

Strategic review of high needs provision in Derbyshire

Final presentation to the SEND Strategic Board

23 May 2019

Project commissioned by **Derbyshire County Council**

Project undertaken by **Isos Partnership**



Aims of the project

1

To gather evidence and views on the current needs, trends and likely future demands for support, services and provision.

2

To shape options and recommendations for meeting the needs of young people and their families in Derbyshire in the future.

3

To work collaboratively, iteratively and in a spirit of co-production with partners to identify key findings, shape options and build consensus.

The approach to the review

Phase 1: Where are we now?

In-depth evidence quantitative and qualitative gathering
(Sept-Nov 2018)

Phase 2: Where do we want to be?

Testing key findings and shaping recommendations through co-productive workshops
(Nov-Jan 2019)

Phase 3: How do we get there?

Developing a roadmap for how the recommendations are put into practice over the next two years
(Jan-April 2019)

Our six review themes

- ① **Co-production with parents / carers and young people**
- ② **Partnership working and joint commissioning across education, health and care**
- ③ **Identification, assessment and access to support**
- ④ **Building inclusive capacity in mainstream schools and settings, and providing targeted support for inclusion**
- ⑤ **Developing responsive, effective local specialist provision**
- ⑥ **Preparation for adulthood**

FINDINGS AND RECOMMENDATIONS



Findings	<ul style="list-style-type: none"> • There are <u>strong, co-productive relationships</u> with parents and young people. • Likewise, <u>young people with SEND are well-represented</u> on youth councils at county and district level. Nevertheless, there is both the necessity and opportunities to build on these relationships through <u>new co-productive activities</u> to <u>broaden engagement with parents and young people</u>.
Recs	<ol style="list-style-type: none"> 1. Build on existing strong strategic relationships with parents of young people with SEND by <u>broadening strategic engagements and participation</u>. 2. Identify and develop <u>specific co-production projects</u> with parents (local offer, mainstream). 3. Develop a framework / network for <u>engaging young people</u> in strategic initiatives.
Actions	<ol style="list-style-type: none"> 1. We will map out existing groups for parents of children with SEND and bring these into <u>a strong and broad parent and carer network</u>. 2. We will work with DPCV and other parent groups to consider and agree how existing funding should be used to <u>foster participation</u> in collaborative, co-productive working of parents and carers of children with SEND. 3. We will launch a <u>network for engaging young people</u> with SEND.
Outcomes	<ol style="list-style-type: none"> 1. Increased <u>rates of participation</u> from parents and young people. 2. Parents and young people are more <u>involved in shaping strategic developments</u> across the local system.

FINDINGS AND RECOMMENDATIONS



Findings

- A number of positive developments have been taken forward in relation to joint working across agencies.
- Concerns about some of the pathways of support (emotional wellbeing and mental health, early help).
- Need to re-launch the SEND commissioning hub as the vehicle for strategic joint commissioning.
- Need to ensure consistent messages about the local SEND system from frontline professionals across agencies, and to re-articulate how agencies will contribute to EHC assessments and plans.

Recs

1. Revisit the purpose of the SEND commissioning hub – focused on taking a system-level view of current and future needs, and how these are met through joint commissioning.
2. Identify some specific priorities for joint commissioning – SEMH, C&I, autism.
3. Continue to work with frontline professionals to ensure consistent understanding of SEND.

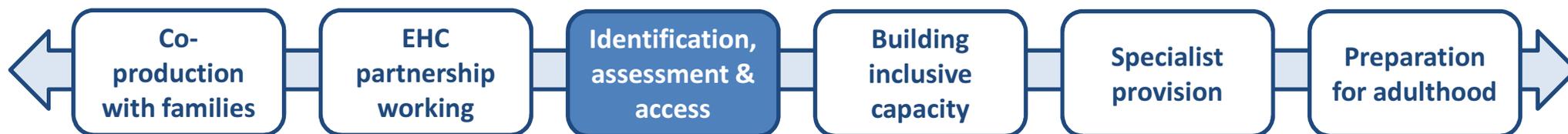
Actions

1. We will re-launch SEND commissioning hub.
2. We will refresh individual placement commissioning.
3. We will ensure there are clearer processes across education, health and social care (children’s and adult) that set out how we agree they should be involved with EHC assessments, plans and annual reviews.
4. We will continue to communicate the “core” messages about how the SEND system seeks to meet needs.
5. We will develop arrangements for enabling strategic liaison between education, health and care colleagues.

Outcomes

1. There are a clear set of pathways in place for areas identified in the first twelve months as priority areas.
2. Feedback shows that the right agencies are contributing in the right way and at the right time to the EHC assessment, planning and review process.
3. Evaluation evidence shows that newly designed, jointly-commissioning services and pathways are delivering better outcomes and more timely support.

FINDINGS AND RECOMMENDATIONS



Findings

- Information – it depends on whether you know what you are looking for; need for strategic overview.
- Access to support – strong concerns about processes for accessing support – feels overly adversarial, focused on gatekeeping – particularly GRIP.
- Assessment – concerns about the quality of assessment, specificity of plans and outcomes, meaningfulness of engagements with families, annual reviews, contributions from agencies, capacity.

Recs

1. Update and refine the local offer to provide a clear overview, introduction and practical tool for parents, providers and professionals.
2. Address the concerns raised about the day-to-day operation of GRIP so that it delivers swift, pupil-centred high needs support for schools consistently effectively.
3. Refine core processes related to EHC assessments and plans to address concerns about consistency, quality and specificity of outcomes.

Actions

1. We will continue to refine and improve the local offer.
2. We will ensure that we have the right operating model, processes and capacity within our SEN services.
3. We will relaunch an updated and improved GRIP process.
4. We will revisit how we arrange top-up funding.
5. We will strengthen the way data on the local SEND system are captured and collated.

Outcomes

1. The local offer provides a clear introduction, a strategic overview of and accessible navigable tool.
2. Local SEN services provide effective and timely assessments, plans and reviews.
3. EHCs and plans relating to GRIP and EYIF support are of a consistently high quality.
4. Providers and parents consider that the GRIP and EHC processes are timely, fair and transparent.

FINDINGS AND RECOMMENDATIONS



Findings	<ul style="list-style-type: none"> Derbyshire has some of the <u>hallmarks of an inclusive local system</u>. This is <u>not consistent</u> across the county, and inclusion across Derbyshire is coming under pressure. Derbyshire has a broad and comprehensive offer of <u>targeted inclusion support</u>, which is highly regarded. There were concerns about variable quality, duplication and the lack of a consistent, joined-up offer.
Recs	<ol style="list-style-type: none"> Continue to develop, support and strengthen <u>inclusive capacity</u> in mainstream education settings. <u>Refocus the offer of targeted services</u> in a more holistic, strategic way so that they provide a coherent, consistent and responsive offer across the county.
Actions	<ol style="list-style-type: none"> We will co-produce a set of <u>clear expectations</u> about what <u>good mainstream inclusion</u> should look like in all schools across Derbyshire and we will shape an <u>offer of training</u> for SENCOs / SEN leads and for whole-school improvement with a focus on inclusion. We will re-establish and re-launch <u>SENCO networks</u> on a non-traded basis. We will work with SENCOs and others to define a <u>core offer of targeted support</u> and mechanism for requesting support.
Outcomes	<ol style="list-style-type: none"> Derbyshire continues to be an <u>inclusive local education system</u>. The Derbyshire offer of <u>targeted inclusion support services</u> is achieving its strategic aims. Pupils with SEND in Derbyshire make <u>good progress</u> and achieve <u>good development outcomes</u>.

FINDINGS AND RECOMMENDATIONS



Findings	<ul style="list-style-type: none"> • <u>ERS</u> – key role, but opportunity to redefine the “core ERS offer”. Ensure ERS role is clearly understood. • <u>Special schools</u> – opportunity to revisit and redefine the “core special school offer”, enable special schools to be part of strategic planning and complex needs placement decisions. Strengthen core processes. • <u>AP</u> – need to redefine the pathway of support for pupils at risk of exclusion / requiring AP, and foster school responsibility for pupils placed in AP in light of the Timpson Review recommendations.
Recs	<ol style="list-style-type: none"> 1. Rearticulate a clear offer of <u>ERS</u> support based on current and future needs that is equitable across localities and consistent across phases. 2. Rearticulate the offer of <u>special school provision</u>, ensure the offer and core processes are informed by current and future needs. 3. Work with school and AP leaders to develop <u>responsibility-based models of inclusion support and AP</u>.
Actions	<ol style="list-style-type: none"> 1. Using projections data and intelligence, we will map out and define the core principles of the offer of the <u>specialist provision</u> that should be accessible in each locality across Derbyshire. 2. We will develop a <u>collaborative process</u> for considering potential out-of-area placements and developing bespoke, local alternatives. 3. We will work with special schools to develop <u>new funding and admissions processes</u>. 4. We will work with school leaders in localities to develop <u>new, responsibility-based models of decision-making</u>, responsibility and funding for pupils placed in AP to ensure a rich and effective offer.
Outcomes	<ol style="list-style-type: none"> 1. Derbyshire continues to be an <u>inclusive local education system</u>. 2. There is a reduction in <u>out-of-county placements</u> and <u>transport costs</u>. 3. There is an <u>equitable offer</u> of specialist provision by locality in place. 4. There is a <u>reduction in exclusions</u> and indicators that children are exiting mainstream ed. inappropriately.

FINDINGS AND RECOMMENDATIONS



Findings

- Preparing young people for adulthood needs to be an underpinning principle of all support and services.
- Achieving this will require arrangements for capturing young people’s aspirations, framing “realistically ambitious” goals, defining long-term outcomes with them, and planning support to be strengthened.
- It will also require a more joined-up and jointly owned offer of support for young people moving into adult life across all agencies involved – education, care, health, employers and others.

Recs

1. Set out a shared vision of the opportunities to be open to all young people with SEND and high needs.
2. Develop explicit processes for planning long-term outcomes and pathways for young people, and embed these in young people’s plans and the work of all services.
3. Develop a broader and more integrated offer of pathways open to young people with SEND and high needs.

Actions

1. We will co-produce a shared strategic vision for enabling young people with SEND to make a successful transition to adult life.
2. We will collate, map and develop the existing offer of post-16 pathways.
3. We will strengthen processes for capturing young people’s aspirations and planning the support that young people with SEND may need to make a successful transition to adult life.

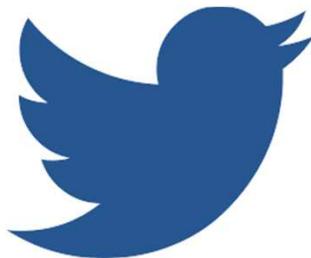
Outcomes

1. Young people in Derbyshire move into good destinations after they complete their formal education.
2. The processes for capturing a young person’s aspirations are embedded and driving decisions and the planning of services.

With many thanks to all those who contributed to the review.



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