

SEND PARTNERSHIP BOARD

Thursday 11 July 2019 at 9.30-11.30am, Queen Anne Suite, Guildhall, High Street, Kingston KT1 1EU

| Present | | | |
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| Ian Thomas (Chair) | IT | Chief Executive | Royal Borough of Kingston upon Thames |
| Ian Dodds | ID | Managing Director | Achieving for Children |
| Charis Penfold | CP | Director for Education Services | Achieving for Children |
| Anna Chiva | AC | Associate Director for Special Educational Needs | Achieving for Children |
| Ashley Whittaker | AW | Programme Director | Achieving for Children |
| Eamonn Gilbert | EG | Associate Director for Commissioning | Achieving for Children |
| Jo Sullivan-Lyons | JSL | Strategic Lead: Education Inclusion | Achieving for Children |
| Siân Wicks | SW | Independent Non-Executive Director | Achieving for Children |
| Wendy Bolsover | WB | Service Manager, SEND | Achieving for Children |
| Alison Danks | AD | Head of Health Services | Achieving for Children |
| Edwina Gregory | EG | Project Officer | Achieving for Children |
| Susan Ogden | SO | Personal Assistant (note-taker) | Achieving for Children |
| Iona Lidington | IL | Director of Public Health | Royal Borough of Kingston upon Thames |

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| Stephen Taylor | ST | Director of Adult Services and Community Housing | Royal Borough of Kingston upon Thames |
| Cllr Diane White | DW | Lead Member for Children's Services | Royal Borough of Kingston upon Thames |
| Pauline Maddison | PM | Interim Director of Children's Services | Royal Borough of Kingston upon Thames |
| Sarah Ireland | SI | Director of Corporate and Commercial | Royal Borough of Kingston upon Thames |
| Brian Gale | BG | SEND Professional Adviser | Department for Education |
| Sarah Dicker | SD | DfE SEND (Observer) | Department for Education |
| Peter Mayhew-Smith | PMS | Principal | Kingston College |
| Rachel Nye | RN | Headteacher | Tolworth Infant and Junior School |
| Sean Maher | SM | Headmaster | Richard Challoner School |
| Tonia Michaelides | TM | Managing Director | Kingston & Richmond CCG |
| Julia Travers | JT | Director of Commissioning | Kingston & Richmond CCG |
| Doreen Redwood | DR | Commissioning | Kingston & Richmond CCG |
| Karen Long | KL | Service Lead, Frontline Services | Your Healthcare |

Apologies

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| Claire Deadman | Nursery Manager | One Nine Seven Early Years Nursery |
| Alison Twynam | Director Children Social Care | Achieving for Children |
| Stuart Sweeney | Lay Member | |

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| Leigh Edser | Principal | Dysart School |
| Laura Smith | Chief Executive officer | Yorda Adventure |

| Minutes | | Action |
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| 1. | <p>Welcome and introductions – IT</p> | <p>IT welcomed the Board, apologies noted and introductions were made.</p> <p>The SEND Conference held last month was well attended and a good event; Ian thanked everyone for their contribution to making this a success.</p> |
| 1a. | <p>Review of Actions</p> <p><i>The Board has been updated on progress against actions agreed at the last meeting</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Minutes from 02.05.19 <input type="checkbox"/> Action from 02.05.2019 <input type="checkbox"/> Provider Services Venn Diagram | <p><u>Minutes of the last Board – 02.05.19</u></p> <p>The minutes of the last meeting were agreed</p> |
| 2. | <p>Spotlight on Health</p> <p><i>The Board has a focused discussion on current and future therapy provision</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Appreciative Inquiry case study <input type="checkbox"/> Health matters | <p>2.1 <u>Appreciative Inquiry (Anna Chiva)</u></p> <p>Anna Chiva took the group through an example of good practice.</p> <p>Journey of a boy moving from Nursery to Reception who has complex needs, particularly in relation to communication. Discussed the various professional planning meetings and their contributions to understanding the child's needs. Why and how parental and professional engagement is important and what made it work. Flexibility of services to meet the individual</p> |

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| | | <p>needs of the child and family.</p> <p>The group were invited to ask questions to draw out the learning and responses are listed below:</p> <p>Q: Two factors that made this work successful? A: Detailed knowledge and understanding of the child’s needs, flexibility of services working together</p> <p>Q: What were the characteristics of the school to make this successful? A: The School is inclusive, SENCO very engaged and wanted to learn from speech and language therapists, incentive to share the learning with colleagues</p> <p>Q: How did the school benefit? A: Staff trained in new approach, teach individual child, quality assurance reviews</p> <p>Q: What was the key thing that gave the parents confidence? A: Good parent relationship with S&LT in nursery setting, SCIP panel knew child’s needs, very confident in decision making, mother felt confident when choosing this approach.</p> <p>Q: What were the benefits of the SCIP panel? A: Panel members read papers, knew the children, share information, open conversation, flexibility of service, supportive and changes made to make this work for the child.</p> <p>Q: Reflecting on this now, knowing what has happened ie child improved, what has been learnt? A: Early planning important and vital, look at whether child could cope in mainstream to put in place strategies and support as early as possible</p> <p>Anna’s reflections: Methodology and approach of SCIP programme is proven, model of support from the trained teacher oversight and then direct school support for specific training, and we need skilled teachers to do this, alongside a robust SCIP panel. This work has demonstrated that early intervention has made a difference to the young person and that an EHCP was not the first strategy.</p> <p>Ian Thomas asked “how do we transfer the learning”.</p> | |
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| | | <p>Points raised by the group: Need targeted learning; support to teachers; no funding attributed to early intervention; support transitioning; SCIP process considered at the end of KS2 might reduce EHCP at year 5 requests; need to think about the overlap between speech and language, communication and learning; targets/budgets measure cost of EHCP not the support offered before an EHCP.</p> | |
| | | <p>2.2 <u>Therapies review (Doreen Redwood and Anna Chiva)</u> Doreen Redwood and Anna Chiva gave a presentation (see document circulated with agenda). Group work took place and the following feedback was given relating to challenges, solutions and worries:</p> <p><u>What are we worried about</u></p> <ul style="list-style-type: none"> ● Different criteria across Kingston and Richmond, eligibility, health, education split across the two ● budget issues ● parents perceptions, family engage in therapy, ability to cure ● schools - different approaches, inequalities, unfairness as to what's available to young people ● young people don't want to be taken out of classes for 1-1 input ● political discussion - neurological difference as an illness that can be cured - society needs to recognise differences - deficit model ● Barriers - unwillingness to change, some people might be wedded to professional roles rather than breadth of delivery ● how we are going to build effective partnerships, need to think about whole system change, ● do have flexible workforce, work with families ● lack of transparency - can't move to pooled budget system without knowing what is being spent now. ● lack of workforce, how much more can teachers do, huge range of asks put on schools ● Therapists seen as a magic wand - how does a therapist work better with limited resource | |

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| | | <p><u>What are the solutions</u></p> <ul style="list-style-type: none"> ● improve education and solutions for families, expectation ● focus on first 1000 days - early intervention ● more support for parents ● work with families, what can be achieved, be realistic, what is really effective, what is the aim of therapy ● co-ordination between boroughs to make fairer and transparent system ● More SLA ● reflect needs of population ● Look at ways in which recognises different, changing support a child/young person needs that is recognised in reviews ● Skill mix and equity across boroughs ● leadership - making sure leadership buy into future vision to make sure that this is a priority and delivered all the time by everyone ● SLAs to upskill <p>Next steps for the Therapies Review: The feedback from today's session will be collated, the analysis stage will be finalised, a report will be produced (September) and shared with the SEND Partnership Board.</p> <p>ACTION: Anna Chiva and Doreen Redwood to bring draft Therapies Review report to next SEND Partnership Board meeting, 26/9/19</p> | |
| 3. | Dashboard - Performance | <p>Ashley Whittaker provided a summary of the current dashboard (dashboard paper circulated with agenda). The dashboard remains work in progress and he welcomes further feedback from group members. It is a real challenge to get consensus as to what data should be collected - the aim of the dashboard is to allow the Partnership Board to see what progress is being made against the SEND Transformation Plan.</p> <p>It was noted that there are differences with timelines of the data ie academic v calendar year v financial year.</p> | |

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| | | <p>Some tribunals and complaint data is currently missing from the dashboard.</p> <p>A question was asked whether there are other boroughs currently collecting performance data that we could view. There is nothing centrally available; councils work with different datasets.</p> <p>It was noted that the dashboard should provide an overview of whether things are going in the right or wrong direction and how do we compare with others. Therefore baseline data – national and neighbouring boroughs - should be shown to compare against.</p> <p>Ian Thomas summarised by thanking Ashley for the work done so far in gathering this data together and that there would be a further iteration of the dashboard at the next Board meeting.</p> <p>ACTION : Ashley Whittaker will bring a revised version of the dashboard to the next Partnership Board – 26/9/19 for further discussion / review.</p> | AW |
| 4. | <p>Updates</p> <p><i>The Board has been updated and commented on the SEND Transformation Plan and the Written Statement of Action.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> SEND Transformation Plan <input type="checkbox"/> Written Statement of Action | <p>4.1 <u>Written statement of action – Ofsted (Charis Penfold)</u> (notes from WSoA review meeting distributed with agenda)</p> <p>Charis provided an update on the written statement of action. There has been two Review meetings held with a third one taking place after this Board meeting with the Department of Education. There is good movement in the right direction for improvement. There will be a lead officer on Quality Assurance.</p> <p>EHCP: 20 week performance is very strong at the moment and feedback from young people is increasing.</p> <p>Sian Wicks raised a question on how we could evidence improved outcomes for children.</p> | |

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| | | <p>Annual Reviews: It is more difficult to see real progress with regard to this area of improvement. There will be a refocus on year 9 plans for quality with acknowledgement that some EHCPs need updating with focused outcomes. It is more difficult to show real progress in this area and this is a big challenge to all local authorities. There needs to be a balance between quality and quantity of reviews.</p> <p>Ian Thomas asked how the Partnership Board can help / support officers. Wendy Bolsover commented that capacity issue / caseload needs to reduce to make a difference. Anna Chiva commented that focus should be on Year 5, 9 and 11 reviews. Ian Thomas has asked SEND teams to think about workforce and where there are gaps (ie EPs) and produce a paper for the next Board meeting for further discussion / workshop.</p> <p>ACTION : SEND service to prepare discussion paper on workforce requirements for Board meeting 26/9/19.</p> <p>Strategic leadership and monitoring of CCG: Doreen Redwood provided update – new Designated Chief Medical Officer appointed and starts early September 2019. Two interims are currently covering this role and work is being done to support the health component in the WSoA.</p> <p>Parental engagement: Parent Consortium meetings have been held in both boroughs with significant progress being made in this area. A successful SEND Conference was held in June where there was good engagement within a fun environment involving parents and young people. There is universal support to get a Parent Carer Forum established. See Highlight report for further information.</p> <p>4.2 <u>SEND Transformation Plan (Ashley Whittaker)</u> (Highlight Report circulated with agenda) Main areas of concern are continuing rate of EHCP growth, the resultant financial situation, and recruitment, retention and skill gap challenges in the workforce.</p> | <p>CP / AC / WB / AW</p> |
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| | | Ian Thomas reported that AfC is leading on the process of writing to both prospective Conservative leaders and the Liberal Democrat Party to request their commitment to Education funding and SEND. | |
| 5. | Any other business Future items of spotlight | <p>5.1 <u>Future Items of Spotlight</u></p> <p>After discussion the following spotlight items and timeline were agreed for future SEND Partnership Boards:</p> <p>Workforce - 26 September 2019 Post 16 Transition – 14 November 2019 SEND Transitions – 23 January 2020</p> <p>ACTION: In preparation of the Workforce workshop at the September Board meeting, members are asked to consider SEND staff capacity, capacity of specific services ie EPS, therapists and to think outside the box on how the key issue of workforce can be addressed.</p> | ALL members of the Board |
| | | <p>5.2 <u>Peer Review</u></p> <p>In response to Ian Thomas raising with the Board to engage with a Peer Review, Charis Penfold responded that there has been a lot of scrutiny over the last few months and that we need to be mindful of capacity. There is a LGA peer challenge for Richmond SEND at the end of September 2019 and we will be able to apply learning from this review to Kingston. Ian Thomas has therefore requested the SEND Peer Review report is shared and discussed at the Board meeting in November.</p> <p>ACTION : Report of the LGA SEND Peer Review to be shared at 14/11/19 Board meeting.</p> | CP |
| 6. | Summary | <p>The Chair, Ian Thomas, summed up this Board meeting with the following comments:</p> <ul style="list-style-type: none"> ● The appreciative inquiry was a good item ● Therapies Review – key comment to take away “if what we do doesn’t improve outcomes, we shouldn’t do it”. Therapies should improve outcomes. | |

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| | | <ul style="list-style-type: none"> • Workforce development will be the next spotlight item at September’s Board; we have to develop skills, raise aspirations and help all supply chains whilst ensuring health and wellbeing of our communities • Pooled budgets is easy, just requires the will. We need to move to open book accounting, need to be transparent, need to know what is in the system, baseline data. • Partnership Board is making really good progress, people have risen to the challenge, testament that we are going in the right direction. <p>Ian wished everyone a good summer break everyone and thanked the group for their continued support.</p> | |
| 7. | Future meeting dates | <p>26.09.19 at 2.30pm – United Reformed Church, Eden Street, Kingston</p> <p>14.11.19 at 9.30am – Queen Anne Suite, Guildhall, Kingston</p> <p>23.01.20 at 2pm – Queen Anne Suite, Guildhall, Kingston</p> | |

SEND PARTNERSHIP BOARD - FORWARD PLAN

| Date | Item | Spotlight |
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| 26 September 2019 | Performance Dashboard (Ashley) | Workforce Paper due: SEND team - workforce discussion paper (Anna Chiva/Charis Penfold) Gill Goouch invited. |
| 14 November 2019 | LGA SEND Peer Review | Post 16 Transition |
| 23 January 2020 | | SEND Transition |