

**NHS Lincolnshire Integrated Care Board**

# **SEND** **Annual Report**

**2023 - 2024**



**July 2024**

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# Introduction

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Our Integrated Care System (ICS) is a partnership of organisations that come together to plan and deliver joined up health and care services, and to improve the lives of people who live and work in their area. In Lincolnshire our Integrated Care Board (ICB) aims to improve local health services and respond to the health needs of everyone in the area by ensuring patients and the public are at the heart of all our decision making. Our vision for children and young people with Special Educational Needs and Disabilities (SEND) is that they are supported, feel safe physically and emotionally, are included and accepted within their community and lead happy and fulfilled lives. We are proud to place the individual care needs of children and young people at the very heart of what we do.

Lincolnshire reflects the national picture of growing demand on services, with increasing numbers of requests for support. Despite a challenging national picture, we are proud of the commitment and dedication of our teams across the National Health Service (NHS) to provide excellent care and we celebrate our strong relationships and collaborative working with the Local Authority and our partner organisations and families to improve the lives of young people with SEND in the county.



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## **Martin Fahy**

Chief Nurse

NHS Lincolnshire ICB

# Executive Summary

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The information contained within the report is intended to be used as assurance that the Designated Clinical Officer (DCO) for Children and Young People (CYP) with Special Educational Needs and Disability (SEND) team is supporting the Integrated Care Board (ICB) to meet its statutory responsibilities with respect to SEND. The post is hosted by Lincolnshire ICB and supported by the Chief Nurse, NHS Lincolnshire ICB.

# Background

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In 2014 the Children and Families Act (1) was updated to incorporate reforms for Children and Young People with Special Educational Need and Disability (SEND). The SEND Code of Practice (2015) (2) means that professionals from Education, Health, and Social Care (EHC) services must work more closely together to give children and young people from 0 to 25 with special educational needs or a disability, the support they need. Children and young people will have more say over what support and services are offered in their local area, and more help will be available for young people as they prepare for adulthood. Some children or young people with more complex educational needs receive support through an Education, Health, and Care Plan (EHCP). The EHCP is a legal document that describes a child or young person's special educational, health and social care needs and is the document that has replaced Statements of SEN and Learning Difficulties Assessments for children and young people with special educational needs. An EHCP can only be issued after a child or young person has gone through the process of EHC needs assessment. At the end of that process, representatives from Education, Health (the Designated Clinical Officer, or DCO team) and Social Care must collaboratively decide on whether to issue an EHCP or not. The aim is to bring all services together to work in close partnership to enable CYP with SEND to live their best lives. However, the aim of the Children and Families Act (2014) is not just to bring separate services together, but to reorganise and integrate the delivery of these services at a strategic level. The DCO plays a key part in implementing the SEND reforms and in supporting joined up working between health services and local authority. The DCO and Associate Designated Clinical Officer (ADCO) for SEND in Lincolnshire have achieved several key actions in 2023/2024, this activity supports the continued areas of work that focus on the delivery of the ICB's statutory duties and are detailed in the narrative of this report.

The SEND and Inclusion Service is an integral part of Lincolnshire County Council's Children's Services and supports the vision 'Putting Children First' to improve the lives and outcomes for all children and young people, and their families in Lincolnshire.

- [1. Children and Families Act 2014](#)
- [2. SEND Code of Practice: 0 to 25 Years](#)

## What does Lincolnshire's 2024 Joint Strategic Needs Analysis (SEN2 data) tell us?

- Fourth largest geographical county in England, made up of 7 Districts – where 95% of the land area is designated rural and 48% of people live in rural areas compared to the national average of 18%.
- Population of approximately 783,083 of which 142,950 are under the age of 19 of which 22,730 (15.9%) live in poverty; of the total of those aged under 16 (121,636), 16.5% live in poverty
- Lincolnshire's school population is 108,725 of which 18,549 children and young people have been identified as having special educational needs and disabilities. 56,200 children are educated in a primary setting, 40,100 in secondary and approximately 2850 in a specialist setting
- We have 12 Special Schools, four Social, Emotional and Mental Health Special Schools, one Hospital School, four Alternative Provision Settings (Free School)
- Total Number Schools - 365 with 107441 pupils
  - Maintained – 176 with 30,021 pupils (27.9%)
  - Academies – 189 with 77,420 (72.1%)

July 2024 we had 16,106 CYP with SEN Support and 8078 an EHC plan, the top three primary needs are;

- Autism Spectrum Disorder SD
- Social emotional Mental Health
- Speech, Language, Communication Needs

### Type of school attended

- 48.37% children and young people with an EHCP are in a mainstream setting
- 28.7% children and young people with an EHCP are in a specialist setting
- 2.2% children and young people with an EHCP are in Independent Non Maintained Schools INMS)
- 20.8 % of Children in Care ( CiC) have an EHCP with a further 15% having SEN Support
- 19.6% of 9 Children in Needs (CiN) have an EHCP with a further 11.4% having SEN Support
- 10.6% of CP have an EHCP with a further 13.5% having SEN Support
- 1.6% of CYP with an EHCP are Electively Home Educated

### National Vs local summary

- Nationally EHC plans in place increased by 11.4%. Jan 2023/ 2024 – growth in maintained EHCP's 9.1%
- New EHC plans increased in 2023 by 26.6%. Locally new EHCP's increased by 41%
- Nationally Requests for assessment increased by 20.8%. Locally EHCNA request increased by 36.5%
- Nationally 5.2 % of the CYP population has an EHCP/ regionally EHCP rate 3.9%
- Nationally 14.16% of CYP population at SEN support/regionally 12.99%

Our arrangements in Lincolnshire typically lead to positive outcomes and experiences for our children and young people, and to achieve this our leaders do recognise and are committed to continuous review and improvement of those services supporting children and young people with SEND to ensure that we can continue to deliver on our aspirations. The commitment to continuous review and improvement has and remains central to managing the high growth locally in EHC needs assessments and maintained plans and the subsequent increase in demand for SEND support services across the partnership.

## The Legal Definition of SEND:

The Children & Families Act 2014 defines Special Educational Needs and Disability (SEND) in the following way. A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

1. A child or a young person of compulsory school age has a learning difficulty or disability if he or she:
  - has a significantly greater difficulty in learning than the majority of others of the same age, or
  - has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
2. For children aged two and over, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.
3. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph two above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20, Children and Families Act 2014).
4. Post-16 institutions often use the term Learning Difficulties and Disabilities (LDD). The term SEND is used across the 0 to 25 age range and includes LDD.
5. A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’.

# Assurance

The DCO chairs the bi-monthly SEND Health Committee which is supported by commissioners, providers, service leads, clinicians, and practitioners from across the Local Authority (LA) and NHS who represent services for CYP with SEND. This committee reports directly to the CYP Integrated Transformation Board which is jointly chaired by the LA and ICB. The vision, aims and objectives of the Board are described below:

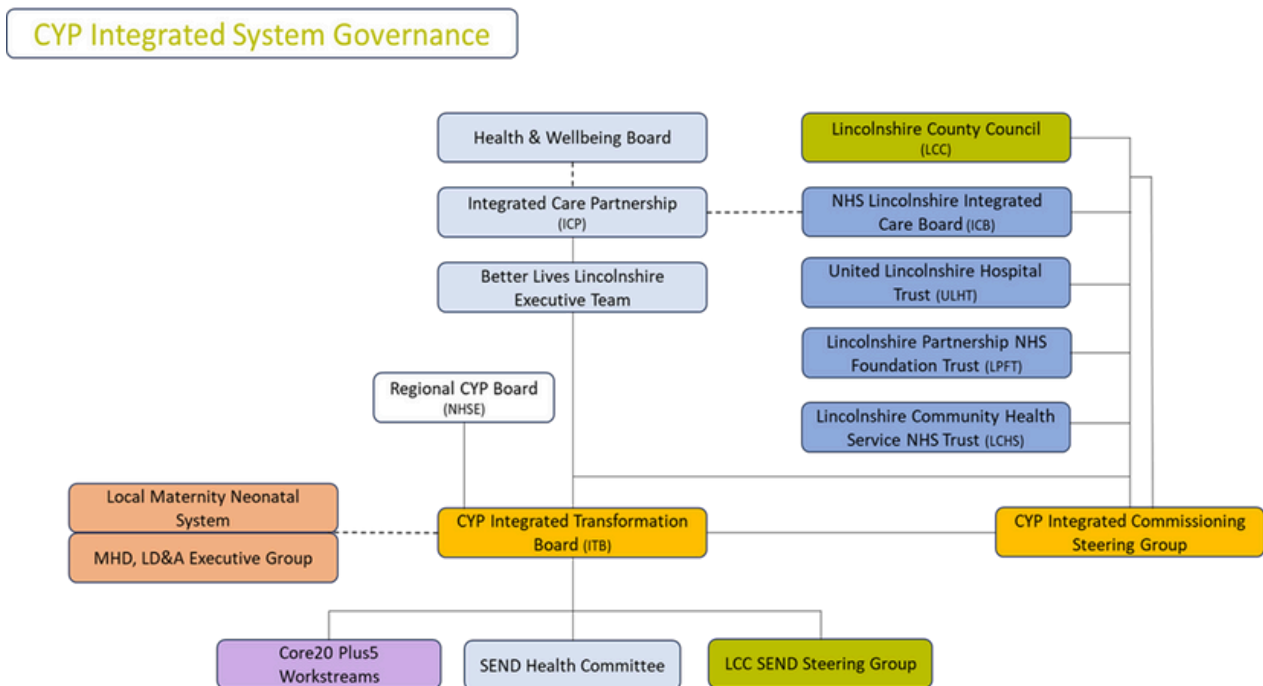
Vision: Everyone working together to maximise the health and wellbeing of all children and young people, ensuring the voice of children and families is heard throughout our work.

Aim: To maximise the health and wellbeing of, and reduce health inequalities among, children and young people in Lincolnshire, including supporting a seamless transition into adulthood.

Objectives:

- Prioritise prevention and early intervention to reduce the need for health care and improve outcomes for CYP and their families and carers.
- Collaborate and co-produce to ensure health care is integrated, respectful and responsive to the needs of CYP and their families and carers.
- Ensure services are accessible, seamless, sustainable, and financially viable for the future whilst continuing to meet best possible quality and safety standards.

## Children and Young People Integrated System Governance Chart



In addition, to support the ICB's commitment to providing assurance to system partners we utilise an online assurance framework database developed by NHS England (NHSE) in partnership with the Care Quality Commission (CQC), Office for Standards in Education (Ofsted) and Council for Disabled Children (CDC). This framework forms the basis of peer reviews, thematic reviews, and inspections. The responses are collated under the following themes or subject headings. Therefore, activity in this report will be annotated in this document by \* followed by the relevant theme used in the assurance database.

1. Leadership
2. Joint Arrangements
3. Commissioning
4. EHCP
5. Engagement
6. Monitoring and Redress

# DCO Statutory Functions

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SEND Legislation (SEND Code of Practice 2015) 2 outlines that ICBS must:

- Work with the local authorities to contribute to the Local Offer of services available.
- Commission services jointly for CYP (up to age 25) with SEND, including those with EHCPs.
- Have mechanisms in place to ensure practitioners and clinicians will support the integrated EHC needs assessment process.

The following section will provide an overview of activity within the three statutory areas.

## 1. Local Offer

\* Joint Arrangements, Engagement, Commissioning

The Lincolnshire SEND Local Offer is a dynamic online resource for families, children and young people with special educational needs and disability (SEND) aged 0 to 25, and a resource for health and education professionals. The Local Offer in Lincolnshire provides information about education, health, and care services. It includes advice about health, education, and social care for:

- Children and young people from birth to 25 years old with SEND.
- Parents and carers of children with SEND.
- Professionals working in health, care, and education.
- Providers of services for children and young people.

The website has been refreshed and moved to a new digital platform to improve access, which sets out in one place information about provision across Education, Health and Social Care for children and young people who have SEN or are disabled, including those who do not have EHC plans.

The ADCO sits on the Local Offer steering group (supported by the DCO) who together ensure the content shared within the Local Offer is accurate, accessible, and appropriate and adds value to the lives of CYP with SEND. The Local Offer is a dynamic resource and is under constant review, the link is below.

[SEND Local Offer – Lincolnshire County Council](#)

## 2. Education Health and Care Plans

\* Leadership, Joint Arrangements, Commissioning, EHCP, Engagement, Monitoring and Redress

Schools in England must provide support to children with special educational needs (SEN) as part of their standard offer to children. This is called SEN support. Schools are deemed to have £6000 of notional funding in their existing budgets to support children at the SEN Support level. Where a child requires additional support that goes beyond what a school, college, or nursery can typically deliver from their own budgets or staffing then they may need an Education Health and Care Plan (EHCP). An EHCP is a legally binding document outlining a child or teenager's special educational, health, and social care needs. The document must list all of the child's special educational needs and provision to meet each of the needs, and that provision must be specific, detailed, and quantified. The plan names the school/setting which is to provide the provision and the plan is legally enforceable ultimately through Judicial Review.

The EHCP application is a 20-week statutory process. SEND legislation states that health organisations must cooperate with the LA when asked to contribute to the EHCP process. The legal requirement is to provide this information within 6 weeks and have mechanisms in place to ensure that practitioners and clinicians will support the integrated needs assessment process. Effective systems are in place with a regular annual review of effectiveness. The DCO sits on the weekly Hub panel where all draft plans are scrutinised, and a decision made on whether to issue a plan and the level of funding.

Throughout 23/24 the DCO team have worked closely with Lincolnshire County Councils (LCC) SEND team, the software development team, IDOX and NHS Clinicians in operationalising the system and supported the successful transition to a Cloud-based EHCP system. It is designed to increase transparency and increase efficiency in line with recommendations in the SEND Green paper and the system has evaluated extremely positively by parents, carers, and professionals. Close partnership working has ensured that implementation has been seamless and with the concurrent development of a robust NHS Quality Assurance Framework which will be described later.

Lincolnshire has a robust EHC needs assessment and plan process and compliance with 20-week timescales are good at 80.66% (SEN2 Data Jan 2024). The introduction of the EHC Needs Assessment Panel in November 2020 comprising specialist practitioners has provided a more rigorous assessment of whether a child requires an EHC Needs Assessment. Where there is a refusal to assess, settings and families are given comprehensive feedback and signposting to resources and interventions to continue to support the child through a graduated approach. This is reinforcing the graduated approach message with positive actions for the setting to implement. Like most authorities in England, Lincolnshire has seen a growth in the number of EHC plans. Lincolnshire's SEND Transformation work has focused on supporting the implementation of a robust graduated approach to ensure early intervention is in place. This includes the introduction of a SEND Advice line; Inclusion Toolkit and Valuing SEND assessment tool.

### 3. Tribunal and Single Route of Redress (SRR)

\* Leadership, Joint Arrangements, Commissioning, EHCP, Engagement, Monitoring and Redress

In 2018 the Government extended the powers of the SEND Tribunal to make non-binding recommendations about the health and social care aspects of the EHCP as a part of a two-year national trial. This trial was extended in August 2020. Before the trial, it was only possible to appeal the educational aspects of EHCPs. The trial gives Parents new rights to request recommendations about health and social care and provision in EHCPs in addition to the educational aspects when making a SEND appeal. The SEND Tribunal can make recommendations about aspects of health or social care, and this is not legally binding – however, the LA or health commissioner is generally expected to follow recommendations. Where recommendations are not followed the reasons must be set out and explained to the Local Government and Social Care Ombudsman or Parliamentary Health Service Ombudsman.

The DCO leads on the health element of Tribunals, supporting the sourcing of clinicians and assisting in the preparation of clinical reports and representation at the Tribunal hearing. Close collaborative working with the LCC legal team and SEND colleagues ensures that NHS colleagues are clear in their role and responsibilities when supporting a tribunal. The DCO has worked with NHSE, LCC and the Schools Development Support Agency in the delivery of regional workshops and virtual learning events with particular focus on sharing learning around the Lincolnshire Model of supporting the tribunal process. Additionally, the DCO and LCC Practice Supervisor have jointly developed and delivered an online workshop/teaching session resource which adds a fourth tier to the SEND Clinicians Training Programme. This is specifically to include education around Mediation and Tribunal and quality assuring clinical report writing - and is delivered annually with very positive engagement and evaluation. The ADCO maintains a database of Tribunal activity and whilst cases are often complex, the DCO has worked with a wide variety of clinicians very closely who have provided excellent support throughout the process.

# Updates on Key Areas of Non-Statutory Activity

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## 4. Development of Clinicians SEND Education Programme / collaborative working with SENDIASS

\*Joint Arrangements, Commissioning, EHCP and Monitoring and Redress

Following a system-wide audit in 2019 of the quality of clinical report writing into EHCPs in collaboration with Public Health England (PHE), the Children's Integrated Commissioning Team, and LA, the DCO team have developed a service-level agreement with LIAISE (Lincolnshire's Send Independent Advice and Support Service (SENDIASS)) to design and deliver a four-tier training programme The Clinicians SEND Education Programme (delivered twice a year) provides an increased working knowledge of the Graduated Approach, SEND system and EHCP process, Mediation and Tribunal and is specifically designed for clinical colleagues. This also allows us to ensure that health professionals are aware of the service so that they can signpost families to LIAISE for support. The initial three tiers are delivered by the LIAISE team with the final session being delivered by the DCO and LCC Team manager - as described above.

The DCO is a member of the Liaise Steering Group, which meets three times per year with a focus on supporting the ongoing development of the service and ensuring that we are meeting the national SENDIASS minimum standards. The Senior LIAISE Officer is a member of the SEND Health committee, which supports LIAISE to ensure the service is up to date with the latest developments in health, so that the information and advice they give to families is both current and accurate. 10% of enquiries supported by the LIAISE team are health related and the LIAISE team manager provides a thematic analysis to the SEND Health Committee bi-annually to allow us to understand concerns from families.

Our current collaboration is called SEND HELP! In which LICB is working with LIAISE and the Lincolnshire Parent Carer Forum to develop a series of bitesize resources in the form of short videos to help families and professionals to understand what is available to support children and young people with Special Educational Needs and Disabilities.

## 5. Sensory Processing Difficulties Programme

\*Joint Arrangements, Commissioning

Sensory Processing Difficulties (SPD) is a term used to describe dysfunction in the sensory integrative process. It is based on the relationship between the brain and behaviour and is described as ‘the organisation of sensory input.’ In collaboration with the LA and the ICB, the DCO has led a system-wide workstream with expert colleagues who have developed an educational parent/carer mediated programme to support CYP with SPD, links to a wealth of supporting resources and information that can be found at the open access website and is supported by an optional two and half hour-long virtual workshop with a Behavioural Specialist. It is intended to upskill and educate parents, carers, and professionals and to improve outcomes for CYP with SEND and/or SPD in line with guidance from the Council for Disabled Children. The programme has now become a substantive offering to all parents and carers registered with a Lincolnshire GP and the workshops are delivered six times a year with approximately 50 attendees at each workshop and evaluates very positively. For 2024 we have extended the workshop to allow parents and carers to share their own experience and have commissioned two additional bolt-on workshops for families who have attended the initial session. The two bolt-on sessions specifically focus on Pathological Demand Avoidance and Burnout in Neurodiversity and form part of a catalogue of support for families to access.

A larger piece of work around the development of a wider reaching Sensory Processing Programme sits with the ICB’s Mental Health Learning Disabilities and Autism team as part of a wider piece of work around developing an all-age Neurodiversity Pathway.

Details of the programme can be found via the link below.

[Sensory processing difficulties :: Lincolnshire Children's Therapy Services \(lincolnshirechildrenstherapyservices.nhs.uk\)](https://lincolnshirechildrenstherapyservices.nhs.uk)

## 6. Special Schools Programme Health Strategy Development

\*Leadership, Joint Arrangements, Commissioning, EHCP, Engagement

The Special Schools Programme has been established to provide an integrated school system where children and young people with SEND get the right health, care, and education, in the right place, at the right time and as close as possible to where they live. The £103 million capital programme includes specialist clinical and therapeutic spaces to support collaborative health offers, and will host visiting professionals with a medical room, physiotherapy room and group rooms for therapy interventions. The Programme is around provision without boundaries: where children feel they belong and are respected, hopeful, and optimistic about their future. All Lincolnshire Special Schools, except for Social, Emotional and Mental Health provision, will become All Need Schools rather than supporting distinct specialities and is around providing education to CYP with SEND in the communities in which they live. Currently, some young people can travel up to two hours one way to go to the special school that supports their needs. Investment in Special Schools will ensure they have the premises and resources locally to meet All Needs.

The DCO is supporting a working group led by the Childrens Integrated Commissioning Team in the development of the health strategy in how we plan to support the care needs of CYP to move into a Special School more local to where they live. In addition, this will create a safe health offer that supports CYP with complex health conditions to be supported by an appropriate practitioner to deliver safe, effective care by considering dependency, capacity, safe staffing, and sustainability by exploring new models of health care provision and recruitment strategies that supports the young person to live their best life. Currently the key focus is around understanding how Clinical interventions can be supported safely in Educational Settings, and developing a model based on best practice nationally and the models of care currently utilised at St Francis School in Lincoln. This element of the workstream is being led by the Specialist Nurse Trainer for Paediatrics.

## 7. Widening Participation – Lincolnshire Young Voices and Lincolnshire Parent Carer Forum

\*Leadership, Joint Arrangements, and Engagement

### Lincolnshire Young Voices

The aim of Lincolnshire Young Voices (LYV) is: 'To provide Lincolnshire local area with a strategic group of young people who 'have a lot to say,' about improving services for children and young people (aged 0 to 25 years) with special educational needs and disability (SEND) and their families in Lincolnshire.' Lincolnshire Young Voices is a group of young people with Special Educational Needs and/or Disability who are Experts by Experience. This group has been developed for children and young people with SEND (aged 16 to 25) to share their voice and is part of the widening participation strategy .The two co-chairs, Alfie and Nandi are funded and line managed by the Widening Participation Team from LCC and the group is led by Eileen McMorrow, Programme Manager, SEND & Inclusion, LCC who is new to this role and the DCO in LICB. LICB support engagement activity with events held at The Deep Aquarium, Hull, and Lincolnshire Wolds Wildlife Park for example. Alfie and Nandi are both experts by experience and provide a crucial voice around the services provided by LCC and the NHS and act on issues pertinent to them and the wider group of 15 young people, all with SEND. The two focuses for 23/24 are Bullying and how it impacts young people with SEND and Access to Transport for CYP with SEND.



**Photo:** Lincolnshire Young Voices

LYV are now widely recognised nationally via their collaborative output and by increased focus at nationwide celebration events The two original LYV co-chairs have moved on to develop their careers, both working on a research project with Derby University but remain part of the LYV committee. The focus of last year's activity was the development of an e-learning resource designed to help professionals across the system to improve communication with CYP with SEND called 'A Rough Guide to Not Putting Your Foot in It'. This was nominated for - and won the NASEN award (National Association for Special Educational Needs).

More information can be found around this and other resources by clicking on the link below.

[Lincolnshire Young Voices – Lincolnshire County Council](#)

## Lincolnshire Parent Carer Forum

The DCO Team and Lincolnshire Parent Carer Forum have built a positive co-productive working model. We have worked collaboratively on many projects and shared our respective offers for the benefit of parents and families of children with SEND. There is a good working dialogue operating that allows either party to both support and challenge in ongoing developments.

The DCO was also LPCF's first 'Question Time' subject, being filmed answering a range of questions from parents. The video along with the chronological questions log is on the LPCF and we regularly direct parents to the material so that they can see the DCO's informative responses. This has helped to dispel any myths and rumours about Health services.

The Chair of LPCF sits on the jointly chaired Children and Young People's Integrated Transformation Board as well as several other related boards and working groups such as the Children with Disabilities (CWD) Services Project Board. LPCF is represented on the SEND multi-agency HUB which makes decisions about issuing Education, Health and Care (EHC) Plans and has the same voting rights as all other permanent members of the HUB. LPCF have developed a comprehensive documentation of their journey to co-production as it is today in the local area. This was shared with the DfE.

*"There are a number of other outcomes of our joint working including the DCO always representing the NHS at key events helped by LPCF such as our major "Week of SEND" held each January or the recent inclusion of LPCF in the Children and young Peoples Transformation Board plus other new/key strands of Health developments. LPCF really appreciate our joint working and feel it works well for LPCF, Parent/Carers and Health Services with each benefiting from positive co-production".*

**Coralie Cross, Chair, LPCF**

## 8. SEND Health Quality Assurance Framework Group (QAF)

\*Leadership, Joint Arrangements, Commissioning, EHCP

Following the successful implementation of the new Cloud Based EHCP system, the DCO team has collaboratively developed a Quality Assurance Framework using best practice from the East Midlands DCO network. The aim of the Framework is to ensure that information provided for the EHC process is of a consistently high quality and standard and adheres to Health partner EHC process Quality Principles outcomes by checking performance and practice. All partners to have their own internal organisational arrangements for signing off health advice reports prior to submission to the electronic hub in line with the SEND Code of Practice (2014). The QAF ensures that each partner takes responsibility for conducting their own quality checks of health advice against the agreed principles. All partners participate in and contribute to the multi-agency quality checks via the SEND Health Quality Assurance Group by analysing data and information. Partners look at the data and information gathered from audits and monitoring to identify trends, good practice, and areas for improvement and subsequent findings/learning are shared so that good practice is promoted and areas for improvement are addressed. The SEND Health Committee has oversight and makes sure that action plans are created to bring about any improvements identified through audit across education, health, and social care. Partners have been meeting to reflect/learn, celebrate success, and share best practice and we support the workforce by recognising achievements, setting expectations, and providing additional training where required. Partners signed up to a pilot and are at different stages in their journey with the process however an unintended consequence of this programme of work is that Clinicians have been using the audit tool during tribunal preparation.

The first QAF group meeting took place in early September 23 and the programme is very keenly supported. The process going forward will be that provider organisations will audit their own clinical report contributions prior to submission to the SEND team and the DCO team will also audit clinical reports that have been submitted to hub which is in line with the SEND code of practice. This process is working well, and summaries of the audits are being compiled and submitted quarterly for discussion at the QAG meeting prior to the SEND Health Committee. In general report writing is of good quality and any gaps are being addressed via local training. The documentation is also being used by clinicians as a 'self-check list' for clinical reports being submitted for tribunal which is an unintended benefit of the pilot.

The LA are implementing a system wide, multi-agency quality assurance process in 2024/ 25 and the SEND Health QAG will feed into this.

## 9. Performance data dashboard

### (Lincolnshire Integrated Dashboard for Special Educational Needs & Disability (SEND) LIDS)

\* Leadership, Joint Arrangements, Commissioning

The Council for Disabled Children (CDC) was commissioned by the Department for Education (DfE) to provide information, advice and support to local areas to enhance integrated working and joint commissioning, as part of delivering the Government's reforms for SEND.

A key deliverable for 2018/19 was to work with local areas to create their own multi-agency SEND dashboard providing a single source of information for three key purposes:

- Profile: understanding local and regional need and demand.
- Governance and assurance: what did we do, what are we doing and how well are we doing it?
- Qualitative Key Performance Indicators (KPIs): how do we know we are making a difference?

The Government's SEND and AP Improvement Plan March 2023, states areas are to develop their own Local Area Inclusion Plan (LAIP) which should include evidence of a published data dashboard, giving parents and partner organisations improved transparency of local performance to help inform decision-making and drive self-improvement across the system with ongoing updates and iterations in response to user feedback. LAIPs nationally are in early stages of consideration, at the right time the 'Lincolnshire Dashboard for SEND' will be well established to support the development of Lincolnshire's LAIP.

NHS Designated Clinical Officers for SEND and Local Authority SEND leads across the East Midlands, have come together to agree a suite of SEND data requirements from both the Local Authority and NHS. Consistent datasets across the region will allow accurate regional evaluation and analysis.

An East Midlands Peer Challenge between local areas is planned for Autumn 2024 to explore the shared data and each area's SEF in more detail and Lincolnshire's Integrated Dashboard for SEND is being built to include these regional expectations.

With PowerBi software system now in place within Lincolnshire County Council, Lincolnshire's Dashboard will start by presenting visuals of Local Authority data already captured as part of current national data collection. NHS data is proving more challenging to collate as it collected from various systems across the provider network; NHS leads are fully engaged and aware of the expectations and are planning to have necessary information available to upload onto the Dashboard by Autumn 2024.

The second stage of the project is to capture the Voice of the child/young person. The build of the Integrated Dashboard for SEND is part of a wider programme of work being conducted by the Children's Integrated Commissioning Team (CICT), together with relevant leads within Lincolnshire's ICB and LA. Lived experience is starting to be collated from children and young people (CYP) across the system; specifically, from CYP with SEND in the first instance. Intelligence from both the Dashboard and CYP lived experience in relation to services they access, shall be pulled together into a central shared place for greater joint evaluation and analysis to aide learning and improved development of services across the system.

## 10. National NHSE SEND awards

The ICB's DCO team and system partners were nominated for recognition of partnership working for the National NHSE SEND Awards, hosted by NHS England's national SEND Team. We were nominated as a finalist for Local Area Partnership Team of the Year Award 2024. Reference was made to our structure and working relationships with one ICB/one LA, collaborative working with our SENDIASS, Parent Carer Forum and Lincolnshire Young Voices. Rebecca Rawdon, LCC SEND Team, Rosemary Akrill, CICT Programme Manager and Russell Outen-Coe, DCO for LICB attended the awards event in Bloomsbury. The day was very emotional with many fine examples of inspirational young people who have created new initiatives, as well as unsung heroes and colleagues from across the country who have changed the face of SEND and made positive improvements in many areas of service provision.



**Photo:** Rosemary Akrill, Children's Integrated Commissioning Manager, LCC/ICB, Rebecca Rawdon, Assistant Head of Service, SEND, LCC, and Russell Outen-Coe, DCO for CYP with SEND, LICB - were proud to receive the award from Dame Christine Lenehan, who has had a long career as an advocate for CYP with SEND.

# Ambitions for 2024 / 2025

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The DCO team continue to work with our system partners in supporting improvements to service provision for all CYP across the county.

- Continuing to monitor the demand and growth in EHC plans and manage workflow in the ICBs DCO team and that of our provider organisations.
- Lincolnshire Community Health Services NHS Trust (LCHS) has launched a new pilot in April 24 meaning that families will be able to access NHS Children's Occupational Therapy advice and be able to speak to a clinician much more easily regarding General Fine Motor problems such as handwriting and activities of daily living that affect their participation in terms of play, education, and leisure. It will provide parents, carers, and professionals with the opportunity to discuss any problems with a clinician who will offer support and guidance. This service means that we will be able to offer a more child centred approach and makes access to occupational therapy advice more accessible. This will be reviewed in July with a follow up outcome survey with families in Autumn 2024.
- The LA and ICBs will continue to work on developing the joint Data Dashboard (LIDS) to maximise the use of data to inform commissioning and to support the sharing of meaningful evidence regarding outcomes and the provision of services. Dashboard data will be fed into an Integrated Care System children and young people 'Joined Intelligence Dataset' being developed.
- A new Neurodiversity Diagnostic Pathway is being developed for CYP up to the age of 18. During 2024/25 we will develop plans for how the existing pathways for CYP can be transformed and implement new and improved pathways. This will lead to reduced waiting times and address increasing numbers of referrals for assessment, and simplify the process for families. This includes Sensory Processing Difficulties and the wider neurodiversity issues.
- Embed and further develop NHS SEND Quality Assurance Framework to support the LA's quality assurance programme.
- The continued development of the joint LIAISE, LPCF and ICB SEND Help! project

# Summary

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The DCO team for SEND in Lincolnshire will continue to develop and finesse the role and function that supports Children and Young People with Special Educational Needs and Disability in the county whilst sharing and developing best practice regionally and nationally. This will be through a continual process of challenge, monitoring and engagement and by coordinating services and agencies and developing networks. This is to provide assurance that the ICB is meeting its statutory responsibilities and to ensure that the Children and Young People with SEND in Lincolnshire can access the support they need in their early years, at school and in further education and lead happy, healthy, and fulfilled lives with choice and control over their support.



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## **Russell Outen-Coe**

Designated Clinical Officer for CYP  
with SEND

# Glossary of Terms

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**Academy:** A state-funded school in England that is directly funded by the Department for Education, through the Education Funding Agency. Academies are self-governing and independent of local authority control.

**Annual review:** the review of an Education, Health and Care Plan (EHCP) which the local authority must make as a minimum every 12 months.

**Child and Adolescent Mental Health Services (CAMHS):** These services assess and treat children and young people with emotional, behavioural or mental health difficulties. They range from basic pastoral care, such as identifying mental health problems, to specialist 'Tier 4' CAMHS, which provide in-patient care for those who are severely mentally ill.

**Early Support Programme:** The Early Support Programme coordinates health, education and social care support for the parents and carers of disabled children and young people from birth to adulthood. A key worker is assigned to families that join the Programme.

**Early years provider:** A provider of early education places for children under five years of age. This can include state-funded and private nurseries as well as childminders.

**Education, Health and Care Plan (EHCP):** An EHCP details the education, health and social care support that is to be provided to a child or young person who has SEN or a disability. It is drawn up by the local authority after an EHC needs assessment of the child or young person has determined that an EHCP is necessary, and after consultation with relevant partner agencies.

**First-Tier Tribunal (Special Educational Needs and Disability):** An independent body which has jurisdiction under Section 333 of the Education Act 1996 for determining appeals by parents against local authority decisions on EHC needs assessments and EHCPs. The Tribunal's decision is binding on both parties to the appeal. The Tribunal also hears claims of disability discrimination under the Equality Act 2010.

**Free school:** A free school is a type of academy, which is free to attend, but is not controlled by the local authority. Free schools receive state funding via the Education Funding Agency. Parents, teachers, businesses or charities can submit an application to the Department for Education to set up a free school.  
**Further Education (FE) college:** A college offering continuing education to young people over the compulsory school age of 16. The FE sector in England includes general further education colleges, sixth-form colleges, specialist colleges and adult education institutes.

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**Graduated approach:** A model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing.

**Healthwatch England:** Healthwatch England is an independent consumer champion, gathering and representing the views of the public about health and social care services in England. It operates both at a national and local level and ensures the views of the public and people who use services are taken into account. Healthwatch England works as part of the Care Quality Commission.

**ICB:** An Integrated Care Board (or ICB) is a statutory NHS organisation that is responsible for developing a plan for meeting the health needs of the population, managing the NHS budget and arranging for the provision of health services in a geographical area.

**Independent school:** A school that is not maintained by a local authority and is registered under section 464 of the Education Act 1996. Section 347 of the Act sets out the conditions under which an independent school may be approved by the Secretary of State as being suitable for the admission of children with EHCPs.

**Information, Advice and Support Services:** Information, Advice and Support Services or SENDIASS provide advice and information to children with SEN or disabilities, their parents, and young people with SEN or disabilities. They provide neutral and factual support on the special educational needs system to help the children, their parents and young people to play an active and informed role in their education and care. Although funded by local authorities, Information, Advice and Support Services are run either at arm's length by the local authority or by a voluntary organisation to ensure children, their parents and young people have confidence in them.

**Joint Strategic Needs Assessment (JSNA):** Joint strategic needs assessments (JSNAs) analyse the health needs of populations to inform and guide commissioning of health, wellbeing and social care services within local authority areas. The JSNA's central role is to act as the overarching primary evidence base for health and wellbeing boards to decide on key local health priorities.

**Local Offer:** Local authorities in England are required to set out in their Local Offer information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have EHCPs. Local authorities must consult locally on what provision the Local Offer should contain.

**Maintained school:** For the purposes of this Code, schools in England that are maintained by a local authority: any community, foundation or voluntary school, community special or foundation special school.

**Mediation:** This is a statutory service commissioned by local authorities which is designed to help settle disagreements between parents or young people and local authorities over Education, Health and Care needs assessments and plans and which parents and young people can use before deciding whether to appeal to the First-Tier Tribunal about decisions on assessment or the special educational element of a plan. Mediation can cover any one or all three elements of an EHCP and must be offered to the parent or young person when the final plan is issued, but they are not able to appeal to the Tribunal about the health and social care aspects of the plan.

**NHS Continuing Care:** NHS Continuing Care is support provided for children and young people under 18 who need a tailored package of care because of their disability, an accident or illness.

**NHS Continuing Healthcare:** NHS Continuing Healthcare is the name given to a package of care that is arranged and funded solely by the NHS for individuals aged 18 and over who are not in hospital but have complex ongoing healthcare needs. It can be provided in any setting, for example in the home or in a residential care home.

**Ofsted:** Office for Standards in Education, a non-Ministerial government department established under the Education (Schools) Act 1992 to take responsibility for the inspection of all schools in England. His Majesty's Inspectors (HMI) form its professional arm.

**Parent Carer Forum:** Lincolnshire Parent Carer Forum (LPCF) is a group of parents and carers of disabled children who work with local authorities, education, health and other providers to make sure the services they plan and deliver meet the needs of disabled children and families.

**Personal Budget:** A Personal Budget is an amount of money identified by the local authority to deliver provision set out in an EHC plan where the parent or young person is involved in securing that provision. The funds can be held directly by the parent or young person or may be held and managed on their behalf by the local authority, school, college or other organisation or individual and used to commission the support specified in the EHCP.

**Special Educational Needs (SEN):** A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age or has a disability that prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

**Special Educational Needs Co-ordinator (SENCO):** A qualified teacher in a school or maintained nursery school who has responsibility for coordinating SEN provision. In a small school, the head teacher or deputy may take on this role. In larger schools, there may be a team of SENCOs. Other early years settings in group provision arrangements are expected to identify an individual to perform the role of SENCO and childminders are encouraged to do so, possibly sharing the role between them where they are registered with an agency.

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**Special educational provision:** Special educational provision is provision that is different from or additional to that normally available to pupils or students of the same age, which is designed to help children and young people with SEN or disabilities to access the National Curriculum at school or to study at college.

**Special school:** A school which is specifically organised to make special educational provision for pupils with SEN. Special schools maintained by the local authority comprise community special schools and foundation special schools, and non-maintained (independent) special schools that are approved by the Secretary of State under Section 342 of the Education Act 1996.

**Speech and language therapy:** Speech and language therapy is a health care profession, the role and aim of which is to enable children, young people and adults with speech, language and communication difficulties (and associated difficulties with eating and swallowing) to reach their maximum communication potential and achieve independence in all aspects of life.

## NHS Lincolnshire Integrated Care Board SEND Annual Report 2023 - 2024



**Photo:** Lincolnshire Young Voices at Wolds Wildlife Park in Horncastle, Lincolnshire