

futuregov/

# PSV Workstream Snapshots

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Updated: 11.11.21

# Intro

This document acts as a guide for how to reflect on and validate each area of Project Safety Valve.

**What for?** The opportunity to provide detail of the activities, key milestones and risk mitigation across Project Safety Valve. The purpose is to provide visibility of the project, identify opportunities for coordination and to track against the vision for PSV to maximise the impact of our team.

**When?** Throughout the project - to be updated regularly and shared on a monthly base with Programme Board.

**Who?** *Ideally* everyone in project team and stakeholders involved, completed by each Workstream Lead and coordinated by Programme Manager. It's important that these activities are done together in a team, to understand where we are.

**How?** *Ideally* this snapshot should be reviewed at weekly workstream meetings and updates made at the end of each week.

# Project Safety Valve

*What are the overarching outcomes we're trying to achieve?*

**Outcomes** for children and young people with SEND in Bury will have improved

The **experience** families and stakeholders have of EHCP process will have improved

The **expectation** across the SEND system in Bury is that the best way to support children and young people with SEND *is through early identification and early intervention*

We have sustainable **financial position** and the continuum of provision has been realigned

# Project Safety Valve

*How we are organising it and what that means*

**Workforce**

**Practice &  
Processes**

**Strategy and  
Finance**

**Planning for  
future  
provision**

**Technology  
and Data**

**Graduated  
Approach**

Co- production and engaging communities

Communicating what we do to tell the story of transformation

# Workforce

# Workforce

## Overview

Ensuring recruitment and selection are both immediate priorities and longer term. Aim to drive effective onboarding, workforce planning including job design, pay and reward and talent management for the SEN team

How does this contribute to SEND

Transformation Outcomes

- Early identification and investment in SEN
- Improved experience of families of EHCP
- Workforce is providing a return of investment
- Workforce has more capacity to support/ work closer with families and SEND professionals
- Outcomes for children and Young People with SEND
- Sustainable financial position

## What is the ambition for this workstream?

To build a stable and quality SEND workforce with strong leadership that can meet demand of children and young people in Bury who require SEN support and embed the changes to the service.

## What will be different for children and young people with SEN?

The service will be provided in a way that is more person centered, giving confidence to children, young people and families that their needs are recognised through the way that they are listened to, they are included in the process and the pace and appropriateness of the support offered.

## How will we know it has been successful?

- All staff trained to co-produce and meet the needs of families with SEN
- A reduction in the backlog of EHCP plans
- Improved and new relationships with families
- Reputation of the service enhanced
- Data produced demonstrates improved performance
- Reduced level of complaints including cases reaching the ombudsman

# Workforce

## Delivery

**Lead:** Fiona Endersby

**Membership:** *Bury* – Adam Peluch (HR); Isobel Boler; Kate Redfern; Claire Kirke; Paul Cooke; Clare Jackson; Rachel Sweeting; Jess Hall; Nicky.  
*FutureGov* – Craig, David, Stephen, Conor, Kim

### Progress so far

- Recruitment processes running for Transformation Lead and Interim Strategy Lead roles
- Induction and onboarding process for new starters (in EHCP team?)
- Assistant caseworker role is set up for co-production

### Focus going forward

- Recruitment appointments and reducing risk of avoidable staff leavers
- Recruitment for Quality Assurance Officer
- Co-production of interview process for Assistant Caseworker role and establishing interview panel with representatives from parents and SENCOs

### Key milestones

Q4 2021	Q1 2022	Q2 2022	Q3 2022	Q4 2022
Transformation Lead recruitment*	Co-production of induction and onboarding for Transformation Lead	Skills manual for better onboarding	Workforce plan	
Interim Strategy Lead recruitment*	Design Ed Psych academy	Training pathway (including external training) for workforce		
Quality Assurance Officer role recruitment*	Co-production of induction and onboarding for Assistant Caseworker role	Recruit to Ed Psych Academy		
Co-production and recruitment of Assistant Caseworker role		Establish professional educational standards for SEND casework team		

# Workforce

## Inner workings

### Decisions to be made

- Culture and behaviours
- Priorities
- Appetite for risk
- Impact on wider children's workforce

### Collaboration

- Creating a team culture that prioritises closer engagement with parents #P&P #co-production
- Developing the new assistant caseworker role to #co-production
- Changing behaviours around technology #tech
- Applying strategy to design roles and best practice guides #strategy
- Showing the value and ROI of the workforce #futureprovision

### Documentation:

Detailed timeline of recruitment activities include adverts, tracking, shortlisting, interview prep and interviews

### Rhythms

- Weekly tactical stand up for recruitment activity - track progress, identify issues (Claire, Kate, Rachel, relevant manager)
- Weekly workstream group meeting for SME input, wider, strategic issues, priority setting, key changes and associated tactical activities

### Potential barriers to change and what we'll do

- Difficulty with frequency of engagement with timelines, lack of communication and limited information provided

# Practice & Processes

# Practice & Processes

## Overview

Support the team in delivering improvements, providing SME advice and modeling leadership behaviours that enable high performance.

### Strands:

- Addressing immediate EHCP team priorities such as training, team building, onboarding, process clarity etc
- Building vision/purpose through away days and coaching
- Understanding the needs of parents, families, young people and professionals and building relationships and empathy to co-produce and test solutions

### Contribution to outcomes:

- Better experience for families / professionals
- Better relationships with Bury SEND service and opportunities for co-production
- To meet the needs of the CYP more effectively and process is clearer and more timely
- More realistic decisions made in right place

## What is the ambition for this workstream?

Create an environment in which people can do their best work and feel valued – where continuous improvement to practice and process are identified, tested and implemented at a sustainable pace, with co-creation at the forefront.

## What will be different for children and young people with SEN?

By improving process and practice, the EHCP team will have more time and ability to centre the voices of families and young people and facilitate meaningful conversations with families and professionals through the process.

## How will we know it has been successful?

- When we have co-produced a series of testable solutions that demonstrate improvement and can be scaled/rolled out
- When the team are delivering the best work they can and relationships with families are strengthened – copro is ‘how we do things here’
- When casework is delivered within statutory timescales and quality has improved

# Practice & Processes

## Delivery

**Lead:** Conor Moody

**Membership:** *Bury* – Paul Cooke; Kate Redfern; Rachel Stark; Nicky (new Team Manager); Bury Educational Psychologists – Claire Jackson, Rachel Lyons, Lucy El-Shafi; FG: Harriet Pugh, Scott Sherbin, Craig Morbey, Mariana

**Workstream specialism:** Service Design, Change Delivery, Co-production

### Progress so far

- SEND ecosystem mapping
- Demonstrating co-production and agreeing an approach for PSV
- Design/ trial of simplified onboarding process
- Building a culture of co-production within the team
- Team's training priorities understood
- Designing Communities of Practice

### Focus going forward

- Building Community of Practice (CoP)
- Continuous Professional Development and learning opportunities for the EHCP team
- Co-produced solutions design and testing with parents

## Key milestones

### Q4 2021

Fully established EHCP Team set vision based on parent/carer voice (17 Nov/1 Dec)

Understand parent/carer experience through 1-2-1 interviews and collaborative sensemaking

Coproduction of priority service improvement with the team, families and professionals

Regular Communities of Practice for those involved in EHCP process (end of Dec)

### Q1 2022

Co-produced Service improvements embedded as BAU (Jan 2022)

Building prioritised list of further service improvement opportunities and ongoing coproduction

Internal co-production capability increased

### Q2 2022

Help team implement change to practice as a result of mainstream top-up work (see 'strategy workstream')

Support tech workstream and team with implementation / change management and product ownership

### Q3 2022

Co-production becomes 'how we do things around here'

### Q4 2022

# People & Processes

## Inner workings

### Decisions to be made

- Ownership of the workstream in Bury now there is a permanent team manager
- Decision about tech strategy and how that choice affects this workstream

### Collaboration

- Delivering training, CPD, onboarding into the team#workforce
- Tactical and strategic changes to systems that affects how the team work, or requires team engagement, in particular the use of liquid logic going forward#Tech

### Documentation:

Coproduction design and delivery plan/Team's initial priorities for improvement /PSV co-production session/Simplified EHCP process onboarding tool (in test)/ Initial hypothesis/ Parents insights/ Initial training options/feedback

### Rhythms

- Weekly P&P stand-ups to discuss and track the completion of activities
- Weekly Strategic check in (Friday 1:30): Conor Moody, Paul Cooke, Kate Redfern
- Regular sprint events for Ameo delivery team (planning, stand ups etc)
- Soon we will host show and tells to regularly playback learning with those involved in co-production

### Potential barriers to change and what we'll do

- Ownership and coordination of co-production outside of PSV is immature. Our approach to this is to use PSV co-production as a way to build capability and learn what works in Bury - and feed this learning into wider co-production strategy.
- As the team is still effectively 'new' with lots of staff joining, we will need to manage expectations around the capacity and capability of the team to deliver change in addition to their casework obligations. We will do this by things carefully about how we engage the team and try to make these engagements as focussed and valuable as possible

# Strategy and Finance

# Strategy & Finance

## Overview

To create a local SEND system which enables needs to be met within Bury's own provisions which uses its HNF block resources in the most effective way.

**High Needs Funding:** Review of top-ups for mainstream and special schools, including Resourced Provisions. Review of other budget lines in HNF Block, including School Support, Medical and Personal Budgets in order to rebalance school and LA responsibilities for CYP with SEND.

Contribution to outcomes:

- Outcomes for children and Young People with SEND
- Expectation of early identification and investment in SEN
- Sustainable financial position

## What is the ambition for this workstream?

To create a local SEND system which enables needs to be met within Bury's own provisions and services wherever appropriate and which uses its HNF block resources in the most effective way.

## What will be different for children and young people with SEN?

Resources will be allocated equitably and roles and responsibilities of schools and the Local Authority will be set out clearly. Families will know who is responsible for meeting their children's SEND.

## How will we know it has been successful?

- High Needs Funding in balance.
- Resources distributed equitably.
- Parents are clear whether schools or the Local Authority are responsible for meeting their children's SEND.

# Strategy & Finance

## Delivery

**Lead:** Steve Goodwin, Carole Benson

**Expertise to deliver this work:** David Monger – SEND/policy SME and consultant

**Membership:** Cath Atherden, Schools Forum Reps, Special School headteachers

**Specialism:** Knowledge of the High Needs Funding Arrangements, the SEND Code of Practice and Financial Planning

### Progress so far

- Established school forum subgroup to discuss current funding, changes and top-up paper (Sep 21)
- Consultation with mainstream school subgroup around savings with EHCPs (Nov 16)
- Special school working group established

### Focus going forward

- Consultation on Mainstream EHCP top ups
- Consultation on Special School top-ups and moderation arrangements
- Review of other HNF budget headings

### Key milestones

#### Q4 2021

Mainstream top-ups consultation

Changes to special school top-ups agreed

Moderation process for special school top-ups agreed

#### Q1 2022

Decisions on mainstream and special school top-ups made by Schools Forum/Cabinet

Moderation process for SSTUs implemented

#### Q2 2022

Mainstream and Special School top-ups implemented

Review of other HNF budget lines initiated

#### Q3 2022

Proposals prepared for changes to other HNF budgets

#### Q4 2022

Consultation on changes to other HNF budgets

# Strategy & Finance

## Inner workings

### Decisions to be made

- Levels of Top-Ups
- Mainstream Banding descriptors
- Changes to Special School bandings if agreed
- Moderation arrangements for Special Schools

### Collaboration

- Ensure coordination between mainstream banding descriptors and Section F of EHCPs #P&P
- Review decision making process within EHCP team and SEND Panel regarding placements and funding bands #P&P

### Documentation:

Special School Top-ups Meeting with Special Schools Nov 20  
Mainstream School Top-ups Schools Forum Pack October 2021.

### Rhythms

- Weekly sprint meeting SG/CB, DM
- Monthly meeting with Schools Forum sub-group
- Monthly meetings with Special Schools Working Group
- Report to meetings of Schools Forum

# Planning for Future Provision

# Future Provision

## Overview

Reviewing the design of the SEND system for Bury Council

### **Model of service delivery for centrally funded support services**

#### **Future Needs:**

Using our capital resources to develop appropriate additional specialist capacity.

#### **Alternative Provision/SEMH:**

The pattern of SEMH/AP provision needs to be designed to provide clarity of pathways, responsibilities and patterns of provision.

Contribution to outcomes:

- Reduction in reliance on expensive OOB placements
- Bury children are educated in their own communities as far as possible
- Progression pathways are clearer for CYP and families

### **What is the ambition for this workstream?**

We aim to identify gaps in provision and use our capital resources to develop appropriate additional specialist capacity. We will also re-design services and provision to ensure that needs are better met within local communities wherever possible.

### **What will be different for children and young people with SEN?**

SEND support across the borough should align better with different needs. CYP with SEND are provided with specialist education support that mainstream schools cannot provide

### **How will we know it has been successful?**

- CYP with SEN are receiving specialist support for their needs and there is a reduction of OOB placements.
- The number of independent AP placements declines and the quality of AP provision improves
- Support Services are targeted appropriately and are having a measurable impact

# Future Provision

## Delivery

**Lead:** Paul Cooke

**Expertise to deliver this work:** David Monger

**Membership:** Bury – Cath Atherden, Carole Benson; Helen Smith; Rachael Stirk, Jane Case (CCG), Social Care TBC

### Progress so far

- Statement of LA/Schools roles and responsibilities prepared
- Model for estimating future needs prepared

### Focus going forward

- Design of new services co-produced with families and schools
- Population of model for estimating future needs with data
- Plan of 2022/23 capital investment in RP/Special schools

## Key milestones

### Q4 2021

Model for estimating future demand created]

Model populated with accurate data

Place numbers for existing special schools agreed for next 3 years

### Q1 2022

Review of central support services initiated

Gaps in provision identified and plans created to fill them

Schools invited to express interest in new RPs.

Plan for new SEMH Special School submitted to DfE

### Q2 2022

Capital programme identifies RP and Special school projects to increase maintained specialist provision.

Review of support services completed and services re-designed

### Q3 2022

Consultation on new arrangements for central support services.

Building projects for RPs and existing special schools implemented

### Q4 2022

Implementation of changes to central support services

**Sep 2023:** ASD Special School opens  
**Sep 2025:** SEMH Special School opens

**Investment:** Capital Funding of c£3.78m  
**Estimated savings/efficiencies:** £0.6m on OB from opening of new Special School 2023

# Future Provision

## Inner workings

### Decisions to be made

- Number of new specialist places- by type and RP/Special
- Future for Spring Lane provision in AP/SEMH continuum
- Design of central support services

### Documentation:

Statement of Responsibilities  
Model for estimating future demand

### Rhythms

- Fortnightly meetings PC/RS/DM to develop forecasting model for both short and medium term
- Termly meeting with DfE/ESFA Place Planning Team
- Review of AP/SEMH and central support services planned to start Spring term 2022

### Potential barriers to change and what we'll do

- Additional specialist provision is filled by CYP who should be in mainstream schools rather than OOB placements
- Bid for new SEMH Special School is not approved by DfE
- The current structure of AP/SEMH provision lacks clear pathways and the respective roles and responsibilities of the LA and schools lack clarity.
- We need to build understanding of the financial impact of providing alternative provision and the best way to offer this to the residents of Bury in the future

# Graduated Approach

# Graduated Approach

## Overview

Formalising expectations for schools by revising the Graduated Approach document for Bury.

### Strands:

- Good practice and the role of the SENCO
- Inclusive Quality First Teaching (IQfT)
- Early Identification and Early Intervention
- Auditing inclusive practice

### Contribution to outcomes:

- Improving outcomes for CYP with SEND through access to improved IQfT
- Improving the experience of families and stakeholders within the Graduated Approach
- Establishing consistent expectations in respect of early identification and investment in SEN
- Supporting sustainable financial position in terms of a reduction in top up funding
- Helping parents and carers to understand expectations of the provision that schools can make

## What is the ambition for this workstream?

To set the standard for schools and services in Bury in respect of Inclusive, Quality-first Teaching including the systems supporting early identification and early intervention for children and young people with SEN.

## What will be different for children and young people with SEN?

- Access to improved and consistent standards of IQfT
- CYP's needs being identified and met at an earlier stage
- Fewer CYP unable to access full-time education
- A greater focus on hearing and acting on CYP's voice

## How will we know it has been successful?

- Fewer children and young people will be requiring SEN Support
- Fewer children and young people not in full-time education
- Fewer requests for EHC Assessment

# Graduated Approach

## Delivery

**Lead:** Cath Atherden

**Membership:** Bury – Lesley Harris, Suzanne Pendleton, Gareth Rennie, Ian Sutcliffe, Rachel Lyons

**Specialism:** School Improvement, Inclusion

### Progress so far

- Provided information to partners re co-production
- Established steering group for co-production with participation from Parent/Carers, CYP, Education, Health, Social Care and Third Sector services
- Task and Finish groups set up to plan content for each of five sections

### Focus going forward

- Co-development of Graduated Approach document
- Task and Finish groups and co-oproduction events (see Key Milestones)

### Key milestones

Q4 2021	Q1 2022	Q2 2022	Q3 2022	Q4 2022
<p>Senco network meetings aut1 to introduce the project and aut2 to plan content for the role of the Senco and to share good local practice</p> <p>Approach to document to be shared at SEND Transformation Meeting</p>	<p>Senco network meeting focus Social, Emotional and Mental Health</p> <p>Parent/carer co-production face-to-face event – tbc (w/c 7/1/22)</p> <p>Senco network meeting focus on Communication and Interaction (w/c 21/3/22)</p>	<p>WB 9 May 22</p> <p>Senco network meeting focus Cognition and Learning</p>	<p>WB 4 JUL 22</p> <p>Senco network meeting focus Sensory/Physical</p>	<p>Graduated Approach launch</p>

**Estimated savings/efficiencies:** could be identified through a reduction in SS+ or MF; any savings in relation to a reduction in spend on AP, in association with PX or FX (re EHC assessment apps or issue of EHC Plans TBC)

# Graduated Approach

## Inner workings

### Decisions to be made

- Who will sign off the document for Education, Health and Social Care as sections are completed?
- The relationship between the funding banding systems and EHC thresholds and the Graduated Approach document

### Collaboration

- SEND Peer Review project
- EBSA project
- Inclusion Health Check workstream
- Accreditation to local IQM standards
- Alignment of Early Help Locality Teams and primary Inclusion Partnerships

**Documentation:** Salford GR document (until draft version is starting to form); GA Steering Group/Senco network presentation

### Rhythms

- Inclusion service seniors' meeting weekly on Fridays 2-3pm;
- 4-weekly EPS steering group meetings
- Half termly Senco network meetings

### Potential barriers to change and what we'll do

- Funding and EHC thresholds could detract from the focus in respect of IQfT and EI/EI - to be discussed at SEND Transformation group on 25Nov21

# Technology and Data

# Technology and Data

## Overview

There is a lack of effective and consistent use of technology to support service delivery, PSV provides an opportunity to rewire how the SEND service uses technology to unlock potential sustainable improvements in service quality and performance.

### Strands:

- Develop effective and sustainable case management systems
- Develop effective tools and practice for information reporting, analysis and action
- Create coherent and effective ways to from information to flow between the service, families and partners
- Design and build the culture, systems and capabilities to make effective, sustainable use of data and technology

### Contribution to outcomes:

- Creating operational control over process and data quality to enable improved forecasting, commissioning and intervention
- Improving family and CYP experience of services through more professional, timely and accurate processes and by minimising potential for error and oversight, creating greater reliability and confidence in the process

## What is the ambition for this workstream?

Deliver a modern approach to technology systems and culture which supports the SEND service to deliver services effectively, efficiently and sustainably. Creating reliable case management and performance reporting which unlocks the full potential of the wider SEND system.

## What will be different for children and young people with SEN?

- Improved timeliness of requests, plans and reviews (and thereby access to support) owing to new systems designed to promote proactive action
- Improved quality of provision due to more effective data informing commissioning and quality reviews
- Improved communication owing to more consistent and effective use of technology to capture and share across families and professionals

## How will we know it has been successful?

- Updated case management system directly contributes to at least a 25% improvements in data quality, staff time efficiency savings and staff user satisfaction within 6 months of launch
- Staff and partners at all levels of seniority are able to make measurable strategic and tactical decisions with confidence based on improved performance reporting, analysis and action
- The new processes and relationships for maintaining business as usual are successfully continuing 12 months on from launch

# Technology and Data Delivery

**Lead:** Alex Leslie

**Membership:** Bury – Helen Smith (Corporate Performance); Kate Dowthwaite (EHCP team); Sheriff Ejiwunmi; Michael Hather (ICT); Julie Tisbury; EHCP Senior Caseworker (when hired), Liquid Logic lead – when appointed; Data Analyst – when appointed

**Expertise to deliver this work:** Sean Wyarr – SEN and Liquid Logic systems expert (Bristol, Surrey and Oxford councils)

**Specialisms:** systems thinking; technical architecture; agile product delivery and sustainability; experience building modern technology platforms in traditional operating environments

## Progress so far

- Mapped improvements to case management and performance reporting, drawing on national best practice
- Initiated regular collaboration between services on designing future plans
- Identified near term improvements to team processes to drive data quality

## Focus going forward

- Implement new performance reporting and analysis
- Establish a new technology governance group to provide joined up accountability and decision making
- Frame and make strategic decisions about systems approach to set direction for next two years of change work
- Identifying migration and improvement pathway for case data from legacy systems to central data source
- Agree design and plan for improved Liquid Logic casenotes

## Key milestones

### Q4 2021

Design and start new regular reporting processes and rhythms

Establish new governance group for technology

Frame and make key strategic decisions to set the medium term direction for change work

### Q1 2022

Review, refine and agree designs and plan for Liquid Logic Case Notes redesign

Implement data cleansing and migration plans, coordinated with statutory reporting obligations

Begin Liquid Logic Improvement work

### Q2 2022

Begin testing new designs for systems to communicate information across partners (inc email, portals and messaging)

Deliver first wave of Liquid Logic case notes improvements to live service

Scope improvements to Local Offer service directory

### Q3 2022

Deliver second wave of Liquid Logic Improvements

Launch autotated performance reporting and analysis for staff at all levels

### Q4 2022

Launch system wide processes for communicating information with families and partners

# Technology and Data

## Inner workings

### Decisions to be made

- How to integrate finance and performance data
- Sequencing the changes to case management, data systems and practice
- Approach to portals and information sharing with partners

### Collaboration

- Designing technology to enable best practice in line with SEN services and local ecosystem. Including aligning training and improvement releases with overall team health and capacity #P&P
- Ensuring continuity of team and that necessary roles and responsibilities align with functions required to run effective technology + systems #workforce
- Aligning strategic direction of service with decisions re system configuration and access levels within the system #S&F
- Ensuring data fields necessary to inform effective future provision planning are built into systems and processes are captured at source, effectively analysed + acted upon #futureprovision

### Documentation:

Technology Workstream Scope

### Rhythms

- Weekly workstream meeting on Monday morning with performance, IT, SEN service, Ameo reps
- Weekly Wednesday PSV program group to coordinate programme reporting activity
- Governance group to be established and frequency to be determined (no less than monthly, likely three weekly)

### Potential barriers to change and what we'll do

- Ongoing staff turnover in SEN team causes lack of continuity necessary to establish effective usage and knowledge of systems and process. Work with Workforce stream to mitigate.
- Strategy for technology systems potentially in tension with other decisions being made across childrens and corporate services (i.e. systems from different suppliers). Work with IT and service leads to get visibility on plans and build relationships.
- People underestimate the scale of cultural change required to enable strategic decision making and effective use of data. Work to demonstrate this in practice elsewhere..