COUNCIL FOR DISABLED CHILDREN

Housekeeping

- **Please mute and turn off cameras when you join -** unless you're a speaker!
- **Please use chat rather than raising your hands** with questions. There are too many of you for us to reliably identify those with hands up
- Teams top tip - **if you're struggling to see slides press Ctrl and scroll your mouse arrow and it will make the content bigger or smaller**
- **To turn on captions, select '...' in the top right and select 'turn on live captions'**

Polling & Workshops

Please access the online poll and answer the question *once*.

To access the polling, **use your smart phone and search**:
https://pollev.com/jazzeddew393

You will be able to answer questions only when the speaker turns it on

If you don't have separate links to **two workshop** sessions, please email akhan@ncb.org.uk

Our next **National Webinar** is on **9 November** on **Joint Commissioning**

Our next **National Event** is on **2 February** on **Co-production**

COUNCIL FOR DISABLED CHILDREN

CDC National Event: What Works in SEND

Welcome and introductions

Christine Lenehan, Director, CDC

Poll questions

- To access the polling, **use your smart phone/computer and search**: www.PollEv.com/jazzeddew393 or click on the link in the chat
- Enter the code: 22333
- If you can't access the poll, please use the chat

- **What is keeping you awake at night?**
- **What do you think id the biggest issues for families right now?**

Department for Education

CDC National Event

SEND and Alternative Provision

28 September 2022

10:10am – 10:35am

Agenda

Introduction: Alison Ismail

Executive summary

Problems with the SEND system and proposed improvements

Consultation Approach

Feedback

Next Steps

Introduction

Kit Malthouse was appointed Secretary of State for Education on 6 September 2022.

Kelly Tolhurst was appointed Minister of State at Department for Education on 7 September 2022.

The problems the SEND Review sought to solve

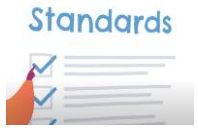
Outcomes for children and young people with SEND are consistently worse than their peers – across almost every measure

Experiences of navigating the SEND system to secure support are poor

There is **too much inconsistency** across the country – with decisions made based on where a child lives, not on their needs

Despite unprecedented investment, the SEND system is not **delivering value for money for children, young people and families**

The green paper proposed to deliver an improved system in five ways:



1. **Establish a national SEND and AP system** – with clear **standards** based on the evidence of what works – across 0-25 and across the spectrum of need, backed by clear **processes**.

2. **Building capacity in mainstream education** so all those working with children and young people with SEND have the knowledge and skills to do so.

3. **Appropriate and affordable specialist provision** for those who need it, including alternative provision. This should be high quality and close to home where possible.

4. **Clear roles, strengthened accountability and funding reform** so all partners have clear roles and responsibilities in line with nationally consistent expectations, and are held to account for delivering them.

5. **Delivering change for children and families**
A delivery programme to stabilize the system in the immediate term and deliver the necessary culture change to build an inclusive system in the longer term.

Consultation Approach

During the consultation period we held **175 events**, talking to over 4,500 people

We received over **6,000 responses**, both individual consultation responses and some from organisations representing the views of many organisations

We covered a broad range of sectors including schools (mainstream, special and AP), parents and carers, local government, children and young people, post 16 education, lobby groups and charities, and health and social care

Feedback

Key points of feedback:	
	There is broad consensus that our problem diagnosis is robust and correct.
	Respondents welcome the focus on **inclusion** but want greater clarity by what this means in practice, how schools will be held accountable for it, and how our ambition for an inclusive system interacts with the ambitions in the Schools White Paper.
	Respondents agree that **workforce** is critical to our reforms, and that for educational settings, it is important that all staff – including leaders – have a working understanding of SEND
	There is a need to **improve system capacity** recognising the current challenges facing all parts of the sector in terms of workforce fatigue, cumulative reforms, and a need to improve expertise
	Respondents agree that system reform will rely on **strong accountability and stable funding,** that works across the whole system (including health and social care)

Next Steps

We have work underway now to help support the system:

Investment into short breaks placements for families
Investment into Supported Internships, doubling the programme's capacity to help young people with EHCPs into employment
Investment and support for LAs, including those with financial deficits
We are continuing to analyse the extensive feedback that we received during the consultation period to help inform and refine policy proposals
We will publish an Improvement Plan setting out government's response to the consultation, and the next steps for delivering these reforms, by the end of the year.
We look forward to continuing to engage with stakeholders as we progress with this work.

Department for Education

SEND Sector Led Improvement Programme

Regions Group

Department for Education

The Department's SEND vision

We want all children and young people, no matter what their SEN or disability, to be able to reach their full potential and receive the right support to succeed in their education and as they move into adult life. That is why, since 2014, we have supported the implementation of significant reforms, putting children, young people and their families at the heart of the system, and focusing on outcomes and transition to adult life.

Regions Group

Department for Education

Support Programmes and Packages

Sector Led Improvement Partners (SLIPs)

- SLIPs are high performing LAs for SEND that receive DfE grant funding to deliver peer to peer improvement support packages.
- This is an intensive support programme and SLIP support packages will generally run for a minimum of 40 days. Smaller packages may be considered on a case-by-case basis.
- For FY 2022-23 there are 4 SEND SLIPs; Warrington, Bedford, Islington and Bi Borough (Kensington/Chelsea & Westminster).
- All SLIP activity requires DfE approval before commencing and is targeted at LAs with known weaknesses.

Regions Group

Bedford Borough 'Journey'

- Bedford Borough Council's SEND improvement journey has been transformative over the past 4 years.
- Using innovative approaches and embedding true partnership working we have moved from:
  - Having a WSOA following a February 2018 SEND Inspection,
  - Making sufficient progress in all 5 areas in a February 2020 revisit
  - Identified as one of only 4 SEND Sector-Led Improvement Partners (SLIP) in the country in December 2021.

Our Offer

- ‘Walking alongside’ our SLIP partners
- Coaching and mentoring
- Evidencing impact and identifying ‘what works’ and ‘so what?’
- Use of data
- Coproduction at strategic, operational and individual levels of the SEND system

Our Offer continued…

- Critical friend, offering time and space for leaders to step back and consider the impact of activities and where they want to be heading
- Facilitated workshops, seminars and group activities
- Comms plans and activities
- Project management support to review processes
- PCF and ICB support

Introduction to the Centre for Systemic Social Work.

The Royal Borough of Kensington and Chelsea and Westminster City Council Children's services adopted Systemic approaches as their practice model in 2013.

In 2016 The Royal Borough of Kensington and Chelsea and Westminster City Council Children's services were rated Outstanding by Ofsted. This achievement was repeated in 2019.

The Borough's use of Systemic approaches was referred to in the Ofsted reports, highlighting collaboration, transparency and respectful relationships.

The Centre for Systemic Social Work believes core aspects of Systemic practice can be usefully applied in a variety of contexts in order to refine practice and to facilitate effective service delivery.

SEND Systemic Training

Goals and Outcomes

To support staff in developing a strengths based, relationship focussed approach to working with services users, colleagues and partner agencies.

To enable staff to interact with service users/partner productively and efficiently to facilitate positive outcomes.

To support staff to work collaboratively in managing risk.

To assist staff in developing an understanding of power, difference and diversity and how these influence working practices.

To assist staff in managing the emotional complexity of their day to day work

Consultation model

Developed following training – looking at previous inspections and areas for development.

Leadership team a chance to think about what is important and where to focus priorities

Capitalise on energy created by systemic training within teams

Partnership work – ensure that benefits and principles are rolled out beyond SEN Service

Consultation model

Working together to plan how to use time. Led by local authority in discussion with RBKC / WCC reps.

Schedule of events, with input of LA included throughout.

RBKC / WCC act as a critical friend rather than someone with all the answers

Local context is important – ownership by all stakeholders

Need to deliver this!

Future – more integrated with the training programme, rather than a bolt on at the end

What models of parental engagement are worth pursuing at a strategic / systems level?

Candy Holder
Head of Pupil Services
Islington Council

ISLINGTON
For a more equal future

This is Islington…

- We are a small inner London borough (4 miles long and 2 miles wide) with the highest population density of all London boroughs
- Although we have a reputation as a wealthy borough, we are an area of contrasts, with rich and poor living side by side.
- We have the largest proportion of children living in income deprived households in London.
- 60% of families live in social housing (compared to 20% nationally). 30% live in one parent households.
- We currently have 1,629 children and young people with an EHC Plan - a 9% increase on 2021
- The overall school population in Islington has reduced by 300 plus pupils over the last 12 months
- Growth in SEND numbers is particularly within the area of Autistic Spectrum Condition (ASC), but with a significant cross-over with Social Emotional and Mental Health needs.

ISLINGTON
For a more equal future

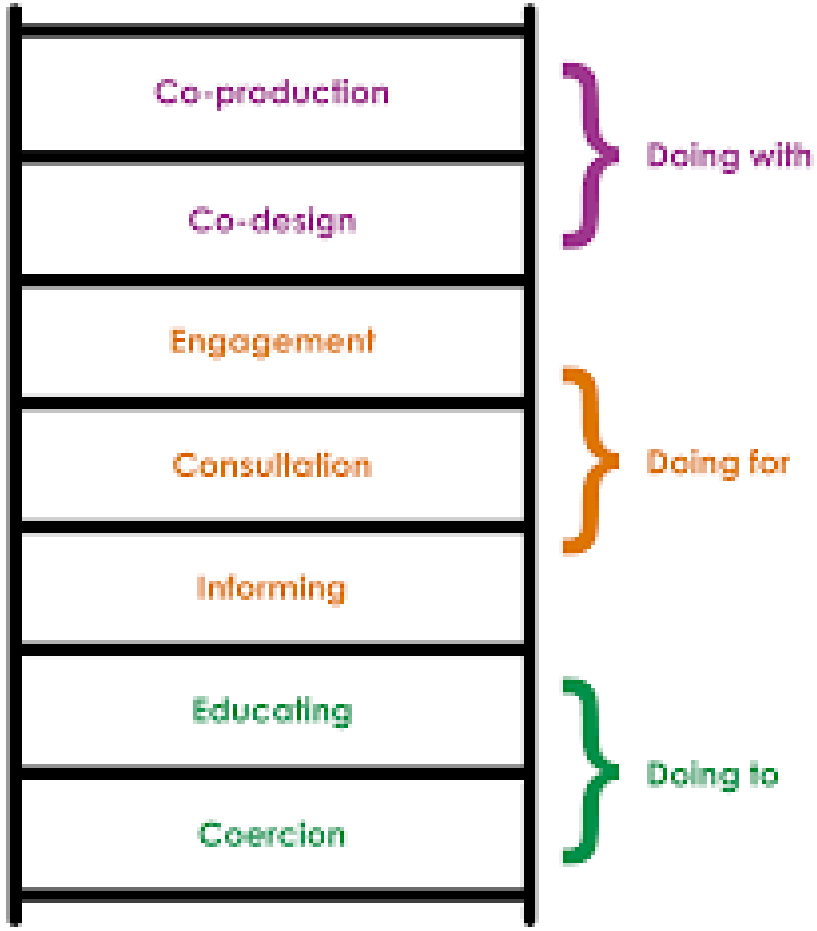
Charter Mark Criteria

1. Set standards and perform well
2. Actively engage with your customers, partners and staff
3. Be fair and accessible to everyone and promote choice
4. Continuously develop and improve
5. Use your resources effectively and imaginatively
6. Contribute to improving opportunities and quality of life in the communities you serve

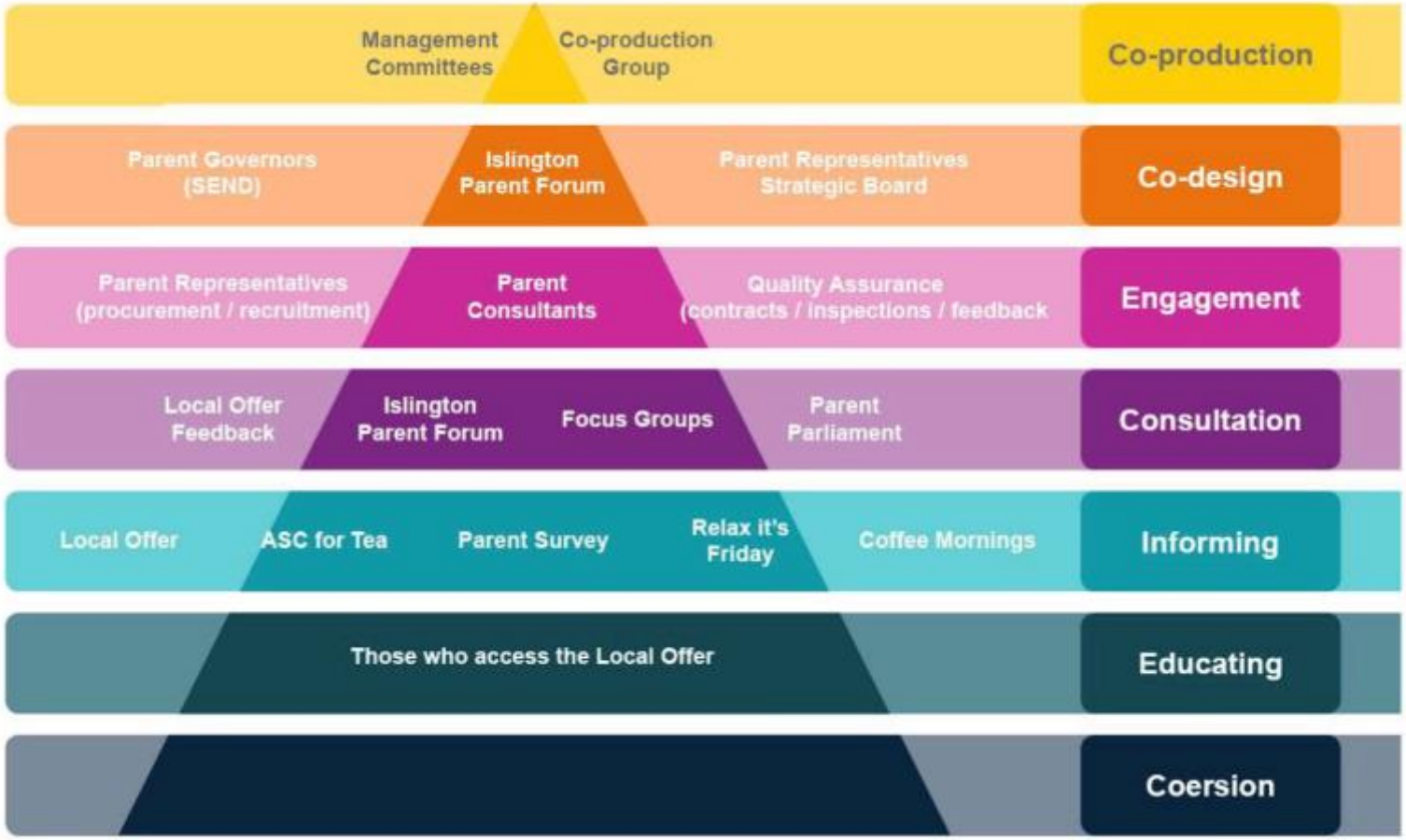
Awarded for excellence

The right workforce….

Arnstein’s ladder of co-production



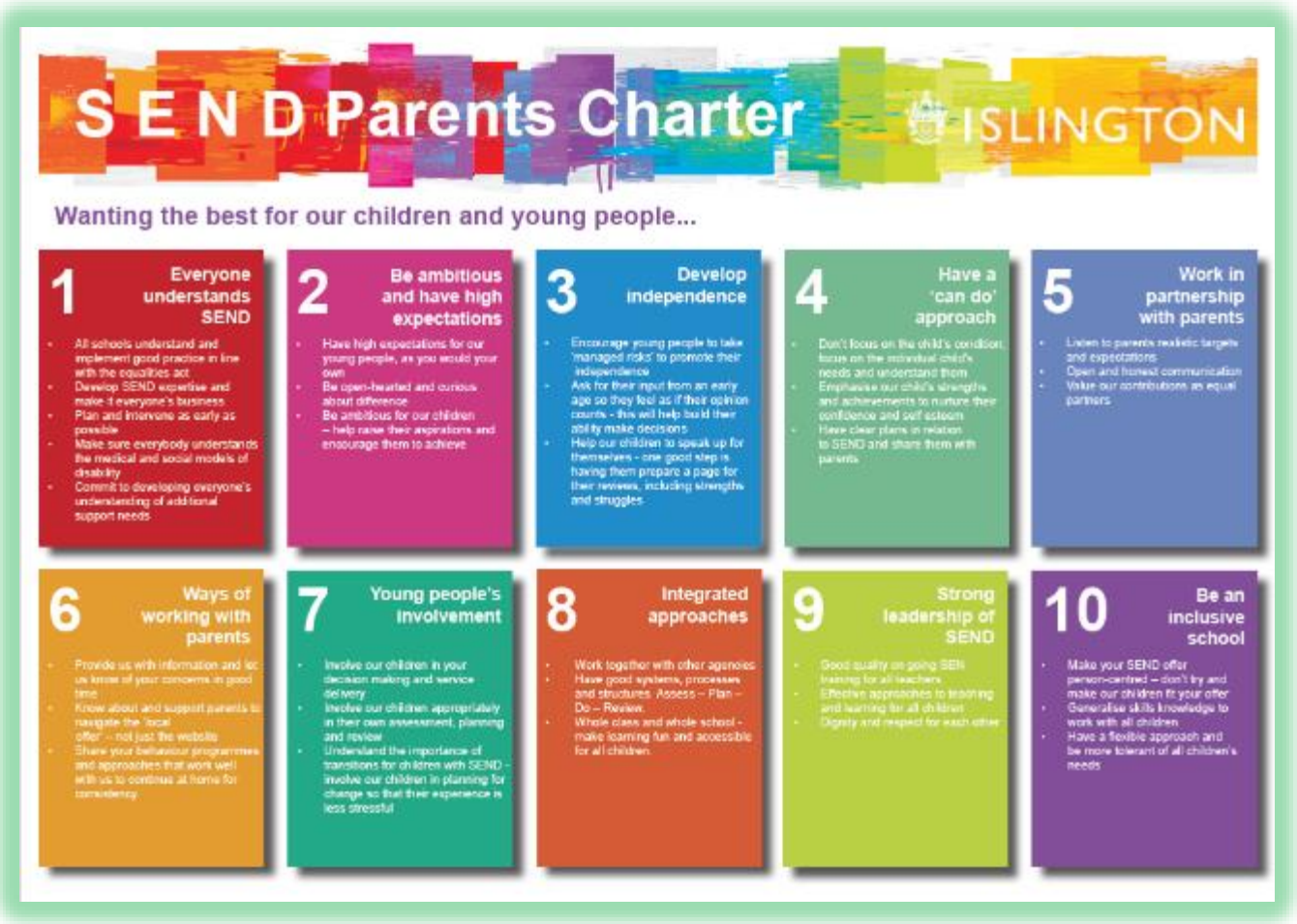
Pyramid of Participation



Pyramid of Participation

https://www.dropbox.com/sh/jcuuly519v0a77q/AABIQidj09vU5z24zpX-xxb1a?dl=0

Why?

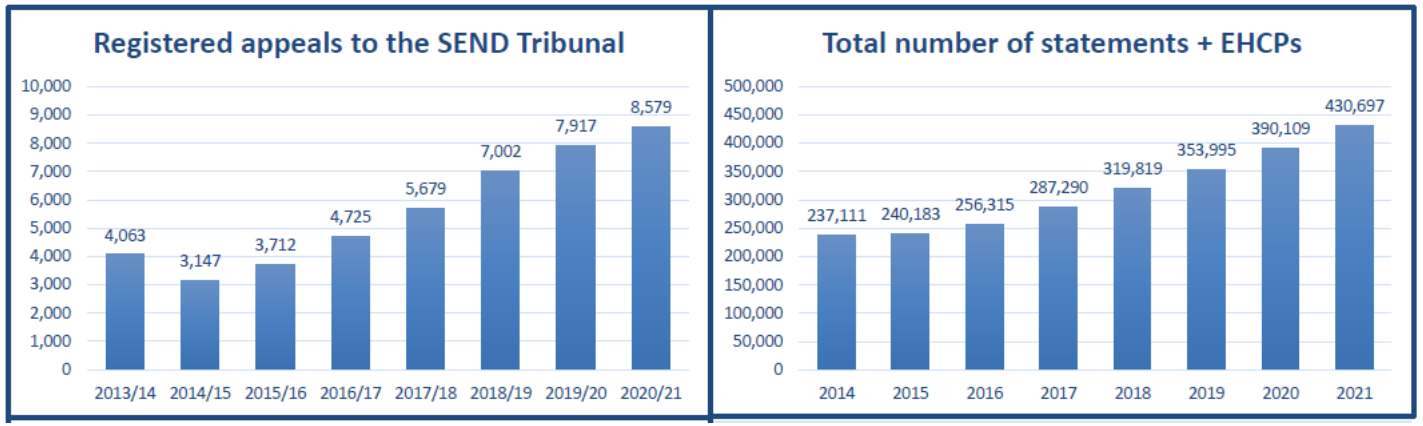


SEND Parent Parliament
ISLINGTON

PARENT APPROVED
ISLINGTON

Dispute resolution

- Agreeing to Disagree' (Isos Partnership')



- 'It is hard to de-couple dispute resolution from the wider system. The Tribunal is a symptom of wider issues, not a cause of wider issues. The focus needs to be on preventing disputes.'

Making a difference….

WARRINGTON
Borough Council

Warrington Borough Council
SLI Programme SEND

Wednesday 28 September 2022

ellence for
rrington

Local Context

- Co-location of early years' staff and health professionals in Warrington's children's centres supports early identification of need.
- Clear graduated response to meeting the needs of children and young people with SEND
- Commitment to Inclusion - "Every school is a school for pupils with SEND, and every teacher is a teacher of SEND pupils."
- Commissioners have adopted experiential approaches to service redesign so that families' voices are influential in the design and implementation of commissioned services.
- Proportion of adults with learning difficulties in settled accommodation is well above the national average as a result of the initiate to invest in local supported accommodation arrangements.

Excellence for Warrington

The Offer

Warrington's menu of support is tailored to the individual needs of the receiving authority.

- The early identification of need and the role of health workers
- The role of early help in SEND as part of the graduated response to need
- Scrutiny and challenge through effective performance management systems
- Effective approaches to inclusion
- Experiential design of commissioned services
- Approaches to quality assurance
- Effective responses to inspection readiness and improvement
- Managing avoidable demand in the system with a focus on strengthening decision making through behavioural insights approaches.

Excellence for Warrington

Our Approach

- Independent peer audits of EHC Assessments, Plans and Annual Reviews
- Coaching and mentoring opportunities for system leaders and managers
- Traditional peer challenge and review programmes
- Remote peer support
- Opportunities to shadow and observe practice approaches
- Follow up to review the impact of change delivered.

Excellence for Warrington

Expected Outcomes

- Impartial scrutiny and evaluation of the quality of practice
- Practical solutions to support the improvement of practice in specific areas
- Increased grip on the arrangements which support the effective identification of need and delivery of services
- Purposeful relationships across partnerships which lead to improved outcomes for children and young people with SEND and their families.

Excellence for Warrington

Establishing a What Works in SEND programme

What works in SEND

The RISE Partnership

Lot 1a – Design and deliver a programme of targeted performance improvement

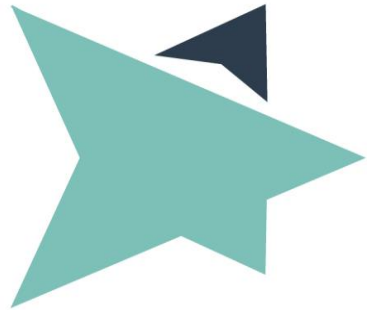
- Council for Disabled Children
- National Development Team for Inclusion (NDTi)

Lot 1b – Design and deliver a programme of national training

- CDC
- NDTi

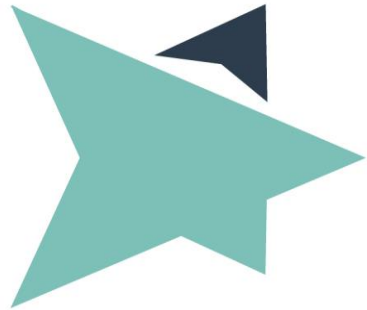
Lot 2 – Design and develop a What Works in SEND programme

- CDC
- Warwick University (Warwick Business School, Warwick Medical School, Centre for Educational Development, Appraisal and Research (CEDAR)
- ISOS Partnership

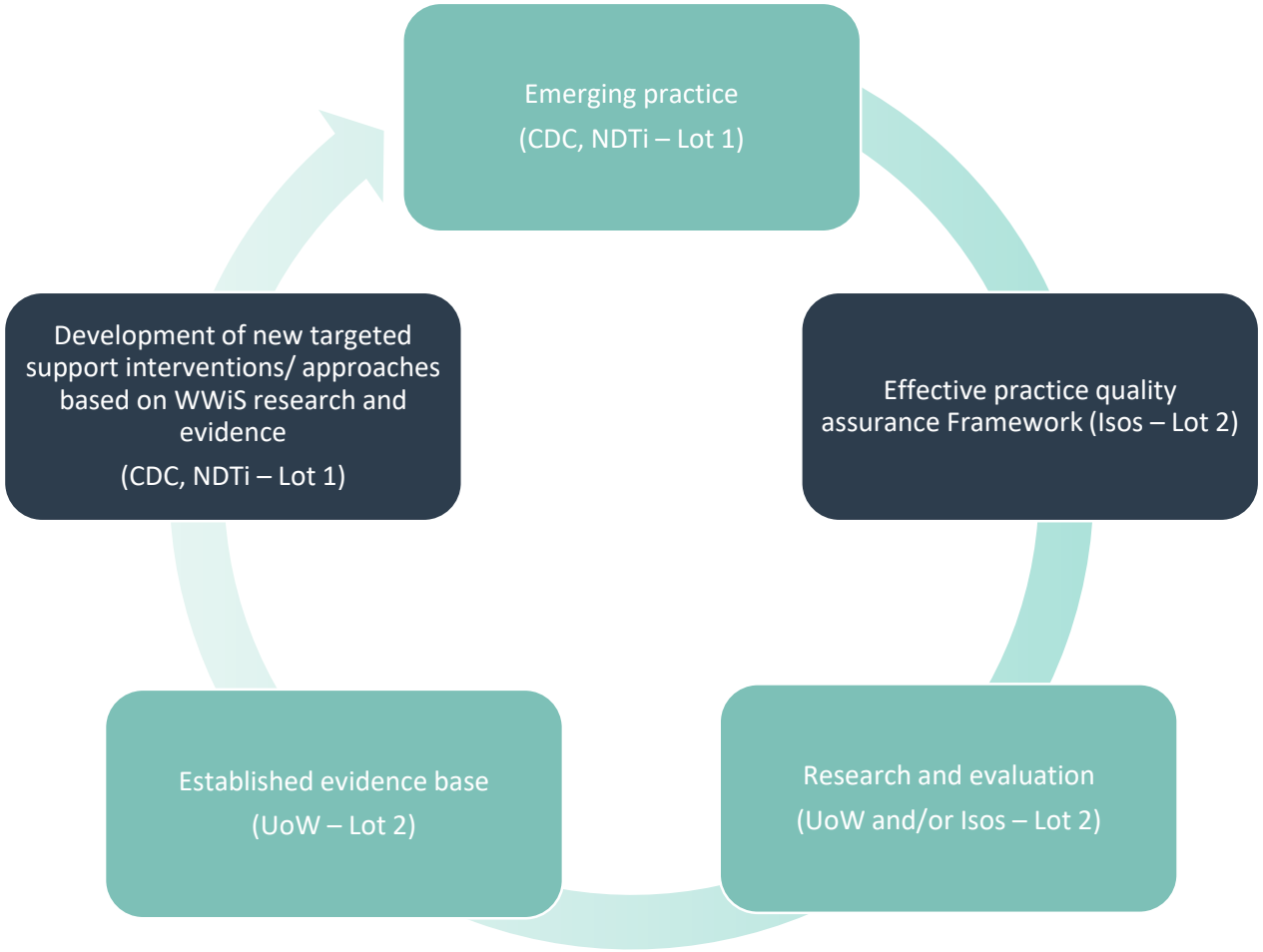


What Works in SEND

Focus on the **system around SEND** and about the **systemic models and conditions that enable local multi-agency partnerships** to work together to understand and meet needs and design services and pathways to improve outcomes for children and young people with SEND.

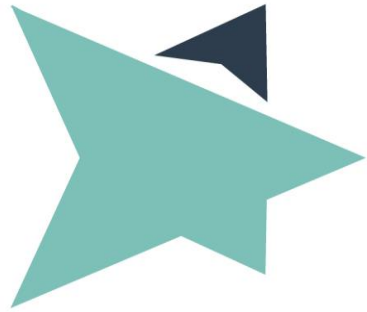


The cycle from practice to evidence



Building the evidence base

- Systematic Literature review
- Deep dives
- Briefings, practice resources

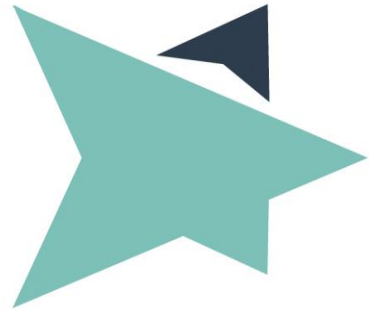


Call for Evidence – Systematic Review of Literature

- We are including interventions, and any commissioning practice or service delivery models (including new or different approaches, or configurations of resources and services) that lead to improvement. We will adopt a broad understanding of 'improvement' to include satisfaction for CYP with SEND and / or their parents; surveys reporting increased Quality of Life; improved academic outcomes in special schools; improved access to services; or saved costs in services for CYP with SEND for a Local Authority amongst others.
- We are especially interested in service providers who work together to improve services. For example, through collaboration or partnerships. By 'partnership', we mean any services in health, social care, and education working together with other services.

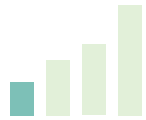
Call for Evidence – Systematic Review

To support our review, we ask that you please share with us any published literature or reports which you believe would be relevant to our research topic. Please contact Natalie Tyldesley-Marshall at Natalie.Tyldesley-Marshall@warwick.ac.uk



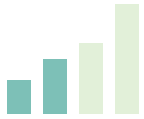
Towards an effective practice quality assurance framework

Strength of evidence



Emerging

Emerging anecdotal feedback / internal evidence of impact in one local SEND system. Replicability / adaptability not yet established.



Promising

Emerging anecdotal feedback / internal evidence of impact in a small number of local SEND systems. Replicability / adaptability not yet established.

Good

Robust local and independent evaluations of approaches shows evidence of impact in multiple local SEND systems – suggesting the approach may be replicable.

Robust

Academic or equivalent independent evaluation shows evidence of impact across multiple local SEND systems.

Towards an effective practice quality assurance framework

Indicators of impact

Emerging

Evidence of impact in 1 of the following areas.

Promising

Evidence of impact in 2 of the following areas.

Good

Evidence of impact in 3 of the following areas.

Robust

Evidence of impact in 4 of the following areas.

a. Lived experiences of children / young people with SEND and their families

b. Quantifiable education, health and wellbeing outcomes for children / young people with SEND

c. Positive feedback from professionals working in the SEND system

d. There is evidence that the approach or elements of it, suitably adapted, could be replicated in other local areas

Opportunities to be involved

Effective Practice Quality Assurance Panel – Expressions of Interest/transparent recruitment process

Experts by Experience group

Website – launching next week

LinkedIn profile

Scr

What works in SEND

About News Resources Evidence Store Learning & Collaboration

What Works in SEND: Collaboration, innovation and empowerment.

To create lasting change and improve outcomes for children and young people with SEND.

Send feedback

Effective Practice

This section contains information on interventions that improve services for children and young people with SEND.

Explore →

Research & Evaluation

Our Research and Evaluation analyses the impact of interventions and reviews existing academic research, literature and models of practice with established evidence of SEND service improvement.

Explore →

Evidence Store

This section provides evidence ratings for resources via the quality assurance framework based on the strength of evidence and indicators of impact.

Explore →

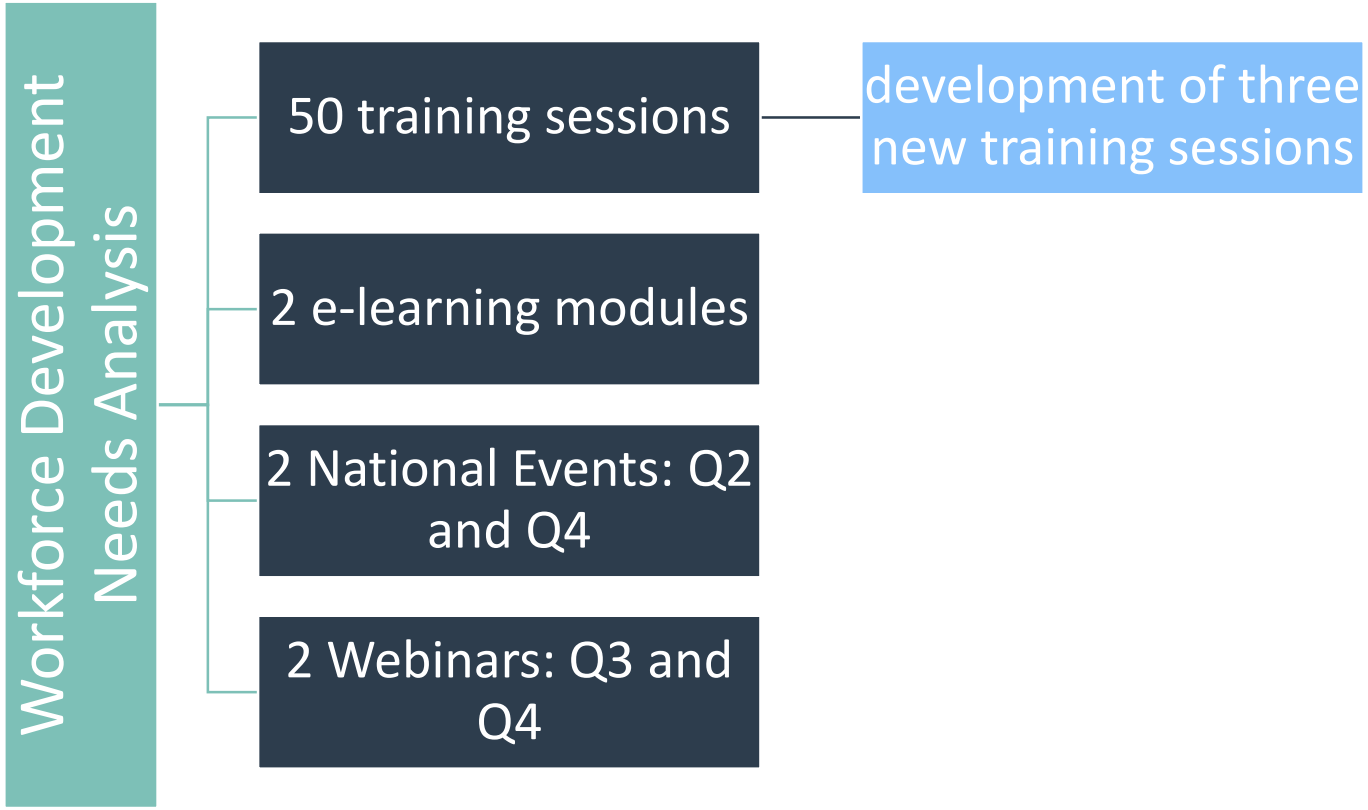
Send feedback

SEND Workforce Survey Analysis

The RISE Partnership

RESEARCH AND IMPROVEMENT FOR SEND EXCELLENCE

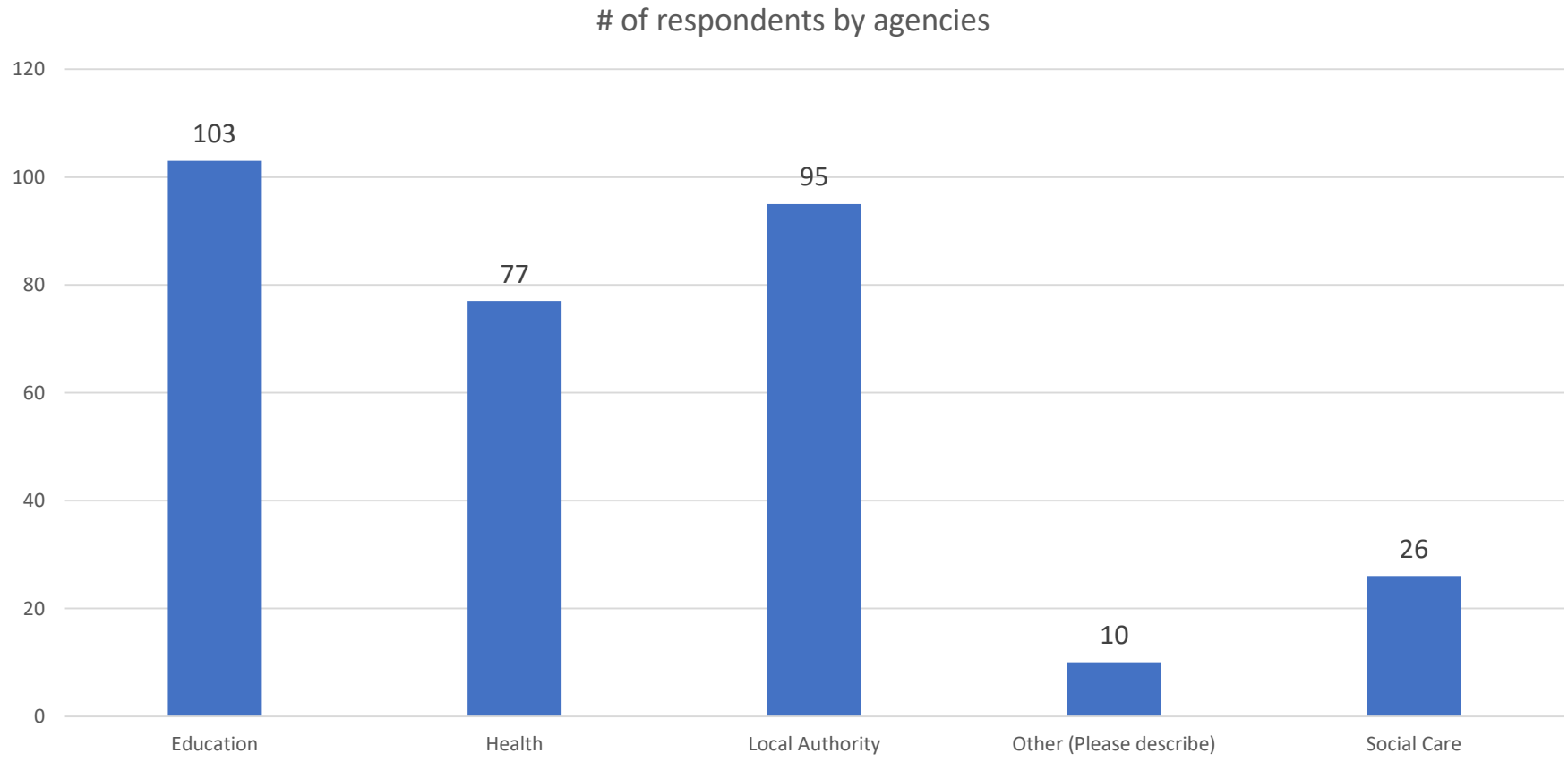
A programme of national training



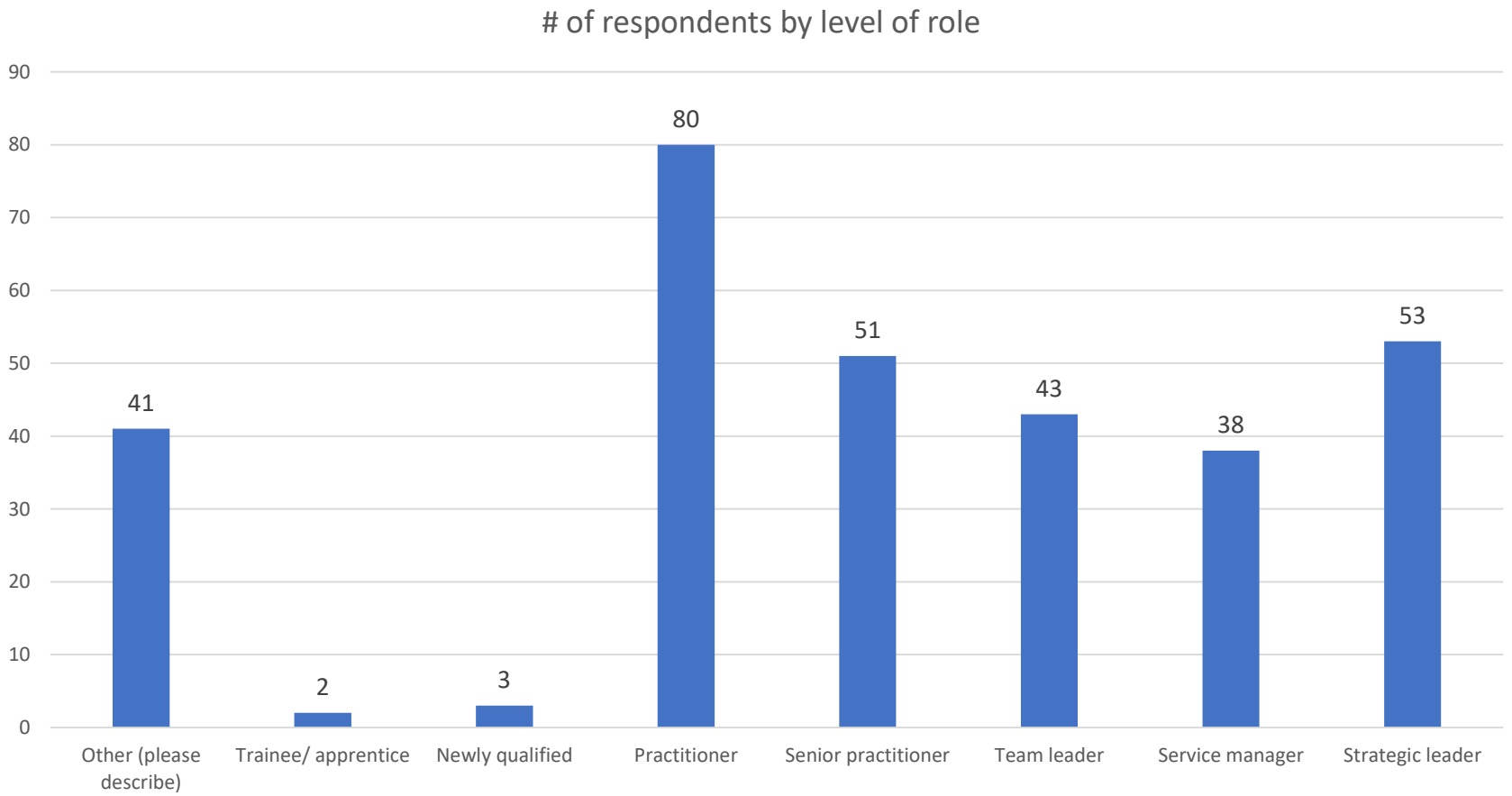
What did we ask?

- Have you accessed CDC or partner support in past?
- Based on 5 themes:
  - Legislation
  - Co-production
  - Systems
  - Processes and pathways
  - Data
- Please rate:
  - Your understanding (scale of 1-5)
  - Your ability to apply this to your role (scale of 1-5)

Respondents (311)



Respondents (311)



Suggested topics from respondents

- Mental Capacity Act for all agencies
  - With link to Liberty Protection Safeguards
- SEND Code of Practice applied to
  - Health
  - Social care
  - Education
- ICBs and SEND
- Best practice examples of co-production techniques and innovative ways to work with CYP
- Strategic Co-production in practice
  - How it's done in health, education, social care and local authority
- Commissioners: role, responsibilities and how to communicate with them
- Pathway journey: How to make use of existing pathways?
- Developing pathways using evidence based techniques
- Preparing for Adulthood
- Personal health budgets (PHBs) and Personal budgets (PBs)
- Mediation and tribunal processes
- Neurodevelopmental pathways
- Ordinarily/Normally Available Provision
- Outcomes-based commissioning
- Monitoring CYP voice data
- Data systems to monitor progress
- How to access and use statutory data for commissioning?
- Understanding data flow across agencies (e.g. ISAs)
- Ways of communicating outcomes-data with families

Headlines

- High demand for examples of practice/models that can be replicated to be incorporated in training;
- Data was the theme which scored lowest overall;
- Social care practitioners requested more role specific support and practical support around co-production;
- Education professionals were group who had accessed CDC/partner support least, previously;
- Highlighted some training needs that sit elsewhere so discussing with national partners and signposting to existing relevant offers.

22/23 Offer

9 November, 10am

Webinar on Joint Commissioning with 4 areas sharing their joint commissioning journeys

Feb 2023

National Event 2: Strategic Coproduction in Service design, commissioning and evaluation

E-learning

Ordinarily Available Provision: principles of effective practice

Mental Capacity Act & Liberty Protection Safeguards

22/23 Offer

50x Online training sessions on range of topics:

- Pathways into Post-16 delivered by PfA Team at NDTi
- Social care, SEND and co-production
- Commissioning, data and voice

Workshops

- Session 1: 12:00 – 12:40
- Session 2: 12:50 – 13:30

- **If you don't have a workshop, please email Akhan@ncb.org.uk**

COUNCIL FOR DISABLED CHILDREN

Post-evaluation form

If you're leaving us now, please fill out the post-evaluation form through this link or scan the QR code:

https://bit.ly/3ShorI9