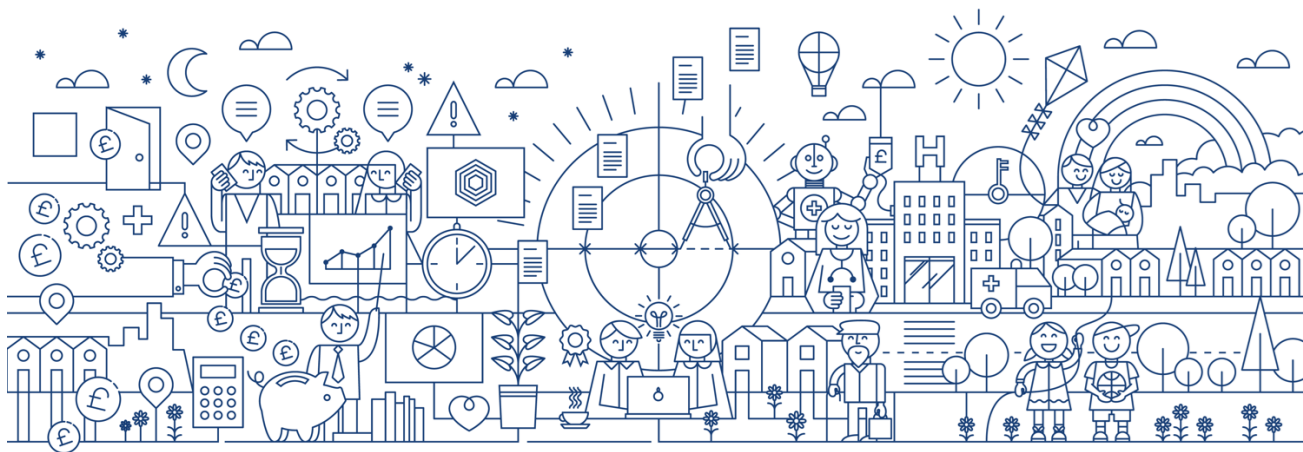


March 2022



# Recap | The Integrated Plan



## Co-Production with Parents

Working with the Family Services team to understand current practice, and introduce & test a strengths-based approach to conversations with families & children and young people

Parents/carers and children & young people have regular engagement throughout the EHCP process which consider their strengths and aspirations and areas of need



## Team Capacity & Data Analysis

Analysing current capacity pressures within Family Services, and recommending how to address this, ensuring engagement is following agreed timescales – as well as establishing a new way of monitoring information

There is greater capacity within the Family Services team, enabling parents/carers to receive more timely responses and consistent engagement with the service. The service is better able to monitor and adapt to demand and understands performance



## Identification of need & provision mapping

Developing a consistent way to assess needs for children & young people with SEND, and to measure how settings can meet these needs, to support strengths-based conversations

Parent/carers are more confident in understanding how settings plan and do meet their children's needs, with conversations having the child at the centre



## Early Intervention for SENCOs

Reviewing the current SENCo Advice Line to ensure it supports early intervention and build on current areas of strength

Education settings are more able to effectively support children & young people, recognising and identifying need earlier, engaging more meaningfully with parents and targeting resources



## Statutory Process Review

Reviewing and changing statutory SEND processes to ensure that they are compliant with the Code of Practice, and that they are well understood by staff, parent/carers and other partners, as included in the CYPF SEND Journey

There is consistent process and practice that all parent/carers experience, and that those involved in the processes can describe

# Recap | The Integrated Plan



## Decision Making Panel & Inclusive Practice Review

Redesigning current panel processes to ensure that person-centred, transparent decisions are made, and working with school leaders to develop their inclusive practice

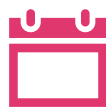
Decisions taken have the child at the centre, with clear communication through the process to parents/carers about decision making, including reasoning and next steps



## SCC Graduated Response

Reviewing and communicating the Council's early intervention offer to settings for those aged 0-25, supported by a redesigned Specialist Education Service

Education settings are encouraged to and are able to access support early to meet the needs of children and young people within their schools



## Annual Reviews

Improving the quality of and timeliness of annual reviews, and exploring the possibility of bringing education, social care and health reviews together  
Developing an improved system to monitor, track and record all ARs and respond within the statutory deadlines

Annual Reviews are completed at least annually within the legal timescales. Children & young people have provision updated where this is needed in a timely way



## Partnership Working

Ensuring better joint working with Health and other agencies, through the Designated Clinical Officer (DCO) and Designated Social Care Officer (DSCO)

System partners work together to ensure services appropriately meet the needs of children & young people with SEND in Suffolk



## Learning from Feedback

Analysing and understanding the themes behind complaints, tribunals, LGSCOs & mediations and developing a new feedback cycle

Parent/carers receive timely responses when they contact the Council, and can see service improvement based on their feedback

# Where are we now? | Key workstream progress to date



## Co-Production with Parents

- Further development of 'model of practice' aligning strengths-based approaches with Signs of Inclusion
- Design session with Family Services frontline staff to agree focus of trial and understand strengths, challenges and opportunities to do things differently for staff
- Workshop session to begin the design of tools to support staff to have different conversations with families
- Observations of ECHNA panel underway



## Team Capacity & Data Analysis

- Further iteration of cost and demand baseline for placements
- Development of initial 'baseline' scenario, a picture of what would happen if we did nothing to change our services
- Development of ambitions with SMT – what differences would we like to see tangibly in the system in the next 2-5 years



## Identification of need & provision mapping

- Valuing SEND trial underway, working with Ipswich Academy, Fairfield Infant & Colneis Senior Schools, Chalk Hill and Priory Aspire
- SENCos have been positive about the approach, with some indications of a shift in practice – with 13 tools completed to date
- Forthcoming information sessions with Family Services to enable better understanding of the approach across Inclusion Services



## Early Intervention for SENCos

- Working with the service, we have redesigned this offer to be an Inclusion Support Line, offering support to all practitioners within a setting – this will also enable the existing SEND Support line to operate as a callback for those setting which require specialist support
- External recruitment has been agreed for these roles, with advert being posted imminently

# Where are we now? | Key workstream progress to date



## Statutory Process Review

- Reviewed current recorded processes
- Letter to parents have been reviewed by Legal
- Legal oversight with regards to new processes and guidance
- Training for SEND Decision making and the law



## Decision Making Panel & Inclusive Practice Review

- Terms of reference and scheme of delegation are due to be ratified
- Scoping of coordinator post to support is underway



## SCC Graduated Response

- Additional resource has been out into the stage 2 to triage by a Specialist Teacher
- Communication to wider services is a focus to ensure those who are not attending provision are known to services



## Annual Reviews

- Significant resource has been invested to focus on phased annual returns
- Training is being delivered to schools for Annual Reviews
- The Annual Review portal is being reviewed due to concerns shared.



## Partnership Working





- Jack Walker has joined as DCO  
Hannah Holder has joined as DCSO
- Both DCO & DCSO have joined partnership meetings
  - DPIA is in place
  - Work has begun with IT to develop a SharePoint site









## Learning from Feedback

- Consults share with families
- Section 19 duties, commissioning resource
- Section 23 letter coproduced
- New complaints, compliments and comments dashboard
- Post 16 funding no longer goes to panel
- Communications for consult processes is clearer to parents

# Where are we headed? | Key workstream activity planned

	April	May
 <b>Co-Production with Parents</b>	Working with Family Services to test new ways of working and engaging with families to understand their experience	Continuing to test new ways of working, and holding a reflection session to understand what is working well and what might need to change
 <b>Team Capacity &amp; Data Analysis</b>	Developing our ambitions and scenarios to help us understand what this looks like in reality	Developing and testing ways of reporting against our ambitions so that we know what is working
 <b>Identification of need &amp; provision mapping</b>	Reflection session with SENCoS to understand what works well about the VSEND approach, and what might need to change	Understanding this feedback and considering what this means for further testing and development of the approach
 <b>Early Intervention for SENCoS</b>	Inclusion Support Line goes live, accompanied by comms to ensure settings understand this updated offer	Impact tracking of the Inclusion Support Line to understand what difference this approach is making

# Where are we headed? | Key workstream activity planned

	April	May
 <b>Statutory Process Review</b>	New letters have been devised with SEND Legal and will be implemented	All EHCP processes to be reviewed in partnership with new HoS, Health & Social Care
 <b>Decision Making Panel &amp; Inclusive Practice Review</b>	Draft Terms of reference and Scheme of delegation to be reviewed by new HoS	Recruitment for Panel Coordinator, Training for Panel Members and communication of changes
 <b>SCC Graduated Response</b>	Additional capacity has been brought to triage at stage 2 of Graduated Response	Soft launch of SENCO line, Graduated Response to be formulated in a family friendly version
 <b>Annual Reviews</b>	Focus on Phased Transfers and capita update New DCO & DCSO started, joining the partnership working and developing partnership actions across the SEND Programme	Focus on phased transfer and data recording  SPCF Launch, Partnership forward plan to be developed
 <b>Partnership Working</b>		
 <b>Learning from Feedback</b>	Early discussion for tools of analysis to review compliments, comments and complaints, Core messages are used to update staff to share learning from complaints.	Launch of compliments, complaints and comments

# Risks & Issues

- **Change capacity within Inclusion Services** – Due to operational pressures and the wide-ranging change work underway across Suffolk, managers and teams having capacity to contribute to and drive forward change work which is leading to some delays in progress across workstreams
- **Recruitment & Induction** – To ensure we can embed our change, especially within statutory services requires a significant level of recruitment and robust inductions



# Next Steps

- Workstream activity will continue as outlined in the updates today
- A key piece of work moving forward is establishing an ambition and impact measures that will enable us to be able to know whether the change work we are undertaking is on track to have the impact that we need it to – as well as enabling us to better prioritise this activity