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## MINUTES – Local SEND Partnership Board

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**Date:** Wednesday 8<sup>th</sup> November

**Time:** 13.00pm – 14.20pm

**Venue:** Travis St Lawrence School

Discussion Items	Lead
<p>1. <b>Welcome, Introductions and Apologies</b></p> <p><b>Meeting Chaired by Andrea Ibbeson,</b></p> <p><b>Attendees:</b></p> <p>Leanne Hornsby (LH), Andrea Ibbeson (AI), Paul Scotting (PS), Tracie Baghurst (TB), Natalie Tyrrell (NT), Philippa Cousins (PC), Debbie Osborne (DO), Karl Bower (KB), Emma Smith (ES), Alison Tomes (AT) Emma Kirk (EK), Angela Harrington (AH), Helen Naylor (HN), Barbara Taylor (BT)</p> <p><b>Apologies:</b></p> <p>Kate Jones (KJ) Martyn Owen (MO), Emma Price (EP), Annika Leyland (AL), Kim Holdridge (KH) Mel North (MN), Ethan Osborne (EO), Clive Chambers (CC), Joel Hardwick (JH) Bushra Ismaiel (BI),</p> <p><b>Non-Attendees:</b></p> <p>Simon Witham, Rebecca Gude, Jane Cresswell</p>	
<p>2. <b>Requests for any other business</b></p> <p>No declarations of interest.</p> <p>KB – wanted to discuss update of accountability agreement.</p>	
<p>3. <b>Minutes from previous SEND Board – Wednesday 20<sup>th</sup> September 2023</b></p> <p>Meeting minutes declared as a true representation of the last meeting and are therefore approved.</p>	
<p>4. <b>Update on Ofsted Annual Conversation</b></p> <p>AI updated that there was a recent ‘annual conversation’ which happened in York with Ofsted CQC. LH updated that she was more than happy after the meeting, to circulate the presentation.</p> <p><b>ACTION: LH to circulate Ofsted Annual Conversation presentation to Board members.</b></p> <p>LH explained that part of the conversation was about demonstrating ourselves, showcasing improvements we are making such as the work around attendance rates and the GDA Pathway improvements. Present at the meeting was Riana Nelson, Leanne Hornsby, Andrew</p>	LH/NT

Russell, Andrea Ibbeson, Karl Bower, Emma Price, Martyn Owen and Debbie Osborne. LH stated to the group that the partnership had felt that it was important to include our parent voice in the conversation.

LH felt it was a good conversation, Inspectors were interested in our journey; we were able to pinpoint pressures but were able to show improvement. Feedback on our presentation was that we broadly spoke across the partnership and not in silo, everything flowed nicely together. Alex Thorpe the lead Ofsted inspector lead the conversation, LH explained that she has done a lot of inspections recently and said appeared enthused by the conversation. LH noted that the partnership will receive formal feedback on due course, but all who attended stated that they had felt this had been a positive experience.

KB updated from a health perspective that they picked up on the key themes, all asking about the Dynamic Support Register - how are we supporting our most vulnerable children.

AT asked for further clarity of the DSR and the surrounding processes.  
KB – Dynamic Support Register. This is a list of people with a learning disability or who have autism and are at risk of going into hospital if they don't get the right treatment. Explained that they are completing risk assessments for children and young people that we don't want to slip into mental health crisis.

AI felt it was important for Andrea and Alison to meet to ensure awareness of the Dynamic Support Register as this is all about Early Intervention.

**ACTION: Andrea Ibbeson and Alison Tomes to have a meeting regarding the Dynamic Support Register and its links with Early Intervention work.**

AI/AT

DO felt that the meeting was positive, that the professionals round the table were the right ones and answered the questions well, felt like a comfortable conversation.

LH explained that Ofsted had sent them four questions in advance which other Local Authority's based their presentations around. However, we took the approach to base our presentation on our vision, strategy and success since the last SEND inspection which ultimately answered their questions and they felt like this was the best approach.

AI feels confident in our continuous building of relationships and that we are able to offer conversations but challenge between partnerships.

LH feels we are definitely in the window for inspection. The uniqueness with a SEND Inspection is that Ofsted will go out to parents first, to seek their views then come into the Local Authority to triangulate the work.

AI stressed that board members and wider partnership should collectively understanding any challenges or weakness and how we may work better together to engagement with children and young people, families, schools, health services..

KB looked at survey from other LAs who are being inspected and would like to distribute this to health services.

LH/NT noted that we are in the process of sending out surveys to our parents, so would be beneficial to link them together.

**ACTION: KB/NT to link surveys to parents and health services together.**

KB/NT

<p>5.</p>	<p><b>Children and Young Peoples Voice - Update from Shadow Board</b></p> <p>NT/TB/DO gave brief overview of the SEND Shadow Highlight report. At the last meeting Richard Bryan attended from With Me in Mind Service to deliver an update on their services which has been requested by children and young people. Unfortunately, the young people's have feedback that this did not fully engage their interest and 'switched off' from the session.</p> <p>BT stated that CAMHS would be available to attend a further meeting November if required by the board.</p> <p>NT explained that the next meeting would be held on the 21<sup>st</sup> November and was going to focus on;</p> <ol style="list-style-type: none"> <li>1. Adults Services – transitions</li> <li>2. Prep for session in January with Riana Nelson and Andrew Russell</li> <li>3. SEND promotional video discussion</li> </ol> <p>AI requested that she and Karl Bower attend the next meeting in November to listen to the young people. That Barbara Taylor also attends from CAMHS Service to deliver an update on their services.</p> <p><b>ACTION: NT to re-organise the agenda to ensure that Adults and CAMHS are the focus of the meeting. To contact Barbra Taylor to ensure she, or someone from her team attends to update on their services.</b></p> <p>KB raised the point around the actions on the highlight report for Ann Donkin and Bushra Ismaiel to be invited to a future Shadow Board. KB was concerned that the pathway is going to be re-designed so wouldn't be the same in a few months' time. KB wanted to note that if they were invited, to make this a general overview update, and that in time services may change.</p> <p>DO asked the question that the services we are offering to children and young people in terms of professionals attending meetings to update on their areas, can we do the same for parents? Debbie and Martyn Owen run a Making a Difference Parents Session where Martyn updates on the work the SEND Transformation team are doing, and parents are able to ask questions / feedback what's actually happening in the system. They ask the same things as the children and young people so would be good if professionals can be involved in these groups too.</p> <p>The question was asked should making a difference be included as a highlight report to this board.</p> <p>LH confirmed that we should have a Voice Briefing Highlight report.</p> <p><b>ACTION: NT to ensure highlight report moving forward captures all 'voice' work from across the system including the Shadow Board and Making a Difference session.</b></p>	<p>NT</p> <p>NT</p>
<p>6.</p>	<p><b>Progress Update on SEND Implementation</b></p> <p>NT updated on progress figures from the SEND Implementation Plan which were included on the papers distributed to members ahead of the meeting.</p> <p>NT explained that there has been a lot of progress since the last board, we currently have no actions showing as off track. There is a SEND Engine Room scheduled for next week, so requests for updates on workstream areas had gone out this week. It was noted that the SEND Implementation Plan is always embedded into the agenda under the reference document section, should people want to see the details of each deliverable</p>	
<p>7.</p>	<p><b>Deep Dive: Performance, Quality Assurance, and Improvement Framework (PQAIF)</b></p>	

AI explained to members that we have lots of data and we need to understand what this is telling us and, what do we need to know? Understanding how this links to the SEND Strategy, Implementation Plan, and the Joint Commissioning Strategy to ensure we're making a difference. The PQAIF document needs to support us in our work, so we need to understand, what we need to put in here? Find the questions and then have answers / data to populate this document.

TB explained that this was just a draft starting point to help members with how we populate this. This had been broken down into the four priorities of the SEND Implementation Plan for ease. The first measure was around Education, Health and Care Plans (EHCPs).

LH doesn't feel like what's in the document is the right measure. We need to be looking at this from the point of view of what is the EHCP telling us, need of a child, are they right, what do they think, what do parents think, is the assessment appropriate, therefore are they able to access the right support in the right way, at the right time, closest to home? This is our graduated approach.

The first question around EHCPs should be:

1. Are EHCPs meeting the needs of children and young people? Who is the EHCP written for? And what's the reason behind it?

PS explained that sometimes EHCPs he receives are written well, but sometimes questions who are they written for? They aren't always used in the right way or have the best qualitative information that shows the voice of the child. Need to know more about what the EHCP is for - are they being written as a ticket to a special school, or rather for what the child needs. PS can't see anything that shows the graduated approach / impact.

LH explained that the SEND/Inclusion Quality Reassurance Panel she chairs is starting to make improvements with this. EHCPs which are coming through, she is starting to see things differently in panel - putting child at centre to enable the right solutions

LH explained that the iDox system will help with the completion and quality of EHCPs. Professionals and parents will be able to see when information has been added and if this is qualitative / impact work which is being included. The development of the SEND Handbook and Toolkit will also support with this. We are aiming for less / the right EHCPs. All the correct support should be put in place first to prevent the need for an EHCP to be issued, so that the child's needs can be met without one. However, if this has been correctly followed, and there is a definite need for one then a child will receive a EHCP.

AI stated that this is about our quality standards that's actually managing a decision, facilitating, and aiding right support at the right time, with the child at the centre. To then understand what is this going to tell us that this is happening?

Important for us to get early identification of this right - need for EHCP, are the children that require diagnosis for either a, GDA / ASD / ADHD are they getting diagnosis in a timely manner.

DO said that parents don't ask for EHCPs for the sake of it, if a child was being supported and getting what they needed they wouldn't ask for one.

PC noted that parents push to go down GDA referral route, feel powerless to do anything, even though we explain the steps that need to happen beforehand.

PS has to do a lot of work with parents, trying to clarify parent voice/choice.

	<p>LH explained that as well as the professional handbook and toolkit, we would be developing a parent's toolkit which focuses on pathways and the questions parents would be asked along the way.</p> <p>AI explained that this document is be a mechanism to which we understand the outcomes for the children, young people and families and must be linked to our priorities. , AI asked that meeting members review the document and state the associated questions that we must ask before we consider what data or information is needed to answer our enquiries.</p> <p><b>ACTION: Board members need to think of questions that goes with these measures and articulate them into the document. Everyone to look at their own areas and feedback to SEND Transformation Team.</b></p>	<b>Board Members</b>
8.	<p><b>Engine Room Highlight Report &amp; Escalations</b></p> <p>KB explained that lots of positive work had progressed at the last Engine Room. As members will see in the highlight report there has been several risks closed down.</p> <p>The Engine Room had a good news section which detailed the following:</p> <ul style="list-style-type: none"> <li>➤ Mandy Haddock shared that the Seedlings provision had won a National Award for being the best specialist provisions in the UK.</li> <li>➤ Raquel Avail shared that with support from Educational Psychology service, a base was set up at Hatchel Wood Primary School called Ladybird Class. This was to support children with communication and interaction needs who were struggling to access significant parts of the FS2/Year 1 Provision. This has a had a massive positive impact on children.</li> <li>➤ DBTH closed their paediatrics services to work on their GDA waiting list and had been focused on and 263 triaged in one week - full shut down of all clinical services to make this happen. Really great achievement. 369 children on the list and 136 were directed straight to the ASD pathway, so don't have to wait for diagnosis and 46 children have gone directly to ADHD pathway.</li> </ul> <p>KB also updated on the work around Speech, Language and Communication Needs (SLCN) for our children in Doncaster and how this has always been a big area for improvement. We recognise this is not where it needs to be, so KB pulled together a working group involving all relevant professionals to map out what the Doncaster Provision is. Not everyone is aware of the services available, so the group wanted to develop a clear roadmap of what the offer / journey should be for the child. This was part of the groups work and was hugely successful in how the session ran and information that was shared. Part two will be to focus on narrowing the gaps in the system, and how the system can help to achieve this. The group will then be able to identify the areas where the system needs more support and intervention, and this will be brought back to the SEND Board.</p> <p>AI commented that this was a successful meeting and can see that it was evidence of true partnership working.</p> <p>LH updated that the biggest disconnect is the gap between April and September, when a child is in early years and move into school. The child was receiving Early Intervention Allowance (EIA), then in Reception they then require an EHCP. LH asked whether KB has someone involved in these sessions form our mainstream settings to speak about the SEND Part. It was suggested that a representative from Jane Reeds Team and Rebecca Wilsons Team would welcome an invitation to take part in the work.</p>	

	<p>There is a big cohort of children coming through who have SLCN needs who aren't known to our early years services as they haven't accessed them. We need to ensure we are reaching out to our school system to see if they want to be a part of this as well.</p> <p>KB explained that the group is looking for long term solutions, need to have wider conversations around skills we have in Doncaster about how we support children and young people with SLCN.</p> <p>AT raised about the Start for Life Programme and that lots of work is happening in this area and to ensure join up happens.</p> <p>PC manages two schools in different localities and the difference is quite stark in terms of SLCN needs. Not been able to access support or know where to get this, so school have had to look externally for support. Would be much better to have a joined-up system wide process in place.</p> <p>AI recognised the work that is happening and that we need to engage with senior SEND leads in education teams and our schools.</p> <p><b>ACTION: KB to ensure that there is a link with Jane Reed / Rebecca Wilsons team to ensure that the understanding of this cohort of children is picked up through their work.</b></p> <p>KB – will have a road map for 0-5 years then need to look at 5-11 years. Inform next processes.</p> <p><b>ACTION: KB to bring this back to board with recommendations.</b></p> <p>PC - This is the most important area, seeing that the children who have these communication difficulties, are presenting with challenging behaviour, that's why they are presenting as SEMH needs. So really important to get this right.</p>	<p>KB</p> <p>KB</p>
9.	<p><b>Escalations for the Education &amp; Skills Portfolio Board</b></p> <p>None recorded.</p>	
10.	<p><b>Any Other Business</b></p> <p>KB noted that we don't have any senior representations from DBTH and thinks they need to be part of this group as well as the Engine Room. We also need to update the Accountability Agreement with Emma Smith's new role of DSCO.</p> <p><b>ACTION: To invite senior DBTH professionals to be members of the SEND Board and SEND Engine Room moving forward.</b></p> <p><b>ACTION: NT to update the accountability agreement with Emma Smith's new job role.</b></p>	<p>KB</p> <p>NT</p>
11.	<p><b>Leadership Charter</b></p> <p>Standard Item</p>	
12.	<p><b>Date and time of next meeting</b></p> <ul style="list-style-type: none"> <li>➤ Wednesday 13th December, Microsoft Teams 13.00pm – 14.20pm</li> </ul>	