

SEND Futures

Listen | Learn | Lead

Conference - 27 June 2019



Kristina Dale

Richmond parent

Ashley Whittaker

Programme Director

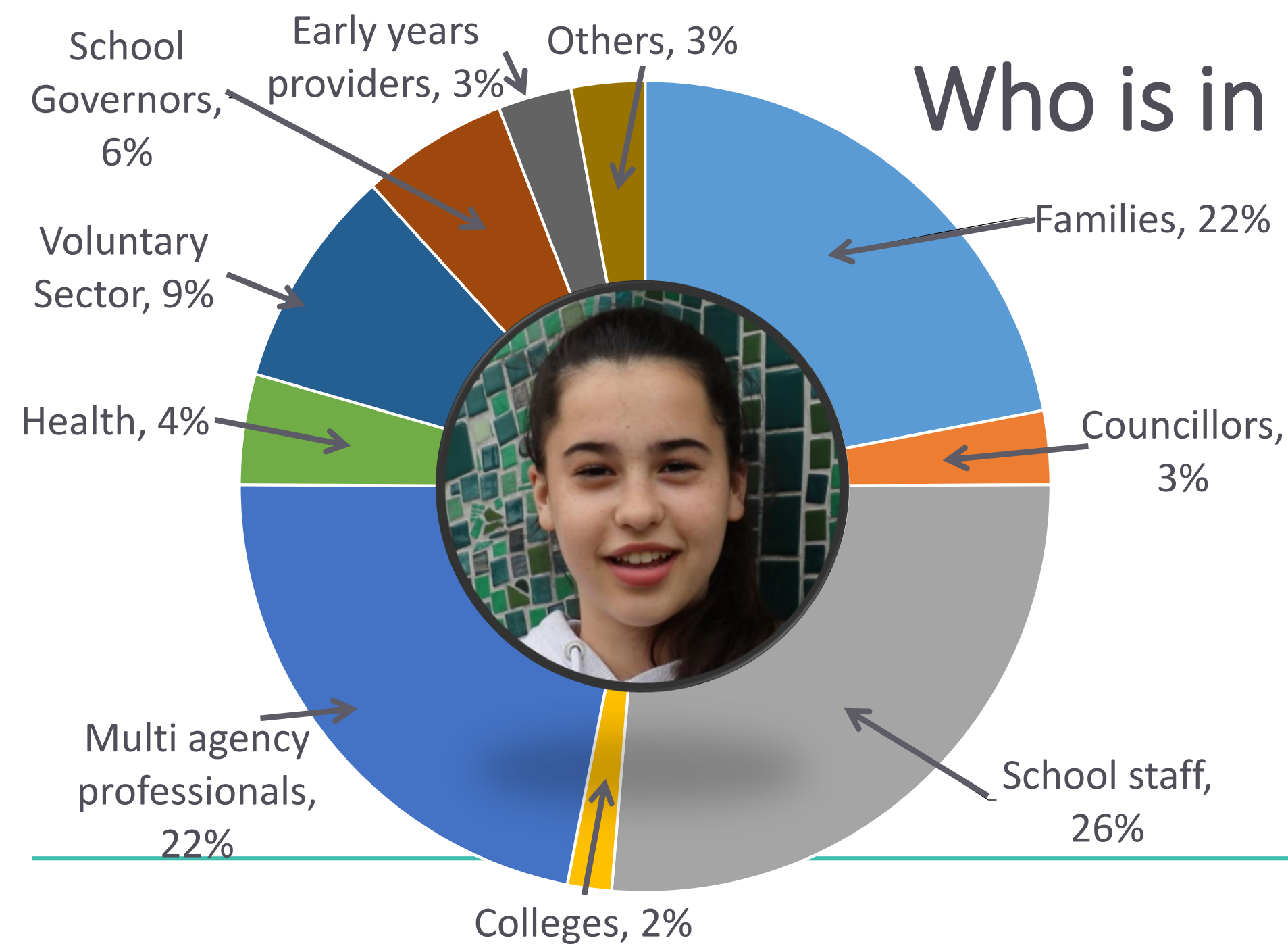


achieving
for children

SEND Futures
Listen | Learn | Lead

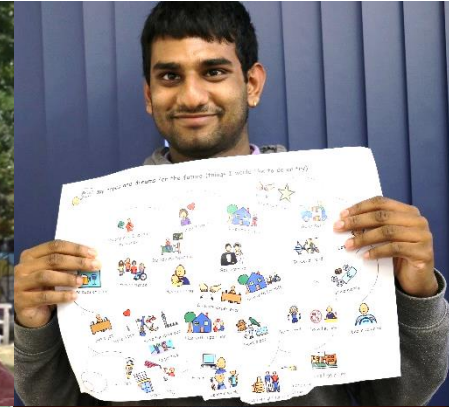
Who is in the house?

325



Who are we here for?

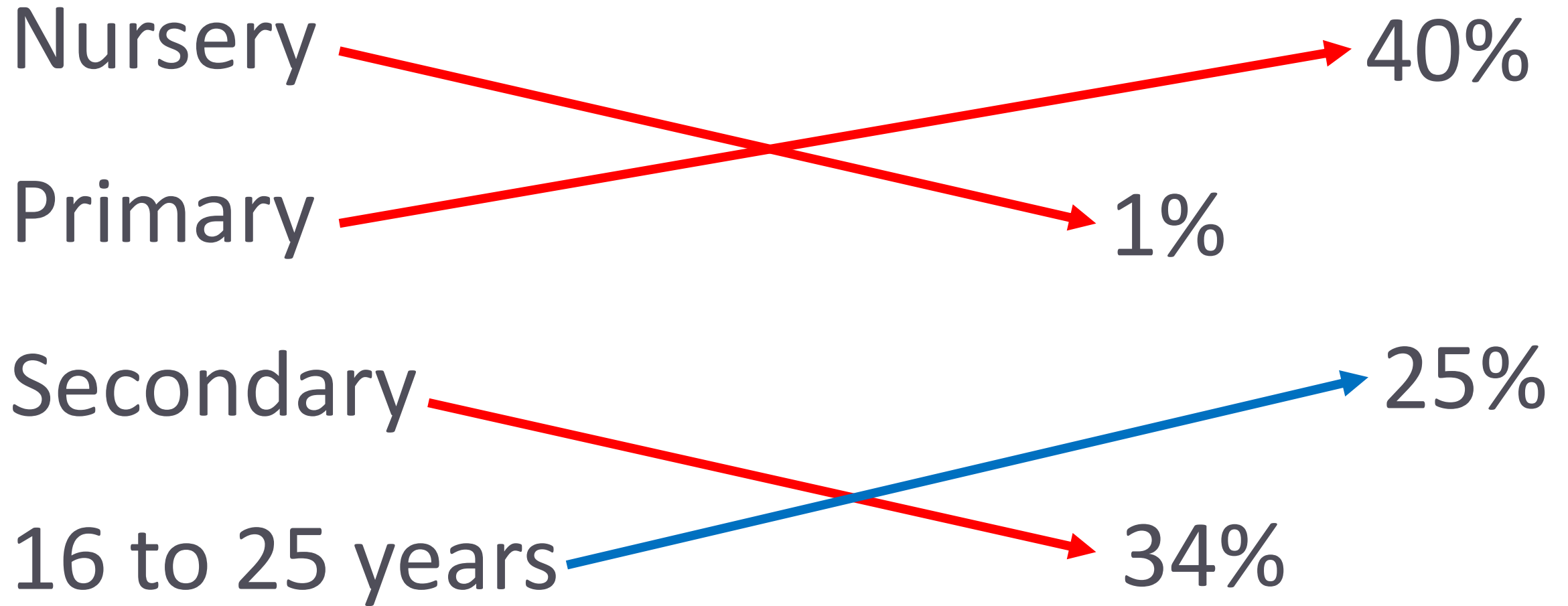
2644 + 5356 = 8000
children, young
people, young adults
& their families



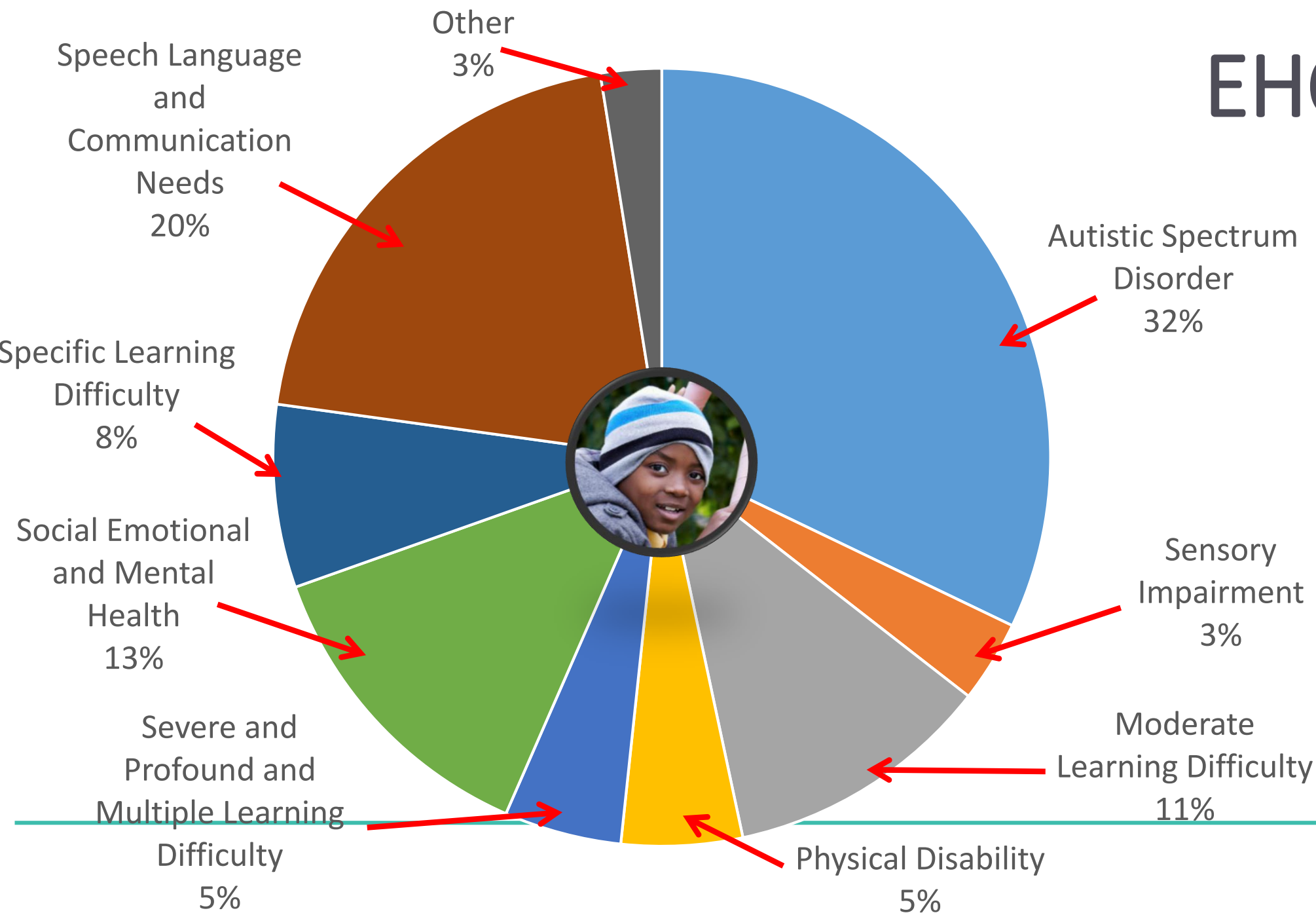
How old are those with an EHCP?



How old are those with an EHCP?



EHCP needs



Leader of Richmond Council

Councillor Gareth Roberts



Co-Production with Families

Kingston and Richmond families

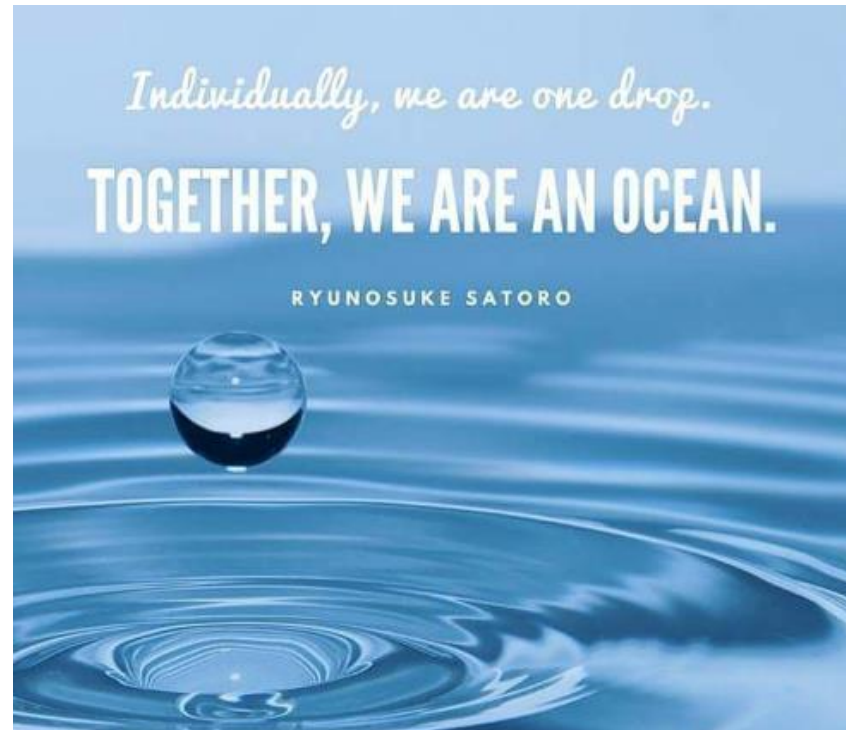
Co-Production with Families

Kingston and Richmond families

Natalie Packer

Educational Consultant

How Leaders can Facilitate Effective Partnership Working

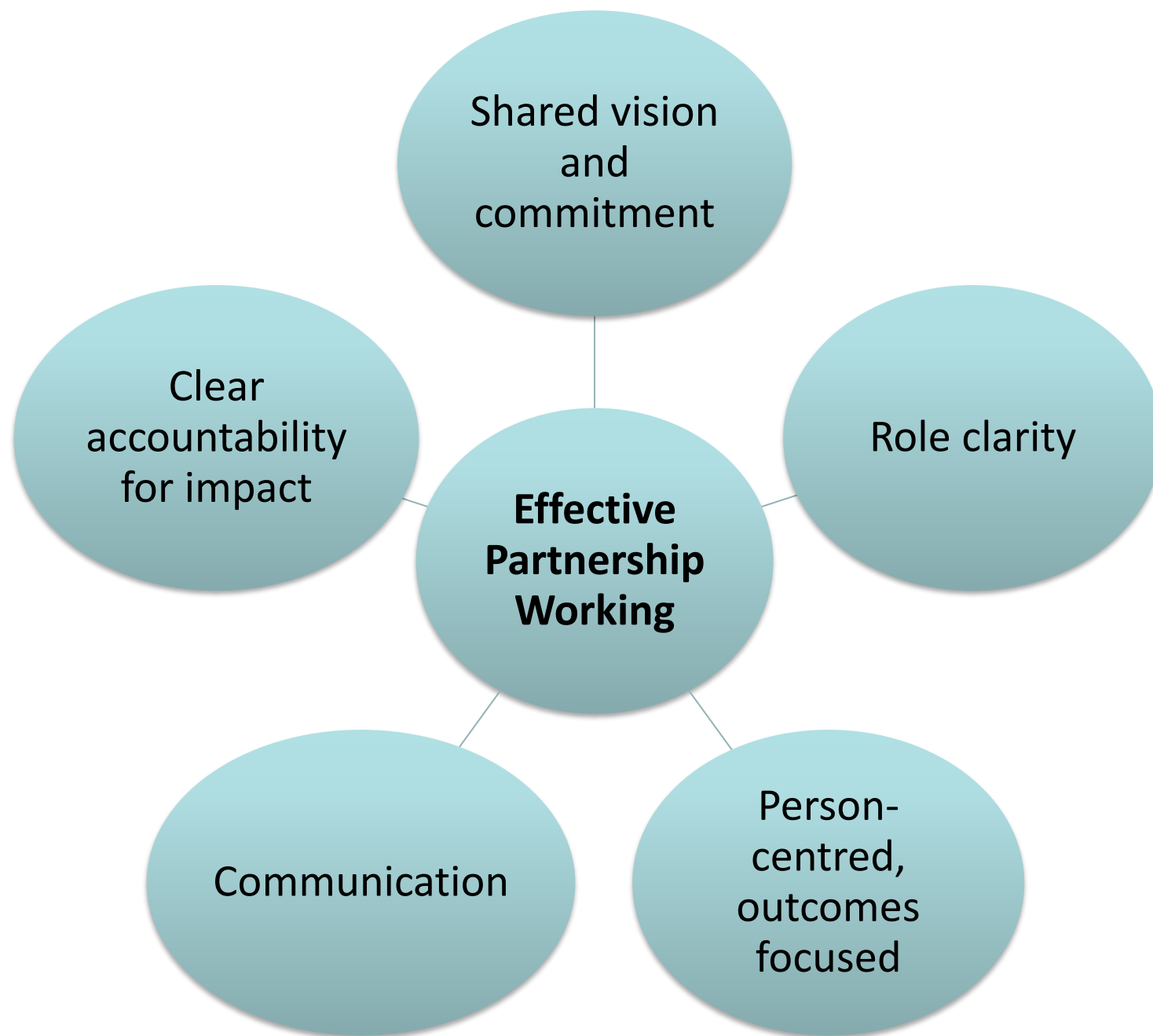


@NataliePacker

SEND Code of Practice

The principles in the SEND Code of Practice are designed to support:

1. Participation of children, young people and their parents in decision-making
2. Early identification
3. Greater choice and control for young people and parents
4. Collaboration between education, health and social care
5. High quality provision
6. Focus on inclusive practice and removing barriers to learning
7. Successful preparation for adulthood







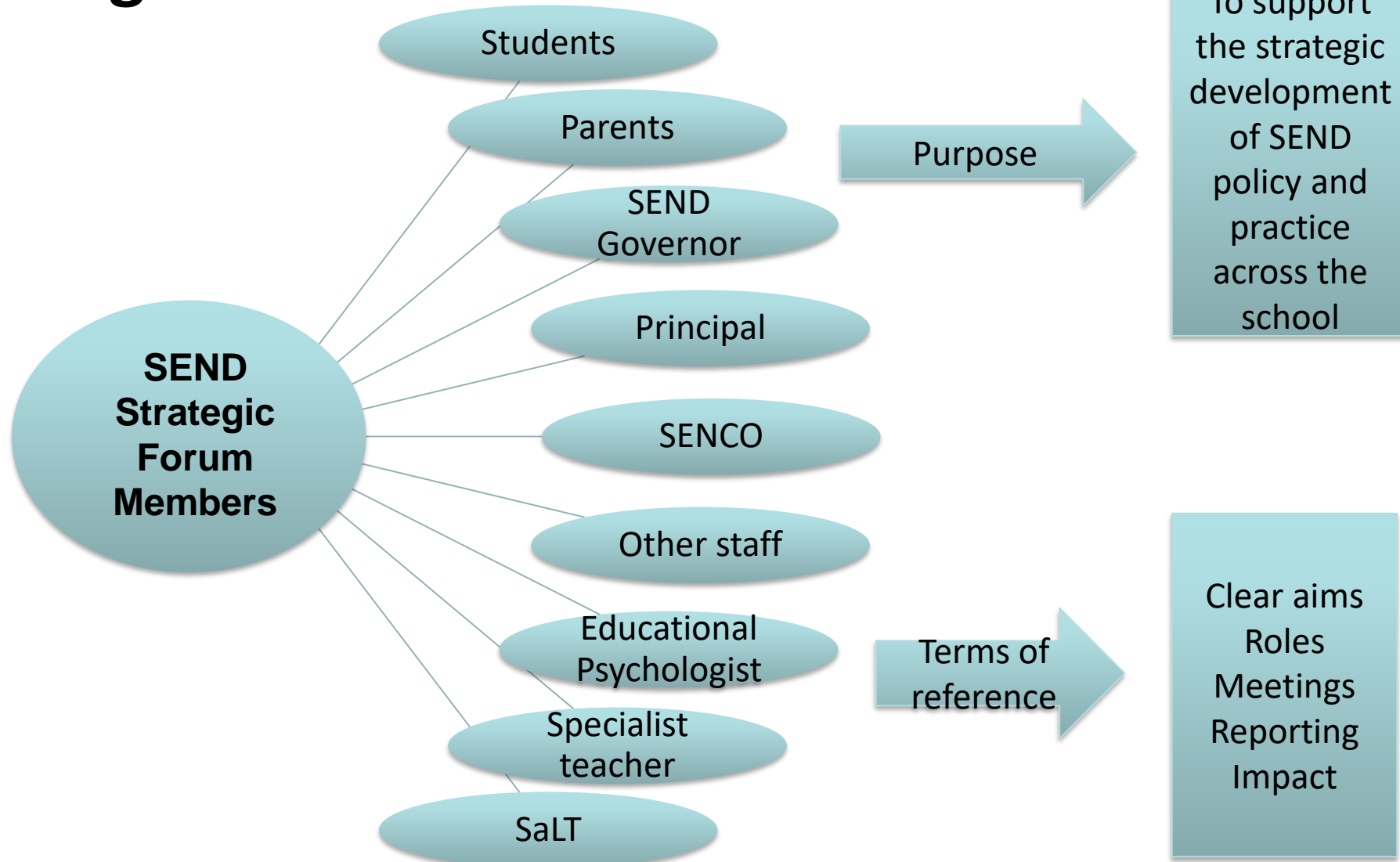
Key Principles of Partnership Working

1. Our partnership working is based on shared values, trust and mutual respect
2. We work within organisational structures that are responsive to the needs of our children and their families
3. We foster a solution-focused approach
4. We are a learning community where practitioners learn from each other
5. We take responsibility and are accountable for outcomes

Clarity of Role

- Ensure someone has a clear brief to lead on the partnership work
- Ensure everyone is clear of the goals / aims / outcomes
- Check everyone is clear of their roles and responsibilities (and parameters) to avoid overlap
- Clarify capacity / time / resources needed
- Consider roles of others within the setting / organisation to facilitate multi-agency working
- Ensure everyone involved understand roles and responsibilities of partners

SEND Strategic Forum





Be the Best

SEND Information Report

[Home](#)[About Us](#)[Parents](#)[Pupils](#)[Our Classes](#)[SEND](#)[Community](#)[Contact Us](#)

Support within Ox Close

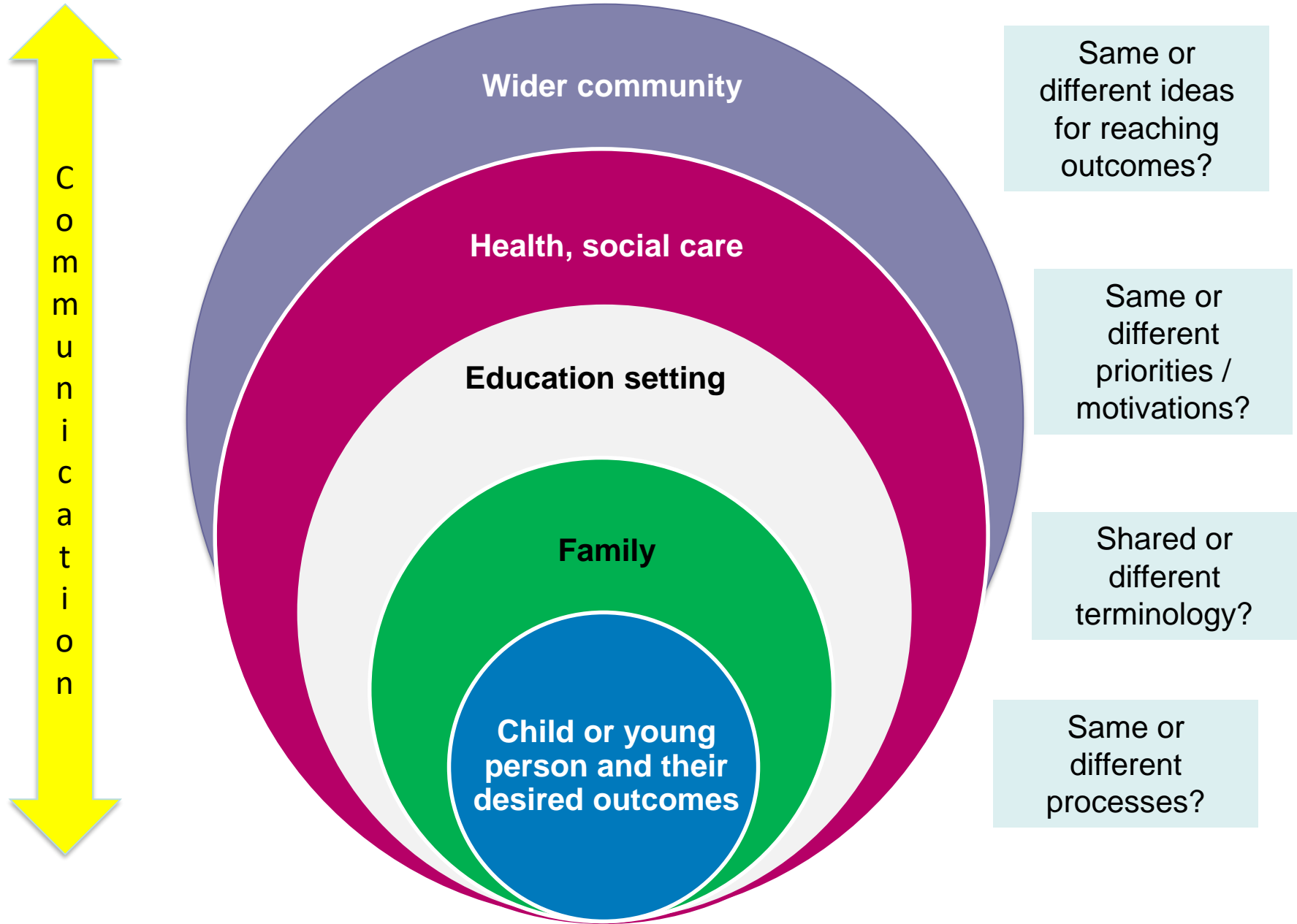
- [Behaviour Support Services](#)
- [CAMHS Assessment Team](#)
- [Autistic Spectrum Support Team](#)
- [School Educational Psychologist](#)
- [Durham Movement Difficulties Service](#)
- [One Point Children's Service](#)
- Educational Social Workers
- School Nurse Service
- [Learning Difficulties and Disability Support Service](#)
- [Special Educational Needs – Inclusion Team](#)
- [Looked After Children Team](#)
- Medical Practitioners
- Occupational Therapy
- School Parents Support Advisor
- [Speech and Language Therapy](#)
- [The Service for the Hearing Impaired](#)
- [The Service for the Visually Impaired](#)
- [Tree Tops Occupational Therapy](#)





Partnership working at Pikemere School

- Parent coffee mornings / workshops – invited a range of professionals to contribute
- Formation of SEND group to develop SEN Information Report video
- SENCO and HLTA involved in local, multi-agency transition project
- Developed guidance for staff on working with other professionals and parents
- SENCO shadowed casework officer and vice versa
- Teachers attending local area 'SEND surgeries'

Child-centred, outcomes focused





<u>One Planning Meeting with parents and other professionals</u>	
<u>DATE:</u>	<u>Who has attended:</u>
Parent Views	Pupil Views
<ul style="list-style-type: none">	<ul style="list-style-type: none">
What's working? 	What's not working? 
<ul style="list-style-type: none">	<ul style="list-style-type: none">
What needs to happen next?	
<ul style="list-style-type: none">	
Actions to ensure this happens	
Action / outcome 1 (parents):	
Action / outcome 2 (school):	
Action / outcome 3 (specialist teacher / other professional):	

Communication

“

Seek First To Understand
Then To Be Understood

Stephen R. Covey

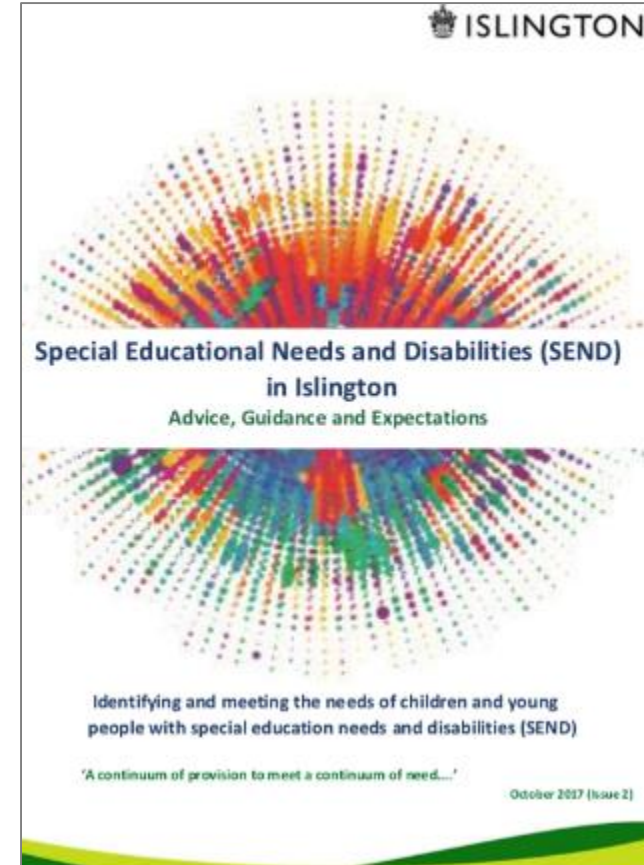
Consider:

- Methods of communication
- Procedures and protocols for information sharing
- Strategies for addressing difficult situations / relationships / conversations
- Timely, succinct and accessible information
- Positivity!

Islington SEND Guidance

Includes

- Information on SEND law
- Local context and vision
- Partnership working
- Participation
- Roles of organisations
- Outcomes framework





Monitoring and Evaluating Impact

- Are there clear line management responsibilities / lines of accountability?
- How will the impact of partnership working be monitored?
- Who takes the lead on this?
- How will the impact be reported / used for future improvements?
- How will you celebrate achievements in partnership working?
- Are there opportunities for teams to be reflecting on their practice?



Listen, Learn, Lead

As an individual / team / service, consider:

1. What have been your most successful contributions to effective partnership working?
2. What areas of partnership working could you improve?
3. What are the next steps to drive forward these improvements?

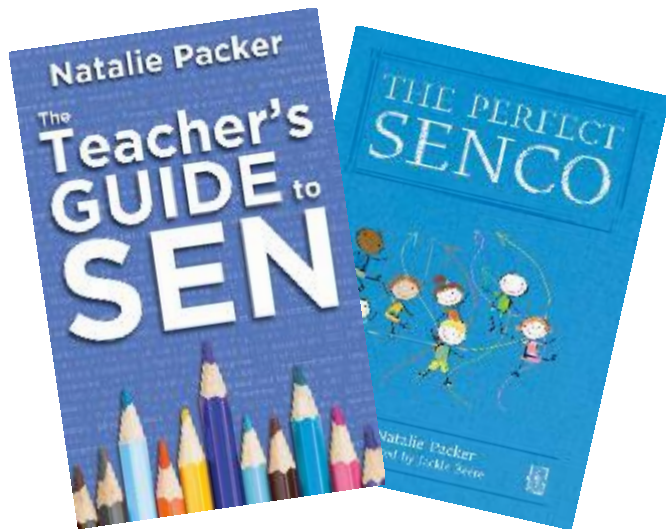
Thank you!

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[@NataliePacker](#)



Listen, Learn, Lead

Ian Thomas CBE

CEO Royal Borough of Kingston upon Thames



Introduction

- Assistant Director Trafford MBC
Modernising Social Care, 1 star - 3 star
- Assistant/ Deputy/ DCS Derbyshire
Ofsted Good, Good SEND, Good/Outstanding special schools & breaks provision
- DCS Rotherham MBC
Ofsted Good, Outstanding breaks, nationally acclaimed PF
- Chair Resources ADCS (2013 – 2018)

Quality

*“Quality means
doing it right when
no-one is looking”*



Outcomes

1. All children to start school ready to learn for life
2. All children are safe
3. All children and young people ready for the world of work



Key System Behaviours

1. Active Listening
2. Double-loop learning
3. Systems Leadership



Turning The Curve

We have a long way to go but we are making good progress...

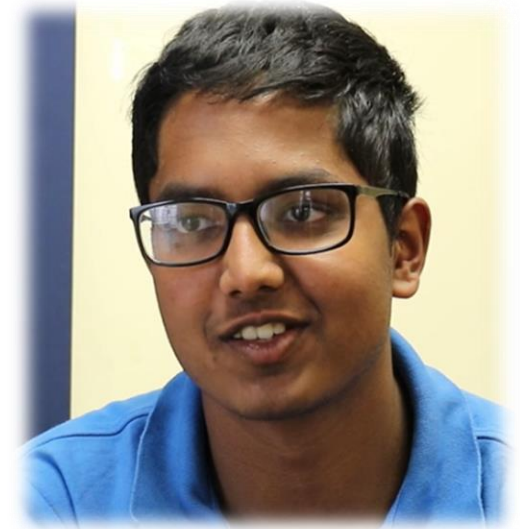
1. Timeliness of EHCPs (EI)
2. Sufficiency of Provision
3. Parent and Carer Engagement
4. Developing performance culture



Inspiration

“Optimism is the faith that leads to achievement, nothing can be done without hope and confidence”

Helen Keller



Health – improving access, increasing choice and delivering personalisation

Tonia Michaelides

Managing Director of Kingston and Richmond CCGs

The national picture

NHS Long Term Plan – an NHS fit for the future

Key messages:

- Focus on getting the best start in life
- Children and young people are a priority
- Doing things differently
- Integrating our local health and care systems to improve planning and delivery of services
- Deliver personalised care
 - choice and control over the way care is planned
 - supported with expert advice
 - access to peer support in the community
 - access to online support

National context

- Increased funding for children and young people's mental health to improve access to help
- Improve transition from child to adult mental health services by developing an integrated service offer up to age 25
- Reducing waiting times for specialist autism assessments
- Providing the right care for children with a learning disability and/or autism including where possible enabling access to having a personal health budget
- Strengthen primary and community care services
- Improve services and support for CYP with a learning disability and/or autism
- Commitment for children and young people with a learning disability, and autism - with the most complex needs to have designated key worker by 2023/24

We're improving local services

ASD and ADHD assessments

Successfully piloted and now delivering a local 6-18 years ASD and ADHD assessment service in Richmond. From April 2019, same service now available in Kingston

Timely local access for non-complex ASD and ADHD assessment, with waiting times approx. 4 weeks and complex assessments at Springfield hospital down to 12 weeks

Children and young people with complex needs and challenging behaviours

Piloted positive behaviour support interventions across south west London and locally use positive behaviour support for most complex children

Improved community support

For children with learning disabilities and/or ASD in crisis and at risk of an in-patient admission through the Transforming Care Programme

We're improving local services

Peer support and online support

Access to on-line counselling

Improving capacity in ASD and ADHD pre and post diagnostic support

Other activities

Strengthened the designated medical officer function and now have a designated clinical officer in post

Focusing on providing early intervention support in schools through introducing a whole school approach and increasing access to mental health support in schools

Reviewing our local therapies (speech & language, occupational therapy and physio) offer

Redesigning the 0-5 ASD pathway including pre and post diagnosis support

SEND: A national perspective

André Imich, SEN and Disability Professional Advisor
Department for Education

SEND: A National Perspective



Areas covered

- What successful implementation looks like
- The challenges and opportunities for delivering outstanding SEND provision
- Ensuring high quality co-production with children, parents and multi-agency partners to deliver effective planning and design of SEND provision
- SEN Support/ tackling off rolling and exclusions
- Next steps for schools and LAs in embedding the SEND reforms



What successful implementation of the SEND reforms looks like

1. **Co-production**
with children, young
people and parents

2. All parties meet their
statutory duties

3. Increased satisfaction
with access to **local
services**

8. Improved **parental
confidence**

7. More YP go on to
**post-16 education,
training & employment**



4. **Accurate and
timely identification**
of SEN and disability

5. **Improved attainment
and narrowing of gap**
for CYP with SEND

6. Strong focus on
those at **SEN Support**



Current National SEN Challenges

- Increasing requests for EHC plans
- More children going to special schools
- Disproportionate exclusion levels
- Off-rolling concerns
- Concern that some schools do not 'welcome' children with SEN
- Capacity across the SEN workforce
- Developing effective post-19 provision
- Funding issues
- Maintaining the confidence of parents



The importance of high quality co-production

- S19 of CFA 2014 – LAs must have regard to the views, wishes and feelings of the child and his or her parent, or the young person;
- Local authorities and Clinical Commissioning Groups **must** have joint arrangements for commissioning education, health and care provision for children and young people with SEN or disabilities.
- Success factors - a commitment to working together, knowing the needs of the local population, problem-solving towards improvement – and communication.



Co-production with Parent Carer Forums

- **Hertfordshire's creation of a 0-25 together service:** Merging children and adult disability social care teams led to better communication with parents, personalised services, happier staff
- **Peterborough – ASD / ADHD pathway:** A new model of services for families with children with ASD and ADHD significantly increased diagnosis and support rates.
- **Wiltshire – Short breaks scheme:** A person centred and family focussed short breaks scheme designed by parents increased uptake from less than 100 families to over 1500 with a satisfaction rating of over 98%.

Co-production and joint commissioning

- **Greenwich** - Joint commissioning is well developed. Senior leaders in schools report feeling well- informed and included in the process as both users of services and partners in developing strategy. Young people feel involved in this work.
- **Bath and NE Somerset (2018)** - Effective working together enables co-production. This is particularly evident in the recent recommissioning of the short-break service that incorporated the views of siblings into the information collected.
- **Calderdale (2019)** – Arrangements for joint commissioning are responsive to children and young people’s needs. Strategic decisions have improved the local offer, expanded opportunities for short breaks and increased access to support in local communities.



Local progress with parental engagement

- Many parents and carers in attendance today.
- Richmond now has a "Parent Panel".
- Kingston has established a "Parent Consortium".
- Contact working on the establishment of 2 PCFs.
- Rotherham PCF - workshop this morning on effective engagement and co-production – good practice
- 5 areas for co-production with parents and carers: (a) therapies, (b) annual review feedback form, (c) 16-25 years provision, (d) ASD strategy, (e) specification of new special free schools



Statutory assessment process

- In 2018, England issued 60% of EHC plans in 20 weeks
- In 2018, Kingston and Richmond above national and London average – 77% and 71% respectively.
- Up to end of May 2019, both LAs have issued at least 98% in 20 weeks.



Local SEND Transformation plans

- Plans for each borough
- Each plan is overseen by separate Partnership Boards
- Each board is formed of leaders from range of stakeholders (CCG, voluntary sector, DfE Adviser, parents)
- Strategic involvement of CCG leadership
- Appointment of Designated Clinical Officer



Outcomes in Kingston – (from inspection 2018)

- Most children and young people attend good or better schools.
- As a result, most pupils by the end of their Key Stages make progress that compares well to other pupils nationally.
- Learners who have learning difficulties and disabilities at ages 16 to 18 and 19+ achieve well in relation to their peers overall.
- There is also clear evidence of improving outcomes for young people who are aged from 16 to 25 years old, e.g. in the:
 - number of young people who have successfully completed independent travel training over time
 - proportion of young people who complete supported internships and then move into paid employment and
 - an increase in the number of young people who are taking part in other training programmes as a pathway to future employment.



Timpson review of exclusions - key data

- 78% of expelled pupils either had SEN, were eligible for free school meals (FSM), or were “in need”.
- Children with EHC plan less likely to be permanently excluded
- Those with SEN support more likely to be permanently excluded
- 94% of primary schools and 43% of secondary schools did not issue any permanent exclusions.
- 0.2% of schools (47 secondary schools) issued at least 10.
- 43% of mainstream schools used no fixed-term exclusions in 2016/17 - 38 schools issued over 500 each in one year.
- Review did not find that particular types of school (academies or otherwise) use exclusion strategically to improve results



Six core government policy responses

- Make schools accountable for outcomes of permanently excluded children - consultation in autumn
- Launch a programme to increase partnership working between LAs, schools, AP and other partners to facilitate earlier intervention
- Work with sector experts to rewrite guidance (on exclusions, behaviour & discipline) by Summer 2020
- DCSs, governing bodies, academy trusts and local forums of schools to review information & trends on pupils who leave schools
- Work with Ofsted to define and tackle 'off-rolling'
- Extend support for AP - this autumn, set out further plans to improve outcomes including through a new AP workforce programme.



Off-rolling

- The practice of removing a pupil from the school roll without using a permanent exclusion, when the removal is primarily in the best interests of the school, rather than in the best interests of the pupil. This includes pressuring a parent to remove their child from the school roll.
- DfE Exclusions Guidance: “the threat of exclusion must never be used to influence parents to remove their child from the school”.
- [Ofsted](#) believes off-rolling is never acceptable. New framework examines whether leaders “do not allow gaming or off-rolling”.



Embedding SEN Support – Key features

1. Culture, leadership and management
2. High quality teaching/ Quality First Teaching
3. Use of expertise
4. Personalisation
5. Flexible use of evidence-based strategies
6. Progress tracking
7. Co-production, communication and collaboration



<https://www.excellencegateway.org.uk/content/etf2782>



Department
for Education

Strong SEND school practice – examples from inspections

- **Deer Park School** “Those who have SEND make excellent progress from their starting points. Teachers provide work which is well matched to pupils’ level of ability.”
- **Orleans Park School, Ofsted 2017:** “Leaders provide teachers with a wealth of information about pupils’ needs and starting points. This enables teachers to be precise in their lesson planning, which meets the needs of all pupils, including.....those who have SEND
- **Tolworth Junior School...** “is a happy and inclusive school..... Disabled pupils and those who have SEN make good progress and achieve well.”
- **The Kingston Academy** – “Pupils who have SEND, including pupils in the specially resourced provision, make substantial progress.”



Strengthening SEN Support

- Schools to review School Information Report annually
- Local systems for moderation of use of SEN Support
- Applying evidence-based practice/ CPD
- LA Support for SENCOs critical (Good practice: Camden; Stockton-on-Tees; Calderdale)
- LA Guidance on SEN Support/ Graduated approach (Good practice: Oxfordshire; Cheshire East; Wiltshire)
- Increased engagement between schools and parents
- The new Common Inspection Framework (education)
- Call for evidence on SEN funding arrangements



Coming up on the wider national SEN agenda

- Education Select Committee Report
- National Audit Office Enquiry
- Spending Review
- [SEN Funding - Call for evidence](#) (31 July 2019)
- New Ofsted [Education Inspection Framework](#) (Sept 19)
- SEND Code of Practice – To be revised by end of 2020



Priorities moving forward

- Ensuring that SEND covers the '14.6%', not just the '2.9%' – Focus on SEN Support
- Mainstreaming SEND
- Funding and value for money
- Working with partners:
 - health and social care partners
 - parents and young people
- Improving quality of, and outcomes from, providers
- Celebrating success, and learning from good practice
- Championing an inclusive SEN system



Q&A panel

André Imich

Ian Thomas

Tonya Michaelides

Charis Penfold

Mandy Skinner



Closing Remarks

Ian Dodds

Managing Director, Achieving for Children

George Chaplin

Kingston young person