

# Bedford Borough Education, Health & Care Plan Transition

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# The context

Small Unitary Authority – established 2009

We have about 825 plans / statements

- We predict 1520 by 2025.

Currently 28 children aged 0 to 4 have a statement

- We expect 294 children in this age group to require an EHC plan.

We expect an increase of 246 post 16 request over the coming years

# Bedford's Ethos



Person centred



Outcome focused



Co-produced



Extending choice and control



Cross-agency co-operation  
(duty to co-operate)



Joint commissioning

# Transition Plan

Complicated picture in Bedford Borough, lower, middle, upper & primary and secondary

Based on Transition Guidance

All pupils converted before changing schools

Detailed pupil specific plan for when conversions will take place

<https://sendguide.bedford.gov.uk/educationsend.aspx>

## Conversion Transition Plan

- A Family Conversation – SEND Officers
- School or professional gather child/YP advice



In 9 out of 10 cases there will be no need for reassessment

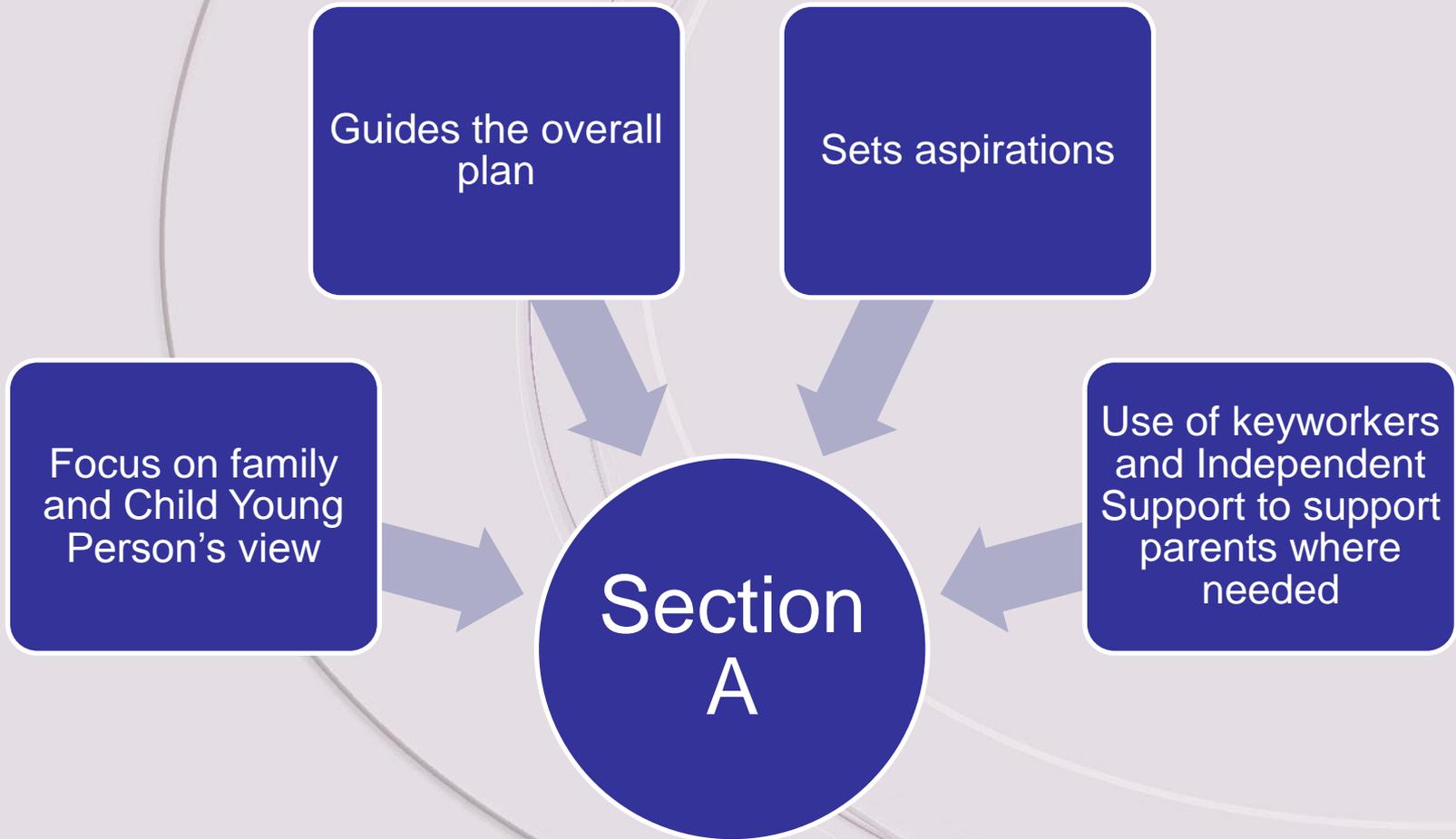
- If current advice recent and up to date



Multiagency meeting in place of the annual review

- Ideally all professionals involved in child/young person's support will attend

# The Family Conversation – SEND Team



# What has gone well?

## Small Borough

- Take a non adversarial approach
- One directorate
- Using SEND grant to support the SEND team and conversion process

## Clear governance

- Co production
- Solution focussed
- Monthly meetings with the Director and Lead member with key indicators
- 6 Monthly reviews at HWBB
- Termly meetings with PCF and mayor

## Clear process :

- Family conversations
- Increased the level of participation of parents and young people at reviews
- Multi-agency meetings

## Quality vs Quantity

- Particular issues around Early Years and Post 16
- Quality of advice

## Schools & colleges understanding of the process

- Heavily supported by SEND Team in Year 1

## Urban myths!

- Practitioners unaware that process/pathway is open to challenge/improvement
- Using out of date advice

## Multi-agency meetings

- Clinical staff capacity to attend

# Target State 2018

**1:**  
Understand  
where we  
are today  
Joint  
Strategic  
Needs  
Assessment

**3: Education Health and Care Plans**

**4: The Local Offer**

**5: Joint Commissioning and Personal Budgets**

**6: Keyworking & Independent Support**

**7: Preparing for Adulthood**

**8: Workforce Development**

**2:**  
Where do  
we want  
to be?  
Target  
State 2018

YOUR PLAN



REALITY



# Target State 2018 – Education, Health & Care Plans

## We will have :

- All plans will be converted to EHC plans
- All new plans issued within the new 20 week timescale
- Relevant professionals will participate in the process.

**EHC plans will be co-produced and young people and families should feel a sense of ownership. They will be clear, transparent, jargon free and meaningful. They will pass the “granny test.”**

## We will have an effective and value-added quality assurance process:

- We will

Review and record the achievement of outcomes

Have a feedback and moderation process for the continuous improvement of EHCPs.

Have a process for the moderation of advice, inputs, outputs and all key meetings

Track exception rates and KPIs such as missed deadlines, missed outcomes, appeals and tribunals

Endeavour to communicate with families, children and young people including hard to reach groups

**All of this will be supported by the appropriate technology platforms to enable effective and efficient working.**

# What does this mean for:

## People

- We will have ongoing workforce development plans to support staff in new ways of working
- Job descriptions and appraisals will reflect new requirements
- We will issue toolkits and best practise guidance for all staff

## Processes

- We will review the governance process for EHC plans (including panels) to ensure it supports the new approach
- We will implement an IT solution that properly supports the EHC plan process
- We will create the metrics and quality assurance tools to monitor the process

## Money

- Commissioning contracts will need to be changed to ensure all agencies participate in the process
- We will jointly commission a co-ordinator role
- We will put aside money to support staff development

# Where to go next / what is there still to do?



# Some challenges we've identified...

Young people and families must feel ownership for their lives and what happens to them. Things cannot be done "to" them.

Panels and policies must be changed to reflect the new ways of working.

Helping staff understand and promote new ways of working is key.

There is no new money in the system and more cuts are in the pipeline. Innovation and more early intervention are the only way forward.

Commissioning contracts must be changed so financial motives are in line with the new ways of working.

Listening to families is central to this approach. We must have the support of families to make this work.

There are some glaring holes in local provision that we will need to address (e.g. post 16 education) but we don't try and do everything locally.

Senior management must break down silos within organisations as well as be willing to work with other organisations.

# Our Guiding Principles

<b>Valued Uniqueness</b>	The uniqueness of children, young people and families is valued and provided for.
<b>Planning Partnerships</b>	An integrated assessment, planning and review process is provided in partnership with children, young people and families.
<b>Key Working</b>	Service delivery is holistic, co-ordinated, seamless and supported by key working
<b>Birth to Adulthood</b>	Continuity of care is maintained through different stages of a child's life and through preparation for adulthood.
<b>Learning &amp; Development</b>	Children and young people's learning and development is monitored and promoted.
<b>Informed Choices</b>	Children, young people and families are able to make informed choices.
<b>Ordinary Lives</b>	Children, young people and families are able to live 'ordinary lives'.
<b>Participation</b>	Children, young people and families are involved in shaping, developing and evaluating the services they use
<b>Working Together</b>	Multi-agency working practices and systems are integrated.
<b>Workforce Development</b>	Children, young people and families can be confident the people working with them have appropriate training, skills, knowledge and experience.

# Any Questions...?

