

Joint Therapy Review: Recommendations - Three Themes

Theme 1: Importance of a strategy for and development of a jointly designed, funded and provided sustainable service that is fit for purpose

Key words and phrases: joint, sustainable, efficient, effective, transparent, 'fit for purpose', workforce development, educational package, fully integrated, action plan, milestones.

In summary the recommendations under this theme include:

- A need for the key stakeholders to jointly develop a strategy for sustainable therapy support
- A need for the promised Child Health Services Redesign Programme to make more effective and efficient use of *existing* resources
- A need for therapy to be fully integrated as part of the 'educational package'
- A requirement for Children's Services and the NHS to share with Members the product of the work on the Child Health Services Redesign Programme, and that in addition a draft timetable and action plan should be provided in order to facilitate the work of the CYP SC and the HOSC monitoring progress and to hold key stakeholders to account for what they have promised to deliver. (note: letters from the Chairman to the NHS Hampshire Chief Executive, and to the Director of Children's Services included the wording, "We would be grateful to have your response to the recommendations by 17 September together with information about your plans to address them")
- A need to provide an integrated sustainable staffing model to support the strategy and child health redesign programme

Recommendation 1:

That a strategy is jointly developed between the key stakeholders (NHS commissioners, CS, Schools and Therapy providers) to deliver a sustainable, fair and transparent model of high quality, integrated therapy support in all parts of the county.

Recommendation 4:

That at a county-wide level, the child health services redesign programme seeks to achieve more effective and efficient use of existing human and physical resources, including consideration of the appropriate use of skills, levels, and workforce development.

Recommendation 9:

That all key stakeholders demonstrate their commitment to providing a seamless experience for children with special educational needs such that therapy is fully integrated as part of the 'educational package' across all parts of Hampshire.

Recommendation 10:

That the Child Health Services Redesign Programme report, due at the end of July is shared with Members, and that a draft timetable and action plan is also provided. Milestones should be identified that allow implementation/progress to be monitored

Recommendation 11:

That consideration be given to integrating existing workforce development initiatives into a coherent workforce plan to deliver a sustainable staffing model to provide effective and appropriate support for special needs education.

Theme 2: The importance of ensuring good parental / customer support is provided

Key words and phrases: system, timely responses, lead professional, role, negotiate, Lamb Inquiry, support, statement, help resolve concerns

In summary the recommendations under this theme include:

- An acknowledgement that because no parent should be disadvantaged by their social context or ability to negotiate the 'system', effective support should be offered to all parents
- When a statement is requested for a child, the parents are signposted to a 'lead professional' to help the parents understand and access the system
- A need for the role of the 'lead professional' to be properly defined to include sufficient 'knowledge and ability to negotiate the system, and sufficient authority to require the system to fully explain to parents decisions made or actions taken concerning their child
- The 'lead professional' can ensure a query cycle is completed and a valid response received by the parents
- A need for the Lamb Inquiry's recommendations to be fully taken into account

Recommendations 2:

That no parent should be disadvantaged by their social context or ability to negotiate the 'system', therefore it is recommended that effective support should be offered to all parents to help resolve concerns about their children and their education;

Recommendation 3:

That urgent consideration should be given to ensuring that each parent of a child identified with special educational needs, is allocated a named lead professional who will help the parent understand and access the system when needed, and will ensure appropriate, timely responses are provided.

Recommendation 6:

That where a statement is requested for a child, that parents are signposted to a named 'lead professional'. It is important that the lead professional role is clearly defined, and that it includes knowledge and ability to negotiate the system and sufficient authority to require the system to fully explain to the parent decisions made or actions taken with respect to their child's education provision.

Recommendation 7:

That the local authority and NHS demonstrate that they have taken fully into account the Lamb inquiry's recommendations in planning their child health services redesign programme.

Recommendation 9:

That all stakeholders ensure that either a support service, lead professional or key worker has been, or is allocated to a parent to ensure a query cycle is completed and the parent receives a valid response.

Theme 3: Opening up choice of provider to include the independent sector in order to access cost effective, excellent services where comparable provision is not available from the statutory organisations

Key words and phrases: independent providers, shortage of therapists, access to specialist expertise

In summary the recommendation under this theme includes:

- The principle that commissioners should be encouraged to consider a wide range of potential services providers, including the independent sector, in order to obtain the best services to deliver against the jointly developed strategy.

Recommendation 6:

That consideration is given to developing relationships with independent providers such as that enjoyed by Totton College and Treloar's so as to address the shortage of therapists, increase access to specialist expertise, and to monitor the quality of provision schools are buying in from their own resources.

