# SEN Assessment Service

**Discovery**

London Borough of Ealing
July - September 2018

# EXECUTIVE SUMMARY

Rainmaker have carried out an extensive Discovery into the SEN Assessment Service - from ERSA application to the communication of the outcome. Our work was to be the first that is truly aligned to the newly expressed clarity of purpose for SEND:

*Working **together as a community***
*so that **all our children** and young persons*
***can be the happiest** and the best they can be.*

Our team used a range of techniques including service blueprinting, user shadowing, business analysis, user surveys and interviews to gain a detailed understanding of the service's user base and their needs. This has enabled us to make clear recommendations to resolve user pain points, improve the service to end users, and enable the service to meet statutory timescales.

**WHAT WE FOUND |** A SENAS service full of dedicated individuals who want to make a difference to children and young people but who are constrained, rather than empowered by process and systems. The service is perceived as vital, but also stressful - with **users feeling hopeless** and powerless. The service consistently **misses target timescales set by government**, The process, people and systems landscape - now blueprinted and mapped to user needs - clearly shows **manual processing of administration-heavy work** outweighs the time spent in direct engagement with users. Increasing demand is only making things worse. Substantial but achievable change is needed for the service to become compliant with its statutory obligations.

**RECOMMENDATION |** Based on our research with parents, schools, staff in ESCAN and with professionals we believe the service can **deliver an ECH plan from ERSA application within 20 weeks** with the right changes.

In order to achieve this we have put together a set of recommendations to lay the foundations of operational good practice - based on feedback from staff and managers, combined with our experience of impactful change in other clients. This good practice can then be underpinned by a managed transition to a fit for purpose case management solution will enable the service to vastly improve delivery to meet targets, lift experience and enable people to refocus their expertise on higher value work with service users. Opportunities such as the use of big data, a smart paperless panel and multi-disciplinary virtual collaboration can all flow from investing in this.

Alongside this, we recommend moving the application process online, and taking advantage of existing technology available to the service to reduce some pain points immediately.

These **changes can be implemented quickly in parallel** with planning for the the next phase which will deliver the right technology to support the service by **freeing up staff time to focus less on administration and on more engagement** directly with children and young people, helping them be the happiest and the best they can be.

# THE SCOPE

**The scope of this discovery; the areas of the service lifecycle we analysed**

### Application process

Drivers for application - ERSA

### Pre-assessment stage
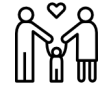
First panel meeting

### Specialist assessment

Advice / input from CCG and EPs

### Legislation

Policy and code of practice

### User experience

Process from the perspective of external stakeholders

### Decision making

Panel and other decision points

### Communication and collaboration

Parent / child / young person input to the process and notifications

### Annual review

Monitoring of provision against outcomes

### Placements and commissioning

Placing a child / young person inc. high level of non-maintained and independent

### Payments and reconciliation

Process of releasing money, receiving invoices, validating and checking

# THE CHALLENGE
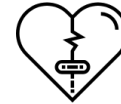## The current service offering to users needs some focused change

**A service that...**

Needs to meet **statutory timescales of 20 weeks from 'apply' to 'award'** (averaging 28 weeks, 10% within timescale)

Hampers multiple stakeholders with **administrative tasks** and **manual processes**

Is **very important** to users and is **highly emotional** and **stressful**

**A process that...**

Leaves **little capacity** for engagement and early intervention
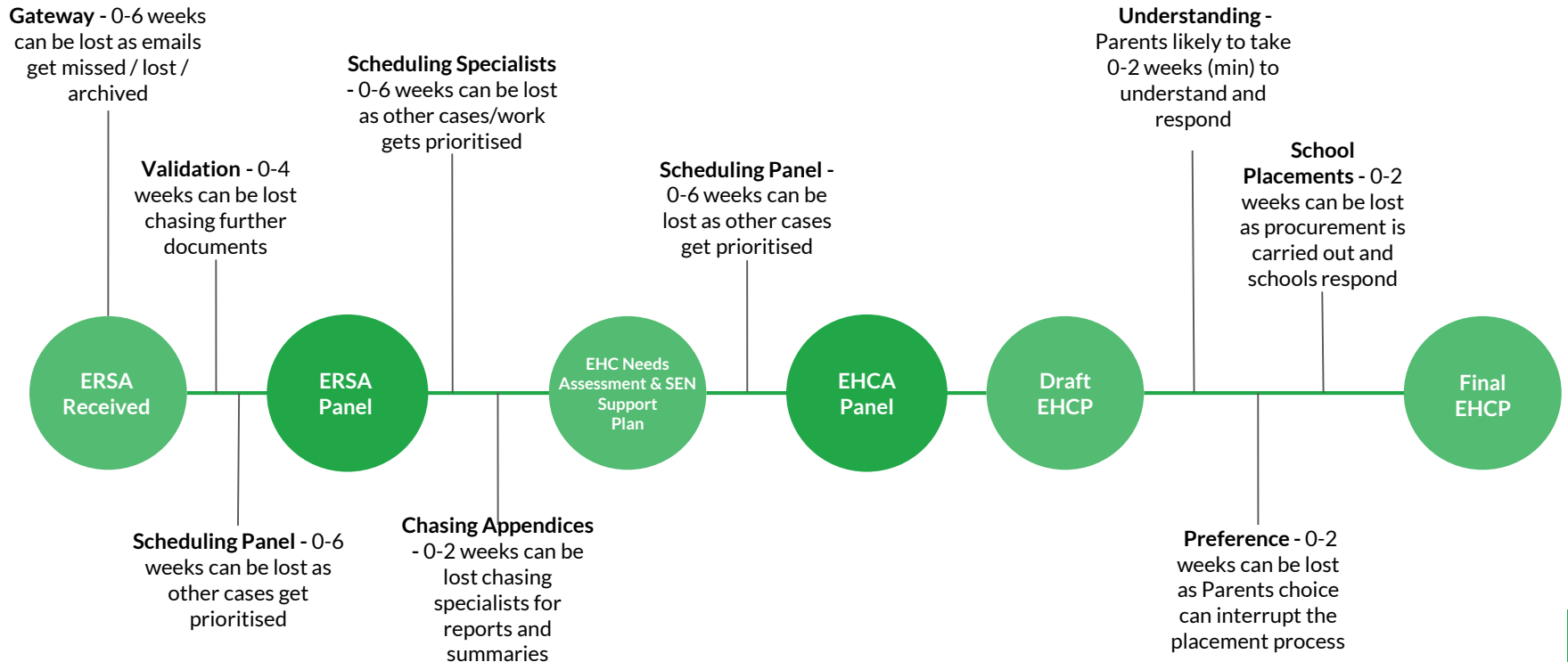
Does not collect **enough data to inform change**

Does not **empower** parents with information

# THE CHALLENGE

## The current service timeline can be extensive for users, and painful for staff

**Up to 36 weeks (avg. 28 weeks – at Sept 2018)**

Note: additional resourcing (2 FTE, cost £90k) in 2019 plus additional management measures has resulted in avg. time of 21 weeks at April 2019

**Gateway -** 0-6 weeks can be lost as emails get missed / lost / archived

**Scheduling Specialists** - 0-6 weeks can be lost as other cases/work gets prioritised

**Understanding -** Parents likely to take 0-2 weeks (min) to understand and respond

**Validation -** 0-4 weeks can be lost chasing further documents

**Scheduling Panel -** 0-6 weeks can be lost as other cases get prioritised

**School Placements -** 0-2 weeks can be lost as procurement is carried out and schools respond

**ERSA Received**

**ERSA Panel**

**EHC Needs Assessment & SEN Support Plan**

**EHCA Panel**

**Draft EHCP**

**Final EHCP**

**Scheduling Panel -** 0-6 weeks can be lost as other cases get prioritised

**Chasing Appendices** - 0-2 weeks can be lost chasing specialists for reports and summaries

**Preference -** 0-2 weeks can be lost as Parents choice can interrupt the placement process

# CLARITY OF PURPOSE
**We're aligning our work to an evolving purpose and guiding principles**

*"Working together as a community, so that all our children and young persons can be the happiest and the best they can be."*

1. **Stubborn on vision,**
*flexible on approach*

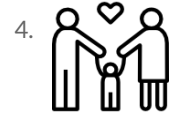Staying focused and honest to the vision. Recognising that how we achieve it will change

2. **Do different**
*not more*

Reimagining front-to-back, top-to-bottom, end-to-end service to deliver user needs

3. **Collaborate**
*with purpose*

Spending time with our people and other groups to build better services, not reviewing and measuring what isn't working

4. **Users first**
*and foremost*

Building and changing services with users at the core from day 1. Investing in skills for those with the opportunity to best influence.

5. **Design, be driven**
*by outcomes*

Designing first before we build or buy. Focus this design on creating the right outcomes for users

6. **Experiment**
*and iterate*

Having the courage to try, learn and improve services, iterating them to meet evolving user needs and landscape

7. **Pragmatism**
*over bureaucracy*

Upholding a common-sense approach to dealing with risk. Don't be bound by unnecessary constraints, nor politics and pessimists
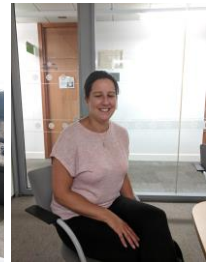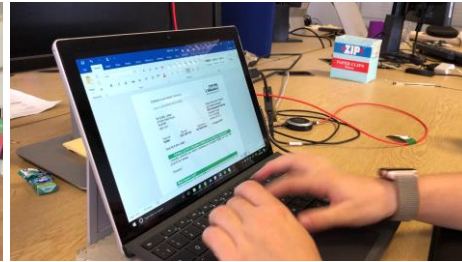
8. **Think clearly**
*to act fast*

Bringing data, people and experience together to make decisions fast. Make changes happen in weeks not years

# USER RESEARCH AND SERVICE BLUEPRINTS

# USER RESEARCH
**Timeline of engagement**



| July | August | September |
|---|---|---|

**Schools closure**

**5**
Blueprinting Sessions

**5**
School visits

**4**
Shadowing sessions (EHCCo & BS)

**2**
Shadowing sessions (Panel)

**10+**
Expert interviews

**266**
Parents reached through a survey

**11**
Parent and carer interviews

# USER FEEDBACK

**Highlights from our survey on the EHC Assessment process, which reached 266 respondents in total**

## 53.2%

**Got information on how to apply from a SENCO**

We had 137 responses, from which majority of 53.2% found out how to apply for the EHC assessment from School SEN Coordinator, whilst only **2.9% found it from the Local Offer website**.
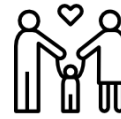
## 38.5%

**Think EHCP is reflecting and addressing the child's needs well**

We had 147 responses, from which 38.5% on average, believe the EHCP is reflecting the child's Educational (39.7%), Social (37.5%) and Health (38.3%) needs well enough.

## 37.2%

**Were either fully satisfied or satisfied with the level of support and guidance**

We had 137 responses, from which 37.2% were either fully satisfied or satisfied with the level of support, whilst **29.9% were neither satisfied or dissatisfied** and **9.7% did not receive any support or guidance**.

## 35.7%

**Felt stressed during the assessment process**

From the 137 responses we had, the assessment process made 35.7% feel stressed, whilst **31.9% felt hopeful** and **22.6% felt powerless.**

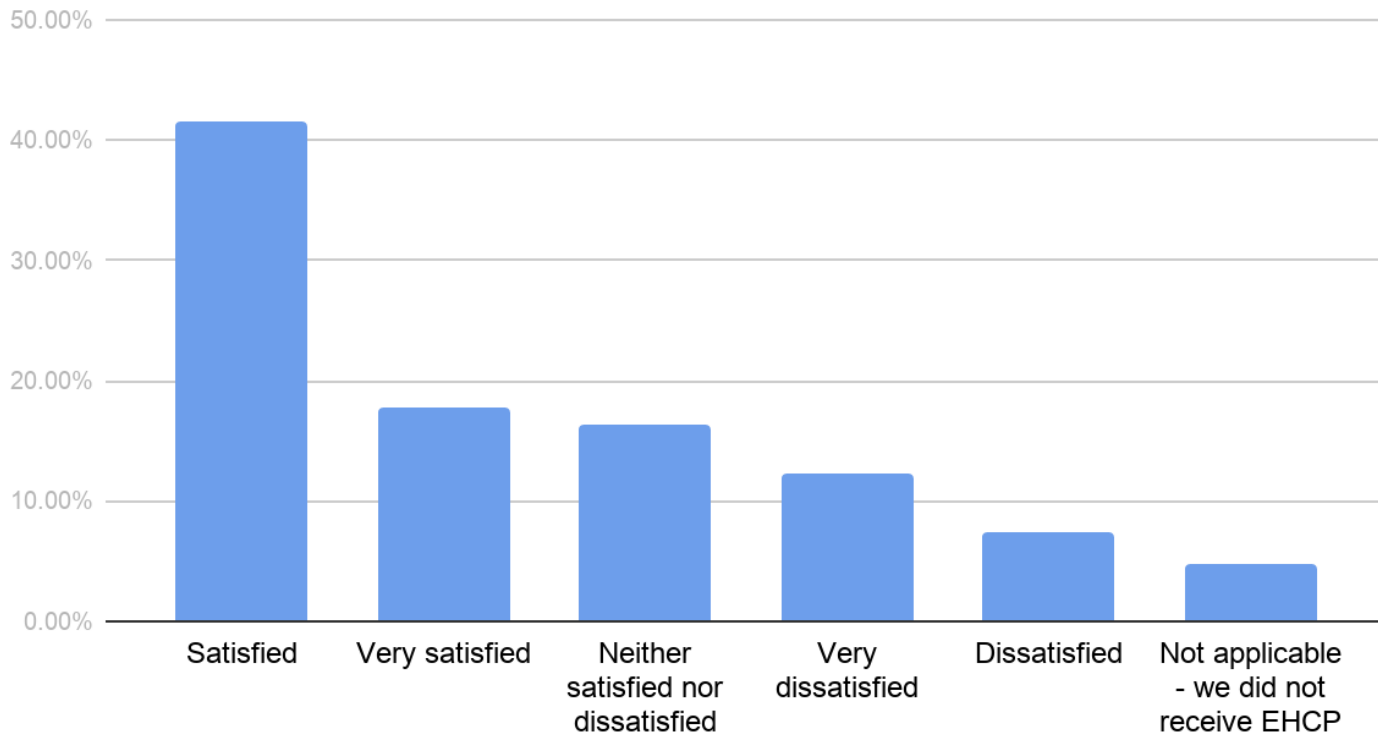# USER FEEDBACK
## Parent and carer satisfaction with the EHCP

## 41.5%

Are satisfied with
the provision
of EHCP

We had 147 responses, from which just over 40% said they are satisfied with the provision set out in the EHCP, whilst **12.2% are very dissatisfied.**

### Total of 147 responses

# USER FEEDBACK

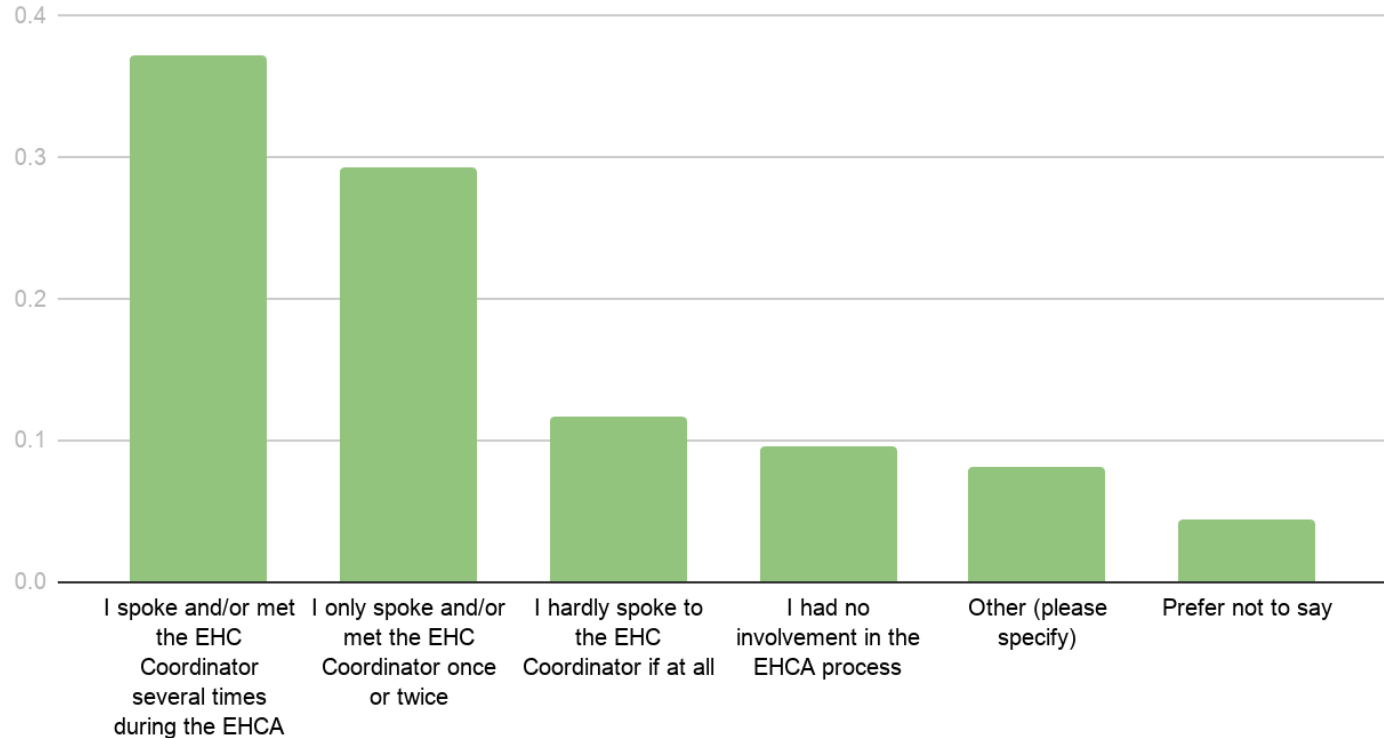**Parent and carer involvement in the EHCA process**

## 37.2%

**Said they were personally involved in the process**

We had 137 responses, from which many said they spoke and / or met with the EHC Coordinator several times over the course of the assessment process, whilst **9.4% had no involvement at all.**

Total of 137 responses

# USER ASPIRATIONS

**Parent and carer feedback on the future of the assessment process**

*"There should be **an easy to follow schedule** showing when things will happen, what parents can expect and the milestones around the child's educational expectations."*

*"**More communication** with the council and the SEN officer."*

*"**More accessible,** I felt penalised for choosing a nursery out of borough"*

*"1- **less delays** 2- **same coordinators** not a million to deal with 3- knowing each **milestone timeline** at the time we reach it 4- **impartial mediation**"*

**41.6%** — Out of 137 respondents, 41.6% on average would like to see the improved assessment process to **include better and more communication**

**63.5%** — Majority of 137 respondents, 63.5% would prefer to **communicate through email** with the Council in the future whilst 46.7% would prefer phone calls and 45.9% face-to-face

**40.8%** — Most of 137 respondents, 40.8% would like to see the assessment process **be more simple**

**35%** — Most of 137 respondents, 35% would like to assessment process to **be more informative**

# USER DEMOGRAPHICS

**94.7% of 151 survey responds reported they are parents or carers (2.6% Adoptive or Foster and 2.6% Preferred not to say)**
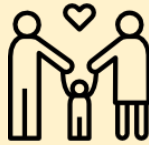
## 66%
**Speak English**

Majority of respondents, 66% said that English is either their first language or a language they speak most often

## 44%
**Speak another language**

44% of respondents speak another language either as their first language or in addition to English

## 34.4%
**Stated their child is eligible for free school meals**

**46.3%** Visits their local leisure centre

**34.4%** Said they didn't do any of the listed activities in the survey within their community

**24.5%** Attend services at their place of worship

**92%** Use a smartphone regularly

**49.6%** Use a tablet regularly

**47%** Use a laptop regularly

**92.7%** On average, said they use digital devices to do online shopping, internet banking and more

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# USER PERSONAS

**The groups who use or help to deliver the service**

| SERVICE USERS | EDUCATION | SEN STAFF | EXPERTS | SUPPORT |
|---|---|---|---|---|

Meera the **VOCAL PARENT**

Leo the **SCHOOL REP.**

Corinne the **ADMIN**

Howard the **SPECIALIST**

Pamela the **SUPPORTER**

Daniel the **ISOLATED PARENT**

Laura the **COORDINATOR**

Sonia the **PANELIST**

Susan the **LEADER**

# WHAT COULD THE FUTURE LOOK LIKE?

# BLUEPRINTS OF THE END-TO-END SERVICE

**Blueprinting delivers a comprehensive view of the service from all aspects**



FRONT STAGE

BACK STAGE

BEHIND THE SCENES
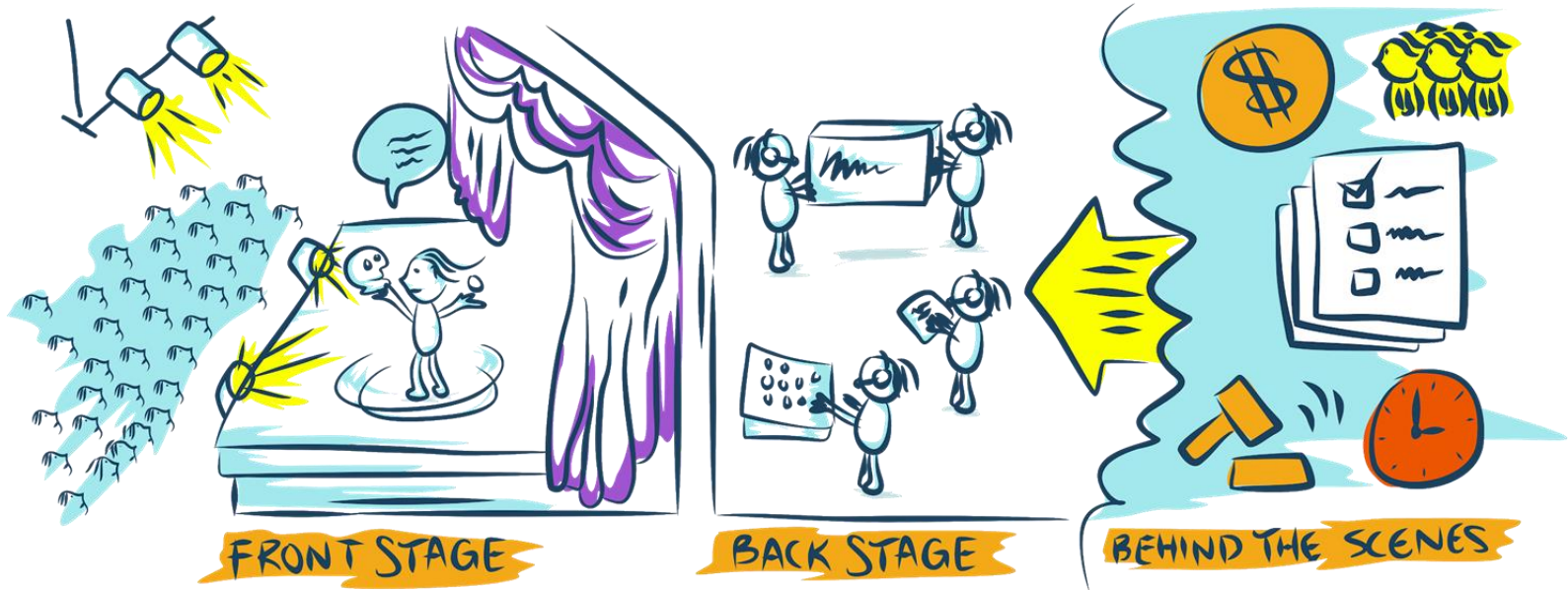
USER JOURNEY MAPS

PROCESS MAPS

SERVICE BLUEPRINTS

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# FROM AS-IS TO FUTURE BLUEPRINT
**An overview of the future state of the EHC Assessment process**

## As-is



## Future



- Improved user experience - internal and external
- Streamlined procedures with the aid of technology and case management
- Collaborative ways of working and consistency assurance
- Improved quality of data from the start of the process
- Ability to track case management and performance

# Laura the **AMBASSADOR**

She works in a team of SEN Ambassadors who are advisors and campaigners for the children's' needs within the Local Authority. She is a mobile worker, often paying visits to schools, community centres and families who need her support the most. She delivers a regular training session to Schools, EP's and other Specialists instructing them on how to fill in the new online forms so that they include succinct summaries along the complete reports. She collaborates with parents on draft versions of plans and represents them at panel meetings. She gets to know the children and their families really well. She is passionate and equipped with enough knowledge to support the families in the assessment process.

## I am an **Education, Health and Care Coordinator (EHCCo)**
### What you used to find me typically doing and what I do now:

| | | | |
|---|---|---|---|
| COMMUNICATING WITH PARENTS & SCHOOLS VIA EMAIL OR PHONE | CALCULATING THE RAS SCORE | ATTENDING WEEKLY PANEL MEETINGS | COLLATING CARE PLANS |
| ENGAGING WITH COMMUNITIES, SCHOOLS AND PARENTS | REVIEWING PROVISIONS | MEETING WITH PARENTS & SCHOOLS | ASSISTING PARENTS DURING THE PROCESS |

*"I'm passionate about changing children's lives for better."*

*"I'm working for a good cause."*

*"Building and maintaining relationships is an important part of my job. I'm a people's person. "*

## Needs

- A lean business process to be able to focus on the key responsibilities of her new role
- To be able to track the progress of different cases
- Stay in touch with parents
- A system for automatic updates for parents
- Accurate annual reviews from schools

## Challenges:

- Disjoined services across LA, NHS and Schools
- To unravel the legacy of distrust towards the Local Authority
- Building trust with the parents can be difficult at times
- Working with schools to be on the same page and aligned on the common goals is not always easy

# HOW DO WE GET THERE?

# FROM SCOOTER TO MOTORBIKE

**The Agile development of a service, focusing on addressing pain points and delivering user needs fast**
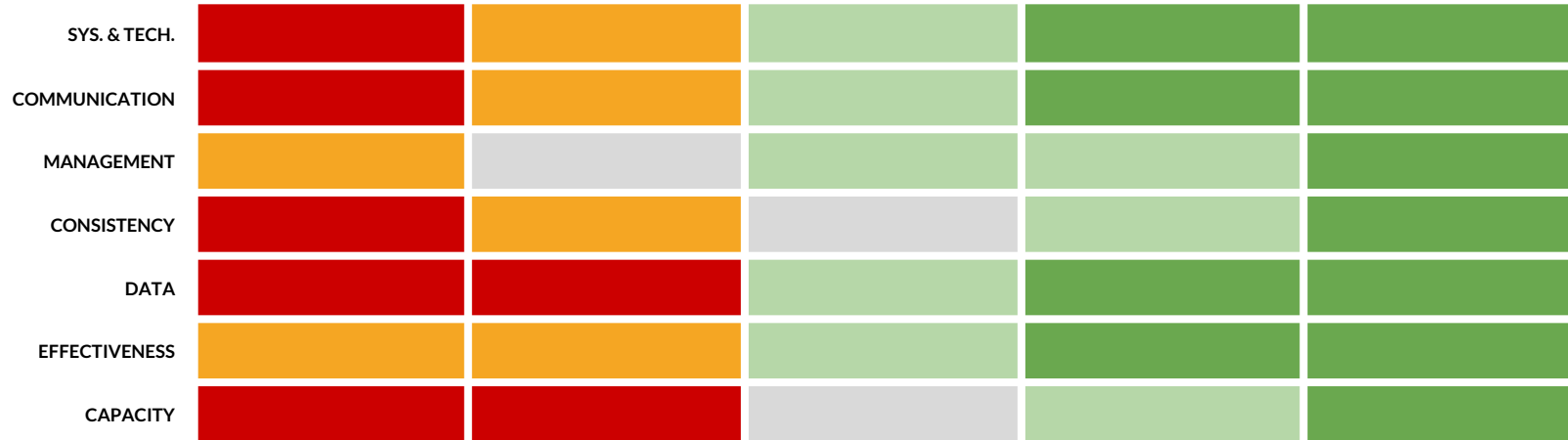
This is where you are now

| | The Skateboard | The Scooter | The Bike | The Motorbike | The Sports Car |
|---|---|---|---|---|---|
| **SYS. & TECH.** | NEGATIVE | MIN. NEGATIVE | MIN. POSITIVE | POSITIVE | POSITIVE |
| **COMMUNICATION** | NEGATIVE | MIN. NEGATIVE | MIN. POSITIVE | POSITIVE | POSITIVE |
| **MANAGEMENT** | MIN. NEGATIVE | NEUTRAL | MIN. POSITIVE | MIN. POSITIVE | POSITIVE |
| **CONSISTENCY** | NEGATIVE | MIN. NEGATIVE | NEUTRAL | MIN. POSITIVE | POSITIVE |
| **DATA** | NEGATIVE | NEGATIVE | MIN. POSITIVE | POSITIVE | POSITIVE |
| **EFFECTIVENESS** | MIN. NEGATIVE | MIN. NEGATIVE | MIN. POSITIVE | POSITIVE | POSITIVE |
| **CAPACITY** | NEGATIVE | NEGATIVE | NEUTRAL | MIN. POSITIVE | POSITIVE |

**Legend:**
- NEGATIVE
- MIN. NEGATIVE
- NEUTRAL
- MIN. POSITIVE
- POSITIVE
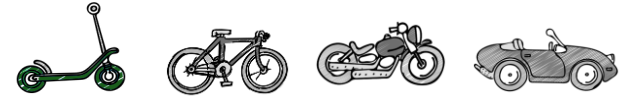
This analysis is based on pain points identified during the Discovery and opportunities that can mitigate them, full thematic analysis can be found here.

# THE SCOOTER
## Quick wins the service could implement

### OPPORTUNITY

Digitise ERSA form in CMS (similar to SEN-T) - going to case allocation manager (see management item)

Create easy-to-understand supporting information targeted at parents with approx. timeframe

SEN Travel Assistance assessment workflow joined up with SEN-AS - choice of provisions offered with transport options

Enforce good practice operational procedures including the use of tools and systems (case allocation, RAS, Synergy, O365)

Proactive prioritisation of cases based on due date, possibly using Driver Screens / other options

Improving and adding consistency to the RAS score by having specialists give a score to their expertise area

### PAIN POINTS RESOLVED

Poor quality of data with manual validation, Capture parent preferences

Hard to understand process and timeframe; unclear what the required documents are and what happens next

Currently two separate processes, no consideration of parent's working lives and the families' daily commutes

Multiple tools and systems, inconsistency in quality, time wasted

Poor time management, fire-fighting rather than timescale driven priority

Not all EHCCo's use RAS, lack of common language: what does 'severe' / 'moderate' etc. mean

# THE SCOOTER

**Potential time recouped through quick wins**

**Up to 4 weeks** gained - primarily from digitising the statutory request form to allow for **automated validation** and information collection

**Up to 0.5 FTE** unlocked - primarily from **reduced need for chasing** information and **call volumes**

# THE BIKE (1/2)
## The first iteration of the fully digital service

| OPPORTUNITY | PAIN POINTS RESOLVED | BENEFITS | ASPIRATION / VALUE |
|---|---|---|---|
| Fit for purpose case management system; from online application to pro-active workflow | Statutory timescale not being met, EHCCo chasing, consistency and data quality improved | Reduced business support overhead. Effective prioritisation and case allocation | Principle 7 - Pragmatism over bureaucracy |
| Reallocate FTE into community engagement and early intervention | Currently no time for parent or school engagement, Annual Reviews or active monitoring of milestones | Rebuild relationship of trust with schools and parents, early awareness of children with SEN or potential for SEN | Principle 3 - Collaborate with purpose, Principle 4 - Users first and foremost, |
| Establish simple criteria for ERSA panel - enable Ambassador to take decision on ERSA > EHCA | Pre-assessment process lengthens the timescale, manual case allocation, printing, scheduling physical panel | 0-6 weeks gained from avoiding panel scheduling, up to 1.6 FTE and up to £2k p/a printing | Principle 2 - Do different not more, Principle 7 - Pragmatism over bureaucracy |
| Digital input from specialists directly into case management system | EHCCo's have to chase specialists and then cipher the reports to write draft plans | Potentially 1.5 FTE from automated drafting EHCP, efficient gathering of reports; cut down efforts of copy pasting and plan drafting | Principle 3 - Collaborate with purpose |

# THE BIKE (2/2)
## The first iteration of the fully digital service

| OPPORTUNITY | PAIN POINTS RESOLVED | BENEFITS | ASPIRATION / VALUE |
|---|---|---|---|
| Parents have the ability to **view** draft online, comment and give feedback on it | Currently parents view plan without interaction and unable to ask questions | Potential reduction in calls chasing update, encourage/enable continuous collaboration and feedback | Principle 3 - Collaborate with purpose |
| Smart Paperless Panel, in which data is presented directly from the case management system | Creating and shuffling through paper bundles wastes time, paper waste | 2.5 FTE from preparing for EHCA panel and drafting EHCP, £6k p/a printing | Principle 3 - Collaborate with purpose, Principle 2 - Do different not more |
| Set up a foundation for data capture which will allow us in the future to: make suggestions and recommendations based on data, track data and analyse it | Currently a 'manual', multi-agency effort, relying fully on expertise and professional experience, no decision patterns registered - no intelligent data capture or use of data | Instill mindset of continuous data capture and research, commence building comprehensive data for future use | Principle 6 - Experiment and iterate, Principle 7 - Think clearly to act fast |

# THE BIKE
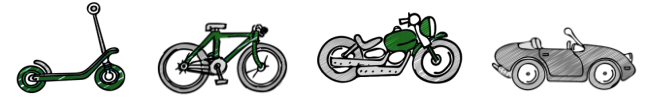**Potential time recouped from the first iteration**

**Up to 8 weeks** gained - through **targeted use** of ERSA panel and an **effective gateway**

**Up to 4.5 FTE** unlocked - primarily from **reduction in manual preparation** for panels and **manual drafting of EHCPs**

# THE MOTORBIKE
**The service we should aim to build**

## OPPORTUNITY

Collaborative multidisciplinary input into one online solution - systemising service catalogues and feedback loops

Portal that parents, schools and relevant specialist teams can collaboratively draft EHCP, track progress and also drive the annual review process

Redefined pre-assessment process: Pre-validated ERSA straight to digital ERSA panel - Yes/No voting

Use historical data to make more informed decisions about future cases

## PAIN POINTS RESOLVED

Business support / EHCCo overhead cutting and pasting, missing / wrong information finding way into plans

Parents unable to see the progression of process, adad/edit details, details of child in multiple places. Ability to respond faster to changes in need

Pre-assessment process lengthens the timescale, manual case allocation, printing, scheduling physical panel

Difficulty determining milestones and deciding how challenging those are in the EHC. Holding schools to account at annual review

# THE MOTORBIKE

**Potential time recouped from a comprehensive digital offering**

**Up to 16 weeks** quicker for users to get to an EHCP  - through **redefined and digital pathway to EHCA** of ERSA panel and an **effective gateway**

**More capacity in the service** to help users and provide a better quality service - from **digitising administrative tasks** such as panel preparation and EHCP drafting, together with **digitised communication, chasing and collaboration**

NEXT STEPS

# WHERE NEXT?

- **Short term?**

- **Medium term?**

- **Long term?**

# Appendix

London Borough of Ealing

# NEXT STEPS: WORK PACKAGES TO PROGRESS

**Indicative timescales for delivering the Scooter and planning for the Bike**

● Decision Point

| | Weeks 1-2 | Weeks 3-4 | Weeks 5-6 | Weeks 7-8 |
|---|---|---|---|---|
| **Alpha SEN Assessment supporting information created** | ▬▬▬ | | | |
| **Testing and feedback parent and community groups** | | ▬▬▬ | | |
| **Further iterations and Beta created** | | | ▬▬▬● | |
| **ERSA online application requirements and options and Alpha developed** | ▬▬▬▬▬▬ | | | |
| **Testing (with schools?) and further iterations** | | | ▬▬▬ | |
| **Further iterations and Beta created** | | | | ▬▬▬● |
| **Case management requirements and options analysis including market scan** | ▬▬▬▬▬● | | | |
| **Change management support for embedding operational best practices** | ▬▬▬▬▬▬▬▬ | | | |

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# OTHER FINDINGS
**Other matters revealed through our time with the Service**

### Background

Invoices from schools can be **inaccurate** resulting in **overpayment**

Financial data held by Synergy and collected in relation to provision is **not itemised, consistent nor robust**

**2 weeks** of consultancy reviewing and reconciling the invoices revealed **c.£400k potential savings**

### Suggestion

Utilise some **unlocked** Business Support or EHCCo time for reconciliation of invoices - **permanently offsetting this expenditure**.

# THE MOTORBIKE
**The service we should aim to build**

| OPPORTUNITY | PAIN POINTS RESOLVED | BENEFITS | ASPIRATION / VALUE |
|---|---|---|---|
| Collaborative multidisciplinary input into one online solution - systemising service catalogues and feedback loops | Business support / EHCCo overhead cutting and pasting, missing / wrong information finding way into plans | Further reduced business support overhead. EHCCo FTE available for more value added activity - potential for passive upskilling in schools | Principle 3 - Collaborate with purpose |
| Portal that parents, schools and relevant specialist teams can collaboratively draft EHCP, and also drive the annual review process | Parents unable to see the progression of process, adad/edit details, details of child in multiple places. Ability to respond faster to changes in need | Further reduced EHCCo overhead. FTE available for more value added activity | Principle 3 - Collaborate with purpose |
| Redefined pre-assessment process: Pre-validated ERSA straight to digital ERSA panel - Yes/No voting | Pre-assessment process lengthens the timescale, manual case allocation, printing, scheduling physical panel | 0-6 weeks gained from automated gateway, 0-4 weeks gained from prevalidation, 0-6 weeks gained from avoiding panel scheduling, 1.6 FTE and £2k p/a printing | Principle 2 - Do different not more, Principle 7 - Pragmatism over bureaucracy |
| Use historical data to make more informed decisions about future cases | Difficulty determining milestones and deciding how challenging those are in the EHC. Holding schools to account at annual review | Expanded credibility for decisions, better decisions from more data | Principle 8 - Think clearly to act fast |

# SCOOTER - WAYS OF WORKING

**Changes in practice and process to lay the foundations for transformation**

**Agree standardised allocation tracking process**

- Case allocation - by bus support, collaboratively - TEAMS for example (alpha)
- Fabi can then take a view on allocation as its all in one place
- Fields within individual cases: 'assigned' and 'in progress' etc for visibility
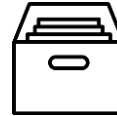
**Mandatory Procedure and Components**
Establish consistency and maintain for better quality assurance

**Recording of final decision and actual cost in Synergy**

- To improve financial process downstream

**Handover point between EHCCo and EP team (big pain point)**

- Use MS TEAMS to remove email attachments and manual look up in Synergy
- No email attachments
- All information in one place (no separate shared folders)
- Remove variation in who uploads what (EP direct / EP support / ECHO)
- Improve the format and naming of the requests arriving to EP's and Specialists
- Use user friendly file naming convention

**Increase IT Literacy**
Increase capability to facilitate success

**Consistent use / definitions of language (severe, moderate)**

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**Changes in practice and process to lay the foundations for transformation**

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- Case allocation - by bus support, collaboratively - TEAMS for example (alpha)
- Fabi can then take a view on allocation as its all in one place
- Fields within individual cases: 'assigned' and 'in progress' etc for visibility

**Mandatory procedures / components**

- RAS
- Completeness of applications - no missing reports when submitting to panel
- Quality assurance on draft ECH Plan

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- To improve financial process downstream

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**Consistent use / definitions of language (severe, moderate)**

# Meera the **VOCAL PARENT**

She is a mother of a 4-year-old boy with Autism. She changed her career path so that she can work from home to make sure her son is looked after. Every day they go through a series of exercises recommended by a private Speech and Language therapist. She is often frustrated by the lack of overview of their case and the fact that she cannot easily compare what the plan includes with what the school actually provides. She is an active member of the Parent & Carer Forum and various social media groups focused on special needs and autism. The advice she gives to other parents is to call the SEN department, as it seems to be the only way to get things done.

I am a **Parent, Carer, Adoptive or Foster Parent**

**You will typically find me doing:**

| | | | |
|---|---|---|---|
| **WORKING FROM HOME** | **BEING INVOLVED IN THE LOCAL COMMUNITY** | **DOING ONLINE RESEARCH** | **TAKING MY CHILD TO THERAPY APPOINTMENTS** |

*"I keep copies of everything - you have to!"*

*"When the SEN team calls me and asks where we're at - that's worrying! I expect them to know where the case is at."*

*"Nobody knows my child better than I do."*

## Needs

- Information and guidance
- Ability to track the progress of the case with an online tracker
- A clear list of responsibilities between the family / NHS / SEN / School
- A chance to meet with the SEN Coordinator
- A way to collaborate on the draft plans
- A way to assess the provision described in the plan with the one my child received

## Challenges

- Don't agree with the opinion of others
- Staying 'on top' of the case's progress
- Complicated and even sore relationship with the Local Authority
- Knowing what kind of provision my child really received
- Feel that have to fight in order to get what my child needs

# Daniel the **ISOLATED PARENT**

He is a father of three boys of primary school age, and the whole family has moved to the United Kingdom and Ealing from another country. His family is the most important thing in his life and he does his best in caring for them. His 6-year-old was born prematurely and has a high level of additional needs, which surfaced in the nursery, as he got older. Daniel is not confident in his language skills so has not tried to find out how the system fully works in Ealing meaning he is not getting all the support and benefits he would be entitled to. He often feels lost and confused navigating his way through Council services.

I am a **Parent, Carer, Adoptive or Foster Parent**

**You will typically find me doing:**

*"I'm not sure how the system works here - it's very different in my home country."*

*"I don't want my child to become a statistic - another minority male in prison let down by the system."*

*"I also need some support. Sometimes I cannot cope."*

**TAKING CARE OF MY CHILDREN AT HOME**

**WORKING FULL TIME**

**NOT KNOWING WHERE TO FIND HELP**

**VISITING MY LOCAL LEISURE CENTRE**

## Needs

- Information and guidance in simple English
- Ability to track the progress of the case
- A clear list of responsibilities between the family / NHS / SEN / School
- A chance to meet with the SEN Coordinator to have the process explained and draft the plans together
- A way to assess the provision described in the plan with the one my child received

## Challenges

- Don't accept my child has severe special needs and challenge specialists' opinions
- Don't speak English as a first language and therefore feel disadvantaged; don't fully understand the process
- Don't know where to get support from and whom to contact
- Feel that school is failing to support my child
- Not knowing where the process is going

# Leo the **SCHOOL REP.**

His responsibilities as a SEN Coordinator are to observe and assess children who are brought to his attention by their teacher when they have noticed something might not be right. They will monitor the child's progress and if they are not meeting targets set for them, they will start the ERSA process; collate evidence from Specialists and consult Educational Psychologist. A lot of their time is spent dealing with paperwork but also with parents, either by helping them understand the needs their children need or going through annual reviews with them.

**I am a Special Education Needs Coordinator, Head of School, Teacher**
**You will typically find me doing:**

**COMMUNICATING WITH PARENTS AND SENAS**

**ASSESSING PUPILS' DEVELOPMENT**

**GIVING ADVICE AND RECOMMENDATIONS**

**NEGOTIATING PROVISION AND OUTCOMES**

*"We're working on so many cases at the same time and working well beyond our hours."*

*"Funding is one thing, children in need another"*

*"So. Much. Paperwork."*

## Needs:

- Receive permission from parents to start ERSA request
- Time to assist parents with the application process
- Make the best use of available resources to help as many children as possible
- To contact SENAS on Parents behalf if they ask or can't do it themselves - even though it creates more work
- All of the children need to be accurately represented on the Ealing Grid list

## Challenges:

- Balancing the process of writing ERSA's and interacting with specialists, children and parents
- Not being able to have enough EP's time; usually, the last resort as it is only 3 days per term
- Some Parents don't accept they child has special needs perhaps due to cultural stigma and might fight against getting support
- Inaccurate placements; some children are not a good fit or we might not be able to meet their needs

# Corinne the **ADMINISTRATOR**

She is one of the few Business Support Officer working within the SEN Team. Her primary responsibilities are to support the team by allocating Statutory Requests coming from Parents or Schools to the correct Coordinator; confirming contact details and required documentation before creating a case within the system the team uses. She is also often the first point of contact for Parents or School representatives calling or emailing for further information. She deals with a lot of different systems, folders and spreadsheets.

## I am a **Business Support Officer**
### You will typically find me doing:

| UPDATING SYNERGY AND SPREADSHEETS | SENDING EMAILS | PRINTING PILES OF DOCUMENTS | VALIDATING INITIAL REQUESTS |
|---|---|---|---|
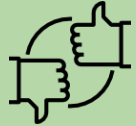
*"We get a lot of calls from parents and schools - they speak to us for a long time, when the coordinator is in they'll speak to them as well."*

**Needs:**

- Needs to receive all relevant documents and details in order to process a request
- Has to follow a specific flow within the system to process the ERSA and make sure that the correct boxes are "ticked"
- Needs to prepare the case bundles for panel, print and collate them into piles before the meeting starts
- To allocate cases to Coordinators and inform them and parents about it

**Challenges:**

- Answering queries and calls of parents or school representatives when there are no updates
- Keeping track of documents for ERSA's when they come one by one in a long period of time
- Dealing with the volume of emails
- Making sure the right boxes are "ticked" in the system even when don't know what they mean
- If forget to tick something in the system, it may affect everything in the long run

# Laura the **COORDINATOR**

She works in a small team of Education, Health and Care Coordinators who are under a constant time constraint. Dealing with multiple cases at the same time, she works on ERSA requests coming from parents and schools, as well as drafts a number of EHC Plans from Specialist reports. Her background is in Education and she has a good understanding and close connection with disabilities. She considers herself as an advocate for defending the child's needs.

## I am an **Education, Health and Care Coordinator (EHCCo)**
**You will typically find me doing:**

**COMMUNICATING WITH PARENTS AND SCHOOLS VIA EMAIL OR PHONE**

**CALCULATING THE RAS SCORE**

**ATTENDING WEEKLY PANEL MEETINGS**

**COLLATING CARE PLANS**

"*Receiving evidence separately for pre-assessment is too much for us to keep an eye on - we should have everything at once or send it back!*"

"*I don't like the RAS. I refuse to use it.*"

## Needs

- Needs all required information to be able to start processing a request
- To be able to track the progress of different cases
- Contact parents as it's an expectation and a statutory requirement
- Contact specialists and schools for reports so that can start writing a draft plan
- Compile all data into a plan that has the right content and level of detail
- To summarise expert reports in lay terms

## Challenges:

- Prioritising work
- Disagreeing with processes that are supposed to be used
- Receiving parent (or school) requests that have an insufficient amount of evidence
- Keeping up with deadlines means doing the bare minimum sometimes
- Chasing missing documentation of the cases
- Feeling often not listened to by my seniors

# Susan the **LEADER**

She leads the service and is responsible for managing its performance and keeping it within the budget. As she doesn't work directly with the service team, she doesn't fully understand the complexities; workload, motivations and the reasons they are not meeting their targets. She wants to be able to trust her middle management to be able to provide efficient and reliable service. As the service is dragging behind the statutory time, she is desperate to find solutions to fix the problems that cause the delays and inefficiencies.

I am a **Senior Manager**
**You will typically find me doing:**

**RESPONDING TO EMAILS**

**TRACKING PERFORMANCE**

**ATTENDING MEETINGS**

**MAKING EXECUTIVE DECISIONS**

*"I need to hit my KPI's - that's what I am interested in."*

*"I need to ensure there is enough in the budget for the children that need it"*

## Needs

- Have to keep on top of the service and what is going on within the teams
- Be able to rely on the service managers to do their jobs so I don't have to step in
- Have to be able to performance monitor my managers, their teams and wider service
- I need solid data to base my executive decisions on

## Challenges

- Leading passive staff that may be reluctant to change and improvements
- Having a better understanding of what my teams are doing and why; knowing how to improve their ways of working
- Balancing different tasks and responsibilities within my role
- Resolving issues that are escalated and referred to me by the middle management

# Howard the **SPECIALIST**

He is an Educational Psychologist responsible for providing reports as part of the Needs Assessment EHC Plans. Liaising with schools on a regular basis gives him a fair understanding of the number of Assessment Requests arriving at the Local Authority. He is usually already familiar with the children he visits for assessment. Sometimes he is already in contact with the SEN Coordinators or Parents before they request an assessment, and might be asked to write a report for it before it's sent.

I am an **Occupational Therapist, Language and Speech Therapist, Educational Psychologist, Health Specialist**

**You will typically find me doing:**



**COMMUNICATING WITH PARENTS AND SCHOOLS**

**PROVIDING SPECIALIST OPINIONS**

**VISITING AND OBSERVING CHILDREN**

**WRITING REPORTS**

*"I feel like there's too much admin work expected of me - instead of doing the assessments I need to write pointless summaries"*

*"I don't trust the Coordinators have the needed skills to write plans - they are essentially admins"*

## Needs

- Needs to visit schools to observe children if requested to do so by SENCo or Teachers
- Needs to give recommendations for children, whether that is for progress plan or making an ERSA
- When requested by EHCCo, has to provide Appendixes for SEN support plan

## Challenges

- Writing additional summaries in the report for the Coordinators is time-consuming
- Feel that time is very stretched and don't always have time to write up reports fully
- Unexpected ERSA requests from parents and some SENCo's take up additional time that hasn't been planned in

# Sonia the **PANELIST**

She is one of the senior Specialists that take part in weekly, multi-agency panel meetings to make decisions on children's and young people's primary needs, provision and funding. She has a specialism in Healthcare and is able to give opinions and recommendations in those areas of the plans and reports. She is passionate about her job and thinks that the panel is extremely important and crucial for children and young people to receive the right type of care. She supports the sentiment of going fully digital but still prefers looking at paper files in the panel.

## I am a **Panel Member; Leader, Head of School, Specialist**
**You will typically find me doing:**

| REACHING A COMPROMISE | PROVIDING SPECIALIST OPINIONS | LOOKING THROUGH PAGES OF REPORTS | CORRECTING RAS SCORE |
|---|---|---|---|

*"The panel is usually the first time anyone is looking at the child's situation holistically - it's an important meeting."*

*"There are so many pages to flip through. It slows us down."*

## Needs:

- Has to go through the case bundle and specific parts to be able to form conclusions
- Need to receive all relevant and the accurate information about a child in order to make the decision
- Need to be able to connect to the internet in case there is other relevant information that has to check
- Has to work with all panellist to agree on a decision

## Challenges:

- Not having all relevant reports in the case bundle
- Inconsistency in the report or draft quality and/or structure
- Holding a panel without all panellists
- Technical issues: wifi or devices not working
- Not being able to go through all cases in the panel - complicated cases take up a lot of time
- Having to make amendments to the plans during the panel as they haven't been checked for quality assurance

# Pamela the **SUPPORTER**

She works in a high demand service helping families when something has gone wrong - these are usually complaints. Parents, Young Adults or Schools might contact her directly when they need help with the Assessment Request; the Assessment has been rejected or the EHC Plan has not been satisfactory to them. Sometimes the Parents that contact her might not speak English well or otherwise require assistance in the process. As an impartial body, she attends negotiations with the parents and Coordinator's to try and find a way for the parents to avoid tribunals as sees it as a frustrating process.

## I am a **Charity Worker, Pupil and Family Worker, Social Care Officer**

**You will typically find me doing:**



**COMMUNICATING WITH PARENTS AND SCHOOLS**

**MODERATING DISPUTES TO REACH A COMPROMISE**

**GIVING ADVICE AND RECOMMENDATIONS**

*"We try to encourage a positive relationship with the Local Authority - it's better to have a good relationship with the Coordinators as they will be dealing with the case for a long time and we all want the best outcome for the child"*

## Needs

- Needs to assist Parents when they contact for help; whether it's for information or support with ERSA
- Needs to attend quarterly meetings in Schools so Parents can become aware of them
- Will work directly with Parents, Children, Young Adults or Schools if needed

## Challenges

- The service is in high demand for families
- Contacting SENAS Team when Parents call about unreasonable delays in the process
- Acting as a mediator between the council and parents is challenging
- Often having to chase the council employees on behalf of the parents as they can't do it themselves

# CURRENT LANDSCAPE
## Wardley Mapping the service landscape

### Strategic planning requires a map …

… of your organisation's building blocks, **components of capability**, set against the environment in which your organisation provides its **services**.

### To build an understanding …

… of how **processes, data, people, and tools** combine into services that create value for your "parents" to gain "**situational awareness**".

### And enable transformation …

… by **understanding where you are and where you may go**, concentrating on what is novel and unique, **showing traceability** from your business mission to technology, and **deciding where best to deploy effort**.

1. **Start with an empty landscape.** Use it to map capabilities against degrees of visibility (y-axis) and conventionality (x-axis).
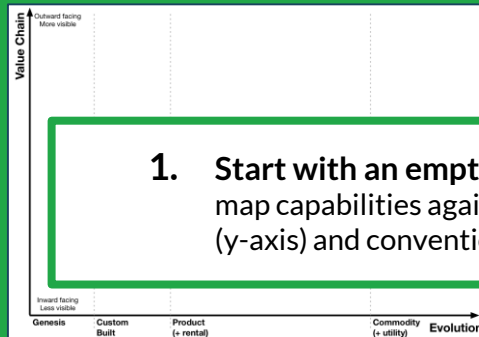


2. **Place and depict relationships between capabilities.** Higher capabilities *"need"* lower components.
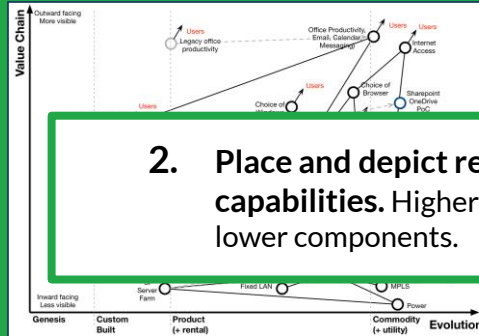


3. **Strategise!** Make objective, transparent, vision-fulfilling decisions by applying digital thinking to your organisation.
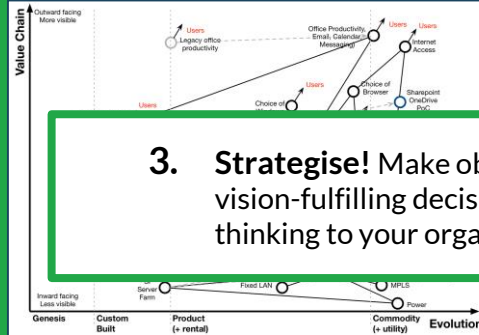
# CURRENT LANDSCAPE (Assessment)
**Understanding the service landscape helps us gameplay where to get to, and how to get there**
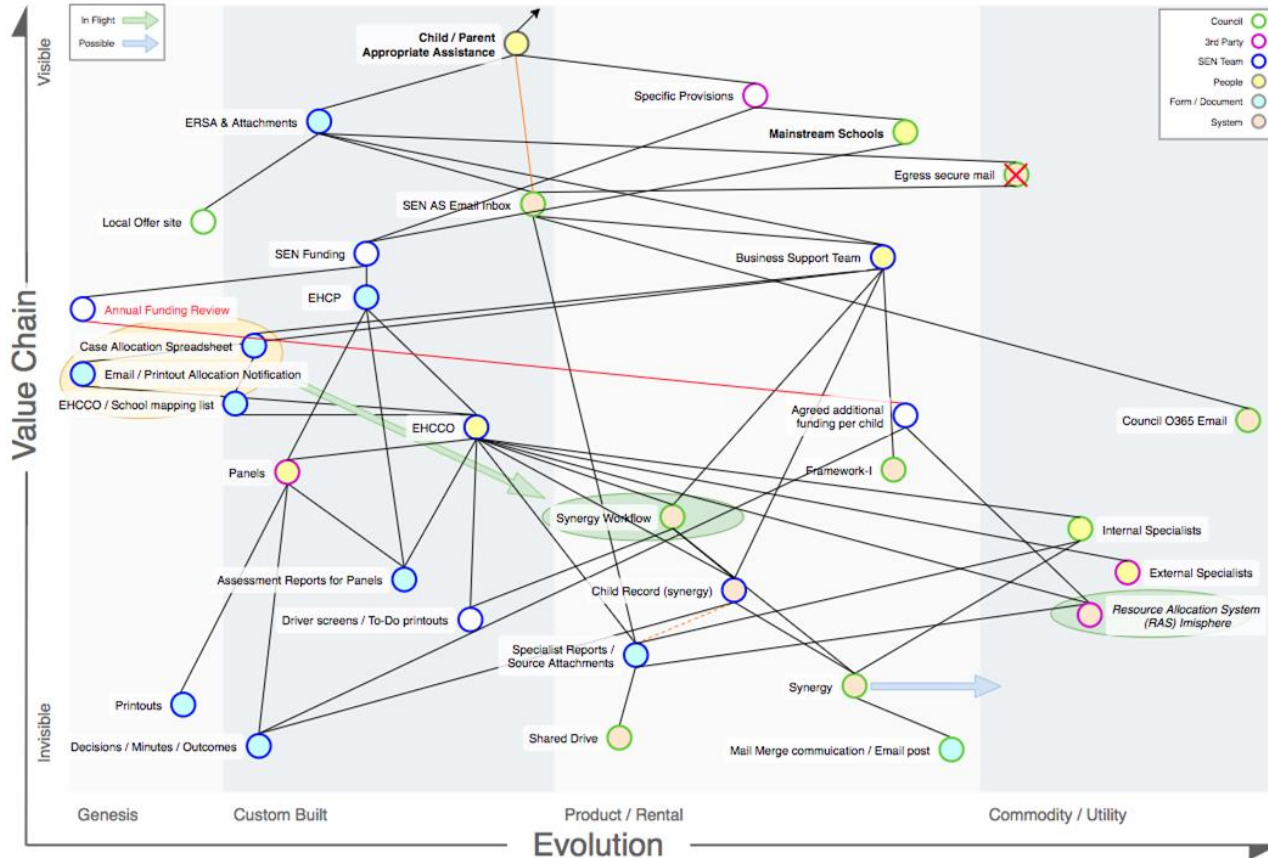
## What does this show?

- Much information stored in spreadsheets not systems

- Some ill-defined, highly manual processes

- Unique work around each decision and panel

- Some existing plans to change manual case allocation and workflow into Synergy (not yet active)

- Introduction of Resource Allocation System for banding predictions

- General poor exploitation of Synergy features

# Service Blueprint

| PHASES & TIME | PERSONA | BEFORE | | REQUEST (The clock starts) | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **CUSTOMER JOURNEY** | **PARENT / YOUNG ADULT** | Becomes aware of an issue and needs, looks for available information and guidance | Consults a GP / Teacher / Coordinator / Charity worker | May contact SENAS. Agrees to proceed with ERSA | May provide required documentation. Fills their part of ERSA independently or with SENCo | May supply additional / missing documentation | | May receive a confirmation of ERSA being received OR calls to request an update | Is contacted about the ERSA going to first panel |
| | **SCHOOL REP.** | Might be made aware of needs by teacher. Observes the student and makes recommendations | Has a conversation with the Parent and School's EP, Therapists, Social services | May contact SENAS on Parent's behalf. Requests agreement from Parent to do ERSA | Provides required documentation and sends ERSA (often email or letter). May help parent fill ERSA | May supply additional / missing documentation | | Receives confirmation of ERSA being received | Is contacted about the ERSA going to first panel |
| **CHANNELS** | | | ✉ ☎ 👥 | ✉ ☎ | ✉ ✉ | ✉ ✉ | ✉ | ✉ ✉ | ✉ ✉ |
| **FRONT STAGE** | **COORDINATOR** | | May consult the Parent | Explains the process to the Parent either phone or email. Requests docs | | | Receives an email with a new caseload | Validates the documentation | |
| | **ADMINISTRATOR** | | May consult the Parent | | Receives the request to email, validates it, and creates a case on Synergy | May request additional/missing documents | Logs the case onto a spreadsheet and allocates it to a Coordinator | Sends conf. and Coor. details to parent and school | Informs the Parent / School Rep that the case will be reviewed by the Panel. Specifies decision date |
| **BACK STAGE** | **PANELIST** | | | | | | | | |
| **SUPPORTING PROCESSES** | **SPECIALIST** | May be already aware of many of the children that will be having an ERSA | May be give consultation to Parent/School rep. May visit the child to observe and create a report | | | | | | |
| | **FINANCE** | | | | | | | | |
| **SYSTEMS** | | | Outlook | Outlook | Outlook, Synergy, Joint folder | Outlook | Outlook, Excel | Outlook | Outlook |
| **PAIN POINTS** | | - Parents don't know what to do<br>- Parents might be reluctant to believe their child needs support OR think more support is needed than in reality | - It's often difficult to get the Senco's time<br>- Expectations might be set high by school<br>- "EP's time is like gold dust" - last resort | - Parents often need information as they don't understand the process and there's not clear enough information available | - Often insufficient information<br>- Parents might not know what the fields in ERSA mean<br>- Unexpected ERSA's EP's causes time problems for EP | - SEN can't start case until all necessary documentation<br>- Parental ERSA can be more time consuming | - BS uses multiple systems and tools<br>- Parents/schools contact for update | - Processing the request is very time consuming due to the system and various tools | - Keeping comms with parents takes effort and time<br>- Often parents call for updates |

# Service Blueprint

| PHASES & TIME | PERSONA | PRE-ASSESSMENT (max 6 weeks) | | ASSESSMENT (max. 16 weeks) | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **CUSTOMER JOURNEY** | **PARENT / YOUNG ADULT** | Might try to chase EHCCo or asks SENCo to do so | | May receive an update or contacts for one | May take the child to the Specialist | Receives a draft of the plan and has ability to request changes | Has 15 days to request changes to the draft | | Receives decision, and draft EHCP. May request changes in funding and provision within 15 days. The case may go to another Panel |
| | **SCHOOL REP.** | Often has to chase on Parents request | | Receives a request for Appendix B - School report | Sends Appendix B | Receives a draft of the plan and has ability to request changes (usually email) | | | Receives notification of decision and draft EHCP. May request amendments |
| **CHANNELS** | | (email, phone) | (meeting) | (email) | (email) | (email, email) | | (meeting) | (email, email) |
| **FRONT STAGE** | **COORDINATOR** | Collates a bundle of documents. May be contacted by the Parent or SENCo | Prints files. Attends a weekly meeting to intro the case to Panel | Chooses Specialists for appendixes and sends a request | Chases Specialists/School for reports | Drafts SEN Support Plan, Fills in RAS, shares the draft | Logs case to panel | Prints files/ Attends a panel review, takes minute notes. | Sends letter to parents and School, notifying the Panel decision. Updates Synergy |
| | **ADMINISTRATOR** | | | | Receives Appendixes and files them onto Synergy | | | | |
| **BACK STAGE** | **PANELIST** | | Attends a weekly meeting to review cases and make decisions | | | | | Attends to review cases and make decisions on needs, funding and provision | |
| **SUPPORTING PROCESSES** | **SPECIALIST** | | | Receives request for Appendix and arranges visits | Examines the child and writes a report | | | | |
| | **FINANCE** | | | | | | | | |
| **SYSTEMS** | | Outlook, MS Word | Outlook | Outlook | Outlook, Synergy, Joint folder | Outlook, MS Word, CareCalc | | Outlook | MS Word, Mail Merge, Outlook, Printer |
| **PAIN POINTS** | | - Parents/School not sure what is going on - Calls from Parents /School disturbing work | - High volume of paper - Insufficient details stall decision making - Reports can't be older than 12 months - first thing is to check dates | - Multiple, inconsistent processes & systems - Specialist receive requests for pupils of schools not assigned to them or the requests are sat in a tray and not being assigned | - EHCCo has to chase the appendixes - reports and appendixes often late/after deadline - EP's feel the summaries are taking too long of their time | - Collaboration for goals setting between EP and other specialists is non-existent - Emails have replaced meetings with Parents - Parent might not understand the draft plan a | - Parents often need to go through the draft with SENCo or EHCCo as it's not easy to understand | - Amendments and quality insurance takes time in Panel - RAS not always included - Inconsistent key milestones in plans - creating them difficult | - Parents often out of the loop and barely involved in the process until the draft plan - No meeting to view the plan |

# Service Blueprint

| PHASES & TIME | ASSESSMENT | | | NEGOTIATIONS & FUNDING | | | OUTCOME max. 20 weeks | |
|---|---|---|---|---|---|---|---|---|

**CUSTOMER JOURNEY**

| PERSONA | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| PARENT / YOUNG ADULT | | Goes to school with the child for interviews | May request an update from EHCCo or ask SENCo to do so | Receives the school's decision | | | Might try to chase EHCCo or ask SENCo to do so | Receives the final plan with the school named. Might contact supporting organisation or school for help or appeal |
| SCHOOL REP. | New school needs to agree that they can meet the needs. Contacts parents to arrange interviews/observations | Meets with the Parents and the child/young person for an observation/ interview | Informs the Coordinator about the decision on admission within 15 days | | | | Might chase the EHCCo for an update about the final plan | - Both schools receive the final plan - Logs into EGfL to see the list of students |
| CHANNELS | ✉ ✉ ☎ | 💬 | ✉ ✉ ☎ | ✉ | | ✉ | ✉ | ✉ |

**FRONT STAGE** · · · · · · · **BACK STAGE**

| PERSONA | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| COORDINATOR | Shares Synergy - generated spreadsheet with Schools. Updates Synergy | | Receives decision from school | Forwards the school decision to Parent once agreed | Creates the final version of EHCP, names the school | Requests a sign-off from mgmt of services which will deliver the service, updates the system | SLT signs off the final EHCP | Sends final plan and decision to the Parent and School Rep. |
| ADMINISTRATOR | Commissioning Team engages with independent providers. | | | | | | | |
| PANELIST | | | | | | | | |

**SUPPORTING PROCESSES**

| PERSONA | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| SPECIALIST | | | | | | Managers of services sign off the final EHCP | | Receives a copy of final plan and decision |
| FINANCE | Accounting receives Synergy-generated spreadsheet with payable amounts | | | | | | | Makes the first payment. Different times for different school |
| SYSTEMS | Spreadsheet, Synergy | | | | Word | Outlook, Synergy | Joint folder | MS Word, Printer, Mail Merge |
| PAIN POINTS | - Finance information not dealt with in Synergy | - School might not be able to meet the child and are not sure if they can meet their needs, but often accepts offer anyway to keep funding | - Informal negotiations with the school/parent about funding via phone | | | - Sign off from each Service Manager slows down the process | - The overall process is currently taking longer than the statutory timescale (20 weeks) | - Difficult to understand for non-english speakers - Some specialists receive a copy of final plan but not always - The list is not always accurate - some details might be missing |

# Service Blueprint

| PHASES & TIME | PERSONA | BEFORE | | REQUEST | | | | ASSESSMENT | |
|---|---|---|---|---|---|---|---|---|---|
| **CUSTOMER JOURNEY** | **PARENT** / **YOUNG ADULT** | Becomes aware of an issue | Looks for available information / Consults a GP / Teacher / Coordinator / Charity worker | May fill the ERSA online independently | Submits the form once all necessary information is filled in / adds information online on SENCo's request | Receives a confirmation, a copy of the submitted form and information on the next steps | | Is able to login to the portal and see where the request is at | Receives an update of where the request is |
| | **SCHOOL REP.** | Observes the student and makes recommendations | Has a conversation with the Parent /Looks available information from one central source | May fill the ERSA online on parents behalf | Adds information online on Parent's request / Submits form if filled in on the Parent's behalf | Receives a confirmation, a copy of the submitted form and information on the next steps | | May be able to login to the portal and see where the request is at | Receives a request to submit their appendix online or update information already submitted |
| **CHANNELS** | | (icons) | (icons) | (icon) | (icon) | (icon) | (icon) | (icons) | (icons) |
| **FRONT STAGE** | **AMBASSADOR** | Are engaging with the community | May consult the Parent at a school | | | | Case automatically allocated to Ambassador & EP | Ambassador either validates or rejects ERSA | |
| **BACK STAGE** | **PANELIST** | | | | | | | (Motorbike: Digital voting Yes/No) | |
| **SUPPORTING PROCESSES** | **SPECIALIST** | Already aware of most of the children that will be having an ERSA | Might have to go through ERSA or consultation with Parent/School rep. | May add information of the child if requested or available | | Receives a confirmation and a copy of the submitted form | May receive a case for initial validation | | Receives a request to fill e-form, which when submitted creates a report and generates RAS score |
| | **FINANCE** | | | | | | | | |
| **SYSTEMS** | | | | | | | | | |
| **IMPROVEMENTS** | | Forecasting demand (EP's and EHCCo's) | Ambassador may be involved in the creation and quality assurance of ERSA | Multimedia input from Parents, SENCo's, Specialists, Health care (if applicable) | Online form with validation built in: request can't be submitted until all relevant information is provided | Automated progress updates in Portal and choice of comms | Case management and performance measuring | - No pre-assessment - Use Case Officer judgment / experience OR Digital panel Yes/No voting to decide on borderline cases - Visibility of progress | - Parent receives notification on decision for needs assessment and info about right to appeal - RAS made by the specialists and compiled into one |

Phase headers: BEFORE | REQUEST | The clock starts | ASSESSMENT

| PHASES & TIME | PERSONA | ASSESSMENT | | max. 16 weeks | SOURCING AND PLACEMENT | | | OUTCOME max. 20 weeks | ANNUAL REVIEW |
|---|---|---|---|---|---|---|---|---|---|
| **CUSTOMER JOURNEY** | **PARENT** | - Commenting on various parts of the draft / possibly meeting with the Ambassador<br>- Gives preference of School | | Receives panel decision on EHCP and notification to review the draft either online or in a meeting with EHCCo | Receives a notification about upcoming observation/interview | - Requests changes to the draft plan<br>- Receives notification that amendments are not agreed on | | - Receives final ECHP with the School named<br>- Based on EHCP data, has opportunity to apply Travel Assistance | Receives a notification about about the annual review. May comment on it online or request a meeting with School Rep and Ambassador |
| | **YOUNG ADULT** | | | | | | | | |
| | **SCHOOL REP.** | | | | Informs parent about upcoming interviews and visits | Informs the decision on placement | | | Receives notification that AR is due and writes the report online |
| **CHANNELS** | | 🌐 🗨 | 🗨 🌐 | 🗨 🌐 | 🌐 ✉ | ✉ 🌐 | 🌐 | ✉ 🌐 | 🗨 🌐 |
| **FRONT STAGE** | **AMBASSADOR** | Might meet with the Parent face-to-face to review draft | Attends the panel meeting and introduces the cases | Might meet the Parent to review draft plan | | Amends plan if they are agreed on | Senior Ambassador or Leader signs off the plan (dependant on the amount) | | May attend annual review at school if requested. Receives AR data submitted by School online |
| **BACK STAGE** | **PANELIST** | | Goes through plans on tablet / laptop in a paperless panel meeting | | | | | | |
| **SUPPORTING PROCESSES** | **SPECIALIST** | | | | | | | | |
| | **FINANCE** | | | | | | Automatically receives the request for funding once plan is signed off | | |
| **SYSTEMS** | | | | | | | | | |
| **IMPROVEMENTS** | | Co-creating the draft plan with the parents and based on the specialist reports | Smart, paperless panel in which details and reports are pulled from csmg system | Parent receives notification on decision for EHCP and a review of the draft version | Parent receives notification on the observation | Parent receives notification if amendments are not agreed and info on right to appeal | - Integration with Finance System<br>- SEN Transport Forecast of Demand | Parent receives notification on the final EHCP with School name, and right to appeal | - Source of savings<br>- Ensuring successful delivery of EHCP |

# THE SCOOTER - LANDSCAPE
**How quick wins change the landscape**

## What does this show?

- Improved electronic application reduces early complexity and removes need for email systems

- Move from individual spreadsheets for case allocation and tracking to consistent single shared sheet in O365, as interim towards full workflow

- Remove paper for panels

- Promote direct access to Synergy / other and document storage in Synergy / other, not shared drives

# THE BIKE - LANDSCAPE

**How the landscape improves**

## What does this show?

- Electronic ERSA form feeding directly into Workflow system

- Case Workflow coded in Synergy / other workflow system

- Submissions from Specialists directed by workflow (not EHCCo) and submitted via Synergy / other case management system

- Panel reports driven directly from data in case management system, not manually collated. Leading to more repeatable process for panels and decisions

- Simpler landscape of components

PLACEMENTS & PAYMENTS
(not in scope)

# CURRENT LANDSCAPE (Placement & Payments)
**Understanding the service landscape helps us gameplay where to get to, and how to get there**
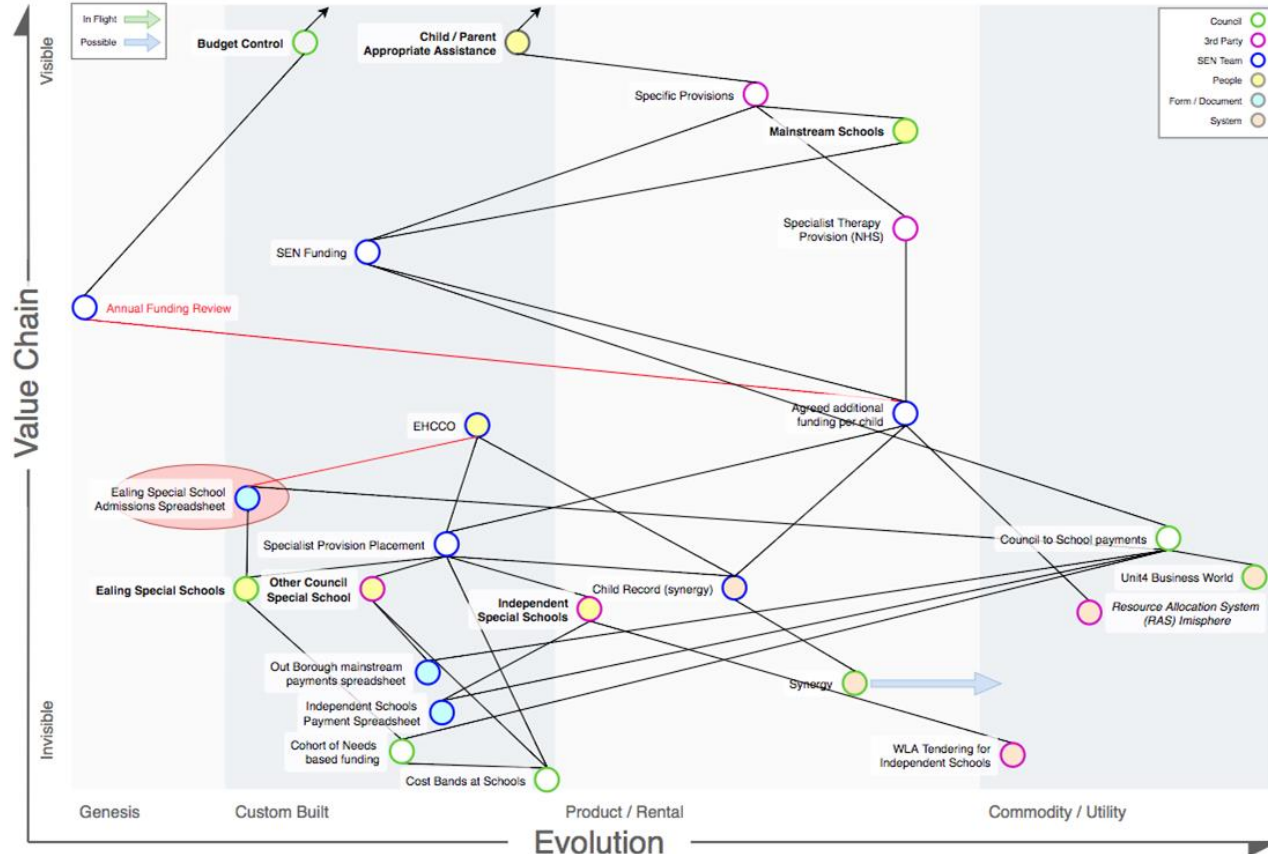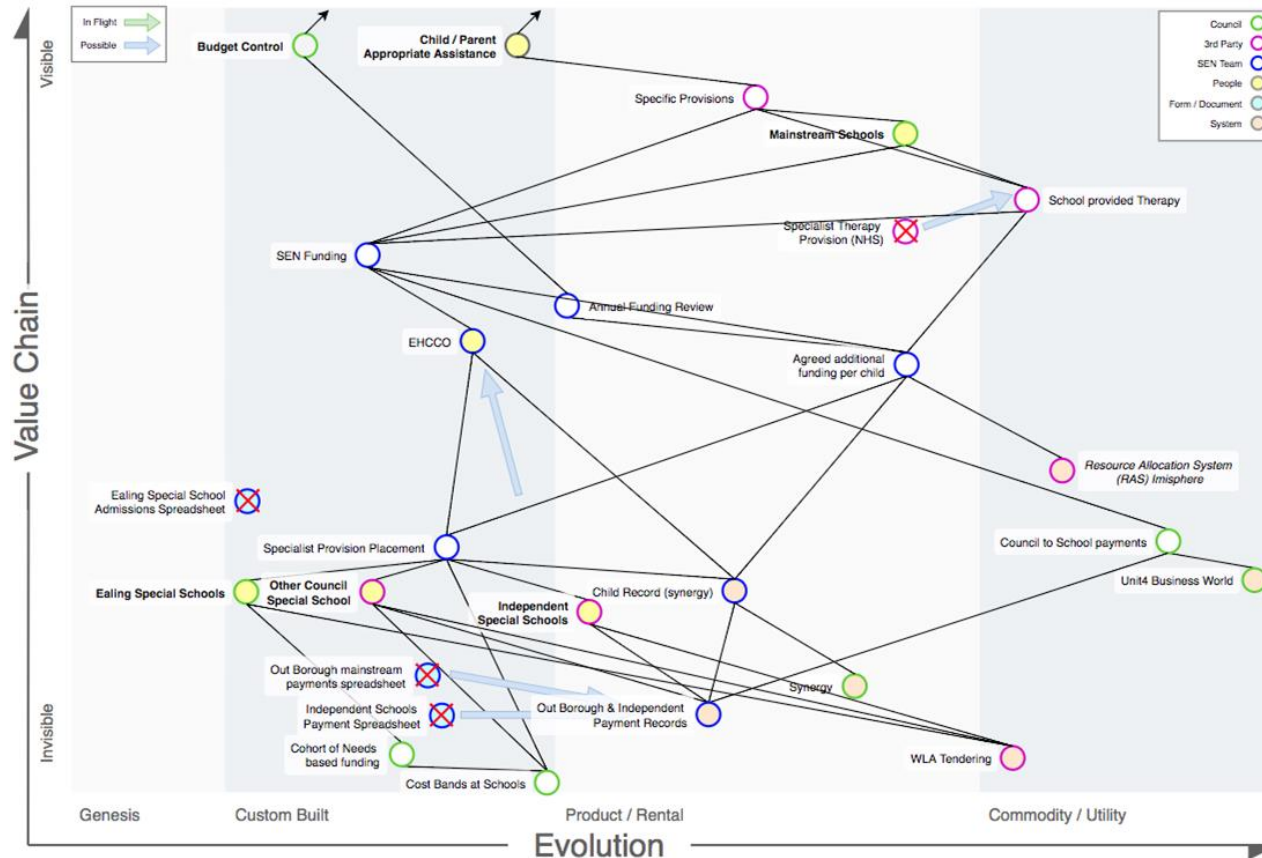


## What does this show?

- Provision in Mainstream schools is well organised and repeatable.

- Provision via Independent Special Schools is customised but centralised procurement is organised and repeatable.

- Provision through Ealing's own special schools (or other boroughs) is individually negotiated between schools and EHCCo.

- Payment management and checking is poor and handled by spreadsheets, often filling in values only after invoice receipt.

# FUTURE LANDSCAPE (Payments)
**A better digital service in the landscape**

- Mainstream schools arranging own therapy providers.

- Managed records of intended and actual payments for non-Council schools (new system, via Synergy or via Unit4 accounting).

- Procurement of all types of special school through same tendering process producing consistent results.

# PLAYBOOK - Record idealised and actual funding
**Identify differences between calculated and real costs.**

- **Resource Allocation System suggests a funding band to meet the needs.**
  Which may be modified by the panel's expertise.

- **Provision may not be available for this amount due to availability or scaling.**
  eg: Child could share a support worker in Mainstream, but this can only be recruited as full-time, and there are no similar needs in the school to share the resource; or RAS suggests cost in an Ealing Special School, but due to lack of places actual provision is made in mainstream or independent sector at higher cost;

- **Synergy currently only records the actual funding needed**, which is needed for budgeting and checking payments.

- **Configure Synergy / other to record both "idealised" funding from panel and "actual" funding in reality.**
  - Allows identification of cases where other constraints cause large additional spend. High priority for review and possible change in provision.
  - May allow identification of where additional needs can be met without extra cost (eg: identify schools with spare support worker capacity as useful placements for new children).
  - Learn whether RAS and Panel cost assessments are right, and feedback improvements.