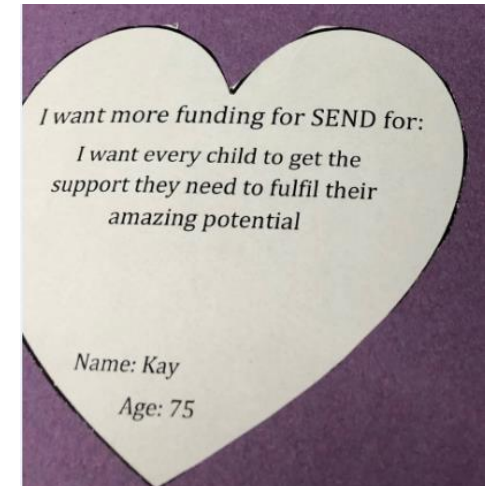
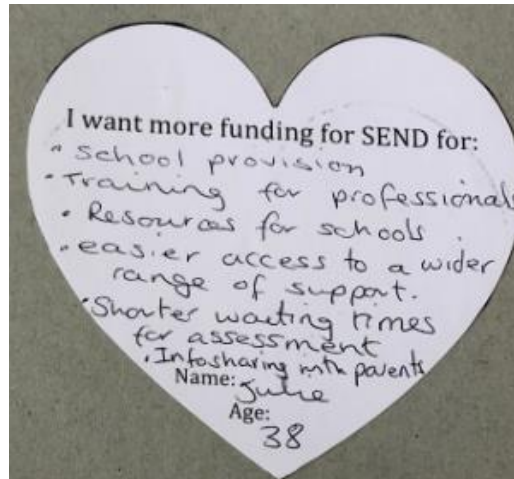
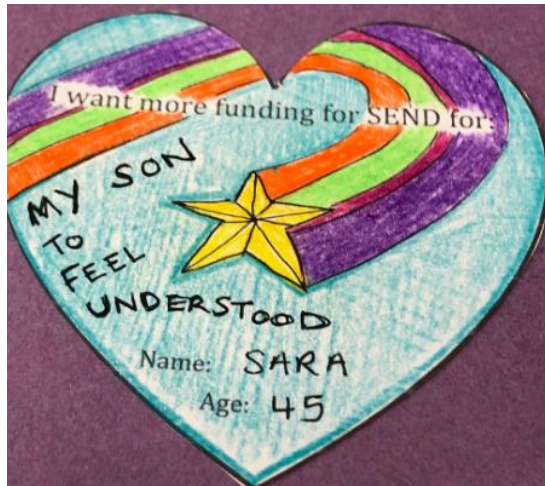
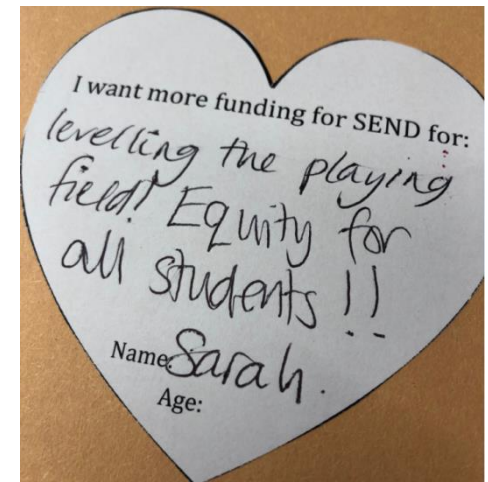
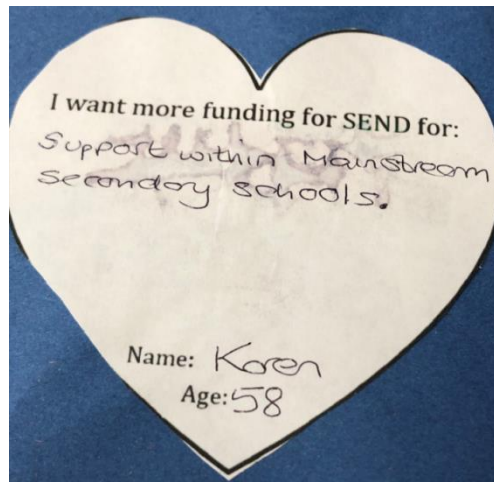
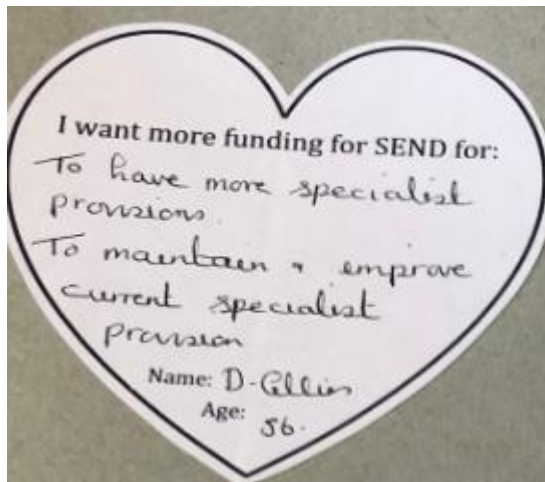


# Transforming SEND Services in Hertfordshire Schools Forum – 26 June 2019

David Butcher – Head of Transforming SEND Services







## WHAT DO THEY HEAR

### IT'S GOING TO BE A BATTLE

"a professional told us "you're fighting a battle and losing"

### YOU HAVE TO GET PRIVATE REPORTS

"we heard on the grapevine that the EP doesn't even see your child so we had them seen privately"

### DELAYS

"they said 'wait until playgroup and see what they say'"

### ADVICE THEY DISAGREE WITH

"we were told she doesn't need to see an educational psychologist, because she has Down's Syndrome"

### NOTHING...SILENCE

"they have a really bad reputation for...not being able to get hold of anyone"

### THEIR CHILD STRUGGLING

"mummy, i wish i was dead"

### THAT RESOLUTION CAN LEAD TO BAD FEELINGS

"staff were frosty and unpleasant... a very ungracious resolution"

### YOUR CHILD IS NOT DISABLED ENOUGH

"the paediatrician said 'he's not autistic enough'"

### upset

"WRITING IT DOWN WAS QUITE AN UPSETTING EXPERIENCE"

### grateful for services

"THE SERVICES ARE FABULOUS WHEN YOU ACCESS THEM"

### stressed

"MENTALLY, IT'S TOO MUCH"

### like a 'problem parent'

"WE ARE JUST ANOTHER FAMILY THAT ARE CAUSING AGRO"

### like they're always fighting

"IT WAS HORRIBLE - I FELT I WAS AT WAR WITH EVERYBODY"

### isolated

"YOUR WORLD GETS VERY SMALL"

### worried about the future

"WILL THEY COPE AT SECONDARY SCHOOL?"



## WHAT DO THEY FEEL

### OVERWORKED PROFESSIONALS WHO ARE NOT ALWAYS CHILD-CENTRED

"the new doctor likes to look at his computer rather than my son"

### PEOPLE STARING

"it's all the funny looks you get from people"

### DELAYED MILESTONES

"it was very clear early on that he had differences"

### THAT DIAGNOSIS CAN OPEN DOORS

"support from outside people once we got our diagnosis got better"

### PAPERWORK GALORE

"we have got files and files and files"

### CHALLENGING BEHAVIOUR

"when she gets home, she releases"

### COMPLACENCY AND LACK OF ACCOUNTABILITY

"the schools get away with really bad practice"

### PROVISION NOT MEETING NEEDS

"they just end up... shoved in a room"

### DOORS CLOSING

"I suddenly got a letter discharging him from the SALT service"

### listen to us

"I WAS TELLING PEOPLE 'THIS IS THE DIFFICULTY' BUT NO-ONE WAS LISTENING"

### help us access services

"YOU FIND AT EVERY TURN YOU ARE PUT THROUGH A PROCESS THAT ISN'T CONDUCTIVE TO YOUR WELLBEING"

### communicate with us

"30 SECONDS TO ACKNOWLEDGE AN EMAIL IS ALL WE'VE EVER ASKED FOR"

### be kind

"IT'S RUINED OUR LIFE REALLY, NOT EVER BEING BELIEVED AND NOT BEING SUPPORTED AT ALL"

## WHAT DO THEY SAY & THINK

### PARENT EMPATHY MAP

Information captured from parent interviews in Spring 2019, for the Hertfordshire County Council SEND transformation programme.  
All quotations are directly from parents.

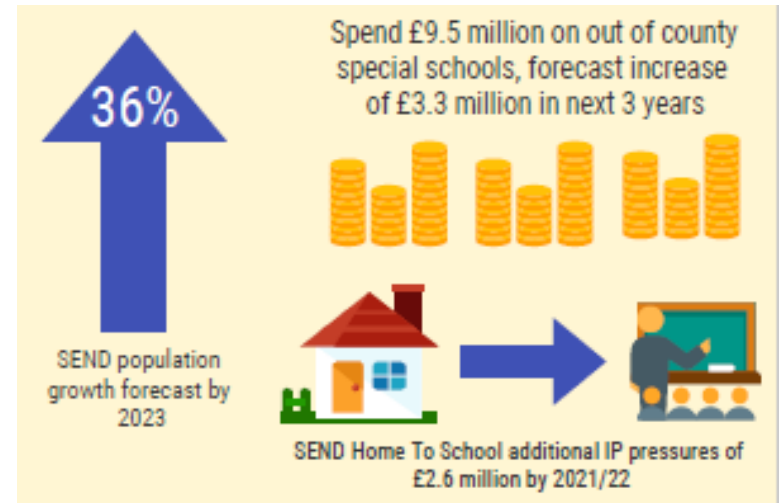


Transforming  
SEND services



# The Case for Change: Hertfordshire

- Numbers of EHC Plans forecast to increase: 36% between 2018-23
- Correlation between SEND and school exclusion, low attainment, NEET
- Movement of young people with SEND out of mainstream schools to more specialist and independent schools
- Focus of school inspection and changes to curriculum
- Current pressures on budgets driven by rising demand for services & wider demographic change
- Pressure on support services: CAMHS, Speech & Language, Family Support
- Parental dissatisfaction at disjointed and inconsistent support that is hard to navigate





*"Being ambitious for all our children and young people: enabling children and young people with SEND and their families to lead connected lives"*



Fairness/  
Equity.

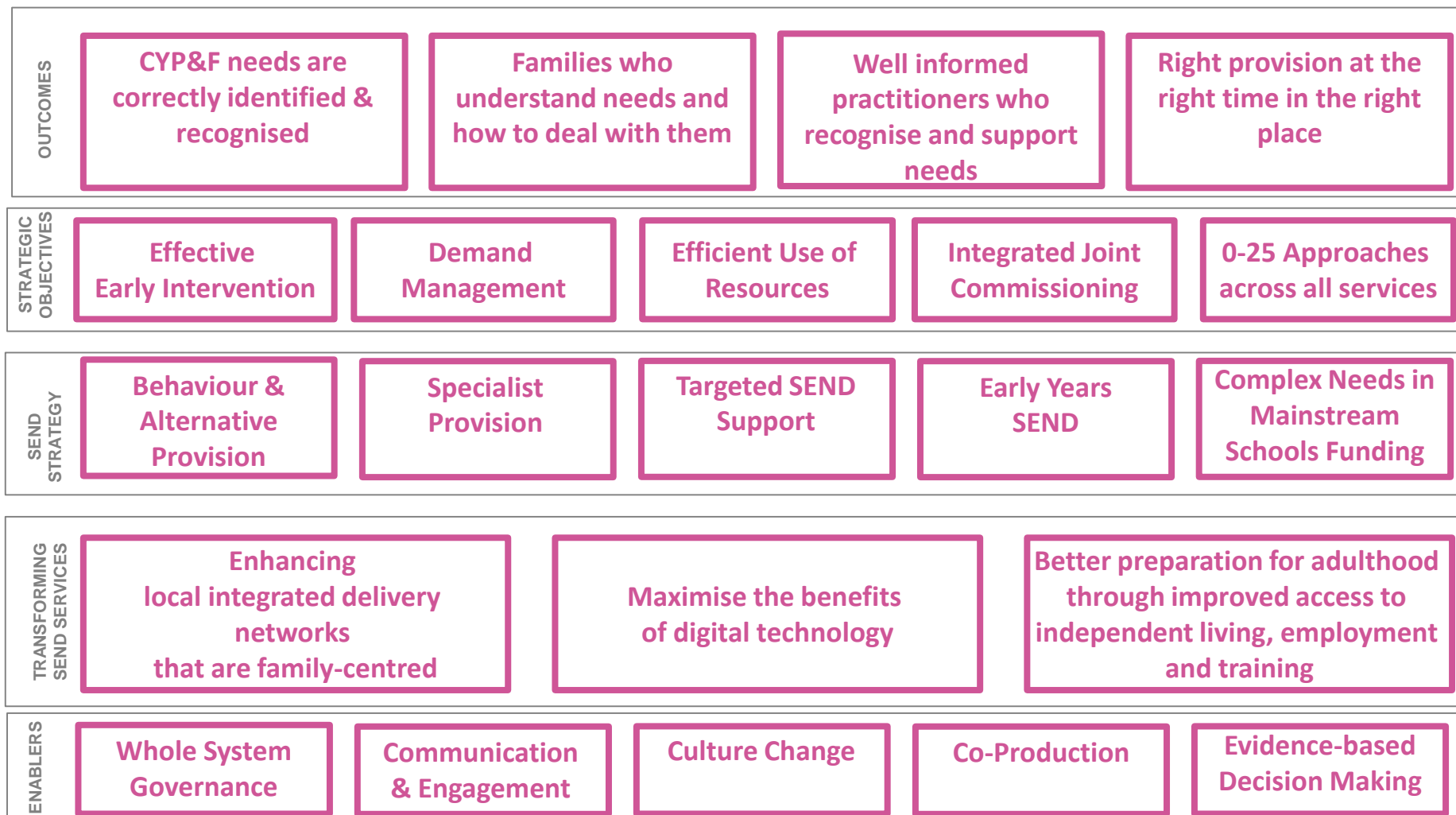
Collective

Early/  
Enabling.

Ambitious  
focused on  
outcomes

Local

# TRANSFORMING SEND SERVICES IN HERTFORDSHIRE: TOWARDS A COLLABORATIVE, INCLUSIVE APPROACH FOR SEND



# Maximising the Benefits of Digital Technology



## Outcomes Sought

- Families feel there is a personalised offer from a system designed around their needs and those of their child
- Schools and parents don't have to spend so much time navigating the system through clear, integrated access routes
- Parents feel empowered and more resilient
- More capacity to work directly with families and support schools and others to do so

## Core Activities:

- Re-designing the structure, content and style of the online **Local Offer**
- Implement new **case management system** for Education, Health, and Care Plans
- Introduce portals to open **access for schools, other professionals and parents** to access and submit information electronically
- Integration of data sets across education and social care to **enable better targeting of support**
- Identifying, evaluating and implementing other technology and digital solutions to help meet needs

# Better Preparation for Adulthood



## Outcomes Sought

- Families have confidence that transitions are well planned to enable children to move confidently through their life
- More young people make a fulfilling contribution to their local community and economy
- Reducing demand for out-of-county college placements

My Learning

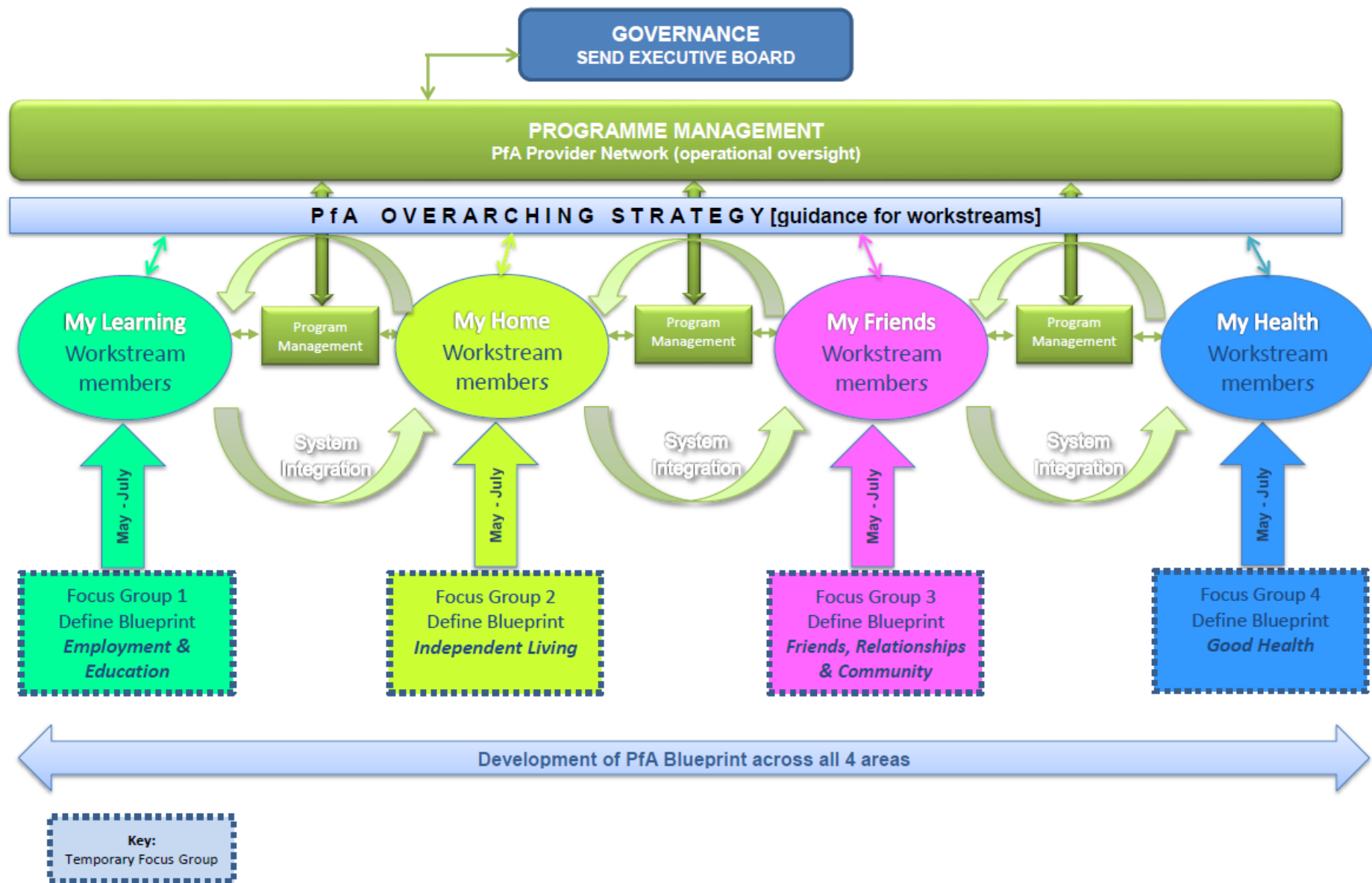
My Home

My Friends

My Health

## Core Activities:

- Developing new post-16 pathways to independence by **re-configuring 'preparing for adulthood' services** to ensure coherent, local delivery
- Transform our approach to **transition planning** to increase focus on enabling young people to achieve their outcomes
- Work with ACS to ensure that children's and adult's **IAG services are aligned, consistent and appropriate.**



**Transforming  
SEND services**

**PfA Outcomes Development SEND 'MY WORLD'**

Phase 1 – Waqar Bhatti April 2019

# Enhancing Local Delivery Networks



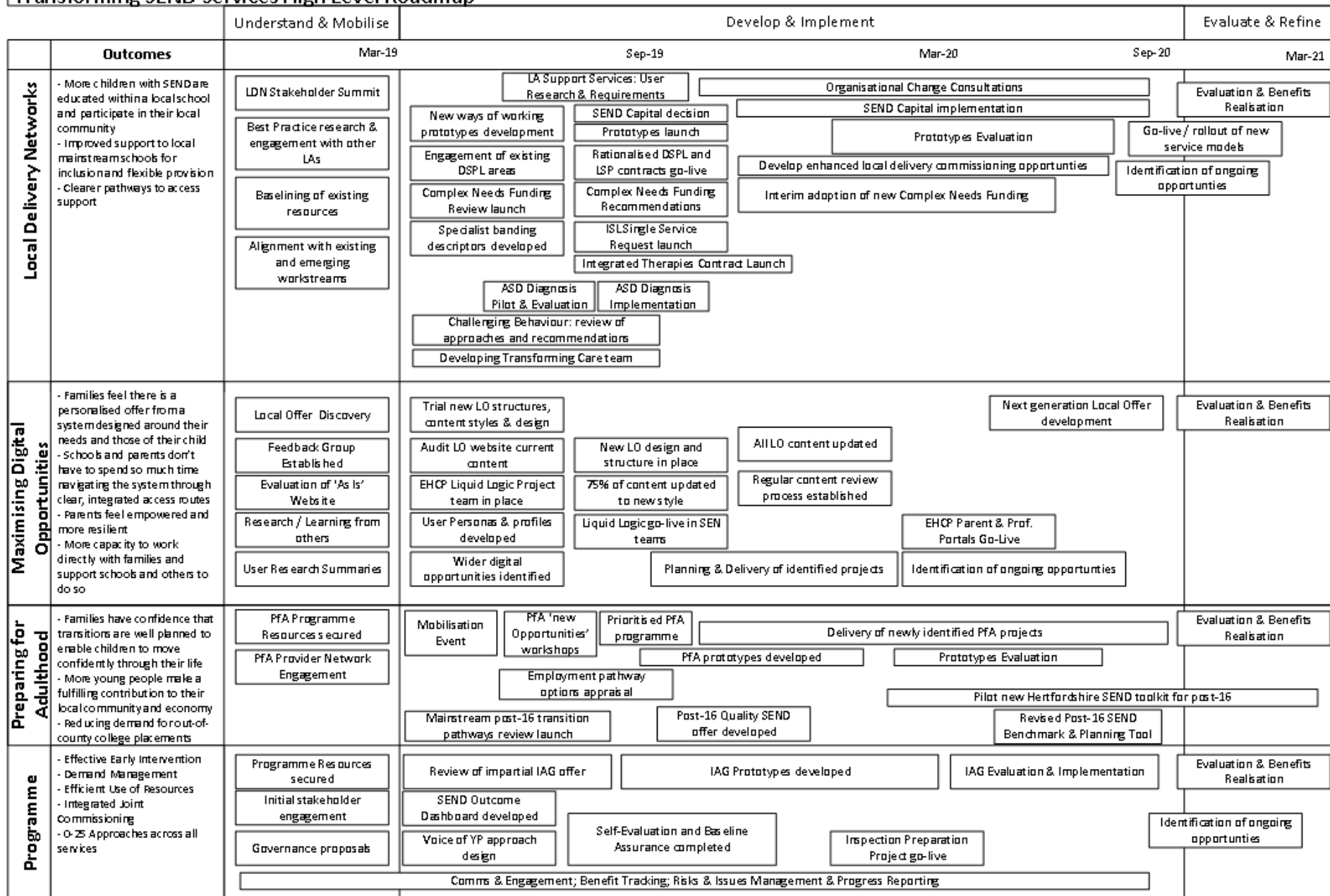
## Outcomes Sought

- More children with SEND are educated within a local school and participate in their local community
- Improved support to local mainstream schools for inclusion and flexible provision
- Clearer pathways to access support

## Core Activities:

- Evolve existing local partnership arrangements to establish a **core offer** for seamless support across home and school boundaries and encourage **local innovation**
- Developing and implementing a **coherent pattern of provision** to meet needs as locally as possible
- Ensuring our **pathways are as efficient and effective as possible**
- **Re-configure local authority services** to deliver visible support closely aligned to local networks
- **Increased commissioning** to enable more independent access to social, leisure, and community services

# Transforming SEND Services High Level Roadmap



# Questions