

SEND transformation programme

We want children and young people with SEND to achieve the best possible outcomes and have the same opportunities as other children. The SEND transformation programme aims to improve parents and young people's lived experience of SEND support in Devon by designing and implementing an integrated service that works together, and with families, to ensure young people receive the right support at the right time. The programme consists of three phases:

- The first phase of the programme was to understand the issues with the current system and put forward proposals for a complete redesign that would bring together services in a way which would deliver the ambition above.
- The second phase was to agree the action plan and put in place the partnership wide workstreams that would implement the agreed new design.
- Phase three will be the wider partnership implementation of the new design.



The action we have taken

In order to better understand how each of the service areas worked with each other, Phase one commissioned an independent consultant, who interviewed with over 70 organisations to seek views on how we could all work in a more integrated way. Four key questions were asked:

- What is your role in relation to the 0-25 cohort?
- What is working well?
- What are the issues in providing a good quality service with positive outcomes?
- How would you fix them?

The consultant also obtained feedback from parent carer representatives on how the current service feels for them, how we could improve our SEND offer and the best way to ensure each service area worked more collaboratively. In addition, the consultant attended business as usual meetings and carried out a review of practice in other low funded Local Authorities.

It told us that:

- We have a dedicated staff team of workers across our whole system along with committed parents and carers who are supportive of the development of an integrated SEND service.
- The understanding of schools, health services and children's and adults social care in the Education Health and Care Plan (EHCP) process and their awareness of their role in it, has increased since the SEND Ofsted inspection in 2018.
- The Designated Medical Officer and Designated Clinical Officer's roles are improving the health contribution into the SEND agenda.
- Additional resources in the Preparing for Adulthood Service has enabled an increase in engagement in the SEND agenda.
- The timeliness of Education Health and Care Plans (EHCPs) had improved.

However, the report also highlighted that at the time:

- The SEND offer was fragmented - each service with its own infrastructure, which got in the way of transformational change.
- Staff and services did not always work as a team to support children and young people and families/carers.
- There was no central point for schools or families/carers to access support and advice about children and young people, other than the 0-25 team.
- Schools were not supported by other agencies to deliver an active and effective graduated response.

There was widespread agreement amongst families and professionals that the SEND process needed to be integrated across all agencies and partners to ensure children and families only have to tell their story once and feel they are working with one team.

This report led to the second phase of the programme and the development of a partnership wide SEND Transformation Steering Group (which includes the co-chairs of the Parent Carer Forum and senior leaders from across Education, Health and Care). A Design Workstream, with the support of staff and stakeholder reference groups, informed by research and national good practice, developed a set of principles which places children and young people at the centre of the SEND support model and ensures we deliver our priorities as set out in the SEND strategy.

The design proposals were shared at four roadshows in May 2021. Over 500 practitioners and parents attended, and feedback was taken in breakout groups and in post-event surveys. The feedback from all the sessions along with feedback from groups working on the programme was collated into a final design report which put forward the following key proposals. These proposals were agreed at the Devon Children and Families Partnership (DCFP) in the summer.

Under the proposals there would be two levels of SEND support:

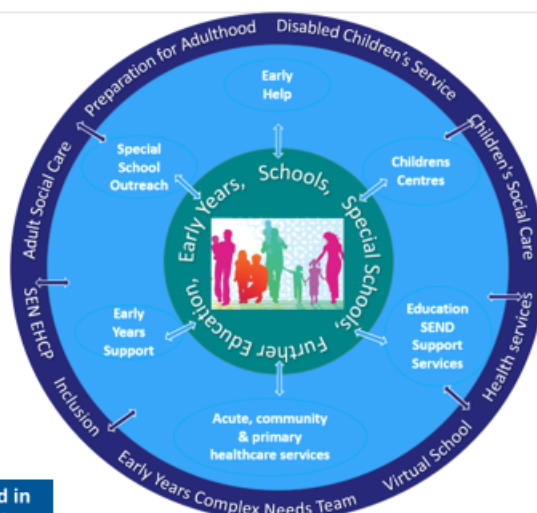
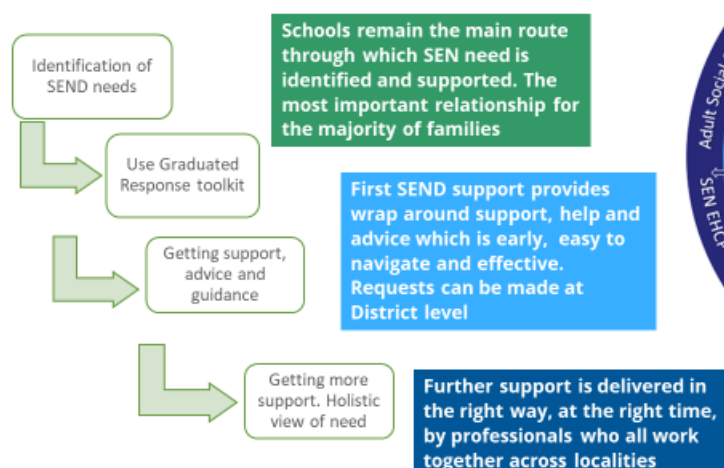
- Level 1 - Eight SEND hubs – newly named SEND Connects, one in each district, would provide integrated wraparound SEND support closer to schools and communities. This will support the delivery of the schools graduated response by providing outreach work from special schools and other professionals including Health. A SEND family support offer would also be included.
- The Send Connects, will additionally provide support to parents whose children are educated other than at school or who are struggling to get the support their children need.
- Level 2 - Four Locality Teams will provide further SEND support, to include the universal and targeted offer, as part of the statutory assessment processes.




This principle is laid out in the diagram below.

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The programme aims to integrate services and transform the lived experience for children and families.



Aligned Strategic Vision and Plans
"Game changers"



We are currently mapping internal and external resources to the proposals and seeking to build in additional roles, such as SEND Navigators and Education Family Practitioners, before seeking final implementation agreement from the Devon Childrens and Families Partnership.

The SEND Navigators will be integral to mobilising and supporting the multi-agency professional network within the SEND Connects. Their primary role will be to manage incoming Requests for Access to SEND support and ensure the relevant Education, Health and Social Care Professionals are brought together to identify a wraparound package of support for children with SEND when necessary. They will also act as the point of contact for schools and other professionals looking for support, advice, and guidance as part of the Graduated Approach, making sure they are signposted to the information they need, whether that is information online or a consultation through one of the clinics or support lines.

In addition, they will act as the point of contact for parents and carers whose children are not attending a school, signposting them to the right source of information or seeking advice and guidance on their behalf.

The Education Family Practitioners will support families whose children have special Educational needs and who are struggling to engage in education. This will include providing strategies to support their children, at home and supporting the relationship with the schools or other settings so that children are able to engage in their education full time.

To support the integration and delivery of this piece of work, it has been strategically aligned across the partnership and is included in the draft CCG Children and Young Peoples long term plan and in joint commissioning proposals.

While some changes may take place earlier, if agreed, the full implementation will be aligned with **services from Babcock LDP coming back into the Local Authority on August 1st 2022.**

