



Report to Children, Young People and Family Support Scrutiny & Policy Development Committee

Report of: Dawn Walton, Director of Commissioning, Inclusion & Learning and Brian Hughes, Director of Commissioning and Performance and Deputy Accountable Officer, Sheffield CCG

Subject: SEND & Inclusion update

Author of Report: Tim Armstrong, Head of SEN (SCC), Joel Hardwick, Head of commissioning – Inclusion & Schools (SCC), Sapphire Johnson, Head of commissioning – Children, Young People and Maternity (SCCG)

Summary:

To provide scrutiny committee an update on the inclusion strategy development and commissioning intentions

Type of item: The report author should tick the appropriate box

Reviewing of existing policy	
Informing the development of new policy	
Statutory consultation	
Performance / budget monitoring report	
Cabinet request for scrutiny	
Full Council request for scrutiny	
Call-in of Cabinet decision	
Briefing paper for the Scrutiny Committee	X
Other	

The Scrutiny Committee is being asked to:

consider the proposals and provide' views, comments and recommendations

Background Papers:

Category of Report: OPEN

Report of the Director of Commissioning, Inclusion & Learning **– Inclusion strategy and commissioning**

1. Introduction

To provide scrutiny committee an update on the development of the inclusion strategy in response to the local area SEND inspection, including the development of joint commissioning intentions

2. Main body of report, matters for consideration, etc

The local area inspection of SEND was completed in November 2018. The inspection report identified 7 areas of significant weakness and required the development of a written statement of action in response. This was published earlier this year. Inspectors are due to return in October 2020.

The purpose of this report is to provide an update in regards to the development of the inclusion strategy and commissioning intentions.

2.1 Inclusion strategy development

A formal consultation on the draft Inclusion Strategy has been taking place since 11th November 2019. This is due to end on 26th January 2020, just prior to this committee meeting. From the consultation responses to date we have been able to see the percentages of people who agreed or disagreed with various elements of the strategy and also to theme comments and identify parts of the strategy that could be written more clearly or focused differently. For example, common themes that have appeared include:

- Language and tone – too much jargon
- Lack of provision available
- How to make it a reality
- Timescales
- Role of schools and SENCO
- Early years

During the first four weeks of the consultation we listened to what people told us and re-drafted the strategy commitments in plain English. We re-issued these alongside the original draft strategy for further comment in December for the remainder of the consultation period. Final re-drafting of the strategy will take place w/c 27th January and early February once the consultation has closed.

The strategy continues to contain 5 commitment areas:

- Effective identification of needs with appropriate assessments across Education, Health and Care
- A wide range of services across Education, Health and Care that meet the needs of our young people (Provision)

- Smooth transition across Education, Health and Care at every stage of a young person's life, and particularly to adult life (Transition)
- Excellent communication and engagement between young people, families, education, health and care services including schools (Communication)
- Skilled leader and staff capabilities to deliver the services across Education, Health and Care (Workforce)

We continue to aim to take the strategy to Sheffield City Council cabinet in February 2020. The commitments used for consultation are appended to this report and copies of the updated commitments will be available to the committee on the day in agreement with the chair. This is due to the extension of the deadline to the consultation to enable time to ensure that all views have been incorporated.

2.2 Joint commissioning developments regarding SEND and Inclusion

The inspection highlighted commissioning as one of the seven areas of weakness, specifically:

- *Weaknesses in commissioning arrangements to remove variability and improve consistency in meeting the education, health and care needs of children and young people aged zero to 25 with SEND*

In the approved Written Statement of Action, the Local Authority and the Clinical Commissioning Group committed to the following areas of focus to address this weakness:

- *Understand Needs: Develop a full and shared understanding of children and young people's education, health and care needs to inform commissioning planning and decisions, resulting in more effective SEND support*
- *Mapping Commissioning and Provision Requirements: Ensure a clear understanding of existing commissioning requirements for children and young people with SEND and how current commissioning arrangements align; identify where we have gaps and inconsistencies; and engage with children, young people and families for feedback as part of the commissioning cycle*
- *A Consistent & Improved Citywide Programme: Develop a joint local area commissioning programme for SEND support and a consistent approach to the way we commission services, to ensure the development of more effective support*

The draft Inclusion Strategy that is out for consultation as described above contains further strategic steer around the commissioning needs, most specifically under the commitment related to provision:

- *We will make provision and support easy to find and access*
- *We will give the right support for children and young people at all levels of need*

- *We will provide support as early as possible*
- *We will create sufficient high quality local provision that meets local need*
- *We will work together with services and schools to improve inclusion*

Overall level of needs and demand:

- Around 12,000 school-age pupils with identified SEND in Sheffield – fits the nationally expected level
- The more complex children with identified SEND have an Education, Health & Care Plan (EHCP) – in Sheffield 3,275 (October 2019) children and young people (0-25) have an EHCP – this has grown from 2,500 in January 2017 and at the last point of published data remained slightly lower than the national proportion (2.5% vs 2.9% nationally)
- The SEND code of practice has four areas of need: Cognition & Learning; Communication & Interaction; Social, Emotional & Mental Health (SEMH); and, Sensory & Physical – Sheffield follows nationally-recognised trends in seeing growing numbers of children with identified needs across communication & interaction and behavioural needs linked to SEMH
- Referrals to Child & Adolescent Mental Health Services (CAMHS) increased by 46% between 2018/19 and 2019/20.
- Developmental Language Disorder (DLD) affects 7% of the population (approx. 2 children in every class).
- 60% of pupils referred to Secondary Inclusion Panel in Sheffield in 2018-19 were found to have Speech, Language and Communication Needs (SLCN).
- 50% of pupils with SLCN have associated social, emotional and mental health needs.
- Over a quarter of the city's children with EHCPs are in two of Sheffield's 18 postal districts - S5 & S2

In order to deliver against these strategic steers and the current patterns of increasing need we must develop further our commissioning intentions and we must also reshape the system. We must create a system that is:

- Integrated: across education, health and care
- Graduated: from universal up to the offer for the most complex
- Preventative and flexible: around the family with a focus on causes
- Engaged: with individuals, families, and services
- Consistent & available: the offer is sufficient, consistent, clear and timely
- All-age: with seamless multi-agency transitions

Within this approach we have developed a shared vision of the integrated and graduated approach:

SPECIALIST PROVISION: High level of need & complexity

Integrated Resources & Hubs, Special Schools, Hospice, Tier 3 and 4 CAMHS, tertiary specialist services, acute inpatients, Ryegate

TARGETED SUPPORT: Crisis prevention

Fast-track assessment, alternative provision, and intervention to prevent escalation to specialist

EARLY HELP: Pro-active & preventative

Tracking and review of vulnerable children (Vulnerable Learner Reviews) – General and Community Paediatrics, MAST, Primary Mental Health Workers

UNIVERSAL PLUS: Integrated support at local level

Integrated locality support teams based around schools - Ed Psych, Community Therapies, 0-19 service, Community Nursing, Healthy Minds

UNIVERSAL: Core city-wide offer

Successful inclusive nurseries and schools, 0-19 service, Primary Care/GPs, promotion of healthy lifestyle

We are seeking to develop a shared outcomes framework that follows from the Inclusion Strategy, once finalised and approved. The phrase in the strategy that every vulnerable learner in the city is “safe, settled and ready to learn” could be combined with some simple overall performance measures that we as a city, and every service within the city, could align around in our outcomes, commissioning intentions and monitoring.

Our commissioning intentions link to the above model as follows:

Universal

Commissioning in this area is intended to support:

- Strategic leadership and a shared vision across providers/services
- Clarity, consistency and shared accountability of processes and tools including routes to flag and raise issues within the system
- Increased ability of mainstream education settings to be inclusive through training & support to embed inclusive practice and environments in the everyday offer

Some examples of current and developing commissions in this space:

- Education sector leadership for Inclusion & SEND: A leadership and delivery team to include Headteacher leads for inclusion gateway,

locality SEND funding, and inclusion, Inclusion & SEND School Improvement Partner, and five citywide SENCO roles.

- Community Nursing: Development of community nursing service, including health input into schools
- Consistent training, support, and toolkits for schools across the four areas of the SEND code of practice
- Trauma-informed schools and settings: Develop a shared understanding and core training offer to create a trauma-informed education system across the city

Integrated Support Offer: Universal Plus/Early Help/Targeted Support

Commissioning in this area is intended to support:

- Increased ability of mainstream education settings to be inclusive through early integrated identification and external support/funding for children with additional needs
- Pupils with additional needs in mainstream schools are safe, settled, and ready to learn
- Stabilising of the current increase in demand for specialist education and services
- Fast and appropriate support for pupils at points of crisis

Some examples of current and developing commissions in this space:

- Locality SEND Funding: Increase top up funding for SEND learners in mainstream schools from £2.1m per year to £3.4m. Using improved data through Sheffield Support Grid to enable consistent targeting of funding to pupils through localities.
- Increased and consistent external support offer to schools across the four areas of the SEND code of practice
- Mentoring Support: A support offer to create trusted, lasting relationship with vulnerable learners and their family, working with partners to ensure that delivery is consistent and tailored to each individual
- Family/ Parenting: Priority areas for 2020 development of the parenting offer are targeted support to families with SEND; Sleep; Parental Conflict; Support to schools

Specialist

Commissioning in this area is intended to support:

- Increased specialist provision closer to home
- Bespoke/person centred access to mainstream curriculum where appropriate
- Sufficient and successful special school places
- Greater clarity and outcomes focus on pupils accessing the independent sector
- Young people with SEND achieving their potential and moving on to fulfilled lives beyond education

Some examples of current and developing commissions in this space:

- Integrated Resources & Hubs: Grow from 200 to 270 places – growth in primary integrated resources places and secondary special-led hubs based in mainstream schools
- Special School Places: Increase existing capacity for secondary (focus on communication & interaction needs and Cognition & Learning), primary (focus on communication & interaction needs), alongside the development of two new special schools
- Post-16 health provision: Describe existing post-16 provision, identify and address gaps and develop clear and smooth transition pathways and processes between pre- and post-16 services
- Post-16 care offer: Develop more flexible packages to complement a 3 day education offer and support successful transition beyond education

2.3 CCG developments and responses

The inspection and subsequent action plan identified a number of areas for improvement in relation to CCG commissioning (in addition to that described above) and health service provision. The following provides a brief update on progress against those actions:

Strategic Oversight

Governance arrangements and data flows have been significantly strengthened within the CCG, with regular SEND updates being received by Governing Body and its sub-committees such as Strategic Patient Engagement, Experience and Equality Committee. SEND is referenced in the CCG's draft commissioning priorities for 2020/21 and CCG representation has formed part of the core membership of the Inclusion Strategy Development Group.

The CCG has also increased its clinical oversight by appointing a Designated Clinical Officer (DCO), who is a registered children's nurse by background. The Designated role has been increased from what was previously a 2 day per week post up to 5 days per week.

Service Specifications and Key Performance Indicators

The CCG has established a rolling programme of service specification development to ensure that all commissions have robust descriptions and performance monitoring arrangements in place to support effective contract management processes. In some cases, where the need for service development and/or improvement is indicated, a full service review project has been initiated. This involves undertaking a more detailed and in-depth approach to the commissioning cycle of assessing need, reviewing existing service delivery, implementing new service delivery and then reviewing on an ongoing basis. This work has already been started for Speech and Language

Therapy, Occupational Therapy and Physiotherapy and further work is planned for next year.

Health input into the Education Health and Care Plan (EHCP) process

The CCG have commissioned 2 new posts into the SEND Statutory Assessment and Review Service (SENSARS) team – one administrative and one clinical. The clinical post will have a role in supporting the Designated Clinical Officer in coordinating, monitoring and quality assuring both the health information that goes into plans and also the delivery of the health provision as set out in the plans. This will help to strengthen quality assurance processes and ensure that the information contained within plans is sufficiently detailed, built around needs and contains the voice and aspirations of the child or young person. It will also ensure that provision detailed within plans is being appropriately delivered so that children and young people have their needs met.

The Designated Clinical Officer (DCO) now sits on a number of panels and decision making committees and can provide health advice, input and direct access where required to health services and processes. The DCO has also started a programme of training and development with health service staff to ensure they have the right knowledge and support to effectively contribute to the EHCP process.

Priority Service Areas for Improvement

Particular service delivery issues were highlighted with long waiting times for the Autism Assessment and Therapy Pathway (delivered at Ryegate Children's Centre), Child and Adolescent Mental Health Services (CAMHS) and Wheelchair and Specialist Seating Service.

Commissioning arrangements for the Autism pathway will transfer from NHS England to the CCG in April 2020. This will enable a local, more joined up approach to commissioning autism services in the city, working closely with education and social care. In anticipation of this, the CCG have already worked with the service provider to develop an action plan to reduce existing waiting times and look at future models of service delivery.

The CCG has recently commissioned a new service to provide training and support for sensory needs, which are often associated with autism spectrum conditions. This builds on the pilot project delivered in Locality C and will provide training for all schools and Special Educational Needs Coordinators (SENCOs), as well as support to make the education environment autism and sensory friendly and workshops for teenagers to help them manage their own sensory needs.

Referrals continue to increase for CAMHS and there is a large, ongoing programme of work to support the service and reduce waiting times. The CCG has invested additional funding into CAMHS and examples of actions the service provider is taking include recruiting additional staff, undertaking weekend clinics, undertaking telephone assessments and looking at new models of staffing and service delivery.

Considerable work has taken place with the team at Sheffield Teaching Hospitals to address issues in the Wheelchair and Specialist Seating Service. There is now a detailed service specification (in line with the national model service specification) and monthly performance monitoring arrangements in place. The % of children waiting <18wks for a wheelchair or specialist seating for was reported as 75.9% in September 19. However, there has been a general issue about data quality so the CCG is continuing to work with the provider to address this. We are still collectively aiming for 92% of children and young people to wait less than 18 weeks by April 2020.

Joint Commissioning Arrangements with the Local Authority

In addition to the work on commissioning set out above, there are several projects where progress has already been made in terms of a joint approach between the CCG and Local Authority, including:

- The CCG has contributed financially to the SEND engagement contract
- The CCG and LA have jointly funded and commissioned a project to update managing health needs in schools guidance and scope what future health delivery in schools should look be

Work has also commenced to align the CCG's 2020/21 commissioning intentions with Sheffield City Council 2020/21 plans across both adults and children's services. This will result in identification of which intentions align within the aims of Joint Commissioning Committee. The expectation is that this will result in a jointly owned commissioning plan for 2020/21.

3 What does this mean for the young people of Sheffield?

Sheffield children will have a more fit for purpose system across Education, Health and Care to ensure that their additional needs are effectively met in a timely manner

4. Recommendation

The committee is asked to consider the update on progress made

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Sheffield Inclusion Strategy – Consultation document – Commitments

This document should be read alongside the original consultation document for the Sheffield Inclusion Strategy.

Following initial feedback from the consultation that identified that some of the language used in the consultation document was not clear, we have re-written the five commitments in the consultation.

Whilst we have re-written to make the language clearer, the content has and intention has not been changed.

Consultation Document

Commitment 1: Effective identification of needs with appropriate assessments

Our challenge:

- We need to identify children and young people's needs earlier so that we can provide support as soon as possible.
- We need to assess children and young people based on their overall individual needs rather than their medical diagnosis.
- We need to improve our assessment processes so that we are clear about who should do what and when.

What it looks like now:

Families, Services and schools tell us:

- We focus more on a diagnosis than on an individual's specific needs.
- They do not always know how to access assessment and support.
- Processes can be hard to understand and are not clear and consistent.
- There is too much focus on a services standard offer rather than an offer that is tailored to a need.
- It takes too long to wait for any diagnosis and families have to wait too long to get support whether they have a diagnosis or not.
- They want services to work together and want to have better services in local areas.

What we have done so far:

- We have developed tools to support assessment processes. This includes tools for SEN Support linking the Family Common Assessment Framework (FCAF) and Education, Health and Care Needs Assessments.
- We have improved the number of Education Health and Care needs assessments completed in the statutory timescales.

Our priorities:

1. We will identify children and young people as early as possible so that they and their families get the right support at the right time.
2. We will assess children and young people based on their individual needs and we will work with families to understand what works and what needs to change.
3. We will have clear assessment and review processes that describe who does what and when.
4. We will work together with other services to identify and assess need.
5. All our plans will have a focus on long term aspirations and outcomes

What we will change:

Priority One - *We will identify children and young people as early as possible so that they get the right support at the right time.*

- We will create clear referral routes for assessment and support.
- We will use the resources we have available to have the right people, knowledge and funding in place to identify and assess needs in a timely way.
- We will work with schools and nurseries to make sure they have the knowledge and skills to identify needs early.
- Services across education, health and care will work together to support the early identification of needs.

Priority Two - *We will assess children and young people based on their individual needs and we will work with families to understand what works and what needs to change.*

- We will include the family and people who work with the family throughout the assessment process.
- We will ask and listen to the child and family's views, about what is working and what needs to change in order to build better relationships between service and families.
- We will create evidence-based tools and easy-to-read resources to support assessments so that all children and young people can take part including those that communicate non-verbally.

Priority Three - *We will have clear assessment and review processes that describe who does what and when.*

- We will create clear documents and visuals that show assessment and review processes.
- We will review our school locality processes and make sure we are supporting the 'graduated approach' cycle where children and young people's needs are regularly reviewed (the 'graduated approach' is a cycle of assess, plan, do, review).
- We will review decision making processes, including resource allocation panels, to make sure they are clear and accountable.
- We will create a quality framework to ensure all assessments, plans and reviews are of high quality including MyPlans and EHC Plans.

Priority Four - *We will work together with other services to identify and assess need.*

- We will set up joint teams/hubs of services around the city.
- We will work with schools to improve SEND knowledge and access to assessment and clinical support.
- We will make sure that schools are ACE (Adverse Childhood Experience) aware.

Priority Five – *All our plans will have a focus on long term aspirations and outcomes.*

- We will make sure that assessments are 'person-centred' (meaning they place the child at the centre of planning) and include the views and aspirations of the child/young person and their family
- We will make sure that all plan writers are trained in how to identify aspirations and outcomes and include them in plans

The impact this will have:

- Children and young people will have their needs assessed at the right time to get the support they need.
- Children and young people will be at the centre of all assessments so that they are meaningful to their lives.
- Families, schools and services will understand and implement assessment and review processes.
- Services will work well together to assess children and young people.

Commitment 2: A wide range of services that meet the needs of our young people (Provision)

Our challenge:

- We need to work together to commission services based on the needs of children and young people.
- We need to make sure our services are available to all children and young people who need them. This includes universal (services open to all), targeted (services for those with some additional needs) and specialist services (services for those with the most complex needs).
- We need to make sure our systems and processes are easy to understand and use.
- We need to make sure that mainstream settings are inclusive and are able to focus on early intervention, particularly before a child is school aged.

What it looks like now:

- Children, young people and families are not always involved in developing services.
- Our systems and processes are difficult to use and understand.
- We have growing numbers of children and young people that need services and not enough funding.
- We do not have enough specialist education places; all our special schools are full.
- Mainstream schools do not have the right expertise and enough resource to support all children and young people.
- Our services are very busy and are not able to support all the children and young people who need them.
- Our advisory services, such as health services and educational advice givers, are not joined up and are not able to support all those who need them.

What we have done so far:

- Two new special schools have been commissioned and are due to open in 2021 and 2022.
- We have increased funding to mainstream schools from April 2020 but there is still not enough.
- We are increasing the number of integrated resource places throughout the city.
- We are working with schools to help them have more inclusive practice.
- We are promoting better use of the Sheffield Support Grid, locally developed guidance for schools and services, to provide consistent guidance on how needs should be met. This includes a parent guide.
- We are improving health services by prioritising SEND when we commission and review services
- We are increasing local social care support by reviewing our offer of short breaks provision and provision for young adults in adult life.

Our priorities:

1. We will make provision and support easy to find and access.
2. We will give the right support for children and young people at all levels of need.
3. We will provide support as early as possible.
4. We will create sufficient high quality local provision that meets local need.
5. We will work together with services and schools to improve inclusion.

What we will change:

Priority One - *We will make provision and support easy to find and access*

- We will create funding models for provision that are clear and easy to understand.
- We will commission advice, guidance and advocacy services for children, young people and families.
- We will have a 'key worker' approach to supporting families who need it.
- We will reduce waiting times so that they are in line with national and local targets.
- We will have a clear referral process and sufficient provision for short breaks and respite care.

Priority Two - *We will give the right support for children and young people at all levels of need.*

- We will make sure there are enough specialist school, integrated resource and alternative provision places.
- We will commission sufficient advice services to support the needs of children and young people in the city
- We will review existing provision and increase provision that works well.
- We will improve support to access education so that all children and young people can have a full time and appropriate education placement.
- We will develop a flexible model of support in our localities so that needs can be met quickly when they arise.

Priority Three - *We will provide support as early as possible.*

- We will focus on early intervention starting with Early Year's teams and early intervention services.
- We will move budgets towards providing support as early as possible and towards mainstream settings.

Priority Four - *We will create sufficient high quality local provision that meets local need.*

- We will work together with children, young people and families to plan our local offer of provision.
- We will revise our post-16 offer with a focus on access to employment, life skills and community participation.
- We will review and further commission our short break and respite provision.

Priority Five - *We will work together with services and schools to improve inclusion.*

- We will develop a city wide approach to inclusion in schools that is led by the schools sector and supports whole school practice.
- We will develop a quality framework to ensure that services are of high quality and meet young people's needs.
- We will monitor and quality assure the impact of services to make sure that children and young people's needs are being met.

The impact this will have:

- Families will be able to access the advice, provision and support that they need.

- Children and young people will have the right support at the right time.
- Children and young people will be supported earlier and services will be better joined up.
- Children and young people will have access to local provision that meets their needs.
- Children and young people will be in more inclusive schools, making them happier and more able to learn.

Consultation Document

Commitment 3: Smooth transition at every stage of a young person's life, and particularly to adult life (Transition)

Our challenge:

- We need to make sure that it is easy for children and young people to move between different educational stages and into adult life.
- We need to make sure that services across education, care, health and employment work well together.
- We need to have more opportunities for young people moving into adult life. These include education, employment, being a part of their community, independent living and the ability to manage health needs.

What it looks like now

- The move through education stages and into adult life is one of the greatest areas of concern for families, schools and services.
- Our services do not work well together and there is no city wide transition policy with joined up system and processes.
- We have not always communicated well with families about what is happening.
- Transition reviews are not joined up and do not focus enough on what the next stage of adult life will be like.

What we have done so far:

- We have begun to develop transition pathways for age 2 (pre-school), age 9 (Year 4) and age 14 (Year 9).
- We are working with young people to improve EHCP (Education and Health Care Plan) annual reviews and the pathways for moving to adult life.
- We are working with young people to look at post-16 provision with a focus on their outcomes.
- We have improved transition routes between health providers and are working on producing clearer pathways for care services.

Our priorities:

1. We will have clear pathways for children and young people as they move through education stages and into adult life.
2. We will have a clear plan to support young people to move into adult life that covers all parts of their life. This includes employment and meaningful activity, independence, being a part of their community and managing their health.
3. We will address the current gaps in provision for young people aged 16-25 across education, health and care.
4. We will ensure we have enough opportunities for young people across their whole life. This includes opportunities in employment, day activities, housing, health support, and life skills.
5. We will ensure that young people and families are able to access the right support, to enable them to succeed in adult life.

What we will change:

Priority One - *We will have clear pathways for children and young people as they move through education stages and into adult life.*

- We will develop our pathways of support and intervention for young people at age 2, age 9 and age 14.
- We will create clear documents on these transition pathways which will show what support is available at each stage.
- We will develop a clear governance structure around transition including a strategic multi-agency transition group.
- We will have clear roles and responsibilities around transitions.
- We will combine health transition actions plans to improve the journey between children's and adult health services.

Priority Two - *We will have a clear plan to support young people to move into adult life that covers all parts of their life. This includes employment and meaningful activity, independence, being a part of their community and managing their health.*

- We will have a joint review process for all young people with additional needs from age 14 onwards with a focus on what adult life will look like and what support they will need.
- We will work with schools and colleges to review the curriculum for those with complex needs, to ensure that it is fit for purpose in preparing young people for adult life.
- We will make sure social care teams begin transition planning early and have a pathway plan which includes employment, housing, training, health and financial support.

Priority Three - *We will address the current gaps in provision for young people aged 16-25 across education, health and care.*

- We will create a 5 year plan to ensure we have enough provision for young people including health, care, community provision, and housing.
- We will use available data to inform commissioning so that we have the right provision in place that meets the needs of young people.

Priority Four - *We will ensure we have enough opportunities for young people across their whole life. This includes opportunities in employment, day activities, housing, health support, and life skills.*

- We will work with employers to develop employment opportunities for young people with SEND including supported internships and job coaching.
- We will ensure that there is a 5 day offer of opportunities including commissioned and community activities so that young people can have a varied and meaningful life.

Priority Five - *We will ensure that young people and families are able to access the right support to enable them to succeed in adult life.*

- We will make sure there that we target our available resources in services so that young people get the right support to plan and move into adult life.

The impact this will have:

- Young people will have a smooth transition between different educational stages and services.
- Young people and families' experience of transition will be good.

- All young people with SEND will have a clear plan to move into adult life that covers all parts of their life.
- We will have sufficient provision for young people to move successfully into adult life
- Services will have the skills and tools to support young people through identifying their needs and plan for adult life

Consultation Document

Commitment 4: Excellent communication and engagement between young people, families, services and schools (Communication)

Our challenge:

- We need to build mutual trust and relationships between children, young people, families, schools and services across the city.
- We need to make sure our services are based on the needs of the children, young people and families we support.
- We need to clearly communicate, with families and services about who should do what, when and how.
- We need to make it easy for children, young people and families to find information.

What it looks like now:

- Families tell us that our communication systems do not work. They find it difficult to understand what should happen and hard to get answers.
- They have told us that they do not know where to go to for help when there are gaps in support.
- Our systems are not easy to use and there is not enough transparency.
- Our communication is not consistent and there is poor 'customer care' when families are going through difficult processes.
- We have some good practice of communication but it is in pockets across the city, is dependent on individual SENCO's or officers, and is not consistent.

What we have done so far:

- We have produced new guidance and videos to explain how things work.
- We are consulting with children, young people and families on what we should improve.

Our priorities:

1. We will make sure that the voice of the young person and their family will be at the centre of all our services.
2. Services and schools will work together to ensure good communication with children, young people and families that is focused on the individual child.
3. We will make sure that assessment and support processes are clear and easily available to all.
4. We will have a clear and consistent way of working with families from day one. Families will know what is happening and what will happen next.
5. Our services and schools will be open and honest with families about what support is available.

What we will change:

Priority One - *We will make sure that the voice of the young person and their family will be at the centre of all our services.*

- We will recognise, listen and respond to the family as an equal partner who are the experts of what daily life is like for their child.
- We will develop a citywide 'tell us once' approach so that young people do not have to repeat their story. Appropriate information will be shared. This will link to a 'family journey' through SEND and Inclusion.

- We will develop an engagement approach with under-represented communities to ensure that their voice is heard. This will include Roma, BAME, and those families with their own learning needs.
- We will create communication tools that we can use with all children and young people including those that are non verbal. This will mean that we can get their views and find out what is important to them.

Priority Two - *Services and schools will work together to ensure good communication with children, young people and families that is focused on the individual child.*

- We will develop a 'customer approach' in services that prioritises good communication and ensures that agreed actions are completed.
- We will ensure that our IT systems talk to one another to share appropriate information. This will include looking into the development of a central data system across services.

Priority Three - *We will make sure that assessment and support processes are clear and easily available to all.*

- We will re-design our local offer website to make it easy to use so that everyone can find the information they need easily.
- We will outline clear detailed assessment and support processes in different formats for all to use. This will include posters, animations and diagrams.
- We will put in place a marketing strategy to ensure that information about SEND and inclusion is widely available. We will look at putting information in public places and doctor's surgeries. We will look at how we use social media to get information out to families.

Priority Four – *We will have a clear and consistent way of working with families from day one. Families will know what is happening and what will happen next.*

- We will use individual agreed methods of communication with children, young people and their families. Services and schools will agree this with them when they are first involved.

Priority Five – *Our services and schools will be open and honest about what support is available.*

- We will develop standards and best practice guidance on how and when to communicate with families. This will include written and verbal communication from teachers, SENCO's and services.

The impact this will have:

- The child and young person's voice will be central to the way all our services work.
- Services and schools will work well together and families will know what is happening and when.
- Children, young people and families will understand the support available to them.
- Families, schools and services will have better relationships.
- Professionals will have the tools available to them to communicate well with families.
- It will be easier for families to get the information and help they need.

Commitment 5: Skilled leader and staff capabilities to deliver the services (Workforce)

Our challenge:

- We need to have a workforce that works well together with shared values and trust.
- We need to ensure that leaders have the skills to make the right decisions to support children, young people and families. They need to have clear roles and responsibilities. We need to have decision making processes that are clear and accountable.
- Our workforce needs to be supported with training so that they have the right skills and knowledge.
- We need to have systems that are easy to use for our staff.

What it looks like now:

- We have a committed and hardworking workforce who we want to support to do their job as well as possible.
- Our families tell us that some staff go the extra mile to help but that not all staff have the skills they need.
- We have a range of expertise across the city but it is not consistently available to all.
- We have had issues recruiting and retaining staff which has changed how well services run.
- Our leaders tell us that systems and processes do not join up and the pressures on individual services are preventing change.
- We have some good joint working but it is not consistent across Sheffield. We know that cases involving many teams can be a difficult experience for families.

What we have done so far:

- We have developed training on processes that are being rolled out to schools and services across the city.
- The Accountable Care Partnership (a group of health and social care organisations that work together to deliver care for people living in Sheffield) has developed a workforce strategy.
- We have created school-sector leadership across SEND. This has helped education providers' work together more but we need to join with health and care services.
- We have held events including the 2018 SEND Leaders conference to promote inclusion.

Our priorities:

1. We need to know how many people need our services and understand where we have gaps in staffing and skills.
2. We need to make sure our workforce has the skills they need to understand and support inclusion.
3. We need to develop shared values, language and knowledge so that we can work together well.
4. We need to make sure that support is joined up. We will use a keyworker approach to do this where possible.
5. We need to ensure we value and support our staff so that we can recruit and retain the right people.

What we will change:

Priority One - *We need to know how many people need our services and understand where we have gaps in staffing and skills.*

- We will make sure we use data to tell us how many people need our services and what our services need to provide.
- We will develop and train staff to make sure that our services are able to support the people who need them.

Priority Two - *We need to make sure our workforce has the skills they need to understand and support inclusion.*

- We will develop clear roles and responsibilities for leaders and will make decision making processes clear and accountable.
- We will develop standards for staff across services and we will use these to check how well our staff is performing.
- We will create a programme of training for all schools, services, young people and families in the city that covers inclusion and SEND.
- We will train our assessors and plan writers so that they have the skills to create high quality, accurate and specific plans.
- We will explore how to develop a 'charter mark' for inclusion so that we can evidence that leaders are developing good inclusive practice.

Priority Three - *We need to develop shared values, language and knowledge so that we can work together well.*

- We will develop a knowledge hub so understanding and experience can be shared across the city.
- We will develop a skill sharing approach so different staff can come together to share skills and knowledge.
- We will undertake peer reviews and service evaluations so that we can keep improving our services.
- We will develop a set of shared values and common language so that everyone can work together well.
- We will use the city's Inclusion Improvement Board to lead the whole programme in making changes across services and schools.

Priority Four - *We need to make sure that support is joined up. We will use a keyworker approach to do this where possible.*

- We will develop a keyworker approach so that our most vulnerable and complex children, young people and families are well supported.

Priority Five - *We need to ensure we value and support our staff so that we can recruit and retain the right people.*

- We will develop a citywide understanding of recruitment and retention issues.
- We will make jobs in inclusion attractive to people so that we can recruit and retain high quality staff.

The impact this will have:

- Services will have the right skilled staff to support the people that need them.
- Staff will be skilled and well trained, make better decisions and give better support.
- Leaders will have clear roles and responsibilities and will be accountable.

- Services will work well together and will share values, language and knowledge.
- Services will be able to recruit and retain high quality staff and morale will be high.

Consultation Document

Sheffield Inclusion Strategy, 2020-2025 – Consultation document



Consultation document

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Introduction

As a city we are working to co-produce a clear vision and strategy for inclusion, including Special Educational Needs and Disabilities.

This draft strategy has been developed through a number of focus groups and sessions, building on information already available.

We now seek views on the draft strategy which will be finalised after the consultation and published in early 2020.

Key terms

Throughout this strategy we use a number of key terms as follows:

- *By 'young people' we mean all children and young people from birth up to age 25*
- *By 'families' we mean all parents, carers and family members*
- *By 'services' we mean any service across Education, Health and Care supporting young people*
- *By 'schools' we mean all education providers including early years, nursery, school, colleges and training providers*
- *By 'assessments' we mean a wide range of assessments to meet needs across education, health and care services, including diagnosis and co-ordinated plans such as EHC plans*
- *By 'transition' we mean every stage that a young person moves through including into school, from primary to secondary and into adult life*

Throughout our strategy we recognise that areas overlap and so we have only included these in one specific area rather than repeating and replicating information.

Consultation document

Summary and context

Inclusion is important to ensure that all young people and their families, regardless of their needs, get the opportunity to access the best life chances. The challenges to addressing inclusion, particularly around Special Educational Needs and Disabilities (SEND), are growing nationally with growing demand, changes in the complexities of needs, a new academic curriculum and financial pressures across sectors. The SEND reforms introduced through the children and families act, 2014, created an aspiration that those with additional needs would be at the centre of all decision making and that services would be more able to meet needs in a timely and co-ordinated manner.

Within Sheffield the views of our young people and their families are clear; we are not doing this well enough. The local area SEND inspection in November 2018 identified significant weaknesses and this is confirmed by feedback from families. Our schools have struggled to balance pressures and remain focused on good inclusive practice whilst support services have struggled to keep pace with growing demand.

The aspiration across the city is to change our systems so that we act early to identify, assess and meet needs, work in partnership and establish integrated and local based processes and services that make Sheffield an inclusive city.

This strategy will build on changes and developments over the past 4 years including:

- Closer school sector working with schools supporting each other to address needs and improve access to support through work such as the Sheffield Support Grid, Primary and Secondary Inclusion Panels, locality working and a developed graduated approach to meeting needs
- Piloting approaches to address needs locally, for example through addressing sensory needs or sharing of skills
- A strategic joint commissioning approach to plan support and provision at all levels of need, including a focus on all age disabilities
- Ensuring that young people and parent voices are central to developments with an evolving approach to co-production
- Developing pathways for assessment, support and provision, particularly through the development of vulnerable learner reviews and early years partnership
- Improvement in the timeliness of EHC Needs Assessments
- A focus on key transition points at age 2, 9 and 14 – focusing on planning two years in advance
- Successful improvement of our social care systems to build quality frameworks that address safeguarding needs
- Improving integration of health advice to co-ordinated needs through commissions including speech and language support via Primary Inclusion panel and pilots around addressing sensory needs

- Improving the use of data, policies and procedures to ensure access to education for all young people, including around elective home education, partial timetables and agreeing school places

While this has all driven forward improvement, there is a clear recognition that more needs to be done to reach the aspirations that the local area has for its most vulnerable young people, including where families feel change is not rapid enough. This strategy provides the overarching focus for that to be achieved, covering all areas of inclusion, including SEND.

Consultation document

The voice of Inclusion in the city

We have listened to our key stakeholders:

- Children & Young People
- Parents, Carers and families
- Front line professionals
- Leaders across the city

They have told us previously, and as part of developing our strategy, what we need to do differently. We have built on work since the introduction of the SEND reforms, the outcome of the local area SEND inspection and the 2018/19 'State of Sheffield' questionnaire, conducted by the Sheffield Parent Carer Forum, to ask our stakeholders what our priorities should be and how we should be changing and improving inclusion across the city.

In order to develop our vision and strategy - using all the information gained through consultation and previous surveys – we worked with Dr Kamal Birdi from The University of Sheffield University, using the CLEAR IDEAS model. This enabled us to co-produce our priorities and solutions working with over sixty individuals from our key stakeholders. This proved successful in identifying positive solutions and priorities which has formed the basis of the strategy.

A priority for our strategy is to better listen to, and act on, the voice of children and young people. We ran a number of group discussions with young people as part of developing our strategy, but we know we need more in future as young people must be the heart of our strategy and the focus of everything we do.

Our strategic priorities 2020-2025

Our vision

Sheffield will be an inclusive city where we work together to ensure that children and young people get the right support at the right time so that they can live a happy and fulfilled life.

Our five commitments

The information and consultation we received fits into five overarching commitments:

1. Effective identification of needs with appropriate assessments (*Assessment*)
2. A wide range of services and opportunities that meet the needs of our young people (*Provision*)
3. Smooth transition at every stage of a young person's life, and particularly to adult life (*Transition*)
4. Excellent communication and engagement between young people, families, services and schools (*Communication*)
5. Skilled leader and staff capabilities to deliver the services (*Workforce*)

Our co-production identified a number of broad cross-cutting values that, alongside our commitments, underpin our strategic approach:

- Person centred approaches and effective engagement – 'No decision about us, without us'
- Consistency across the city
- Accountability and trust
- A culture of working in partnership
- All children and young people should be safe, settled and ready to learn

What success will look like?

We will know inclusion is improving in Sheffield if we see:

- Increased satisfaction from young people and families in the support and services for those with SEND
- Reduced waiting times for access to specialist support and provision
- Increased participation at school for those with SEND
- Improved educational attainment and progress for pupils with SEND
- More young people with SEND moving into meaningful activity into adulthood

Next steps

Please note this strategy sets the direction and priorities for future work. Detailed action plans will be developed in line with this strategy but are not included within this document.

Commitment 1: Effective identification of needs with appropriate assessments

Our challenge:

- We need to ensure our assessment processes follow a 'person centred' approach rather than a 'clinical led' approach
- We need greater clarity about who should do what and when, including how our assessments processes work and interact with one another
- Improving early identification to provide support as soon as possible

What it looks like now

Families, Services and schools tell us we need to be 'needs led', understanding an individual's needs and not 'diagnosis led' to best support young people.

Families, schools and services tell us that they don't always know how to access assessment and support, don't understand the process, and often have to wait too long to get help. They tell us that processes aren't clear or consistent Families tell us that we need to start with the need, and right support to meet that need rather than the service 'standard offer' or approach. There is a desire to integrate services and improve locality based services.

We have started to develop some clearer tools to support assessment processes, particularly for SEN Support (incorporating the FCAF) and Education, Health and Care Needs Assessments. Our compliance around statutory processes has substantially improved, but a challenge remains over the quality of assessments and plans to ensure that they accurately reflect young people's aspirations and provision to meet their needs and ensuring successful implementation of plans.

Our priorities:

1. A focus on earliest identification of needs to ensure young people, and their families, get the right support at the right time
2. Assessments focus on the young people and what daily life is like – what is working, what's not working and what needs to change
3. Plans contain a 'golden thread' that connects the young person's aspirations, achievable outcomes, needs and provision, written in plain English
4. Assessment and review processes describe who does what and when so that they are clear, consistent and understandable
5. Services are integrated, joined up, work well together and jointly identify and assess need

What we will change

1. We will review and revise referral routes so that there is clarity about assessment and support processes

2. We will have the right resource (people, expertise and funding) in place to identify and assess needs at the right time in a timely way, so that pressures on the system are minimised.
3. Services will develop person-centred assessment processes that include the whole family – including considering the CYP views and aspirations, what's working/not working, the team around the child and understanding what the family feels is both the challenge and the solution so that we know the right information about the CYP
4. We will create, in easy to understand language and visuals, clarity about when and how a need should be assessed and reviewed and the process for this
5. We will commission and develop integrated teams/hubs across the city so that we can implement joint assessment at the right time
6. We will update our school locality processes to support a graduated approach so that we have good and consistent decision making and access to assessment and clinical support
7. We will create a shared bank of high quality evidence-based assessment tools that support successful outcomes, including those that allow young people to communicate in the way that works best for them (eg. for those who are non-verbal) so that we remove barriers to assessment and focus on a positive strengths based approach
8. We will revise decision making processes around assessment and provision to meet needs, including resource allocation panels, so that they are transparent and accountable
9. We will create a Quality Framework to ensure that all assessments, plans and reviews are high quality, holistic and person- centred, including MyPlans and EHC Plans
10. When developing assessment and support processes we will ensure that we consider and pre-empt conflict so that we are able to build better relationships between services and families
11. We will embed a whole school approach to SEND and adverse childhood experiences (ACES) so that schools have the expertise to identify needs early

The impact this will have:

- Young people will have their needs assessed at the right time to get the support they need to access education
- Young people will be at the centre of all assessments so that they are meaningful to their life
- Services assessing young people will work together to ensure a co-ordinated assessment process so that their experience is better

Commitment 2: A wide range of services and opportunities that meet the needs of our young people (Provision)

Our challenge:

- Support must be centred on the needs of the young people and their family by ensuring they are at the heart of the commissioning process. Our services need to work together to provide consistent and easy to understand systems.
- We need sufficient expertise, support and provision across universal, targeted and specialist services to meet demand, to make the most effective use of our existing resources.
- We need to increase the inclusivity of mainstream settings, supporting schools and services to be successful and inclusive for all children within the current accountability framework, with a focus on early intervention.

What it looks like now:

Young people and families are not consistently involved in the development of provision through agreed co-production methods. Service delivery is not person centred or joined up enough, leading to inconsistency. Families and practitioners report that support systems are difficult to understand and navigate.

We have a growing level of need and demand within the city, based on changing need and growing population and not enough funding to meet this need. This means that there are not enough specialist education places to meet demand, putting significant pressures on the provision we have. Currently all our special schools are at maximum capacity and our services are stretched with large caseloads. Families report that young people are not getting enough support from specialists. Two new special schools are currently planned and due to open in 2021 and 2022 but this will not meet demand alone. We are working to improve the support young people receive in mainstream education by increasing the number of integrated resource places, redesigning health services and increasing local social care support to reduce out of area placements.

Our schools tell us that they do not have the right resource and expertise to manage needs. We are working with schools to increase resources. Funding has increased this year, however the funding situation remains challenging and further resource is needed. We are supporting school leaders to develop more inclusive practices including those aimed at reducing exclusions. We are focusing on consistency through promoting consistent use of the Sheffield Support Grid. Whilst we have a range of advisory services across Education, Health and Care, they are not integrated and of sufficient capacity. Schools struggle to be flexible in addressing needs due to the pressures they face.

Our priorities:

1. To make provision and support easy to find and access

2. To provide support as early as possible
3. To ensure there is enough of the right support for young people and families at all levels of need. Our focus will be to move resources to providing support at the earliest point and towards mainstream settings
4. To create sufficient clearly defined, high quality, local provision
5. For services and schools to work together locally to improve inclusion

What we will change:

1. We will put the voice of young people and families at the heart of our commissioning processes, working with them to coproduce our local offer of provision so that we have the right provision to meet needs.
2. We will focus on early intervention, particularly in the early years, so that provision is in place as soon as it's identified as a need.
3. We will ensure that we have the right support in place at the right time, including the right advice, support and expertise across services with appropriate funding to do this so that our system is fit for purpose. We will look to pool resources and further commission advisory services.
4. We will develop integrated flexible approaches in localities and around schools, so young people and families can access support locally and quickly
5. We will systematically review provision to identify where resources could be more effectively used and where provision needs to be increased so that we use our resources to the best effect.
6. We will develop a sector led approach to supporting whole school practice which leads to more inclusive schools and a consistent approach to inclusion across the city. This will include approaches to being flexible in how provision is put in place to meet need.
7. We will ensure there are enough suitable specialist school and integrated resource places and high quality alternative provision to support the needs of all young people in the city so that all young people can access an education that is right for them.
8. We will better support young people moving into adulthood, working with the school-sector and employers, by recommissioning our post-16 provision so that it leads to access to employment, developing life skills and improved educational outcomes
9. We will develop clearly defined and consistent funding models for provision so that schools and services are clear about the resource requirements to implement appropriate support
10. We will commission appropriate levels of advice, guidance and advocacy for young people and families to enable co-ordinated support. We will focus on effective key working as the approach to this
11. We will review our commissions, services and processes to ensure that waiting times are limited so that they are in line with nationally and locally agreed timeframes

12. We will develop systems to monitor how provision to meet needs, particularly that in EHC Plans, is being delivered so that we can be assured that where assessments identify needs they are being met and lead to successful outcomes
13. We will review and improve support to access education, focused on attendance, exclusions and access to school, so that all young people get access to a full time and appropriate education placement
14. We will review and further commission our short break and respite provision so that clear information is available with clear referral pathways and so that there are sufficient levels available to address individual unmet needs

The impact this will have:

- Children and young people will be in more inclusive schools, making them happier and more able to learn.
- Children, young people and families will:
 - Access the right high-quality support, provision and placement to meet their needs at the point when it is needed
 - Be supported earlier by services that are built around them.
 - Be part of co-producing provision

Commitment 3: Smooth transition at every stage of a young person's life, and particularly to adult life (Transition)

Our challenge:

- We need to ensure effective transition into school, between school stages and into adult life for all children and young people
- We need to simplify the current fragmented system which has different transition processes and provision, and ensure education, health, care and employment work collaboratively and effectively
- Improving opportunities for young people moving into adult life. Providing choice, through employment and meaningful opportunities, increasing independence, community participation and the ability to manage health needs is essential

What it looks like now

Families, schools and services tell us that the move through education stages and into adulthood is one of the greatest areas of concern. Although work has been initiated to improve things, young people and families feel this has had a marginal impact on practice.

Work has taken place to address some of these challenges. This includes development of transition pathways from age 2 (pre-school), 9 (Year 5) and 14 (Year 9), coproducing the process of transition annual reviews of EHC Plans from Year 9 to focus on preparation for adulthood, and auditing and planning changes to post-16 provision to focus on progression pathways and outcomes. Health services have worked to establish transition routes between health providers, and work is ongoing to develop clearly defined care pathways.

Whilst work has taken place, this has not been clearly communicated and embedded. There is poor collaboration with services working in silos meaning the system is fragmented with no system wide transition policy and protocols. This means that whilst transition reviews are undertaken, they are not integrated, person-centered or linked to aspirations and clear outcomes that focus on what the next stage or adult life will be like. There is a joint aspiration across partners to improve this, including a focus on supporting all age disability.

Our priorities:

1. Clear integrated transition pathways as young people move into school, into secondary education and into post-16 education and adult life
2. All young people will have a clear plan to move to adult life that is focused on employment and meaningful activity, independence, access to their community and managing their health
3. Address the current gaps of education, health and care provision around the 16-25 age range.

4. Ensure sufficient and appropriate opportunities for young people with additional needs that are focused on their whole life. This includes employment, day activities, housing, health support, and opportunities to have the right relationships and support
5. Ensure that young people and families are able to easily access the right support, including funding, to enable them to succeed in adult life

What we will change

1. We will develop and clearly communicate pathways of support and intervention for young people at age 2, age 9 and age 14 so that there is clarity about the support that is available to enable good transition
2. We will establish and communicate roles and responsibilities around transitions, so that there is better understanding and more effective governance, including a strategic multi-agency transition group
3. We will create a five year plan to ensure services and providers are available to children and young people, utilising intelligence from My Plans and EHCP amongst other data to inform commissioning, so there is sufficient provision including services for adult life for health services, care and community provision and housing
4. We will roll out a clear, comprehensive, multi-disciplinary, outcomes focused and person-centred review process for all CYP with SEND from age 14 onwards so that there is a focus on what adult life will look like and the pathway and support that is needed to get there
5. We will develop a process to ensure that a 5 day offer of opportunities across a varied market place combining commissioned services with community led ones, is in place so that young people enjoy a varied and meaningful life during and beyond education.
6. We will work with schools and colleges to review and revise the curriculum, for those with complex needs, to ensure that it is fit for purpose in preparing young people for adult life
7. We will ensure social care have transition plans and pathways embedded into over-arching plans so that they are effective, timely and lead to sustainable outcomes
8. We will combine health transition action plans to improve the transition pathways from paediatric to adult health services, particularly between age 16-18, so that there is clear planning to support managing health in adult life
9. We will promote the employment of young people with SEND through the development of partnerships with employers, developing supported internships and employment and job coaching so that more CYP can earn a wage
10. We will ensure sufficient resources are available within services to allow for effective transition planning so that CYP get the right support to plan and move to adult life

The impact this will have:

- Transition points will become smoother and less stressful for young people and families
- Young people will move easily and smoothly between services that are focused on children to those designed for adults without feeling like they are hitting a cliff edge.
- Services will be better equipped to support young people and families by fully understanding their needs and preferences for adult life

Consultation document

Commitment 4: Excellent communication and engagement between young people, families, services and schools (Communication)

Our challenge:

- We need to build mutual trust and relationships between young people, families, schools and services across the city
- Our approach to service delivery and development needs to be person centred rather than focused on the individual service or school
- The process of communicating what, who, how and when action should be taken has to be consistent. It should be easy and interesting for young people and families to find information

What it looks like now

Families tell us that our communication systems don't work. They find it difficult to understand what should happen and hard to get answers. They feel that communication is not consistent and that there is no 'customer care' when they are going through difficult processes.

We know we have some pockets of good practice and lots of work is taking place to improve this process. This is often based on the individual SENCO or officers' knowledge and ability to communicate. It is not consistent.

Families and practitioners have told us that they want to know how systems work and for there to be more transparency. They have told us that they don't know where to go to for help when there are gaps in support. There is a real desire to improve communication which is often hindered by lack of knowledge; feedback on new recorded processes and information put in place is good but does not go far enough.

Our priorities:

1. The voice of the young person and their family will be at the centre. We will recognise, listen and respond to the family as an equal partner who is the expert of what daily life is like
2. Services and schools will work together to ensure consistent communication with a focus on the child so that services are joined up.
3. Assessment and support processes are clearly defined and easily available to all
4. From day one there is clear and consistent engagement with the family that goes throughout life so that they know what is happening and what will happen next
5. There is an open and honest relationship between young people, families, services and schools about what can and can't be done

What we will change

1. We will develop a citywide 'tell us once' approach so that young people do not have to continually repeat their story so that appropriate information is shared and available. This will link to a 'family journey' through SEND and Inclusion

2. We will develop an engagement approach with underrepresented communities to ensure that their voice is heard in how their young person is supported eg. Roma, BAME, those with their own learning needs
3. We will embed routes to hear the voice of young people in the city, including those who are non-verbal, so that we are clear about what is important to them and for them
4. We will develop and embed a 'customer approach' in services that prioritises good communication and ensures that agreed actions are completed
5. We will develop and consistently follow best practice guidance and minimum standards on how and when to communicate with families. This will include from teachers, SENCO, services as well as content of formal letters so that families are clear about how they should be informed and be reviewed through evaluation questionnaires
6. We will use individual agreed methods of communication with young people and their families so that they can understand how they are being supported. Services and schools will agree this with them when they are first involved. This will include how services will advise that they've worked with a young person.
7. We will ensure that our IT systems talk to one another so that everyone has the information they need with clear guidance on sharing personal information. This will include investigating the development of a central data system across agencies and across children and adult services to ensure effective communication
8. We will redesign our local offer website to make it fit for purpose so that everyone can be signposted to and find the help they need easily
9. We will have clearly detailed assessment and support processes, in different formats, for all to use, so that families and services know how to get help. This will include posters, animations and detailed descriptors.
10. We will put in place a marketing strategy to ensure that the profile of SEND and support available is raised through mediums such as posters in GP surgeries and use of social media, so that families are aware of how they find out information

The impact this will have

- Young people and families will have a greater understanding about how they can be supported with SEND – leading to improved relationships and increased trust in the system
- Professionals will have the tools available to them to communicate well with families
- It will be easier for families to get the information and help they need

Commitment 5: Skilled leader and staff capabilities to deliver the services (Workforce)

Our challenge:

- We need to have a sufficient workforce that works together with shared values and trust
- We need to ensure that leaders are empowered to make the right decisions to support young people and families. To do this, we need to ensure leaders have clear roles and responsibilities with decision making processes that are effective and accountable
- Our workforce needs to be supported with training to embed the right skills and knowledge, backed up by the systems they need to be efficient and effective.

What it looks like now

Sheffield has a committed and hardworking workforce, who we want to support to do their job as effectively as possible. Our families tell us that individuals who are effective go the extra mile to help but that the workforce is not sufficiently available or skilled to help everyone. Whilst we have a range of expertise across the city, it is not sufficient enough and substantial change and challenge around recruitment and retention has made the implementation of high quality assessment and provision challenging. A system of consistent, citywide training on processes and support has been developed and is being rolled out to support schools and services, particularly at locality level; however more needs to be done. The Accountable Care Partnership has developed a workforce strategy.

Our leaders tell us that systems and processes don't join up and the pressures on individual services are preventing change. We have created a system of school-sector leadership across SEND through localities and the inclusion gateway that is developing joined up education provision but requires health and care integration. Events have taken place such as the 2018 SEND Leaders Conference to promote SEND & Inclusion across the city.

There are some examples of effective joint working across Sheffield, however it is inconsistent and trust, shared values and language is lacking between teams. We know that cases involving multiple teams can be a difficult experience for families.

Our priorities:

1. We need to understand overall demands on services and identify shortages and gaps in capacity
2. We need to ensure our workforce has the sufficient skills to understand and support inclusion across the city
3. It is essential that we develop shared values, language and knowledge to be more collaborative
4. We need to ensure that support is co-ordinated and joined up, utilising a key worker approach to do this as early as possible

5. In order to ensure we have a high quality workforce we need to ensure high quality staff recruitment and retention

What we will change

1. We will develop and embed a keyworker approach so that our most vulnerable and complex young people and families have the right support to navigate their offer of support, including developing approaches to advice and guidance and advocacy
2. We will develop a knowledge hub so understanding and experience can be shared across the city
3. We will develop a skill sharing approach so different parts of the workforce can come together to share skills and expertise
4. We will identify and create a programme of core training for all schools, services, young people and families in the city around inclusion and SEND so that there is a consistent knowledge base
5. We will systematically review the demand that services are under and the expectations on them so that we can identify where gaps in capacity need to be addressed and commission appropriate staffing and training
6. We will undertake peer reviews and service evaluations across the city and with different areas so that we can share best practice and integrate practice
7. We will develop a set of shared values and common language, so that children and young people are at the heart of what we do
8. We will develop a citywide understanding of recruitment and retention issues across the city so that we can inform how we transform and change our workforce to make roles in inclusion attractive for the workforce
9. We will develop minimum standards within services for how their staff operates so that we can effectively manage the performance of staff and service and monitor the impact on systems across the city
10. We will audit and train our assessors and plan writers so that they have the skills to create high quality, holistic, accurate and specified plans
11. We will explore how to develop a 'charter mark' for inclusion and inclusive practice so that we can evidence that leaders are developing good inclusive practice
12. We will utilise the city's Inclusion Improvement Board to drive forward leadership of inclusion in the city in a way that removes barriers to system change so that our system is clearly led and transformed

The impact this will have:

- Clarity on leader's roles and responsibilities will lead to better accountability and understanding with clearly defined decision making
- We will have a sufficient and equipped workforce to meet the demands of the city, leading to better decisions, better support and increased morale
- Trust between teams will increase, leading to better joint working

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