

SEND Strategic Partnership Board

Tuesday 27 June 2023

10:00 - 12:00

Present

Name	Organisation	Initials
Niall Devlin	Assistant Director – SEND and Inclusion, CBMDC (Chair)	ND
Julie Bruce	Manager, Parents' Forum (Vice/ Co- Chair)	JB
Ruth Shaw	Senior head of integration & change (Health & Care) – women and children, NHS WY Integrated Care Board	RS
Julia Elliot	Designated Clinical Officer & Programme Manager, Complex Pillar of Children and Young People Plan	JE
Stu Barratt	Interim Strategic Manager – Integrated Assessment and Transformation and Compliance, SEND Services, CBMDC	SB
Josh Wadsworth	Transformation and Compliance, SEND Services, CBMDC (PFA Lead)	JW
Joel Herbert	Transformation and Compliance, SEND Services, CBMDC (IA Lead)	JH
Ann Andrew	Principal, High Park Special School, Bradford	AA
Kathryn Swales	Head Teacher , Girlington Primary School	KS
Robena Sheikh	SEND Parent Ambassador	RSh
Chelsea Freeman	SEND Auditors, SEND Transformation and Compliance, CBMDC	CF
Lisa Brett	Head of Service, Early Help & Prevention and YJS	LB
Diana Bird	Principal, Shipley College	DB
Jane Wood	Assistant Director, Commissioning and Integration, CBMDC	JWo
Dawn Lee	Head of Community Children Services of Bradfordford District Care Trust	DL
Ava Green	Assistant Director for Autistic Children's Services, BDCT, NHS	AG
Emma Hamer	Strategic Manager, Intelligence and Sufficiency Service (Education & Learning), CBMDC	EH
Chris Dickinson	Commissioning and Integration, CBMDC	CD
Mellissa Sellers	Trust Strategic Inclusion Manager, Pennine Academes Yorkshire	MSe
Melanie Saville	Executive Principal, Bradford Academy	MSa
Matthew Elliott	SEND CYP Participation Officer	ME
Lucy Skirrow	SEND Auditor, SEND Transformation and Compliance, CBMDC	LSk
Ivan Barnett	Project Manager, CTE, CBMDC	IB
Emma Hughes		EHu

Apologies

Name	Organisation	Initials
Dr Annette Jackson	DMO and Consultant Paediatrician, BTHFT	AJ
David Stephens	Manager, CCHDT	DS
Dr Wendy Uttley	Coordinator & Trainer Down Syndrome Training & Support Service Ltd	WU
Sally Skipper	Transformation and Compliance, SEND Services, CBMDC (CE Lead)	SS
Nigel Hammon	LO Lead, SEND Transformation and Compliance, CBMDC	NH
Nazmun Khan	Business Support Officer, Transformation and Compliance, SEND Services, CBMDC	NK
Mohammad Shamrez	Market Place Lead, SEND Transformation and Compliance, CBMDC	MS
Amanda Stanford	Chief Nurse and Executive Director for Midwifery and Allied Health Professionals, Airedale NHS Foundation Trust	AS
George Zito	Programme Manager, Community Action, Bradford District	GZ
Andrea Walters	Head of Service – Social Care, CBMDC	AW
Karen Dawber		
Phil Hubbard	Director of Nursing/Professions and Care Standards BDCFT	PH
Lee Harris	Head Teacher, Beechcliffe Special School (Keighley and Thackley)	LH
Dr Sharon Bowring	DMO & Community Paediatrician, Airedale NHS Foundation Trust	SBo
Debbie Jowett	Team Manager, SENDIASS	DJ
Christina Holloway	Associate Director – Integrated Health & Care, ICB	CH

Ref No	Action/Decision
1.	Welcome, Introduction & Apologies ND welcomed everyone and apologies were noted.
2.	Notes of the last meeting / Matters Arising <ul style="list-style-type: none"> • Minutes of Last Meeting Actions were reviewed and updated. Those that remain open are: <ul style="list-style-type: none"> - Action : DL to check the hearing and SE to check the vision and growth around the special school cohort of children’s screening info in the next SSPB To be updated on in July - Action: GZ to share the info to SB (Review plan) Get an update for July SSPB - Action: To add agenda on the summer update on ADHD (EH) detailed discussion To be included at a future SSPB Meeting

<p>3.</p>	<p>SEN2 National Return update ND provided a verbal update, key messages included: Short presentation – SEN2 is an annual report – 15th Jan22 to 15th Jan23. First year of pupil level return rather than global return. Some LAs have had data set removed due to inaccuracies within data. Key headlines: <ul style="list-style-type: none"> - Bradford has highest number of EHCPs in Y&H region - Second highest in region finalising EHCPs - 1,464 requests (highest in region) - 79.2% compliance 6th in region (41st in country) Last year the number of just under 6% weren't issued Out of 798 pans started, Bradford declined to issue 3.3% (27) Some LAs did better (with Kirklees declining to issue none) but others did considerably worst.</p> <p>There were multiple data sets that were not included within the SEN2 return.</p> <p>AG – queried whether EHCP numbers could be shared as a % ND – Referred to the 5s for those under 5 with an EHCP, this Nationally and regionally is 4.1% where as Bradford this is 5.4%, suggesting that we are better at identifying needs earlier.</p> <p>Only Lancashire are supporting more families upfront than ourselves.</p> <p>The work of the system and partnership within Bradford are doing a lot more a lot quicker than we have ever done before, placing us in about the top 5 of those LAs that are more comparable to us in relation to size and demographic.</p> <p>ND – shared the analogy of, Schools achieving a lot more than GCSEs but this isn't always recognised due to statutory returns. It is important for us to recognise that we have done relatively well in relation to compliance but we are not complacent and this board has high expectations to ensure we continue to be at the forefront of this area.</p> <p>EH - SEND is far more form compliance, but the positive steps been made are excellent. Quality of data, DfE conference, new changes being introduced Scap23 School Capacity Assessments Placement for special schools, DfE looking at robust data, and LA to provide data to DfE and this then will go to central government</p> <p>ACTION – SB & EH to meet and look at how we can ensure the data is robust as possible.</p> <p>ND quality of data is a regional and national issue and not unique to Bradford, Bradford had none of our data removed, which other LAs did. Bradford having discussions with DfE to look at how we can become involved within programmes which will aim to improve the quality to include data.</p>
<p>4.</p>	<p>Parent Carer Support Group Network update JB shared an update, key messages included:</p>

	<p>JB – not all support groups are the same. However they do interact with the same families. There are a lot of questions that are coming from the network and what are the priorities are.</p> <p>WSOA – not just about communicating with families, individual services getting better at communicating with families. Great link made with Lucy Stead and her team</p> <p>QUESTION – What do parents do if CYP with an EHCP but school are not delivering provision in EHCP?</p> <p>School Sufficiency – there are worries amongst parents/carer relating to the sufficiency of special school places.</p> <p>QUESTION - Where do parent/carers go to find out about support and gather advice when a requested Special school is at capacity, to gain an understanding as to what their alternative options are.</p> <p>Query from the group - Some organisations work with the council providing PVI sessions but Element 2 funding isn't available to these types of setting and therefore is not an equitable process for those accessing Element 2. How can this be made equitable?</p> <p>Sleep and behavior – fed back work that is being delivered via EH and the group are reporting they are feeling the benefit of this work. Still work to do around behavior but work is being done and improvements been made and there is now a consistent message.</p> <p>Structure of the meetings is under consideration to ensure the 2 hour meetings are as beneficial as they possibly can be, and how best to share the information with SSPB.</p> <p>Calendar of events is going to be pulled together including events from all organisations, which will then be shared at SSPB – who can then share it with others. This to be shared on a half termly basis – and includes what CYP want to do as well.</p> <p>ACTION – JB to send questions in so partnership can respond in a you said we did way</p> <p>ACTION – JB to send an email to SF & EH with details around session around sufficiency of specialist school places</p>
5.	<p>Update on the Autism (Improvement area 4)</p> <p>EHu – provided an update: Since last monitoring visit:</p> <ul style="list-style-type: none"> • Updated local offer info- this has just been reviewed by parent carers and update will be sent to Nigel next week • CAMHS website should also be live in next 2 weeks • BEAT has been funded for another year to provide waiting list support

- Some PCNs have social prescribers for children and young people with LD/Autism and are providing support for those diagnosed and on the waiting list- service info and evaluation has been gathered along with case studies
- Bradford is receiving a care navigator for those on the waiting list that will be embedded in the CAMHS team but also outreach to under 7s- this is an expert by experience role and will offer peer support
- Work ongoing for true prevalence rates (nationally been increased from 1.1 to 2%)
- Work on understanding behaviour and sleep offer to CYP with ND and LD is being undertaken to provide needs led approach to these pathways
- Work taking place at West Yorkshire level around right to choose
- Pilot for the under 7s at both BRI and Airedale taking place- both using refined models/one stop shops to increase assessment efficiency- these will be compared.
- Agreement for Success to be modelled up in terms of cost/benefits/challenges - Ava Green leading
- Clinical prioritisation for those needing expedited assessment has been created to include CYP excluded from school and those on DSR- awaiting sign off at Pillar 3

ACTION – EHu to keep system aware and uptodate regarding the WY Right to Choose project.

JB, so much going on and consideration is needed to ensure that this is as simple and accessible to parents as possible.

JH – permanent exclusions or fixed term? EHu – permanent exclusion but those that are included within prioritisation will have as little impact on those on the wider list as possible.

ACTION – EHu to share signed off list for those that are to be included within clinical prioritisation

RB asked about those CYP that are school refusers. EHu, this has been one of the most difficult part of the work to date.

Massive demand for ASD and ADHD assessments and this work is looking at how we can ensure that the most neediest are been picked up as a priority as soon as they can be?

Impact on ASD and ADHD on functioning, as this isn't included within the assessments. Clinical priority work is been brought into address the big backlogs. Might have to refine criteria and how we look at functioning.

Overhauling assessment criteria, 0-7 pathway is defined and set. The above is for the 7+ pathway

94% conversion rate in childrens CAMHs

8% conversion rate in Adult MHs

AG – school based tools, production line of starting with an idea and something that we can do across the whole district. AG focusing on taking the idea and testing it in the settings, working with EH and schools to look at what could be rolled out more widely.

	<p>Success and development support tool, working within the locality communicating with schools and families that will/are involved. Starting it testing it and we can't make these available more widely before properly tested.</p> <p>The digital tool has been coproduced with parents/carers from day one. The parents get opportunities to engage with schools and professionals, taking on board issues like masking and what those opportunities and support available re signposting.</p> <p>This isn't a whole district offer yet, and is dependent on the work that EHu is leading on with collaboration of school trust and CAMHs. Once this is ready we will share more widely.</p> <p>MSa – Raised that need to be careful when considering permanent exclusion as a marker for clinical prioritisation. As we do not want to be incentivising that option for, Parents. EHu agreed and stated that it is a good point. We need to be clear about ASD and ADHD it is an assessment only, there is no support that comes with it.</p> <p>This is done in collaboration with schools, everyone on Bradford has a very good access to screening. How do we shift the barratice to get diagnosis and meeting needs, you should have your needs met via the supporter families geyt access to not the diagnosis. We hope that the improved infornation on the Local Offer and website will help with the above narrative.</p> <p>ACTION – PFBA to open dialog with families to help review the information on the Local Offer, and look if there are any opportunities to improve this information and identify if there is anything missing or too much of something?</p>
6.	<p>Digital badges update – Cities of Learning</p> <p>IB joined SSPB to share information:</p> <p>Talk – update Cities of earning program and Digital badges – taken the assumption the stakeholders know little</p> <p>Shared presentation - Cities of Learning network Bradfrd joined just over a year ago and this was created by the RSA, to help people grow their skills and confidence.</p> <p>The main aim is to validate non-accredited and informal learning not normally recognised by formal qualifications.</p> <p>CTE working with employers to understand what skills are desired form CYP. First LA in the North of England to join the programme.</p> <p>1st year plot scheme to see whether digital badges, these are the vehicle to recognise these non-accredited skillset. The pilots aim was t see whether this would take off? Very happy to say that the council is going to continue to shareand promote across the district. They are a visual way to demonstrate the skills, helping employers to recognise what skills young people have.</p> <p>The ultimate aim is to create pathways, a mapped progression to certain destination (interview FE college course) YP will achieve digital badges to hel paccess a carrerr goal.</p> <p>4 different layers – engaged level (entry level – attending a careers fair)</p> <p>Participate layer 0- actively participating in something (attending a workshop -wok experience or a class)</p> <p>Demonstarete layer – YP has to demonstrate skill they have learnt</p> <p>Lead layer – taking skills they have learnt and appluying these or teaching others.</p>

	<p>Providers can use them to recognise courses activity that are not accredited. Use promote activity.</p> <p>Employers – telling us YP don't have skills they require, working with CTE and employers through sector boards to get employesrs to write abdges that are desired.</p> <p>Badges actuing as a digital reference from employers that YP have attended or helped/ YP – gaining self esteem from gaining badges, acting as a reference. Giving YP the language to describe what they have done. A lot of YP do volunteering and work experience, they often don't have the language to use to demonstrate what has been learnt. They can use the digital badges to document this.</p> <p>Badges are housed on Navigatr – these are then logged and saved indefinitely. These can be shared via LinkedIn or social media which has a great resonance with CYP.</p> <p>End of pilot scheme in bradford</p> <ul style="list-style-type: none"> - 84 badges - 14 different providers creating badges - Issued badges to just under 1000 (928) yp - Navigator website designed and launched. <p>Whats next – still at beginning of journey:</p> <p>Enagge with key stakeholders to raise awareness of digital badges and promote uptake</p> <p>Continue to work with employers to create badges</p> <p>Careers advice team – creating badges to recognise careers curriculum</p> <p>Develop a life skills curriculum –</p> <p>These are a life long thing and can start at 13+ (the reason for this floor is data protection criteria)</p> <p>ND – queried if voluntary groups can set up badges. IB confirmed that voluntary organistions are probably where most interest and activity has occurred to date.</p> <p>AG – what is happening around small employers especially those in disadvantaged places. Brings so many questions up about strategy about employment with SEND? Badge is a badge but what is the impact.</p> <p>IB – SMEs, so far it has been easier to get SMEs onboard. 15 industries board.</p> <p>Employment strategy for SEND students –</p> <p>ND – plan around improving figures to employment to</p> <p>ACTION - PfA workstream to look at how all SEND employment strategies/projects sit within one place?</p> <p>LB – not seen any change in the LA recruitment processes and how the LA as an employer can recognise these badges.</p> <p>IB confirmed that these conversations are underway and is on the agenda.</p>
7.	<p>Complex and Vulnerable Panel</p> <p>SB provided the update:</p> <p>Setting up various teams – C&V 5 staff and managed by a separate manager. 4 of the 5 staff have now joined us. The final one joins us before the start of the school year.</p> <ul style="list-style-type: none"> - 2 CLS

- 1 CPP
- 1 EHE and YJS
- 1 CE markers

ToR – back to this board – not set in stone and a focus of the group will help to deliver WSOA2.

This panel will work formatively over the next couple of months looking at the cohorts above. Developing and bringing thematic reports back to SSPB to share relevant updates.

JE – is this the total scope of panel – is there scope for this to include those CYP with complex medical and severe physical health needs.

DSR being established with complex mental health needs

Needs to be a forum to have discussion about these young people and look at funding/commissioning arrangements.

ACTION – SB/JE/BW to discuss where would these above cases sit?

The initial group is a direct reflection that our SEF and LA SEND Inspection found and the fact that we were not comfortable that the EHCPs had a remarkable gap.

What the C&V panel represents is been nationally recognised. If the board deems that the ToR and scope as it is, is sufficient and should go ahead.

JE we have identified a groups of children who do not have an adequate forum – and this needs to be addressed as a matter of urgency.

8.

SEND Youth Forum

SEND CYP Participation officer – role established to support WSOA 1 and setting up further opportunities for CYP to have their voice heard.

Developing a SEND Youth Forum – to meet young people and share matters that matter to them

Launch in July.

Best practice guide for this and met with other LAS to shape this and how we as Bradford can adopt and mold this to best meet our CYP's needs.

What this consists of will be shaped via the CYP. And their voice will help to capture feedback as to what they want service to look like.

Providing a friendly forum

Who can join – this is what other LAs have done – adopting this approach – 13-25 with an additional need and who live or go to school in Bradford.

All discussions around whether this is suitable are all open for discussion

We hope that this provides opportunities and rewards for CYP.

	<p>Sending information this week for the first meeting launch on TEAMS Wednesday 5th July 1800-1900, this includes a membership survey to be completed. If they are under 18 parental consent will be required as well.</p> <p>The CYP that sign up to this, will receive a welcome pack.</p> <p>ACTION – anyone that has any questions or would like to support the forum to email ME @ matthew.elliott@bradford.gov.uk</p> <p>EH – this is really exciting. Interested in understanding CYP views in relation to provision that will meet their needs and what they would like to see in their district, with the caveat that this would come with no promises.</p> <p>ACTION – ME to meet with EH to look at how CYP can help shape School Provision across the district.</p> <p>ACTION – ME to send link to DB so that these can be distributed across FE Principles</p>
9.	<p>EHCP QA Forward Thematic Reporting Schedule Phase transfers will be a focus – moving forward Current yr 5 & 10 cohort. All partners involved in any QA practices –</p> <p>ACTION – any questions or suggestions as to what cohorts we want to be included in the schedule to be sent to SEND Auditors</p> <p>Parent carer involvement on multi agency QA group so from September we should be able to involve Parent/carers on QA of EHCP, hoping to involve from September.</p> <p>ND - raised that we would still like parent/carers representation on Panels.</p> <p>RS – Agreed we need more parent carers involved in EHCPs JB – North East that have championed this. It really does come down to time. Could we chop the meeting up. Not access that is the problem but it is the time aspect. How can we make it more manageable ND – we will do what ever is necessary – if they purely wanted to join as a witness and peer support.</p>
10.	<p>Composite Highlight Report Didn't have time to review during meeting.</p>
11.	<p>Standing Agenda Item - SEND Support Report is being developed to showcase trends over the course of the last 2 academic years, which documents the following:</p> <ul style="list-style-type: none"> - SEND Support numbers, - SEND Support Persistent Absence levels, - SEND Support Exclusions
	<p>A.O.B</p>

	<p>Opportunity to become part of the national trial/pilot following Green paper.</p> <p>RS – take part in the trial and take the lead JE – come such a long way in relation to the delivery of the WSOa and governance/partnership.</p> <p>AG – team at DfE digitalisation EHCP, it would be sensible for us to get involved and include BornInBradford work.</p> <p>ND – you are either all in or nothing. We have a very broad commitment to deliver the WSOA – we can do nothing to divert from the importance of the delivery of WSOa.</p> <p>DfE mentioned it would compliment the delivery of the WSOA and support this area.</p> <p>Leading on digital EHCPs impact school systems – approved lists – are schools on board?</p> <p>KS – there is a real willingness to supporting this</p> <p>AG – terms of engagement – open conversation but want to see these in any proposal. Cost of implementation or time, if we are getting involved where there is a balance – if schools can backfill – not tying ourselves into a bad deal</p> <p>4 LAs will be involved Wakefield, Leeds, money for region 5.”million for region and divvy it up. Staged progress which should be implemented and when. WSOA has to come first.</p> <p>JB – WSOA is The workforce is “shattered” if there is a doubt that workforce would be spread too thin, we do not want this to impact –</p> <p>Why chosen – demonstrate things to turn around – wouldn’t expect you to be at the top of your new LA SEND Inspection too far a jump.</p> <p>MS – schools would definitely be involved. Work with LA, is it going to work for schools? So need to look at how they would be involved. SENCOs are stretched and can’t be recruited to and there is a knock on effect to the pupils. SENCOs workload survey in 2018, since then the EHCPs have doubled – but same number of SENCOs.</p> <p>ND – when we decline an EHCP what information do you provide schools? What is the response?</p> <p>JE – response to JB query communication – comms roll that is specific to SEND – this post will start in the 12th July.</p> <p>ND – continue discussion with DfE and a formal update will be provided at the next SSPB</p>
	<p>Date of Next Meeting:</p> <p>18 July 2023 @ 1000 – 1200 Microsoft Teams</p>
	<p>New Action:</p> <p>1. ACTION – SB & EH to meet and look at how we can ensure the data is robust as possible.</p>

2. **ACTION – JB to send questions in so partnership can respond in a you said we did way**
3. **ACTION – JB to send an email to SF & EH with details around session around sufficiency of specialist school places**
4. **ACTION – EHu to keep system aware and uptodate regarding the WY Right to Choose project.**
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