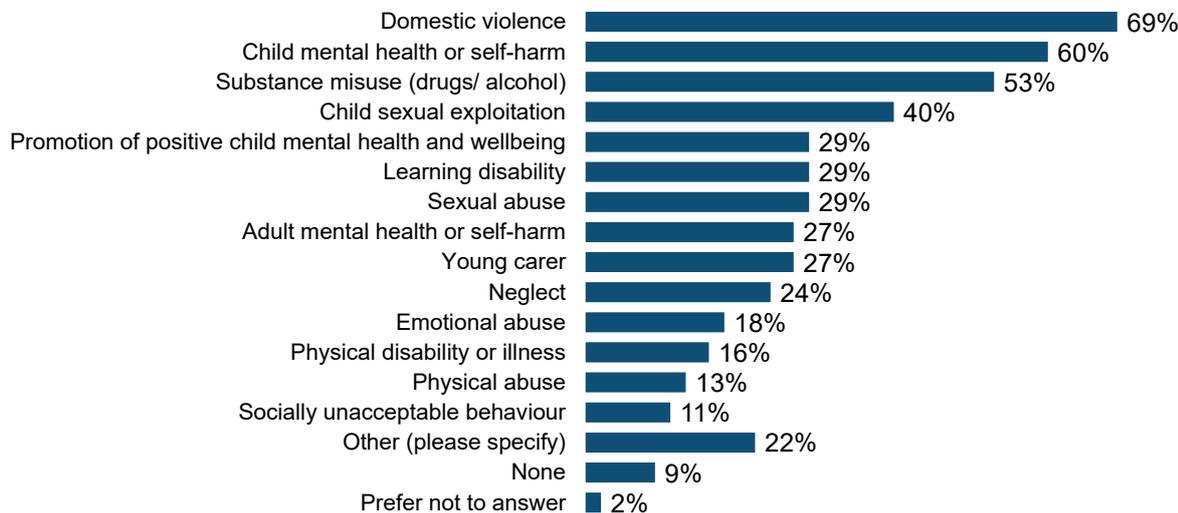
Responding LAs were asked about the areas in which they had commissioned support from external experts, within the last 12 months. As outlined in Figure 3, there had been

widespread commission of external support concerning domestic violence (69%), child mental health or self-harm (60%) and substance misuse (53%).

**Figure 3: Areas where support has been commissioned from external experts**

Q. In the last 12 months, for which of the following areas of need, if any, has your local authority commissioned support from external experts?

Select all that apply



Base: LA's who have commissioned at least one intervention from external experts (n=45)

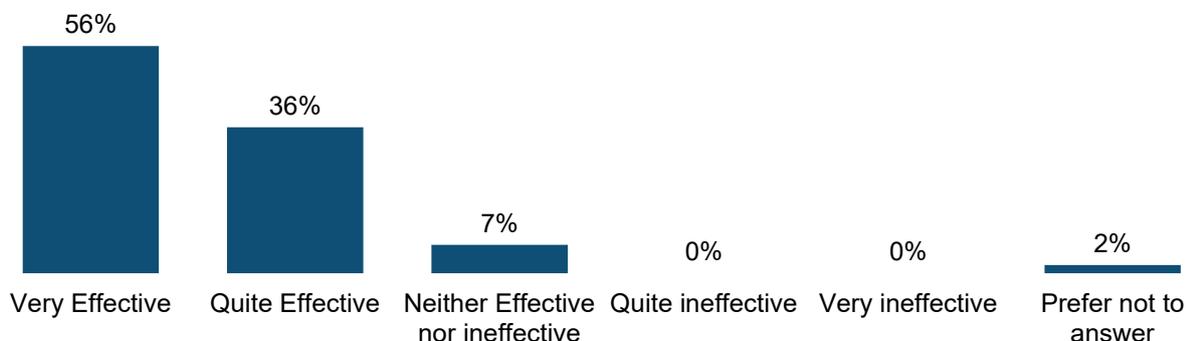
Other responses which did not appear in the predefined list include, Gangs, Radicalisation, Asylum seekers, and sexually harmful behaviours.

## Social work workforce

Figure 4 concerns the Assessed and Supported Year in Employment (ASYE). ASYE provides newly qualified social workers with 12 months of support, to aid in the transition from training to practice. Ninety-two per cent of responding LAs believe the ASYE programme has been effective. Specifically, 56% note this as 'very effective' and 36% reporting this to be 'quite effective' with none believing this to be ineffective.

**Figure 4 Effectiveness of ASYE Programme in supporting newly qualified social workers**

Q. How effective, if at all, do you find the ASYE programme in supporting newly qualified social workers to make the transition from training to practice?



Base: Base: All responding authorities (n=45)

The LAs which believed ASYE to be effective were asked in which ways it had been. Several key areas became apparent.

Firstly a number of LAs said ASYE had been helpful in aiding the **retention of social workers:**

“Over 4 years we have had 48 ASYEs in the service and only 3 have left the LA in that period of time”

“We have an increasing level of success in keeping and developing our SWs following their AYSE”

“... The retention of NQSWs who have been through the academy is approx. 95% over 3 years”

Another area in which ASYE was helpful was in improving the **quality of staff:**

“It produced in partnership with the LA good calibre workers well equipped to respond to changes in demographics and contemporaneous issues”

“Quality of staff coming off the SW courses is high with good quality practice evident”

“More Social workers are progressing to the next level”

Some LAs believed that ASYE was useful in providing a **structured and universal framework** for staff:

“Providing a framework for development and competency which can be consistently applied across the service”

“It provides a structured programme for workers with a protected caseload”

“Puts a structure around ASYEs with clear assessment criteria and helps to benchmark practice. Evidence development”

Finally, some LAs reported that ASYE was helpful to ensure **protected time** for reflection and managed caseloads:

“It gives time and space to reflect and learn”

“Supported newly qualified workers to have protected caseloads, support at many levels and the ability to test out what kind of practice they want to work in”

“Providing a reduced caseload with in-depth context”

Responding LAs were also given the opportunity to discuss issues or any ways in which ASYE had been ineffective. Only one comment was received, focusing on the **intensity of resources and repetitiveness**:

“Requires high level of resource particularly with the no. of ASYEs. Framework is lengthy & can repeat work undertaken to qualify there is value in dedicated time to consolidate knowledge into practice & reflect early learning”

LAs were asked to discuss the current learning and development priorities for children and family social workers. While there was notable variation in answers, key themes have emerged.

Firstly, responding LAs reported **Systemic practice** as a priority for children and family social workers:

“Systemic practice, contextual safeguarding”

“Systemic practice, providing Masters modules in: Home Visiting; and Child and Adolescent Mental Health Gangs/County Lines Neglect”

“Application of systemic practice to social work”

Some LAs reported **Child exploitation** to be a learning and development priority:

“Child criminal exploitation, graded care profile (neglect)”

“Child Sexual Exploitation, child neglect ...”

“Key areas include: assessment and analysis, care planning, direct work with children young people and their families. Child protection and prevention, neglect...”

LAs also reported **Signs of safety** to be an area for priority:

“Signs of Safety practice model to be introduced. Recent focus on domestic abuse impact on children. Reflective practice.”

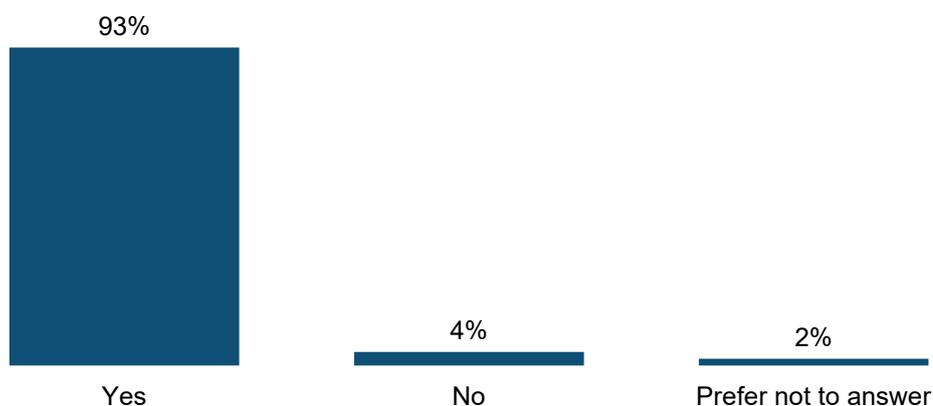
“Signs of safety smart planning.”

“Signs of Safety, attachment, Motivational Interviewing, putting analysis into assessments...”

A clear majority (93%) of responding LAs had initiatives in place to support the recruitment and retention of social workers, with only four per cent noting the absence of these initiatives within their organisation.

**Figure 5: Initiatives to support recruitment and retention of child and family social workers**

Q. Does your local authority have any initiatives in place to support recruitment and retention of child and family social workers?



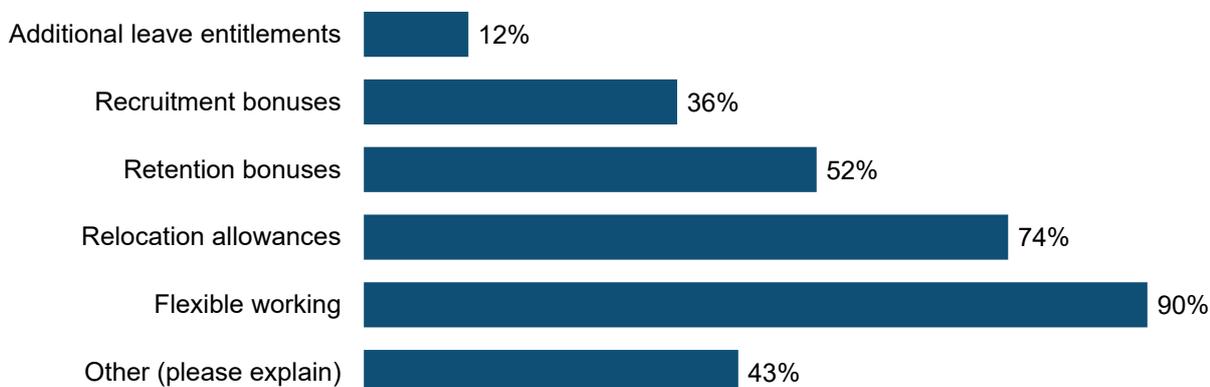
Base: All responding authorities (n=45)

Those with initiatives to support recruitment and retention were asked to list them. Figure 6 shows the majority offer flexible working (90%) and relocation allowances (74%).

Retention bonuses are slightly less common with half LAs offering these (52%) and only 36% offering recruitment bonuses.

**Figure 6: Initiatives for recruitment and retention of child and family social workers**

Q. What initiatives does your local authority have in place to support recruitment and retention of child and family social workers?



Base: LA's which have initiatives to support recruitment and retention of staff (n=42)

Among those who have initiatives in place to aid in the recruitment or retention of child and family social workers, some key themes emerged, when asked what initiatives they offered.

For example, many responding LAs noted they offered **Market supplements**, among others:

“Market supplements, CCInform and Research in Practice licences in support of CPD.”

“Market supplements.”

“Market Supplement. Relocation. Case load management. Learning and development core offer including PQ and PE. SW progression scheme. We are currently reviewing our recruitment and retention Package.”

Lastly, LAs reported **Training** as another initiative in retention and recruitment:

“Training offer, development opportunities.”

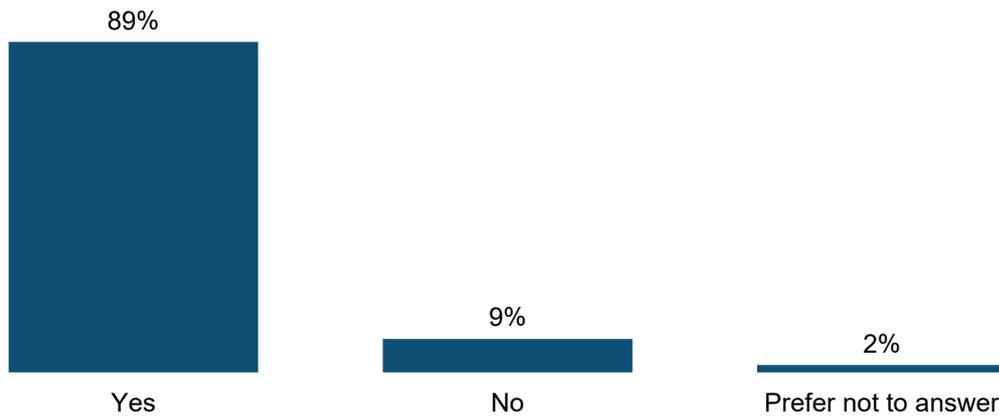
“Excellent working environment, reflective supervision and training opportunities.”

“Offer of accredited training.”

Nine in ten (89%) responding LAs were signatories to a regional memorandum of understanding concerning the usage of agency staff.

**Figure 7: Whether LA is signatory to a regional memorandum for use of agency staff**

Q. Is your local authority a signatory to a regional memorandum of understanding about the use of agency staff?

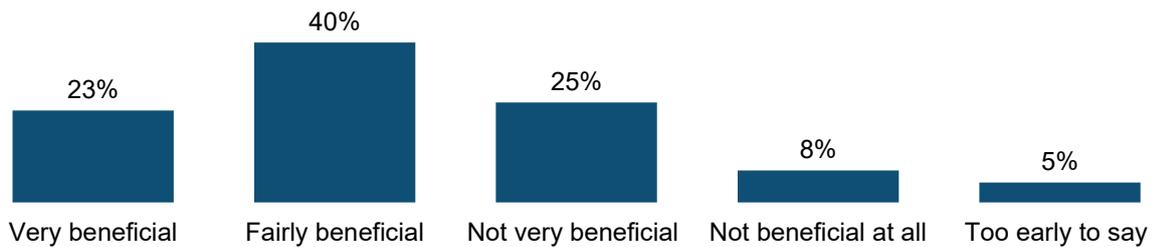


Base: All responding authorities (n=45)

A majority (63%) report this has been 'very or fairly beneficial', as outlined in Figure 8. Conversely, 33% state this is 'not very beneficial or not beneficial at all'.

**Figure 8: Benefits of a regional memorandum of understanding on the usage of agency staff**

Q. How beneficial, if at all, has the regional memorandum of understanding about the use of agency staff been to your local authority?



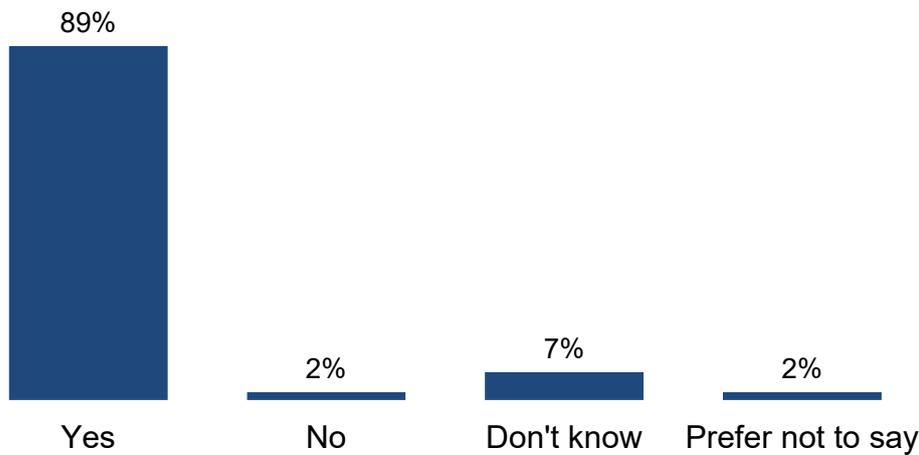
Base: LAs with signatory to a regional memorandum (n=40)

Figure 9 shows awareness of the knowledge and skills statements (KSS) for child and family social work<sup>1</sup>. Overall, 89% of responding LAs said that social workers in their authorities were aware of the knowledge and skills statements. This is in-line with Wave 3 findings. Although there appears to be a decrease in awareness, this is not statistically significant across waves.

<sup>1</sup> <https://www.gov.uk/government/publications/knowledge-and-skills-statements-for-child-and-family-social-work> Accessed 3rd September 2018

**Figure 9: Social Workers awareness of the knowledge and skills statements**

Q. Whether social workers are aware of the knowledge and skills statements?

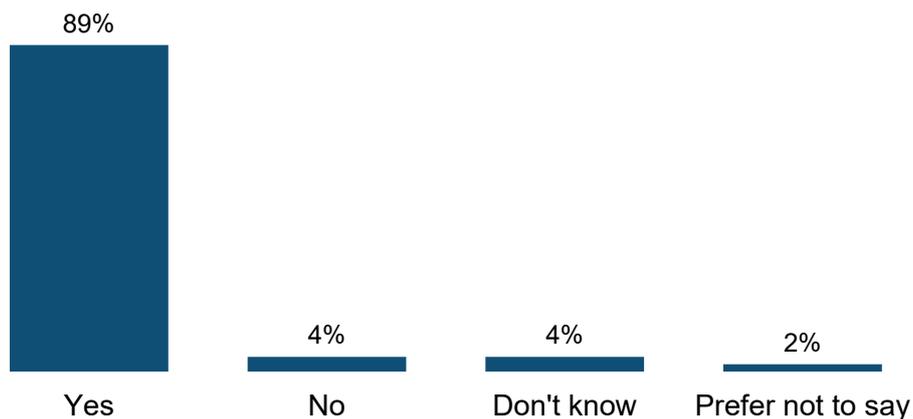


Base: All responding authorities (n=45)

Similarly, 89% of responding LAs reported that social workers within the authority were also aware that a system of assessment and accreditation will be introduced. Again, this is in-line with wave 3 (the differences are not statistically significant).

**Figure 10: Social workers awareness of the introduction of a system of assessment and accreditation**

Q. Whether social workers are aware that a system of assessment and accreditation will be introduced?

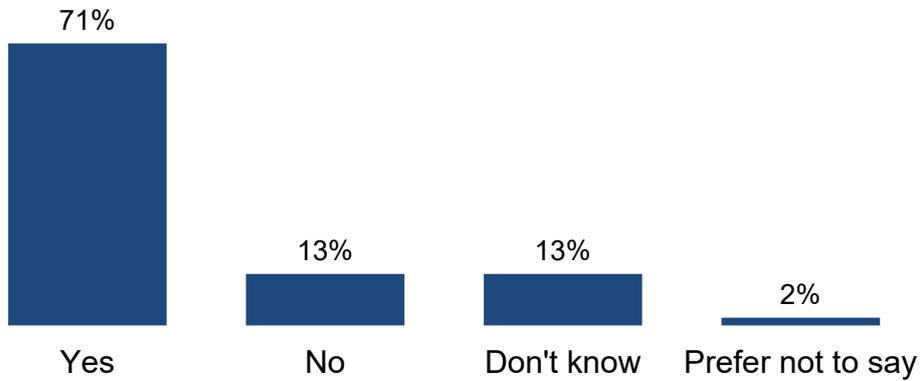


Base: All responding authorities (n=45)

As found in Wave 3, a slightly lower per cent of responding LAs said that social workers understand why a system of assessment and accreditation is being introduced (71%). Again, this is in-line with the finding from Wave 3 (the difference is not statistically significant).

**Figure 11: Social Workers awareness as to why a system of assessment and accreditation is introduced**

Q. Whether social workers understand why a system of assessment and accreditation is being introduced ?

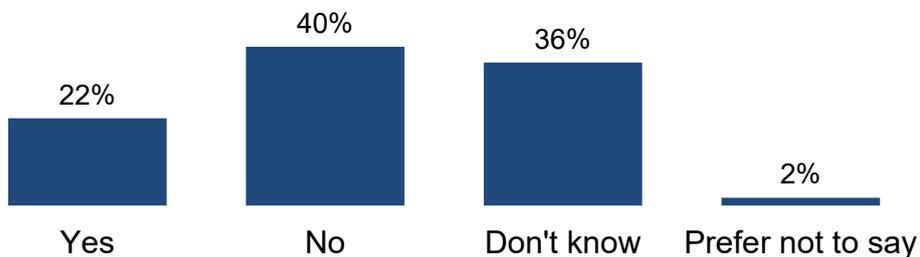


Base: All responding authorities (n=45)

Just one in five LAs felt that social workers in their authority were supportive of the process of assessment and accreditation (22%). This is lower than in Wave 3 (37%). However, again the small base numbers mean this difference is indicative rather than statistically significant.

**Figure 12: Social Workers support for a process of assessment and accreditation**

Q. Whether social workers are supportive of a process of assessment and accreditation?

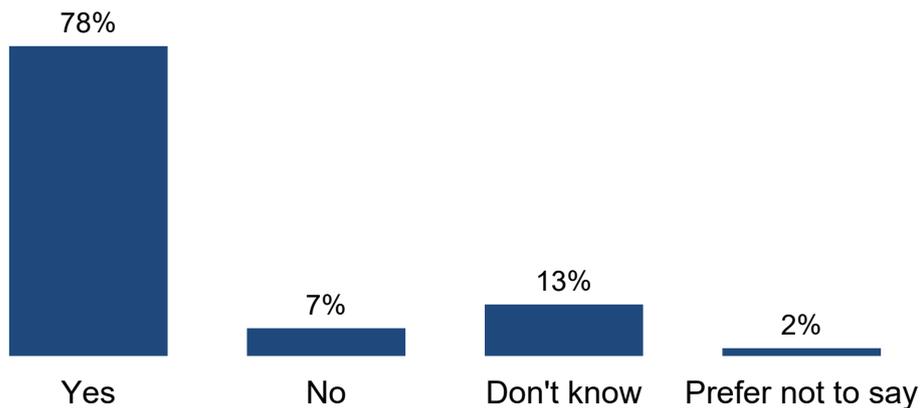


Base: All responding authorities (n=45)

Awareness that assessment will be against the child and family knowledge and skills statement was high. Four in five (78%) LAs felt that social workers in their authority were aware of this. Again, this is lower than found in Wave 3 but not statistically significant.

**Figure 13: Awareness that assessment will be against the child and family knowledge and skills statements**

Q. Whether social workers are aware that assessment will be against the child and family knowledge and skills statements?

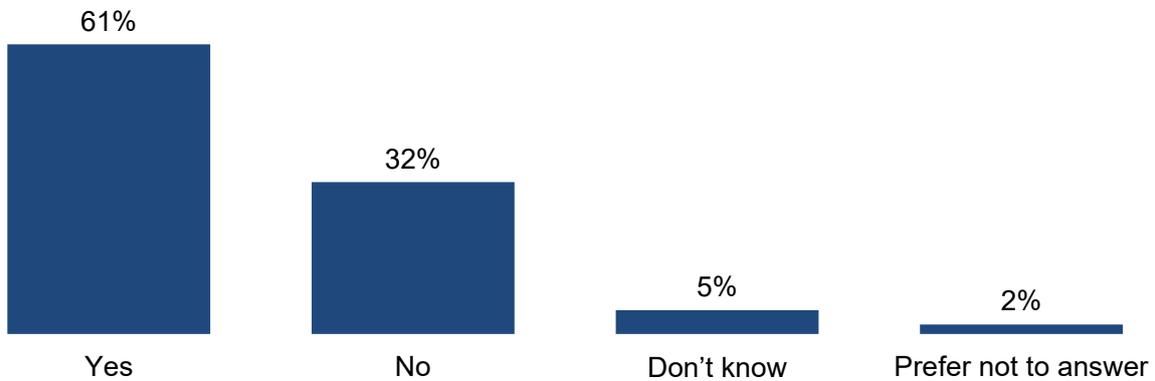


Base: All responding authorities (n=45)

Three in five (61%) responding LAs said that they use the knowledge and skills statements for performance management. This is an increase from wave 3, but small base numbers mean this difference is inferential, but not statistically significant.

**Figure 14: Social workers performance managed against knowledge and skills statement**

Q. Does your local authority use the Knowledge and Skills statements for performance management?



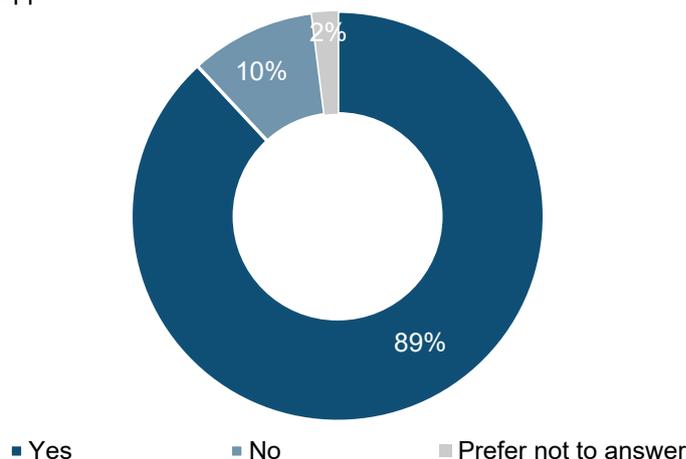
Base: All responding authorities (n=45)

## Adoption and children in care

Figure 15 details responses to whether LAs had a process to check whether the design of services works for the families they support. A clear majority (89%) said that they used a process to check the design of services, with only 10% not having a process in place.

**Figure 15: Process in place to check design of services work for the families supported**

Q. Do you have processes in place to check that the design of services works for the families you support?



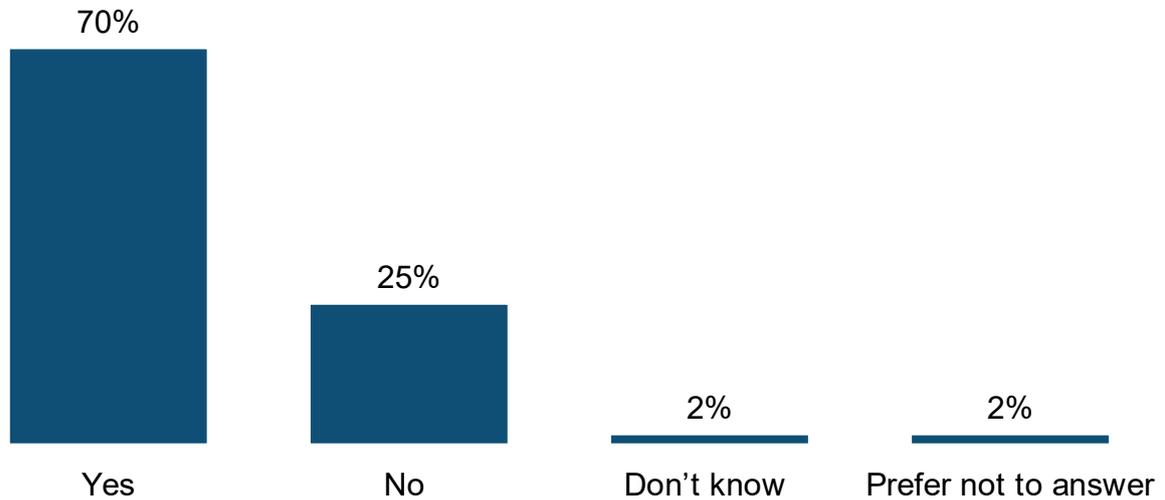
Base: All responding authorities (n=44)

LAs were also asked about the availability of support groups for Special Guardians. In Wave 4, 70% of responding LAs said that they provide support groups to Special Guardians. This compares to 56% in Wave 1, which suggests a rise in use of support

groups since 2016. However, small base numbers mean that this cannot be considered statistically significant and is indicative only.

**Figure 16: Availability of support groups for Special Guardians**

Q. Does your local authority provide support groups for Special Guardians

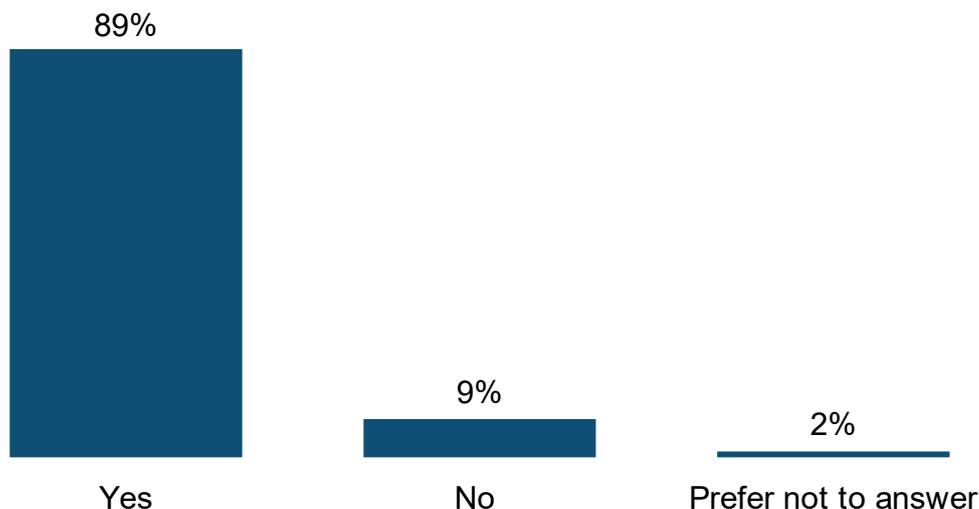


Base: All responding authorities (n=44)

Authorities were also asked whether they offer financial support for Special Guardians, excluding the adoption support fund. A large majority of responding LAs offered financial support (89%) which is in-line with Wave 1 (91%).

**Figure 17: Financial support available for Special Guardians**

Q. Is Financial support (not including use of the Adoption Support Fund [ASF]) available for Special Guardians?

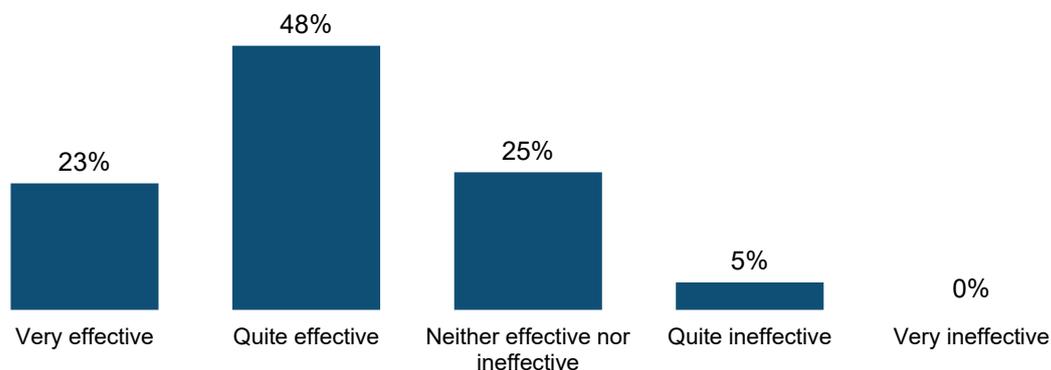


Base: All responding authorities (n=44)

Independent Reviewing Officers (IRO) are a statutory requirement and have duties including monitoring and reviewing cases.<sup>2</sup> Of those who responded, 71% of LAs believe the IRO role to be effective within their local authority (23% believe it to be very effective, with 48% stating it to be quite effective), with five per cent reporting it was ineffective.

**Figure 18: Independent Reviewing Officer effectiveness**

Q. In your view, how effective is the IRO role in your local authority?



Base: All responding authorities (n=44)

<sup>2</sup> <https://www.gov.uk/government/publications/independent-reviewing-officers-handbook> Accessed 2<sup>nd</sup> September 2018

LAs which reported the IRO role to be effective in their authority were asked to detail in which ways this was helpful. Examples of the effectiveness of IROs predominantly surround the **ability to challenge**:

“Provides appropriate support and challenge to care planning reducing drift for some children”

“Providing effective challenge to LA on Care Planning and driving good outcomes for Looked After Children. We have a number of examples of effective challenge”

“QA role for cases, challenging LAs action/position re a child. Act as voice of the child where there is conflict between voice of the child & LA....”

LAs also note the importance of IROs’ ability to provide **Quality Assurance** within the team:

“Play a key role in QA framework - identifying areas of good practice, highlighting cases of any delays in implementing care plans, undertaking themed audits to improve practice... “

“Supporting / challenging permanency and care planning decisions / actions. Providing QA and care planning consultations. Supporting short term and long term placement stability strategies”

“Quality assurance of care planning, ensuring child friendly review notes, amplifying the child’s voice and escalating concerns appropriately as reported in OFSTED monitoring report”

LAs also report that IROs aid in providing a **consistent or stable person** for families:

“...Are a stable team & offer consistency to children through their care histories when changes of social worker have taken place”

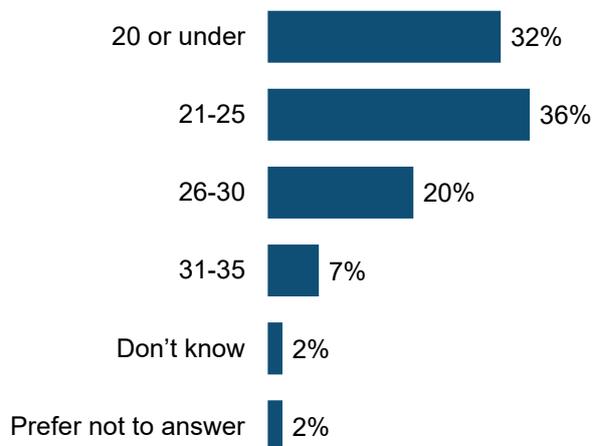
“Consistency for children appropriate escalation of good and bad practice encourage children to chair their own reviews”

## Leaving Care Personal Advisers

Figure 19 shows the average caseloads for personal advisers in responding LAs. The most common are those ranging from 21-25, with over a third (36%) of responding LAs estimating caseloads in this range. A similar proportion estimate caseloads to be below 20 (32%).

**Figure 19: Average caseload for personal advisers**

Q. What is the current average caseload size of a personal adviser in your local authority?



Base: All responding authorities (n=44)

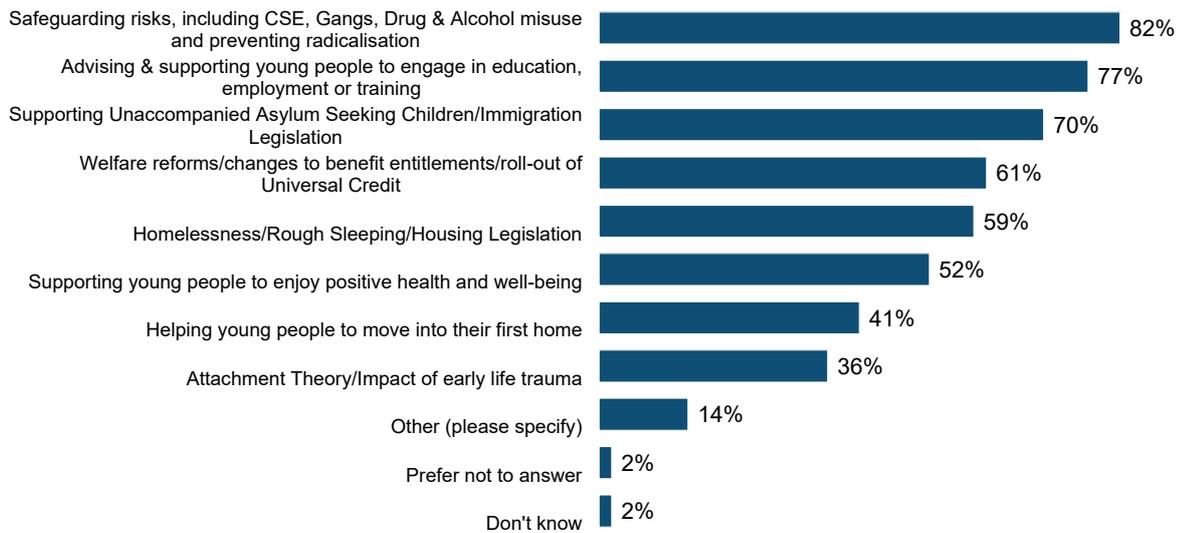
Those exceeding an average of 31 caseloads are uncommon, with only seven per cent reporting this.

LAs were asked to detail the training offered to leaving care personal advisers. Training most commonly covers safeguarding risks (82% of responding authorities say that their leaving care personal advisers have received training in this area) and advice and support for young people to engage with education, employment or training (77%).

The least commonly offered training is in 'helping young people to move into their first home' (41%) and 'Attachment theory/ Impact of early life trauma' (36%).

**Figure 20: Training offered to Leaving Care Personal Advisers**

Q. Have your leaving care Personal Advisers received training in...



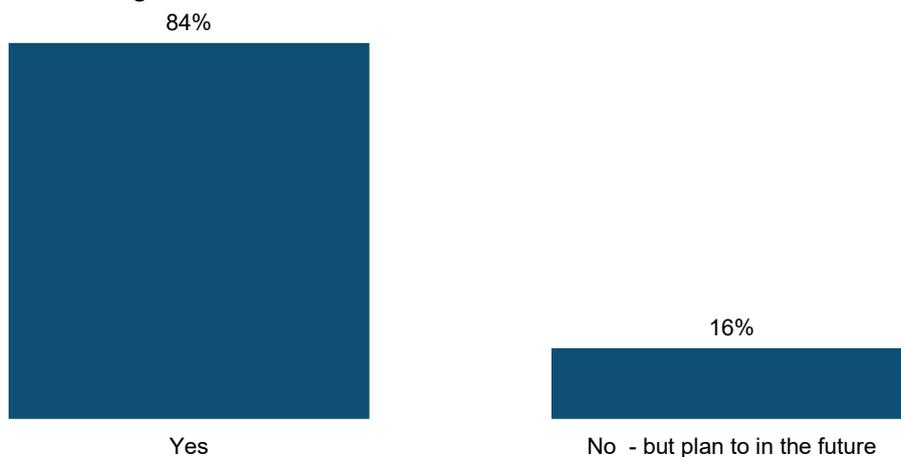
Base: All responding authorities (n=44)

## Multi-agency arrangements

Figure 21 demonstrates large-scale preparation for the legislation commencing in June 2018, concerning the framework for multi-agency working. A clear majority of responding LAs (84%) had begun developing arrangements, with 16% having plans to in the future.

**Figure 21: Multi-agency arrangements**

Q. Legislation commences in June 2018 to establish a new framework for multi-agency working in England. Have the safeguarding partners for your local area begun to develop their arrangements?



Base: All responding authorities (n=44)

LAs who reported future plans to start developing their arrangement for the legislation changes were asked to estimate a date when they would be implemented in full. Only six LAs responded to this question. Four LAs reported that this will be September 2019, with two noting completion by June 2019 and finally one LA noting this would be by December 2018.

**Table 4: Estimated date for arrangements**

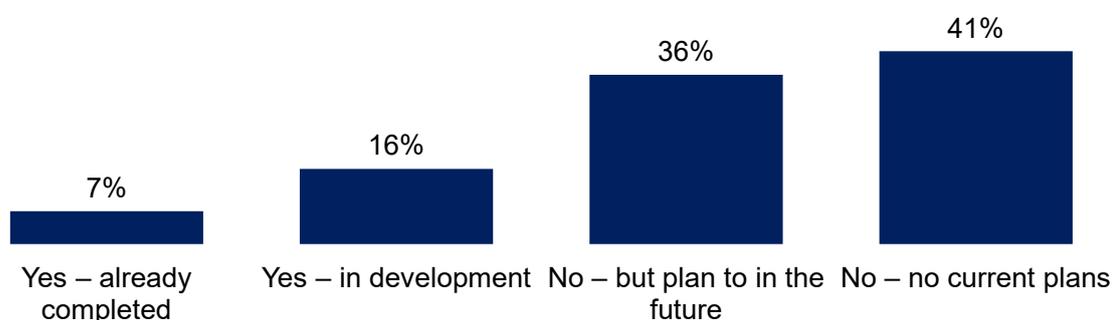
<b>Estimated date</b>	<b>Frequency</b>
December 2018	1
June 2019	2
September 2019	4
<i>Base: All responding LAs (n=6)</i>	

## Cross-cutting

Figure 22 concerns whether LAs have assessed the possible impact leaving the European Union will have on social care. One in five responding LAs (23%) had either completed or were in the process of completing an assessment into the withdrawal from European Union, compared to 12% in Wave 3. Small base sizes mean that this difference cannot be considered to be statistically significant.

**Figure 22: Withdrawal from the European Union and potential implications**

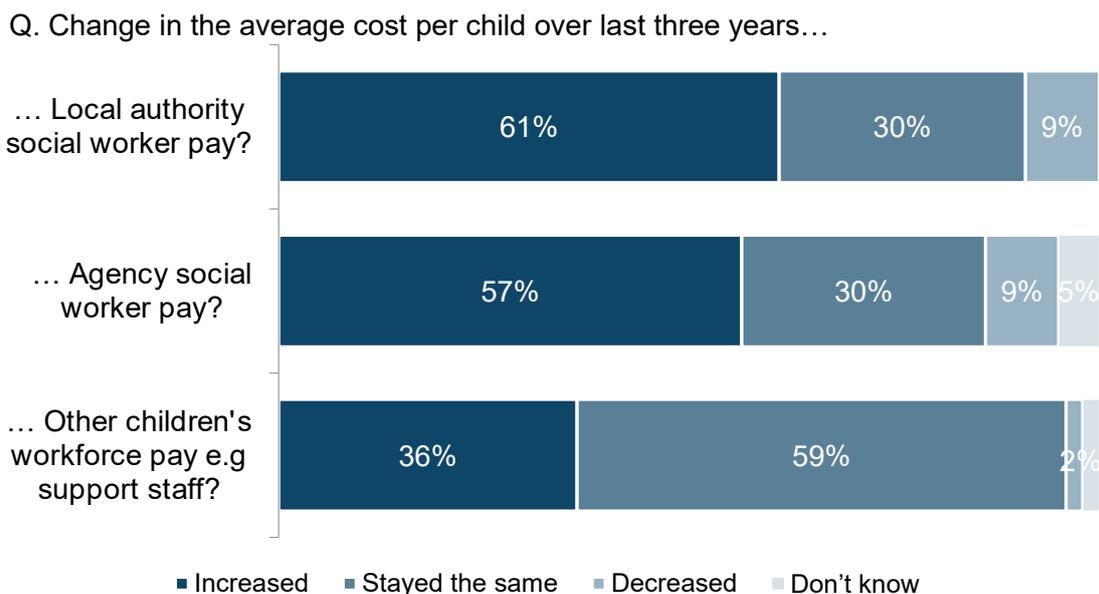
Q. Has your local authority conducted an assessment of the potential implications of the United Kingdom's withdrawal from the European Union on children's social care?



Base: All responding authorities (n=44)

LAs were also asked about changes to the average cost per child associated with provision of services for children and how they have changed over the last three years. Around three in five LAs said that LA (61%) and Agency social worker pay (57%) have increased over the last three years, while one in eleven felt pay had gone down (nine per cent). The majority opinion on the pay of other children's workforce, however, is that it has stayed the same (59%).

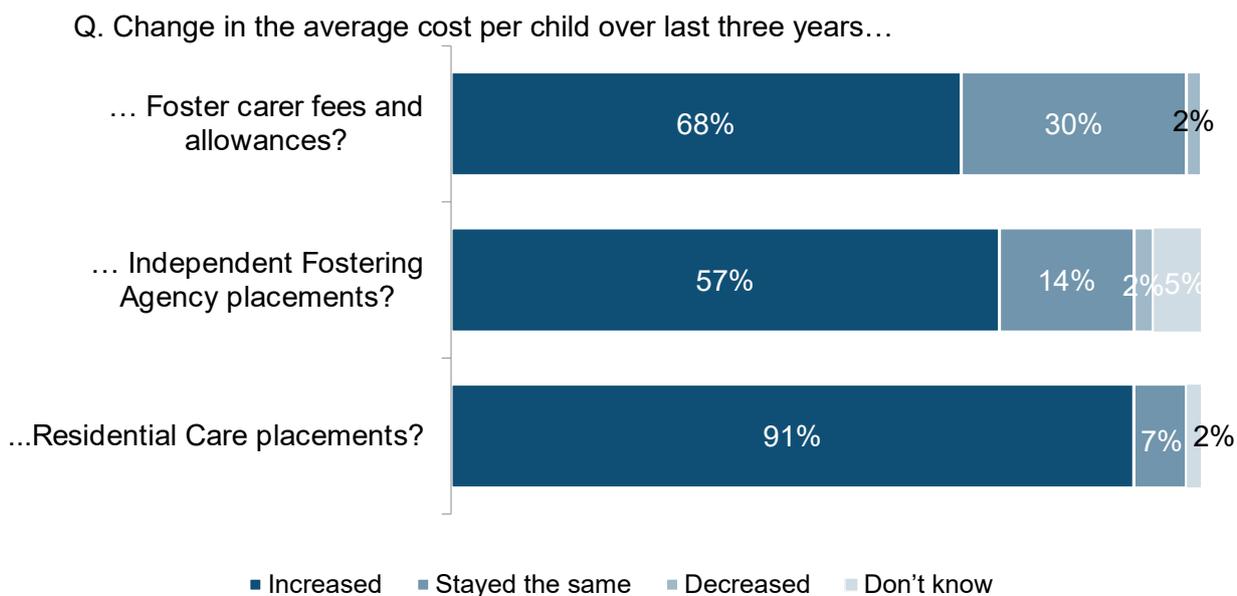
**Figure 23: Changes in average cost of providing support, protection and care per child, over the last three years - part one**



Base: All responding authorities (n=44)

A majority of responding LAs (68%) report foster carer fees and allowances have increased, with 30% reporting these have stayed the same. When asked specifically about independent fostering agency placements, 57% of LAs reported these have increased, with two per cent stating these have decreased and 14% reporting they have stayed the same. An overwhelming majority (91%) felt that the cost of residential Care placements had increased over the previous three years.

**Figure 24: Changes in average cost per child, over the last three years - part two**

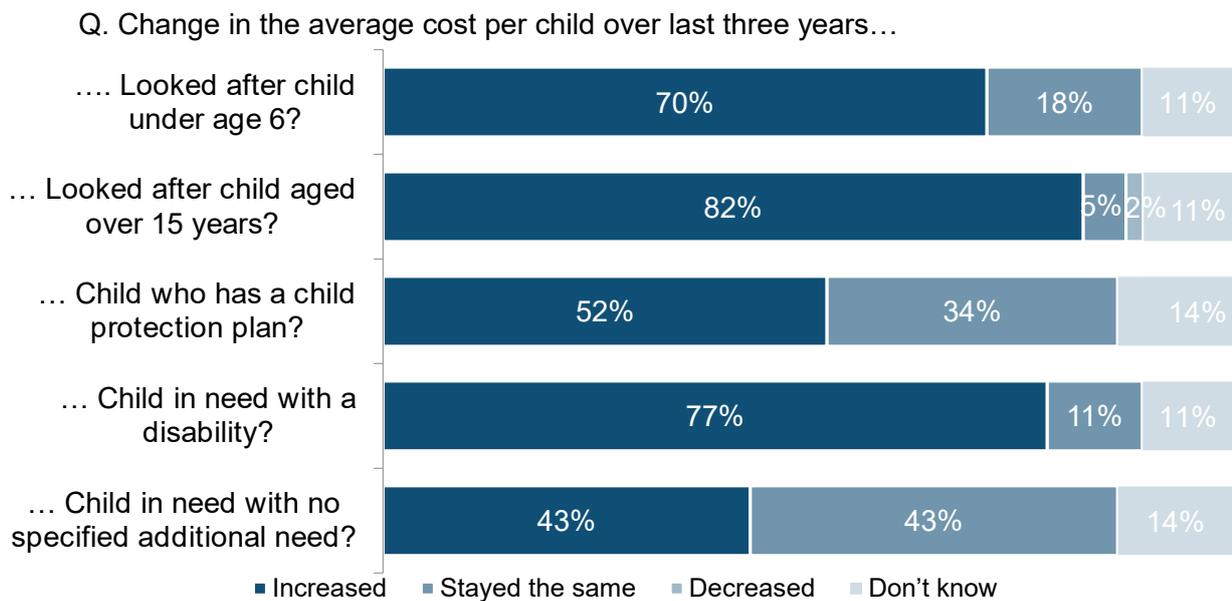


Base: All responding authorities (n=44)

LAs were also asked to assess average costs per child associated with various forms of care for different groups of children. A majority of LAs reported that the cost of a looked after child over 15 years old (82%), and a child in need with disability (77%) had increased in the last three years. This is closely followed by Looked after children under age six, with 70% noting increased costs, and 18% noting these have stayed the same.

A small majority reported that the average cost per child, for children with a child protection plan had increased (52%). Responding LAs were more split on the cost of care for children with no specified additional need. An equal number of LAs report they have increased and stayed the same (both 43%).

**Figure 25: Changes in average cost per child - part three.**

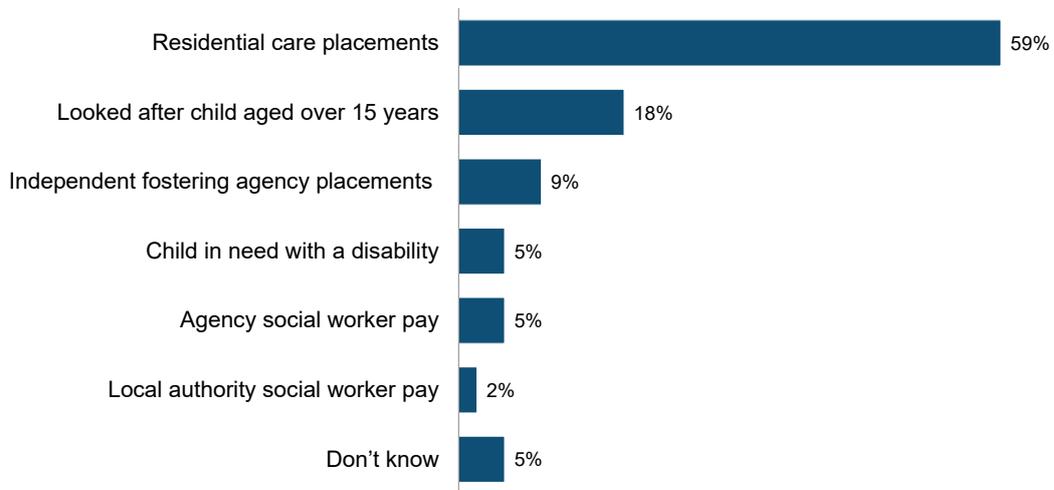


Base: All responding authorities (n=44)

Finally LAs were asked what they believe the most significant change in terms of per child cost has been across the last three years. There is a clear consensus that residential care placements have had the most notable impact, with 59% selecting this.

**Figure 26: Most significant change in terms of per child cost**

Q. Which one has been the most significant in terms of per child cost change over the last three years?



Base: All responding authorities (n=44)

## Early Years and Childcare

This chapter reports on key findings around Early Years and Childcare. It begins by exploring early education entitlements for disadvantaged 2 year olds, the actions local authorities are taking to promote the offer, and the difficulties experienced when implementing it. The chapter then reports on the actions and difficulties of implementing early education entitlements for the universal funded 15 hours of child care for 3 and 4 year olds.

All children aged 3 and 4, and disadvantaged 2 year olds whose parents are in receipt of certain benefits, are entitled to 570 free hours of child care per year, which is usually taken as 15 hours a week for 38 weeks of the year. Since September 2017, children aged 3 and 4 of working parents have also been entitled to 30 hours per week of free childcare in total for 38 weeks of the year.<sup>3</sup> A total of 50 LAs answered all the questions on early years and childcare.

### Early education entitlements – disadvantaged 2 year old offer

Local Authorities were asked about actions they had taken to promote funded early education entitlements for disadvantaged 2 year-olds in the last year.

All of the responding authorities said they had supported providers or children's centres to communicate with parents and carers, and over nine in ten said they provided information directly to parents or carers (98%) or supported other local professionals to communicate with parents or carers (90%).

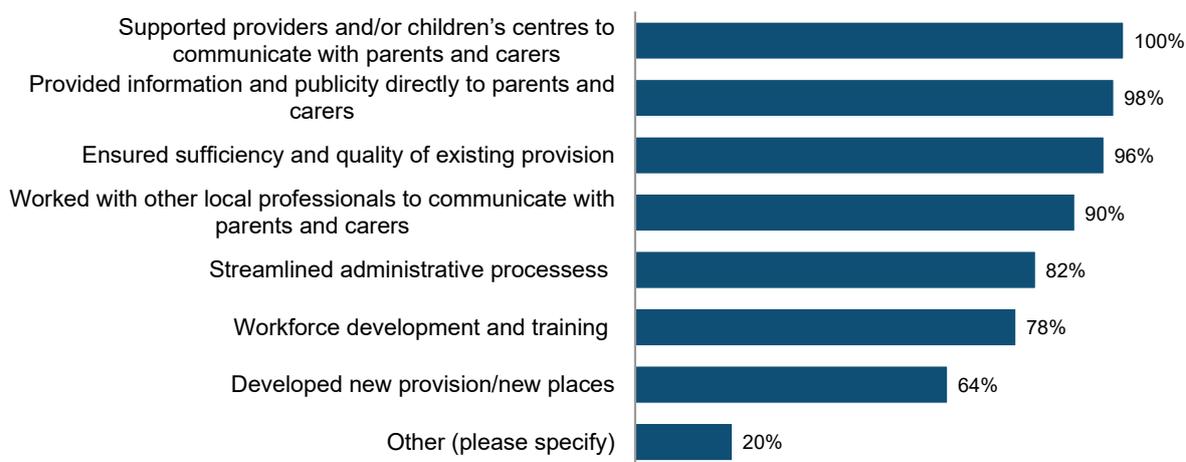
Nine in ten responding LAs ensured sufficiency and quality of the existing provision (96%) whilst 64% had developed new provision or places. Eight in ten of the LAs (82%) had streamlined administrative processes and 78% had undertaken workforce development and training.

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<sup>3</sup> See [30 hours free childcare](#)

**Figure 27: Actions taken to promote funded early education entitlements for disadvantaged 2 year olds**

Q. In the last year, which of the following, if any, has your local authority done to promote funded early education entitlements for disadvantaged 2 year olds?



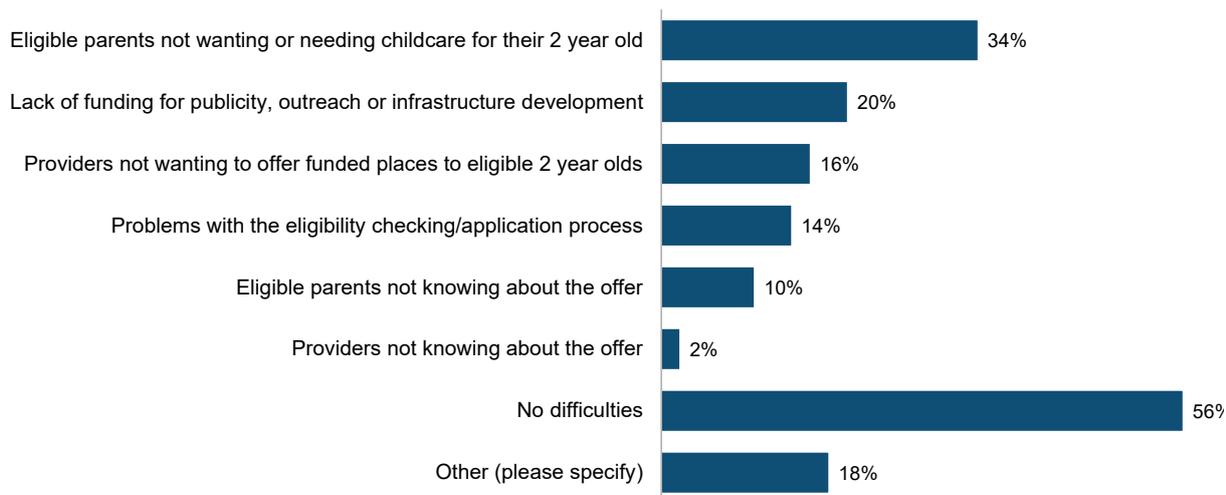
Base: All responding authorities (n=50)

While the LAs that responded to the survey appeared to be taking multiple actions to promote funded early education entitlements for disadvantaged 2 year-olds, 44% of the responding LAs reported that they had experienced difficulties over the last year in implementing them.

The most commonly reported difficulty local authorities faced was eligible parents not wanting or needing child care for their 2 year-old, with 34% of authorities saying that they had experienced this. Twenty per cent of local authorities said they experienced a lack of funding for publicity, outreach or infrastructure development. Two local authorities also mentioned experiencing difficulties with the impact and harmonisation with the 30 hours of free child-care offer.

**Figure 28: Difficulties experienced implementing early education entitlements for disadvantaged 2 year olds**

Q. Which of the following difficulties has your local authority experienced?



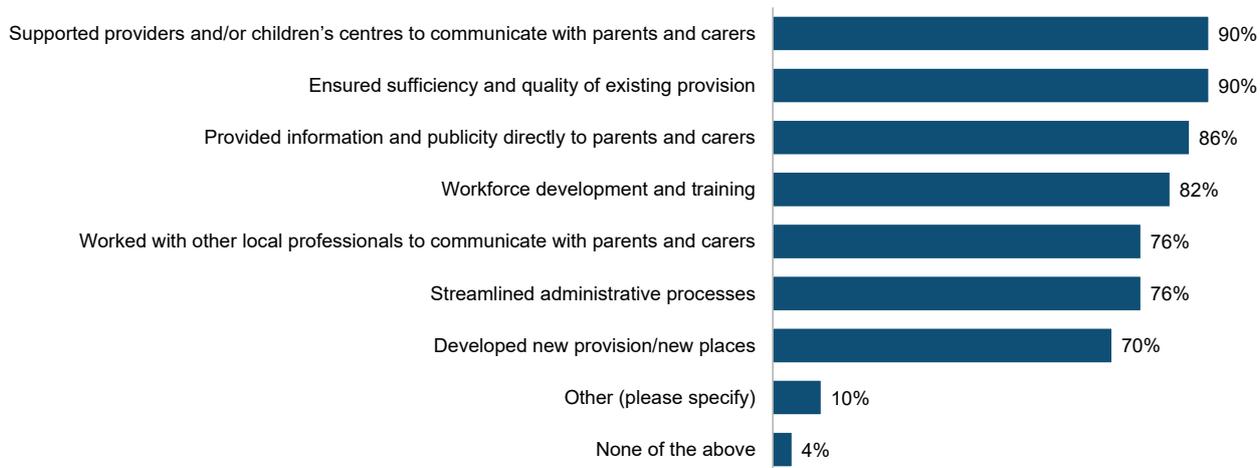
Base: All responding authorities (n=50)

## Early education entitlements – 15 hours for 3 and 4 year olds

Local authorities were asked about what they had done during the last year to promote the universal funded early education entitlements of 15 hours for 3 and 4 year olds. Only one responding authority had not done any of the actions listed in the question. Nine in ten of the responding authorities had supported providers or children’s centres to communicate with parents and carers (90%) and 86% had communicated with parents directly, by providing them with information. Nine in ten LAs had ensured the sufficiency and quality of existing provision and 70% were working to develop new provision and places. As with the promotion of the 2 year old entitlements, there appears to be a considerable amount of activity from LAs around promoting the 3 and 4 year old entitlements.

**Figure 29: Actions taken to promote universal funded 15 hours childcare for 3 and 4 year olds**

Q. In the last year, which of the following, if any, has your local authority done to promote the universal funded early education entitlements of 15 hours for 3 and 4 year olds?



Base: All responding authorities (n=50)

Twenty per cent of responding authorities reported difficulties in implementing the universal funded early education entitlements of 15 hours for all 3 and 4 year olds – much lower than the 44% that experienced difficulties implementing the funded early education entitlements for disadvantaged 2 year olds.

Of the 10 local authorities that reported experiencing difficulties implementing the universal funded early education entitlements of 15 hours for all 3 to 4 year olds, 4 reported problems with the eligibility checking and application process, and 4 reported a lack of funding for publicity, outreach or infrastructure development.

**Figure 30: Difficulties experienced by local authority implementing universal funded 15 hours childcare for 3 and 4 year olds**

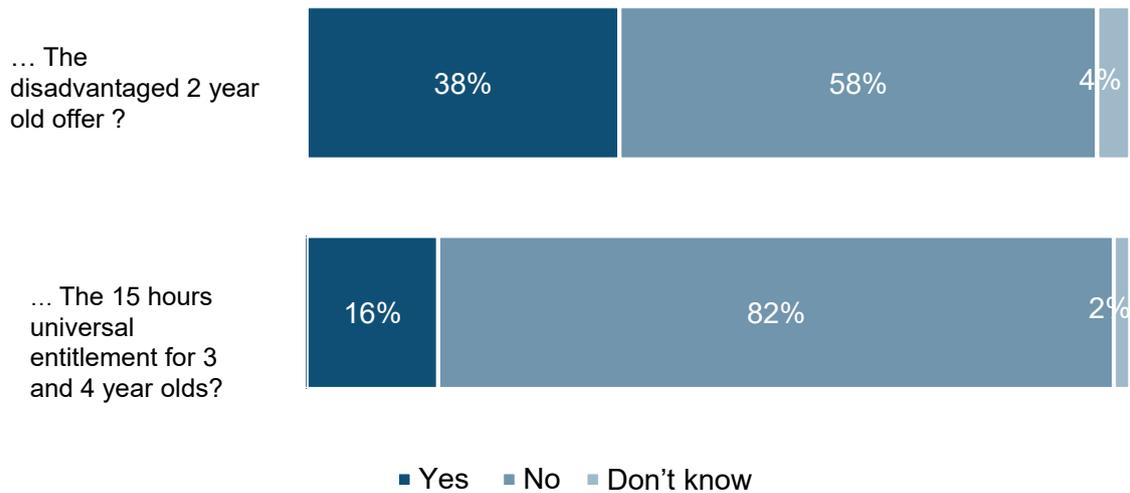
<b>Difficulties experienced</b>	<b>Frequency</b>
Parents of 3 and 4 year olds not knowing about the offer	2
Parents not wanting or needing childcare for their 3 and 4 year olds	3
Providers not wanting to offer funded places to 3 and 4 year olds	2
Problems with the eligibility checking/application process	4
Lack of funding for publicity, outreach or infrastructure development	4
Other	5
<i>Base: LA's which experienced any difficulties in implementing the universal funded early education entitlements of 15 hours for all 3 and 4 year olds (n=10)</i>	

### **Views on whether the introduction of 30 hours affected other early education entitlements**

Thirty eight per cent of responding authorities said that the introduction of the 30 hours funded early education entitlements for 3 and 4 year olds of working parents had caused difficulties for the implementation of the disadvantaged 2 year old entitlement.

**Figure 31: Effect of the introduction of 30 hours funded early education entitlements for 3 and 4 year olds of working parents**

Q. Has the introduction of 30 hours funded early education entitlements for 3 and 4 year olds of working parents caused any difficulties for your authority's implementation of:



Base: All responding authorities (n=50)

When asked to record any difficulties the introduction of 30 hours funded early education entitlements caused for the LAs implementation of the disadvantaged 2 year old offer, one of the key themes was around the capacity of early education providers to offer places for 2 year-olds, and to do with the financial sustainability of the offer. A small number of authorities mentioned that they felt that providers were prioritising offering places to 3 and 4 year olds, and that this was impacting on the disadvantaged 2 year-old offer.

“Some challenges are emerging relating to the funding of the two year old FEEE [Free Early Education entitlement] and providers are beginning to report that it will not be sustainable for them to continue to deliver this in the future”

“We have experienced some displacement of funded two year olds where settings have chosen to prioritise funded 30 hour children. We are mitigating this with high quality business advice and place planning support”

“Some providers have preferred to concentrate on offering places for the universal and extended 3&4 year old entitlement over and above offering places for 2 year olds. Whilst this has not impacted on sufficiency it may do so in the future”

When asked to record the difficulties the introduction of 30 hours funded early education entitlements caused for the implementation of the 15 hours universal entitlement for 3 and 4 year olds, difficulties with funding was again mentioned by several LAs.

“It [introduction of 30 hours funded early education] has impacted on overall capacity and the viability of some providers because of the level of funding per place”

“Providers [are] concerned due to low hourly rate received by [council] & passed to providers. 30 hours gives limited opportunity for full-day care providers to make up [the] shortfall through their hourly rates for wrap-around care. These providers also offer a significant number of 2 year old and 15 hours universal places”

## Special Educational Needs and Disability

This chapter reports on findings from the Special Educational Needs and Disability (SEND) policy area. It begins by looking at the delivery of special educational needs services and provision – the challenges faced, the steps LAs take to use their funding effectively and the systems that are in place to monitor provision. Authorities were then asked whether they felt they had adequate processes, strategies and services in place to support children and young people with SEND.

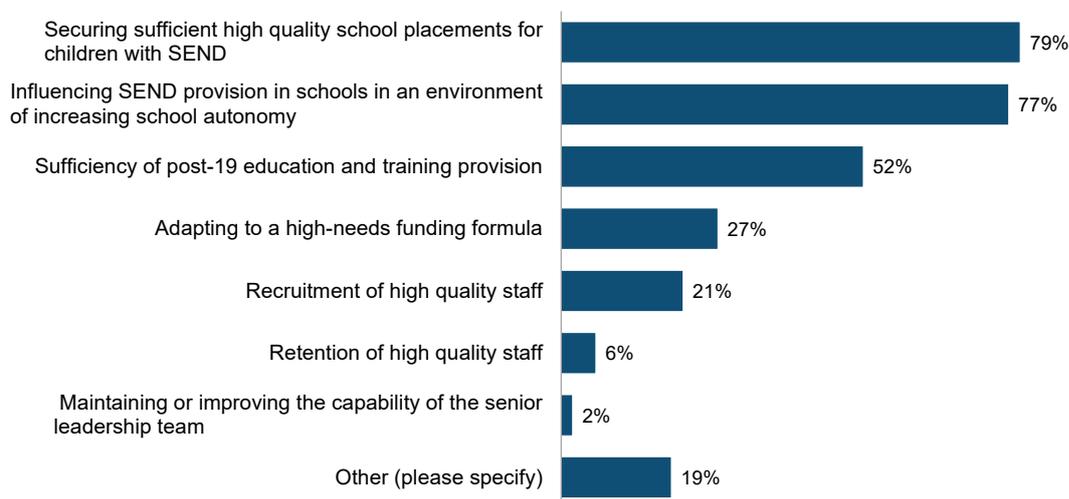
A total of 48 LAs answered questions on SEND.

All responding LAs were asked to choose up to three main challenges they faced in the effective delivery of special educational needs services and provision. All authorities identified at least one challenge, the most common being securing sufficient high quality school placements for children with SEND (79%). Seventy seven per cent (77%) of authorities said that they faced challenges influencing SEND provision in schools in an environment of increasing school autonomy, and just over half (52%) said that sufficiency of post-19 education and training provision was a challenge.

One in five (21%) LAs said that the recruitment of high quality staff was one of the three main challenges faced, and only 6% said that retention of high quality staff was one of their top three challenges.

**Figure 32: Main challenges to the effective delivery of SEND services and provision**

Q. In your opinion, what are the main challenges to the effective delivery of special educational needs services and provision in your local authority over the next 3 years?



Base: All responding authorities (n=48)

Other challenges mentioned were mainly to do with funding and resourcing, for example:

“As a growth borough with increasing numbers of children and young people with SEND, national funding allocations are not keeping pace with local demand.”

“There are significant funding pressures both within the LA and schools funding which limit the capacity of the LA to effectively deliver SEN services.”

“The High Needs Funding available to fund support for children is not sufficient”

Local authorities were then asked what would be the most helpful actions that the government could take to facilitate or remove barriers to the delivery of good SEND services and provision. Just under half of all responding authorities (47%) mentioned something to do with increasing funding services and schools to better meet the needs of children and young people, particularly in light of recent reforms and the extension of EHCPs to aged 25.

“Appropriate level of funding related to level of need in the city and additional requirements under the Children and Families Act, i.e. 19-25”

“The current financial pressures on both school and local authority funding are making it extremely difficult to offer inclusive, high quality education to children with SEND. The on-going review of SEN Funding is needed.”

“To recognise and fund the currently unfunded additional financial (capital and revenue) and provision burdens, that have arisen as a direct consequence of widening entitlement for EHCPs and extending the age range”

In addition to mentioning that the government could help in terms of funding, answers around inspection of schools and a review of the OFSTED frameworks were also common. Around a third (34%) of authorities mentioned that the inspection of schools could be reviewed in order to increase the necessity for SEND students to be included. A number of authorities mentioned that the current nature of the OFSTED inspection means that schools are disadvantaged if they increase their inclusivity of SEND students, as this can reduce their academic performance. Reviewing the inspection framework to take this into account would help to give schools more support for taking on SEND pupils.

“Align mainstream school and SEND policy making effective inclusion of children with SEND a feature of mainstream inspection”

“Mainstream Schools need to feel confident that move towards inclusion will be taken into account by Ofsted who must appreciate that inclusion of children with SEND will impact on academic performance measures”

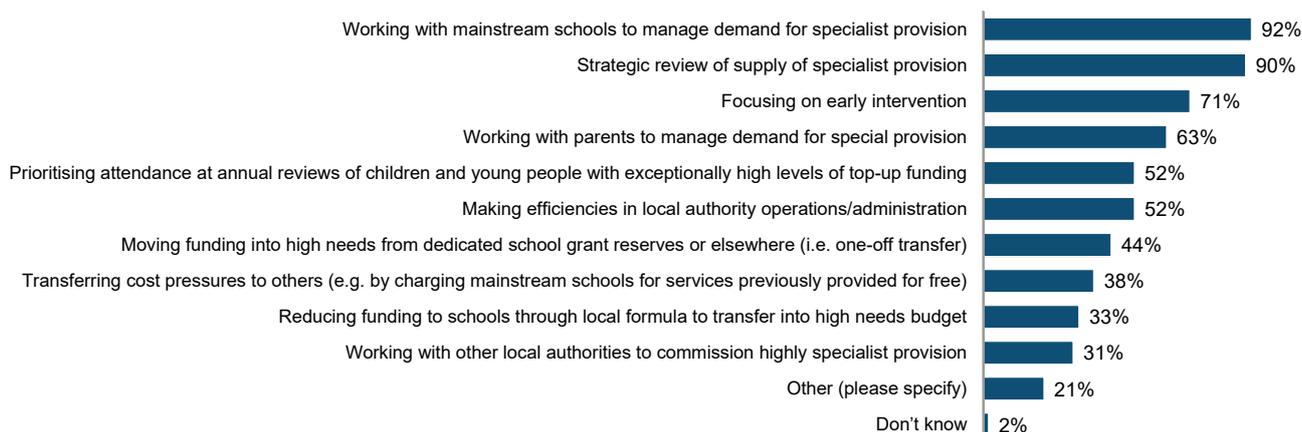
“Look at the Ofsted criteria for recognition of children with SEN progress. Recognise how schools who are fully inclusive may have lower exam results, recognise this in a positive way if SEN students are making good progress.”

Nine in ten (92%) local authorities said that they were working with mainstream schools to manage demand for specialist provision in order to use their high needs funding as effectively as possible in 2018-19. A similar proportion (90%) of LAs said that they were strategically reviewing the supply of specialist provision and 71% were focusing on early intervention.

Local authorities tended to be less likely to be working with other local authorities to commission highly specialised provision (31%).

**Figure 33: Using high needs funding as effectively as possible**

Q. What steps, if any, is your local authority taking to use its high needs funding as effectively as possible in 2018-19?

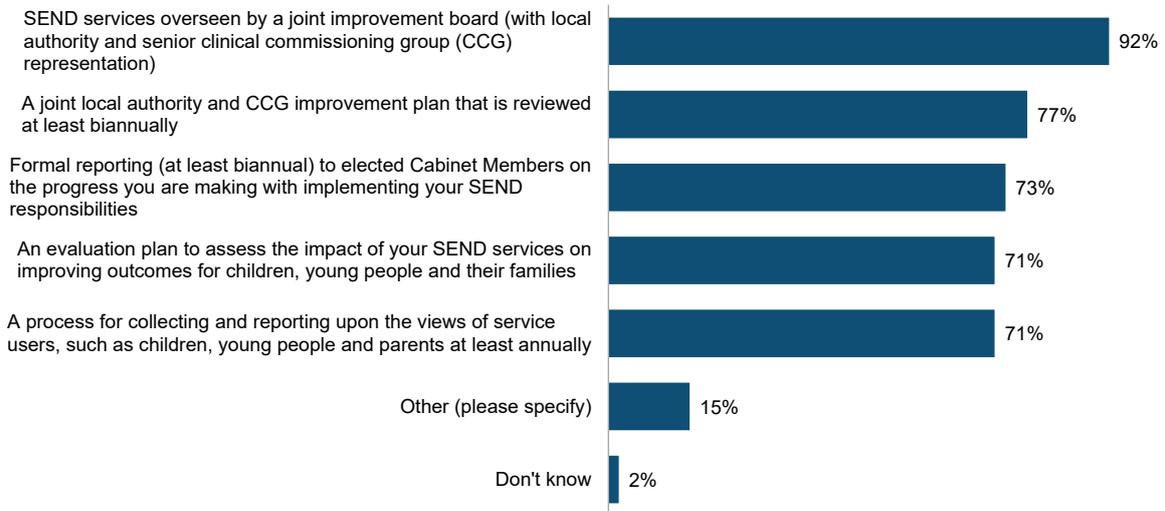


Base: All responding authorities (n=48)

Local authorities were then asked which of a list of systems they had in place to monitor the implementation of their SEND services. Figure 34 shows all of the responding local authorities had at least one of the systems in place. Ninety two per cent (92%) of LAs said that they have in place a system where SEND services are overseen by a joint improvement board with local authority and senior clinical commissioning group representation.

**Figure 34: Monitoring implementation of SEND services**

Q. Which of the following systems, if any, does your local authority have in place to monitor implementation of its SEND services?



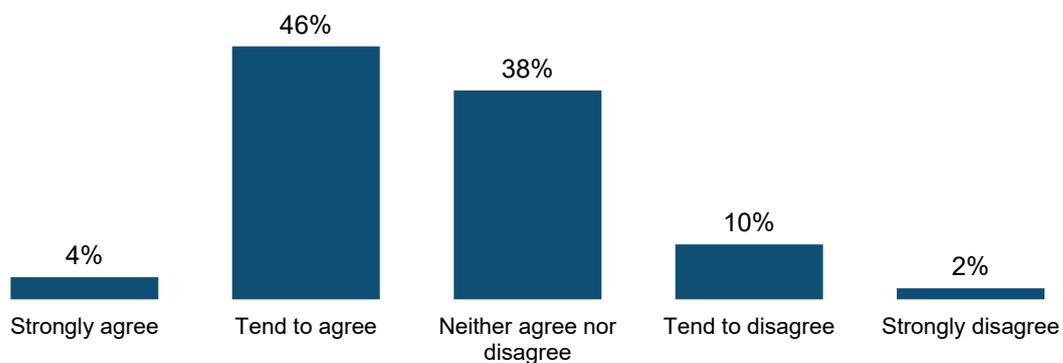
Base: All responding authorities (n=48)

Local authorities were then asked to what extent they agreed or disagreed with a series of statements regarding policies in place for SEND provision.

Half of local authorities (50%) either strongly agreed or tended to agree that they had a clearly defined "Preparation for Adulthood strategy".

**Figure 35: Whether LA agreed or disagreed that their local authority had a clearly defined Preparation for Adulthood strategy.**

Q. To what extent do you agree or disagree with the following?:  
My local authority has a clearly defined Preparation for Adulthood strategy

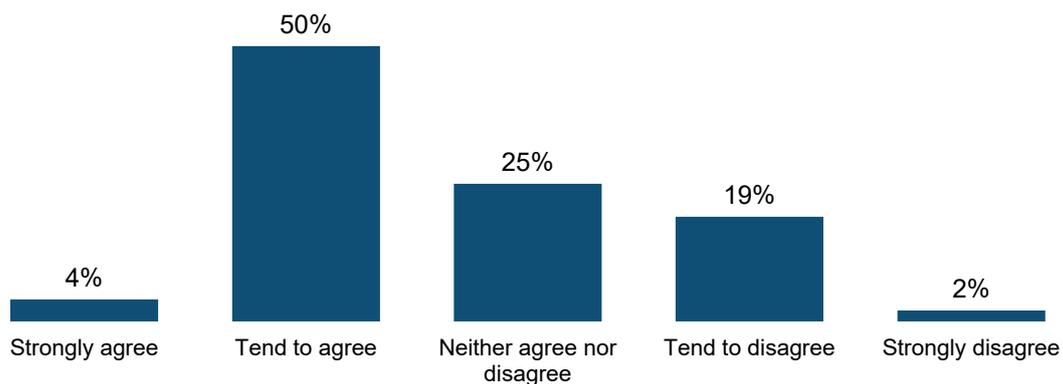


Base: All responding authorities (n=48)

Fifty four per cent (54%) of responding local authorities agreed that EHC planning and review processes are aligned with assessment and planning processes across health and social care. However, just over 20% of responding authorities also disagreed with this.

**Figure 36: Whether LA agreed or disagreed that EHC planning and review processes are aligned with assessment and planning progress across health and social care**

Q. To what extent do you agree or disagree with the following?:  
EHC planning and review processes are aligned with assessment and planning processes across health and social care

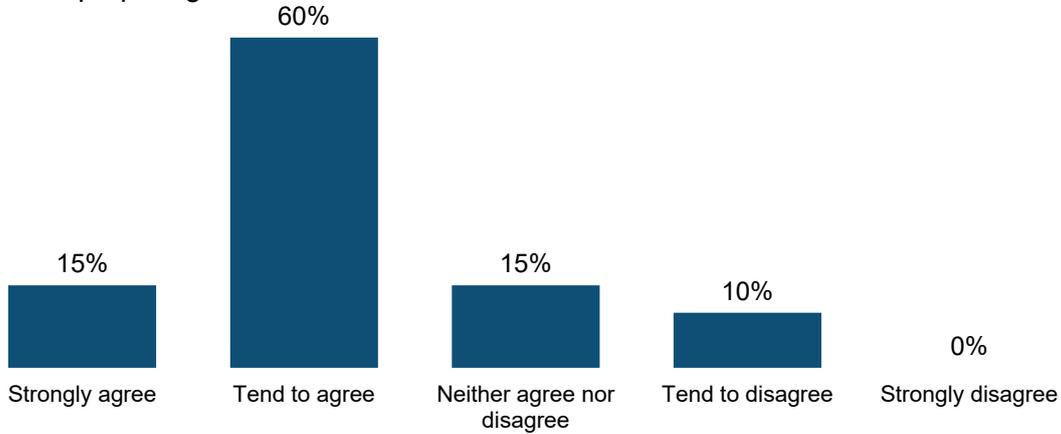


Base: All responding authorities (n=48)

Three quarters (75%) of the responding local authorities agreed that children's and adult's services in their local authority work together effectively to support children and young people in preparing for adulthood. Only 10% tended to disagree and 15% neither agreed nor disagreed with this.

**Figure 37: Whether LA agreed or disagreed that children’s and adult’s services in their local authority work together effectively to support children and young people in preparing for adulthood.**

Q. To what extent do you agree or disagree with the following?:  
 Children’s and adult’s services in my local authority work together effectively to support CYP in preparing for adulthood

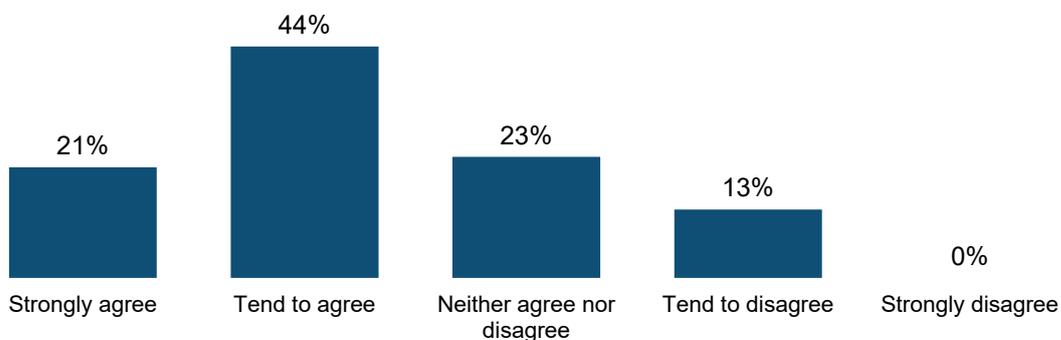


Base: All responding authorities (n=48)

Sixty five per cent (65%) of responding authorities agreed that their local authority’s information, advice and support service is equipped to support young people with SEND in preparing for adulthood.

**Figure 38: Whether LA agreed or disagreed that their local authority’s information, advice and support service is equipped to support young people with SEND in preparing for adulthood strategy.**

Q. To what extent do you agree or disagree with the following?:  
 My local authority’s Information, Advice and Support Service is equipped to support young people with SEND in preparing for adulthood

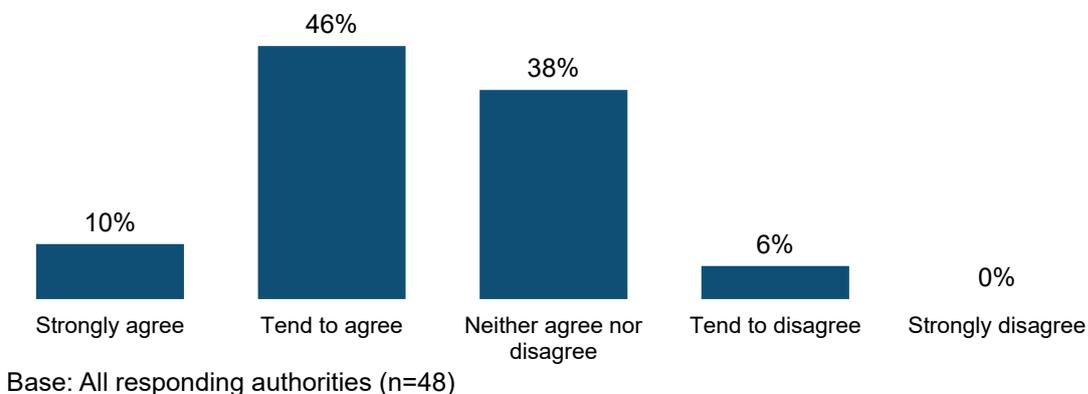


Base: All responding authorities (n=48)

Fifty six per cent (56%) of responding LAs agreed that staff in their local authority have access to relevant training in effective support in Preparation for Adulthood for young people with SEND. Only 6% of authorities disagreed with this statement, suggesting that most local authorities are confident in training their staff to meet the needs of the young people they work with.

**Figure 39: Whether LA agreed or disagreed that staff in their local authority have access to relevant training in effective support in Preparation for Adulthood for young people with SEND.**

Q. To what extent do you agree or disagree with the following?:  
Staff in my local authority have access to relevant training in effective support in preparation for adulthood for young people with SEND



## Appendix 1 – Response profile

This survey aimed for a census of upper-tier local authorities and Children’s Services Trusts in England. As such, all 152 authorities were invited to take part. There were three sections to the survey, with the response rate for each outlined in Table 5.

**Table 5: Wave 4 response rate by questionnaire section**

Section	Number of complete responses	Number of partial responses	Response rate
Children’s Social Care	44	5	32%
Early Years and Child Care	50	0	33%
Special Educational Needs & Disability	48	0	32%

A total of 41 LAs and trusts fully completed the survey, and 15 partially completed the survey meaning that 56 LAs took part in total. This amounts to an overall response rate of 37 per cent.

Following the close of the survey, NatCen analysed the sample profile based on four key variables: authority type, region, the percentage of pupils claiming free school meals (FSM), and the rate of children in need (CiN).

To avoid overly small base sizes, LAs were divided into three regional categories (see Table 7). The FSM rate reflects the percentage of pupils known to be eligible for claiming FSM, as per the January 2016 school census.<sup>4</sup> The CiN rate refers to the number of children per 10,000 assessed as being in need of children’s social services, as per the November 2016 CiN census.<sup>5</sup>

As Table 6 shows, the profile of LAs which completed the survey is largely in-line with the overall profile.

<sup>4</sup> Children known to be eligible for and claiming FSM, as per the January 2016 school census. <https://www.gov.uk/government/statistics/schools-pupils-and-their-characteristics-january-2016> Table 3a.

<sup>5</sup> Children assessed as being in need of children’s social services, as per the CiN census, November 2016. <https://www.gov.uk/government/statistics/characteristics-of-children-in-need-2015-to-2016> Table B1.

**Table 6: Response rate by authority type and region**

<b>Variable</b>	<b>Sub-variable</b>	<b>England (N)</b>	<b>England (%)</b>	<b>Took part (N)</b>	<b>Took part (%)</b>	<b>Response rate (%)</b>
<b>Authority type</b>	County	27	17.8%	7	13%	26%
	Unitary	125	82.2%	49	88%	39%
<b>Region</b>	North	50	32.9%	16	29%	32%
	East & Midlands	34	22.4%	16	29%	35%
	London & South	68	44.7%	24	43%	47%
<b>% Pupils eligible for and receiving FSM</b>	0-20	10	6.6%	4	7%	40%
	20-30	24	15.8%	7	13%	29%
	30-40	37	24.3%	13	23%	35%
	40-50	37	24.3%	13	23%	35%
	50-60	24	15.8%	9	16%	38%
	60+	9	5.9%	5	9%	56%
<b>Numbers of CiN (Rate per 10,000)</b>	100-300	49	32.2%	15	27%	31%
	300-400	53	34.9%	22	39%	42%
	400-500	34	22.4%	13	23%	38%
	500+	16	10.5%	6	11%	38%
<b>Ofsted rating</b>	Outstanding	2	1.3%	1	2%	50%
	Good	47	30.9%	15	27%	32%
	Requires improvement	66	43.4%	29	52%	44%
	Inadequate	29	19.1%	8	14%	28%
	No rating available	8	5.3%	3	5%	38%

**Table 7: Regional distribution of all Local Authorities in England**

Region	Local Authorities
East & Midlands	Bedford Borough Council Birmingham City Council Cambridgeshire County Council Central Bedfordshire Council Coventry City Council Derby City Council Derbyshire County Council Dudley Metropolitan Borough Council Essex County Council Herefordshire Council Hertfordshire County Council Leicester City Council Leicestershire County Council Lincolnshire County Council Luton Borough Council Norfolk County Council Northamptonshire County Council Nottingham City Council Nottinghamshire County Council Peterborough City Council Rutland County Council Sandwell Metropolitan Borough Council Shropshire Council Solihull Metropolitan Borough Council Southend-on-Sea Borough Council Staffordshire County Council Stoke-on-Trent City Council Suffolk County Council Telford & Wrekin Council Thurrock Council

Region	Local Authorities
East Midlands (cont.)	Walsall Metropolitan Borough Council Warwickshire County Council Wolverhampton City Council Worcestershire County Council
London & South	Barking and Dagenham London Borough Council Barnet London Borough Council Bath & North East Somerset Council Bexley London Borough Council Borough of Poole Bournemouth Borough Council Bracknell Forest Council Brent London Borough Council Brighton & Hove City Council Bristol City Council Bromley London Borough Council Buckinghamshire County Council Camden London Borough Council City of London Corporation Cornwall Council Council of the Isles of Scilly Croydon London Borough Council Devon County Council Dorset County Council Ealing London Borough Council East Sussex County Council Enfield London Borough Council Gloucestershire County Council Hackney London Borough Council Hammersmith & Fulham London Borough Council Hampshire County Council Haringey London Borough Council

Region	Local Authorities
London & South (cont.)	<p>Harrow London Borough Council</p> <p>Havering London Borough Council</p> <p>Hillingdon London Borough Council</p> <p>Hounslow London Borough Council</p> <p>Isle of Wight Council</p> <p>Islington London Borough</p> <p>Kensington &amp; Chelsea Royal Borough Council</p> <p>Kent County Council</p> <p>Kingston Upon Thames Royal Borough</p> <p>Lambeth London Borough Council</p> <p>Lewisham London Borough Council</p> <p>Medway Council</p> <p>Merton London Borough Council</p> <p>Milton Keynes Council</p> <p>Newham London Borough Council</p> <p>North Somerset Council</p> <p>Oxfordshire County Council</p> <p>Plymouth City Council</p> <p>Portsmouth City Council</p> <p>Reading Borough Council</p> <p>Redbridge London Borough Council</p> <p>Richmond Upon Thames London Borough</p> <p>Royal Borough of Greenwich Council</p> <p>Royal Borough of Windsor &amp; Maidenhead Council</p> <p>Slough Borough Council</p> <p>Somerset County Council</p> <p>South Gloucestershire Council</p> <p>Southampton City Council</p> <p>Southwark Council</p> <p>Surrey County Council</p> <p>Sutton London Borough Council</p>

Region	Local Authorities
London & South (cont.)	<p>Swindon Borough Council</p> <p>Torbay Council</p> <p>Tower Hamlets London Borough Council</p> <p>Waltham Forest London Borough</p> <p>Wandsworth Borough Council</p> <p>West Berkshire Council</p> <p>West Sussex County Council</p> <p>Westminster City Council</p> <p>Wiltshire County Council</p> <p>Wokingham Borough Council</p>
North	<p>Barnsley Council</p> <p>Blackburn with Darwen Borough Council</p> <p>Blackpool Council</p> <p>Bolton Council</p> <p>Bradford Metropolitan District Council</p> <p>Bury Metropolitan Borough Council</p> <p>Calderdale Metropolitan Borough Council</p> <p>Cheshire East Council</p> <p>Cheshire West and Chester Council</p> <p>City of York Council</p> <p>Cumbria County Council</p> <p>Darlington Borough Council</p> <p>Doncaster Council</p> <p>Durham County Council</p> <p>East Riding of Yorkshire Council</p> <p>Gateshead Council</p> <p>Halton Borough Council</p> <p>Hartlepool Borough Council</p> <p>Hull City Council</p> <p>Kirklees Council</p> <p>Knowsley Metropolitan Borough Council</p>

Region	Local Authorities
North (cont.)	<p>Lancashire County Council</p> <p>Leeds City Council</p> <p>Liverpool City Council</p> <p>Manchester City Council</p> <p>Middlesbrough Council</p> <p>Newcastle City Council</p> <p>North East Lincolnshire Council</p> <p>North Lincolnshire Council</p> <p>North Tyneside Council</p> <p>North Yorkshire County Council</p> <p>Northumberland County Council</p> <p>Oldham Council</p> <p>Redcar &amp; Cleveland Borough Council</p> <p>Rochdale Metropolitan Borough Council</p> <p>Rotherham Metropolitan Borough Council</p> <p>Salford City Council</p> <p>Sefton Metropolitan Borough Council</p> <p>Sheffield City Council</p> <p>South Tyneside Metropolitan Borough Council</p> <p>St Helens Metropolitan Borough Council</p> <p>Stockport Metropolitan Borough Council</p> <p>Stockton-on-Tees Borough Council</p> <p>Sunderland City Council</p> <p>Tameside Metropolitan Borough Council</p> <p>Trafford Metropolitan Borough Council</p> <p>Wakefield Metropolitan District Council</p> <p>Warrington Borough Council</p> <p>Wigan Council</p> <p>Wirral Metropolitan Borough Council</p>

## Appendix 2 – Questionnaire

Thank you for agreeing to take part in this important survey on behalf of the Department for Education (DfE).

This survey includes questions on your views and experiences of three main policy areas:

- Children’s Social Care;
- Early Years & Child Care; and
- Special Educational Needs & Disability.

Some of the questions are the same as those asked in previous waves of the survey, and some are new for this wave.

You may feel that you can answer all of the questions yourself, or may wish to send this link to one or more of your colleagues for them to respond to questions on certain policy areas. At the start of the survey we will ask you to select the first policy area that you wish to answer about. After you have finished that section of the survey you will be asked whether you wish to complete any other sections.

The survey should take no more than 15 minutes in total to complete.

NatCen assure you that all the information we collect will be kept in the strictest confidence and we will not identify your LA’s responses to the DfE without your permission.

If you have any further questions, or any problems completing the survey, please contact the NatCen research team at [childrens-services@natcen.ac.uk](mailto:childrens-services@natcen.ac.uk) or on 0800 652 4569.

To talk to someone at DfE about this research please contact xx at xx or on xx.

### QSelect

Please select the policy area you would like to answer questions on.

*After completing each section of the survey, you will return to this page to select any other section that you would like to complete. Once you have answered all of the section(s) that you are able to, please simply exit the survey by clicking “stop” and closing your browser.*

1. Children’s Social Care
2. Early Years & Childcare
3. Special Educational Needs & Disability

## Section 1 Children's Social Care

### CSCIntro

The following set of questions is about Children's Social Care in your local authority or trust.

[timestamp here]

### Use of independent schools for looked after children

*Ask all*

#### LACInd

**DfE feel that looked after children should have access to the full breadth and choice of educational opportunities open to others, so we are exploring the role that the independent schools sector could play in ensuring they have access to a world-class education.**

**Over the last 12 months, have you considered placing looked after children into independent schools (excluding specialist schools)?**

1. Yes
2. No

*Ask if LACInd=1. (Yes)*

#### LACIndDay

**How many children have you considered for <b>day places<\b> in independent schools?**

ENTER NUMBER: [Numeric 0-2000]

*Ask if LACInd=1. (Yes)*

#### Q1 / LACIndBor

**How many children have you considered for <b>boarding places<\b> in independent schools?**

ENTER NUMBER: [Numeric 0-2000]

*Ask all*

#### IndOpt

**We are interested in whether local authorities consider the independent sector to be a realistic option when thinking about educational placements for looked after children.**

**If places were made available, would you say that the independent sector is a realistic option for any of the following?**

*Please select one of the following.*

1. Day placements
2. Boarding placements
3. Both day and boarding placements
4. None of the above

Ask all  
IndBarr

**What barriers, if any, has your local authority experienced to placing looked after children in independent schools?**

[Free text answer <300 characters>]

Ask all

IndBarr2

**What would help to overcome these barriers?**

[Free text answer <300 characters>]

1. Not applicable – no barriers experienced

## **Child protection and children in need**

Ask all

ExtExp

**In the last 12 months, for which of the following areas of need, if any, has your local authority commissioned support from external experts?**

*Please select all that apply.*

1. Domestic violence
2. Adult mental health or self-harm
3. Child mental health or self-harm
4. Promotion of positive child mental health and wellbeing
5. Emotional abuse
6. Substance misuse (drugs/ alcohol)
7. Neglect
8. Physical abuse
9. Learning disability
10. Physical disability or illness
11. Socially unacceptable behaviour
12. Sexual abuse
13. Child sexual exploitation
14. Young carer
15. Other (Please specify)
16. None [exclusive code]

*{If has commissioned interventions from external experts (ExtExp=1-15)}*

HighPri

**Thinking about all of the areas where your local authority has commissioned interventions from external experts, which are your three highest priority areas of need?**

Please select up to three options.

(Present a list of areas where LA has commissioned interventions from external experts from ExtExp)

1. Domestic violence
2. Adult mental health or self-harm
3. Child mental health or self-harm
4. Promotion of positive child mental health and wellbeing
5. Emotional abuse
6. Substance misuse (drugs/alcohol)
7. Neglect
8. Physical abuse
9. Learning disability
10. Physical disability or illness
11. Socially unacceptable behaviour
12. Sexual abuse
13. Child sexual exploitation
14. Young carers
15. Other (Please specify) (from ExtExp)

*{If has mentioned high priority areas in HighPri (HighPri=1-15)}*

### **EvStre**

**For each of the following, how would you rate the strength of the evidence base underpinning the intervention area?**

**Would you say that the evidence base underpinning the intervention for**  
[Feed through each priority area at a time from HighPri] **is...**

1. Very strong
2. Fairly strong
3. Not very strong
4. Not strong at all
5. Don't know

## **Social work workforce**

*Ask all*

### **Q2 / ASYEff**

**How effective, if at all, do you find the Assessed and Supported Year in Employment (ASYE) programme in supporting newly qualified social workers to make the transition from training to practice?**

1. Very effective
2. Quite effective
3. Neither effective nor ineffective
4. Quite ineffective
5. Very ineffective

*Ask all who selected 1. Very effective or 2. Quite effective in ASYEff*

**ASYEffY**

**In which ways, if any, has the ASYE programme been effective in your local authority?**

[Free text answer <300 characters>]

*Ask all who selected 3. Quite ineffective or 2. Very ineffective in ASYEff*

**ASYEffN**

**In which ways, if any, has the ASYE programme, been ineffective in your local authority?**

[Free text answer <300 characters>]

*Ask all*

**DevPri**

**What are the current learning and development priorities for child and family social workers in your authority?**

[Free text answer <300 characters>]

*Ask all*

**Reclni**

**Does your local authority have any initiatives in place to support recruitment and retention of child and family social workers?**

1. Yes
2. No

*If LA has initiatives in place to support recruitment and retention (Reclni=1. Yes)*

**ReclniDet**

**What initiatives does your local authority have in place to support recruitment and retention of child and family social workers?**

*Please select all that apply.*

1. Recruitment bonuses
2. Retention bonuses
3. Additional leave entitlements
4. Flexible working
5. Relocation allowances
6. Other (please explain)

*Ask all*

**MoUSig**

**Is your local authority a signatory to a regional memorandum of understanding about the use of agency staff?**

1. Yes
2. No

If LA is a signatory to a regional memorandum (MoUSig=1. Yes)

**MoUBen**

**How beneficial, if at all, has the regional memorandum of understanding about the use of agency staff been to your local authority?**

- 1. Very beneficial
- 2. Fairly beneficial
- 3. Not very beneficial
- 4. Not beneficial at all
- 5. Too early to say

Ask all

**SWassess**

**Do you think social workers in your local authority...**

	Yes	No	Don't know
(a) Are aware of the Knowledge and Skills statements?			
(b) Are aware that a system of assessment and accreditation will be introduced?			
(c) Understand why a system of assessment and accreditation is being introduced?			
(d) Are supportive of a process of assessment and accreditation?			
(e) Are aware that assessment will be against the Child and Family Knowledge and Skills statements?			

Ask all

**Q3 / SocWorkPM**

**Does your local authority use the Knowledge and Skills statements for performance management?**

- 1. Yes
- 2. No
- 3. Don't know

## Adoption and children in care

Ask all

### ACintro

The next questions are about adoption and children in care.

Ask all

### ServDes

Do you have processes in place to check that the design of services works for the families you support?

1. Yes
2. No

Ask all

### SupGroup2

Does your local authority provide the following support to Special Guardians?

	1. Yes	2. No
(a) Support groups		
(b) Financial support (not including use of the Adoption Support Fund [ASF])		

---

Ask all

### IRO

We are interested in how the Independent Reviewing Officer (IRO) role is working across the country.

In your view, how effective, if at all, is the IRO role in your local authority?

1. Very effective
2. Quite effective
3. Neither effective nor ineffective
4. Quite ineffective
5. Very ineffective

---

*If selected 1. Very effective or 2. Quite effective in IRO*

### IROpos

Please provide examples of how the IRO role is effective your local authority.

[Free text answer <300 characters>]

*{If selected 3. Quite ineffective or 4. Very ineffective in IRO}*

### IROneg

**What changes, if any, would you like to see in order to improve the effectiveness of IROs?**

[Free text answer <300 characters>]

## **Leaving Care Personal Advisers**

*Ask all*

### **PaCases**

**What is the current average caseload size of a Personal Adviser in your local authority?**

1. 20 or under
2. 21-25
3. 26-30
4. 31-35
5. More than 35

### **PaTrain**

**In which of the following areas, if any, have your leaving care Personal Advisers received training over the last 12 months?**

*Please select all that apply.*

1. Supporting Unaccompanied Asylum Seeking Children/Immigration Legislation
2. Advising & supporting young people to engage in education, employment or training
3. Homelessness/Rough Sleeping/Housing Legislation
4. Supporting young people to enjoy positive health and well-being
5. Safeguarding risks, including CSE, Gangs, Drug & Alcohol misuse and preventing radicalisation
6. Helping young people to move into their first home;
7. Welfare reforms/changes to benefit entitlements/roll-out of Universal Credit
8. Attachment Theory/Impact of early life trauma
9. Other (please specify)
10. None of these [exclusive code]

## **Multi-agency arrangements**

*Ask all*

### **CSWAmult**

**As you will be aware, legislation commences in June 2018 to establish a new framework for multi-agency working in England. Have the safeguarding partners for your local area begun to develop their arrangements?**

1. Yes
2. No – but plan to in the future
3. No – no current plans

If selected 2. No – but plan to in the future or 3. No – no current plans to CSWAmult

**SafeGp**

**Safeguarding partners have until June 2019 to agree and publish their arrangements, and a further three months to implement them. When do you estimate arrangements for your local area will be <b>implemented in full</b>?**

- 1. By December 2018
- 2. By June 2019
- 3. By September 2019

**Cross-cutting**

Ask all

**BrexImp**

**Has your local authority conducted an assessment of the potential implications of the United Kingdom’s withdrawal from the European Union on children’s social care?**

- 1. Yes – already completed
- 2. Yes – in development
- 3. No – but plan to in the future
- 4. No – no current plans

Ask all

**CostsP**

**We would like to understand how the average cost of providing support, protection and care to a child in your local authority has changed over recent years.**

**For each of the following, would you say that the average cost per child has increased, decreased or stayed the same over the last three years?**

	Increased	Stayed the same	Decreased	Don't know
Local authority social worker pay				
Agency social worker pay				
Other children’s workforce pay e.g. support staff				
Foster carer fees and allowances				
Independent Fostering Agency placements				
Residential care placements				

Ask all

#### Q4 / CostsC

And for each of the following groups, would you say that the average cost of providing care has increased, decreased or stayed the same over the last three years?

	Increased	Stayed the same	Decreased	Don't know
Looked after child aged under 6 years				
Looked after child aged over 15 years				
Child who has a child protection plan				
Child in need with a disability				
Child in need with no specified additional need				

Ask all

#### CostsSig

Thinking about all of the factors mentioned at the previous two questions, which one has been the most significant in terms of per child cost change over the last three years?

*(Present a list of factors where LA said costs had increased or decreased from CostsC and CostsP)*

## Section 2 Early Years and Child Care

### Early education entitlements

Ask all

#### EEent

In the last year, which of the following, if any, has your local authority done to promote funded early education entitlements for disadvantaged 2 year olds?

*Please select all that apply.*

1. Provided information and publicity directly to parents and carers
2. Supported providers and/or children's centres to communicate with parents and carers
3. Worked with other local professionals to communicate with parents and carers (including health visitors, GPs, Jobcentre Plus staff or social workers)
4. Streamlined administrative processes (such as the application or eligibility checking process, payments to providers, or IT systems)

5. Ensured sufficiency and quality of existing provision
6. Developed new provision/new places
7. Workforce development and training
8. Other (please specify)
9. None of the above

*Ask all*

**Imp2ee**

**In the last year, has your local authority experienced any difficulties in implementing the funded early education entitlements for disadvantaged 2 year olds?**

1. Yes
2. No

*If have experienced difficulties (Imp2ee=1. Yes)*

**Imp2Diff**

**Which of the following difficulties has your local authority experienced?**

*Please select all that apply.*

1. Eligible parents not knowing about the offer
2. Eligible parents not wanting or needing childcare for their 2 year old
3. Providers not knowing about the offer
4. Providers not wanting to offer funded places to eligible 2 year olds
5. Problems with the eligibility checking/application process
6. Lack of funding for publicity, outreach or infrastructure development
7. Other (please specify)

*Ask all*

**Q5 / EntProm**

**In the last year, which of the following, if any, has your local authority done to promote the universal funded early education entitlements of 15 hours for 3 and 4 year olds?**

*Please select all that apply.*

1. Provided information and publicity directly to parents and carers
2. Supported providers and/or children's centres to communicate with parents and carers
3. Worked with other local professionals to communicate with parents and carers (including health visitors, GPs, Jobcentre Plus staff or social workers)
4. Streamlined administrative processes (such as the application or eligibility checking process, payments to providers, or IT systems)
5. Ensured sufficiency and quality of existing provision
6. Developed new provision/new places
7. Workforce development and training
8. Other (please specify)
9. None of the above

*Ask all*

**EntDiff**

**In the last year, has your local authority experienced any difficulties in implementing the universal funded early education entitlements of 15 hours for all 3 and 4 year olds?**

1. Yes
2. No

*If experienced difficulties (EntDiff=1. Yes)*

**EntDiffDet**

**Which of the following difficulties have your local authority experienced?**

*Please select all that apply.*

1. Parents of 3 and 4 year olds not knowing about the offer
2. Parents not wanting or needing childcare for their 3 and 4 year olds
3. Providers not knowing about the offer
4. Providers not wanting to offer funded places to 3 and 4 year olds
5. Problems with the eligibility checking/application process
6. Lack of funding for publicity, outreach or infrastructure development
7. Other (please specify)

*Ask all*

**Diff30hrs**

**Has the introduction of 30 hours funded early education entitlements for 3 and 4 year olds of working parents caused any difficulties for your authority's implementation of:**

	<b>1. Yes</b>	<b>2. No</b>
a) The disadvantaged 2 year old offer		
b) The 15 hours universal entitlement for 3 and 4 year olds		

*Ask if has experienced any difficulties with disadvantaged 2-year old offer (30hrsDiffa=1 (Yes)*

**DiffReca**

**Please record the difficulties experienced in relation to the disadvantaged 2 year old offer:**

[Free text answer <300 characters>]

*Ask if has experienced any difficulties with the 15 hours universal entitlement for 3 and 4 year olds (30hrsDiffb =1 (Yes)*

**DiffRecb**

**Please record the difficulties experienced in relation to the 15 hours universal entitlement for 3 and 4 year olds:**

[Free text answer <300 characters>]

# 1 Special Educational Needs & Disability

## SENDIntro

The following questions are about Special Educational Needs and Disability provision in your local authority.

[timestamp here]

*Ask all*

## SENDchal

**In your opinion, what are the main challenges to the effective delivery of special educational needs services and provision in your local authority over the next 3 years?**

*Please select up to three.*

1. Recruitment of high quality staff
2. Retention of high quality staff
3. Maintaining or improving the capability of the senior leadership team
4. Securing sufficient high quality school placements for children with SEND
5. Sufficiency of post-19 education and training provision
6. Adapting to a high-needs funding formula
7. Influencing SEND provision in schools in an environment of increasing school autonomy
8. Other (please specify)
9. Local authority does not face any challenges to the effective delivery of SEND provision  
[exclusive code]

*Ask all*

## SENDgov

**In your opinion, what would be the most helpful actions that the government could take to facilitate / remove barriers to the delivery of good SEND services and provision in your local authority?**

[Free text answer <300 characters>]

*Ask all*

## StepsHighNeeds

**What steps, if any, is your local authority taking to use its high needs funding as effectively as possible in 2018-19?**

[timestamp here] <Set SEOutcome = 110>

*Please select all that apply.*

1. Strategic review of supply of specialist provision
2. Working with parents to manage demand for special provision
3. Working with mainstream schools to manage demand for specialist provision
4. Working with other local authorities to commission highly specialist provision

5. Transferring cost pressures to others (e.g. by charging mainstream schools for services previously provided for free)
6. Reducing funding to schools through local formula to transfer into high needs budget
7. Moving funding into high needs from dedicated school grant reserves or elsewhere (i.e. one-off transfer)
8. Prioritising attendance at annual reviews of children and young people with exceptionally high levels of top-up funding
9. Making efficiencies in local authority operations/administration
10. Focusing on early intervention
11. Other (please specify)
12. None of these [exclusive code]

*Ask all*

### **ImpMon**

**Which of the following systems, if any, does your local authority have in place to monitor implementation of its SEND services?**

*Please select all that apply.*

1. Formal reporting (at least biannual) to elected Cabinet Members on the progress you are making with implementing your SEND responsibilities
2. SEND services overseen by a joint improvement board (with local authority and senior clinical commissioning group (CCG) representation)
3. A joint local authority and CCG improvement plan that is reviewed at least biannually
4. An evaluation plan to assess the impact of your SEND services on improving outcomes for children, young people and their families
5. A process for collecting and reporting upon the views of service users, such as children, young people and parents at least annually
6. Other (Please specify)
7. None of the above [exclusive code]

*Ask all*

### **CYPstat**

**The following statements are about Preparation for Adulthood for children and young people (CYP) with SEND who have an EHC Plan / Statement.**

**To what extent do you agree or disagree with the following?**

	Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree
My local authority has a clearly defined Preparation for Adulthood strategy					
EHC planning and review processes are aligned with assessment and planning processes across health and social care					
Children's and adult's services in my local authority work together effectively to support CYP in preparing for adulthood					
My local authority's Information, Advice and Support Service is equipped to support young people with SEND in preparing for adulthood					
Staff in my local authority have access to relevant training in effective support in Preparation for Adulthood for young people with SEND					

*Ask all*

**Q6 / SENDout**

**In what ways does your local authority monitor outcomes for young people with an EHC plan after they have left education?**

[Free text answer <300 characters>]

## 2 Thank you

### DfErecon

The Department for Education would like to be able to link information gathered through this survey to individual local authorities. They might use this information to offer targeted information or support, or to invite authorities to take part in further qualitative research or the development of case studies to support sharing of good practice over the next 12 months. **The Department will only be given local authority names: they will not know which individual colleagues completed the survey.**

Are you happy for the Department to be able to link answers from this wave of the survey back to your local authority for the purposes mentioned above?

1. Yes
2. No

### Bye

Thank you for taking the time to respond to this survey. Your answers are vital in helping DfE to understand the key issues facing children's services, and local authorities' experiences of implementing different policies in these areas.

If you have any questions or concerns about the research, please visit [www.natcen.ac.uk/childrens-services](http://www.natcen.ac.uk/childrens-services), email [childrens-services@natcen.ac.uk](mailto:childrens-services@natcen.ac.uk) or call 0800 652 4569.



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