

SEND Programme Board Update Jul 2023

Integrated SEND Strategy Delivery Update

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- Board member school visits
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Key	Blue	Complete/Core Delivery	Green	On Track	Amber	Delay/Issues	Red	Significant challenge
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Our Vision

Working together we will support all children and young people with SEND, to meet their potential and to live active, healthy and fulfilling lives as part of their community. Children, young people and their families will be listened to, included and empowered, and will have access to the right support at the right time by the right people.

P1, Communication

1. Improve the Local Offer website, enabling easier navigation and search functionality for families.
2. Develop our communication strategy to increase accessibility and visibility for all users, including our use of multimedia communication.
3. **Develop our work with the Young Person's Network to continue to improve the way we communicate with young people and ensure their voices are represented.**
4. **Promote awareness and understanding of SEND and SEN support services amongst families, practitioners and our wider communities.**
5. **Regularly seek feedback from families, young people and frontline practitioners on all aspects of our communication.**
6. Keep young people, families and practitioners informed about the progress we are making across all our priority areas.

P2. CYP Journey

1. Make the SEND journey for children and young people, clear and understandable across education, health and care, from early identification of needs.
2. **Embed the Graduated Response across education, health and care to provide timely early intervention and whole school inclusive practices.**
3. Ensure that assessments and reviews involve the right people and are completed on time.
4. **Ensure that assessment and review reports, including Education, Health and Care Plans are person-centred, specific and understandable.**
5. Ensure that children and young people receive the support they require to make progress towards their identified outcomes and ambitions.
6. Strengthen SEND operational practice by developing key roles within Social Care and Health, working closely with SEND and Education leaders.
7. Review and learn from SEND feedback including surveys, complaints, compliments and comments, mediation, Tribunal appeals and Ombudsman outcomes to improve practice across the whole SEND system.
8. **Transform the SEND Decision Making Panel and ensure capacity and capability within Inclusion Services to effectively operate it.**

P3. Commissioning and Services

1. **Jointly review our SEND provision to understand demand, identify gaps and plan for future provision across education, health and care.**
2. Increase the number of specialist education places available within Suffolk by completing the delivery of the current Suffolk SEND Capital Programme (2020-2024).
3. **Complete our redesign of mental health services for children and young people and implement the new model.**
4. **Complete the development of the neuro-developmental pathway for children and young people and implement the new model.**
5. **Co-produce a new offer of Care, Education and Treatment Reviews, supported by the Transforming Care Partnership, that is based on a fuller understanding of children and young people's needs.**
6. **Extend the respite offer for under 18s to include children and young people with disabilities and challenging behaviours who are not currently supported by the Disabled Children's Team.**

P4. Moving into Adulthood

1. **Embed high-quality person centred planning as our approach to transition planning for children and young people with SEND.**
2. **Empower children, young people and their families to make informed decisions about transitions through good quality advice, guidance and support.**
3. Extend the local learning offer for 16-25 year olds to address gaps identified in SEND Sufficiency, with a focus on quality, options and progression.
4. Develop our health offer to better meet the needs of 16-25 year olds, to achieve straightforward, family centred transitions, including for adolescent mental health and those supported by Transforming Care.
5. Develop our social care offer to include care planning and ensure straightforward transitions, taking account of mental capacity and new safeguarding guidelines.
6. **Provide good employment/ self employment support for young people with SEND and potential employers to extend the options leading into work.**
7. Develop our Short Breaks for older young people and the support that enables them to develop their relationships and social skills.

Summary

What is working well



- P1 – Web team now have access to the new Local Offer and building sections and pages, initial work looks like the website will enable the clear navigation across the site.,
- P1 - Web chat is now working on education facing pages initially as a soft start and is being supported by the Inclusion support line.
- P1 – Inclusion roadshows have been well attended by schools, feedback from attendees is that they feel things are changing.
- P2 – work undertaken to map mental health services, this is now being set up on Local Offer website to assist in navigation and accessing support
- P2 – There has been information shared re Mental Health School Team & Primary mental health workers, to update schools on what is the difference, how they can access, this information has all been updated on SENCO Central
- P3 – CETR and join up with Dynamic Risk Register – update will be provided at July Board
- P3 – Review of NDD has identified areas of improvements.
- P4 – Transition guide has been published for CYP with SEND

What are we worried about



- P1 – Activities Unlimited continue to attract social media comments, this is being monitored.
- P1 – The Local Offer Line, continues to receive a high number of calls (1100, April, 1300 in May). Some callers are irate, the abandon rate is low.
- P2, P3 & P4 – all shared concerns regarding attendance at Priority Meetings.
- P2 - Objectives written for P2 are not tangible and learning needs to happen for the new /revised Strategy.
- P2 – Identify the representation is not sufficient for attendees either, there is only 1 rep from Social Care who cannot attend every meeting.
- P3 - There is a risk in relation to mental health because of staffing issues. The demand for mental health services is higher than the capacity, this includes the challenges for Mental Health in schools' team, this is a reoccurring worry
- P4 – Capacity to develop Moving into Adulthood objectives
- P4 – SEND specific provision for CYP and the removal of waiting lists for provision for P16
- P4 – Travel training for SEND YP and support for their parents in accessing training to support

Summary

What are we doing about our worries?



- Communication to share that there is a high volume of calls into Local Offer line, to help callers to understand the demand is high.
- Consider changing how priority meetings work from Autumn term linked to consultation and change to the strategy.
- Consider widened representation within new strategy.
- Capacity review is being widened to consider the impact of the growth across inclusion & the SEND strategy on vital teams that support including preparing for adulthood
- NDD Deep dive has identified areas to be resolved to support wider areas of gaps that have been identified, address data and triage the demand further.
- Priority 4 lead in discussion with Inclusion services to look at ways P16 YP can be supported and not stay on waiting lists for provision
- Assistant Director Inclusion to attend SEND FE Committee to provide support
- P4 Lead is discussing with Passenger Transport to work together to co-produce.

In other news:

- YPN survey has been completed and report will be circulated in July-23
- Department for Education Review provided positive feedback, outcome letter has been received and is due to be published online
- External Contract for education psychologist assessments following an EHCNA agreement is in place, process to ensure this contract provides the impact to timeliness of EHCP is being put in place.

Board members visits to schools 2022/23


Month of visit	Number of school visits
March 2022	4
May 2022	4
June 2022	4
July 2022	4
September 2022	3
October 2022	5
November 2022	7
December 2022	1
January 2023	2
February 2023	5
March 2023	2
April 2023	1
May 2023	5
June 2023	10

This does not include visits to schools from our services that are working with schools on a daily basis to support children and young people with SEND

Update and next steps for each workstream: Priority 1 (Communication)

Focus Area	Update	Next Steps – Summer Term
P1.1 Improving the Local Offer website	<p>1.1</p> <p>Access gained to new content management system. Site structure is being built and content transferred to new site.</p>	<p>1.1</p> <ul style="list-style-type: none"> Continuation of transferring and updating content Engagement with key stakeholders following first build stages
P1.2 Develop communication accessibility & visibility	<p>1.2</p> <ul style="list-style-type: none"> SENCO Bulletin Local Offer News Articles included in Suffolk Learning Inclusion Support Line continues to grow month-on-month (500 calls taken since Sept 22) 	<p>1.2</p> <ul style="list-style-type: none"> Inclusion Support Line widened to social care and health teams as well as education settings. Webchat launched for professionals to contact Review Local offer line due to the call volume from diverted calls to family services.
P1.3 Young Person Network / CYP voice	<p>1.3</p> <ul style="list-style-type: none"> Posters circulated re welcoming places mapping content YP survey promoted around the county – deadline extended to capture more views 	<p>1.3</p> <ul style="list-style-type: none"> Report on findings from YP Survey

Update and next steps for each workstream: Priority 1 (Communication)

Focus Area 	Update	Next Steps – Summer Term
<p>P1.4 Awareness of SEND & SEN Support & Training</p>	<p>1.4</p> <ul style="list-style-type: none"> SEND Level 1 training has been updated and rolled out across CYP 	<p>1.4</p> <ul style="list-style-type: none"> Review of SEND Level 2 & 3 training
<p>P1.5 Stakeholder Feedback on Communication</p>	<p>1.5</p> <ul style="list-style-type: none"> Time To Listen events taken place, all young people events were not attended SPCF Survey results have been reviewed, a draft document is due to be shared and will be live document to update and report to. ISL feedback form has been launched 	<p>1.5</p> <ul style="list-style-type: none"> Consider different ways for YP to meet and feedback in Time to listen events. Summary action plan from SPCF to be finalised. ISL receiving positive comments after feedback form being launched
<p>P1.6 Keep stakeholders informed on SEND Programme progress</p>	<p>1.6</p> <ul style="list-style-type: none"> Inclusion Roadshows have been held by Inclusion SLT across the county, meeting headteachers and SENCOs across Suffolk, Summer term was focused on Mental Health in Schools. 	<p>1.6</p> <ul style="list-style-type: none"> Review Inclusion Roadshows for Summer term via feedback form to attendees Promote SEND Event with schools for 12 October including the review of SEND Strategy

Update and next steps for each workstream Priority 2 – Focus Objectives

Focus Area	Update	Next Steps – Summer Term
<p>CYP Journey</p> <p>P2.2 Embed the Graduated Response across education, health and care to provide timely early intervention and whole school inclusive practices.</p> <p>P2.4 Ensure that assessment and review reports, including Education, Health and Care Plans are person-centred, specific and understandable.</p> <p>P2.8 Transform the SEND Decision Making Panel and ensure capacity and capability within Inclusion Services to effectively operate it.</p>	<ul style="list-style-type: none"> Graduated Response continues to be embedded across schools with growing knowledge and understanding with evidence in feedback received. Coproduction of ‘What is ordinarily available’ is still on track to be completed and communicated in Sept/Oct-23, this is now being framed as Suffolk Learning Available Framework Focus on keys to inclusion training and providing resources for person centred planning for practitioners to access. Schools continue to attend panels and feedback is really positive 	<p>Communicate and raise awareness of the new ‘What’s Ordinarily Available.</p> <p>Development of how we know this is making a difference.</p> <p>Review of panels is overdue and needs to be actioned, aware that EHCNA needs to be moved and EHCP Area panels maybe combined.</p>

Update and next steps for each workstream Priority 2

Focus Area		Update	Next Steps – Summer Term
CYP Journey P2.1 Make the SEND journey for children and young people, clear and understandable across education, health and care, from early identification of needs. P2.3 Ensure that assessments and reviews involve the right people and are completed on time. P2.5 Ensure that children and young people receive the support they require to make progress towards their identified outcomes and ambitions. P2.6 Strengthen SEND operational practice by developing key roles within Social Care and Health, working closely with SEND and Education leaders. P2.7 Review and learn from SEND feedback including surveys, complaints, compliments and comments, mediation, Tribunal appeals and Ombudsman outcomes to improve practice across the whole SEND system.		<ul style="list-style-type: none"> Mental health map has been drafted together; cross reference needs to ensure that Waveney is clearly represented. Send level 2,3,4 training is being explored to update further. Statutory process maps and guides are in place for Family Services with the new liquid logic system This links with the Annual Review training as part of P2.2. New temporary Annual Review team are in place to support with new Annual Reviews to ensure they are processed on time. Following on from the draft coproduced Outcomes Framework, significant progress has been made to bring this together. New Programme Lead for SEND Inspection has drafted a prototype for Board review Key roles are in place for Designated Social Care Officer and Designated Clinical Officers ie South East & North Essex ICB and Waveney ICB. DSCO AND DCO work closely with SEND Partners to develop join up of SEND Systems to support CYP The complaints dashboard is being updated to work with Customer Rights GOSS system Final stage of moving to new system is in place and will be live for June 2023 Process map and guidance to structure automated process and follow up are being finalised Initial meeting is in place to build BI report, this is being scoped 	<p>Further updates have been agreed within working group.</p> <p>Continuation of level 2-4 training Build on process maps to provide wider guides for the full SEND Journey, no further action at present</p> <p>Recruit SENCO's to support with Annual Reviews for CYP that are not connected to a school</p> <p>Launch Outcomes Framework</p> <p>Ongoing</p> <p>Launch automated dashboard Finalise BI Reporting</p>

Update and next steps for each workstream Priority 3

Focus Area	Update	Next Steps – Summer Term
<p>Commissioning & Services</p> <p>P3.1 Jointly review our SEND provision to understand demand, identify gaps and plan for future provision across education, health and care.</p> <p>P3.2. Increase the number of specialist education places available within Suffolk by completing the delivery of the current Suffolk SEND Capital Programme (2020-2024).</p>	<p>Work continues to review the demand for therapy services across Suffolk. New investment has been identified and work is underway to increase the available therapy via recruitment and outsourcing.</p> <p><i>Phase 1 Oulton Broad Primary Reception/KS1 will offer 12 places from a new purpose built alone building from Sept-23.</i></p> <p><i>DfE Woodbridge Road Academy building will complete in July-23, and will open from September 23.</i></p> <p>Phase 2 From September 2024, Castle EAST School in Bungay will increase its places from 80 to 120. This expansion will cover academic year groups 5 to 11. The SEND school educates pupils with a diagnosis of communication and interaction needs or Autistic Spectrum Disorder. It opened in September 2011 and continues to grow. Pupils benefit from smaller class sizes and a higher level of staff to pupil ratios. There is a range of fully equipped specialist teaching rooms with access to specialist teachers and support staff throughout the day. This expansion is part of Suffolk County Council’s SEND Capital Programme to create up to 1065 new places for children with special educational needs or disabilities. As with all special school places children usually require an Education Health and Care Plan and the Local Authority is the admitting authority.</p>	<p>Update on Phase 3</p>


Update and next steps for each workstream Priority 3

Focus Area	Update	Next Steps – Summer Term
<p>Commissioning & Services</p> <p>P3.3. Complete our redesign of mental health services for children and young people and implement the new model.</p> <p>P3.4. Complete the development of the neuro-developmental pathway for children and young people and implement the new model.</p>	<ol style="list-style-type: none"> 1. Mental Health and Emotional Wellbeing - remains RAG AMBER. Progress in key areas of the locality model, ED and MHSTs and other early intervention areas is positive. PCN worker project has been paused and new projects to support suicide prevention and school support have started. 2. Mental Health access and wait targets –Whilst there are significant backlogs in core CAMHS/YAMHS areas, MHSTs there has been excellent progress with recruitment into CAMHS and also VCSE support is supporting waiting times. ED access standards are meeting 100% - although data errors have skewed figures. No breaches have occurred. We continue to build further support for accessing services through VCSE and Crisis models – AMBER 3. Crisis model – Crisis areas continue to hold CYP demand. CHRIS is embedding the VCSE support any early outcomes are positive. This model for the peripatetic support has been nominated for HSJ national award – GREEN <ol style="list-style-type: none"> 1. NDD remains a significant concern, in part due to the consistent demand and bottlenecks within Barnardo's. This is being addressed since the recent introduction of a new Assistant Director and Clinical Lead, currently provided by the ICB. 2. Challenges remain in regard to inappropriate, or incomplete referrals. 3. Clinical Lead's initial focus will be on supporting the Barnardo's recovery, including back log in referrals and internal recording systems, which need development urgently <p>New referral form in testing with SENCO's and due to be issued shortly once all feedback has been collated. Initial feedback from SENCO's has been positive.</p> <ul style="list-style-type: none"> • Guidance document to assist the referral form and process has been created and will be shared via the Local Offer Website, SPCF and SENCO Networks • NDD resource pack is currently being adapted for Suffolk and will be shared electronically and via paper copies. • Work underway to look at the preferred clinical model with providers and recommend a outcomes-based specification, factoring in demand and capacity within services. Half day workshop scheduled for July 18th. • Recommissioning of 6 of the 7 voluntary services. Commissioning exercise to look at how the money saved can be utilised most effectively. • Specification regarding the Co-ordination function being finalised re procurement for the service from March 2 	<p>Continuation and update of Mental Health Transformation</p>

Update and next steps for each workstream Priority 3

Focus Area	Update	Next Steps – Spring Term
Commissioning & Services P3.5. Co-produce a new offer of Care, Education and Treatment Reviews, supported by the Transforming Care Partnership, that is based on a fuller understanding of children and young people's needs.	<p>Overview of key changes</p> <ul style="list-style-type: none">• Updated DSR guidance• C(E)TRs seen as a process rather than a ‘one day event’• Additional ‘trigger points’ to conduct some C(E)TRs• New Key Lines of Enquiry (KLOE) document – more person centred and follows the person• Increased focus on physical health• Increased focus on quality of life• Requirement for local teams to monitor quality as well as frequency of C(E)TRs• Mandatory training for all panel members• Suggested new minimum rates of pay	<p>Update on CETRE & DSR due to SEND Programme in Jul 23</p>

Update and next steps for each workstream Priority 4

Focus Area 	Update	Next Steps – Summer Term
<p>Moving into Adulthood</p> <p>P4.1 Embed high-quality person centred planning as our approach to transition planning for children and young people with SEND.</p> <p>P4.2. Empower children, young people and their families to make informed decisions about transitions through good quality advice, guidance and support.</p> <p>P4.6. Provide good employment/ self employment support for young people with SEND and potential employers to extend the options leading into work.</p>	<p>This work feeds from priority 2 and is part of the keys to inclusion roll out, as delivered by the Psychology and Therapeutic Services.</p> <ul style="list-style-type: none"> • Transition guide is updated and live • Transitions working group previously focussed on Ipswich and South Suffolk, trying to replicate a transitions charter in place between secondary and primary schools. Funded through external funding chaired by Suffolk One, New chair Sarah Louise Neesham • Agreed for Vertas to be part of a video on being a SEND friendly employer and promote awareness. • Careers policy officer presented and was supported by young people at a inclusive careers conference • Supported Interns post request for approval. • SEND Employers forum planned for Autumn 2023. 	<p>Evaluation</p> <p>Evaluation</p> <p>WFD, Skills to work with Vertas to create a short film.</p>

Update and next steps for each workstream Priority 4

Focus Area	Update	Next Steps – Spring Term
P4.3. Extend the local learning offer for 16-25 year olds to address gaps identified in SEND Sufficiency, with a focus on quality, options and progression.	Sufficiency work has not identified any further gaps in the specific SEMH cohort. A meeting is schedule to discuss the demand for YP to access Lapwing and look for alternative solutions.	Evaluation
P4.4. Develop our health offer to better meet the needs of 16-25 year olds, to achieve straightforward, family centred transitions, including for adolescent mental health and those supported by Transforming Care.	Designated Clinical Officers are gathering information on health transition, as these happen at different points and working with adult health services. LD Health checks are 75% up across the age range. However, there will be people with LD and without a marker on their record that are not included within this reporting.	Evaluation
P4.5. Develop our social care offer to include care planning and ensure straightforward transitions, taking account of mental capacity and new safeguarding guidelines.	Social Work front line teams are engaging with levels 1-4 of training for new Mental Health Capacity act. Training is underway for further training to be rolled out for all practitioners.	Evaluation
P4.7. Develop our Short Breaks for older young people and the support that enables them to develop their relationships and social skills.	Work paused whilst capacity is focused on Activities Unlimited move to Liquid Logic. Objective actions to be reviewed	Evaluation