



# 2024-2027 Hull SEND Joint Commissioning Strategy

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## Introduction

Welcome to our refreshed Joint Commissioning Strategy for special educational needs and disabilities (SEND) in Hull which describes our approach from 2024. This new strategy is different: it encourages a values-based approach to joint commissioning recognising the changing strategic landscape across health and care and our continued commitment to work with our children, young people and families when designing services. Its goal is to deliver the shared vision for SEND:

“We want all children and young people aged 0-25 with SEND to be healthy and happy, do well in education, make friends and build strong, lasting relationships within their local community. To develop independence, be safe, active and successful and have the confidence to achieve their aspirations.”

The introduction of an Integrated Care System (ICS) has built on existing partnerships between organisations that meet health and care needs across Humber and North Yorkshire to coordinate services and to plan in a way that improves population health and reduces inequalities. This partnership opportunity does not mean we will do everything together, but we will maintain a strong focus on delivering improvements for our children and young people in Hull with SEND and recognises the unique challenges they face.

The Code of Practice (COP) 2015 for SEND sets out the commissioning responsibilities across partners and the expectation that joint working and planning occurs, the aim of this strategy is to outline how we will continue to follow this code and our guiding values and principles for coproducing and commissioning services for our children and young people aged 0-25 years old with SEND.

As the public sector continues to experience financial challenge, a key objective of this strategy is to ensure that we use effective commissioning to make sure our services work well for our children and young people, provide positive impacts and value for money and are sustainable. We want to say thank you to the young people, parents and carers who have contributed their time and expertise on our journey together so far, we will continue to seek meaningful feedback to gain an understanding of how well these services are working, the impact and how we can improve lived experience.

By working together, we will be able to see the cumulative effect of the changes we put in place and this will allow us to measure the impact of our joint approach on the system and services that we commission. This is a key approach to managing risk through change.

For children, young people, families, and carers, having partners work together will help them to navigate an often-complex system of support. By aligning and understanding each other's worlds, we can support families holistically and ensure that every child can reach their full potential.

## Local context

The city of Hull covers approximately 28 square miles with a population of 259,100 people (JSNA 2021/2022).

In January 2023 there were 2,022 pupils with an Education, Health and Care (EHC) plan attending educational provision in the city (school census) almost 27% of these pupils had speech language communication needs as their identified primary need. Between January 2020 and January 2023, the city has seen a disproportionate level of growth in this area – 11% against 3% nationally.

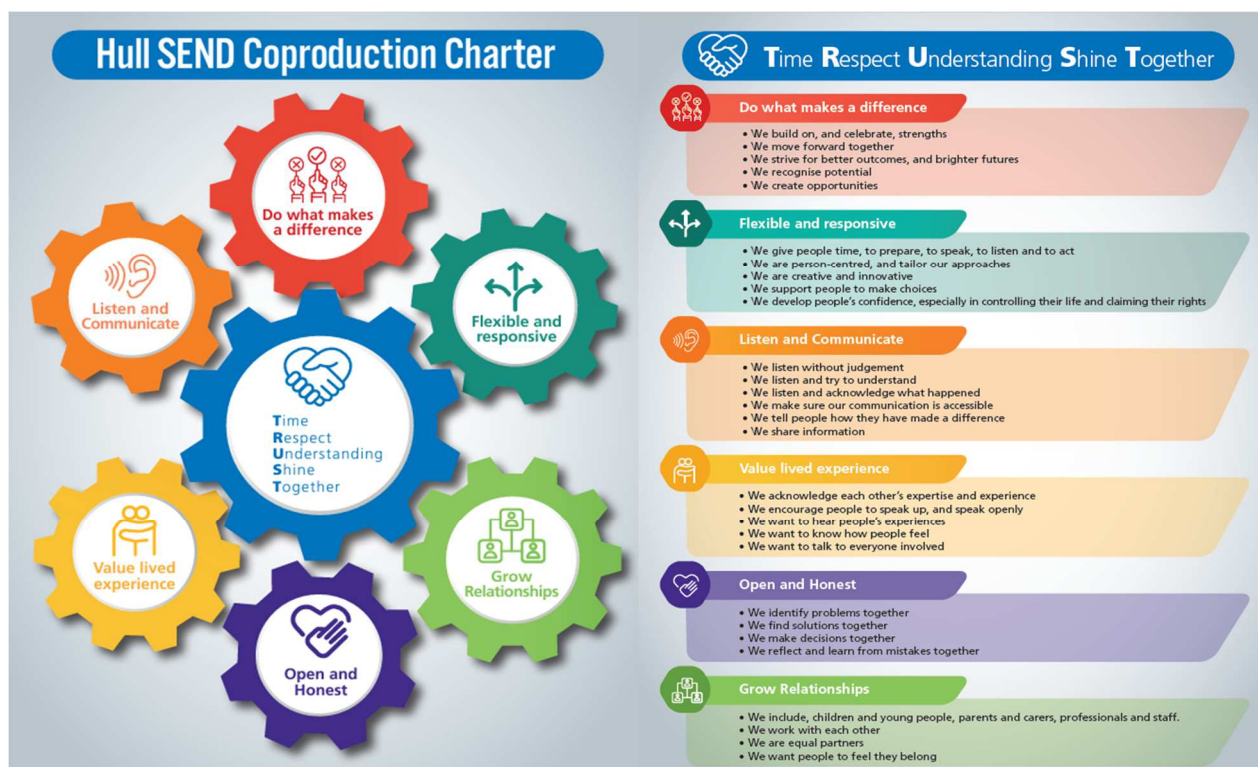
While this picture is replicated nationally post Covid 19 pandemic. Locally we see Education, Health and Care Needs Assessments continues to increase. Across the 2021 calendar year the city received a total of 567 requests and in 2022 – 648 requests. At the end of September 2023, the level of request had already exceeded the total for the 2022 calendar year.



## **Delivering better value**

The local area successfully applied for Delivering Better Value (DBV) grant funding. This investment of £1m will ensure that the ambitious programme of transformation which is described in the SEND Improvement Plan is successfully implemented, through dedicated project manager oversight and additional roles, including a SEND Commissioning Officer. This post will focus on the contract management of SEND outreach services and Alternative Provision. DBV funding also enabled the local authority to invest further into existing SEND outreach services so that pupils transitioning between phases of education are supported by outreach. The SEND Improvement Plan identifies the activity that DBV has enabled, for coherence.

## A values-based approach (Hull SEND Co-production Charter)



Our Hull SEND Co-Production Charter (see above) was co-produced with children, young people, families, carers, and practitioners. The charter demonstrates the values that we will follow to commit to meaningfully involve children, young people and families in the development and improvement of SEND services.

We aim to ensure children, young people and families are involved in decision-making, their views are listened to, taken seriously, and given due weight, with the intention that these views will influence outcomes or initiate change.

Holding these values at our core will:

- Enable and create meaningful collaboration and dialogue between practitioners and families.
- Build trusting relationships between practitioners and families.
- Provide flexible opportunities for families and their networks to get involved in ways that work for them.
- Create an environment where practitioners and families are comfortable to share their views and are willing to listen to each other, respect one another and determine solutions and make decisions together.

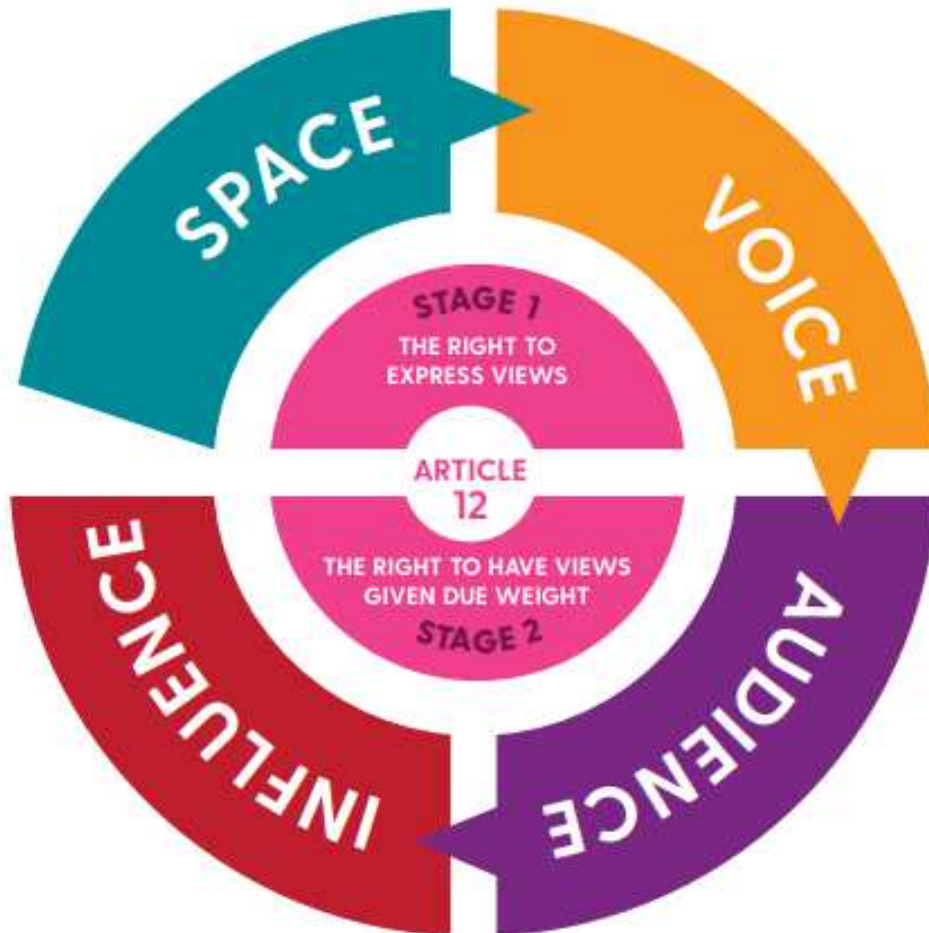
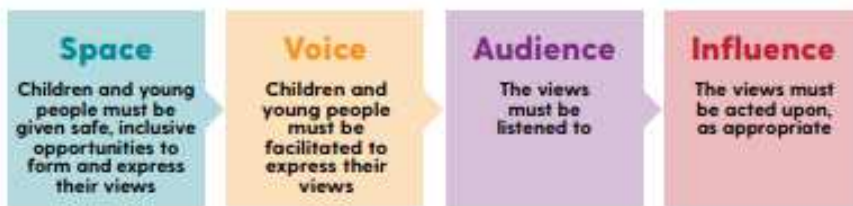
## **The Lundy Model of participation**

Our strategy will draw on the rights-based model of participation developed by Professor Laura Lundy that provides guidance on the steps to take to give children and young people a meaningful voice in decision making. While this model was developed in the context of supporting of children and young people, it is translatable across all ages and communities.

The model focuses on four distinct, albeit interrelated, elements to support practitioners to ensure children and young people are provided with safe and inclusive spaces for their views and ideas to be expressed, listened to and acted upon appropriately.

We will use multiple methods to ensure children, young people and families and carers participate in decision making, providing they are rights and values based and comply with Lundy's elements of space, voice, audience and influence and Hull's Co-production charter values.





**is  
commissioning?**

**What  
joint**

Commissioning is a way of understanding need, planning a response to meet this need and reviewing the effectiveness of action taken. It is often viewed as a cycle (you keep going around to drive improvement).

Joint commissioning is a whole system partnership approach to the planning and delivering of services. This approach to commissioning should be done at the strategic, service, or individual level and supports better outcomes by meeting the needs of our children, young people and their families in a more joined-up way.

Families benefit when services communicate well and work cohesively together. This ensures that children’s needs are usually identified early, and that provision is effective in meeting those needs. The effective working relationships between services are

productive, so they ensure that identified needs in the local area are appropriately prioritised.

Effective joint commissioning for SEND generates improvement, efficiencies and ensures value for money and enables partners to:

Desired outcomes	What this will look like
Agree local priorities – linking with and informing the Hull SEND Strategy.	Achieve a shared understanding of the current gaps or duplication in service provision, including areas that need to be developed to meet local needs.
Bring together a variety of commissioning and practitioner expertise all working to achieve common outcomes.	Speak to children and their families and other stakeholders with a single voice
Improve our ability to forecast and respond to the needs of the local area, so we can improve planning and commissioning of our local SEND services.	Ensure that the resources and funding are available within the area can make the most difference.
Have joined or aligned contractual and performance processes for all commissioned services to ensure better outcomes and the inclusiveness of SEND services.	Have a shared understanding of the range and effectiveness of current service provision across public, private and voluntary/community sectors.

## Our joint commissioning arrangements and governance

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.

### Joint Commissioning (complex needs) Panel

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

### Fair Access Panel

Allocation of school and alternative provision places for 'hard to place'

### Joint Working Forum (Adult Continuing Healthcare)



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learners and those who have been permanently excluded.

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

Early Years Funding Panel

Additional funding for children in Early Years.

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.

Transitions Operational group

Review of pathways for individual young people.

The Disability Short Breaks and Children's Continuing Care Panel

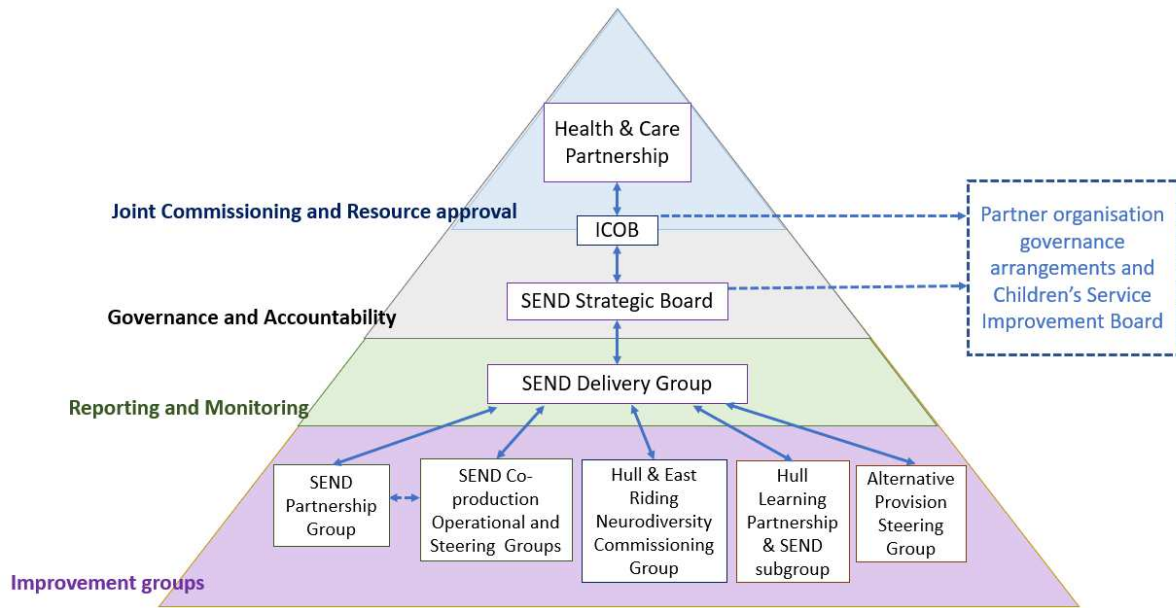
Decision making in respect of support packages for children and young people who are eligible for Children's Continuing Care.

Quality & Risk Panel (Adult Continuing Healthcare)

All care and support arrangements commissioned via Adult Social Care over £1200.

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 City council Children, Young People and Families Service Improvement Board.

The SEND Strategic Board will link across to the Joint Commissioning Forum to take forward formal commissioning decision-making.



### How we agreed our joint commissioning priorities

Our commissioning priorities are designed to deliver the six strategic priorities that were established through continued coproduction and the 2023 Ofsted SEND Local Area Inspection. These also underpin our self-evaluation and SEND Improvement Plan. Drawing on evidence from a wide range of sources, the self-evaluation exercise afforded an opportunity to revisit our strategic priorities, to consider where progress had been made towards their delivery but also to recognise the impact of the pandemic and what additional strategic actions need to be taken across the partnership. The table below illustrates what we want to achieve and what is required to make this happen.

Commissioning priority	What do we want to achieve?	What is needed to make this happen?
<p>1. To work towards having clear and open lines of communication that support a collaborative and partnership approach to the delivery of services that offer greater choice and control.</p>	<p>Map out the front door and the neurodiversity proof of concept and ensure information on services are transparent and clear on the Hull SEND Local Offer website.</p>	<p>Identify what support is offered pre and post diagnosis. This information will be collated to produce a new SEND directory and all information can be used in the planned update to the Hull SEND Local Offer website.</p> <p>Clear transparent information available on the local offer within a wider directory of SEND Services.</p>

<p>2. To have improved links and partnership working where we develop and plan services together.</p>	<p>Embed the values of the coproduction charter across the SEND system, creating opportunities for meaningful engagement.</p> <p>Implement a coordinated multi-disciplinary Local Area Partnership (LAP) workforce development approach, ensuring consistency of practice and accountability across all local area partners.</p>	<p>To work with partners and parents to develop a SEND integrated hub within the newly acquired Lil Bilocca House for the Leisure and Family Support Service (LAFSS).</p> <p>Meaningful involvement of parents and young people in SEND commissioning decisions.</p> <p>Partner wide training on measuring impact and a mechanism of communication with parents and stakeholders.</p> <p>Map out the send training offer across the partnership to identify shared training opportunities and future efficiencies to promote understanding language and access for SEND children and young people.</p> <p>Develop a strategic approach to harnessing lived experience with an ethos "nothing about us, without us."</p>
<p>3. To identify need early so that the right support can be put in at the right time</p>	<p>Strengthen the Graduated Approach to SEND, identifying and meeting needs early within inclusive school cultures.</p> <p>Ensure all children have timely access to specialist provision when this is their assessed need.</p>	<p>Implement a partnership wide training offer so that progressive provision levels and quality first teaching are understood.</p> <p>Utilising the 'ATTEND' Framework and the Attendance Toolkit, promote a person-centred, graduated approach to Emotionally Based School Avoidance (EBSA).</p> <p>Create a SEND support services virtual platform for schools and Academy's to access inclusion tools, strategies and training Continuing Professional Development (CPD) materials at a universal and targeted and specialist level, to support the graduated approach. Review all SEND support service documentation to ensure consistency and alignment of language.</p> <p>Revisit and refresh Whole School SEND review process so that good practice in relation to the graduated approach is identified and shared, promoting greater consistency.</p>

	<p>Increase short break provision for children with disabilities in residential and fostering, including emergency provision.</p> <p>Embed the Improved LAFSS delivery model and Occupational Therapy (OT) service to meet rising demand for services.</p> <p>Reduce wait times across NHS therapeutic and diagnostic services</p>	<p>In collaboration with the Learning Partnership, further develop the network of resource bases and enhanced mainstream provisions across the city.</p> <p>Increase the capacity within the special school estate, mitigating impact of the SLD free school delay.</p> <p>Construct a new exemplary home for overnight short breaks, and a two-bed home for longer-term needs.</p> <p>Increase Occupational Therapy (OT) capacity and develop new pathways.</p> <p>Enhance the LAFSS service delivery to meet the varied and rising needs of children across the city. Ensure that commissioning activity enhances the support available for those with high care needs or those on the edge of care.</p> <p>Reduce Attention Deficit Hyperactivity Disorder (ADHD) and Autism Spectrum Condition (ASC) assessment waiting times in line with the recovery trajectory, ensuring that demand is monitored, and capacity created. Share the recovery plan with stakeholders.</p> <p>Reduce both waiting times for Speech and Language Therapy (SaLT) and the quality of the wait with particular focus on children under 5 years old.</p>
<p>4. To have improved 'measurable' quality assurance arrangements that hold all partners to account in relation to their duties under the Children &amp; Families, SEND Regulations and</p>	<p>Ensure a robust quality assurance framework lifts the quality of EHCPs to a consistently high standard and captures the voice of CYPF</p>	<p>Strengthen and expand the Invision 360 audit team, ensuring outcomes drive improvement.</p> <p>Introduce a programme of multi agency SEND reviews.</p> <p>Develop a role for independence for parents within the quality assurance activity to ensure the voice of the family and young person is heard.</p> <p>Improve 20 week timeline for new EHCPs from 28% to 50% annually by SEND January 2024 data collection.</p>

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<p>SEND Code of Practice</p>		<p>Improve the quality and depth of contributions from health and social care partners so that EHC plans have a clear child and young person focus and any outcomes are specific to the individual.</p>
<p>5. To deliver sustainable services that are value for money and ensure we have can continue to deliver good quality services that make a difference to our children, young people, and their families.</p>	<p>Remodel SEND outreach services so that all pupils have access to specialist support within a clearly defined graduated approach, preventing escalation of need.</p> <p>Reducing the need for EHCPs through the consistent application of high-quality teaching and SEND support.</p>	<p>Through a remodelling of the SEND outreach service offer, fill gaps in specialist support for Social, Emotional, Mental Health Needs (SEMH), Speech, Language and Communication Needs (SLCN) needs and introduce Key Performance Indicators (KPIs) to quality assure impact.</p> <p>To develop a commissioning framework to reduce the need for spot commissioning ready for implementation.</p> <p>Develop and introduce a transitions panel and protocol which provides additional funding and/or specialist support for pupils transitioning from Early Years to year R and year 6 to year 7 who do not have EHC plans.</p> <p>Through implementation of the banding review and progressive provision documentation, ensure that there is a shared understanding of QFT expectations and thresholds for assessment.</p>
<p>6. To have improved transition experiences for our children, young people which support and enable them to reach their full potential.</p>	<p>Ensuring that the transition process begins early and includes those who do not meet the threshold for high needs and complex care.</p> <p>Increase the employment and training opportunities for SEND learners.</p>	<p>Map current transition pathways across all partners to identify gaps. To develop a joint Health, Education and Social Care Preparing for Adulthood strategy.</p> <p>Within children disabilities team, improve transition to adulthood through mental capacity assessments and best interest meetings, court of protection and Deprivation of Liberty Safeguards (DOLL).</p> <p>Children's services ensuring that Adult Social Care (ASC) are aware that referral process happens at age 14 where they believe a social care need is present and ASC are able to respond in a timely manner.</p>

		<p>Enhancing data capture and processes to ensure accurate and comprehensive information about employment outcomes for individuals with SEND.</p> <p>Strengthening our working relationships with young people, education providers, health and social care services, and businesses to ensure partnership readiness.</p> <p>Provide continued professional development (CPD) opportunities professionals to raise awareness of Supported Internships and SEND.</p> <p>Develop the Supported Internships offer and support providers to raise the quality of the programmes available.</p>
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**A final word from our children about the difference co-production and working together in equal partnership makes.**

My voice is heard, and my opinions mean something.

I want to help professionals to help me, by advising them as someone with personal experience of the health and social care systems.



If you involve young people in strategic decision making you make much, much better decisions because what you are making decision about is their lives not your own.

It shows that my opinions matter, when sometimes I feel like they don't.