

SEND Transformation Plan



Contents

| | |
|--|----|
| 1. Foreword..... | 3 |
| 2. Introduction | 5 |
| 3. Seven system wide inclusive ambitions | 7 |
| 4. Programme principles, structure and workstreams | 8 |
| 5. Workstreams..... | 10 |
| 6. Six-month plan | 27 |
| 7. 24-month plan | 29 |
| 8. Governance and programme management..... | 30 |

| | |
|--|----|
| Figure 1: programme plan key steps..... | 6 |
| Figure 2: programme principles..... | 8 |
| Figure 3: Programme structure..... | 9 |
| Figure 4: work streams | 10 |
| Figure 6: 6 month programme plan | 28 |
| Figure 7: 24 month programme plan | 29 |
| Figure 5: programme governance structure | 30 |

1. Foreword

Our partnership vision in Kirklees for Children and Young People is that they have the best start in life. Our aspirations for children and young people with SEND are not different to all children and this receives the highest priority from all our partners. We are proud of the partnerships that are at the heart of services and understand that our successes are based on *working with families* building on their strengths.

The coronavirus pandemic has clearly brought unprecedented challenges to the way in which we deliver services and the way in which we work, particularly during our response to the initial crisis. As a partnership we are proud of the way we have supported and helped to minimise the impact and disruption that Covid-19 has brought.

We recognise that delivering the best outcomes for all our children with SEND is a significant challenge which many authorities and partners face. Our plan outlines how we approach these challenges and the opportunities there are to improve our work. It has a focus on outcomes for people. We will concentrate our energy and resources on the things that make a difference to people's lives.

Through implementing change and transformation, we are seeking to improve the life experiences and chances of a cohort of young people who consistently benchmark below their peers in relation to educational attainment and employment prospects. Our transformation programme is seeking to deliver culture change in how we do things as much as systemic improvement across the system. This work is a critical strand to our work in addressing inequalities in society.

Our focus will be on early intervention and supporting co-production and design, the approach we are developing illustrates our organisational commitment to working with families, partners, stakeholders and communities of interests. This is highlighted in the development and agreement of a set of "Shared Ambitions" across the Kirklees SEND partnership.

We are proud of our workforce across the partnership and we have demonstrated in a number of areas both innovation and highest quality provision. We also know however that not all of our provision and outcomes are consistently good and we are aware there is more to be done to achieve our aspirations.

As a partnership we continue to strive to deliver outstanding services and outcomes for our children and young people, and in particular our children and young people with additional needs.

Our improvement work has driven progress in meeting the needs of children and young people with additional needs, but we recognise that we need to go even further as a whole system with our transformation programme to meet the high aspirations we have locally for our children and families. This is our challenge.

There are many opportunities across our local system to fulfil our aspirations. This plan sets out our ambitions, how we will build on our foundations and how we will improve.

Handwritten signature of Viv Kendrick in black ink on a light background.

CLr Viv Kendrick
Cabinet Member for Children's Services

Handwritten signature of Carole Pattinson in blue ink.

CLr Carole Pattinson
**Cabinet Member for Learning,
Aspiration and Communities**

Handwritten signature of Mel Meggs in black ink.

Mel Meggs
Director of Children's Services

Handwritten signature of Carol McKenna in black ink.

Carol McKenna
Chief Officer
**Greater Huddersfield & North
Kirklees CCGs**

2. Introduction

Our vision for children and young people in Kirklees 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 from what we would want for all children.

We know that delivering the best outcomes for all our children with SEND is a significant challenge which many authorities and partners face. Across the partnership we have taken an open and honest approach in relation to the progress made. We know the SEND reforms were introduced in 2014 and therefore by 2021 these should be embedded. Like many areas, and this is a national trend, we have found the SEND reforms challenging for a variety of factors including the impact of Covid-19.

It is our assessment that in Kirklees there is much good practice and improvement since 2014. There are areas, however, where there is more to be done and therefore there will be some inconsistency in children's and family's experiences of SEND related services.

The Kirklees SEND context

- Based on School Census, 2021, there are 67,336 pupils on roll at Kirklees maintained schools and academies, including nursery schools and pupil referral units.
- Around 1 in 8 (15%) have some level of special educational need or disability (SEND). This equates to around 9,797 children locally
- Around 1 in 10 (11% - similar to National 12%), with an increase from 10% in 2015, of pupils on roll at Kirklees maintained schools and academies, have a SEND requiring Special Education Needs (SEN) support. This equates to around 7,574 children, of whom there are more of primary school age (4,724) than secondary school age (2,609)
- There are 2,223 pupils on roll at Kirklees maintained schools and academies (3.3%, similar to National 3.7%, with an increase from 2.8% in 2015) who have an Education, Health and Care Plan (EHCP). EHCPs were introduced from September 2014 as part of a range of SEND reforms. Prior to this, children had 'statements' of SEN.
- Numbers of pupils in Kirklees LA schools and academies with an EHC Plan have increased by 21% since January 2015 to January 2021 (National increase 40%)

Our Challenges

Whilst facing demand pressures, we also recognise that more could be done in the local SEND system to improve outcomes and results. As a partnership we have already undertaken extensive work to address these challenges and have achieved significant successes over the past two years. We recognise, however, that there are opportunities to go further. Some of these challenges are as follows:

We have examples of good services but we are aware of the challenges across Kirklees:

- Consistency and quality across services. We also struggle to capture our impact
- Model of Practice - Our research into our cases show we could have intervened earlier (73%)
- Sufficiency – we lack enough capacity in all settings and placements across our SEND system
- Exclusions – too many of our young people with SEND needs are excluded from their settings
- Moving towards adulthood requires a more holistic approach from a younger age and more consistent co-production
- Some of our systems and services are under pressure

Our Approach

To support this ambition a review of the SEND system in Kirklees was carried out between March – October 2020, with the aim of understanding:

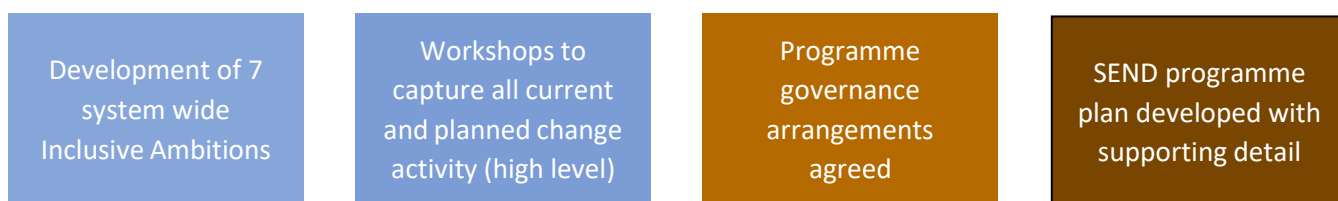
1. Where are the opportunities to identify alternative ways to support children and young people with SEND that will help them achieve the best outcomes?
2. What specific interventions could make a difference? When in the child/young person’s journey would these make the difference?
3. What are our ambitions across different elements of the SEND system for children and families in Kirklees?
4. How are we using our resources at present, is this the most effective use and is it sustainable in the long-term.

The level of opportunity, coupled with the extent of work already underway in the system, has highlighted the need for the following:

- A shared programme to deliver the Inclusive Ambition for our children, young peoples and families with additional needs
- A single programme plan that pulls together all our SEND change activity
- Our plan is ambitious and delivered with pace whilst importantly ensuring that our work is sequenced so interdependences between programmes are accounted for

This transformation programme has evolved from our previous 10 point improvement plan and has been developed on a planned basis over the past six months, with the key steps set out below. The programme has been shaped concurrently with ongoing day to day activity, enabling the programme approach and targeted interventions to deliver impact as we develop the programme direction.

FIGURE 1: PROGRAMME PLAN KEY STEPS



3. Seven system wide inclusive ambitions

Partners recognised as a clear priority for us is to work closely across the system to achieve the transformation required. We know working with complex systems is difficult and the challenges across Health, Education and Social Care are real. Our aspiration is to simplify this complexity for children, young people and families and ensure integrated provision. To do this it is crucial that we continue to build upon relationships across the system and have a shared vision of what we are trying to achieve.

To help us with this we have developed a series of Inclusive Ambitions. These are measurable ambitions which we can all work towards together. The ambitions recognise whilst there are different national and local contexts and pressures for partners, we must work as one system unified by inclusive ambitions which all partners have developed.

The seven summarised ambitions captured below were developed with system wide involvement including health and social care partners in 2020/2021.

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- 1 Responsive and holistic early intervention
 - 2 Culture of trust with parents and families
 - 3 Inclusive practice in the community and within education settings
 - 4 CYP thriving in education settings and celebrating more holistic outcomes and achievements
 - 5 An integrated system
 - 6 Embedding a shared culture of proactivity, holistic skills and knowledge
 - 7 Supporting children to have clear aspirations with a focus on preparing for adulthood
-

4. Programme principles, structure and workstreams

Programme design and delivery focus has been shaped by three key questions:

- Is the proposed activity consistent with ‘no decision about me without me’?
- Would this be good enough for my child?
- Will the proposed programme activities support the delivery of the Inclusive Ambition?

To inform programme design and planning a series of programme principles were identified. The principles represent both; ways of working with and support the outcomes of children and young people, and how the programme will operate, drive accountability and celebrate success.

FIGURE 2: PROGRAMME PRINCIPLES

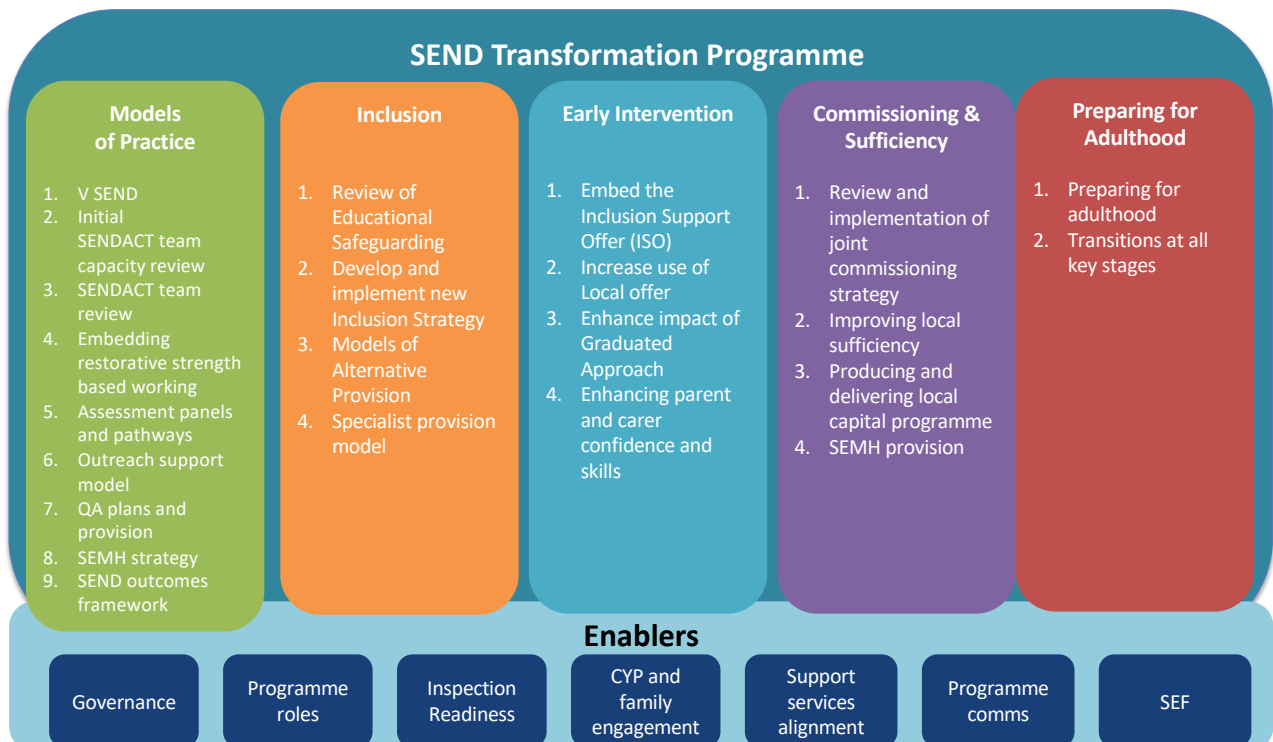
| # | Principle | # | Principle |
|---|---------------------------------------|----|--------------------------------------|
| 1 | Holistic early intervention | 10 | Young people’s voices / engagement |
| 2 | Culture of trust | 11 | Demonstrable benefit / outcomes |
| 3 | Inclusion throughout the community | 12 | People / place partnership |
| 4 | Responsive provision to need | 13 | Evidence based decision making |
| 5 | Integrated support | 14 | System transparency |
| 6 | Empowered and strength based practice | 15 | Realism and deliverability |
| 7 | High aspiration | 16 | Accountability and challenge |
| 8 | Tackle inequalities | 17 | Celebrate success |
| 9 | Co-production | 18 | Awareness of unintended consequences |

As a programme we must constantly challenge ourselves – would this be good enough for my child?

Programme shaping and planning activity has identified five delivery workstreams together with an enabling workstream.

This provides an overarching programme structure with clear points of ownership, that can be effectively communicated to stakeholders throughout the system.

FIGURE 3: PROGRAMME STRUCTURE



The delivery workstreams have been defined to reflect the targeted change throughout the local SEND system, whilst partially aligning to current operational structures to provide clarity of ownership and focus.

Workstream leads have been appointed to reflect organisational ownership and expertise. In turn workstream leads have nominated Project Leads who they believe will be the most appropriate individuals to lead specific projects.

Each project will draw on a range of expertise from throughout the SEND system (education, health, parents and carers, external SME's) to ensure co-production, shared system ownership and high-quality delivery.

5. Workstreams

As set out the programme has five delivery workstreams, supported by an enabling workstream. It is recognised that further work is required to define outputs and milestones for each workstream. A workshop is being held with key workstream team members on June 15th to develop this detail, which will be shared in due course.

This section of the paper sets out in more detail the ambition and delivery objectives for each workstream.

FIGURE 4: WORK STREAMS

| Workstream | Workstream Objectives | Workstream projects | What this means for the CYP |
|---------------------------|---|---|--|
| Enablers | Putting in place enablers which will support the achievement of the overall programme ambitions | <ul style="list-style-type: none"> • Establish governance • Recruit programme roles • Inspection readiness • Define and implement approach for CYP and family engagement • Programme comms planned and initiated • Self-evaluation framework (SEF) | The programme will be well communicated and understood with the enablers supporting overall programme delivery |
| Models of Practice | Building on the ways of working in the Kirklees high needs system to enable CYP to thrive in education and adulthood. Driving these improvements through embedding strengths based working, alongside effective pathways, processes and tools. | <ul style="list-style-type: none"> • V SEND • Initial SENDACT team capacity review • SENDACT team review • Embedding restorative strength based working • Assessment panels and pathways • Outreach support model • QA plans and provision • SEMH strategy • SEND outcomes framework | CYP will be asked more questions about their strengths, interests and ambitions, rather than focusing on deficits. This promises the opportunity for a more positive educational experience. |
| Inclusion | Creating an 'inclusion first' priority across Kirklees. This includes proactively working to prevent exclusions, seeking opportunities for returning children and young people from Alternative Provisions and creating pathways, teams, provisions to enable this approach. | <ul style="list-style-type: none"> • Review of Educational Safeguarding • Develop and implement new Inclusion Strategy • Models of Alternative Provision • Specialist provision model | CYP receive an education in a setting that is supportive and proactively seeking to ensure inclusion wherever possible. This enables CYP to receive an education in the setting that is most suitable to their skills and objectives. |

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| <p>Early Intervention</p> | <p>Developing a targeted response to working with children earlier when their needs arise. Maximising the positive impact of early intervention on longer term outcomes and support financial rebalancing of the system.</p> | <ul style="list-style-type: none"> • Embed the Inclusion Support Offer (ISO) • Increase use of Local offer • Enhance impact of Graduated Approach • Enhancing parent and carer confidence and skills | <p>CYP are more likely to receive support an earlier stage, reducing their chances of progressing through the system and enhancing their outcomes, readiness for adulthood and overall well-being.</p> |
| <p>Commissioning and Sufficiency</p> | <p>Aligning commissioning strategies with the commitment to early intervention and 'inclusion first', built on a robust evidence base. Ensuring provisions support children and young people are in the setting that best enables them to reach their potential.</p> | <ul style="list-style-type: none"> • Review and implementation of joint commissioning strategy • Improving local sufficiency • Producing and delivering local capital programme • SEMH provision | <p>CYP are more likely to attend the setting that is best suited for them, enabling them to socialise with peers and receive an education that is most likely to enable them to reach their potential.</p> |
| <p>Preparing for Adulthood</p> | <p>Preparing for adulthood from childhood. Ensuring a genuine focus on independence and transition earlier in the child's journey, developing confidence for the child or young person, family and setting that they have appropriate objectives set that support their transition into adulthood.</p> | <ul style="list-style-type: none"> • Preparing for adulthood • Transitions at all key stages | <p>Empowering CYP to feel confident about approaching adulthood by having continuous conversations and support in place at an earlier stage.</p> |

5.1 Models of practice

| Workstream Lead | Kelsey Clark-Davies – Head of Safeguarding and Inclusion |
|---|--|
| <p>What Outcomes do we want?</p> | <ul style="list-style-type: none"> • That Children and Young People with additional needs have their needs met in a mainstream educational setting • We have a workforce that has the capacity, appropriate skills and abilities to offer timely assessment and reviews for our Children Young people and Families • That where an EHC plan is required that this plan is strengths based, has clear outcomes across Education Health and Social Care and is undertaken restoratively with families. • That our processes to support children and families including how we assess and make decisions collectively at panel’s are strength’s based and all involved agree the appropriate level of intervention to ensure needs are met appropriately and at what level and regularly reviewed. • We offer high quality outreach support to our mainstream and specialist settings to order to support them to continue to meet children and young people’s needs wherever possible. • We have the highest aspirations for our children young people and families and we robustly demonstrate in an evidence based way that we have their improved outcomes across Education, Health and Social Care • That we have in relation to SEND an aspirational local learning strategy in “Kirklees Futures” which is fully realized. • We continue to implement the Valuing SEND outcomes tool to identify needs and strengths of the child or young person, the educational setting and the family in order to provide the right support across a range of settings and contexts. |
| <p>How will we do this?</p> | <ul style="list-style-type: none"> • Undertake restorative, strengths-based working with staff across services to provide them with an effective toolkits, strategies and approaches that delivery flexible, individualised solutions. • Interventions and processes deliver co-produced, individualised outcomes and plans – this will represent a move away from setting and hours led models, to more creative and flexible approaches • Targeted work at key gateway points is effective on focusing on outcomes and supporting independence – including consistently exploring non-EHCP support options. • Embedding the Valuing SEND tool, providing insight into system wide, and cohort/setting specific opportunities throughout Kirklees. |

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| | <ul style="list-style-type: none"> • Introducing a clear outcomes framework to track individual and service outcomes. This will be shaped during the summer 2021, building on what is currently in place and measured, identifying additional measures to build in. The intention is for the framework to be approved during Autumn 2021 and launched by end-Autumn term • Review the current EHCP processes with teams to improve quality and timeliness. This will include a re-launch of the SENDACT team from January 2022, with an intensive period of activity to confirm the role of the team, staff development and recruitment to ensure the team is best positioned to deliver strong outcomes. In addition there will be short term interventions to support team capacity and workflow. • Improved outreach support offer to mainstream settings throughout Kirklees with a local focus, linking settings into local resources that they can easily contact and access |
| <p>Workstream projects</p> | <ol style="list-style-type: none"> 1. V SEND 2. Initial SENDACT team capacity review 3. SENDACT team review 4. Embedding restorative strength based working 5. Assessment panels and pathways 6. Outreach support model 7. QA plans and provision 8. SEMH strategy 9. SEND outcomes framework |
| <p>Milestones</p> | <ol style="list-style-type: none"> 1. VSEND <ul style="list-style-type: none"> - Analysis and provision planning September and October 2021 - Provision implementation November – December 2021 2. Initial SENDACT team capacity review <ul style="list-style-type: none"> - Findings and plan from audit of roles and responsibilities of the SENDACT Team July 2021 3. SENDACT team review <ul style="list-style-type: none"> - Finalised structure of team, including roles, responsibilities, job titles, JDs and capacity August 2021 - Staff assimilation and recruitment September 2021 4. Embedding restorative strength-based working <ul style="list-style-type: none"> - Readiness activity complete August 2021 - Implement approach September 2021 5. Assessment panels and pathways <ul style="list-style-type: none"> - Developing insights and recommendations document from the observation and data July 2021 - New panels approach implemented September 2021 6. Outreach support model <ul style="list-style-type: none"> - Options developed September 2021 |

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| | <p>7. QA plans and provision - Framework agreed re peer/manager/panel oversight QA of plans and sign off September 2021</p> <p>8. SEMH Strategy - tbc</p> <p>9. SEND Outcomes Framework - Draft Outcomes Framework for approval – November 2021</p> |
| Inclusive Ambitions | <p>Responsive and holistic early intervention Culture of trust with parents and families Inclusive practice in the community and within education settings CYP thriving in education settings and celebrating more holistic outcomes and achievements An Integrated System</p> |
| Indicators (for discussion) | <p>Number of Children and Young People with an EHC plan Number of Children and Young People receiving support through My Support Plan Educational Outcomes and EET outcomes EHC outcome framework measurements and improvements EHC Assessment and Review performance against statutory timescales Number of EHC Plan’s quality assured and read “good “or “outstanding.” Number of complaints received and qualitative analysis of complaints reasons and outcomes Children, young people and families self-reported satisfaction survey Valuing SEND outcome measures in relation to need and settings and parents ability to meet need.</p> |
| Linked Strategies or Plans | <p>Kirklees Futures Learning Strategy Children and Young People Workforce Strategy Kirklees Capital Strategy Kirklees Health and Wellbeing Plan</p> |

5.2 Inclusion

| Workstream Lead | Kelsey Clark-Davies- Head of Safeguarding and Inclusion |
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| <p>What Outcomes do we want?</p> | <ul style="list-style-type: none"> • That the approach of all of services, settings and workforce is one of having inclusion at its heart. • That we have no exclusions from education settings in Kirklees and we support our Children and Young People with additional needs to remain in their current setting wherever possible • That we our offer of Alternative educational provision is creative, flexible and has a central aim of reintegrating our children and young people back into mainstreams settings. • That our specialist provision across Kirklees provides bespoke resources to meet our children and young people needs and embeds its expertise across all educational settings. • We offer high quality outreach support to our mainstream and specialist settings to order to support them to continue to meet children and young people’s needs wherever possible. • That our education safeguarding offer of training and support to all settings helps identify, manage and support safeguarding issues keeping our children and young people safe. |
| <p>How will we do this?</p> | <ul style="list-style-type: none"> • Development of the Education Safeguarding Service to provide a re-focused offer to schools. The core elements of this work are better communicating the ESS offer to system partners, aligning the ESS team structure to ensure it delivers the best outcomes for CYP, and developing an ESS dashboard to inform strategic planning and decision making. • Develop our Outreach offer to support a range of situations • Shape and embed a new inclusion focus with schools, providing holistic earlier intervention and other support to prevent suspensions and exclusions. This will include better understanding the current pathways that lead to exclusions, clearer and earlier identification of those at risk, and targeted development sessions with partners to embed key skills and tools • Ensure that the Kirklees Alternative Provision offer is configured to provide the best possible outcomes. In this first instance this will be informed by a strategic step back; balancing operational effectiveness and achieving outcomes, followed by collaborative working with providers and partners to shape the offer. Reflecting SEMH needs will form a core part of this approach – with CYP insight directly informing the future offer |


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| | <ul style="list-style-type: none"> • Special Provision offer is outcome focused and demonstrably meeting the needs of CYP |
| Workstream projects | <ol style="list-style-type: none"> 1. Review of educational safeguarding 2. Develop and implement new inclusion strategy 3. Models of alternative provision 4. Specialist provision model |
| Milestones | <ol style="list-style-type: none"> 1. Review of education safeguarding <ul style="list-style-type: none"> - Begin implementation of recommendations – July 2021 - Review and implementation complete – December 2021 2. Develop and implement new inclusion strategy <ul style="list-style-type: none"> - Documented inclusion strategy – September 2021 - Inclusion dashboard rollout – September 2021 3. Models of alternative provision <ul style="list-style-type: none"> - Establish a Local Authority leader of the AP Partnership offer which connects directly with the role and functions of educational safeguarding and admissions – December 2021 - Alternative provision service level agreements in place – August 2022 4. Specialist provision model <ul style="list-style-type: none"> - tbc |
| Inclusive Ambitions | <p>Culture of trust with parents and families</p> <p>Inclusive practice in the community and within education settings</p> <p>CYP thriving in education settings and celebrating more holistic outcomes and achievements</p> <p>An Integrated System</p> <p>Supporting children to have clear aspirations with a focus on preparing for adulthood</p> |
| Indicators (for discussion) | <p>Exclusion Data</p> <p>Educational Attainment at all key levels</p> <p>Reduction in external placements</p> <p>Alternative provision outcome measures</p> <p>Number of children and young people with additional needs in mainstream settings, specialist settings, resource provision and alternative provision</p> <p>Outreach provision outcomes indicators</p> <p>Self-reported feedback from children, parents and families in relation to how inclusive services are in Kirklees Council</p> <p>LADO referrals and analysis of theme's and support required</p> <p>Children's social care front door data</p> |

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| | Children in Need dataset Child Protection data set |
| Linked Strategies or Plans | Kirklees Futures Learning Strategy Kirklees Sufficiency Strategy Kirklees Children and Young People Safeguarding Partnership Annual Plan Children's Social Care 10 Point Improvement Plan Kirklees Health and Wellbeing Board Plan |

5.3 Early Intervention

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| Workstream Lead | Jayne Whitton- Principle Educational Psychologist |
| What outcomes do we want? | <ul style="list-style-type: none"> • That our local offer is our first point of contact and support for our children, young people and families. The Local Offer is responsive, interactive and reduces the need for more formal interventions. • That our Inclusion Support Offer (ISO) provides education settings, our workforce and families with advice and support in meeting the needs of our children and young people at the earliest possible opportunity, without the need to escalate to an EHCP request. • That our Early Help offer is inclusive and meets a diverse range of needs for children and families with additional needs across Education, Health and Social Care. • That our Parents and Carers feel supported and have the confidence and skills in order to meet the additional needs of children and young people. • That all partners support our educational settings to implement our graduated approach and principles of “assess”, “plan”, “do” and “review” in relation to my support plans and EHC plans. |
| How will we do this? | <ul style="list-style-type: none"> • Embed the Inclusion Support Offer (ISO), track outcomes, and work proactively with hubs/settings that have not yet engaged with the offer. In addition the workstream will seek to quantify the impact of the interventions delivered through the summer term; highlighting opportunities to further develop the offer into the Autumn 2021 term • Build on and promote the Local Offer and use it as way to build relationships with families. This work includes exploring the channel offers (e.g. social media); obtaining feedback to directly link to development of the Local Offer • Improved Graduated Approach guidance to mainstream schools. This includes the Kirklees Ordinarily Available Offer, targeted Graduated Approach for SEN support guidance and a suite of wider guidance documents for schools. This work will link to the ISO offer, with a full feedback loop to understand how settings are using the graduated approach and where additional support will be needed. • Enhance skills and support offer to parents and carers – this will start by identifying particular stress points for parents and then working with them to address concerns, whilst giving them tools and skills to build their confidence. This approach will be |

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| | directly informed by good practice observed with other authorities. In addition all staff engaging with parents will be supported in having a common understanding of the offer and key components of the system processes. |
| Workstream projects | <ol style="list-style-type: none"> 1. Embed the Inclusion Support Offer (ISO) 2. Increase use of the Local Offer 3. Enhance impact of graduated approach 4. Enhancing parent and carer confidence and skills |
| Milestones | <ol style="list-style-type: none"> 1. Embed the Inclusion Support Offer (ISO) <ul style="list-style-type: none"> - Promotion of ISO through multiple channels – September 2021 and ongoing - Regular attendance at school hub meetings from September 2021 2. Increase use of the Local Offer <ul style="list-style-type: none"> - Establish young persons ‘channels’ e.g. website, social media, face to face to promote and communicate local offer September 2021 - Develop more young people groups – September 2021 - Identify gaps in knowledge of local offer through general public survey – November 2021 3. Enhance impact of graduated approach <ul style="list-style-type: none"> - Graduated approach to SEN offer – September 2021 - Wider graduated approach guidance – completed March 2022 4. Enhancing parent and carer confidence and skills ISO learning and Autumn term planning – July 21 <ul style="list-style-type: none"> - Delivered training to parents and carers to manage behaviour at home – date tbc - Embedded parent carer training offer – date tbc |
| Inclusive Ambitions | <p>Responsive and holistic early intervention</p> <p>Culture of trust with parents and families</p> <p>Inclusive practice in the community and within education settings</p> <p>An Integrated System</p> <p>Embedding a shared culture of proactivity, holistic skills and knowledge</p> |
| Indicators (for discussion) | <p>Number of Children and Young People with EHC plans</p> <p>Number of Children and young people having needs met through my support plan</p> <p>Local offer outcomes measures and monitoring of use</p> <p>Number of children, young people and families with additional needs accessing early support</p> <p>Number of SENCO’s accessing the ISO and outcome following advice and support</p> <p>Waiting times for key interventions, e.g. Neurodevelopmental pathway, CAMHS SPA, Children’s community therapies</p> <p>Measures of confidence from parents and key stakeholders, e.g., PCAN</p> |
| Linked Strategies or Plan’s | Kirklees Early Support Strategy |



Kirklees Graduated Approach
Kirklees SEND Joint Commissioning Strategy
Kirklees Children and Young People's Plan

5.4 Commissioning and Sufficiency

| Workstream Lead | Stewart Horn – Head of Children’s Integrated Commissioning |
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| <p>What outcomes do we want?</p> | <ul style="list-style-type: none"> • To have an intelligence based approach to understanding the needs of our population across Education, Health and Social Care and a coordinated approach to our commissioning intentions to meet that need • That children, young people and families receive integrated provision and do not face barriers between different organisations in order to access provision. • We have responsive commissioned services that are delivered in the right place and at the right time and improve outcomes are education, health and care. • We have a range of assistive technology solutions available locally to help children, young people and families maximize independence • That our children and young people are educated locally and live locally wherever possible and we have outstanding educational, residential and health settings and services to achieve this. • That we have an increased number of foster carers that are well supported and have the skills and abilities to meet the needs of our children and young people as a family. • To have clear clinical oversight of the health outcomes and needs of our children and young people and ensure these needs are met through the most appropriate framework • That children, young people and families have the option of an integrated education, health and social care personal budget. |
| <p>How will we do this?</p> | <ul style="list-style-type: none"> • Develop and embed a joint commissioning strategy outlining Kirklees has a consistent, aligned and outcome focused approach to SEND commissioning. By September this work will have mapped the current needs in Kirklees against the current provision identifying gaps in the offer and sufficiency. This will be followed by a market strategy which will target short to medium term activity to address these challenges • Short term commissioning interventions to support placement sufficiency and address identified shortfalls in quality/scope/capacity of the current offer – areas currently identified for intervention include therapies support, tech enabled care, continuing care and the role of personal budgets |

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| | <ul style="list-style-type: none"> • Strategic sufficiency work, linking closely with Valuing SEND outcomes ensuring Kirklees’ provision is in line with desired system outcomes. Immediate activity is underway to fully understand the current local provision, which will feed a series of strategic and tactical interventions. This will include developing an EHC sufficiency scorecard, as well as system wide sufficiency market statement. • Activity to develop a Capital Planning Programme alongside known targeted decision points – e.g. Purchase / refurbishment of properties • Review and enhance current emotional wellbeing offer – this will link closely to multiple projects within the Ways of Working and Inclusion workstreams ensuring a direct feedback loop from frontline insight. From a commissioning perspective the focus will be on understanding and shaping the market, to provide a strong, outcomes focused offer |
| Workstream projects | <ol style="list-style-type: none"> 1. Review, revision and implementation of Joint Commissioning Strategy 2. Improving local sufficiency 3. Producing and delivering local capital programme 4. SEMH provision |
| Milestones | <ol style="list-style-type: none"> 1. Review, revision and implementation of Joint Commissioning Strategy <ul style="list-style-type: none"> - Joined up SEND data set – September 2021 - Draft commissioning strategy and intentions – September 2021 - Final commissioning strategy and intentions – December 2021 - Completed contracts register – December 2021 2. Improving local sufficiency <ul style="list-style-type: none"> - Sufficiency market position statement – December 2021 3. Producing and delivering local capital programme <ul style="list-style-type: none"> - Capital plan September 2021 4. SEMH provision <ul style="list-style-type: none"> - SEMH working group mobilization – October 2021 |
| Inclusive Ambitions | <p>Responsive and holistic early intervention Culture of trust with parents and families An Integrated System Embedding a shared culture of proactivity, holistic skills and knowledge</p> |
| Indicators (for discussion) | <p>Number of integrated personal budgets with education, health and social care Number of out of area placements where there is an educational, health and social care need.</p> |

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| | <p>Capital Delivery Strategy success and outcomes measures</p> <p>Number of assistive technology solutions available and number of children, young people and families accessing them</p> <p>Outcomes from Joint Commissioning Strategy</p> <p>Number of children, young people and families accessing health provision through children’s continuing healthcare</p> <p>Number of foster carers recruited and retained</p> <p>Reduction in hospital admissions for children and young people with learning disability and / or autism</p> <p>Ofsted and QcQ ratings of our local education, health and social care provision.</p> <p>Outcomes from SEND outcome framework</p> |
| <p>Linked Strategy or Plans</p> | <p>Transforming Care for Children and Young People</p> <p>Kirklees Health and Wellbeing Plan</p> <p>Kirklees Joint Strategic Needs Assessment</p> <p>Kirklees Sufficiency Strategy</p> <p>Health and Social Care White Paper and associated local plan</p> <p>Kirklees Children’s Social Care 10 point Improvement Plan</p> <p>Kirklees CAMHS Transformation Plan (Future in Mind)</p> |

5.5 Preparing for adulthood

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| Workstream Leads | Liz Eastwood (Service Manager Learning Disability and Shared Lives) and Netta Goldthorpe (Project Manager, All Age Disability & Mental Health) |
| What outcomes do we want? | <ul style="list-style-type: none"> • That we are focused throughout our children and young people’s lives on preparing for adulthood and maximising independence • Children, young people and families experience smooth and consistent preparation for adulthood between children’s service and adult services. • We have a range of services that focus specifically on our children and young people maximizing their independent into adulthood • That children, young people and families have confidence in the planning and delivery of the outcome and provision required in their journey from childhood into adulthood. • That we have service provision and pathways that work across traditional age related service boundaries to provide flexibility for our children and young people with additional needs as they move toward adulthood. |
| How will we do this? | <ul style="list-style-type: none"> • Early, consistent and outcomes focused pathways and conversations, to provide clarity of expectation and high quality support at all stages. There is a focus on independence and adulthood, with conversations and decisions at every point of a young person’s journey • Enhance the young person’s voice as part of all elements of preparing for adulthood, including building the advocacy offer to provide more comprehensive support • CAMHS health offer supports preparing for adulthood and provides continuity of input with no cliff edges. Directly link into the commissioning emotional wellbeing work to shape the future offer • Enabling offer (legal framework, funding etc) aligned to support transition outcomes, giving staff the confidence and support to take a positive and flexible approach in best meeting CYP outcomes • Integrated delivery across key partners, enabling seamless CYP and family journey – this will involve working closely with settings and health partners to ensure the CYP/family experience feels seamless |

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| | <ul style="list-style-type: none"> • Independence focused interventions – e.g. Travel training, light touch tech enabled care – that will support the young person in gaining confidence, and contribute to achieving overall outcomes • Staff development to embed core toolkit strategies and approaches to support resilience and flexible support planning. • Development of strong supporting data and intelligence offer to enable informed, timely and strategic decision making – this will include the development of a transitions dashboard to help inform future forecasting and budget planning |
| Workstream projects | <ol style="list-style-type: none"> 1. Preparing for adulthood 2. Transition at all key stages |
| Milestones | <ol style="list-style-type: none"> 1. Preparing for adulthood <ul style="list-style-type: none"> - Preparing for Adulthood dashboard – March 2022 - Staff development and toolkit – from October 21 2. Transition at all key stages <ul style="list-style-type: none"> - Independence focused interventions – from October 21 - Work with staff to focus on PFA outcomes in EHCP + SEN support plans – date TBC |
| Inclusive Ambitions | <p>Responsive and holistic early intervention</p> <p>Culture of trust with parents and families</p> <p>An Integrated System</p> <p>Embedding a shared culture of proactivity, holistic skills and knowledge</p> <p>Supporting children to have clear aspirations with a focus on preparing for adulthood</p> |
| Indicators (for discussion) | <p>EET figures into adulthood</p> <p>Educational attainment</p> <p>Independence measures</p> <p>Children, young people and families self-reported satisfaction with transition across provision</p> |
| Linked Strategies or Plans | <p>Kirklees Health and Wellbeing Plan</p> <p>Transition Protocol</p> <p>NHS planning guidance in relation to CAMHS provision</p> |

5.6 Enablers

| Workstream Lead | Paul Harris – Head of Improvement, Voice and Partnerships |
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| <p>What outcomes do we want?</p> | <ul style="list-style-type: none"> • The voice of children, young people and families is consistently influencing strategic decision making across the partnership • That the detailed plans and possible solutions across the workstreams are coproduced with children, young people and families • That we engage and coproduce with a wide and diverse range of children, young people and families to ensure our plans reflect the diversity of Kirklees as a place. • That we have a shared self-evaluation across the partnership in relation to how we are fulfilling our duties in relation to the Children and Family Act 2014 and code of practice. Our understanding and awareness of “ourselves” is based on a robust Quality Assurance Framework. • That across education, health and social care we have a proactive approach to the joint CQC and Ofsted inspection and framework • That delivery workstream have the appropriate resources, skills, abilities and capacity to ensure timely programme delivery • That we have a proactive communication and engagement strategy to ensure all staff and partners are engaged in, and have ownership of the programme • That the implemented programme governance facilitates effective reporting, celebrating successes and targeting priority intervention areas |
| <p>How will we do this?</p> | <ul style="list-style-type: none"> • Regular and meaningful engagement and co-production with CYP and families – this will be through a variety of methods ensuring that engagement is as comprehensive and inclusive as possible. Summer 2021 will be used to scope and shape this work with structured engagement commencing from August/September. Engagement through Autumn 2021 will be focused on identifying and shaping programme priorities for the coming period • Implement clearly defined programme governance where there is a shared understanding of ownership, roles, responsibilities and accountabilities. This will include from June / July 2021 having a monthly programme board, and fortnightly workstream lead meetings in place. • An understanding of the roles and capacity required to deliver the programme, aligned with flexible capacity and deployment of resources and recruitment to get the right resources in post. |

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| | <ul style="list-style-type: none"> Targeted inspection readiness activity that will provide a solid, and informed, platform to drive further change activity – with preparation actions directly linked to programme work – e.g. case reviews informing strengths based working. Staff will be fully aware of their role in the inspection and, where participating in focus groups, are fully prepared. The SEF directly supports the inspection and aligns to future programme intentions Carefully planned and implemented communications and engagement plan. This recognises that internal staff and professional partners will need to engage with change activity throughout the programme. The communications approach will blend formal messaging with regular but more informal cascading through team meetings. |
| Workstream projects | <ol style="list-style-type: none"> CYP and family engagement Staff and partner communications and engagement Establishing and embedding governance Recruitment to programme roles Inspection readiness and SEF |
| Milestones | <ol style="list-style-type: none"> CYP and family engagement <ul style="list-style-type: none"> Agree with workstream leads, the specific workstream activities – September 2021 Work with the voice of the child workstream to develop the specific engagement strategy in relation to children and young people with SEND – September 2021 Staff and partner communications and engagement <ul style="list-style-type: none"> Internal and partner communications and engagement strategy complete – from July 21 Establishing and embedding governance <ul style="list-style-type: none"> Programme governance in place and operational – July 21 Recruitment to programme roles Inspection readiness and SEF <ul style="list-style-type: none"> SEF and inspection readiness complete – September 21 |
| Inclusive Ambitions | <p>Culture of trust with parents and families</p> <p>An Integrated System</p> <p>Embedding a shared culture of proactivity, holistic skills and knowledge</p> |
| Indicators (for discussion) | <ul style="list-style-type: none"> Workforce Planning Indicators (Vacancies, turnover) Annual confidence surveys (Workforce, Parents, C&YP, Partners) Communication and engagement plan measures Development of multi-agency teams and projects and self-reported confidence to deliver Annual governance reports/reviews Auditing activity – Voice of the Child, Co-Production |
| Linked Strategy or Plans | <p>Kirklees Children’s Workforce Strategy</p> <p>Kirklees Children and Young People’s Plan</p> <p>Kirklees SEND Self Evaluation</p> |

6. Six-month plan

The first six months of delivery focuses on embedding the extensive activity underway, whilst introducing new interventions which will deliver in-year impact and prepare the programme for a successful 2022/23. The approach will enable the programme to deliver measurable results and impact, whilst embedding the building blocks that will enable a shift in delivery scale and ambition from Autumn 2021.

Extensive activity is already underway in the local SEND system, this includes new initiatives such as the Information Support Offer, operational interventions to support SENDACT team capacity and reviewwork on commissioning and educational safeguarding. This activity will be brought under the programme governance umbrella, enabling the programme to best understand the impact being delivered, ensuring consistency of focus, and critical friend accountability.

The programme is consciously investing capacity in enabling activity over the next six months. Embedding the right enablers will facilitate smoother delivery of the duration of the programme, ensuring that progress isn't slowed due to items that can be put in place now.

Central to the enabling activity is engagement with children and young people and their families. The programme is committed to the principle of 'no decision about me, without me' and engagement over the coming weeks will directly inform programme priorities and focus.

The programme will keep sighted on the impact that Covid and roadmap for Covid recovery to ensure that our actions address and manage the consequences of moving towards new post-Covid ways of working.

FIGURE 5 : SIX MONTH PROGRAMME PLAN

| Workstream | May 21 | June 21 | July 21 | Aug 21 | Sep 21 | Oct 21 |
|-----------------------------|---|---------|--|--|--------|--------|
| Enablers | Establish prog governance | | SEF | | | |
| | Recruit programme roles | | | Programme alignment with support services | | |
| | Inspection readiness | | | Implement engagement activity | | |
| | Define approach for CYP and family engagement | | | Comms routine established through appropriate channels | | |
| | Programme comms planned and initiated | | | | | |
| Models of practice | VSEND targeted whole school approach | | V SEND informs schools planning | | | |
| | Initial SENDACT team capacity review | | SENDACT team review | | | |
| | | | Embedding restorative strength based working | | | |
| | | | Assessment Pathways and Panels | | | |
| | | | Outreach support model | | | |
| | | | Q&A plans and provision | | | |
| | | | SEND outcomes framework | | | |
| Inclusion | Review of Educational Safeguarding | | | | | |
| | | | | Develop and implement new Inclusion Strategy | | |
| | | | | Models of alternative provision | | |
| | | | | Specialist provision model | | |
| Early intervention | Embed the Inclusion Support Offer | | | | | |
| | | | | Increase use of Local Offer | | |
| | | | | Enhance impact of Graduated approach | | |
| | | | | Enhancing parent and carer confidence and skills | | |
| Commissioning & sufficiency | Review and implementation of Joint commissioning strategy | | | Improving local sufficiency | | |
| | | | | Producing and delivering local capital programme | | |
| | | | | SEMH provision | | |
| Preparing for adulthood | | | | Preparing for adulthood | | |
| | | | | Transitions at all key stages | | |

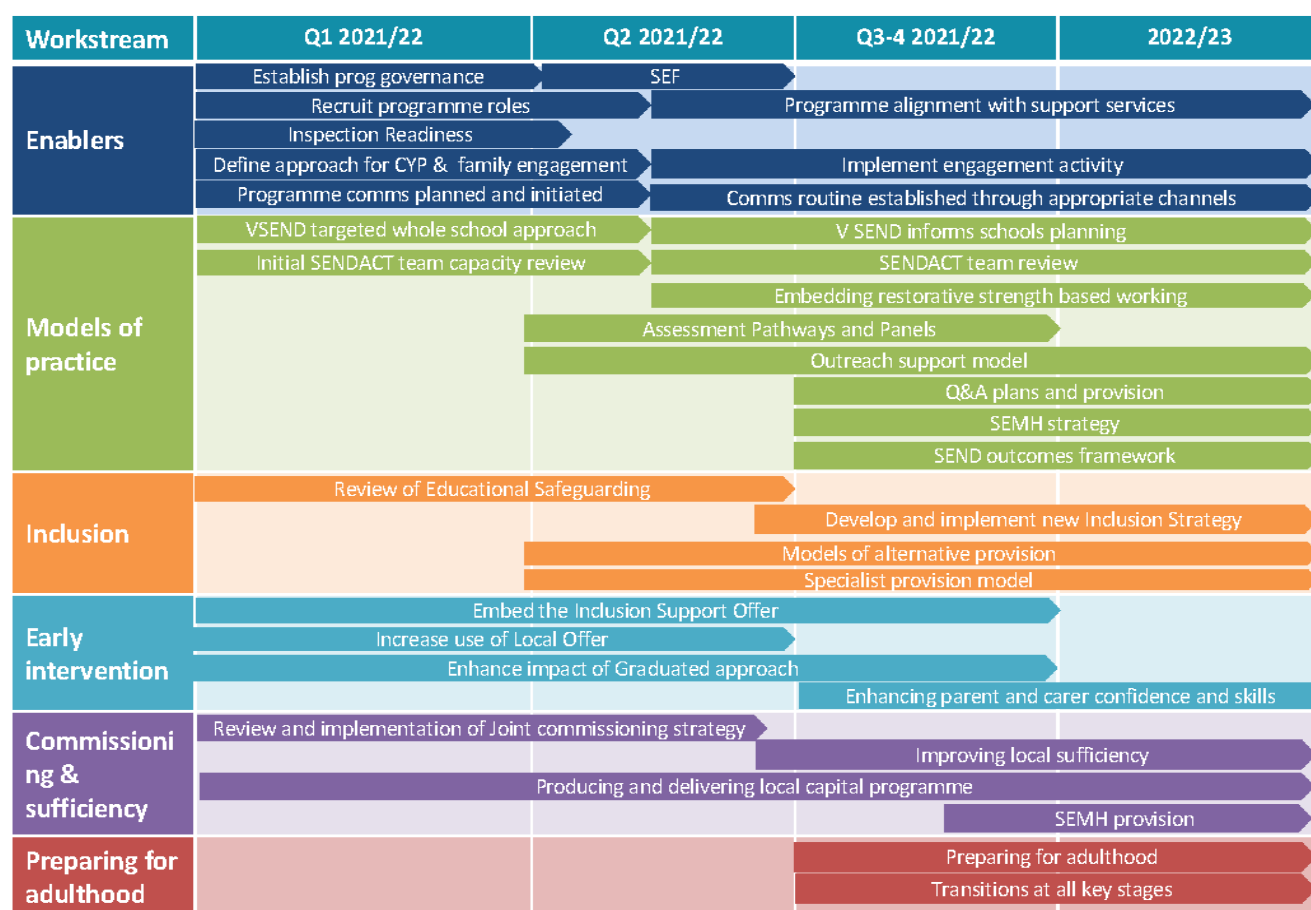
7. 24-month plan

The 24-month plan highlights the scale of the ambition for the programme and the level of activity required to deliver the inclusive ambition over the next twenty-four months. It is recognised that this is an ambitious plan, that will result in a significant level of change in the local SEND system during this period. Much of this activity will be driven by staff ownership and embedding new ways of working, which should significantly mitigate disruption.

This plan has been shaped by key programme stakeholders to develop an approach which, although ambitious, can be delivered.

Further definition of the plan for 2022/23 will be shaped over the coming months. Central to this will be the influence of the voice of the children young people and families, which will come from engagement in the summer and autumn, shaping programme plans, priorities and delivery models

FIGURE 6: 24 MONTH PROGRAMME PLAN

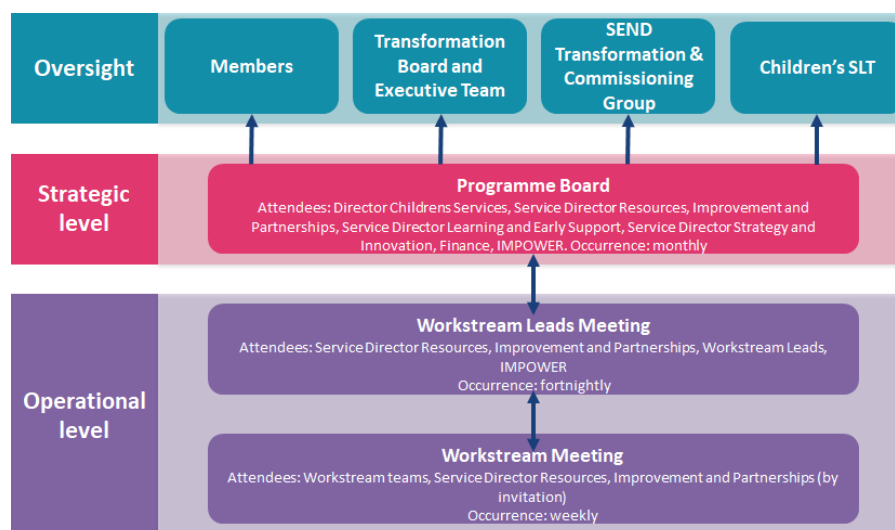


8. Governance and programme management

The proposed governance structure aims to provide both rigour and flexibility. The aim of the governance structure set out below is to provide an appropriate balance which provides; clear assurance to oversight groups, constructive challenge and clarity of direction at a workstream level.

. The governance approach is designed to enable upward and downward reporting – with Workstream Lead Meetings scheduled either side of the monthly Programme Board, ensuring that the right items are escalated, and key decisions cascaded in a timely fashion.

FIGURE 7: PROGRAMME GOVERNANCE STRUCTURE



A key component of programme reporting will be Trajectory Management. The Trajectory Management approach will track programme delivery against a target cost/demand position, directly linking to the impact delivered from activity at all points of the CYP journey. This will enable the programme to confidently report a whole system view, rather than isolated impact that may have unintended consequences elsewhere in the customer journey.

The programme will measure success through four lenses:

1. Meeting the SEND system financial requirements and delivering a financially sustainable service
2. Ensuring that the best possible outcomes are delivered for children and young people in Kirklees
3. Delivering in a socially equitable way that reflects and responds to the communities in Kirklees at a place level.
4. Supporting and building the skills and resilience of Kirklees staff, building capability for future change activities

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