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**Directorate of Education and Skills**

**SEND and Inclusion Strategy Project Board**

Teams Meeting

7 February 2022, 10.00am -12.00pm

**Notes of meeting**

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| **Item** |  | **Action** |
|  | **Present**  Paul Wagstaff, Director of Education & Skills  Helen Johns, Assistant Director, Inclusion and SEND  Kathryn Kellagher, SEND and Inclusion Development Officer  Ellie Evans, Assistant Director, Compliance and Pupil Entitlement  Jacqui Parfitt, SEND Service and Market Development Manager  Caroline Lees, Children’s Disability Team  Eileen Darby, Chichester College  Mark Wignall, Head Teacher, Downlands  Louise Isa-Grada, Littlegreen Academy  Claire Kenyon, Busy Lizzies  Linda Willmott, Sussex Community NHS Foundation Trust  Gillian Santi, Chair WSGA  Doug Thomas, APC  Rowan Westwood, WSPCF  Natalie McNeil, Designated Social Care Officer  Emma Bruton, Early Help  **Apologies:**  Bella Cobby, SEND and Inclusion Development Manager  James Richardson, Project Manager  Val Evans, WSPCF  Fenella Potterton, GBMet  Sue Woods, Early Years  Andrea Nash, Designated Clinical Officer  Andrew Strong, Head Teacher, Portfield |  |
| 1. **1.** | **Notes of previous meeting - matters arising and actions:**  **Update on specialist SEND places** - Andrew Edwards, Director of Property and Assets, or one of his colleagues, is to be invited to the next board meeting to answer questions about the timescales for the additional SSC places.   * In the meantime, PW will ask Andrew to circulate a paper outlining progress, reasons for delays and what is being done to mitigate against these. It was noted that some of our buildings’ programmes are being delayed because of issues with our contractors and rising costs – eg contractors have pulled out of the QEII programme.   With regards to progress, this is a mixed picture of positives and some on-going challenges:   * It has been agreed that Brantridge School in Haywards Heath will be redesignated as both primary and secondary SEMH provision, and be co-educational. * The government is launching a SEND free school programme later this term. We are working with a Trust to sponsor this, have carried out feasibility studies on five sites and are fully prepared to put forward a bid. * We are exploring the potential of releasing primary school facilities in the Worthing/Durrington area to create some additional specialist places. * With regards to progress, we can report that:   + the Woodlands Meed buildings programme has now started;   + we are adding on to an existing facility in West Park;   + capital is approved for St Margaret’s in Angmering and Felpham Community Secondary and these are on track to open in September 2023;   + Maidenbower Infants, Edward Bryant and Warden Park are in design, capital to be approved in April;   + Worthing High is delayed as this was linked with an unsuccessful SIF bid;   + the SSC at Blackthorns has had a viability study and we are now putting forward a business case to change its designation to autism, to include a capital build.   Further information on these will be included in the paper from Property and Assets.  **Alternative Provision Workstream**  We have had two well-attended stakeholder events since our last meeting. The outcomes of these are being drawn together for reviewing with colleagues in March. This group will have an opportunity to feedback on the proposals before they are made public.  **c/f Triangulation of Data**  Some data is more accessible, such as attendance and exclusion. Other data, about attainment and progress rather than achievement, is harder for WSCC to access and we would need to gather it using a case study format with a representative group of schools prepared to share their data over a number of years. PASS and Thrive were suggested as useful methods of monitoring attainment and progress data.  **ACTION:**  Schools to take this to their Head Teachers’ Execs to see if they can identify schools that would be willing to volunteer their local data on a regular basis.  To be revisited once COVID has retreated. | Done  PW / Andrew Edwards  Schools / HJ |
| 1. **4.** | **Project progress and data update**  See attached powerpoint presentation.  Points raised:  **The SEND & Inclusion Strategy** – see attached for amendments which are in red type.   * We have worked with colleagues to incorporate elements of the Joint Commissioning strategy, in particular broadening our understanding of health and social care and how we need to better listen to and meet the needs of our children and young people with SEND. * The amendments were agreed but Rowan (WSPCF) raised a concern that while the wording reflects a shift in broadening the focus of the strategy, this is not being followed through with the actions that lie under the priorities. She would like to see further workstreams set up to confirm WSCC’s commitment to extending the scope of the strategy across commissioning, health and social care.   **Initial eleven activities** The presentation moved into a review of the initial eleven activities of the SEND & Inclusion Strategy. Much of this work has gone into business development – ie it is no longer a strategy project but part of what we do. We will continue to report on these activities (eg OAIP, Inclusion Framework, Therapeutic Thinking) in our data dashboard.  **Transition guidance** is on [Tools for Schools](https://schools.local-offer.org/childs-journey/managing-transition/). We have established a workstream, Journey to Independence, to look at the transitions that our children/young people pass through across education, social care and health along the pathway to adulthood. An initial workshop was facilitated by the National Development Team For Inclusion and we are in the process of planning two further workshops to ensure engagement with as many stakeholders as possible.  **Working with partners to strengthen our multi-agency approach** – this was highlighted as a concern by the West Sussex Parent Carer Forum and we are reviewing our workstreams.   * The Journey to Independence workstream is focused on the holistic support for our children across education, social care and health. * There is a pilot in the North Midlands around collecting data from children and young people – to find out how they feel about their education. This would provide a strong evidence base which would need collaborative working between schools and Local Authorities. We’re looking with interest at the pilot to see if it will be extended nationally.   **Growth in requests for EHCPs over rate of demographic growth**  The growth reflects a lack of confidence in the SEN support offered by schools. The Schools Forum recognise this and has allocated £1.2million into SEND services. This is being used to fund more advisory teachers and specialist support assistants for schools to access when they need support, eg teachers to help with the transition from Early Years to reception.   * It was noted that the Alternative Provision workstream is about putting in support at an earlier opportunity to prevent exclusions. We need to focus on accurate early identification and putting in appropriate support for those children. * Parents are understandably concerned about waiting lists for health, especially for CAMHS and SALT, and we are working to address these.   + Rachael Lee, our Designated Clinic Officer, returns from maternity leave in April.   + The WSPCF is working closely with health to develop systems and services that take account of SEND and the parent carer perspective, which wasn’t a focus of the previous health strategy.   + JP and HJ are working on how we ensure schools are able to meet the health therapy needs of our children and young people.   + We are looking at our mental health offer to schools, eg the whole school approach of the Mental Health Support Teams. | HJ |
|  | **SEND Commissioning Team and how it is embedded in the strategy - Jacqui Parfitt**  See attached presentation.   * JP apologised for being late as she was at an ICS SEND Development meeting which was across health and education. Much of what was discussed was completely aligned to what has been raised here: how can we work smarter together, how can we identify gaps, how can we identify needs of children/young people and their parents/families, what can we pull together to learn from each other and celebrate success, and what is being seen and experienced by families. * We know the SEND Commissioning strategy isn’t embedded yet; we know the SEND & Inclusion strategy is education-focused at the moment but we’re bringing together the scaffolding of working together across education, social care and health. * The SEND Commissioning Team has recently come across to Education and Skills and it is made up of commissioners and contracts officers, who work across education and work with health colleagues, and the Designated Social Care Officer (DSCO), Natalie McNeill. Natalie works closely with social care colleagues and, together with the Designated Clinical Officer, will help us work more seamlessly across health and social care. * The Intensive Planning Team (IPT) was set up 4 or 5 years ago to work with other teams and take an “unblocking” role to support children and young people at risk of exclusion. This was working well and had some good results. Through COVID, we have seen a significant increase of young people in crisis and the IPT has been heavily involved in supporting young people who are on the Transforming Care agenda, or who are in crisis and at risk of tier 4 bed admission, or who should be in Tier 4 but currently, due to lack of opportunities, are sitting in a paediatric ward. We’re working with Paul and Helen to see how we can work better together to support our more complex young people. * The Disability Register is a statutory responsibility and for last few years has been held by Amaze aligned with their Compass Card offer in Brighton and Hove. The Disability Register is being brought in-house at the end of the contract period in April and it will sit with the library service. We felt this could offer an on the ground approach to supporting SEND families and encouraging user sign-up to the Disability Register, which will enable us to have some really robust data to feed into commissioning decisions. Consultation and engagement events are being planned to see how this will work with families. * We are reviewing our Short Breaks offer in advance of the contracts ending in 2023. This entails looking at national offers to see if we can learn from good practice elsewhere and engaging with our children/young people and their families to see what is needed. * Rowan queried why the Neurodevelopment Pathway is not listed as a key piece of work on the presentation.   + Jacqui advised that she is delighted to say that we have received funding from the CCG for an NDP programme manager to sit in the SEND Commissioning team in WSCC. This role will work across Pan-Sussex to concentrate on the two key challenges: waiting lists for clinical assessment and the pre and post diagnosis support for families.  The first priority is a mapping exercise to understand current practice and identify gaps across East and West Sussex, and Brighton & Hove. * Autism in Schools programme – we’re delighted to be a part of this pilot that aims to bring schools and parent carers together to support children and young people with autism. Forums are established in schools for parent carers and young people to offer training and understanding of needs, including raising awareness with their peers in schools about how they can best engage with them. Currently 22 schools are involved but we are hoping for a second year of funding and want to embed the practices across West Sussex. It’s a joint piece of work run by Jane Crawford of the ASCT, with the WSPCF and Aspens. |  |
|  | **Governance structure –** see attached document, S&I Draft Governance Process.  We need to review our governance structure in light of our shift from project work to service development work and the extension of our remit to cover wider issues in health and social care. Part of the impetus around this is our preparation for a Local Area SEND Inspection, including the writing of our SEF and the implementation plan, which draws together our strategy and service area development plans.  Issues raised:   * Attendees at the Board meeting:   + Linda W asked us to change CCG to health providers.   + Doug – be really useful to have a primary and secondary Head Teacher representation.   (The structure chart has been changed to reflect these amendments post meeting.)   * Governors to sit in the stakeholder forum.   The board was asked to feed back to us views on the new structure and suggestions as to who should sit in each group. We will start to plan the first stakeholder forum in the coming few weeks and are interested to hear from the Board who should be included.   * The stakeholder forum will be where we can discuss/identify areas that need our focus, eg new workstreams, items that should be fed up to the strategy board. It could include SENCO representation, public health, a broader parental representation, social care, health, the voluntary sector. We need to consider how we include children and young people in this group. |  |
|  | **AOB**  Rowan – in relation to SEF, there was discussion that it would be at a point in January to help inform the SEND & Inclusion strategy. Is that the case?   * HJ- yes, we are now putting together an implementation plan and we envisage that this is an area where we will be able to engage the stakeholder forum in.   Gillian – schools have a real concern about the delayed opening dates of the new SSCs (2023). What can we do to help schools now?   * HJ- this is the main focus for all of us: how, with our limited resource, can the Local Authority help schools to support children/young people with more complex needs and their families. We know that the best offer is for children/young people to be placed and supported in their local community if possible. If they have significant and complex needs, then we need to provide something more specialist. Schools are seeing more children with complex needs but the system is going to take time to catch up with that.   Nigel – thanked the group for all the information put forward. The strategic board meets again in May – will the Workstream Leads and the stakeholder group meet between times:   * HJ –the Workstreams Leads meetings take place fortnightly and these will continue. The stakeholder forum will be set up before the next board meeting and, if possible, will meet half termly. There could also be sub- groups within that forum that could meet half termly and then report into the main stakeholder group, which will in turn feed back to the strategic board. |  |
| 1. **7.** | **Dates of meetings for the academic year 2021/2022:**  23 May 2022, 10.00 – 12.00, to be face to face meeting – Committee Room 1, County Hall, Chichester. | |