

# SEND Learning and Improvement Plan (LIP) Outline and Headlines



# Our responsibility as partners

## Children and young people with special educational needs and disabilities in BCP:



- Are some of our most vulnerable young residents
- Have high aspirations that they want to achieve in their future – from travelling the world, writing songs, to making a difference in their community and having their own home; they want to be doctors, footballers, carpenters, youth workers and DJs – and some aren't sure yet
- Have a huge range of abilities and needs



# Some of the things Children and Young People with SEND have told us



# Our Vision

## Brighter Futures

Caring for our children and young people; providing a nurturing environment, high quality education and great opportunities to grow and flourish



**Children and young people with SEND have brighter futures, fulfilled lives and are part of their local communities:**

- experiencing inclusion in every aspect of their lives
  - achieving their full potential
- being partners, alongside their families, in developing provision and services

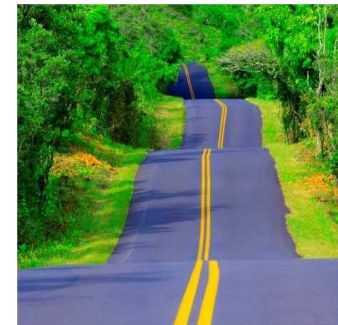
# How can you help us on our improvement journey?



## Priority areas:

Strong leadership and governance

Co-Producing - individual, service, strategic



Education that's inclusive, supporting children & young people to achieve their full potential

Young people being prepared for adulthood, within their local community

Joint Commissioning

# Leadership & Governance

| Areas experiencing improvement   | Evidence  |
|--|---|
| Strong partnership working, underpinned by SEND & Inclusion Strategy (May Cabinet) | <ul style="list-style-type: none"> <li>• Work of the SEND Improvement Board and Working Groups</li> <li>• External support and challenge secured for improvement priorities (with external funding)</li> </ul>  |
| Commitment of SEND Improvement Board as corporate parents                          |   |
| Increased Dedicated Clinical Officer (DCO) capacity at Dorset CCG                  |   |
| Partnership audits of EHCPs including lived experience of parent carers            |   |
| External learning  |   |
| Areas in need of improvement   | Evidence  |
| Timeliness and backlogs for EHC assessment and Annual Reviews                      | <ul style="list-style-type: none"> <li>• 52.9% of new EHCPs issued within 20 wks (March 21), gradually increasing since Oct 20.</li> <li>• 86.7% of EHCP C&amp;YP have had an Annual Review meeting by school, but 1,112 annual reviews are in progress and not completed by LA.</li> <li>• Projected overspend HNB</li> <li>• Higher than average placements in Independent &amp; Non Maintained (11.5% March 21)</li> </ul> |
| Lived experience of children and young people informing audits                     |   |
| Reducing overspend the High Needs Block Budget                                     |   |
| Embedding the new SEND Quality Assurance Framework across the system               |   |

# Co-Production

|  |  |   |
|--|--|---|
| Areas experiencing improvement   |  | Evidence  |
| Co-production charter co-produced and agreed   |  | • Feedback from Parent Carers Together (PCT) on the working relationship                    |
| “Working together to make things better” – work by 45 children and young people  |  |   |
| Co-production of forms and templates related to EHCP processes   |  |   |
| Trust and transparency in working relationships  | <div><div><div><div><div><div>SEND</div></div></div><div><div><div>Bournemouth, Christchurch and Poole</div><div>Co-production Charter for children and young people with special educational needs and disabilities</div><div>What is Co-production?</div><div>Co-production means working with people as equal partners in design, development, commissioning, delivery and review of services to create better outcomes. <i>All voices are equal.</i></div></div></div><div><div><div>There are good reasons why we should co-produce:</div><div><div>• it leads to better services that improve people's lives</div><div>• we can all learn from experience together</div><div>• it's empowering and respectful when we come together</div><div>• there is a legal requirement to co-produce in the Children and Families Act, the Care Act and in the NHS Constitution.</div></div></div></div></div></div></div>   |   |
| Parent carers part of recruitment of key posts   | <div><div><div><div><div><div>The Co-production Charter lays out five principles that all parties will use to work together in the right way</div></div></div><div><div><div><div><div><div>We listen to everyone</div><div>We take the views of all parents, carers, children, young people and practitioners seriously. No-one should feel that they have to fight to be heard.</div></div></div><div><div><div>We empower people</div><div>We share the information everyone needs to know to take part in decision making. We provide support and advice where needed.</div></div></div><div><div><div>We co-produce from start to finish</div><div>We set the scope, agenda, key decisions and review progress together. Everyone is invited to the right meetings and made to feel welcome.</div></div></div><div><div><div>We are person centred and solution focused</div><div>We do not put barriers in the way of good ideas and do not hide behind policy and protocol for reasons why things cannot be done.</div></div></div><div><div><div>Everyone is enabled to take part</div><div>We make sure that everyone can participate, meetings are held at convenient times, accessible venues are used, interpreters are arranged.</div></div></div></div></div></div><div><div><div>Co-production should happen at all levels of service delivery:</div><div><div>individual - we take a person centred approach</div><div>operational - we deliver services in a way that works for the community</div><div>strategic - we take all big decisions in partnership</div></div></div></div><div><div><div>SENDiass</div><div>NHS Dorset Clinical Commissioning Group</div><div>PARENT CARERS TOGETHER Bournemouth Christchurch Poole</div><div>BCP Council</div></div></div></div></div></div> |   |
| Areas in need of improvement   |  | Evidence  |
| Regular and meaningful engagement post Covid with children and young people and parent carers (keeping the benefits of new virtual ways of engaging) |  | • Engagement limited during Covid due to being virtual                                      |
| Embedding co-production across partners  |  |   |
| Effective communication with young people and parent carers about process, support and services  |  |   |
|  |  | • Feedback from parent carers and young people about how they want to access to information |



# Education

| Areas experiencing improvement  | Data Evidence  |
|---|--|
| Supporting children and young people's mental health in education settings  | <ul style="list-style-type: none"> <li>• New Mental Health Support Team working with increasing number of settings in BCP</li> <li>• Early Years Transitions Charter co-produced</li> <li>• 88% of the children reported that the sessions helped them settle into school</li> <li>• Transition Framework co-produced</li> </ul> |
| Schools actively engaged in creating an Education Quality Mark for Inclusion  |  |
| Support for transitions: <ul style="list-style-type: none"> <li>- from Early Years to School</li> <li>- Year 6 to 7: Universal offer in place and 16 targeted groups were delivered across 16 schools and 57 children attended</li> <li>- Key Stage 2 to 3</li> </ul> |  |

| Areas in need of improvement   | Data Evidence   |
|--|---|
| Inclusion in schools   | <ul style="list-style-type: none"> <li>• Persistent Absence has improved slightly Autumn 2019 to Autumn 2020 but is slightly higher than National</li> <li>• NEETs at 10.8% at year end compared to 8% last March.</li> <li>• Reduction in exclusions, 8.8% for SEN Support and 8.0% for EHCP (impacted by Covid).</li> </ul> |
| Young people with SEND not in education, employment or training (NEETs)                    |   |
| The impact of Covid – lost learning, impact on transitions and mental health and wellbeing |   |



# Preparation for Adulthood (PfA)

| Areas experiencing improvement  | Data Evidence  |
|---|--|
| Community based learning offer piloted 2020/21 (challenging during Covid)   | <ul style="list-style-type: none"> <li>• 'Transition navigator' post created and recruited to</li> <li>• Moving online the annual employers/providers showcase event for YP with SEND, promoting PfA and high aspirations</li> <li>• Increasing number of schools with an Enterprise Coordinator (28 of 34)</li> </ul> |
| Supporting young people with an EHCP preparing to move into adulthood (across housing, health, social care, benefits, community participation and employment) |  |
| Increasing number of schools have an Enterprise Coordinator (EC) linked to the Careers Hub  |  |
| Personal Budget Policy in place   |  |
| Strengthening (or adapting given Covid) support to young people with SEND into employment   |  |

| Areas in need of improvement   | Data Evidence  |
|--|--|
| Impact of Covid and economic climate is affecting many aspects of PfA including community based learning opportunities and employment opportunities      | <ul style="list-style-type: none"> <li>• What young people have told us</li> </ul> |
| Making changes which young people tell us will help make the wider community of BCP feel a more inclusive place to live                                  |  |
| Embedding high aspirations for adulthood, and providing practical opportunities in the curriculum across schools and colleges for young people with SEND |  |
| Suitable independent housing options   |  |

# Joint Commissioning

| Areas experiencing improvement   | Data Evidence   |
|--|---|
| Commitment and partnership working on joint commissioning  | <ul style="list-style-type: none"> <li>• Joint commissioning strategy in place</li> <li>• SENDiass jointly commissioned</li> <li>• Multi Agency Resource Panel in place</li> <li>• New CETRs for Dorset CCG in post; system wide training underway</li> </ul> |
| Embed a framework and practice guidance across the system for Care & Education Treatment Reviews (CETRs) New Care & Treatment Review Co-ordinator for Dorset CCG in post |   |
| External review of sufficiency and provision   |   |

| Areas in need of improvement   | Data Evidence   |
|--|---|
| <p>Large scale and longer time frame pieces of work underway on pathways for children and young people with:</p> <ul style="list-style-type: none"> <li>- speech, language and communication needs (SLCN)</li> <li>- social, emotional and mental health needs (SEMH)</li> <li>- autism</li> </ul> | <ul style="list-style-type: none"> <li>• Feedback from families, use of provision/graduated response</li> </ul> |

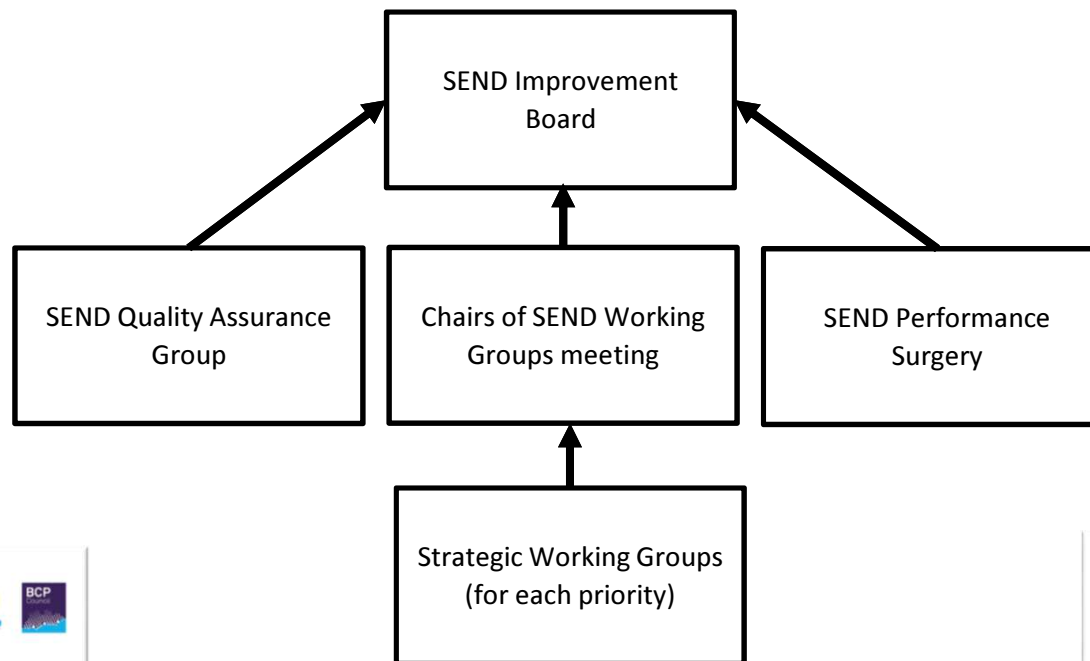
# Cross cutting challenges we are tackling

- Embedding system wide culture change
- Inclusion
- Impact of Covid on children and young people and their families, especially in relation to PfA
- Responding to increasing need and complexity of need
- Pace and impact

# Governance

Giving a clear line of sight across the system and partners

Cabinet, Overview & Scrutiny, wider partnership boards



**UCL**  
**Disrupt**  
 Digital Learning Institute

PROFESSOR CAROLINE THORP  
 CHAIR OF INCLUSIVE  
 EDUCATION  
 SENIOR ADVISORY PARTNER

**CAN**  
 Centre for  
 Autism  
 Neuroimaging

**UCL**  
 Institute of  
 Education

## SEND LIP Progress Summary March 2021

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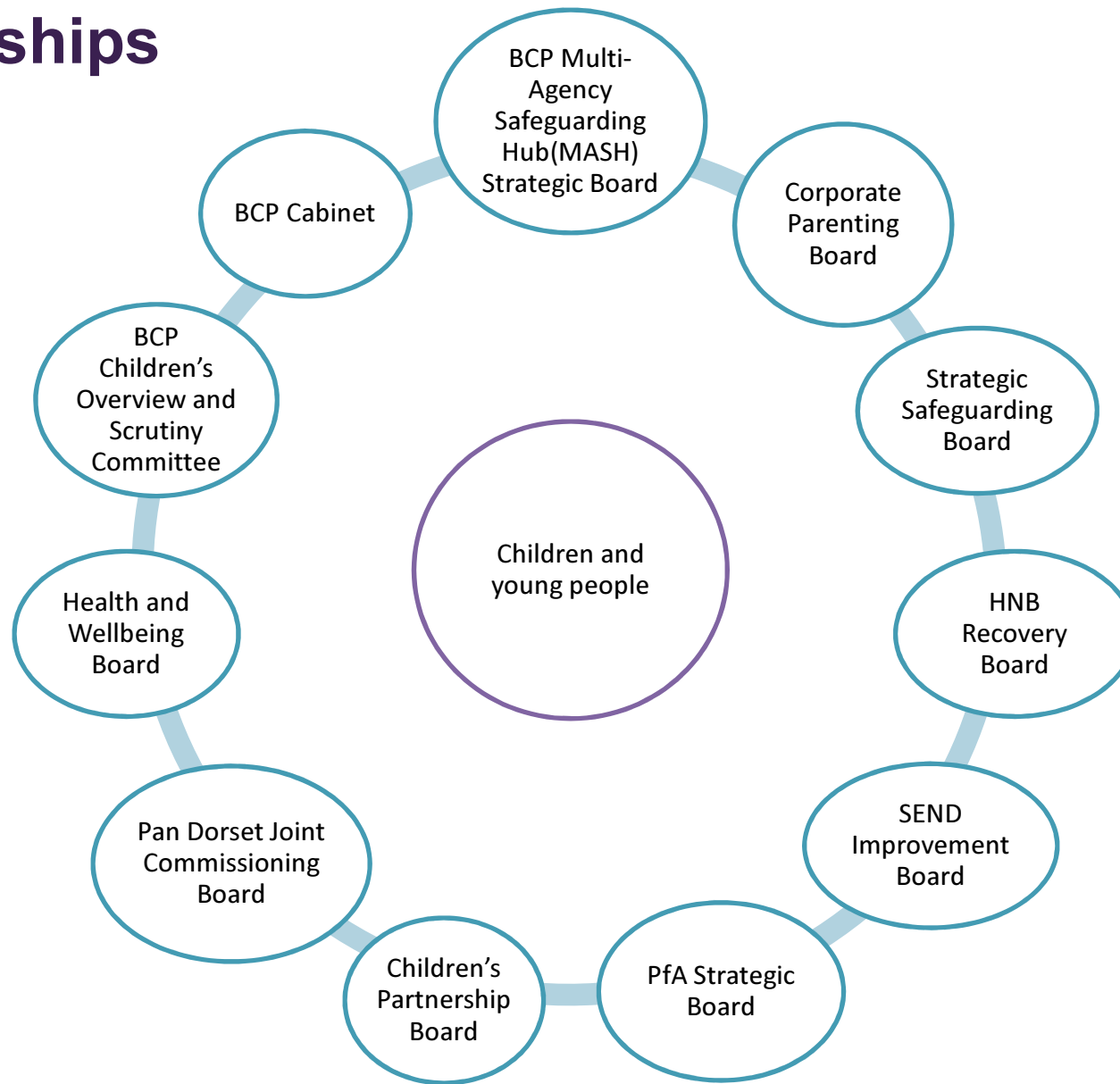
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# Partnerships



Thank you