

# **Joining the dots nationally and locally Dame Christine Lenehan**

# In this presentation

- We will look at an overview of current national activity with likely timelines
- Look at the issues from Covid
- Look at the packages of Support CDC provide on the ground and how parents and carers are engaged
- Provide an opportunity for input and Questions and Answers

# SEND Review, where are we now?

- Review at draft, delayed to take in changes arising from
- Increased academisation and changing accountabilities in Education and its relationship with the local authority
- Changing nature of health provision and move to Integrated Care Systems
- Understanding impact of Pandemic
- Need to link/reflect other activity e.g. Autism strategy /Care Review

# What's happening nationally?

- SEND Review

Independent Review of Children's Social Care

Schools White Paper

Skills and Post 16 Education Bill

Health and Social Care Bill

# What are the key issues

- Making sure a long-awaited review demonstrates its ability to improve outcomes for children and families
- Supporting the system to be financially sustainable
- Understanding accountabilities at every level
- Making sure there is a clear implementation strategy that works for all partners

# Next steps

- Steering Group in place to take Review to consultation
- NNPCF and CDC involved
- Minister had committed Review out in first Quarter of 2022
- Full consultation will take place
- PCFs will be fully engaged

# Independent Review of Childrens Social Care

- Launched in January 2021 An Independent Review;

Aim is:

- How do we ensure children grow up in loving, stable and safe families and, where that is not possible, care provides the same foundations

# What does it say about SEND ?

## Special Educational Needs and Disabilities

- Almost half of children with a social worker also have a special educational need. Children with special educational needs and disabilities are children first and so, as with all children, the review will consider their needs and the support they should receive wherever there is a barrier to them having a loving, stable and safe home, in or out of care. Through the Call for Advice, I have heard many moving testimonies from parents of children with special education needs and disabilities who felt that with more support their children could have stayed safely at home – and I am keen for the review to examine this question.
- There is currently a review of SEND provision underway, which is looking at how the system can provide the highest quality support that enables children with SEND to thrive and prepare for adulthood and I intend to look for the synergies between the two reviews.

# Independent review submission to CSR

- Significant additional funding for effective family help that makes a difference to the lives of children and families and reduces demand for acute services is needed. Help should be available to any family that is facing significant challenges that could pose a threat to providing their child with a loving, stable, safe family life. This investment should also include parents of children with disabilities and support for kinship care arrangements to ensure that wherever possible children are able to grow up in loving homes with friends or family members, instead of entering care.

# Where is it now?

- Currently out to a call for ideas
- Interim report due out in Spring 2022

# Schools White Paper

- The government has announced there will be a white paper in Spring 2022
- We know so far it wants to encourage all schools to become MATs (including Special, AP/PRU)
- We know its keen to look at numeracy and literacy
- It will look at how to support the approx. 30% of children who do not meet standard expectations

# NHS and Social Care Bill

- Currently going through Parliament and due to be in law by April 2022
- Built on a basis of devolved planning in the NHS and integrated care services
- Takes away the old CCGs and replaces with bigger Integrated Care Systems
- Changes to adult social care funding
- Develops Provider Collaborative system for commissioning
- Key is where children are and what services are commissioned for them

# What is happening now?

- *Government has committed to develop bespoke guidance for Integrated Care Systems on meeting the needs of babies, children and young people*
- *We are now lobbying to get this guidance on a statutory footing, so it has to be followed*

# Skills and Post 16 Education Bill

- Looks at changing nature of FE and looks at improving teaching and quality of courses
- Looking at Disability Employment Gap
- Key to learners with SEND to make sure appropriate qualifications and tackle barriers

## Children and young people, how has the pandemic affected them?

- This consultation aimed to put children and young people at the heart of SEND policy and practice as we create the 'New Normal'
- We delivered focus groups and ran surveys to gather the widest range of voices of children and young people

### Total numbers of people who shared their views

Children and Young People (via Survey Monkey).....	218
Children and Young People (via focus groups).....	425+
Parents / Carers.....	128
Professionals / Practitioners.....	110

## Wellbeing, confidence and social contact

- The impact of lockdown on social contact and family relationships has been significant
- Isolation and missing family have been key themes highlighted in our report
- There has been significant loss of confidence for children and young people
- Some young people are having to re-learn social skills

“I have been unable to remain in touch with many of my friends and have felt quite isolated and sad. There is only me and mum at home. My sister has never returned from university and I have missed her for the whole year. I have not seen some of my carers in the whole year or been able to join in with my youth groups.” (Young Person)

“Lockdown school, I hated it, not seeing my aunty and family or friends. I need to be outside I hate being in the house.”  
(Young Person)

## A welcome respite

- For children and young people who face bullying, social anxiety and struggle in a class environment, lockdown has been a very welcome break
- Where spending time with family has been possible, relationships have deepened for some

“I like that nowhere is busy and people I don’t know can’t be too close because I have social anxiety and trouble talking with others.”  
(Young Person)

“Being able to spend more time with my family at home, usually I don’t get to see them this much. It was strange at first but we get along a lot better now.” (Young Person)

“Socially and emotionally, some have found that socialising online actually suits their needs better, and they can be themselves more online. Some have found it empowering to be able to join online gaming communities for example and feel included.”  
(Professional)

# Education

Zoom sessions are triggering to them due to sensory needs and any group zooms were not tolerated. (Parent)

“Nothing has been good, because unable to see friends and go to college, my disability has taken a step back and I have really struggled.” (Young Person)

“The same work is set for all children for home-school without regard for their SEND.” (Parent)

“I found online learning difficult quite a lot because it was like the teachers were reading from a script. Not like it is when in class. So sometimes the teacher would go too fast and it wasn't always easy to get their attention to tell them that, then I would worry because I was falling behind.” (Young Person)

“I'm in higher sets and am expected to be able to manage at that level. I can't. I need help due to my physical and mental health needs in addition to my specific learning difficulties.” (Young Person)

- Almost every child and young person shared that online learning had been difficult for them
- Screen fatigue, Digital Poverty, lack of assistant support, inaccessible and exclusive lessons, feeling overwhelmed, and family arguments were all reasons cited

## Mental and Physical Health

- Our consultation has explored both the positive and negative impact of lockdown on health

“I get angry more often.” (Young person)

“Made me feel lonely and alone. It was nice when I finally got back to school.” (Young Person)

“I have enjoyed having more time to reflect on my behaviour, beliefs and thought systems. I have had the time to re-evaluate if the people in my life are causing me more good than bad.”

(Young Person)

- Young people and parents have not always agreed on the ways that lockdown has affected children and young people.

**“I was calmer and more relaxed during lockdown as I didn’t have to go anywhere. My parents think I am less able to socialise now though and are encouraging me to gradually do more stuff outside my room. They think I am less able to cope with the outside world now and it will take a while for me to be willing to go out. That’s why it was good that I went back to school as I feel safe there. My parents think my mental health was worse during the pandemic but I think I am OK.” (Young Person)**

## Recommendations

- Prioritise emotional, social and mental health recovery
- Keep the things that worked well
- Prioritise family support
- Funding for SEND services needs to be a priority

“Please don’t make us have extra school to catch up with what we’ve missed. School is stressful enough without having to be there even longer. Normal school is exhausting for me as it is.”

(Young Person)

“The priority should be on social re-engagement and mental health rather than ‘catching-up’. So much of this academic year has been lost, catching-up is an impossible ideal for all kids, let alone those with SEND.” (Parent)

# But what's happening now?

- However good the Review is, its at least 18 months before it can make a difference, so what are we doing now and how are parents and carers engaged?
- Here are some examples?

# Working in Practice

## Developing and evidencing a strategic outcomes-based framework for SEND

### Summary:

- Drafting high level outcomes statements which summarise what a good life for children and young people looks like, which all services and individuals should be working towards
- Identifying the data indicators which will demonstrate how well these are being achieved

### Role of parent carer reps:

- Providing the perspective of what matters most to families
- Highlighting current barriers to achieving these outcomes
- Identifying the data which is meaningful to families in terms of demonstrating impact/ progress
- Identifying ways of communicating data which are meaningful and accessible to families

## Developing a local SEND or Joint Commissioning Strategy

### Summary:

- Creating a shared understanding of the purpose of the strategy
- Learning from good practice examples
- Identifying the foundations for the strategy which are already in place locally, and what is missing
- Action planning to complete the strategy

### Role of parent carer reps:

- Share families' priorities
- Share views on how families would like to access and interact with the strategy
- Identify opportunities for wider consultation
- Confirm/ challenge strategic leaders' assumptions about approaches

## **Embedding strategic outcomes in pathways**

### **Summary:**

- Developing a shared understanding of what the strategic outcomes mean in a particular pathway/ in the context of a particular cohort
- Establishing a vision for the pathway based on the outcomes – what should CYP achieve as a result of being on the pathway? What should their experience of being on the pathway feel like?

### **Role of parent carer reps:**

- Sharing what families want the pathway to feel like and achieve, and how this differs from the current experience
- Identifying the features of the pathway which would improve the family experience
- Identifying the data which is meaningful to families in terms of demonstrating impact/ progress

## Strengths and challenges in the EHCP process discussions

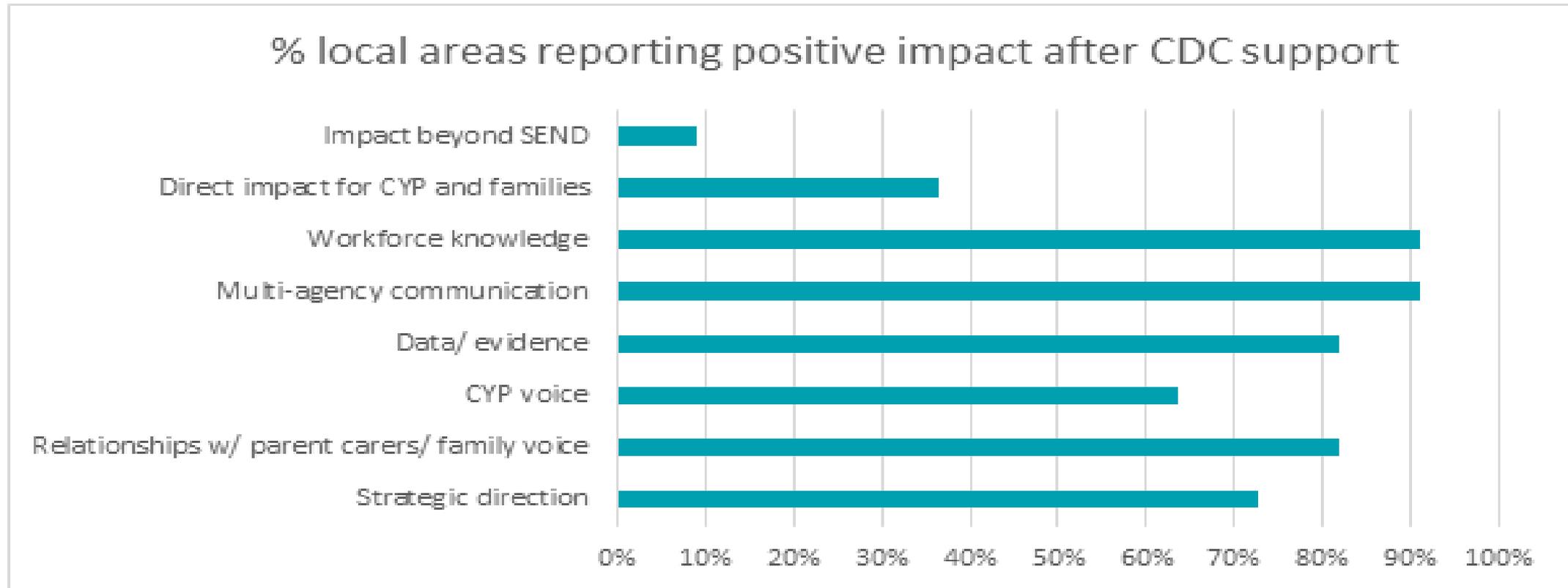
### **Summary:**

- Troubleshooting from the CDC e-learning
- Identifying local strengths and challenges across the EHCP process
- Action planning for progress

### **Role of parent carer reps:**

- Sharing what families want the EHCP process to feel like, and how this differs from current experience
- Identify changes which would improve the family experience
- Suggest quality assurance measures

## What difference have CDC's local area interventions made?



## Comments from senior leaders:

“I think it [the workshop] has brought things to the forefront, it’s given us a bit more structure for planning - what are our priorities and actions? It’s helped to bring those things together to make sure we’re all working together across services and across partners, not in silos. That wasn’t happening before these workshops.”

“I think they are very useful and helpful workshops in that they create an opportunity to have that joined up dialogue, and it’s very useful to have professionals hearing from parents. It’s helped people to regroup their work.”

“I’m really seeing momentum building around this [CYP-led outcomes] and seeing this as central to what we do. At parent coffee mornings we’re being held to account and people are expecting to see this at the earliest point.”

“Parent carers told us that current pathway doesn’t feel co-produced, but parents now feel part of the journey – previously it was engagement for the sake of engagement but now it’s meaningful. We’re changing our approach and asking the question ‘What can we do for you?’ rather than saying ‘Here’s what we’re doing for you.’”

“The workshop that we did started some more in-depth discussions and about how we engage with our parents. Of course, co-production is the end goal but it’s not practical to do that for every single thing. Parents want to see change instantly, but now we’re having more open, in-depth conversations with them about what can be achieved and what the limitations are.”

# Could it be better?

- Some of you will also be involved through our work in social care, in early years, in Learning Disability and Autism and in SENDIAS?

BUT

Is what you have heard helpful?

Have you any questions?

How often would you like to be updated?

Is there anything missing??

# Breakout rooms

15 minutes to have a think about what you have heard and then come back with questions!

- Have a conversation about what you have heard, what questions does this raise for you?
- Each group to appoint someone to raise 3 questions for discussion back in the main room
- Any questions which can't be answered today will be followed up in writing later