

# KIRKLEES SEND DRAFT IMPROVEMENT PLAN



### Background and Context

Kirklees' vision for Children and Young People is that they have the best start in life. We want our young people to be proud to come from Kirklees and its localities. We want confident children ready to do well throughout their schooling and in life. We want to see our children making good progress and achieving the best outcome, with improved life chances for everyone.

Our aspirations for children and young people with SEND are no different than for all children and receives the highest priority from the key partners. At the heart of our approach to SEND are the questions of "what is it like to grow up in Kirklees and how do we make it better." Our "We're Kirklees" vision focuses on People, Place and Partners. We celebrate and recognise the diversity of our towns, communities and most importantly its people.

There are a number of drivers for developing this improvement plan. In 2019 the partnership received valuable feedback from a Peer Review on aspects of SEND in Kirklees including governance and statutory compliance. Along with this, the Local Authority also commissioned a report on the ambitions and plans for Children and Young People with SEND and High Needs in Kirklees. The improvement plan brings together the key recommendations from both of these reports within the scope of one document.

The unannounced Ofsted/CQC Inspection of our SEND activities focuses on the identification of need, the provision provided and the impact and outcomes and is well overdue. It could potentially commence before the end of 2019 with a week's notice. Following a number of recent management changes and new appointments it is appropriate to assess the current strategy, the local offer and the impact of our services against this framework to identify priority areas. The SEND Improvement Plan will help to capture emerging themes from this assessment.

Above all, the focus of SEND activities and partnership is to strengthen our co-production values and ensure that there is real engagement with all partners, stakeholders, families and young people. The Improvement Plan will provide an opportunity to develop a shared approach to improvement.

A Self-Assessment of our SEND services is being produced and the action plan will both influence this and be incorporated into actions arising.

This initial draft has been produced by the lead officers from Health, Education and Social Care in the SEND work. The focus of Improvement Plan is more short-term, quick wins and there will be ongoing iterations of the plan as these are achieved and delivered.

### Ten Draft Priority Headings

1. Data baselining and Systems Management
2. Governance Arrangements
3. Develop a sustainable financial strategy for SEND
4. Placements Sufficiency and Capacity
5. Joint Commissioning Arrangements (*Initial Prioritisations*)
6. Transitions Arrangements
7. The Local Offer
8. Performance Management and Quality Assurance
9. Workforce Development
10. Communication and Engagement Strategy

Please Note all completion dates are January 2021 unless otherwise stated

Goals	Actions to bring about improvement	Success criteria	Progress and next steps	By when	Staff/Lead responsible	Linked Plans	Status
<b>1. Data Baseline and Systems Management</b>							
Clear performance information and data to inform effective service improvement, planning and delivery.	<p>Establishing key performance indicators for SEND.</p> <p>Establishing a reporting cycle which informs SLT and the Health and Well Being Board and the Communication and Engagement plan.</p> <p>Consider the development of a multi-agency SEND Data Dashboard to support strategic commissioning and service planning/redesign and in developing the market place</p> <p>Establish dataset available from health providers through System One</p>	<p>Clear data dashboard for SEND.</p> <p>Information collated into a single point enabling progress against Key Performance Indicators to be monitored and to be used effectively to inform service planning and development.</p>	<p>There is a lot of data but it is currently held across different teams, departments.</p> <p>Agree the key information that we want to include in the data dashboard</p> <p>Identify capacity to create single data dashboard for SEND</p>		<p>Health Lead – Head of Children’s Joint Commissioning</p> <p>Education Lead - Ronnie Hartley</p> <p>Social Care Lead – Christine Bennett (Children’s), Michelle Cross (Adults)</p> <p>Mike Henry - Intelligence and Performance Lead</p> <p>Tom Brailsford/Health</p>	<p>2.6 - Peer review action plan</p> <p>3.5 - Peer review action plan</p>	
Effective systems management	<p>Ability to produce Demand and Capacity Analysis.</p> <p>Interim solution implemented to resolve work flow issues.</p>	<p>Procurement of digital platform for systems management.</p> <p>Staff trained in how to use the system effectively.</p> <p>Back office support initial 6-12 months.</p>	<p>Some systems improvements made but these have evolved rather than having been strategically understood, planned and embedded.</p> <p>Systems consultant identified Nov 19.</p> <p>Interim solution developed and in use Dec 19.</p> <p>Digital platform procured April 2020 (check timeline with Matt Barden)</p>	<p>Nov 19</p> <p>Dec 19</p> <p>April 2020</p>	<p>Ronnie Hartley</p>		
<b>2. Governance Arrangements</b>							
Clear accountability and governance of SEND	<p>Clear accountability pathway in place with clarity of reporting mechanisms and delegated decision making.</p>	<p>Integrated Commissioning Board receive regular performance reports alongside Children’s SLT</p> <p>ICB is the agreed strategic planning route</p> <p>Regular updates at PHB</p>	<p>Identified Health and Well Being Board as accountable body.</p> <p>Reporting timeline to be defined</p>		<p>Health Lead - Head of Children’s Joint Commissioning</p> <p>Education Lead - Ronnie Hartley</p> <p>Social Care Lead - Christine Bennett</p>	<p>1.1 - Peer review action plan item</p> <p>People too</p>	

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	Current strategy expires April 2020. Co-produced SEND Strategy and implementation plan developed.	Co-produced SEND Strategy which clearly outlines strategic vision and intent.			(Children's), Michelle Cross (Adults)		
<b>3. Develop a sustainable financial strategy for SEND</b>							
High Needs Block is sustainable 3-5 year plan established	Review the High Needs Funding Model to ensure it reflects the graduated approach to meeting the needs of children and young people with SEND.  Consider options for uplift in the funding bands to bring them in line with inflation.  Clarify SEND resources across multiple funding streams  Review current use of personal budgets	Additional High Needs funding is being made available which will reduce the High Needs overspend in 2020 by x %  Safe and appropriate moves from children returning into area are reinvested into high needs	Schools Forum Task and Finish group established, remit is to review the options for funding band uplift and present preferred options to Schools Forum for consideration. Dec 2019.  Outcome of conversation with Schools Forum to be fed into the Sufficiency Needs Assessment		Eamonn Croston - Finance Director  Tom Brailsford – Service Director – Resources, Improvement & Partnerships  David Gearing John Bartlett Ronnie Hartley	High Needs Review	
<b>4. Placements Sufficiency and Capacity</b>							
<b>Placement and Settings Sufficiency:</b>  Sufficiency of specialist educational placements	Achieve point 1 to establish baseline data on numbers of places required and where, based on primary need.	Capital Board established Nov 2019.  Options appraisal and Specialist Place Implementation Plan developed Dec 2019	Some work has been scoped in relation to Communication and Interaction (Woodley), and Social Emotional Mental Health (Joseph Norton) and in relation to Resourced places and Post 16.		Tom Brailsford Martin Wilby Ronnie Hartley	High Needs Review	
<b>5. Joint Commissioning Arrangements (Initial Prioritisations)</b>							
a. Review potential integrating children's therapy services under the Thriving Kirklees umbrella	Discussions with Locala and CCG contracting have taken place  Further discussions in relation to the feasibility are still to take place	1 service specification Service being embedded within Thriving Kirklees	Agree with Locala and CCG contracting position in relation to integrating services further  Draft therapy spec is currently with both providers who are considering their response to it  Feeding in the findings of the special school needs assessment to health service commissioning	Dec 2019	Head of Children's Joint Commissioning	2.2 – Peer review action plan  Draft Therapy Specification	
b. Review wheelchair services provision in relation to delays for assessment, provision of wheelchairs and		Reduction in waiting times for wheelchairs	Working closely with providers through the implementation period and monitoring waiting times for assessment and provision of wheelchairs	Jan 2020	Stewart Horn	2.7 – Peer review action plan  New Contract	

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<p>equipment and the needs of wheelchair dependent children and young people – completed green</p> <p>c. Co-produce short breaks plan and statement</p> <p>d. Review performance in relation waiting times to Autism commissioned services</p>	<p>Ensure that the following are included:</p> <ul style="list-style-type: none"> <li>➤ Direct payment policy</li> <li>➤ Statement on personalised budgets</li> <li>➤ Short breaks statement</li> <li>➤ Charging policy</li> <li>➤ Transport policy for social care</li> <li>➤ Childcare policy</li> </ul> <p>Review current performance and identify how waiting times can be reduced further</p> <p>Ensure consistency of support for those awaiting referral</p>	<p>Co-produced short breaks statement in place</p> <p>Waiting list time to be 3 months maximum</p>			<p>Christine Bennet</p> <p>Tom Brailsford</p>		
<b>6. Transitions Arrangements</b>							
<p>Post 16 provision delivers a high quality offer which prepares young people with SEND for adulthood.</p>	<p>Review and extend the post 16 offer ensuring sufficiency of academic and vocational pathways for young people with SEND.</p> <p><b>Code of Practice</b> Review transition outcomes relating to:-</p> <ul style="list-style-type: none"> <li>➤ Health ‘handovers’ at 16</li> <li>➤ Understanding of the destinations and needs of those beyond the age of 19</li> <li>➤ Establishing a post 16 Provider Forum</li> <li>➤ Focus on the transitions of those young people requiring health services.</li> </ul> <p>Fully embed the Transitions Protocol to ensure that the transition between stages is well managed – early years to primary, primary to secondary, and secondary to post 16 – so that each receiving setting is well informed about a child / young person’s needs so that they can prepare appropriately to meet them</p>	<p>Sufficient post 16 places which offer both academic and vocational pathways for young people with SEND.</p>	<p>Some work has been undertaken in relation to the numbers of students at Kirklees College in terms of reviewing outcomes for young people.</p> <p>Some work has been undertaken with Special Schools to look at their post 16 offer</p>		<p>Dr Phil Mark Jeanette Palmer Ronnie Hartley Jayne Whitton - Principal Educational Psychologist</p> <p>Michelle Cross Christine Bennett Head of Joint Commissioning</p>	<p>2.4 - Peer review action plan</p> <p>Learning Strategy People too</p> <p>3.2 - Peer review action plan</p> <p>Transition Protocols People too</p>	

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<b>7. The Local Offer</b>							
Review the Local Offer	Procure new Local Offer platform.  Embed the Communication, Engagement and Consultation Strategy for children and young people and parents and carers into the Local Offer brief.	High quality Local Offer in place which provides a clear approach to communication and engagement for children and young people and their families	Current Local Offer is statutorily compliant.  Work has been undertaken to scope out what the Local Offer should provide.		Tom Brailsford Ronnie Hartley Christine Bennett	3.6 - Peer review action plan  People too	
<b>8. Performance Management and Quality Assurance</b>							
High quality, clear outcomes evident in all Education, Health and Care Plans (EHCPs). Clear evidence of 'Golden Threads'	Audit and improve the quality of EHCPs.  In year 1 dip sample 5% of all EHCPs. (Educational Psychology to support with the criteria for dip sample)  Develop audit checklist.  EHCP audit will form part of the data dashboard see point 1 and will form part of the reporting cycle.  EHCP audit will feed into staff training on the quality of needs, outcomes and provision in EHCPs.  Improve the content/consistency of EHCP health/care sections  Development of personal health care budgets in relation to Continuing Care / CHC  Ensure EHCPs evidence medical assessment where appropriate  Where Children's Social Care are asked for input into an EHCP but they may not be directly involved, they should routinely consider if:  a) The child's needs may meet their threshold and require a referral b) The child's needs may meet the threshold for Early Help services and be appropriately referred	Children and young people and families report that EHCPs are clear and support children and young people to achieve their aspirations. Links to point 6 Communication, Engagement and Consultation Strategy.  Outcomes for children and young people with SEND are good or better (links with point 1)  The LA has 133 pupils accessing independent to Kirklees or OLA placements the quality of the outcomes for these children and young people will be monitored at the end of Key Stage by Educational Psychology.	Re-establish Quality Monitoring Group on a 4 weekly cycle from Nov 2019.	Nov 19	Ronnie Hartley Jayne Whitton Katie George Christine Bennett Tracy Biddle – Locala	Section 4 - Peer review action plan	

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<p><b>Statutory Assurance:</b></p> <p>Increase the percentage of EHC plans that are statutorily compliant</p> <p>Ensure DCO/DMO comply with the SEND code of practice 2014</p>	<p>Establish current baseline for statutory compliance as an annual average.</p> <p>Links with 2 and 3 in terms of identifying clearly which part of the system is creating a backlog and delay in the statutory process.</p> <p>Once this is identified establish an action plan to address this.</p>	<p>Statutory compliance is increased from 44.5% in 2018 to X in 2019-20.</p> <p>Permanent DCO and DMO in place across Kirklees</p>	<p>Statutory compliance has improved from 44.5% in 2018 to X in 2019.</p> <p>Statutory compliance will be X in 2020.</p> <p>This will be a key performance indicator for SEND see point 1.</p> <p>Confirmation of DCO start date Confirmation of Chief Exec Mid Yorks of DMO for North Kirklees</p>	<p>Jan 2020</p>	<p>Ronnie Hartley Victoria Bruce Katie George</p> <p>Head of Children’s Joint Commissioning CCG Board</p>	<p>3.7 – Peer review action plan</p>	
<b>9. Workforce Development</b>							
<p>Develop system wide SEND workforce development strategy underpinned by integrated workforce development plans</p> <p>Clear understanding of processes within Children with a Disability Service</p>	<p>Identify workforce support which builds capacity in the system to effectively support the inclusion, educational and learning needs of a range of children and young people with SEND.</p> <p>Relaunch eligibility criteria, resource panel, quality of assessments and care planning.</p> <p>Two day training with all staff within CWD</p> <p>Ensure there is a shared understanding of where a family accesses services across the system</p>	<p>Children and young people’s workforce is confident in identifying and meeting the needs of a range of children and young people with SEND.</p> <p>Quality First teaching is in evidence in all Kirklees schools and settings.</p> <p>Evidence of higher levels of training in resourced and specialist provision.</p> <p>Share document outlining where a family sits across the system along with CWD eligibility criteria with education and health. Ronnie and Tom to agree sign off and process for communicating.</p> <p>Presentation to staff working in SENDACT on CWD</p> <p>Raising awareness on SEND responsibilities – workshops for SW’s and Early Support staff (Roger Clayphan)</p>	<p>Clear workforce offer in place which identifies universal, targeted and specialist training offer for all schools and settings.</p> <p>Christine to share eligibility docs with Portfolio Holders</p> <p>Tom and Ronnie to look at the document to ensure that partner overlay is included</p> <p>Remove old eligibility criteria from the Kirklees website (link with local offer work)</p>		<p>Ronnie Hartley Jayne Whitton Sarah Grant Harkireet Sohel</p> <p>Christine Bennett Mandy Hill</p>	<p>Peer review action plan SEF CCG Action Plan HNR Plan Commissioning Plan People Too Learning Strategy</p>	
<b>10. Communication and Engagement Strategy</b>							



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<p>Engagement and Communication strategy in place</p> <p>Develop a clearly articulated “Voice of the Child” across all SEND related activity and developments</p>	<p>Co-produce a Communication and Engagement strategy with a key range of stakeholders</p> <p>Feedback to Kirklees staff, health, &amp; SENDACT on findings from engagement sessions with PCAN</p> <p>Working with partners, representative groups and other stakeholders develop to deploy methodologies which incorporates appropriately the voice of the child into the SEND work.</p> <p>Identifying “best practice” in this area from other Partnerships and SEND reviews.</p>	<p>Key stakeholders including young people, parents, staff are engaged and understand the key priorities in relation to SEND</p>	<p>Develop a specific project plan for blended communication plan</p> <p>Identify how and with what groups to engage with.</p> <p>Identify and consider for Kirklees best practice examples.</p>		<p>Tom Brailsford Ronnie Hartley Christine Bennett</p>	<p>Review of Local offer</p> <p>Voice of the Child work</p>	