

18-01-24 Short Breaks Graduate Response Meeting

Attendance:

- a. Jackie Lown (Head of Children and Young People, Specialist Services),
- b. Jonathon Connell (Interim Children's Commissioning and Quality Monitoring Manager),
- c. [re-dacted]
- d. [re-dacted]
- e. Detty Tyler (East Riding Voluntary Action Services Co-ordinator),
- f. Rob McInroy (Principal Business Transformation and Improvement Officer),
- g. Kat Taylor (Senior Business Transformation and Improvement Officer) and
- h. Kim Smith (Business Transformation and Improvement Assistant).

Apologies:

- a. Ellie Gray (SEND Strategic Manager) and
- b. Lesley Gilson (Interim Specialist Services and Inclusive Education Manager).

Workshop Minutes:

1. Introduction

On 25th October 2017 a workshop took place to discuss short breaks and residential provision to enhance the current provision and identify any gaps. A wider approach to SEND was discussed and it was agreed a graduated response for those with SEND was needed, embedding the five principles agreed in the workshop. The purpose of this meeting is to provide an update on the work that had been undertaken and agree an action plan to take the work forward.

2. Action Plan Update

RM updated the attendees on the work that had been undertaken since the workshop. There were two main forms of information being gathered: data and provision.

a. Data was in the process of being gathered. The data would include looking at the current and future cohort and their needs, the provision they are accessing, the provision they would like to access and any gaps in provision this leads to. The aim is to establish a traditional cycle for commissioning to make the provision sustainable.
b. The existing provision available and information with regards to special schools has been gathered to discuss within today's meeting.
c. JL asked that Jane Henderson, the new 0 – 25 SEND Manager, be invited to future meetings.

3. Residential Provision

KS provided an overview of research conducted in three areas: residential special schools, summary of provision and registration.

a. Residential Special Schools Research

- i. East Riding has two special schools with a residence, allowing them to be used by social care to provide short breaks.
- ii. JL had requested three residential special schools were researched in more detail:
 - Woodlands Academy, North Yorkshire

<ul style="list-style-type: none"> • Welburn Hall, North Yorkshire • Hollybank Trust, West Yorkshire <p>iii. Two of these schools were not used for short break purposes, with Hollybank Trust being the only to offer short breaks onsite. This had a registered children's home on site to provide both longer-term and short break overnight care.</p>
<p>b. Summary of Residential Special School Provision</p> <p>i. KS provided a summary of eight residential special schools, discussing different aspects, including whether they were registered as a residential special school or a children's home. Some discussion took place surrounding how the needs of the child are classed as educational or care needs. Developmental life skills is a grey area as to whether they meet education needs or social care needs. The need for residence for educational reasons is decreasing.</p>
<p>c. Registration Information</p> <p>i. KS discussed the use of holiday schemes and residential holiday schemes being used within the special schools to provide short breaks after a discussion at the previous workshop where EYPCF had stated parents were particularly interested in short breaks before and after school and during school holidays.</p> <p>ii. There are restrictions using residential holiday schemes. There are limits of up to 56 days in a 12 month period and would have to be for the specific purpose of a holiday, recreational, sporting, cultural or educational purposes. These were mainly accessed through direct payments or personal budgets.</p> <p>iii. However, if it was just for pupils already attending the school, and was run as holiday provision the school would not have to register as a holiday scheme. If the school leases the premises to another provider, e.g. social care to use as a holiday scheme the scheme would have to register.</p> <p>iv. [re-dacted] talked about the popularity of previous holiday schemes she had been involved in, working in conjunction with existing school staff and social workers. She also advised the large scale organisation and coordination required for these schemes should be taken into consideration.</p> <p>v. JL asked RM and KS to attend a meeting with the three Heads of the Special Schools to discuss these options.</p>

4. Short Breaks

Process maps of the previous sessions best practice examples were distributed and a summary of universal and SEND specialist provision was discussed.

<p>a. Short Break Process Maps</p> <p>i. Using Existing Provision for Short Breaks</p> <ul style="list-style-type: none"> i. The use of universal and targeted provision, existing Council teams, Leisure Centres and Children's Centres was discussed. ii. JL stated that Children's Centres would be well placed to offer specialist support and short breaks. Training needs would have to be considered. JC to discuss further. iii. The idea of a Local Offer Chartermark was discussed. This would need to link with ERVAS's Fit-for-Purpose certification, the Healthy Schools accreditation, Early Years Portage Stamp of Approval and the Sports, Play and Arts work (Tracey Topliss). Options need to be explored. <p>ii. Buddying</p> <ul style="list-style-type: none"> i. KS talked through the buddying process map and the possibilities of using them within short breaks. ii. DT has standards in place with 'Fit-for-Purpose', e.g. safeguarding, but these would need to be put in place for buddies. iii. DT stated ERVAS would not be able to manage a buddy scheme but suggested commissioning broadly and going out to tender, as it needs to be clear who is the

<p>accountable body DT to provide information about their previous buddy schemes.</p> <p>iii. SEND Foster Carers</p> <p>i. A discussion about the differences between Local Authorities websites when recruiting foster carers, and the level of detail advertised. KS to liaise with Joanne Hiscocks to update on Local Authority research to support the recruitment of SEND foster carers.</p> <p>ii. [re-dacted] discussed childminders being an underused resource when looking at short break foster carers. KS to consider how childminders could be used to provide additional support.</p> <p>iv. Short Breaks to Develop Independence</p> <p>i. A discussion was had around the use of voluntary organisations and how they can provide assistance in using short breaks to develop independence. DT and RM to hold a forum with the organisations by the end of March.</p> <p>ii. Travel training was discussed to be raised with the special schools and colleges, possibly with the use of buddies. The positioning of public transport had previously hindered the moving forward of travel training. How and when a child is ready to start travel training needs to be taken into consideration, and ensure all relevant parties are involved in the discussions, possibly involving the child's existing transport provider.</p> <p>iii. Short breaks in order to develop independence skills should form part of the EHC plan. This would need to be updated via annual reviews, particularly when looking at preparing for adulthood. How this is incorporated into the EHC planning process needs to be explored</p> <p>v. Special Schools</p> <p>i. JL informed the group that St Anne's would be going through a rebuild in a few years time and are currently at the design stage.</p> <p>ii. There are discussions around hosting long-term provision on site, particularly for those children and young people currently out of county. The work is still in the early stages and needs backing from Finance and an agreement with the schools.</p> <p>iii. JL to keep the group informed of discussions.</p>
<p>b. Consultation</p> <p>i. Consultation with children, young people and their parents is key. [re-dacted] reported that a consultation had taken place with Jane Collinson, but this was not yet finalised. The responses received were not thorough enough to decide the outcomes of what would like to be accessed as part of the short breaks offer. [re-dacted] to share results with the Business Transformation team for initial analysis.</p> <p>ii. LG is looking at previous evaluations to see what information has been collated. KS to liaise with LG.</p> <p>iii. [re-dacted] advised of a parent/carer forum in April that could be used to form the basis of a further consultation. It was agreed that two focus groups are established, completed in March/April to begin co-constructing the short breaks provision that parents/carers want. The sessions will begin with the previously agreed definition of a short break and will tailor this if required. There will be two separate sessions, to be run by the Business Transformation team, focusing on universal and specialist provision.</p>

5. Next Steps from the Meeting

RM provided a summary of actions to be discussed for the next meeting, to be held in the second or third week of April.

	ACTION	BY
I	<p>Data mapping</p> <p>Mapping of:</p> <ul style="list-style-type: none"> – budgets and expenditure – cohort needs and services received – market place – provision and gaps <p>Working group (Jonathan Fisher, Jonathan Connell, Rob McInroy) has been</p>	

	established to pull this information together	RM
2	Short break provision Explore the potential for the special schools to be involved in short break/holiday club provision. JL to raise at the next special schools meeting. KS and RM to attend.	JL/RM/KS
3	Children's Centres Consider whether there are training options which would assist Children's Centres to play a more active role in targeted and specialist short break provision	JC
4	Evaluations KS to liaise with Lesley Gilson to check what previous evaluation information has been collated	KS
5	Consultation on short breaks 1. [re-dacted] and [re-dacted] will share with RM the data from the survey undertaken last year 2. Focus groups will be established in March/April to co-construct what sort of short breaks provision needs to be established. The sessions will begin with the previously agreed definition of a short break and will tailor this if required. There will be two separate sessions, to be run by the Business Transformation team, focusing on universal and specialist provision 3. RM to liaise with [re-dacted] in the first instance to plan the sessions	<small>Redacte</small> RM RM
6	Chartermark for Universal provision Explore options for developing a chartermark for voluntary organisations offering universal provision to demonstrate their awareness of SEND issues. This needs to link with: <ul style="list-style-type: none"> - ERVAS Fit-for-Purpose certification (DS) - Early Years Portage Stamp of Approval (JC) - Sport, Arts and Play work (Tracey Topliss) - Healthy Schools KS to liaise with officers to pull together data DT to provide KS with a list of universal providers ERVAS are aware of	KS DT
7	Foster Carers for SEND KS to liaise with Joanne Hiscocks to update on work to support foster carers in working with children with SEND. KS to consider how childminders might be called on to provide additional support	KS KS
8	Short breaks to develop independence 1. Forum of voluntary organisations to focus on how they can provide assistance in developing short break activities to develop independence. Aim to hold forum by end of March 2. Discuss potential for special schools to develop travel training options. To be raised at special schools meeting 3. Consider travel training possibilities with colleges 4. Consider the role of EHC plans and the annual review process in identifying need for short breaks 5. KS to research the DfE update on life skills	DT/RM JL KT JC KS
9	Buddy scheme KS to research how buddying schemes work and what opportunities exist. DT can assist, based on her experience with ERVAS	KS/DT
10	Special Schools JL to update on the status of St Anne's re-build at the next meeting. KS to check for DfE update on life skills and whether this is considered an education or social care need.	JL KS