



Joint Commissioning Strategy for SEND in Hull 2021 to 2024



Contents

Foreword from the Young People of Hull.....	3
Foreword from the Hull Parent Carer Forum.....	3
Introduction.....	4
Our Vision for SEND in Hull.....	5
About Hull.....	6
What is Joint Commissioning for SEND?.....	10
Our Hopes and Dreams for SEND in Hull.....	12
Key Priorities for Joint Commissioning.....	13
Governance and Accountability.....	14
Joint Commissioning Strategic Priorities.....	17



Foreword from the Young People of Hull

Being listened to and included makes us feel valued and that our thoughts and opinions on what affects our life matters. It is so important to us to have a voice and to know that we matter. Taking part in this work has made us realise how important it is for people to listen and how working together great things can happen.

Having the opportunity to speak up about what affects us through Loud Mouths has been an amazing experience. We feel part of something and don't know where we would be without it. Everyone is different but that's what makes us work together so well. We have been allowed a space to be ourselves and speak out without feeling judged.

Our hopes for the future are to carry on working together and maybe one day be listened to by the government. We hope for more accessibility, time and to continue to feel part of something great.

Foreword from Hull Parent Carer Forum

Our aim as a well-informed, connected and empowered community of families is to be working in partnership to transform services to meet the needs of all parent carers and their children and young people.

We want them to have the best start in life and to access the right support and services at the right time, improving outcomes for all.

We have gathered the views of parents and carers from a series of events and participation activity and represented our members by sharing a number of their concerns and providing suggestions for improvements.

We are pleased to be able to work together and that those issues have been considered and have influenced the strategic direction of the joint commissioning plans and that parent carer and young peoples' experiences will be at the heart of the plans for improvement. We are committed to continue working in partnership to help shape services and support for families by keeping coproduction the priority.

Introduction

We are pleased to present our Joint Commissioning Strategy for SEND in Hull (2021 to 2024).

The delivery of SEND in Hull has had a challenged journey with initiatives such as the academisation of schools resulting in the disengagement of education with the local authority and partner agencies as well as the Building Schools for the Future (BSF) programmes creating a significant competing priority for educational leaders to contend with. Alongside this, the pressures on the local authority brought about by austerity measures reduced managerial capacity and leadership.

The impact of this was put into the spotlight following the Joint Ofsted and Care Quality Commission (CQC) inspection of the implementation of the SEND reforms which took place in October 2017 which resulted in a formal Written Statement of Action being required by the Department for Education. A renewed focus on SEND improvement followed with the re-establishment of senior roles in the local authority and the successful creation of the Hull Learning Partnership as a vehicle for schools and academies working together. The revisit of the Ofsted and CQC inspectors found that while some improvement had been made there was insufficient progress in the areas of coproduction and joint commissioning.

This outcome prompted a refreshed and reinvigorated approach to SEND with a new governance structure established to specifically focus on SEND separately to other aspects of children and young people's services. An Accelerated Progress Plan (APP) was agreed with the Department for Education which continues to be delivered. The Covid-19 pandemic in 2020 presented further unexpected challenges but our journey of SEND improvement has continued with further strengthened relationships with education and support for parents and carers during the suspension or modified delivery of some services.

This strategy outlines our guiding principles and commissioning priorities for those children and young people age 0-25 with SEND and reflects the improvements we have heard are needed by listening to our children and young people with SEND as well as their parents and carers and we are fully committed to the continual improvement of their lived experiences.



Our Vision for SEND in Hull

Keeping our children and young people **safe** and promoting their welfare in **every environment** underpins everything we do.

Our **vision** is to make an inspiring city where **every** child and young person with SEND is **happy** and has the **opportunity** to be the **best** they can be – to be **safe** and **healthy**, to have **confidence** and have **choice** and **control** over their **life choices** and have **ambition** to achieve their **aspirations**.

Our vision for **joint commissioning** is clear. We want to **provide** services that meet the current identified **needs** of our children, young people and their families. We are **committed** to gathering and **listening** to the views of all stakeholders and **building the services** we provide. We are dedicated to **working in partnership** with all agencies, services, parents, carers and young people to provide the young people of our city with the **support** and **opportunities** they deserve to lead **full** and **independent** lives.

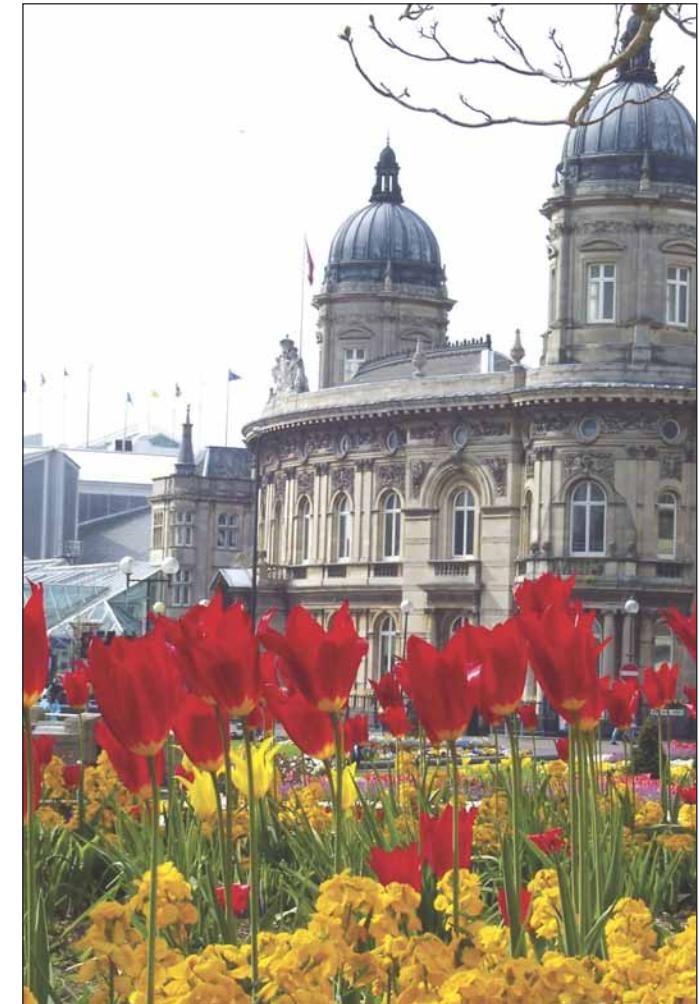


About Hull

Hull is a tight and densely urban city of 28 square miles which experiences significant health inequalities. Hull is the 4th most deprived local authority in England with 36% of children living in income deprived households.

The key features of our Joint Strategic Needs Assessment from a SEND perspective are:

- 89,427 children and young people age 0-25
- 125 private early years providers and childminder
- 1 Local Authority maintained nursery school
- 71 Primary Schools
- 13 Secondary Schools
- 6 Special Schools
- 6 Pupil Referral Units
- 3 Sixth Form/Further Education Colleges
- 1,554 Education Health and Care (EHC) Plans and 6,201 SEN Support Plans in Hull schools
- Top 5 primary needs for children and young people with EHC Plan:
 1. Autistic Spectrum Disorder
 2. Severe Learning Difficulty
 3. Social, Emotional and Mental Health
 4. Speech, Language and Communication Needs
 5. Physical Disability
- Top 5 primary needs for children and young people with SEN support:
 1. Speech, Language and Communication Needs
 2. Moderate Learning Difficulty
 3. Specific Learning Difficulty
 4. Social, Emotional and Mental Health
 5. SEN support but no specific assessment of Type of Need
- Early Years Foundation Stage (EYFS) outcomes for children in Hull with EHC Plans and SEN support are below that reported nationally
- Post-16 educational outcomes for young people with SEND in Hull at Level 2 and Level 3 are below regional and national levels
- Absence from school for children and young people with SEND in Hull is higher than nationally



Joint Commissioning Strategy for SEND in Hull 2021 to 2024

- Exclusions from school for children and young people with SEND in Hull is higher than nationally
- 3,736 children and young people have SEN and Disadvantage
- Significant overlap of SEND and social care:
 - Looked after children: 32% SEN support and 15% EHC plan
 - Child Protection Plan: 28% SEN support and 5% EHC plan
 - Children in Need: 21% SEN support and 20% EHC Plan
- 2,618 age 0-24 in receipt of Disability Living Allowance (DLA)
- Waiting list pressures in health services for speech and language therapy, autism assessment, Attention Deficit Hyperactivity Disorder (ADHD) and Child and Adolescent Mental Health Services (CAMHS)
- Smoking in pregnancy is almost double (19.9%) the national level (10.6%)
- Personal budgets, personal health budgets and personal transport budgets are available to families in Hull.



¹ 1. Index of Multiple Deprivation 2019

² End Child Poverty May 2019

³ ONS Mid-2018 Population Estimates

⁴ School Census January 2020

⁵ August 2019 data

⁶ 2018-19 Public Health England. Public Health Profiles.

Joint Commissioning Strategy for SEND in Hull 2021 to 2024

Alongside the collation and interpretation of JSNA data we have listened to our children and young people with SEND as well as their parents and carers to hear and understand about their lived experiences and use that to guide our future commissioning. Included below summarises what they told us about how commissioning could be improved:

Young People:

Educational settings understand our needs and make adaptations



Our contributions are valued

Be listened to and heard

Greater awareness of hidden disabilities

Be involved

Parents and Carers:

Opportunity for joint or shared training and clarity of pathways



Recognition that children with SEND may 'mask' behaviour in school

Joined up working between SEND and social care teams

Improved content of EHC Plans

Early support for transition and preparation for adulthood

What is Joint Commissioning for SEND?

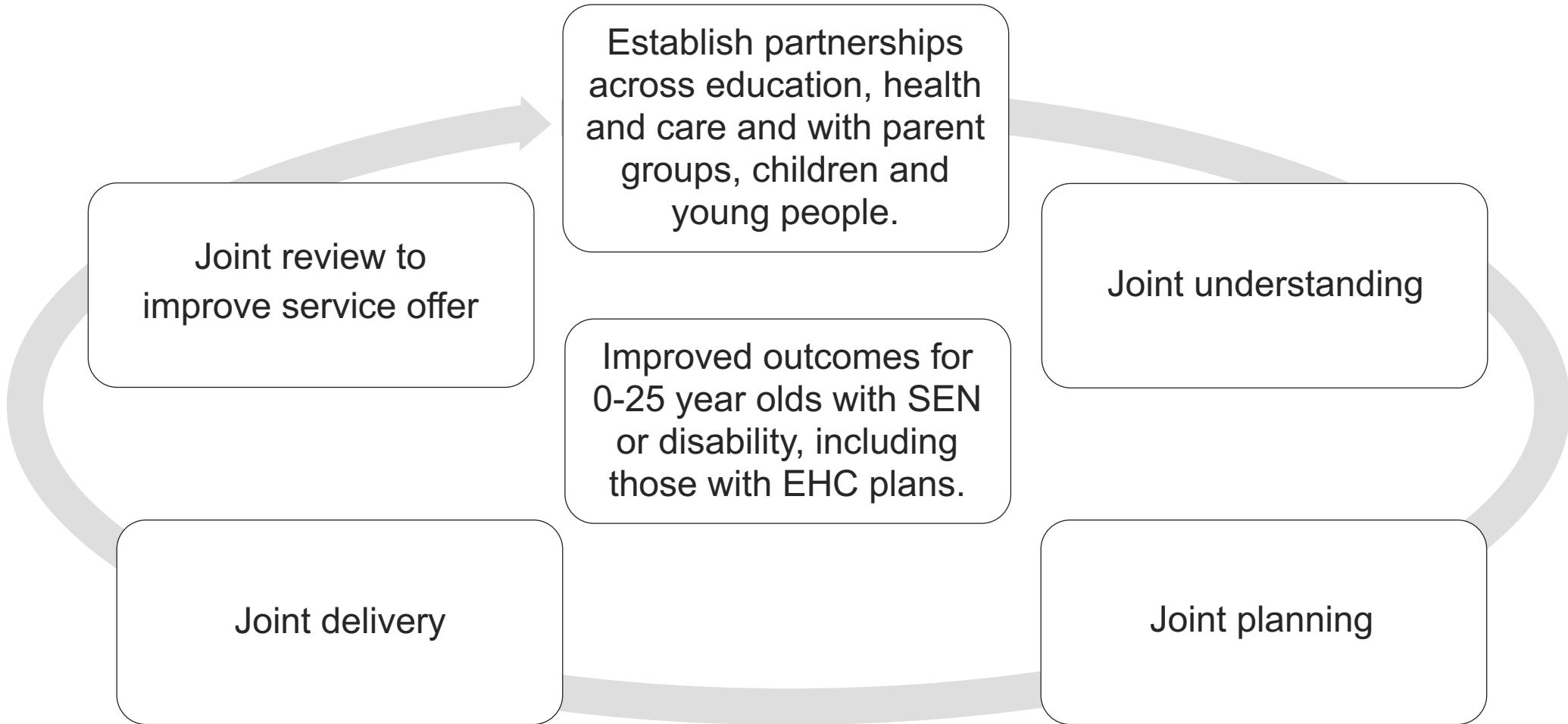
Joint commissioning takes a variety of forms:

Individual	Education, Health and Care (EHC) Plans Personal Budgets, Personal Health Budgets and Personal Transport Budgets
Service	Procuring a service to meet specific needs e.g. Alternative Provision, Speech and Language therapy.
Strategic	The collation of information to understand broader over-arching needs for a local area.
Regional	Contracts to address nationally mandated requirements e.g. SENDIASS



The Joint Commissioning Cycle for SEND

The joint commissioning cycle as presented in the SEN Code of Practice (2015) is shown below:



The schematic absolutely puts the improved outcomes for children and young people with SEND at the centre of the joint commissioning cycle and joint commissioning decisions.

Our Hopes and Dreams for SEND in Hull

Young people, parents, carers, professionals and practitioners across education, health, social care and other local authority services described their hopes and dreams for SEND in Hull. These were consolidated at a partnership event during December 2020 which was part of a programme of improved partnership working towards better outcomes and designing a coproduction charter for Hull.

The words below describe our collective hopes and dreams for SEND in Hull.



Key Priorities for Joint Commissioning

Priority 1: Structures and Process

Ensuring structures and processes are in place to underpin the joint commissioning of effective support for children and young people with SEND.

Priority 2: Early Identification

Identifying needs, improving pathways into services where indicated and providing toolkits to support families.

Priority 3: Improving Outcomes

Personalised approach to improve choice, control and the delivery of appropriate support for children and young people with SEND.

Priority 4: Information and Guidance

Refresh approaches to and modes of communication as well as training opportunities to improve the lived experience of children and young people with SEND and their families.

Priority 5: Transition

For all agencies to work together with families and young people to improve planning and support to enable young people with SEND to achieve the best possible outcomes for young people as they approach, and live through, their transition from childhood to adulthood.

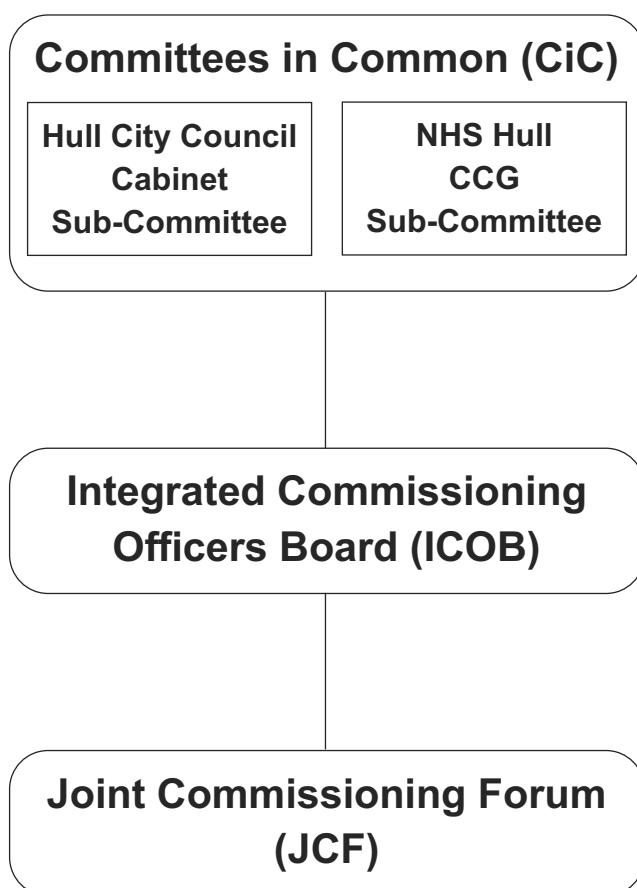
Priority 6: Value for Money

Seeking to optimise the value of the “Hull £” by critically reviewing contracts and developing local markets.

Governance and Accountability

Governance and Decision Making for Joint Commissioning

The partnership arrangements for formal decision-making in Hull are through the Committees in Common structure.



The Committees in Common provides a formal structure to share and make parallel decisions but equally aligns to the respective statutory commissioning responsibilities of both organisations.

The Committees comprise of 3 council members and 3 members of NHS Hull CCG Board.

The Committees will meet ‘in common’ to consider and ratify recommendations from ICOB.

The key functions of the Committees in Common are as follows:

- Decision making within an integrated financial plan agreed by Cabinet and the CCG annually
- Governance of the Better Care Plan – joint agreement of commissioning decisions within the Better Care Plan Framework
- Agreement of complementary decisions relating to a list of decisions required set out within the plan and agreed by Cabinet/the CCG annually
- Oversight of budgets for Health, Adult Social Care, Children & Families, Disabled Facilities (High Needs) and Public Health as set out in the integrated financial plan to ensure joined up investment and disinvestment decisions
- Focus on the ‘right thing to do’ and obtaining the best value for money for the “Hull £” rather than statutory commissioning responsibility
- Commitment to the development of a single prioritisation framework

Joint commissioning for individual children and young people

The forums that influence individual joint commissioning are as follows:

Moderating Group

Recommendations in relation to the statutory process for undertaking EHC needs assessments and issuing EHC Plans.

Fair Access Panel

Allocation of school and alternative provision places for 'hard to place' learners and those who have been permanently excluded.

Early Years Funding Panel

Additional funding for children in Early Years.

Transitions Operational group

Review of pathways for individual young people.

Joint Commissioning (Complex Needs) Panel

Facilitation of joint planning and commissioning for children and young people with complex needs.

NHS Funded Care Eligibility Panel (Children's Continuing Care and Adult Continuing Healthcare)

Assurance of eligible needs decisions and distinct from the resource (funding) decision.

The Disability Short Breaks and Children's Continuing Care Panel

Decision making in respect of support packages for children and young people who are eligible for Children's Continuing Care.

Joint Working Forum (Adult Continuing Healthcare)

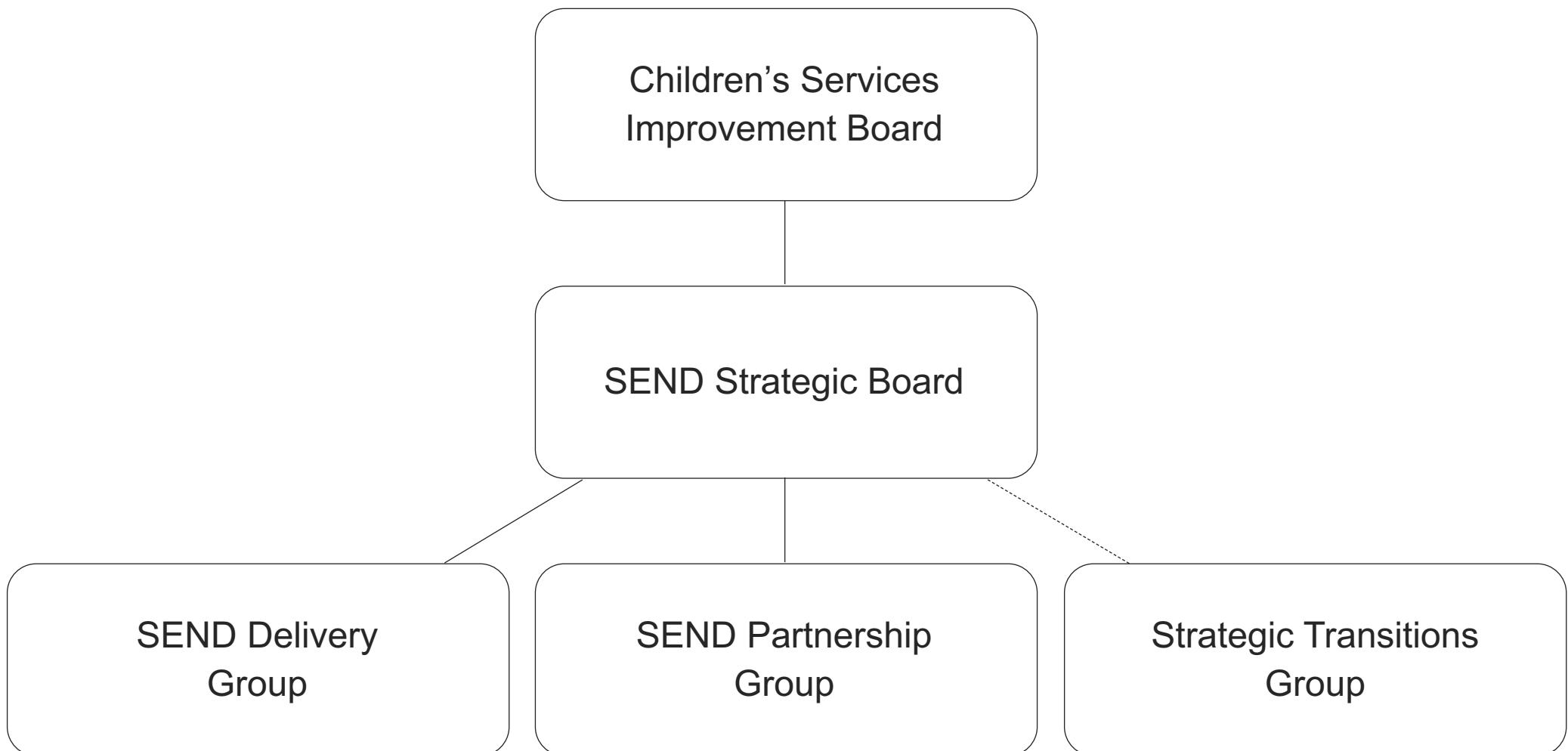
Personal budgets and support packages with a resource implication cost of £500 - £1000.

Quality & Risk Panel (Adult Continuing Healthcare)

Funding of support packages and resources with a cost implication of - £1000 per week or greater.

Governance for the Delivery of the SEND Joint Commissioning Strategy

There is an established governance framework for SEND in Hull. The delivery of this Joint Commissioning Strategy for SEND in Hull will be monitored and overseen by the Hull SEND Strategic Board which in turn is accountable to the Hull Children's Services Improvement Board. The SEND Strategic Board will link across to the Joint Commissioning Forum to take forward formal commissioning decision-making.



Joint Commissioning Strategy for SEND in Hull 2021 to 2024

Outcome (What are we trying to achieve?)	Commissioning Activity (How will we do it?)	Evidence of Impact (How will we know we are making a difference?)
Priority 1 - Structures and Processes		
1.1 Education, Health and Care Plan pathway improvement	Review and refresh all EHC Plan pathway and documentation and develop an improved framework for quality monitoring.	Comprehensive and transparent process understood by all stakeholders
1.2 School consultation and allocation process	Evaluation of refreshed school consultation documentation and current special school allocation process.	Appropriate educational provision secured promoting success and progress for children and young people towards their identified outcomes and aspirations.
1.3 EHC Annual Review Process	Critical appraisal of EHC Annual Review process and capacity within the SEND Team.	Transparent process producing dynamic and current EHC Plans that represent the child or young person accurately in all areas resulting in appropriate provision and placements.
1.4 Recording systems	Explore further opportunities for information sharing and data integration across agencies.	Professionals will be able to access a child or young person's record efficiently.
1.5 Integrated working across Children with Disabilities Team and SEND Team	Explore opportunities to consider a multi-agency approach to children and young people with disabilities and who have special educational needs.	Joint commissioning at specialist, strategic and individual levels to support better outcomes for children and families with co-ordinated care around the child/young person.
1.6 Individual commissioning panels and groups	Comprehensive review of all panels and groups of their Terms of Reference, membership and effectiveness.	Clear schedule of process and procedure for decision-making and moderating panels for individual commissioning.

Joint Commissioning Strategy for SEND in Hull 2021 to 2024

Outcome (What are we trying to achieve?)	Commissioning Activity (How will we do it?)	Evidence of Impact (How will we know we are making a difference?)
Priority 2 - Early Identification		
2.1 Promotion of a needs-led approach	Develop resources for professionals, families and other stakeholders that describe and promote a needs-led approach and supports early identification and intervention is personalised and solution-focused.	Empowerment into Early Help as well as advice and support planning. Appropriate referrals into specialist services.
2.2 Service pathways	Development of a resource pack that details clear graduated pathways to provision across Education, Health and Social Care inclusive of universal services through to Tier 4 services.	Transparent and clear information about provision available to children and young people and their families to support identified needs and how this can be accessed.
2.3 Toolkits for support	<p>Develop support toolkits for families to access during periods waiting for assessment or intervention.</p> <p>Explore the development of Health Passports and Transition passports.</p> <p>Further develop SenCo toolkits for educational settings.</p> <p>Roll out of the 24/7 grid for families.</p>	Toolkits available to provide resources for guidance, support and signposting.

Joint Commissioning Strategy for SEND in Hull 2021 to 2024

Outcome (What are we trying to achieve?)	Commissioning Activity (How will we do it?)	Evidence of Impact (How will we know we are making a difference?)
Priority 3 - Improving Outcomes		
3.1 SEND Sufficiency	<p>Refresh of SEND Sufficiency strategy in view of changing landscape and covid-19 pandemic.</p> <p>Evaluation of outreach services.</p> <p>Promotion of Independent travel training and Preparing for Adulthood (PfA) outcomes.</p>	<p>Appropriate provision secured as soon as is practicable to support children and young people to make progress towards their identified outcomes.</p> <p>Stabilising and/or reduction of school exclusions or reported vulnerable educational placements.</p>
3.2 Developing the skills and knowledge of all SEND stakeholders in Hull	<p>Review training opportunities city-wide and accessible to all stakeholders.</p> <p>Development of a programme of high quality training provision that is an entitlement of all practitioners working with children and families and available to families.</p>	<p>Comprehensive city wide training programme accessible to all stakeholders to participate in.</p> <p>Consistent skills and knowledge base.</p>
3.3 Personalisation	<p>Improve the enablers for personalisation and solution-focused choice and control through improved personal support planning.</p>	<p>Empowering and enabling children, young people and families.</p> <p>Increased uptake in Personal Budgets, Personal Health Budgets and Personal Transport Budgets.</p>
3.4 Short break provision	<p>Review short break provision to be adaptable and flexible to meet ever changing needs.</p> <p>Review and improve processes for identifying needs to inform the commissioning of short breaks more effectively.</p>	

Joint Commissioning Strategy for SEND in Hull 2021 to 2024

Outcome (What are we trying to achieve?)	Commissioning Activity (How will we do it?)	Evidence of Impact (How will we know we are making a difference?)
Priority 4 - Information and Guidance		
4.1 Ensure mechanisms for communicating with children, young people, their families and stakeholders are fit for purpose.	<p>Critically evaluate and improve the SEND Local Offer website and the Connect to Support website for adult services relevant to SEND families.</p> <p>Develop alternative modes of communication through social media.</p> <p>Ensure accessible information is published as standard.</p>	High quality, current, relevant and accessible information is readily available and all stakeholders are aware it is available and use it.
4.2 Joint recommissioning of SENDIASS	Joint re-procurement of the SENDIASS service for Hull.	Families are supported as they navigate the SEND environment.

Joint Commissioning Strategy for SEND in Hull 2021 to 2024

Outcome (What are we trying to achieve?)	Commissioning Activity (How will we do it?)	Evidence of Impact (How will we know we are making a difference?)
Priority 5 - Transition		
5.1 Service pathways	<p>Completion, approval and embedding of Transition protocol.</p> <p>Identify needs and develop pathway for care leavers.</p> <p>Undertake self-assessment and take part in the first Y&H peer review for Transition.</p>	<p>Clear protocol that all agencies have signed up to, ensuring transition is smooth and well planned for with positive experience reported by young people and families.</p> <p>Care leavers are supported through transition to adulthood.</p> <p>Understanding of areas to develop for continuous improvement.</p>
5.2 Information and sharing of information	Development of accessible information and platforms to share and learn.	<p>Feedback from young people and their families that they are appropriately informed.</p> <p>Information flows are clear and support positive transition experience.</p>
5.3 School transition protocol	To monitor the effectiveness of the implementation of the city-wide School transition protocol.	Scrutinise the stakeholder feedback of the process and make recommendations for revisions to the future protocol.

Joint Commissioning Strategy for SEND in Hull 2021 to 2024

Outcome (What are we trying to achieve?)	Commissioning Activity (How will we do it?)	Evidence of Impact (How will we know we are making a difference?)
Priority 6 - Value for Money		
6.1 Devise an appropriate and bespoke commissioning model to meet the needs of children and young people with SEND in Hull.	Comprehensively audit externally commissioned contracts and in-house provision evaluating service delivery, quality and performance metrics.	Clear delivery of outcomes through contract monitoring. Process for variation of contracts and service agreements to adapt to changing needs of children and young people with SEND.

The above priorities are intentionally an outline and will be supplemented with a full programme plan with detail of deliverables and timescales.

Joint Commissioning Strategy for SEND in Hull 2021 to 2024

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