

SEND FUTURES

Richmond SEND Partnership Board

Terms of Reference February 2023

1. Vision

Every child and young person with SEND belongs to a local, inclusive community that provides the education, health and social care support they need to develop their talents and skills, and that empowers them to live a happy and fulfilling life.

2. Purpose of the SEND Partnership Board

The Board will seek to ensure that:

- 2.1. Children, young people, parents and carers are listened to and engaged in the design and delivery of strategies, services and the support provided to them. Parents and carers should feel that they are at the centre of the team supporting their child, and their views and unique knowledge is essential to all professional decision-making.
- 2.2. There is clear and comprehensive information about children and young people's needs and their outcomes. The Board will need to receive reports which present and analyse quality assurance findings, data and the views of children, young people and parents.
- 2.3. The whole system, with education, social care and health services at the core, works together and with families to understand and respond to children's needs in a coherent way, with each partner contributing to robust assessments, plans and funding arrangements, and monitoring the impact of their services and support.
- 2.4. Local provision is continually improved so that parents and carers are confident that their children's education, health and social care needs can be met effectively and locally; it is focused on achieving the best possible outcomes for children and young people with SEND, by providing high quality and graduated support that is responsive to individual needs at the earliest opportunity, and which maximises young people's independence and prepares them for successful adulthoods. Partner agencies will need to commission jointly to ensure that we have the right local provision.
- 2.5. Assessment and provision is timely, high quality and delivered by well trained and supported professionals, who work effectively together and use evidence to inform their

work, promote resilience and achieve positive outcomes for children and young people with SEND; services that cannot demonstrate this impact are re-provided or re-commissioned.

3. The Board will meet its objectives through the following ways of working:

- 3.1. The Board will centre its focus and start each meeting with evidence of the experience of children and young people.
- 3.2. The Board will hold partners to account for meaningful engagement with children and young people with SEND and their families, seeking to ensure this is embedded in the culture of all SEND support and services, so that the needs and best interests of the child or young person are at the centre of professional practice and decision-making.
- 3.3. Promote and support strong and effective working relationships between the organisations and sectors represented on the Board so that system leaders work effectively together and share resources in the best interests of children and young people with SEND.
- 3.4. Take responsibility for the effective delivery of the SEND Futures Plan, and that the Plan is developed and implemented in an effective, transparent and timely manner, including improvements to the quality and timeliness of Education, Health and Care plans and their annual reviews.
- 3.5. Include consideration of alternative provision sufficiency and quality within the wider work of the Board. Alternative provision settings are places that provide education for children who can't go to a mainstream school.
- 3.6. Take responsibility for the effective implementation of the local area's SEND Written Statement of Action, escalating areas of concern via the governance structure of the SEND Futures Plan.
- 3.7. Act as a sounding board for proposals and options to transform SEND support and services, providing support and challenge to partner agencies and the working groups delivering the actions in the plan.
- 3.8. Help to unblock any barriers to the delivery of their plan within the sectors and organisations represented on the Board; help to provide solutions to complex issues and challenges in a timely and sustainable manner.
- 3.9. Engage with relevant statutory and national organisations, such as the Department for

Education and the Council for Disabled Children, to identify leading practice that would support improvements to service quality and outcomes for children and young people with SEND.

- 3.10. Acknowledge and celebrate successes so that the whole SEND system is able to learn from each other, build resilience and ensure the sustainability of services; share and promote innovations across the partner organisations represented on the Board.
- 3.11. When central government funding is insufficient to meet children and young people's needs, the Board will provide co-ordination of lobbying efforts for increased funding.

4. Membership

| | | |
|------------------|--|--|
| Alan Went | Headteacher, Hampton Hill School | Primary School |
| Alex Hardy | RUILS | Voluntary sector |
| Alison Danks | Associate Director of Health Services | Achieving for Children |
| Andrea Ferns | Designated Clinical Officer for SEND | Integrated Care System |
| Anna Chiva | Associate Director for SEND | Achieving for Children |
| Ashley Whittaker | Programme Director | Achieving for Children |
| Charis Penfold | Director of Education Services | Achieving for Children |
| Claire Richmond | Chair | Parent Carer Forum |
| Claire Schneider | Clinical Service Manager for Paediatric Therapies | Hounslow and Richmond Community Healthcare NHS Trust |
| Denise Madden | Deputy Executive Lead | Integrated Care System |
| Farah Ahmad | SEND Parent Carer Engagement Officer | Achieving for Children |
| Gavin Spiller | Deputy Head of Transformation, Children | Integrated Care System |
| Heather Mathew | Children and Young Peoples Voluntary Sector Strategic Lead Manager | Richmond Council for Voluntary Service |

| | | |
|--------------------------|---|--|
| Ian Dodds (Chair) | Director of Children's Services | Richmond Council |
| Ivan Pryce | CEO, Auriga Academy Trust | Special Schools |
| Jemma Sharples | Improving Quality Lead Learning Disabilities and Autism Programme | NHS England |
| John Street | Head of Promoting Independence, Adult Social Care | Richmond Council |
| Jonathan Rourke | Team Coordinator | SENDIASS |
| Judith Mobbs | SEND Professional Advisor | Department for Education |
| Kirsty Hogg | Commissioner | Richmond Council |
| Karl Burgess | Adult Social Care | Richmond Council |
| Kate Jennings | Senior Public Health Lead | Richmond Council |
| Kelly Dooley | Headteacher, Richmond Upon Thames School | Secondary School |
| Lucy Mayor | Senior SEND Case Lead London Regions Group | Department for Education |
| Megan Francis-Falkner | SEND Policy and Project Officer | Achieving for Children |
| Micheal Griffiths | Participation Officer for Children and Young People with SEND | Achieving for Children |
| Minta Townshend | Vice Chair | Parent Carer Forum |
| Natalie Douglas | Deputy Director Clinical Services | Hounslow and Richmond Community Healthcare NHS Trust |

| | | |
|------------------|---|---|
| Nathan Nagaiah | Non Exec Director | Achieving for Children |
| Nicola Boyle | Clinical Business Unit Manager Wandsworth and Richmond 0-19 | Central London Community Healthcare NHS Trust |
| Cllr Penny Frost | Chair of the Education and Children's Services Committee | Richmond Council |
| Philip Moshi | Mencap | Voluntary sector |
| Saiqa Khan | Senior Transformation Manager | Integrated Care System |
| Sally Parkinson | Associate Director for Commissioning and Business Development | Achieving for Children |
| Sara Doyle | Associate Director for Identification & Assessment | Achieving for Children |
| Sheldon Snashall | Associate Director for Pupil Support | Achieving for Children |
| Sophia Njiri | London Region Clinical Lead - Children and Young People | NHS England |
| Sue Lear | Deputy Director of Transformation | Integrated Care System |
| Toni Whitehouse | Head of School Health & Social Care, Early Years, Supported & Inclusive Learning | Richmond upon Thames College |
| Tracey Mabbs | Proprietor, Kings Road Nursery | Early Years Provider |
| Winfilda Oyo-Ita | 0-19 Clinical Lead | Central London Community Healthcare NHS Trust |

Current Vacancies

| | | |
|--|------------------------|------------------------|
| | Young person with SEND | Young person with SEND |
|--|------------------------|------------------------|

- 4.1. Substitution at Board meetings will be by exception only, as strategic leaders are expected to make this a priority.
- 4.2. Board members should declare at the start of any meeting any items under discussion which are of direct personal or professional interest. The Chair will determine whether or not any declaration necessitates exclusion for the whole or part of a meeting. At times the Board may consider sensitive or confidential items. Board members must respect confidentiality when requested to do so by the Chair.

5. Governance

- 5.1. The Board will be chaired by the Director of Children's Services. In the absence of the Chair, the members will elect a chairperson for that specific meeting.
- 5.2. The Board will have responsibility for programme governance and will hold the working groups to account for the delivery of the actions, benefits and outcomes identified in the transformation plan. The Board will be accountable to the Health and Wellbeing Board for the escalation of any partnership issues and for progress reports on the delivery of the transformation plan.

6. Meeting agendas and papers

- 6.1. The Board will meet on a bi-monthly basis. The Chair will agree the agenda for the meeting in consultation with Board members. The agenda and meeting papers will be circulated by email five working days in advance of the meeting. Minutes will be circulated 10 working days after the meeting. Administrative support to the Board will be provided by Achieving for Children.

7. Decision-making

- 7.1. The SEND Partnership Board is not responsible for decision-making. Decisions will be made in accordance with the decision-making processes of the individual organisations represented on the Board. For example, for the Council this will be the Children's Committee, for Achieving for Children this will be its Board of Directors, and for the Clinical Commissioning Group this will be its Governing Body or Borough Committee.

8. Review

- 8.1. The Board will keep its terms of reference under regular review. There will be a review of the terms of reference annually; the next review is due in January 2024.