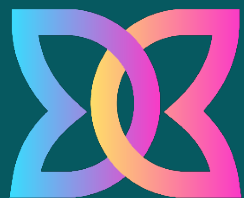


**Change Programme Partnership
SEND and AP Improvement Plan
LLR update- Rutland Schools Forum, 1.2.2024**

Dawn Godfrey DCS & Pat Bullen CPP Strategic Lead



**Change Programme
Partnership LLR**
SEND & AP IMPROVEMENT PLAN

Main Areas of Testing – with Rutland involvement/lead

	Each Local area does this	Leads on behalf of LLR
Developing Local Area Inclusion Partnerships and Plans (LAIPs)	Yes	
Work with stakeholders to deliver a standard digitised EHCP template	Yes	
A local data dashboard	Yes	
Banding and Tariffs – defining who pays for what – link to national standards		Leicester City
Improve information available to families- mediation		Leicestershire
Improve information available to families- advisory tailored lists		Leicestershire
Work with schools & FE colleges to develop a three tier Alternative Provision (AP) ladder of intervention		Leicester City
Establishing a new Change Programme Steering Group with stakeholders		Rutland
Early Language Support for Every Child (ELSEC) programme	Yes	NHS LPT
Effective multi-agency panels		Rutland
National Standards – link to bands & tariffs	Yes	

Each strand has a DfE Policy Advisor

SEND AP CPP Governance



Executive Leadership - CYP Collaborative

Elected Members

Strategic Leadership - LLR CPP Steering Group

Operational Leadership - Place based testing teams

Where are we up to?

- Testing EHCP templates in Rutland and Leicester City (Leics to follow)
- Developing a Local Area Inclusion Plan in Rutland- workshops held on 6/12/23 and 12/1/24
- Starting the Early Language Support for Every Child work with Leicestershire Partnership Trust which should give us SALT support workers in Rutland for assessment of moderate or milder Speech, Language & Communication Needs (SLCN)
- Established Governance of the Programme through the CYP Collaborative and a new Steering Group
- More detailed slides attached here but will not be addressed at Forum (unless requested by the Forum):

EHCP reforms – EHC template

Improvement Plan commitment:

A vision for EHCPs where there was greater consistency between local authorities' processes, to ensure that those who need more specialist support can get it faster and in a more joined-up way

Policy objective:

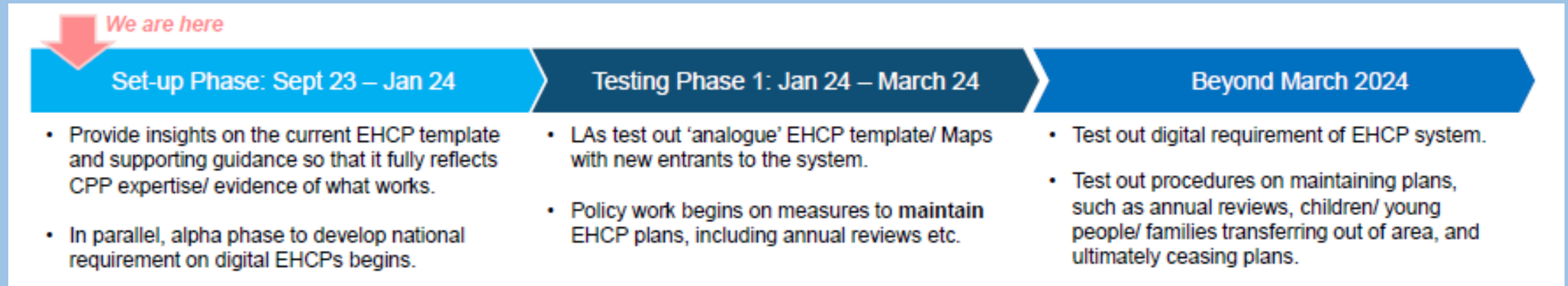
i) Improved decision-making; (ii) Improved parent/carer experiences and (iii) More consistent and streamlined EHCP processes; share good practice/comparisons

What is being testing during the Change Programme?

That the effectiveness of the DfE consulted EHCP template, and supporting guidance, is providing a clearer, more co-produced, and deliverable EHCP

What will the Local Area and ICB (CPP) need to do next?

Test the 'analogue' EHCP template with new entrants to the system (*digital requirements for EHCP planned later in the Change Programme*)



'Early Language Support for Every Child' (ELSEC) Pathfinder Sites – (NHS LPT)

Improvement Plan commitment: In partnership with NHS England, DfE will include Early Language and Support For Every Child (ELSEC) pathfinders... by supporting 9 ICBs and one of the local areas within each of our 9 Change Programme Partnerships to trial new ways of working to better identify and support children with SLCN in early years and primary schools.

Policy objective: Improve early identification and support for children and young people with speech, language and communication needs, ensuring that their needs are identified earlier and appropriate support (whether this is universal, targeted or specialist) is put in place at an early stage.

What are we testing during the Change Programme?	What will you as the LA and ICB need to do next?
<p>The impact of innovative workforce models, considering impact on:</p> <ul style="list-style-type: none">• Referrals for speech and language services• Short term outcomes for individual children and young people with speech language and communication needs• Partnership working across local areas	<p>Work in partnership:</p> <ul style="list-style-type: none">• To agree logistics• To pool funding and recruit into pathfinders• To provide oversight for pathfinder sites across the lifespan of the project

Local Area Inclusion Plan (LAIP)

Policy objective:

1) Evidence of current and future need 2) Financial monitoring 3) Facilitate consistent co-production and transparency 4) result in a single document which holds partners to account for actions to improve outcomes

What is being testing during the Change Programme?

- SEND and AP Partnership Board Terms of Reference Template
- **Benchmarking Tool for Effective Strategic Planning** for SEND and AP
- Local Area Inclusion Plan Template

The local Area Inclusion Plan will include:

Part A: Local Population with SEND

Part B: Commissioned provision and services for SEND and AP

Part C: Strategic Outcomes and Delivery Plan

What will the Local Area and ICB (CPP) need to do next?

- Provide the DfE with details of existing partnership arrangements.
- Use the template to agree terms of reference for the partnership board and provide a copy to the DfE once agreed.
- Provide copies of existing strategic planning documents, as well as any self-assessments against the Ofsted Framework.
- Review the toolkit and assess current practice against the maturity scales for each principles.
- Complete and return the LAIP template during the set-up phase of the Change Programme
- Provide feedback to the DfE on this template and the process of completing the document

Local Data dashboard

Policy objective:

The SEND and AP inclusion dashboard will present performance data aggregated at a national, regional and local level for 0-25 provision across education, health and care. It will be fully accessible to the public with multiple users in mind, including SEND and AP Partnerships, SENDAP providers and parents and carers.

What is being testing during the Change Programme?

The SEND and AP inclusion dashboard will present performance data aggregated at a national, regional and local level for 0-25 provision across education, health and care. It will be fully accessible to the public with multiple users in mind, including SEND and AP Partnerships, SENDAP providers and parents and carers.

Through the Change Programme, we want to find out:

1. What purpose could the inclusion dashboard have within a strategic partnership context?
2. How should the dashboard evolve in the future to support this?

What will the Local Area and ICB (CPP) need to do next?

The DfE will give Local Areas access to a prototype dashboard alongside more detailed guidance. In summary, you will be asked to:

- Introduce, demonstrate, and explain the dashboard.
- Actively encourage use of the dashboard to build a shared understanding of local context and performance, strategic planning and decision making
- Collect feedback from users on:
 - Functionality and presentation of the dashboard
 - Actual use of the dashboard by stakeholders
 - Preferences of users
 - Any potential behaviours and culture change

Set up Nov/Dec

- Communication & Project plan
- Data prepopulated by Reach Delivery Partners
- Benchmarking 8 principles
- STP Partnership session 12 Dec

Jan 2024

- Communication/engagement
- Coproduction
- Governance of LAIP (?Steering Group)
- 1st iteration Jan 2024

Beyond Jan 2024

- Revisions and refresh

Bands and Tariffs

Improvement Plan commitment:

Establishing a better understanding of pupil and student level HN spending, and existing best practice, will support the development of a national framework of banding and price tariffs to support commissioners and providers to meet the expectations set out in the National Standards.

Policy objective:

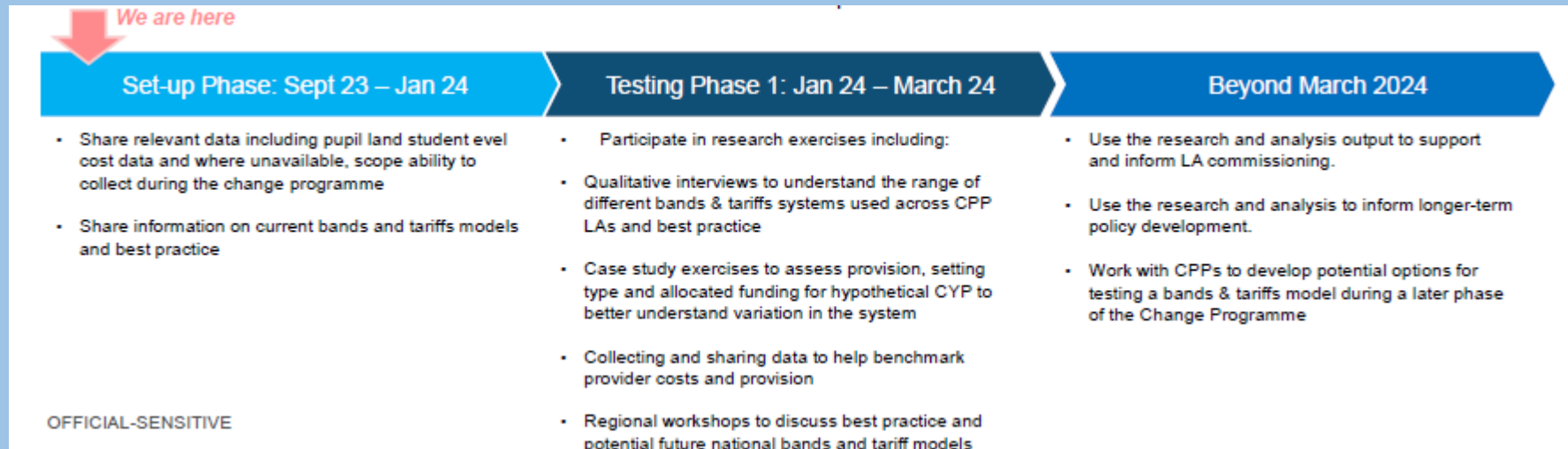
Data gathered through the CPPs will provide greater price transparency, support LA commissioning and improve consistency in provision and cost nationally.

What is being testing during the Change Programme?

We will not be asking LAs to test anything for bands and tariffs in the first phase of the Change Programme.

What will the Local Area and ICB (CPP) need to do next?

We will be asking LAs to share data and participate in research to gather more information about the variability of costs of provision and the range of current funding and commissioning processes. This will help us to develop options for a national bands and tariffs system which we will work with CPPs to test in a later phase of the change programme.



Alternative Provision (3-Tier Model)

Improvement Plan commitment:

DfE will work with CPPs to test changing the way that AP is funded, to break the link between funding and AP placements. DfE will amend funding regulations that allow CPPs to fully test funding changes that support the 3-tier model.

Policy objective:

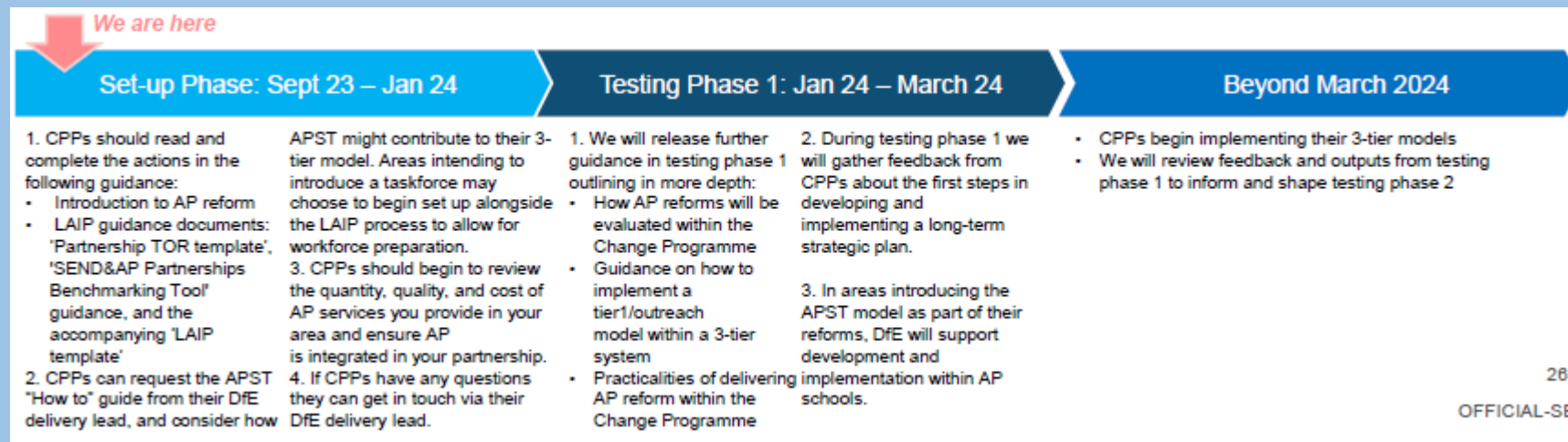
A key aim is to move from an often-reactive workforce and commissioning model for AP towards a more strategic approach that aligns with the wider SEND system whereby AP is used as an effective intervention, not a destination.

What is being testing during the Change Programme?

An AP system that is fully integrated with the wider SEND&AP system, where AP is an intervention, not a destination, using a 3-tier model.

What will the Local Area and ICB (CPP) need to do next?

To do this CPPs will be asked to plan strategically for the commissioning and delivery of AP through their Local Area Inclusion Plan (LAIP). CPPs will be asked to develop their plans using the 3-tier model outlined in the SEND&AP Improvement Plan.



Partnership for Inclusion of Neurodiversity in Schools (PINS)

Informed by 'Autism in Schools' a small project team in each ICS will lead a partnership with ICBs, local authorities and parent carer forums to consider expertise that can support schools using a whole school approach to:

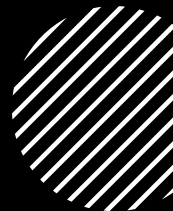
- **Strengthening partnerships** between parents and schools
- **Develop schools' confidence and expertise** in supporting neurodiversity within their classrooms
- **Improve the school environment** to address low level needs and allow neurodiverse children to successfully engage in learning
- **Develop an inclusive culture** that improves the efficacy of other interventions.

PINS is part of our wider ambition to build capacity in mainstream education so all those working with children and young people with SEND have the knowledge and skills to do so.

Alongside the Change Programme, PINS is part of a suite of reforms aiming to improve early identification and support for children and young people with speech, language and communication needs, ensuring that their needs are identified earlier and appropriate support (whether this is universal, targeted or specialist) is put in place at an early stage.



How can schools be involved?



ELSEC – primary and EY focus



PINS - primary schools only



Bands & Tariffs - Ben Solly co-chairing workstream and Rutland developing a case study



Mediation - could we consider mediation at an earlier stage, when placement threatened? What would that mean for schools?



Advisory Tailored Lists - getting school info right using SEND Information report and accessibility strategy



Your thoughts?

Next steps from the LLR Change Partnership

- Complete 8 EHCP drafts on new template, ensuring parents/carers happy to proceed with approach
- Complete iteration 1 of the Rutland LAIP - sub-regional follow on workshop on 23/1/24 and completion due end of January 24
- Contribute to feedback on data dashboard
- PCFs working together to provide a monthly joint update to our parents/carers across LLR
- Prepare in local areas for ELSEC and PINS- Partnerships for Inclusion of Neurodiversity in Schools



Leicester, Leicestershire and Rutland LAs and ICB (Integrated Care Board) have been selected in the East Midlands region to pilot and test a range of changes. The parent carer forums will be consulting with stakeholders and feeding into the programme to ensure that parent/carer, child and young person voice is front and centre. The key areas of testing are as follows:

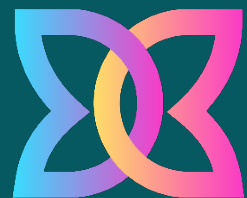
- National Standards starting with Early Years
- Developing Local Area Inclusion Partnerships (which will often build upon existing SEND Partnership Boards in local areas).
 - Work with stakeholders to deliver a standard digitised EHCP template, with supporting processes and guidance
 - Improve information available to families and provide a tailored list of suitable settings informed by the Local Area Inclusion Plan
 - Trialling mediation at an earlier stage and with decision makers present
 - Work with schools and FE colleges to develop a three tier Alternative Provision (AP) ladder of intervention
 - Defining who pays for what- tariffs and banding which link to National Standards
 - Early Language Support for Every Child (ELSEC) programme rolled out jointly through NHSE and DfE resourcing, to support Speech and Language therapy (SALT)

As more information comes out all three PCFs will release information on how you can get involved. We intend to pilot and test these changes to attempt to improve services for all our children.



Change Programme Partnership

Reference Section



Change Programme
Partnership **LLR**

SEND & AP IMPROVEMENT PLAN

Leading the Programme in LLR

Deputy Chief Executive of ICB

Directors in LAs

School, College & Community Health Providers

Parent Carer Forums

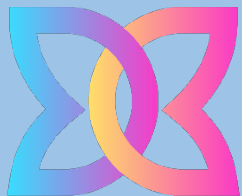
LLR CPP appointed young experts by experience to support the programme – Young Researchers – Lincolnshire (Jo and Emma)

Governance Structure being put in place

Steering Group
Chaired by Mark Roberts from
Leicestershire Partnership
Trust

CYP Collaborative

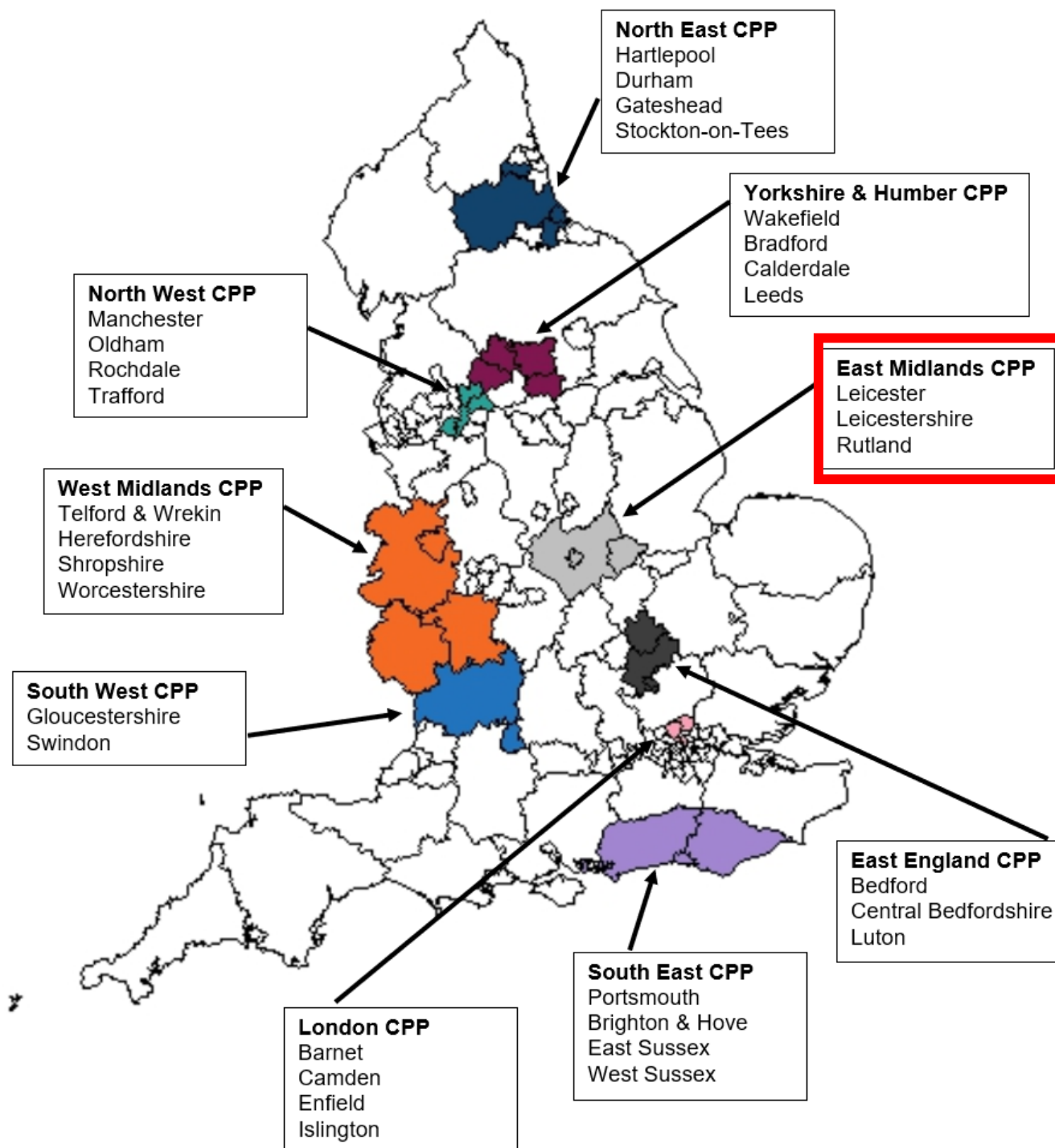
LLR to tie in and build upon existing SEND/ Inclusion initiatives and groups



Change Programme
Partnership LLR
SEND & AP IMPROVEMENT PLAN

£5.8m over two years, including allocated to ELSEC

National Change Programme Partnership Map



- 9 regions with different Local Areas representing them in this Change Programme
- Leicester City, with Leicestershire and Rutland are the lead Local Area partners on behalf of East Midlands Region
- Rutland is the Lead for the LLR change programme partnership

The SEND and AP Improvement Plan: How We Will Deliver the Reforms

A National System Underpinned by National Standards

Addressing inconsistency across the system by setting out: **what support** should be made available; **whose job** it is to provide it; and **which budgets** should pay for it.

Successful Transitions and Preparation for Adulthood

Enabling children and young people to fulfil their potential and be prepared for adulthood including: **transition guidance**; increased investment in **Support Internships**; and continuing the **Adjustment Passport Pilot** with DWP

A Skilled Workforce and Excellent Leadership

Improved workforce capacity and expertise to support more inclusive mainstream provision, including: **SENCo NPQ** for schools; **occupational standard** for teachers of Sensory Impairment; and joint **DfE/DHSC workforce planning**

Strengthened Accountabilities and Clear Routes of Redress

Tackling misaligned incentives and holding the system to account to give parents greater confidence in the system through: local **inclusion dashboards**; updated Ofsted/CQC **area inspections**; and creating a 'ladder of intervention'

A Financially Sustainable System Delivering Improved Outcomes

Delivering a financially sustainable system by: the **Delivering Better Value (DBV)** and **Safety Valve (SV)** programmes; developing a system of funding **bands and tariffs**; and delivering new approaches to **funding Alternative Provision**.

Our 3 Delivery Priorities

Support and Stabilise (2023)

(e.g. **DBV** and SV Programmes)

Increase Supply (2024/25)

(e.g. new special and AP Free Schools)

Design and Test (2023 to 2025)

(The £70m Change Programme)

This is the CPP Change Programme

Change Programme Delivery:

Improvement Plan Commitments

