

HAMPSHIRE COUNTY COUNCIL**Report**

Committee:	Children and Young People Select Committee
Date of meeting:	13 October 2010
Report Title:	Joint Review of Therapy Services for Children with Special Educational Needs – Joint responses to the Committees' recommendations
Report From:	Director of Children's Services

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1. Purpose of Report

- 1.1. To provide joint responses from NHS Hampshire and Children's Services to the recommendations of the review jointly undertaken by members of the Health Overview and Scrutiny Committee and the Children and Young People Select Committee.
- 1.2. To provide opportunity for members to debate and consider whether they are satisfied with the responses, whether they require further information, how they wish to monitor progress, and whether they wish to request the Health Overview and Scrutiny Committee to take forward views and concerns with respect to health to NHS Hampshire.

Section 100 D - Local Government Act 1972 - background documents

The following documents discuss facts or matters on which this report, or an important part of it, is based and have been relied upon to a material extent in the preparation of this report. (NB: the list excludes published works and any documents which disclose exempt or confidential information as defined in the Act.)

Document

Location

None

IMPACT ASSESSMENTS:

1. Equalities Impact Assessment:

- 1.1. Relevant with regard to therapy provision and support for the education of children with special educational needs.

2. Impact on Crime and Disorder:

- 2.1. N/A.

3. Climate Change:

- 3.1. N/A

Responses to - the Joint Therapy Review: Recommendations - Three Themes

Theme 1: Importance of 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.

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

Children's Services and NHS Hampshire have worked jointly to commission and consider a review of services for children with disabilities.

This service review reported its findings and options for future models of service design to the Child Health Joint Commissioning Board in early September.

The Board agreed the following joint aim for future services :

- To provide an accessible, clinical service of the national standard, that is co-ordinated and flexible, with needs of children, young people and their families at the centre. The service will be available from the point of concern and at appropriate times throughout the first 19 years of life. The appropriateness of service provision will be regularly reviewed to meet the changing needs of the child/young person. It will be provided by health, education and social care services working together to provide care and treatment as locally as possible and appropriate.

In order to deliver this aim the Board has commissioned the development of a clear, single service specification for these services. As a part of this work a care pathway is being developed which will ensure that children with disabilities subject to a statement of Special Educational Needs will have an assessment of their associated health needs. These two assessments will be carried out in a timely fashion and will be incorporated into the

Statement. The single service specification for health providers will ensure that service provision will match assessed need. The new specification is being drafted and will go through an engagement phase with stakeholders as part of its development prior to implementation in the contracts for providers for the forthcoming financial year (2011-12).

Further to the above, the service redesign recommended the development of co-located Multi Disciplinary Integrated Teams. Work is in hand, at an early stage, to develop such teams. It is envisaged that the care pathways outlined above will be coordinated by a Lead Professional from within the teams. We envisage that a clear description of a 'lead professional' and the required role for that person will be part of the development of the integrated teams. Clearly, integrated teams will require an integrated workforce development plan and this will form part of any final decision to integrate services.

A care pathway and clear referral protocols will ensure clarity of purpose, clear accountability and sound evaluation of the service.. It will also enable greater consistency of service delivery for those children and young people living near the boundary of our area.

Theme 2: Importance of parental / customer support

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 statutory assessment 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 8:

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.

Response to Theme 2: Importance of parental / customer support

From first contact with 'the system' i.e. a request from a school or parents for Statutory Assessment of a child, parents are sent information on the nature of support Parent Partnership can offer and contact details. This service is open to the parents of all children with SEN including those at School Action and School Action Plus.

On receipt of a request from a school or parents for Statutory Assessment of a child, parents are allocated a 'named officer' by the SEN Service. This will be a Principal Special Needs Officer (PSNO) who remains the point of contact for parents throughout their relationship with the SEN Service. The PSNO will respond to phone calls and letters within HCC and statutory time frames and will meet with parents as necessary.

Where parents have lodged an appeal with the Special Educational Needs and Disability Tribunal (SEND):

- They are provided with details of Global Mediation, a disagreement resolution service, independent of the Local Authority, which has been set up to help resolve or prevent disputes between parents and the Local Authority.
- They are again given details for the Parent Partnership Service
- They are allocated a named SEN Officer who will be the Local Authority representative in their case and who will liaise with parents and their representative as required.

It is acknowledged that parents' experiences of the system outlined above have been mixed. There continues to be a tension between parental choice and 'managing the system'. SEN staff have recently attended training organised by the National Strategies on how to build parental confidence and materials and approaches have been cascaded across the service. The regular training programme for SEN Service staff has included input about different types of SEN, producing quality statements, and working with other services effectively. There is a continued focus on communication and pro-active work with parents to ensure they are sensitively supported through the statutory processes, are fully aware of their rights and have information to help them reach informed views about their child's provision and placement.

It is intended that SEN will work much more closely with the Multi Disciplinary Integrated teams, once they are in place, through the assessment and planning processes and will have a part to play in the identifying of the Lead Professional (see above).

The change of Government means the status of the Lamb report is unclear and the future funding of Aiming High for Disabled children unsure.

The government has now announced its review of SEN provision and, with members permission, we would seek to submit the HOSC report and our own draft terms of reference for a planned review of SEN (now on hold until the outcomes of the national SEN review are known.) Whilst it is acknowledged that this delay is unhelpful for us locally, it is essential that any changes that we make to the overall system are in keeping with the government's vision of SEN services..

Theme 3: Opening up choice of provider to include independent sector

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.

Response to Theme 3: Opening up choice of provider to include independent sector

Hampshire are participating fully in the South East 7 initiative which is taking steps to influence the Green paper and bring about change to SEN legislation and processes. We perceive this as the best way to bring about changes in commissioning that will enable a mixed economy to flourish. The SE & initiative is summarised below.

South East 7 Executive Leaders and Directors Initiative :What children need and parents want at a price the country can afford

Summary

- Collectively, the South East Seven (SE7) Councils have a population of just under 1.3 million children and young people – one in every 10 children in England. We are responsible for 24,185 children with statements of SEN (about 1.9%), fund 105 special schools and 216 specialist resource centres or units attached to mainstream schools, and spend close to £716 million per annum on SEN;
- SE7 Councils intend to collaborate to develop SEN commissioning and provision across the sub-region. The shape of that provision will be constrained without some national legislative changes;
- The plans centre on personalisation, individual budgets, reduced bureaucracy choice and service improvement; and
- The initiative would aim to redefine the relationship between parents and Local Authorities in supporting young people with SEN – moving from the current adversarial process to one of advocacy.

The work is very much at the exploratory stage but the direction would influence how budgets are spent in the independent as well as public sector.