Webinar on joint working and integration around SEND – summary of good practice from the CDC regional workshops 2018/19
CDC Regional workshops – what we did

- 9 events, 1 in each of the DfE Regions
- Focus on joint working and integration
- Updates from key partners – NNPCF, NHS England, Transforming Care, Regional Networks
- 1-2 examples of new ways of working
- Discussion and action planning
Why we need a focus on joint working

• **Engaging with reality** – children and young people with SEND and their families have complex lives; their needs cross traditional service boundaries
  - CYP with SEND are also more likely to belong to other groups that need support

• **The policy context** – the Children and Families Act and duties around joint working

• **The financial context** – may seem to make joint working harder, but integration has the potential to reduce pressures on families and professionals
Engaging with reality

A complex web of inter-relating and intersecting vulnerabilities

Children needing support

SEND

LAC

CiN

Poverty

Troubled families

Mental health needs

Excluded

Young offenders

Alternative provision

Young Offenders**

Learning disability 23-32%

Dyslexia 43-57%

Communication disorder 60-90%

ADHD 12%

ASD 15%

SEN support 45%

28% EHCPs

SEN 1,276,215

LAC 75,420

57%

6%

52%*

Young offenders sentenced 26,700

Excluded

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Current figures for LAC, children with SEND and children in custody

- The number of pupils with special educational needs (SEN) was 1,276,215 in January 2018 (DfE, Special Educational Needs in England, 2018)
- At 31 March 2018 there were 75,420 looked after Children (DfE, Children Looked After in England, 2018)
- In 2017/2018 26,700 children and young people were cautioned or sentenced in court (Youth Justice Board/MoJ, Youth Justice Statistics 2017/18)

Intersection between vulnerabilities

- 57.3% of LAC have a SEN identified by the end of KS2 (DfE, Children Looked After in England, 2017)
- 52%* of young offenders asked for a 2014-15 study said they were or had been in care (Youth Justice Board, Children in Custody 2014–15, 2015)
- 45% of young offenders sentenced in 2014 at the end of KS4 were recorded as having SEN without a statement, and 28% as having SEN with a statement (DfE and MoJ, Understanding the educational background of young offenders, 2016)
- 26% of boys held in YOIs in 2014-15 who said they had been in local authority care also reported having a disability (Youth Justice Board, Children in Custody 2014–15, 2015)

*This is the percentage who said they were or had ever been in care. The official figures are much lower and only represent children currently looked after.

**Prevalence rates of neurodevelopmental disorders among young people in custody (Howard League What is Justice? Working Papers 17/2015)
What’s working well?
Meaningful co-production and participation

Rotherham: Genuine Partnerships

• In Rotherham, all partners, settings and services, as well as parents and children and young people were brought together to agree the Rotherham Charter: a set of principles and an approach to co-production to ensure families are at the heart of services and service-planning.

North Cumbria and North East Transforming Care Partnership Accelerator Project

• Strong focus on co-production from the beginning, and parent carer forums are closely involved in the development and governance of the projects.

Suffolk: Learning disability and autism 18-25 offer

• Suffolk Young Person’s Network was an active partner in developing SEND services. A young person presented on his experience in being involved strategically in the development of services and also about the skills this experience has given him to be able to find employment.
Collaboration between settings and providers

Lincolnshire: Building communities of specialist support

• Schools are working to share information and support to allow children to attend their closest special school, whatever their needs. Eventually, all Lincolnshire Special Schools (with the exception of SEMH Specialist Provision) to become Locality All Need Special Schools.
Enfield: Enhancing the quality of SEN Support

- The local authority maintains a close relationships with schools, carrying out regular follow-up visits to monitor progress and quality and provide support where needed. The model also uses a graduated approach to supporting children and young people who need SEN support.

Whole School SEND

- Update on the Whole School SEND programme, which aims to:
  - Drive education institutions to prioritise SEND within their CPD and school improvement plans including facilitating greater links between mainstream and special schools.
  - Equip schools to identify and meet their training needs in relation to SEND, e.g. through the SEND reflection framework.
  - Build the skills of teachers working in mainstream and special schools and of SENCOs and teachers of classes of children and young people with sensory impairments by promoting best practice.
  - Identify and respond to any gaps in the training and resources available to schools.
Integrating services, teams and processes

**Northamptonshire: Specialist SEND Support Service**

- Integration of three teams in Northamptonshire to provide more comprehensive early intervention and support for children and young people with SEND: the Portage and Early Years SEND Team; Autism Outreach Team and Early Help for Disabled Children's Team.

**Telford and Wrekin: Integrating Social Care within the EHC process**

- Introduction of new model for the inclusion of social care within the EHC assessment and planning process in Telford and Wrekin. All children and young people in Telford who undergo an EHC assessment now have contact with social care during that process, and social care advice is collected as part of all EHC assessments. Effective tracking ensures social care advice is completed within the 6 week timeframe provided. Key to this has been the introduction of SEND champions within social care and a ‘Designated Social Care Officer or DSCO’ type role.

**Herefordshire: Integrating SEND and Children with Disabilities Teams**

- New pathway for children and young people with additional needs in Herefordshire, through integration of the SEN and Children with Disabilities Teams. Children and young people are now referred through a multi-agency panel, and the model uses a graduated approach ensuring interventions are proportionate to need.
St Helens: Developing an integrated neurodevelopmental pathway

- Presentation on the development of an integrated neurodevelopmental pathway in St. Helens. Key features of the model include joint triage and assessment panels, regular communication with families throughout the process, and a strong and clearly communicated universal support offer that families can access throughout the process. The new pathway was co-produced with families from the start. Waiting times have been significantly reduced and families are reporting higher levels of satisfaction with the new pathway.

Plymouth: Community Health, Wellbeing and SEND – developing an integrated approach

- Plymouth’s journey to develop a shared SEND strategy and integrated approach to identifying and supporting children and young people with SEND, including development of joint commissioning and data and information sharing arrangements, and challenges and successes along the way.
Early intervention and a graduated approach

West Berkshire: Emotional Health Academy

- An early intervention model for supporting children and young people’s emotional health needs in school. The model uses a graduated approach: from universal, low-intensity classroom and group-based support through to more intensive support for those who need it. The model is supported by a mixed workforce (including a key CAMHS clinician, Primary Mental Health Workers and Emotional Health workers) with a cascading model of professional supervision. A full-time practitioner also works across PRUs and home-educated groups.

West Sussex: Therapies in Schools

- Therapists are employed full-time to work across multiple special schools and to embed therapy approaches and upskill staff in three areas: physical support, sensory processing and life skills. All education staff across 3 schools have Level 1 foundation training in all 3 streams, whilst a smaller pool received Level 2 training. There are plans locally to expand the programme and look at supporting mainstream schools to skill up their workforce as well.

Plymouth: Multi-agency work with families - MAST

- Presentation from the Plymouth Learning Partnership on the longstanding MAST model for providing integrated support for children and young people with social, emotional and mental health needs in schools. The service is commissioned directly by schools and adopts a graduated approach.
Hertfordshire and Bedford: Developing a multi-agency outcomes framework

- Hertfordshire have 6 outcome bees, a multi-agency shared outcomes framework for all children in Herts.
- Bedford has taken the same approach by developing their own framework and are currently assessing how well they’re doing against the framework by running a survey and series of workshops. The framework was developed following engagement with parent carers using a survey bases on the articles of the United Nations Convention on the Rights of the Child.
Supporting young people with LD and autism

Salford: 0-25 service transformation

- Greater Manchester (GM) Transforming Care (TC) for Children and Young People (CYP) accelerator project which focuses on preventing the number of children and young people in 52/38 week residential school placements. Key components of the project include:
  - Establishing a population health and care dynamic support model and CETR arrangements across GM.
  - Piloting an intensive support service for CYP which will involve therapeutic and short breaks services (using the Ealing model).
  - Embedding culture change through a CYP Learning Disability forum linked to Youth Parliament, strengthen coproduction with families within the new models of care, and greater support to staff and families to increase use of personal budgets.

Regional: Yorkshire and Humber’s young people’s journeys into hospital project (Transforming Care)

- Update on a project which is drawing together evidence to understand young people in Yorkshire and Humber’s journeys into hospital. The project has drawn evidence from existing data and project work as well as focus groups and work with parent carer forums to produce a report and recommendations. Key findings include over-representation of young people with autism only and those between 18-25 in hospital wards. The project aims to understand how the system can best support these groups.
Newcastle: Joint working for PfA Employment Outcomes

• A range of tools were produced to support effective conversations around planning for employment, and PfA outcomes were included in Section B of EHC plan templates. Core to the new approach is recognition that there are many different pathways to employment – for example some young people are directed to a local Community Interest Company which supports them to become self-employed and run their own businesses, e.g. home help services for older people.
Intensive support and short breaks

York: Centre of Excellence for Disabled Children and their families in York

- Update on project to develop a new range of support services which will enable disabled children to remain at home with their families and in their community, including:
  - Creation of a new short breaks centre to meet the needs of children and young people with Autism, Learning Disabilities and/or additional health needs.
  - A Family Intervention Rapid Support Team (FIRST) and Therapeutic Short Breaks - a specialist Clinical Psychology led intensive assessment and intervention service for families with children and young people who have Autism and Learning Disability and challenging behaviour which affects their ability to live in the local community.
Key challenges for 2019?

- Links with youth justice system
- Inclusion (and exclusion)
- Identifying and supporting children and young people with autism only
The national picture: what’s coming up

- SEND Leadership Board
- NHS Long Term Plan
  - Key worker role
  - Expanded mental health services and support
  - Information and training on LD and autism
  - Integrated Care Provider Contract and ICS Accountability and Performance Framework
- Changes to Ofsted framework and exclusions review
- SEND inspections and revisits ongoing
- Autism review and strategy to include children (Autumn 2019)
Opportunities for support

Support to local areas through the DBOT partnership

- Audit tool
- Regional events
- Local support
- DMO/DCO forum
- Children’s Commissioners Forum