

# SE19

# SEND Training

# Assurance

# Framework

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# Initial Reasoning

## Why did SE19 prioritise this training framework?

- Raise awareness of SEND agenda across the health workforce & have equitable knowledge base
- Differing capacity and expectations of DCO/DMO role
- Individual DCO/DMO's using different local approaches
- Consistent training offer across a large geographical area
- Large organisations with multiple teams
- Empowering providers/ practitioners
- Framework for knowledge and competencies

# Ideology

## Phase 1

- Task and finish style meetings arranged
- Survey to pitch need for this project
- Agreed an assurance framework similar to the safeguarding assurance framework
- Scoped and compiled resources already available

## Phase 2

- Write a draft framework with learning outcomes for Levels 1-5
- Draw current resources into document at each relevant level

## Phase 3

- Identify Gaps - significant lack of basic awareness training and induction for DCO/DMO's
- Consultation with NHSE regarding next steps

# Ideology

## Phase 4

- Share the draft Assurance Framework across local and national networks for further consultation and feedback (meetings held 22<sup>nd</sup> March, 19<sup>th</sup> April and 7<sup>th</sup> May 2021)
- Explore links with other national training competency frameworks for the health workforce, including overlap with Learning Disability and Autism workforce competencies.
- Develop the curriculum and e-learning packages for levels 1&2 with CDC

## Phase 5

- Undertake a pilot of the implementation and impact of the framework within SE19 region across the health systems/services. (Community, Mental health, Acute, Primary Care).
- Consider whether this can become a national framework for mandatory training with NHSE/I

# Ideology

## Phase 6

- Publish Level 1&2 e-learning on CDC website

<https://learning.councilfordisabledchildren.org.uk/>

- Ratify framework and publish on CDC website

<https://councilfordisabledchildren.org.uk/resources/all-resources/filter/health/special-educational-needs-and-disability-send-training>

# Levels 1-5



Microsoft Word  
Document

## Outline of the training assurance framework

- **Level 1:** All staff including non-clinical managers and staff working in healthcare services.
- **Level 2:** Minimum level required for non-clinical and clinical staff who, within their role, have contact with CYP up to the age of 25years with SEND.
- **Level 3:** All clinical staff working with CYP with SEND would potentially contribute to assessing, planning, intervening and/ or evaluating the needs of a CYP with SEND
- **Level 4:** Professionals leading on the SEND agenda ie. SEND Champions, service leads within CYP services, children's commissioners
- **Level 5:** Designated professionals including the Designated Clinical Officer ( DCO) and Designated Medical Officer (DMO)

# Overview of Levels 1 & 2

Level	Cohort of Staff	Requirements for Training	Competencies	Suggested methods of training
Level 1	All healthcare staff	<p>A mandatory session of at least 60 minutes duration should be included in the general staff induction programme or within six weeks of taking up post within a new organisation.</p> <p>Over a three-year period should receive level 1 refresher training equivalent to a minimum of <u>1 hour</u></p>	<p>Awareness of the</p> <p>To increase understanding of:</p> <ul style="list-style-type: none"> <li>• What SEND means</li> <li>• The national and international legislation around SEND</li> <li>• The challenges faced by CYP and their families, and how they can be supported</li> <li>• Where do find more information about SEND in your local area</li> <li>• The Local Offer</li> </ul>	<p>Induction training – Basic Awareness Level 1 E-learning</p> <p>Council for Disabled Children Level 1 basic awareness:  <a href="https://learning.councilfordisabledchildren.org.uk/?_ga=2.228459167.346246937.1659106669-697660405.1655390462">https://learning.councilfordisabledchildren.org.uk/?_ga=2.228459167.346246937.1659106669-697660405.1655390462</a></p>
Level 2	<p>All staff who have contact CYP up to age <u>25</u> with SEND and who handle confidential information:</p> <p>Staff who manage SEND correspondence                      Allied Health Professionals                      Children Care Navigators in PCN</p>	<p>Over a <u>three year</u> period should receive level 2 refresher training equivalent to a minimum of <u>90 mins</u></p>	<p>Understanding of:</p> <p>To increase understanding of:</p> <ul style="list-style-type: none"> <li>• What we mean by SEND</li> <li>• Key principles for working with CYP with SEND, with a focus on:                             <ul style="list-style-type: none"> <li>• Inclusion</li> <li>• Co-production/ personalisation</li> <li>• Advocacy</li> </ul> </li> <li>• Key processes which support CYP with SEND, with a focus on:                             <ul style="list-style-type: none"> <li>• Education, Health and Care Plans</li> <li>• Roles and responsibilities in a multidisciplinary team</li> </ul> </li> <li>• The local offer and how CYP and their Families can access it.</li> </ul>	<p>Basic Awareness Level 2 E-learning or face to face training.</p> <p>Council for Disabled Children Level 2 basic awareness:  <a href="https://learning.councilfordisabledchildren.org.uk/?_ga=2.228459167.346246937.1659106669-697660405.1655390462">https://learning.councilfordisabledchildren.org.uk/?_ga=2.228459167.346246937.1659106669-697660405.1655390462</a></p>

# Overview Levels 3

<p><b>Level 3</b></p>	<p>All health professionals who potentially contribute to assessing, planning, intervening and/ or evaluating the needs of a CYP with <u>SEND</u> :</p> <p>GP's, Therapists (physio, occupational, speech and language etc.), Health <u>Visitors</u>, school nurses, continuing care assessors Commissioners (<u>this</u> list is not exhaustive)</p>	<p>Over a <b>three-year</b> period, professionals should be able to demonstrate education, training and learning equivalent to a minimum of <b>4 hours</b> for those requiring Level 3 core knowledge, <u>skills</u> and competencies</p>	<p>Understanding of: EHC needs assessment and the process including statutory timelines.</p> <ul style="list-style-type: none"> <li>• Children and Families Act 2014 graduated approach</li> <li>• Annual reviews</li> <li>• Ordinarily available provision</li> <li>• SEND tribunals</li> <li>• Preparing for adulthood outcomes and the transition stages into adult services.</li> </ul> <p>Meaningful awareness of:</p> <ul style="list-style-type: none"> <li>• Co-production and the complexity of the health economy.</li> </ul>	<p>Attendance at SEND protected learning afternoon delivered by the Designated Health Officer</p> <p>Or</p> <p>Use a combination of learning formats. Online resources (<u>below</u>), learning reflections including appraisals, safeguarding or clinical supervision, peer-to-peer learning, personal development plans.</p> <p>Training sources: <b>Council for Disabled Children (CDC)</b> : Consider Basic Awareness Level 2 as part of your hours if newly qualified or new role: <a href="https://learning.councilfordisabledchildren.org.uk/?_ga=2.228459167.346246937.1659106669-697660405.1655390462">https://learning.councilfordisabledchildren.org.uk/?_ga=2.228459167.346246937.1659106669-697660405.1655390462</a></p> <p><b>NDTI</b> : <a href="https://www.ndti.org.uk/">https://www.ndti.org.uk/</a></p> <p><b>IPSEA</b> : <a href="https://www.ipsea.org.uk/Pages/Catagory/training-for-sen-professionals-and-private-orgs">https://www.ipsea.org.uk/Pages/Catagory/training-for-sen-professionals-and-private-orgs</a></p>
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# Overview of Levels 4&5

<p><b>Level 4</b></p>	<p><b>Senior Roles:</b> ICB Executive Lead for SEND, Senior Responsible Officer for <u>SEND</u>, Senior Children's Commissioning team, GPs with clinical leadership in SEND, Senior Managers in health providers, e.g. Lead for SEND, senior CYP's Specialist Service Managers.</p>	<p>Over a <u>three year</u> period, a <b>minimum of 12 hours</b> of education, training and learning</p>	<p>Understanding of:</p> <ul style="list-style-type: none"> <li>• Joint commissioning</li> <li>• Personal health budgets</li> <li>• Strategic framework for SEND</li> <li>• SEND inspections</li> <li>• Learning from SEND tribunals: single route of redress.</li> </ul>	<p>Specialist level 4 training organised by DHO or Council for Disabled Children.</p> <p>SEND conferences.</p> <p>Training sources: as above</p>
<p><b>Level 5</b></p>	<p><b>Designated Health Officer, Deputy DHOs</b></p>	<p>Over a <u>three year</u> period, a <b>minimum of 12 hours</b> of education, training and learning</p>	<p>Understanding of:</p> <ul style="list-style-type: none"> <li>• Role of the DMO / DCO</li> <li>• Regional and national changes in SEND guidance and legislation</li> </ul>	<p>Specialist level 5 training organised by NHS England or national groups.</p> <p>For example: Regional forums, regional Meetings, SEND conferences DHO induction Checklist &amp; handbook available on CDC website</p> <p>Training sources: as above</p>

# Coproduction with CYP and families

- Parent Carer Forums have positively supported this project both locally and nationally
- PCF's co produced the content for Level 1&2
- CDC gained the voice of CYP during the curriculum building

# The 6 month Pilot

- E-learning modules completed by 49 professionals with distinct roles such as clinical leads, senior admins, school nurses, therapists, CAMHS practitioners and others.
- 8 completed level 1 module and 41 completed Level 2.
- About half (21) of the professionals who completed Level 2 module were categorised as Level 3.
- 3 evaluation questionnaires gathered data on trainees' knowledge and understanding of :  
the Code of Practice, Local Offer and EHC needs assessment.
- Trainees were asked to complete three surveys; before the training was delivered (pre-survey), immediately after delivery (post-survey) and three months after completing the training (3 months post-survey).
- Response rate high.

# Analysis of Pilot

## Level 1 module:

- the **understanding, awareness and confidence** of the trainees regarding the eight statements provided in the questionnaire had **increased by 30%** from prior to completing the e-learning to three months after.
- Largest increase in knowledge : **Code of Practice & SEND Local Offer**

## Level 2 module:

- the **understanding, awareness and confidence** of the trainees regarding the eight statements provided in the questionnaire had increased by **36%** from prior to completing the e-learning to immediately after
- Only a **2%** reduction in knowledge at 3 months
- Largest increase in knowledge : **process of notifying the LA of a child's SEND, key principles ( co production, inclusion and personalisation) & SEND Local Offer**

# Analysis of Pilot

## Service Managers Feedback:

E Learning enables staff to ;

- save progress and pick up
- Revisit content
- Workbook helps managers understand competency
- Being able to choose level for their staff groups

## Challenges:

- Staff have numerous training expectations and it can be overwhelming
- Not having warning before making it mandatory

## Overall:

- **Data Signified training is beneficial**
- **Refresher training is recommended**

# Ideology – next steps

## Phase 7

- Develop comms plan to launch in SE region
- Enable providers to monitor compliance through ESR
- Making this mandatory – SEND is everybody's business

# Any Questions

