

# Virtual National Conference of Parent Carer Forums Delivering Better Value in SEND (DBV)

**#LetsParticipate23**

Planning Partners



Department  
for Education



# Delivering Better Value in SEND

## NNPCF Virtual Conference 1<sup>st</sup> Feb



# ● Delivering Better Value in SEND – Presentation Team



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# ● Delivering Better Value in SEND - Agenda

1. What is the Delivering Better Value in SEND (DBV) Programme?  
- Chika Chukwujekwu (Department for Education)
2. How is the DBV programme being delivered and what progress has been made to date?  
- Stephen Knight (Newton), Chris Kelly (Newton), Phil Gibby (CIPFA)
3. How can parent carers be best included in the work of the programme? What practical tips do you have?  
- Edwina Grant (Adviser to Newton)

We will pause for questions or comments at the end of each section

# What is the Delivering Better Value in SEND (DBV) Programme?

Chika Chukwujekwu (Department for Education)

# ● What is the DfE seeking to address?

There are many great examples of the children with SEND thriving but there are some big challenges to address at a national level:

**1**

**On average, children with SEND tend to get worse outcomes in important areas e.g. more likely to be excluded, less likely to pass english and maths GCSEs**

**2**

**8,000 parent carers take their Local Authority to tribunal each year because they aren't satisfied with the support their child receives (and this is just the tip of the iceberg)**

**3**

**The national deficit is £2.3bn on a £9bn annual budget for the High Needs Block of school funding**

## ● What is the DfE doing about it?

**Long term** the DfE is intending to introduce **national reforms** to the system which should sustainably address these challenges.

In the **short term**, the DfE is running a number of programmes to provide **support to the sector** including, but not limited to:

- The Safety Valve Programme
- The Delivering Better Value in SEND Programme
- ESFA Support Programme
- Universal Services including SEN training for teachers
- Targeted Performance Improvement Programme
- Short Breaks Innovation Fund
- Educational Psychologist Trainee Programme

# ● How did the DfE develop DBV? (Sector Feedback)

## Feedback from informal consultation with sector

- Genuine support not intervention.
- Support with capacity and capability needed.
- Co-produced and collaborative, not imposed; with local area autonomy maintained.
- Align with other activity and not create additional burden on local areas.
- Avoid time-consuming bidding/application process

## Feedback from safety valve and ESFA programmes

- Recurring requests for support with data assurance and project management.



# ● What is the objective and structure of DBV?

**Objective:** Support the implementation of changes at a local level that ensures children with SEND get the support they need in the most timely and effective way and contributes to short term service sustainability

## **Phase 1 (Diagnostic Support)**

- Initial small grant to support data collection and assurance.
- Tailored and flexible project management support through a delivery partner and SEND Advisers to help with diagnostics, key stakeholder engagement and development of a sustainable action plan.

## **Phase 2 (Implementation Support)**

- Grants to support implementation of developed action plan.
- DfE Official and SEND Adviser support available as needed.

# Questions or comments from the audience

# How is the DBV Programme being delivered and what progress has been made to date?

Steve Knight and Chris Kelly (Newton)

Phil Gibby (CIPFA)

# ● Introducing Newton and CIPFA

We have worked with **over 100 public sector organisations**, including **more than 40 Local Authorities**.

These partnerships have delivered **measurable and sustainable improvements in outcomes for people, transformed ways of working and staff engagement, while ensuring hundreds of £ millions are used in the most effective manner on a 100% contingent fee basis.**

We have a detailed and practical **knowledge of best-in-class performance in children's services**, acquired through delivering numerous transformation programmes with LAs across England, and sector thought leadership projects commissioned by national organisations.

# NEWTON

# ● Introducing Newton and CIPFA

We are the only professional accountancy body in the world **dedicated exclusively to public finance.**

Our **14,000 members** work to ensure **public money is effectively and efficiently managed and champion high performance in public services.**

We have extensive experience working in Central and Local Government. Our team of chartered accountants includes **experienced Local Government finance directors and Section 151 Officers** with **deep knowledge of the education funding system.**

# ● When are we working with different local areas?

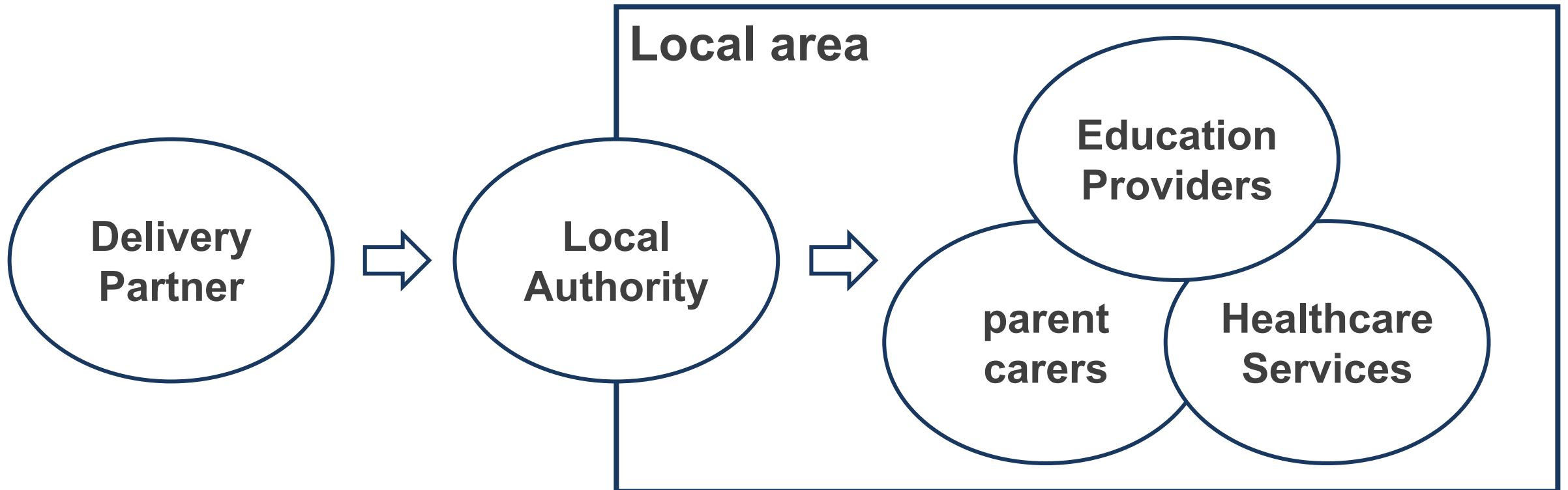
We held 'Planning Conversations' with senior leaders from all LAs between August and September

- We have been completing the diagnostic phase with 20 LAs and their local partners between September '22 and March '23 (Tranche 1)
- The next 21 LAs will complete diagnostic work between February '23 and June '23 (Tranche 2)
- The last 19 LAs will complete diagnostic work between August '23 and December '23 (Tranche 3)

All LAs go straight from diagnostic work in to their implementation phase which is expected to last in the region of 18 months

# ● How do we engage with the local area?

The programme is set up so that we approach **local authorities to take the responsibility as system convenors** to deliver the diagnostic work and subsequent implementation. We proactively work with them to engage representatives from all local partners, including parent carers, to **co-produce the work**.



# ● What does a diagnostic do and what doesn't it do?

## A diagnostic does...

- ✓ Set a direction of travel and local priorities to focus on
- ✓ Base its conclusions on evidence, in an unbiased way
- ✓ Work collaboratively with local leaders and representatives

## A diagnostic does not...

- ✗ Seek to define changes in great detail – this is the first part of implementation
- ✗ Aim to understand every single problem or opportunity in great detail – only those that will have a large impact for lots of people



# ● What did we learn from the Planning Conversations?



- 1** The need to make changes was already known locally
- 2** The expertise and support to help was welcomed
- 3** The local areas typically had an existing programme of work under way, which is was felt the DBV Programme would enhance and augment

# ● How much diagnostic work has been done?



Across the first 20 diagnostics, so far we have...



Facilitated local practitioners to analyse the stories of **500+ children with SEND**



Heard from representatives of **500+ education providers**



Analysed **5million+ data points**



Heard from **1800+ parent carers**



Heard from **700+ practitioners and professionals**

# ● What is the diagnostic work telling us? (1)



Across every LA the evidence suggests that to have the biggest positive impact on the most children, **the focus should be on improving the system's ability to support children in a mainstream environment**

Whilst the evidence tells a nuanced and different story in each LA, there are 3 drivers that thematically emerge as the things to change to have the biggest impact on this objective...

# ● What is the diagnostic work telling us? (2)



- 1 Improving the ability of mainstream schools to deliver day to day support to children with SEND**  
(e.g. staff skills, staff capacity/resource, physical space)
- 2 Improving the ability of the system aid schools in supporting children with SEND**  
(e.g. system navigability, service capacity, service effectiveness)
- 3 The confidence that parent carers have in the support their child is receiving in a mainstream setting**  
(e.g. clearly communicated support plans, involvement in assessment processes)

# ● What is the diagnostic work telling us? (3)



The evidence **does not** point to the following issues as priorities to address: incorrect assessment of need, availability of information to assessors, capacity of SEND Assessment teams.

In any further detail, the conclusions from evidence gathered vary considerably across LAs which a **demonstration of how solutions need to be locally defined and driven** in the implementation phase

# ● What are the next steps of the programme?

- Help the first set of LAs develop an implementation plan and transition them to this phase so they are independent of further support
- Aggregate the findings across the first set of LAs and see what insight can be drawn from it to inform other DfE work for children with SEND
- Start the diagnostic work with the next set of LAs

# Questions or comments from the audience

# Questions for discussion

## Edwina Grant (Adviser to Newton)



# ● Questions for our audience

1. What advice would you give to the DBV Programme to best include parent carers? What can we do?
2. Do you have any good examples to share with us of really positive co-production at a system level?