

Strategic review of high needs provision in Derbyshire

Summary of initial findings

November 2018

Project commissioned by **Derbyshire County Council**

Project undertaken by **Isos Partnership**



Introduction: Setting today's conversation in context

Aims of the review

- To gather evidence on current needs and future demand
- To work collaboratively to shape options for how support, services & provision could be arranged in the future
- To develop this in a spirit of co-production with partners

Where we are in the process

A series of engagements to gather feedback from:

- Children and young people
- Parents and carers
- Professionals – schools, early years, colleges and other services
- Strategic partners – local authority, local health services

Next steps after today

- Further evidence gathering, collation of all feedback collected
- Further detailed analysis of current and future need
- Further work to developing recommendations and future strategic priorities



What we hoped to cover today

A

To play back and test some headline messages

- Looking right across the continuum of SEND and high needs support and services – overall messages and key themes
- Test whether this is a picture you recognise
- Add to and nuance messages to inform the overall findings from the review

B

To shape options and solutions for what needs to happen next

- Focus on the key strategic questions posed by our initial findings
- Gather views and specific, practical ideas for how these might be addressed in the future – to shape the options and recommendations we may put forward
- Explore how the findings of the review should be taken forward



Overarching messages

The local SEND system displays some positive characteristics and innovative ideas

Published data shows Derbyshire to be a well-managed (financially) and inclusive local SEND system, with some innovative ideas introduced under the previous strategy (GRIP, ETAEYS). The system does not yet display the resourcing challenges to the same extent as other areas.

Nevertheless, there are challenges in the day-to-day operation of the system

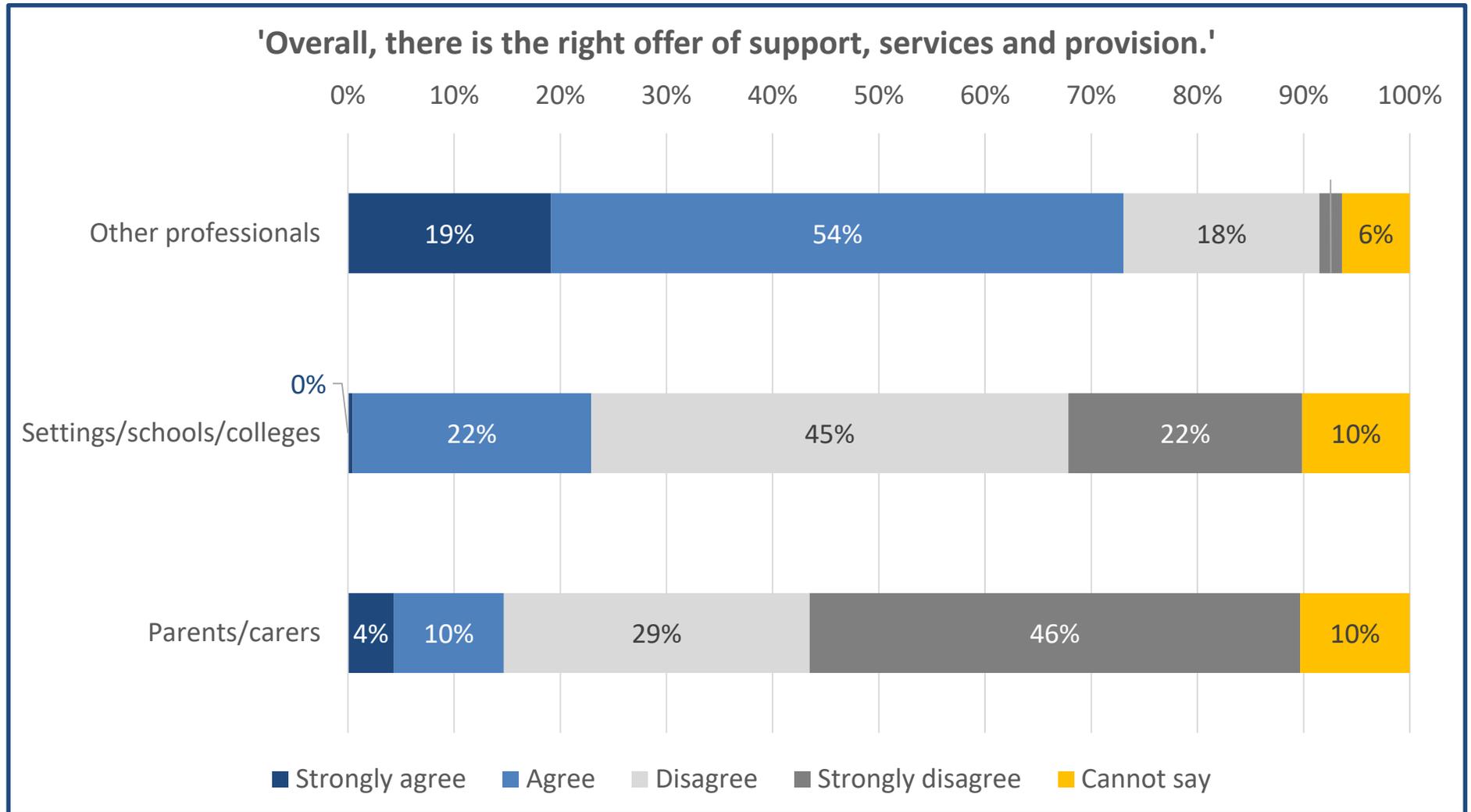
We heard strong messages about how some core processes (the EHCA process, the SEND locality model, GRIP) were not functioning consistently effectively, and about a lack of “system-ness”. If not addressed, these could corrode trust and confidence in the local system.

Looking ahead: Three key areas of focus

We suggest there is (a) the need to embed core systems and processes so that they are operating effectively and consistently, (b) develop a clear “blueprint” for roles across the SEND continuum, and (c) strengthen planning for adulthood and long-term outcomes.



Overarching messages



Six broad themes that we are planning to use to structure our discussions and evidence-gathering

- ① Strategic partnership working with parents / carers and young people
- ② Partnership working and joint commissioning across education, health and care
- ③ Identifying and assessing young people's needs
- 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

PART A: KEY FINDINGS



Strong relationships between parents/carers organisations and the LA and partner agencies

The relationship between Derbyshire Parent Carer Voice (DPCV) and the LA and partners appears to be strong, with parents/carers represented on key strategic groups. Some parents were very positive about DPCV – as a source of information, workshops, communications.

We have, however, heard fewer concrete examples of co-production

It may be there have been examples and that we will hear more about them through our discussions ... but our work so far has suggested that there are key opportunities for co-productive working with parents/carers on key strategic priorities for the local SEND system.

There are some strong networks for young people with SEND

Young people with SEND are represented at county and district level on youth councils. There are strong networks for young people across the county. As with parents/carers, there appear to be opportunities for young people with SEND to shape strategic priorities for SEND.



PART A: KEY FINDINGS

Co-
production
with families

EHC
partnership
working

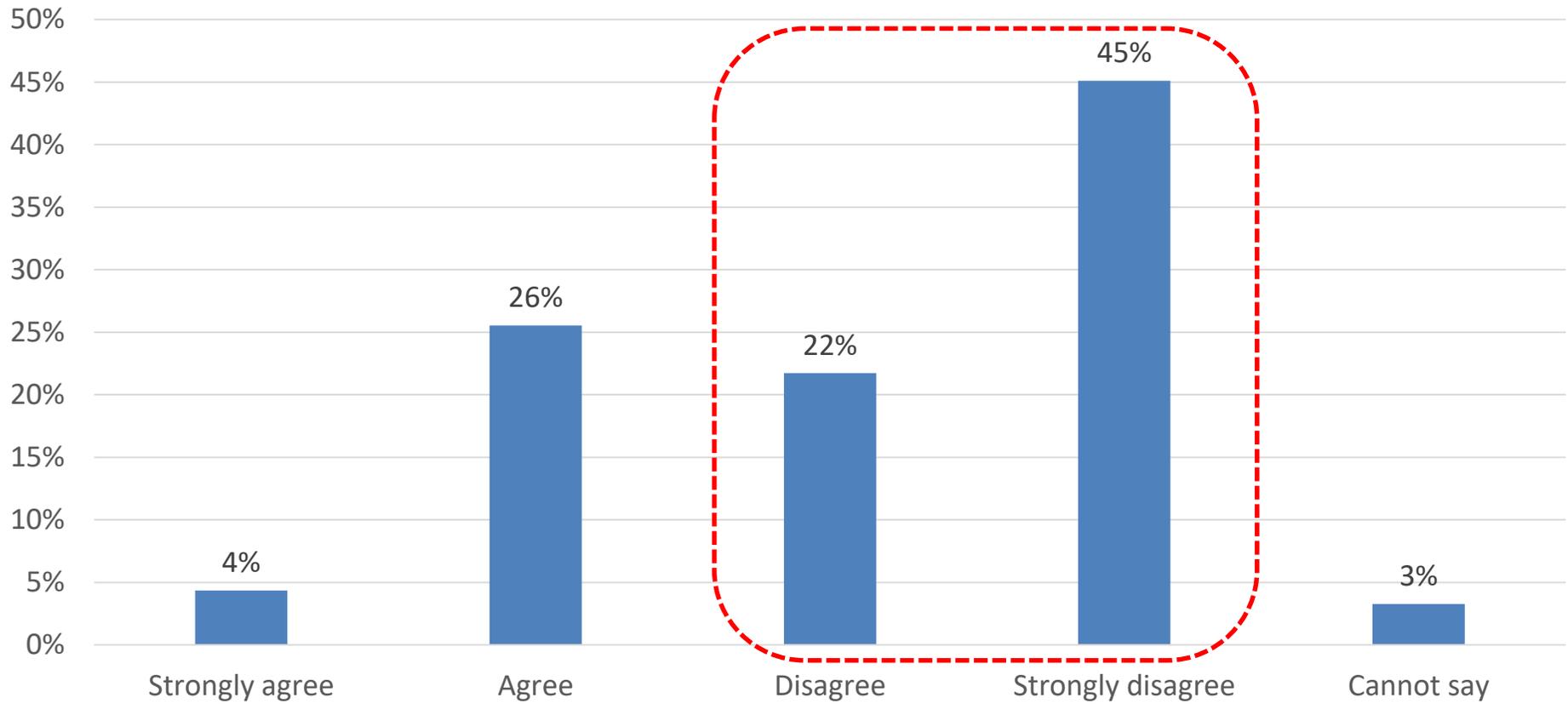
Identification,
assessment &
access

Building
inclusive
capacity

Specialist
provision

Preparation
for adulthood

'I have been able to access the right support that has met my child's needs.'



PART A: KEY FINDINGS



We heard some positive examples of partnership working across agencies

There was positive feedback on the contribution to the SEND system from key services (LD CAMHS, SaLT). It is clear that work has been done to build understanding of SEND among health professionals and, for example, develop an offer of health support to special schools.

Providers and parents also flagged some gaps in the offer of support across the partnership

Support for children with SEMH needs was a specific concern – a gap between what schools could offer and what was available through CAMHS. There was seen to be further to go to strengthen health services' understanding of local SEND provision, consistency of messages.

Strengthening joint commissioning was seen as an ongoing priority

Commissioning of SEND services happens in a number of places across the partnership – there is an opportunity to join this up more effectively, at both service and individual young person levels, and to target specific county-wide priorities (e.g. the SEMH pathway).



PART A: KEY FINDINGS



There were mixed views about the quality and accessibility of information about local support

Some providers and professionals were positive about the local offer, but others felt this only worked if one knew what one was looking for or were new to the Derbyshire system. Parents felt the local offer needed to be overhauled. Largely positive feedback on SENDIASS.

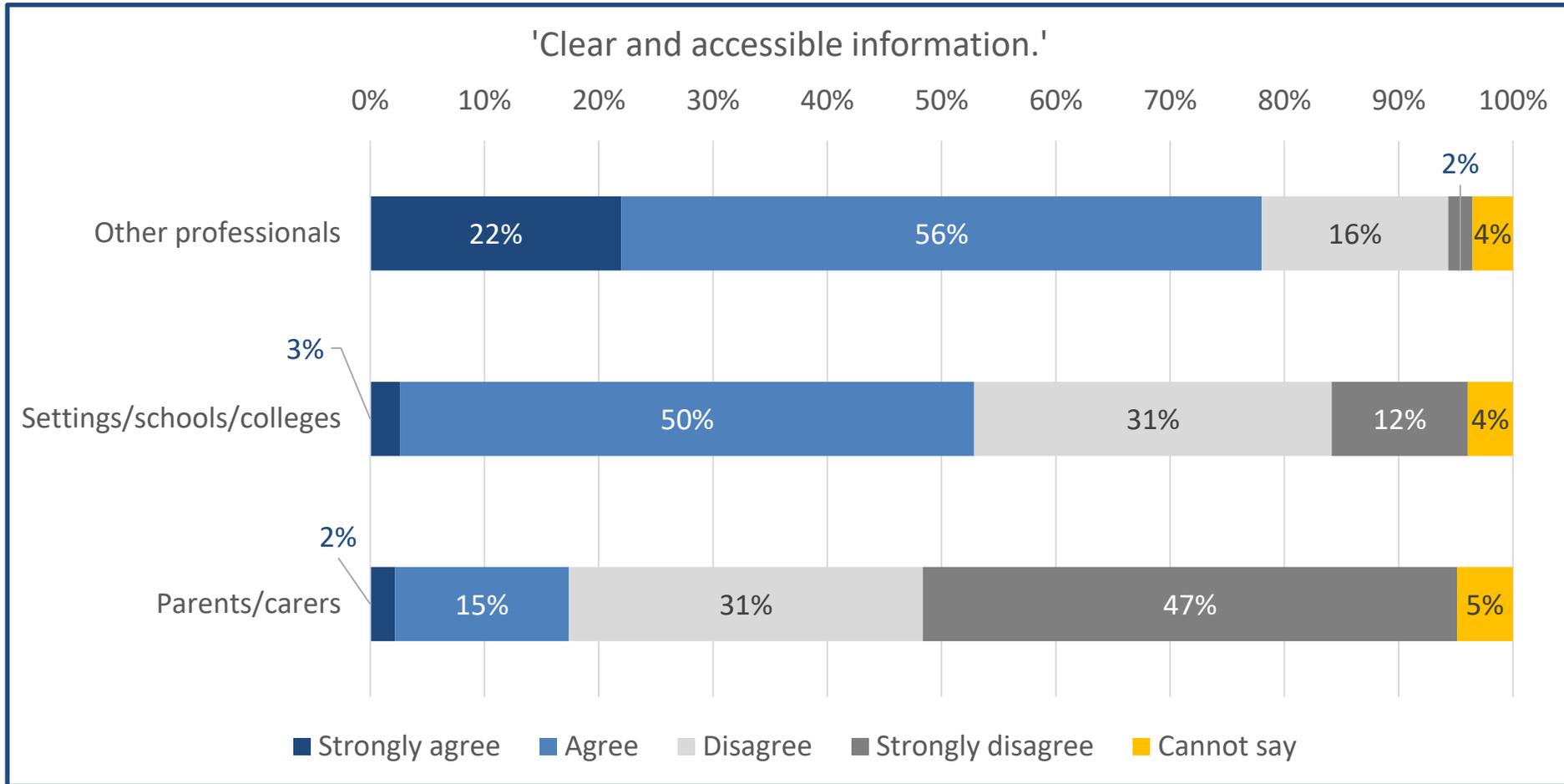
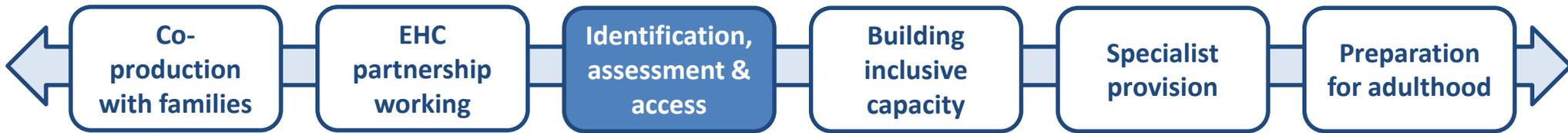
There was a strong message access to support was overly adversarial and “gatekeeping”

There was recognition that systems like GRIP / ETAEYS were sensible, but strong criticism of how they were operating in practice – non-transparent criteria, over-reliance on paper-based and medical assessments, inconsistency of decision-making, a lack of understanding of how schools and settings put in place support and then apply for funding (but are then penalised and told they are already meeting needs), poor communication of decisions. The implications for parents’ rights and accountability were not well understood by parents/carers.

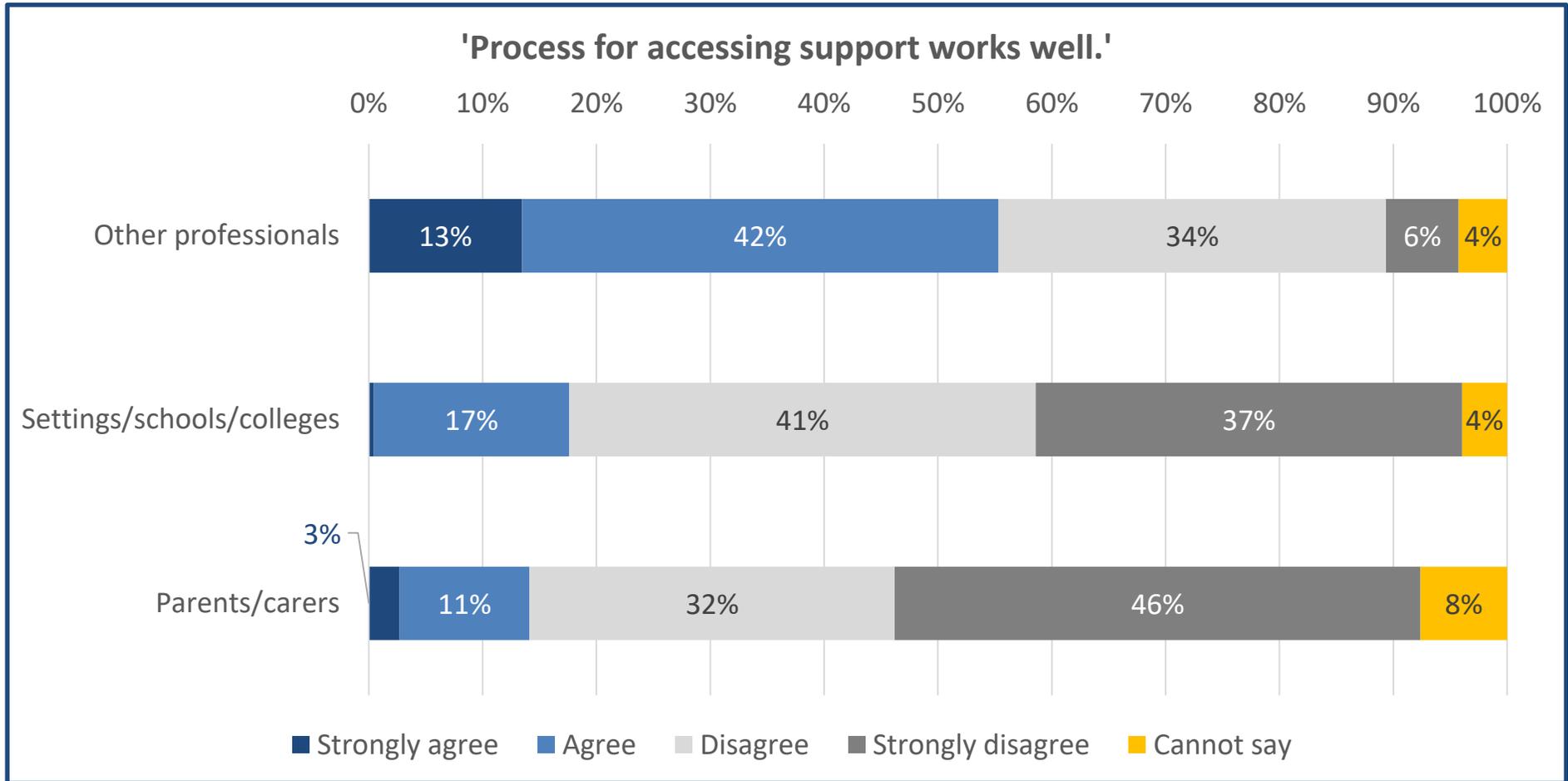
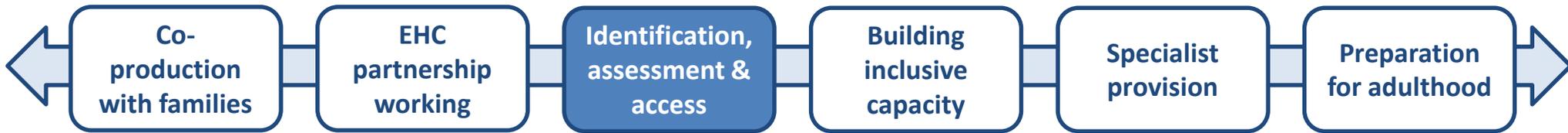
There were similar views about the management of the EHC assessment process

Some providers were positive about locality SEND teams (available for advice, responsive, knowledgeable), but others were more critical suggesting a lack of consistency. Strong criticism from parents and professionals about the quality and timeliness of plans, reviews.

PART A: KEY FINDINGS



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Mainstream settings and schools

Providers described specific challenges related to funding – pressures on mainstream budgets, with very little room for manoeuvre around inclusion. Often providers were putting in place support and then applying for funding, but this was creating pressures. Providers considered the system had not kept pace with changing needs.

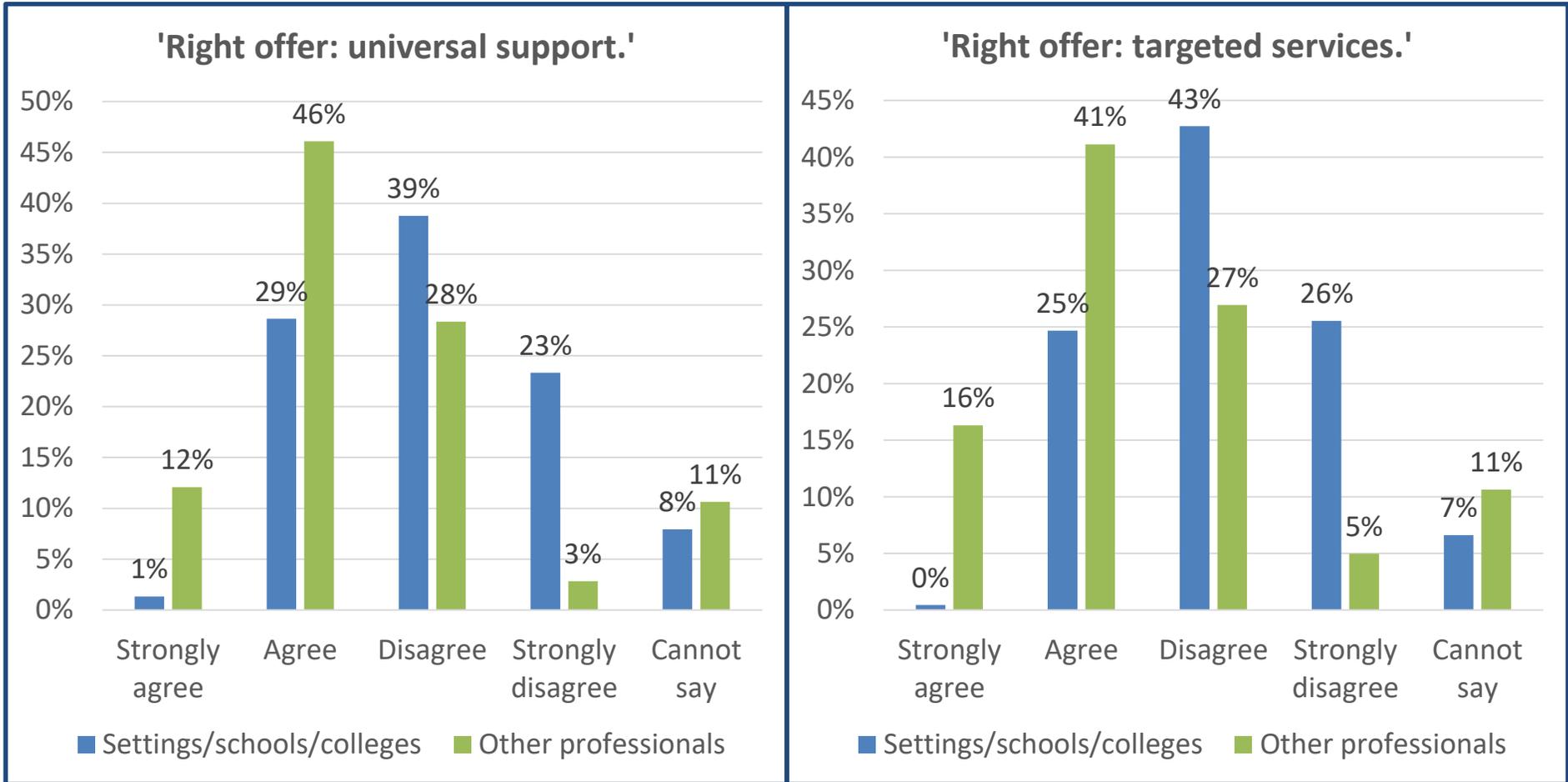
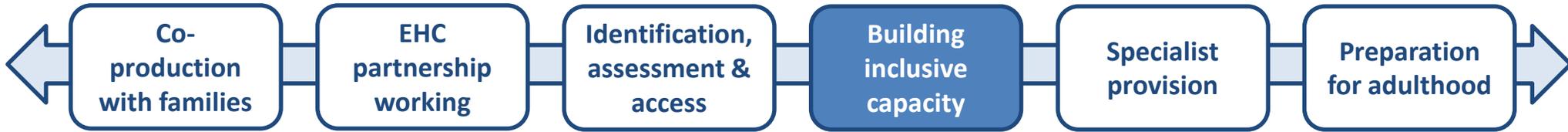
We heard very positive, but some less positive, examples of mainstream inclusion from parents – understanding and skills for supporting pupils with autism was seen as a priority.

Targeted services

Providers (and some parents) were very positive about the quality of targeted support ... when they could access it – SSEN, EPs, Autism Outreach, MAT, BSS, EYSEN, portage, SaLT, LD CAMHS. **But, quality was seen to be variable across the county** – “it depends on who you get”. Support around SEMH and general SEND support at secondary were seen as gaps.

There is an opportunity to ensure greater coherence in what is a strong offer of targeted support – access, criteria, operating models are single-service; opportunity to consider the offer of support overall, ensure it is coherent, navigable, responsive and maximises impact.

PART A: KEY FINDINGS



PART A: KEY FINDINGS



The ERSs play a key role in the local continuum, but there is an opportunity to refocus the role

The ERSs are a valued part of the local continuum. There is, however, a lack of understanding of their role (seen as a “SEN school” by other schools and professionals). There is an opportunity to rearticulate the role and focus of the ERSs within the SEND continuum.

Likewise, there are ways in which the vital role of local special schools could be strengthened

... these include (a) strengthening core processes (admissions to special schools, funding profiles); (b) developing a more strategic engagement with special schools collectively about their respective specialisms, the offer across the county, how to respond to changing needs.

Similarly, there are opportunities to consider the role of AP and inclusion support

Providers voiced concerns about the lack of SEMH support before a child reached crisis-point / to prevent exclusion. There were also concerns about the join-up between IPT and the Support Centres, with children being out of full-time education for too long.



PART A: KEY FINDINGS

Co-production with families

EHC partnership working

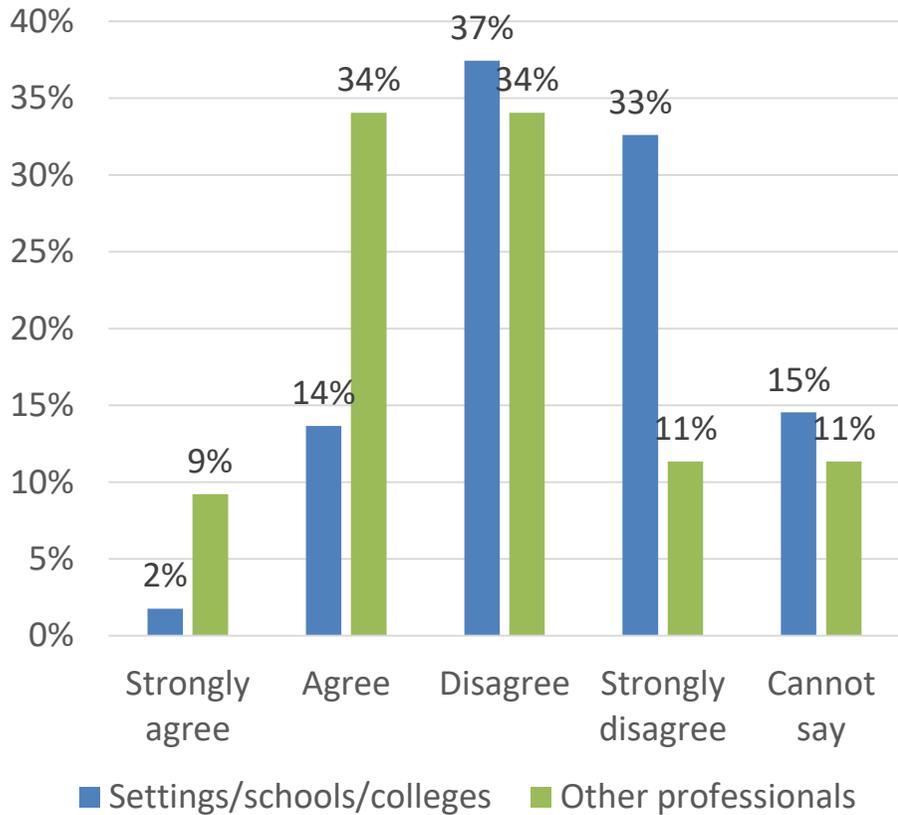
Identification, assessment & access

Building inclusive capacity

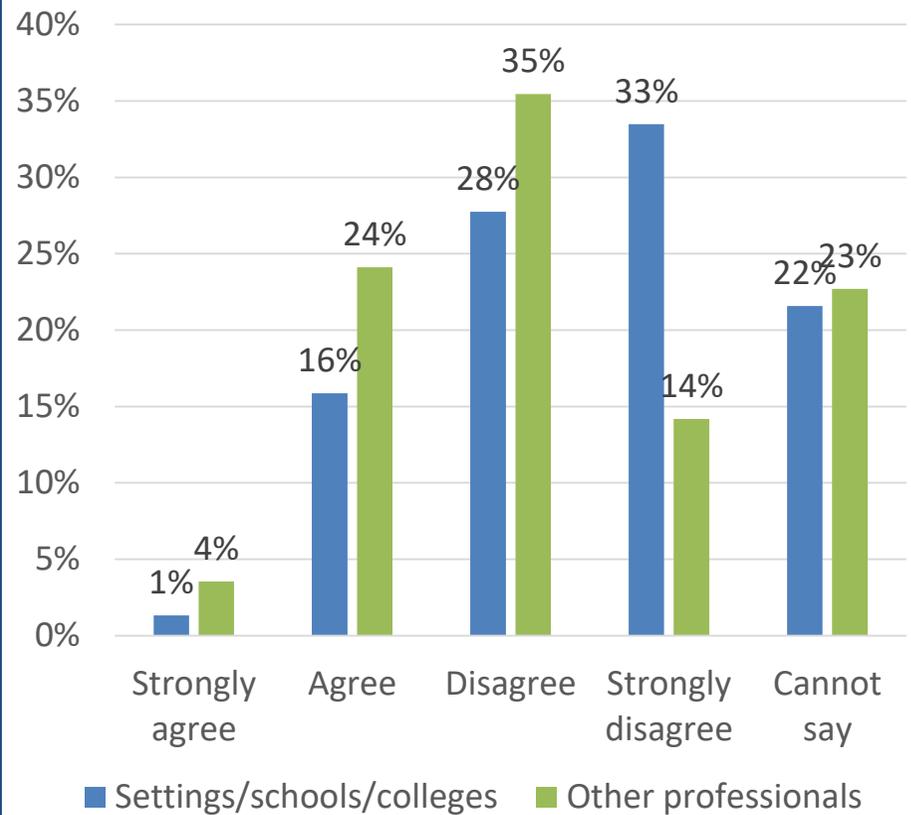
Specialist provision

Preparation for adulthood

Right offer: specialist SEND provision.'



'Right offer: alternative provision.'



PART A: KEY FINDINGS



Overall, this was seen as a central priority for the new SEND strategy

Strong views were expressed by LA leaders, providers, professionals, parents and young people about the need to strengthen preparation for adulthood *across all SEND services and providers*. Empowering young people to shape this agenda and their pathways was stressed.

There is the need to continue to develop a range of education and employment pathways

Young people themselves had an acute sense of the value, but finite nature, of their time in education and of the importance of work. Professionals voiced concerns that there was not currently an effective, joined-up approach to preparing young people for adulthood.

Likewise, there is the need to strengthen planning for young people's social needs

Colleagues suggested that there needed to be higher aspirations for young people with SEND, a more joined-up understanding of what services were available and could be offered to help, and a stronger process for planning pathways for young people with ongoing care needs.



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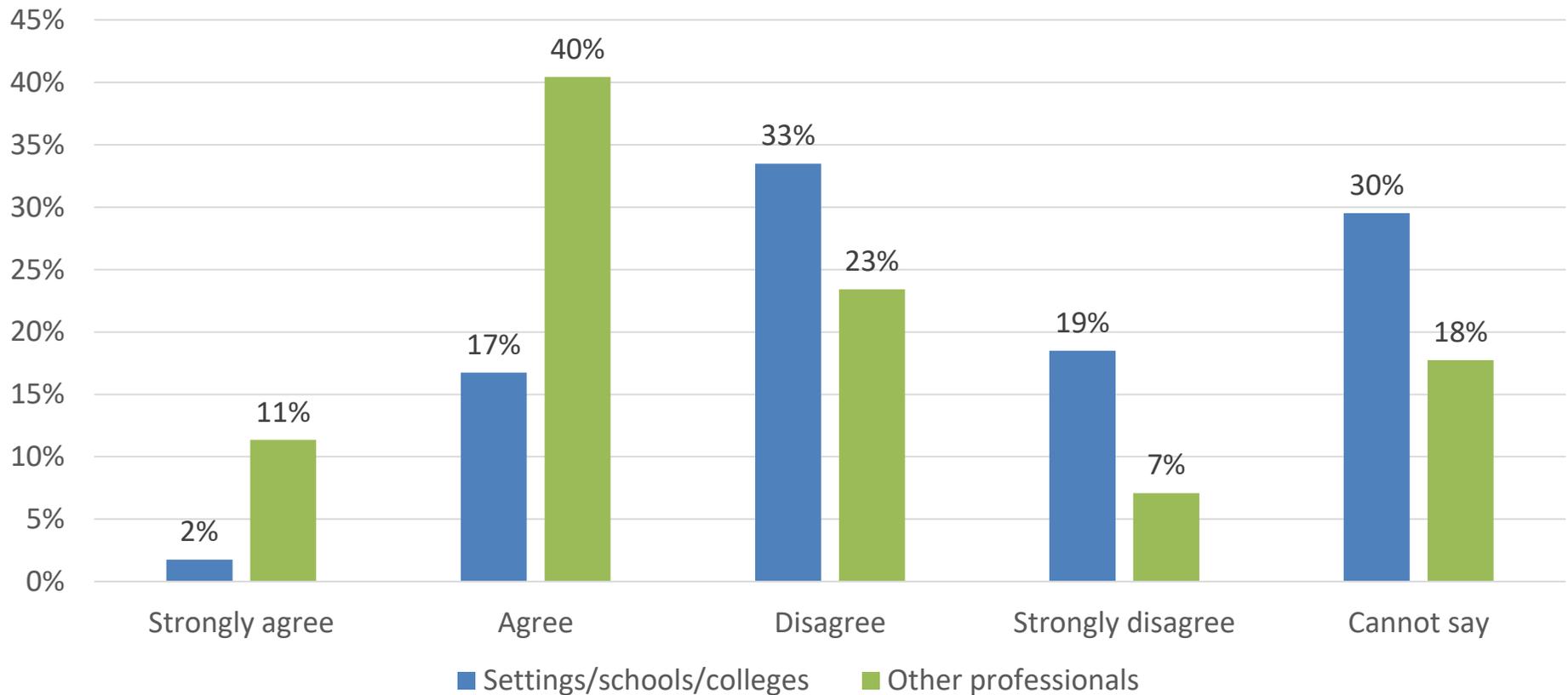
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Preparation for adulthood

'Right offer: preparation for adulthood.'



Summary of our initial findings

1. Co-production with parents, carers and young people	<ul style="list-style-type: none">• Strong relationships between DPCV and DCC, key partner agencies.• Fewer concrete examples of co-production – but opportunities to develop.• Strong networks of young people – but opportunity to shape strategic developments.
2. EHC partnership working	<ul style="list-style-type: none">• Some positive examples of partnership working, and positive feedback on services.• But also some gaps in support – specifically the SEMH pathway.• Need to strengthen joint commissioning, and focus on some joint priorities (e.g. SEMH).
3. Identification, assessment & access	<ul style="list-style-type: none">• Opportunity to revisit and revise the local offer as a tool for parents, professionals.• Strong need to clear backlogs and ensure GRIP / ETAEYS is operating as planned.• Need to ensure consistency and effectiveness in local SEND teams.
4. Mainstream support & targeted services	<ul style="list-style-type: none">• Need to strengthen consistency of inclusive practices in mainstream, particularly in relation to autism. Recognise and take account of funding pressures.• Positive feedback on quality, but mixed views on consistency of targeted services. Opportunity to review the overall targeted services offer – ensure coherence, impact.
5. Specialist SEND and alternative provision	<ul style="list-style-type: none">• Vital role for ERSs in the SEND continuum, but need to rearticulate role and focus.• Strengthen core processes (admissions, funding), develop strategic engagement with special schools to ensure a coherent, county-wide offer.• Revisit SEMH continuum (link to <i>Future in Mind</i>): prevention, IPT and Support Centres.
6. Preparation for adulthood	<ul style="list-style-type: none">• Priority to strengthen young people’s voice, whole-continuum preparation for adulthood.• Need to develop joined-up approach, wider range of employment & education pathways.• Raise aspirations (for independence), strengthen planning process, joined-up offer.

Moving on to the second part of our discussion ...

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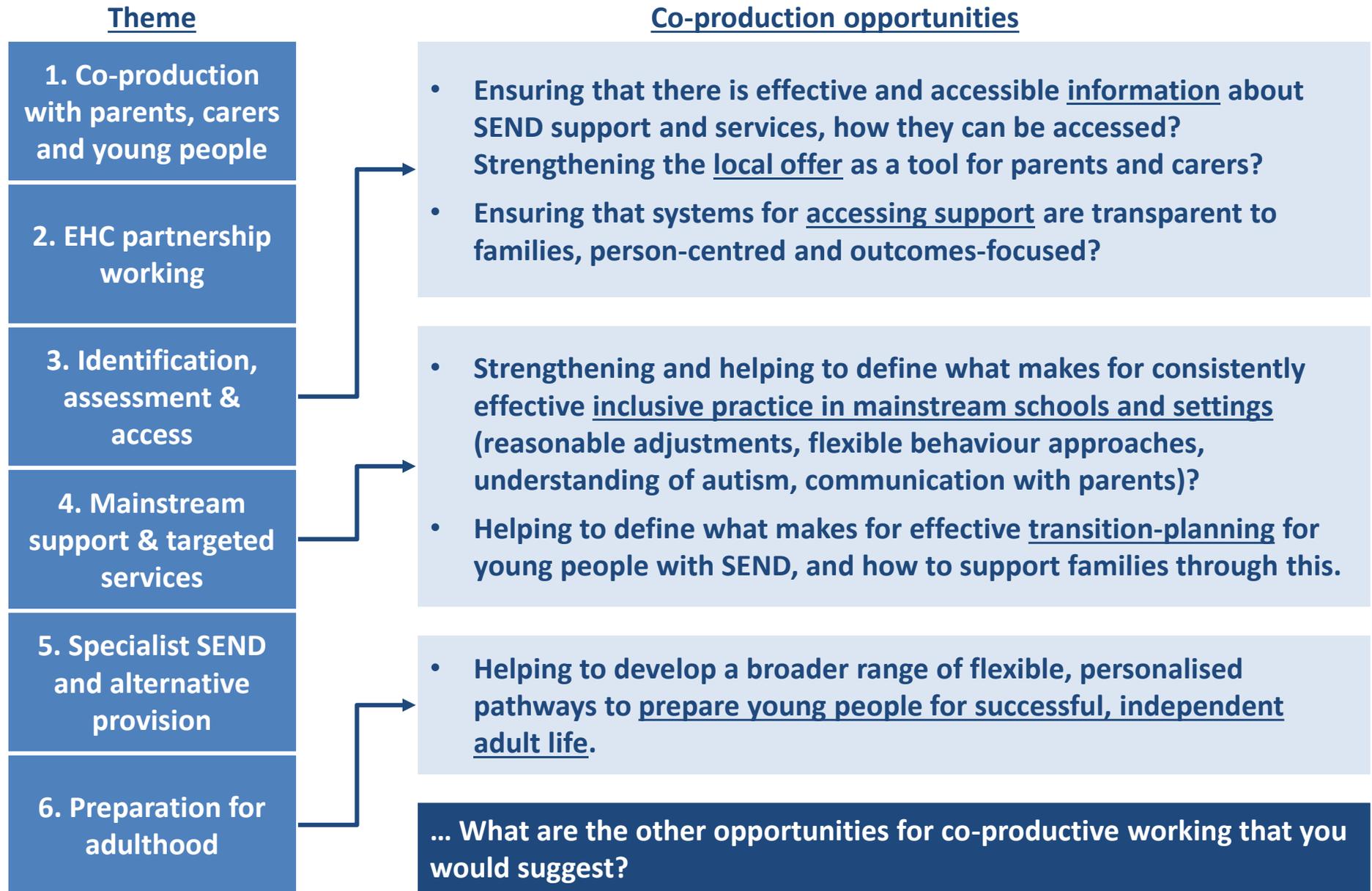
To shape options and solutions for what needs to happen next

- Focus on the key strategic questions posed by our initial findings
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Towards some key strategic priorities

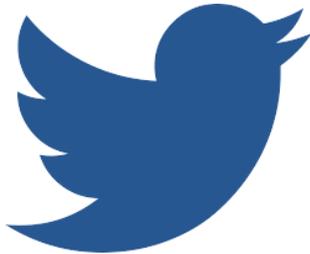
1. Co-production with parents, carers and young people	To develop some specific opportunities for co-production with parents and carers (e.g. information, process of accessing support, mainstream inclusion, autism awareness) and young people (planning for adulthood, long-term pathways in education and work).
2. EHC partnership working	To identify some specific cross-cutting priorities and areas of support that require a multi-agency approach (e.g. SEMH, support for young people with the most complex needs), and for agencies to use this to develop new approaches to joint commissioning of packages and pathways.
3. Identification, assessment & access	To revisit and revise the local offer as a tool for parents, professionals to navigate the system. To revisit the core processes governing GRIP, ETAEYS and the EHC assessment and review processes – consider what decisions can be taken in localities and with greater involvement from local providers and professionals, ensuring these processes are on a sustainable basis.
4. Mainstream support & targeted services	To continue to work with mainstream settings and schools to build capacity and strengthen the consistency of inclusive approaches, particularly in relation to SEMH and autism. To develop a coherent, joined-up offer of targeted services that maintains high-quality support, is responsive and able to provide early, preventative and capacity-building support.
5. Specialist SEND and alternative provision	To rearticulate the role and focus of the ERSs, and their place in the SEND continuum. To strengthen core processes (admissions, funding) and develop strategic engagement with special schools to ensure a coherent, county-wide offer. To revisit the SEMH continuum, including role of prevention, IPT and Support Centres.
6. Preparation for adulthood	To strengthen processes for planning for adulthood and long-term outcomes, enabling young people to articulate their aspirations and for this to drive the process. To strengthen joined-up planning across providers, phases and agencies – both processes and the overall offer across education, employment, care, housing, travel and other services.



To continue the discussion ...



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