

# Delivering an Integrated Regional SEND System Through a Multi-Agency Approach: Working collaboratively

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# Working in partnership/collaboratively

Where does this need to work, given that SEND/Inclusion is everybody's business?

- Between parents/carers and their children/young people
- Between families and schools/academies/colleges/settings
- Between families and LAs and CCGs
- Between schools/providers and LAs
- Between MATs and provider forums
- Between LAs and CCGs
- Between LA services- education; children's social care and adult social care
- Anywhere else?..... Everywhere else

# Families- the heart of the partnership?

Paragraph 1.13 SEND code of practice:

*“Parent Carer Forums are representative local groups of parents and carers of children and young people with disabilities who work alongside local authorities, education, health and other service providers to ensure the services they plan, commission, deliver and monitor meet the needs of children and families”*

- Working with families as individual families
- Working with families in schools and services- including within the SEND Information report and the Local Offer
- Working with PCFs and young people strategically- Parent/Carer Forums and young people forums

# Person Centred Approaches

Person centred approaches enable the underpinning principles for the Code of Practice to be realised:

Must have regard for:

- the **views, wishes and feelings** of the child or young person, and the child's parents
- the importance of the child or young person, and the child's parents, **participating as fully as possible** in decisions, and being provided with the information and support necessary to enable participation in those decisions
- the need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them **achieve the best possible educational and other outcomes, preparing them effectively for adulthood**

# Local SEND Parent Carer Community

On the ground, real life experiences.

Sharing thoughts, concerns, and compliments with PCFs.

Role of Parent/Carer Forums:

## Local Parent Carer Forums

Supporting local community understanding of processes and identifying needs/concerns

Identifying and challenging strategic needs to improve local delivery

## Regional Parent Carer Forums Network

Supporting regional understanding of processes and identifying needs/concerns

Identifying and challenging strategic needs to improve regional delivery, influencing local delivery

## National Participation Agenda

Contact Participation Team offer regional and local operational support to forums

NNPCF Steering Group members represent regional areas at national level

# Working with families in schools/settings/colleges

## How do we know?

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- Working with standards- how do we know that we are inclusive?

### The Four Cornerstones

- Genuine Partnerships is a nationally recognised Rotherham-based team of parent carers, service practitioners and young people modelling, promoting and strengthening co- production through their Four Cornerstones approach.

[www.genuinepartnerships.co.uk](http://www.genuinepartnerships.co.uk)

## Do we ask?

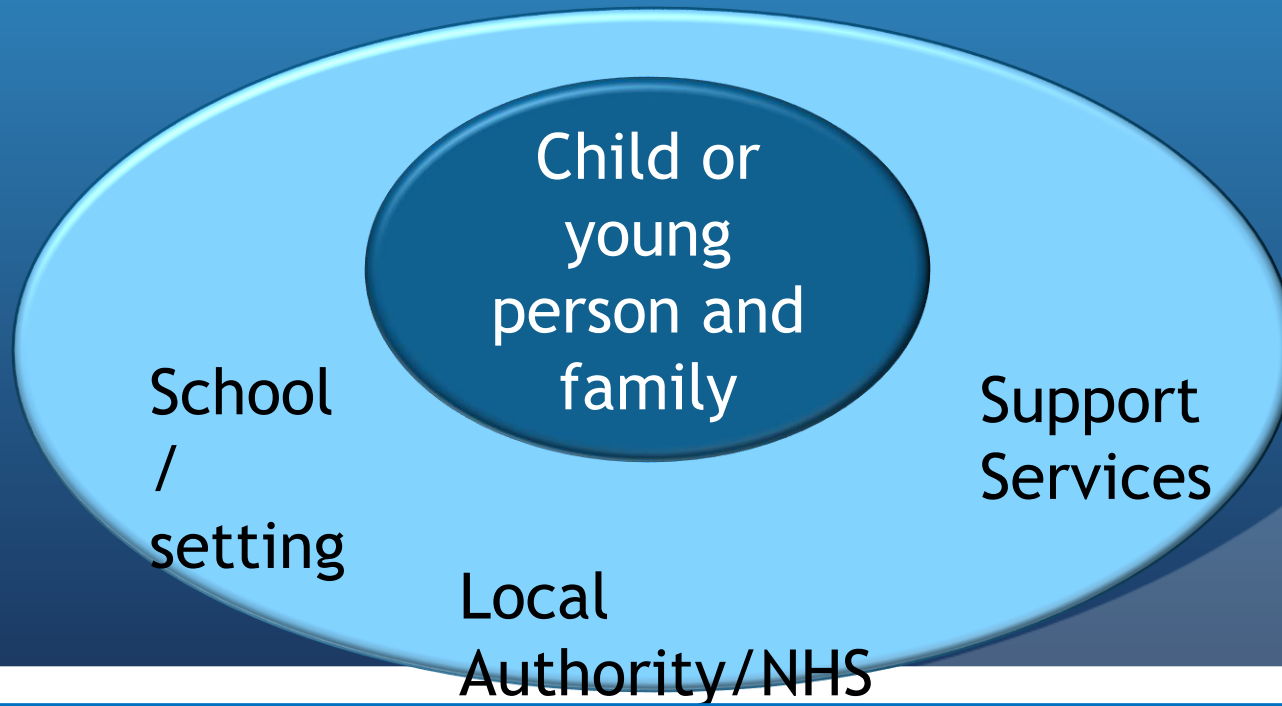
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# Person Centred Approaches- working with young people

‘This approach is often referred to as a **person-centred approach**. By using this approach within a family context, professionals and local authorities can ensure that children, young people and parents are involved in all aspects of planning and decision-making’. CoP 9.23

Placing the child or young person and their family **at the centre of all planning and decision-making**



# Working with children & young people as partners

- **Individual level**- participating where they are able to do and enabled to do so, in person centred planning and reviews
- See nasen You-tube site- 22 person centred films clips about preparation of the parent/carer and the young person for a review
- **Service level**- young people advise services e.g. Leicester City Vision team- Vision Ambassadors
- Young people interview for staff members/PAs etc
- **Strategic level**- young people conduct surveys of views in their school/colleges/local area
- Young people sit on boards or work streams
- Young people have a parliament or forum e.g. FLARE
- Young people are leaders e.g. RIP-STARs, Portsmouth University



# Schools/settings/colleges and LAs together

Firstly, we work in different ways according to need;

Are we sharing information?

Consulting?

Collaborating?

Partnering to lead across the system?

# When it works well....

- Schools/colleges collaborate across their local area, through leadership activity; Teaching School Partnerships; MATs making connections with one another; NLEs and SLEs (System about to change/shift) supporting schools in categories
- Schools/colleges share the vision and partnership arrangements to make a Graduated Response work well- e.g. HNF clusters in Nottingham City/Nottinghamshire models
- Notts MASH- shares concerns regarding early help and routes to social care assessments in localities
- Schools have a Named Officer within the SEND assessment team who links with their school/locality and visits their school as part of their induction and to refresh their knowledge
- Schools identify LA pressures and priorities
- Schools can access short breaks information e.g. Leicester City TAP
- Systems work together to form a Team Around the School for special schools working to avoid out-LA placements and support the intentions of the Lenehan Review to educate children locally as far and possible (and respecting parental preference)

# Local systems- LAs and CCGs

- Local Areas share data and identify needs together- section A of the SEND Local Area inspection format e.g. Northumberland County Council PfA metrics and performance data systems
- There is a Section 75 partnership agreement in place
- There are clear systems for advice giving and for checking across the EHC pathway
- LAs and CCGs share a vision for Inclusion/SEND within their local area which is articulated on their individual websites and the Local Offer
- The area has clear systems for tripartite funding, including for children with the most complex/co-occurring needs and can joint commission
- Personal Budgets and Personal Health Budgets are evident and the Local Offer uses case studies to share what these are and what they can offer to individual children and young people

# Within LAs

- Preparing for Adulthood is a known approach, widely understood across the local area
- Families are prepared for making/sharing decisions about the future through Family Leadership e.g. Northants and Leeds models
- Social care pathways are supported by a Designated Social Care Officer e.g. Hertfordshire approach
- Systems are in place to support young people across the transition points if they have a Named Social worker from children's to adults services ; or a Transition team supports reviews from Y9
- Young people are consulted about reviews possibly using the PfA Y9 review checklist
- Health pathways are supported through systems such as Ready. Steady, Go...Southampton or the Liverpool Alder Hey pathway for complex health/medical needs
- Care Navigators support families to move from Children's to adult health systems

## What do we mean by a Vision and why is it important?



- A picture that bring to life an attractive future
- A descriptive and motivational role
- Seeks to define the endpoint of a change process but not the actions required to reach that endpoint
- It provides a foundation for planning our actions
- Helping us to understand and see the gap between the present and the desired future state
- Helps people to understand what the change process will look and feel like, making it more real
- Its attractiveness encourages commitment to the new future.
- A vision is therefore much more than just a strapline or goal and performs a vital role in the process of engaging others and shaping the change programme.

# Guiding Values

What are the guiding values that we will hold on and abide by as we work together?

Values?

"It's not hard to  
make decisions  
when you know  
what your values  
are"

Roy Disney

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# *Six types of influence*

See Robert Cialdini- Six principles of influence

Reciprocity

Liking

Commitment  
and  
consistency

Social Proof

Authority

Scarcity



# Preparing for Adulthood

5 key messages

4 Pathways

Prepared for adulthood

## Employment

## Independent living

## Community Inclusion

## Health

Personalise  
your  
approach

Develop a  
shared vision

Improve  
post-16 options  
and support

Raise  
aspirations

Plan services  
together



0 ..... 5 ..... 10 ..... 15 ..... 20 ..... 25

Preparing for  
Adulthood



- Sharing & refreshing a vision for Inclusion/SEND
- Communicating ...constantly
- Resolving differences
- Making time and understanding one another's challenges
- Making sure that Families remain at the heart of our vision and decision making
- Person centred approaches

**Working  
collaboratively**

“We need to be sure we are focused on helping people get great lives and not just better paper work”

Michael Smull

# Thank you

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