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**MINUTES OF MEETING**

**SEND Partnership Assurance and Improvement Group (PAIG)**

**Date: Tuesday 19 November 2024**

**Time:**  **1:00pm- 3:00pm**

**Location:** **Microsoft Teams**

**Co-chairs: Peter McConnochie / Nicola Ryan**

**Present:**

| **Name** | **Role** | **Organisation** |  |
| --- | --- | --- | --- |
| Peter McConnochie | Service Director, Education, Learning and Inclusion | Nottinghamshire County Council (NCC) | PM |
| Nicola Ryan | Deputy Chief Nurse | Nottingham and Nottinghamshire Integrated Care Board (NNICB) | NR |
| Laura Redfern | Parent / carer | Nottinghamshire Parent Carer Forum (NPCF) | LR |
| Mark Dale | Principal and Chief Executive | Portland College and Pollyteach School | MD |
| David Phillips | Head Teacher | Chilwell School | DP |
| Adrian O’Malley | Director of Education | R.E.A.L. Education Ltd | AOM |
| Jamie Hutchinson | Head Teacher | Foxwood Academy | JH |
| Michelle Sherlock | Designated Clinical Officer | NNICB | MS |
| Andrew Board | Head Teacher | Carnarvon Primary School | AB |
| Orlaith Green | Group Manager, Psychology, and Inclusion Services | NCC | OG |
| Damian Murphy-Clarke | Parent / Carer | NPCF | DMC |
| Chris Jones | SEND Strategic Lead | NCC | CJ |
| Sarah Beatty | SEND Improvement Programme Business Administrator | NCC | SB |
| Claire Sampson | Head of Integrated Children’s Disability Services | NCC | CS |
| Helen Bray | Director of SEND | East Midlands Education Trust | HB |
| Diane Blood | Parent / carer | NPCF | DB |
| Catherine Connolly | Manager | SENDIASS (ASK US) | CC |
| Laura Churm | Divisional Nurse Children and Neonates | Doncaster and Bassetlaw Teaching Hospitals NHS Foundation Trust | LC |
| Simon Frampton | Head of Quality, Performance & Insights System Analytics, and Intelligence Unit (SAIU) | NNICB | SF |
| Sophie Eadsforth | Head of Looked After Children, Leaving Care & Fostering Services | NCC | SE |
| Stephanie Astil | Headteacher | High Oakham School | SA |
| Joesph Sullivan | Care Group Director | Nottinghamshire Healthcare NHS Foundation Trust | JS |
| Lisa Nixon | Safeguarding Lead (& Named Nurse for Safeguarding Children and Young People) | Sherwood Forest Hospitals NHS Foundation Trust | LN |
| Jenny Smith | Strength-based Practice Lead | Nottinghamshire County Council (NCC) | JS |
| George Thomas | Childrens Senior Analyst | NNICB | GT |
| Marian Cullen | SEND Consultant | Consultant | MC |

**Apologies:**

| **Name** | **Role** | **Organisation** |  |
| --- | --- | --- | --- |
| Maxine Bunn | System Delivery Director | NNICB | MB |
| Margaret Lane | Head of Additional Learning Support and Designated Safeguarding Officer | Nottingham College | ML |
| Sue Batty | Service Director, Adult Social Care and Health | NCC | SB1 |

| **No** | **ITEM** |
| --- | --- |
|  | 1. **Welcome and introductions.** 2. **Minutes**   The Minutes were agreed as an accurate copy.   1. **Action log**  * Action 23 - Covered on today’s agenda -Complete. * Acton 26 - Complete * Action 27- JS to take on and to link in with DMC. * Action 32 - Remains ongoing. * Action 34 - Covered on today’s agenda -Complete. * Action 36 - Covered on today’s agenda -Complete. * Action 35 - Covered on today’s agenda -Complete. * Action 37 - A future update to be shared to PAIG.   **ACTION:**   1. **The report outlining the work that has taken place on Part- time timetables to be shared with PAIG members.** 2. **JS to discuss with the NPCF the next steps for the parent carer survey.** 3. **Risk Log.**   PM gave an update on the staffing and resource challenges. CS had spoken previously around reshaping the statutory SEND services which will need to meet the financial envelope available. Work to secure this funding is underway. In reshaping the service we will ensure to be having conversations around the partnership.  **ACTION:**   1. **MS to discuss the risk register with the SEND Improvement outcome leads to ensure the risk register up to date.** |
|  | **Voice of Young person**  Helen Bray shared a presentation written by a young person ‘Sam’.  ‘Sam’ is not able to attend all his lessons and he has written this emphasise that this is what it feels like every day to be a young person in school with the pressure to confirm and the pressure just to cope.  HB advised that sharing this made ‘Sam’ very emotional and happy that his voice was being heard. ‘Sam’ explained that coping is not a positive and he should not have to cope, the system should change.   * PM requested that we pass our thanks on to ‘Sam’ and that he shouldn’t have to cope as that is not good enough and this links back to the outcomes, doing well and thriving. * OG advised that that the statement ‘the town can change, and the town can talk without shouting.’ felt very powerful and felt that represented the change we can make to the environment. OG advised that she liked the imagery at the end of the presentation and felt that the colours change to more hopeful colours, and this was very powerful that ‘Sam’ can see the potential to change. * CS suggested that the group needs to think of a way we can thank children for their stories, ensuring they receive feedback on how their contributions have made a difference. * PM advised we can send a thank you letter to also include a card to explain what we are doing as a partnership to ensure he does not have to just cope.   **ACTION:**   1. **CJ and MS to draft a thank you letter for children’s lived experience from NR and PM.** |
|  | **Listening to the Local Partnership**  **DBTH SEND 15 Steps**  Laura Churm presented this item.  LC advised that through her work with the Children and Young People’s Alliance in South Yorkshire the key points of takeaway were how we can learn together and work together to be more efficient. They have put together short presentations of learning ‘T-moment training’ These are 10 min presentations which ensure a wide group of people can be reached. Another piece of work found effective have been step it up posters which detail simple actions that can be taken. LC advised that another piece of work that has taken place is a 15-step challenge. This was inspired by a carer explaining that within 15 steps she knows whether she will be well cared for. The 15-step challenge has been trialled with different SEND needs across the trust. Examples which have been picked up during the 15step challenge are:   * Access to therapies by walking through echoing gym- there is now a different walkway. * Shelves and pictures on walls were distracting.   LC advised that t’s the small things that make a big difference, things that do not necessarily need money to make right.  **Opened to questions.**  ***PM****- I really like the concept of 10-minute training, the 15 steps is a practical way of making some meaningful changes for young people and families.*  ***CJ*** *- Something to consider / action for other services / settings?*  ***OG-*** *can we / are we already planning to include this as an example in the next SEND newsletter?*  ***MS****- Thank you Laura, great to hear about embedding the learning into practice improving experiences for children and young people also relates to what we heard earlier from 'Sam’.*   * It was questioned if the 15 steps is something that can be used in the wider partnership. * DB advised this could be done as a parent within schools. * SA advised that it is around using the information we already have, Pupil passports can be used across sectors.   ***CS*** *Laura could you come to one of our new SEND Improvement and Inclusion Update sessions that we are in the process of launching - I will be in touch.*  ***PM*** *If Laura can share the presentation with Sarah we can share with all members.*  ***HB*** *It fits in brilliantly with the 'mapping the landscape' resources all of our EMET schools use.*  **ACTION:**   1. **SB to share SEND 15 Steps presentation to all members.** |
|  | **SEND Demographics of Children and Young people in Nottinghamshire**  SF presented the item. SF requested what more information the PAIG feels is needed and the reasons for this.  **Opened to questions.**  ***PM*** *have people managed to get access to the dashboard? We will want to focus on populating and oversight of the PAIG dataset.*  ***The link to the dashboard was added to the chat and members were asked to email*** [***simon.frampton@nhs.net***](mailto:simon.frampton@nhs.net) ***with any issues.***   * MD advised that his 3 picks would be mental health services, S&L and Neurodiversity pathways and to see what is possible with the data in these areas. SF advised that there is already data relating to these areas on the dashboard.   ***CC****-I think it would be helpful to track individual schools on student's attendance, exclusions, and how many EHC Plan applications have been received. I think this may identify where some school's aren't meeting SEN need, and hopefully support could be offered to them to help them improve.****PM Replied*** *I think we need this in the dashboard at* county, district, and school level.   * CJ advised that the focus should be on the 6 outcomes. One of these is ‘healthy’ which MD points would fit under.   ***PM*** *- PAIG dataset needs to be the priority to build up our collective understanding of the experiences and outcomes for our CYP to drive our collective focus on areas that we can make the biggest difference.*   * OG questioned if we can we summarise up. Creating a high level summary to be accessible to all schools and parents and carers. SF advised that we need to have the right sharing agreements for this. |
|  | **Annual Delivery Plan Workshop**  It is proposed to hold a workshop in the New Year to consider:   1. The effectiveness of the PAIG one year on and future developments 2. The annual delivery plan for 2025-2026 including how impact will be measured.   The workshop (one day or 2½ days) will be led by the SEND Consultants**.**  *PM- Would PAIG members be supportive of this approach to hold a workshop?*  *SA, DB, LN, MC, DP, SF, AB, JS, MS, JS2, HB, OG all agreed.*  **Actions:**   1. **CJ / CS to put a proposal of a workshop together.** 2. **SB to look at dates for a workshop.** |
|  | **Support required for Schools.**  **JH** presented the first part of the agenda item. There were several follow up questions:  ***AOM****- There is also the question of how new special schools will be staffed?  From where will the staff be found?  Out of mainstream/current providers? Will this make the system worse?*  ***PM*** *agree Adrian but we also need to be mindful this is not just the LA but also MATS and an opportunity to attract staff from wider than just Notts (as well as Notts).*  ***HB****- James Hutchinson I completely agree. Supporting schools in this is the main part of our strategic plan for SEND this year - funding it is our schools issue.*  ***CC-*** *I thought that was very good and representative of what we see at SENDIASS.*  ***PM****- St Giles opened up to local schools to show classrooms and share curriculum and it was really powerful and locality led.*  ***CC-*** *Increase in specialist placements is needed. As well as this, I'd like to see SEND Specific, smaller hubs/classes, attached to schools, that aren't so overwhelming and support sensory and SEMH needs. Hopefully, in some cases, with that revolving door, back into main school, for some.*  ***PM replied*** *speaks to the Satellite Provisions on mainstreams and small school-based hubs.*  ***HB Replied*** *This is exactly what we are doing at EMET. Happy to share plans.*  ***DB*** *I am confused as to why there is a ceiling on funding for a child to mainstream that is less, even if only slightly less than the ceiling for special, especially when there is a presumption in favour of integration into mainstream if a parent carers choice*  ***JH Replied***Yes, it would be great if they had the higher funding available. School Forum are looking at it hopefully.   * PM requested that the presentation is shared, and this looks at what key areas need to be put into the delivery plan. * HB advised getting the presentation will help to show parents what a special school looks like to help show that mainstream schools can meet need. * CJ advised that this was a helpful and useful presentation that reflects the pressure on the whole system, and we need to work together to be able to change this. * OG reflected around the key themes of building mainstream schools’ confidence in terms of inclusive practice and this is highlighted in the item below.   **Engagement with Schools - key findings and actions from district events**  **Orlaith Green presented on the second half of the agenda Item.**   * MS questioned is there a plan to make this work more multi-agency. OG advised that the purpose of this work was to gather education leader’s views and a strong theme that came across was the want to engage with health and social care on a district level. * DP questioned if the focus is on area how this fits in with the establishment of MAT SEND leads. OG replied that the establishment of a MAT SEND lead network was in addition to this work to provide another strategic partner and was established for MAT SEND leads to share good practice with similar roles. * PM advised that we are not running the MAT SEND leads network, we are facilitating this to enable them to come together which will work alongside the work we are doing. * AB advised that money is the biggest barrier to inclusive practice. The summary provided is an accurate reflection however If inclusion is to be done effectively the funding needs to be increased. * PM advised this is why the district work is so important to make sure that all settings are inclusive. To increase funding, we need to unlock funding to be able to increase where this is going to be more effective. * HB wanted to reassure colleagues that within the MAT SEND Leads, a big part of the discussion was how as MAT leaders we can work cohesively and work alongside the LA.   Other comments included:  ***AOM-*** *Really useful overview*  ***HB****- A very useful and in-depth piece of work, thank you Orlaith Green*  ***CS-*** *This is also informing the re-design work of ICDS - a locality based model*  ***PM-*** *The District reports provide an excellent platform for moving forwards... The LA facilitate the MAT network - as a group of trusts they have a huge influence across a whole range of schools. The focus also needs to be on quality practice across local areas.*  ***JH-*** *INM cost £65K - average. Maintained is more like 20-25.*  ***PM-*** *Schools Forum and LA officers have been working on ways to share transparent High Needs Block spend and budgeting - looking at a simple pie chart that is really accessible. Will ask for it to be shared here too.*  **ACTION:**   1. **JH to share link to his presentation to all members.** 2. **PM to share transparent High Needs Block spend and budgeting.** |
|  | **Items for information**   1. **SEND SEF** 2. **Update on SEND services.**   CS advised the final version of the SEF has now been circulated and moving forward we would like it to be much more collaborative, any feedback would be welcome as this is a starting part and opportunity to evolve.   * NR thanked all colleagues that have contributed to the SEF. * PM reiterated the thanks to colleagues and advised the LA SEF is realistic to what areas need to be worked on and this ties into the proposed workshop.  1. **NHSE SEND Maturity Matrix (Stage 8)**   MS advised this is a requirement from NHSE and the work started when the transition was taking place from CCG to ICB, the matrix is updated annually and was shared with the previous accountability Board. |
| **8.** | **Any Other Business**  There was no other business |
| **9.** | **Close** - the meeting closed at 14.55pm |

**Meeting Schedule**

The meeting dates are currently scheduled as follows:

|  |  |  |
| --- | --- | --- |
| **Date** | **Time** | **Location** |
| Monday 13 January 2025 | 10.00am- 12.00pm | County Hall, Rufford Suite |
| Friday 21 March 2025 | 10.00am- 12.00pm | The Bridge Skills Hub, Worksop |
| Friday 9th May 2025 | 10.00am- 12.00pm | Newstead Centre, Newstead Village |
| Monday 7th July 2025 | 13.00pm-15.00pm | Edwinstowe Business Centre. |