#### 

**SEND Partnership Board**

**Teams Meeting**

26 April 2023, 10.00 – 12.00

**Notes**

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| **Attended** | | **Apologies** | |
| **Chair:** Helen Johns, Service Lead, Inclusion  **WSCC:**  Andrea Morgan, Principal Educational Psychologist  Claire Prince, Senior SEND & Inclusion Adviser  David Crockford, SEND Transport Manager  Gemma Humphrey, SEND & Inclusion Advisor  Heather Mcintosh, Team Manager, SENDIAS  Kate Kewley, Social Care Transitions  Kathryn Kellagher, SEND Development Officer  Kathy Lockyear, Lead for Specialist Advisory Teaching Service  Sarah Albery, Assistant Head, Virtual School  Tanya Proctor, MHST  Toby Wilson, Voice & Participation Manager  **Partners:**  Donna Manwill, Reaching Families  Eileen Darby, Head of SEND, Chichester College Group  Rowan Westwood, West Sussex Parent Carer Forum  Sam Maitland, Aspens  Tasha Brabon, Aspens  Lucy Colborn, Aspens  Jacqui Parfitt, SEND Service and Market Development Manager  Rachael Lee, Designated Clinical Officer  Caroline Tozzi, NHS Integrated Care Board, Guest speaker  Grace Thompson, SEND Young Voices | | **WSCC:**  Claire Hayes, Head of Service, Early Help  Emma Bruton, Service Manager, Early Help  Rachel Tandy, Service Manager, Early Help  Felicity Course, Disability Register  Grace Fairbourne, Early Years Consultant  Katie Tobin, Support Broker, Adult Services & Health  Louise Fox, Head of Service, Family Support and Protection Majella Murphy, Team Manager, Lifelong Services  Michael Rhodes-Kubiak, Short Breaks Commissioning Manager  Michelle Olden, Team Manager, Adult Services and Health  Natalie McNeill, Designated Social Care Officer  James Richardson, Programme Manager  Rachel Sadler, Youth Participation Lead  Rebecca Doody, SEND Commissioning Manager  Mike S Smith, Service Project Manager, Adults Services  **Partners:**  Claire Lewis, SENCO at Georgian Gardens Primary School  Amy Osborne (Oriel)  Francesca Cecil, West Sussex Parent Carer Forum  Gillian Santi, School Governor  Doug Thomas, Head Teacher, West Sussex Alternative Provision College  Sam Channon, Business Manager, West Sussex Alternative Provision College | |
|  |  | | **Action** |
| 1. | **Delivering Better Value**  See attached presentation  West Sussex County Council is taking part in this DfE led programme along with 55 other Local Authorities. It is about our high needs budget deficit and how can we deliver better outcomes for our children and young people, within a sustainable system. It will culminate in a grant application for £1million. We are using data to identify sustainable, maintainable changes that will drive high quality outcomes and will have the greatest impact – and ultimately lead to longer term savings.  A second objective of the programme is around our informing policy and how we can address the significant challenges within the national SEND system.   * Through the DBV program, we are using data analysis to identify why it is difficult to achieve high quality and outcomes. Part of this is knowing at what point do children and young people come into the SEND system and at what point do they get placed at a special school. Early diagnostic findings are that the largest cohorts with the greatest expenditure are those groups with autistic spectrum disorder, speech, language communication needs, and social, emotional, mental health needs. These cohorts will be analysed at a deeper level to understand why their needs couldn’t be met at SEND support in mainstream schools. * The data is also showing that we have peaks for EHCNAs and for children starting in specialist provision (special and IINMSS) at ages 4/5 and 11. This is out of kilter with the national picture. The third largest cohort is post-16 which is a growing area. * The percentage of children with an EHCP in mainstream is below the national average and therefore we have a higher percentage of children in specialist provision. * The DBV-led Case Reviews looked at CYP going into INMSS or specialist provision to understand their experience and what happened that led to their provision. Case reviews: these have looked at some of these groups of children to understand their experience and what happened that led to their provision. We tried to unpick what we could have done differently to better meet needs and for children right support at the right time. We will share the feedback from the case reviews when it comes through.   Questions   1. With regards to numbers of West Sussex children with EHCPs in mainstream being low, do we know if other local authorities offer a greater SSC provision than we do, where the school and parent carers are more confident that their child’s needs will be met? 2. There are a number of CYP, particularly in years 12 and 13, who are on the roll of an independent special. As part of promoting independence, the independent school then commissions a supported college place but the funding stays with the school. In practice, this means that the school gets a considerable amount of money from the Local Authority, commissions a college placement at a much lower cost and doesn’t pay for the support needed for the child. Why do we pay twice, and why is it, if they can access a supported mainstream provision, that they are placed in INMSS in the first instance? | | HJ to share feedback when it becomes available.  HJ to raise with DBV  HJ to raise with finance |
| 3. | **Feedback from parent carers**  Emerging themes:   * Significant delay between requesting and receiving support, both for EHCNA timelines and other wider services. * Parent carers find it hard to navigate and access the support for young people. * They experience gaps in services and don't feel they receive enough support. * Gemma Humphrey, SEND & Inclusion Advisor, is working closely with Hannah Torr from the WSPCF as part of the SENCO Development Program. They are delivering a workshop at the SENCO Conference around building a positive parent carer relationship. With regards to the use of emotive language, it has been powerful for SENCOs to hear from parents and understand how they bring with them an emotional rucksack; early negative experiences set the tone and parental anxiety isn’t necessarily a reflection of what teachers are or are not doing as professionals. This anxiety needs to be met with empathy and understanding in order to build a positive relationship and improve confidence in the school provision.   Worthing Schools   * Vast majority of parents were happy with the provision in their current school, though some reported negative experiences at previous schools. * There was anxiety about waiting times for those in the EHCNA process and poor communication around this leads to a lack of trust. Parents also didn’t feel sufficiently supported by health and social care. They see diagnosis and EHCPs as key to providing support, particularly in secondary school. * This links to the anxiety around transition to secondary schools * Parents were less concerned about academic outcomes but more about holistic outcomes such as happiness, self-esteem and resilience. | |  |
| 4. | **A lived experience perspective, Grace Thompson**  See attached presentation.  Actions   * Produce one-page profiles of SEND Commissioners * Leaders and commissioners to commit to meeting with young people at regular engagement events/SEND Young Voice meetings * Provide update on the sensory pathway for SEND Young Voices * Grace and Eileen Darby from Chichester College Group to work on universal design and accessibility across curriculum   Key points   * Concerns about safeguarding and keeping young people with SEND safe. * There is no pathway to access support for autistic people without learning disabilities or mental health conditions.  This linked to concern about a lack of provision that combines academic education and specialist therapies or support.  What provision there is can be a long distance from home, which means young people are too tired to participate in community events after a school day.  Grace has custom education at home, but this means they have to organise their own therapies. * Funding gaps for equipment recommended by professionals is a key concern.  Also the length of time equipment/funding takes to come through, especially for those with dynamic disabilities. * They feel that the only way to get support is to quote statutory requirements. * Professionals don’t always reply to emails from young people, only to their parents.  Professionals should presume competence. * The importance of feeding back to young people after they have given input – this was seen as critical.   Grace was thanked for their inspiring and informative presentation, and for the time they had spent preparing for the meeting. | | JP  HJ, JP  JP  Eileen Darby to contact Grace |
| 5. | **Preparation for the Local Area SEND Inspection**  **Self-evaluation**  We have collated a lot of information under all strands of the inspection and are still waiting for further input. It’s a live document that is constantly changing but we are now at a stage where we need to condense it into a presentation that can be easily accessed by stakeholders.  We will approach it using three questions from the Ofsted Local Area SEND Handbook:   * What do you know about the impact of your arrangements for children and young people with SEND? * How do you know what impact your arrangements for children and young people with SEND are having? * What are your plans for the next 12 months to improve the experiences and outcomes of children and young people with SEND?   We are also pulling together various action plans into one transformation implementation plan that can be easily communicated to stakeholders, to give confidence that we are working on areas of development.  These areas are currently:   * Accurate identification of need * Compliance with statutory duties – EHCPs, Annual Reviews etc * Co-production with children /young people and their families and using this to inform the development of services * Alternative Provision * Joint Commissioning * Accurate information about the feedback   **Learning from Brighton & Hove Local Area SEND Inspection,**  **Caroline Tozzi, Director for Children’s Commissioning in NHS Sussex**  Informal feedback was shared by the CQC and Ofsted inspectors in Brighton and Hove at the end of March but this is embargoed until probably mid-May.  Key points:   * Partners including the WSPCF need to be briefed about their role in the inspection – Caroline will brief health colleagues. * Partners must be aware of the vision and associated workstreams of the West Sussex SEND & Inclusion strategy. * There needs to be a good understanding of the previous inspection, what has changed significantly since then and what are we doing about it. * Partners need to have identified areas of strength and areas of development within West Sussex, underpinned by learning from the lived experiences of children, young people and their families. * Action plans must also be based on analysis of relevant data * We need to demonstrate multi-agency working within the EHCP process, multi-disciplinary meetings and evidence of coming together to talk to families about the care they are receiving. * There needs to be evidence of co-production running through the SEND system * Effective communication and engagement with stakeholders is key. The Local Offer needs to be relevant and updated. * The inspection focused on:   + Emotional and mental health   + the neurodevelopment pathway   + early identification   + support for families while on a waiting list.   + Transition pathways, including transition to adulthood   + The role of Commissioners | |  |
| 6. | Next meeting: to be face to face, Billingshurst Community Centre, 29 June 2023 | |  |