

0-25 SEND Transformation Responses to the initial consultation

Responses to the initial consultation were received between 3 May 2017 and 6 June 2017. All responses have been carefully read and considered in the proposals for the formal consultation.

A total of 79 responses were received containing a total of 16 comments and 144 questions:

Respondent	Number of responses	Comments	Questions
Internal staff Teams	72	7	121
Schools	3	2	2
VCS	2	5	19
Parent	2	2	2
Overall	79	16	144

Overview of comments and questions from all respondents

Below is an overview of the comments and questions; many of which had similar threads running through them:

No	Who?	You said/asked...	We did/responded...
EYESP/Centres of Excellence			
1	Internal staff Teams	Internal staff Teams wanted more clarity around the EYESP Model in relation to: How/where Internal staff Teams would be deployed; How Internal staff Teams would be managed; What roles and responsibilities the EYESP and CoE would have would have; The role of the Centre of Excellence;	Internal staff Teams in the EYESP will be funded through HNB pupil place funding and employed by the Nursery School that hosts the EYESP.
2	Internal staff Teams	Where will the 4 th EYESP will be located?	Following an Expressions of Interest process and assessment by a panel Abbey Green Nursery School was successful. The other three are: <ul style="list-style-type: none"> • Canterbury Nursery • St. Edmund's Nursery • Strong Close
3	Internal staff Teams	What will be the reach of the locality?	Will be released in September 2017
4	Internal staff Teams	Why are the Centres of Excellence being developed when the CC+ model wasn't utilised fully?	Due to the high number of referrals for Early Years and the limited number of places in special schools we need to ensure that we have sufficient places in our EY provision moving forward.
5	Schools	Do the EY places in the EYESPs replace the EY places that we currently have in our primary generic Special Schools?	Given the current and forecasted demand for EY SEND places the model proposes an increase in places through EYESPs in addition to those that are provided in our primary generic Special Schools.
6	Internal staff Teams	What is the relationship between the EYESPs and places in generic Special Schools?	We are currently reviewing the offer and criteria for placements in EYESP. We are looking to support the EYESPs to offer

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			placements to more complex children and improving the health offer. Access to a range of therapies will also be explored. The places are in addition to those within our generic special schools.
7	Internal staff Teams	How would Sensory Service Specialist teachers be used and funded in the EYs model?	The teachers will be used flexibly across the 2 localities according to the needs of the EY children within them and offer casework, consultation, home support and training in relation to referrals to the CoE and where required to support practice in EYESPs.
8	Internal staff Teams	Will the model result in a loss of EY Internal staff Teams and expertise?	All the specialist teacher posts in the CoE will be open for all specialist teachers to apply for. Applicants will have opportunity to demonstrate the appropriate skills and expertise they possess to qualify for the posts.
9	Internal staff Teams	How will referrals be triaged and by who?	Referrals will be triaged by the Head of CoE and the specialist teachers.
10	Internal staff Teams/Schools	Is there an opportunity to set up a traded service within the Centre of Excellence?	At this stage the CoE and services/activities delivered are funded through HNB. There may be opportunities to develop a traded service for commissioning in the future.
11	Internal staff Teams/Schools	Expressed some concerns and potential issues around the 0-7 nature of the EYESP and the scope of the Centre of Excellence.	This has now been changed to 0-5+. Any child remaining in the EYESP beyond their reception year will be by exception and will be through the SEN off-setting process. CoE Internal staff teams will work up to the point that children transfer into full-time school at which point schools can commission specialist teaching support from the 5-16 traded service.
12	Internal staff Teams	How will the model meet the Portage requirements?	The model has been revised to include 2 x Senior Portage Home Visitors, one in each CoE, to oversee the work of the 2 x Portage Home Visitors in each CoE. It is expected that the Senior Portage Home visitors will have Portage Trainer Accreditation.
13	Internal staff Teams	What would the benefit of having FSW 's rather than having more Portage Home Visitors who already support the family through the Early Support model.	The role of the Family Support will differ and will include: support parents through the assessment process, help them to liaise with professionals, access the support they require, liaise with agencies to support transition and to undertake assessments of need for transport assistance.
14	Internal staff Teams	The structure is very flat. What are the opportunities for progression?	The proposal has been amended so that each CoE now has: 1 x Deputy Head of Centre/Senior

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			<p>Specialist Teacher role</p> <p>1 x Senior Specialist Practitioner</p> <p>1 x Senior Portage Home Visitor</p> <p>1 x Business /Data/Finance Lead who will manage the administrative team.</p>
15	Internal staff Teams	What training will be available for those Internal staff Teams taking up roles within the Centre of Excellence.	There will be support and training which will include internally from the EYIT, CPD with Early Years Team. Sharing of skill and expertise across all the specialist teaching teams. EPT input and training. Support to interpret and analyse relevant data.
16	Schools/Internal staff Teams	What opportunities are there in the EYESP model to provide all year round places?	We are currently exploring opportunities for all year round places for SEND children with our host Nursery Schools.
Integrated Specialist Teaching Support Service (Traded)			
17	Schools	The model for the Integrated Specialist Teaching Service is not wholly reflective of the model presented in the SEND Strategic Review which followed consultation with schools. What is the rationale for the model?	A wide number of stakeholders were consulted around the future delivery of the specialist teaching service. Current research and models of effective service delivery are centred on the need to intervene early in the life of a child. We have based this proposed on early intervention through provision and specialist support to improve outcomes. We have recognised from our discussions with schools that we need to retain specialist skills in the LA to support more complex needs. It is proposed that the team will collaborate and work alongside the highly skilled staff we have in school to deliver the most effective support to CYP. The effectiveness of this LA trading will be evaluated and opportunities explored for the development of a sector-led model into the future.
18	Internal staff Teams	Has the model considered the weighting of Internal staff Teams specialism according to need across the District.	There are a high number of referrals across all teams and a need for skills, expertise and specialism from all teams. It is envisaged that the roles will overlap in specialism and will evolve into generic specialist skills.
19	Internal staff Teams	Has the model given enough thought to how 50% of the Sensory Service will be traded?	The SEND & Behaviour Manager and the Head of the Sensory Service have scoped out possibilities for traded work around equipment, training, consultancy, interface/commissioning with Health. To support schools to trade the funding of ARC and mainstream places will be reviewed. Creative solutions and regional opportunities are also sought.
20	Internal staff Teams	Is there an opportunity to phase in the fully traded element over a number of years?	Due to budget constraints and the fact that the Schools Forum requested the restructure up to 2 years ago the restructure of TSS now needs to be

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			completed by the deadline of 31 March 2018.
21	Internal staff Teams	How early will the publicising of the change in the delivery and funding of support be shared with schools?	Changes to delivery and service level agreement options will be drafted in September 2017 so that options for schools to purchase can be publicised early enough (October/November) so that schools can start to plan and we can gain sign up by January 2018.
22	Internal staff Teams	What preparations will be made for the change over to fully traded ?	A Project Management Board for the 0-25 SEND Transformation will be set up in July 2017 to oversee the move towards a fully traded service. This Board will include Strategic Managers, HR and business support, IT, Legal, Finance.
23	Internal staff Teams/Schools	How will school afford to trade with the Integrated Specialist Teaching Services?	For SEN Support schools can use Element 1+2 funding For SEN Support + (MSP) schools can use Element 1+ 2 + MSP funding For EHCP pupils schools can use Element 1+2+Top up Top up for ARC vs mainstream to be reviewed to support trading and access.
24	Internal staff Teams/Schools	How/who will ensure that schools access/commission the appropriate support to meet identified SEND?	Ensure annual review process is robust. Train governors to robustly review the impact of SEND funding in schools and challenge. Ensure parents understand the funding and access to specialist services through PCF and Local Offer. We can prepare a range of communications. Review range model and support maximising the impact of Teaching Assistants in school.
25	Schools	How will provision and support for SEMH be provided under the proposal?	There will be specialist provision in EYESPs alongside mainstream children. EY children in school/PVI settings can access support from the CoE. Schools can commission support from the Integrated Specialist Teaching Team for school aged pupils.
26	Schools	How will a timely and personal response be maintained under the proposal?	The Integrated Specialist Teaching Team will have generic skills which will be developed to ensure timely and prompt responses. Specialist Teachers will continue to support cases as now where the SLAs are signed from April 2018.
27	VCS	The council traded service will have an unfair advantage over other providers/traded services	We need to ensure that the specialist skills, knowledge and expertise of our specialist teachers are retained within the district and for the benefit of the children young people and their families with SEND.

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EY Assessment Team/referrals			
28	Internal staff Teams	Concerns if the Early Years Assessment team is subsumed into the SEND Assessment team – what will happen to Internal staff Teams?	Details will be provided in the restructure of the SEN assessment team in the Autumn term.
29	Internal staff Teams/VCS	What is the referral process for young children with SEND into EYESP and special schools?	Referrals for places in EYESPs will continue to be from the SEN Assessment Team. We are reviewing the criteria for referrals to the EYESPs and our Special Schools; due to the high number of referrals for young children with SEND and limited places in our special schools we need to ensure the places in the EYESPs are maximised.