Strategic review of support, services and provision for children and young people with SEND in the East Riding

Partners' action-planning workshop

9 November 2017

Aims of today's discussion

1

The "what" – to share the key findings and recommendations of the review and to use this to agree the actions that are needed to put this into practice.

2

The "how" – to consider the way in which partners can work together to ensure these actions are taken forward in a collaborative and co-productive manner.

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09.30	**Welcome, introductions and aims for the workshop**
09.45	**Part 1: The "what"** Key findings and action-planning of next steps
11.30	**Short break**
11.40	**Part 2: The "how"** Taking this forward in partnership
12.15	**Next steps and key messages**
12.30	**Close**

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Part 1: Brief recap on key findings & recommendations

1 **Strategy and relationships**

Strong strategy – clear and shared sense of strategy, strengths and priorities, and strong cycle of self-evaluation.

Strong partnerships – strong partnership relationships with agencies and key partners, providers, which have been developed pro-actively. Agreement about the need to strengthen strategic partnership working between LA, agencies and parents / carers.

2 **The continuum of local SEND support, services and provision**

Strong and well-developed continuum – sought to be forward-thinking, pro-actively developed. In short, a sensible model – the challenge is how to maximise the effectiveness of its parts and overall.

Three issues – (a) clarity, (b) some specific gaps, and (c) core underpinning systems and process.

3 **Quality and accessibility of support and services**

High-quality services – positive feedback on quality and ways of working … where access is straightforward and streamline. Some concerns regarding capacity and accessibility.

Experience of parents / carers – more difficult experiences, feeling the system can be too defensive, adversarial and lacking in empathy. Strong consensus on the need for greater co-production.

Part 1: Brief recap on key findings & recommendations

Theme 1: Identification & assessment

What is working well?

Valuable mechanisms for early identification and support – Early years Inclusion Service, portage. Some positive examples of the EHC process, valued by schools and families.

What are the challenges?

"Less obvious" needs not always identified early and accurately. EHCP process, annual reviews can still feel adversarial. Autism assessment pathway a concern.

Recommendations

- Strengthen consistency of identification
- Develop a clear autism assessment pathway
- Refine EHC process with clear expectations for parents & profs

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Part 1: Brief recap on key findings & recommendations

Theme 2: Information & access

What is working well?

KIDS and SENDIASS highly-regarded by parents / carers. FISH could provide valuable "front door" – opportunities to improve information about support.

What are the challenges?

Local offer not seen as useful or fit-for-purpose by parents, professionals. Confusion about respective roles of KIDS and SENDIASS. Concerns about slow access to some support.

Recommendations

- Develop the local offer as a practical tool for parents & profs
- Develop routes for accessing swift support
- Clarify the respective roles of KIDS and SENDIASS

Part 1: Brief recap on key findings & recommendations

Theme 3: Mainstream support

What is working well?	Some very positive examples described by parents and young people. Encouraging that schools are thinking about SEND as whole-school. SENCO networks highly valued.
What are the challenges?	Also some very negative experiences described – exclusions, placement breakdowns. Comprehensive support offer needed for SENCOs + whole-school inclusion.
Recommendations	• Revisit and define expectations of effective mainstream practice (identification, inclusion, support) • Link this to programme of support for SENCOs + whole-school inclusion.

Part 1: Brief recap on key findings & recommendations

Theme 4: Targeted services

What is working well?

Positive feedback on LA central SEND services and EHaSH. Where access straightforward and timely, positive feedback on quality and ways of working.

What are the challenges?

Gaps in children's therapy support for those without significant health needs. Strong concerns about access to mental health support, and Disabled Children's Service.

Recommendations

- Strengthen consistency and capacity of central SEND services
- Ensure clear offer and criteria for Disabled Children's Service
- Address gaps in targeted health support

Part 1: Brief recap on key findings & recommendations

Theme 5: Enhanced resourced provisions

What is working well?

Recognition that LA has been pro-active in commissioning these provisions to meet need locally. Consensus on future priorities (primary SEMH, secondary autism).

What are the challenges?

Need to clarify purpose of the provisions – needs met, purpose (e.g. reintegration). This strategic clarity needed to inform day-to-day placement decisions.

Recommendations

- Continue to develop ERPs in priority areas (evidence of need)
- Revisit and clarify purpose and role, and ensure this is understood by profs and parents

Part 1: Brief recap on key findings & recommendations

Theme 6: Special school provision

What is working well?

Some very highly-valued provision – fulsome praise for specific schools. Schools value relationship with LA, and are keen to work collaboratively to meet needs locally.

What are the challenges?

Some questions about how certain needs will be met under the area special school model. Need a process for enabling LA and special schools to meet more needs locally.

Recommendations

- Clarify how certain needs (MLD, SEMH high-functioning autism) are to be met within local provision
- Develop collaborative model for meeting complex needs locally

Part 1: Brief recap on key findings & recommendations

Theme 7: Preparation for adulthood

What is working well?	Consensus that this is a priority, that it is not currently well-developed, and about what is needed to address this – and willingness to work in partnership to do so.
What are the challenges?	Concerns about planning (not yet pro-active enough for individuals or at strategic level), about lack of pathways and options. Opportunity for LA to be leading the way.
Recommendations	• Agree good practice guidelines and routines for transition reviews for individual young people • Develop partnership-based approach to develop new 16-25 pathways and options

Part 1: Brief recap on key findings & recommendations

Theme 8: Social inclusion and support

What is working well?

Some positive networks and activities for young people – often based around their school or college.

What are the challenges?

Some young people very isolated, both within and beyond school / college – need peer-group. Concerns about SEND awareness in community facilities.

Recommendations

- Develop creative solutions that will foster peer networks for young people
- Raise awareness of SEND and how to ensure equity of access in community facilities

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Any "burning questions"?

Are there any immediate questions of <u>information</u> or <u>clarification</u> about the main findings and recommendations of the review?

Have a brief discussion on tables. If there are any questions you have about the review's findings and recommendations, capture them on cards.

Part 1: Brief recap on key findings & recommendations

Theme	What is working well?	What are the challenges?	Recommendations
1 Identification & assessment	Valuable mechanisms for early identification and support – Early years Inclusion Service, portage. Some positive examples of the EHC process, valued by schools and families.	"Less obvious" needs not always identified early and accurately. EHCP process, annual reviews can still feel adversarial. Autism assessment pathway a concern.	Strengthen consistency of identification; develop a clear autism assessment pathway; refine the EHC process with clear expectations for parents and professionals.
2 Information & access	KIDS and SENDIASS highly-regarded by parents / carers. FISH could provide valuable "front door" – opportunities to improve information about support.	Local offer not seen as useful or fit-for-purpose by parents, professionals. Confusion about respective roles of KIDS and SENDIASS. Concerns about slow access to some support.	Develop the local offer as a practical tool for parents and professionals; develop routes for accessing swift support; clarify the respective roles of KIDS and SENDIASS.
3 Mainstream support	Some very positive examples described by parents and young people. Encouraging that schools are thinking about SEND as whole-school. SENCO networks highly valued.	Also some very negative experiences described – exclusions, placement breakdowns. Comprehensive support offer needed for SENCOs + whole-school inclusion.	Revisit and define expectations of effective mainstream practice (identification, inclusion, support). Link this to programme of support for SENCOs + whole-school inclusion.
4 Targeted services	Positive feedback on LA central SEND services and EHaSH. Where access straightforward and timely, positive feedback on quality and ways of working.	Gaps in children's therapy support for those without significant health needs. Strong concerns about access to mental health support, and Disabled Children's Service.	Strengthen consistency and capacity of central SEND services; ensure clear offer and criteria for Disabled Children's Service; address gaps in targeted health support.
5 Enhanced resourced provisions	Recognition that LA has been pro-active in commissioning these provisions to meet need locally. Consensus on future priorities (primary SEMH, secondary autism).	Need to clarify purpose of the provisions – needs met, purpose (e.g. reintegration). This strategic clarity needed to inform day-to-day placement decisions.	Continue to develop ERPs in priority areas, based on evidence of need; revisit and clarify purpose and role, and ensure this is understood by professionals and parents.
6 Special school provision	Some very highly-valued provision – fulsome praise for specific schools. Schools value relationship with LA, and are keen to work collaboratively to meet needs locally.	Some questions about how certain needs will be met under the area special school model. Need a process for enabling LA and special schools to meet more needs locally.	Clarify how certain needs (MLD, SEMH high-functioning autism) are to be met within local provision; develop collaborative model for meeting more complex needs locally.
7 Preparation for adulthood	Consensus that this is a priority, that it is not currently well-developed, and about what is needed to address this – and willingness to work in partnership to do so.	Concerns about planning (not yet pro-active enough for individuals or at strategic level), about lack of pathways and options. Opportunity for LA to be leading the way.	Agree good practice guidelines and routines for transition reviews for individual young people; develop partnership-based approach to develop new 16-25 pathways and options.
8 Social inclusion and support	Some positive networks and activities for young people – often based around their school or college.	Some young people very isolated, both within and beyond school / college – need peer-group. Concerns about SEND awareness in community facilities.	Develop creative solutions that will foster peer networks for young people; raise awareness of SEND and how to ensure equity of access in community facilities.

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Part 1: What next? – summary of recommendations

1	**Identification & assessment**	• Strengthen consistency of identification • Develop a clear autism assessment pathway • Refine the EHC process with clear expectations for parents and professionals.
2	**Information & access**	• Develop the local offer as a practical tool for parents and professionals • Develop routes for accessing swift support • Clarify the respective roles of KIDS and SENDIASS
3	**Mainstream support**	• Revisit and define expectations of effective mainstream practice (identification, inclusion, support) • Link this to programme of support for SENCOs + whole-school inclusion
4	**Targeted services**	• Strengthen consistency and capacity of central SEND services • Ensure clear offer and criteria for Disabled Children's Service • Address gaps in targeted health support
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8	**Social inclusion and support**	• Develop creative solutions that will foster peer networks for young people • Raise awareness of SEND and how to ensure equity of access in community facilities

Part 1: What next?

Take your group's theme(s).
On cards, capture …

Q. What action is already in train?

Q. What else is needed …
- … to strengthen these actions?
- … in terms of additional short-term and longer-term actions to take forward the recommendations of the review?

Part 1: What next?

Dividing up the themes …

Themes 1+2: Identification, assessment, and access

Theme 3: Mainstream support

Theme 4: Targeted services

Themes 5+6: ERPs and special school provision

Themes 7+8: Preparation for adulthood, and social inclusion and support

Part 1: Summary of recommendations

1	**Identification & assessment**	• Strengthen consistency of identification • Develop a clear autism assessment pathway • Refine the EHC process with clear expectations for parents and professionals.
2	**Information & access**	• Develop the local offer as a practical tool for parents and professionals • Develop routes for accessing swift support • Clarify the respective roles of KIDS and SENDIASS
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Part 2: The "how" – why this matters

'… running throughout this review has been a strong theme of the need for ongoing communication, engagement and co-production. There was a strong view expressed by all parents, professionals, partners and LA officers that the findings of the review should be shared openly and at an early stage, so that colleagues can work together to shape how it is put into practice.'

'Many of the recommendations we have made in this report present opportunities for co-production with parents and professionals. … As a next step, we suggest there is discussion about how these actions could be taken forward by existing partnership groups or potentially by some new task-and-finish groups bringing together professionals and parents established for a fixed period of time.'

'… we suggest that consideration is given to establishing periodic "SEND continuum" meetings. In the final phase of our review, we brought together the majority of professionals and providers involved in providing SEND services and provision … They argued that such meetings, held at suitable intervals, could be valuable in connecting services and professionals, considering county-wide strategic challenges, and helping to shape services and provision to meet anticipated future need. … Colleagues said that they would welcome this as a means to take forward and sustain a shared strategy.'

Part 2: The "how" – how other local areas have done this

Local area 1: Locality SEND strategic collaboratives

1 **Strategic planning** – gathering intelligence, reviewing projections of need, overseeing the locality offer and continuum, and shaping local priorities and planning provision.

2 **Co-ordinating and commissioning** – co-ordinating outreach specialist expertise to build capacity and expertise pro-actively; potentially a role in commissioning.

3 **Planning support for individual young people** – multi-agency planning of support in complex cases requiring joint working and co-ordination.

4 **Collective and mutual responsibility** – local leaders reinforcing collective and mutual responsibility for support and outcomes for young people with SEND in each locality.

Part 2: The "how" – how other local areas have done this

Local area 2: SEND Commission + task-and-finish groups

3x strategic priorities	5x task-and-finish groups

1 — Transparent information about support and decision-making → **Group 1**: Improving information, local offer

2 — Long-term strategic planning of the SEND continuum →
- **Group 2a**: Inclusive mainstream capacity
- **Group 2b**: Planning specialist provision
- **Group 2c**: Post-16/-19 pathways

3 — Strong leadership and robust collaboration → **Group 3**: Multi-agency working

All reporting into an overarching, partnership-based, strategic SEND Commission

Part 2: The "how" – how this might work in the East Riding

Strategic partnership

- Gathering local intelligence, evidence of need
- Supporting development of strategic plans
- Shaping local priorities, planning strategically
- Ensuring offer / continuum keeps pace with needs

Coproduction groups

Parents
- Local offer
- Autism pathway
- Mainstream inclusion
- SEMH training for parents
- Post-16/-19 pathways
- Community facilities

Professionals
- Identification of need
- Mainstream inclusion – expectations & support
- Role for targeted services
- Special schools – meeting complex needs locally
- Post-16/-19 pathways

SEND continuum forum

- Connecting services and professionals
- Considering county-wide strategic challenges collectively
- Helping to shape services and provision to meet local needs
- Ensure broad ownership of a shared strategy

Part 2: The "how" – how this might work in the East Riding

Final discussion on your tables.
Capture key points on cards.

> **Q. Is this approach of <u>creating formal, strategic partnership groups</u> to work collaboratively on local priorities the right approach?** Is anything else needed?

> **Q. What do you see as the <u>top 3 priorities</u> that benefit from a partnership group focusing on these?** For each one, (a) who needs to be involved and (b) what is needed for this approach to be effective?

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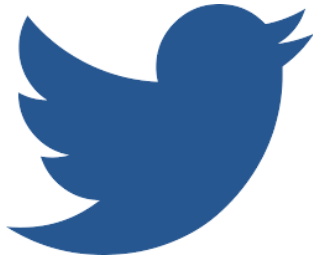|	
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If you have any other questions after today

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