

Update on the SEND transformation programme.

The **Transformation Steering group** is meeting monthly, with multi-agency involvement, to implement the transformation. Work is being progressed through the following workstreams, with additional ones commencing in line with the SEND Transformation work programme:

1. Vision and strategy workstream

The **SEND vision and strategy 2021-24** was agreed by the Children and Families Partnership Executive on 5th February. It has been developed in co-production with parent carers and people from a wide range of organisations and services, including schools. The draft vision and priorities were consulted on with children and young people (25 replies), parent carers and professionals (400 replies and groups feedback activities); as was the draft strategy (15 and 89 replies respectively).

The strategy can be accessed from either the [SEND homepage](#) or the [SEND vision and strategy page](#) on the Local Offer website.

Two additional slides will be added to the strategy this month with the areas of focus for the next 18 months to 2 years.

An Easy Read video and Easy Read paper are currently in development, to accompany the strategy. This will be completed this month.

2. Design workstream

The following ideas are being considered for the new SEND service model, which are in line with the agreed SEND Design Principles:

- The SEND service model could consist of eight SEND Support Hubs, broadly in line with district boundaries, and four Locality Teams (each of which has two Support Hubs within its area) across Devon (see the diagram below).
- The **SEND Support Hubs** could:
 - Provide **First SEND Support** to children and young people aged 0-25 years, and their families, from services wrapped around their settings (early years settings, schools, special schools, and further education).
 - They would include the SEND support services, members or representatives from other services, and links to other services.
 - Be both virtual and physical bases, potentially with a single point of access.
 - Provide telephone advice, support, and signposting to schools, and when needed to parent carers.
 - Schools could make a referral for support after they have used their own resources to provide support through the graduated response, but where there remain difficulties with supporting the child with SEN/D.
 - Referrals would have multi-agency triage, to determine the response.

- The needs of the child or young person, where necessary, could be assessed with consideration of the wider context, e.g. family situation, experience of the setting and involvement of other agencies.
 - The Support Hubs would do all they could not to say 'no'; with agreed timeframes for a quick response and service provision, e.g. 1-2 weeks.
 - A shared database/IT system (as far as possible); a Hub manager, and a Navigator or Coordinator role to help the child/family/setting to access the support required and coordinate support.
- The Locality Teams could provide **Further SEND Support** for when further help or support is needed from statutory services and other services with a higher threshold for access. They would have good communication links with the hubs, locality teams and other services; provide a quick response; and share information.
3. **The Communications and Engagement workstream** is meeting monthly, with multi-agency involvement, to engage widely, and communicate the work of the SEND Transformation programme.
 4. **The Staff Reference Group** is meeting regularly, to involve staff from all services, including schools, in the SEND service transformation, stimulate innovation, obtain ideas and feedback, and address concerns. Its representatives are called STARS: SEND Transformation Advocate Representatives. Their role is to be a link between staff and the transformation programme, to support the exchange of views, ideas, and information.

SEND Support Hub and Locality Team possible design

