

DELIVERING BETTER VALUE (DBV) in SEND

- DfE-led national programme, in partnership with Chartered Institute of Public Finance and Accountancy (CIPFA)
- 55 Local Authorities with High Needs Block deficits, split into 3 'tranches'
- Wiltshire 'diagnostic' phase of DBV programme runs August to December 2023
- Up to £1m in grant funding available on successful completion of programme

PRINCIPLES (and criteria for grant):

- **Whole-system Participation:** children and young people, parent carers, education providers, as well as health and social care partners
- **Evidence Based Decisions:** quantified & qualified understanding of local need, demand and expenditure
- **Identify Sustainable Changes:** in each LA that can drive high quality outcomes

OBJECTIVES:

- "implement sustainable changes that **improve support and outcomes for children** and young people with SEND"
- "**improve financial stability** of local authorities' High Needs Block budgets"

TRANCHE 3, WAVE 8: SHARING EXPERIENCE & LEARNING

● Wave 8 Introduction



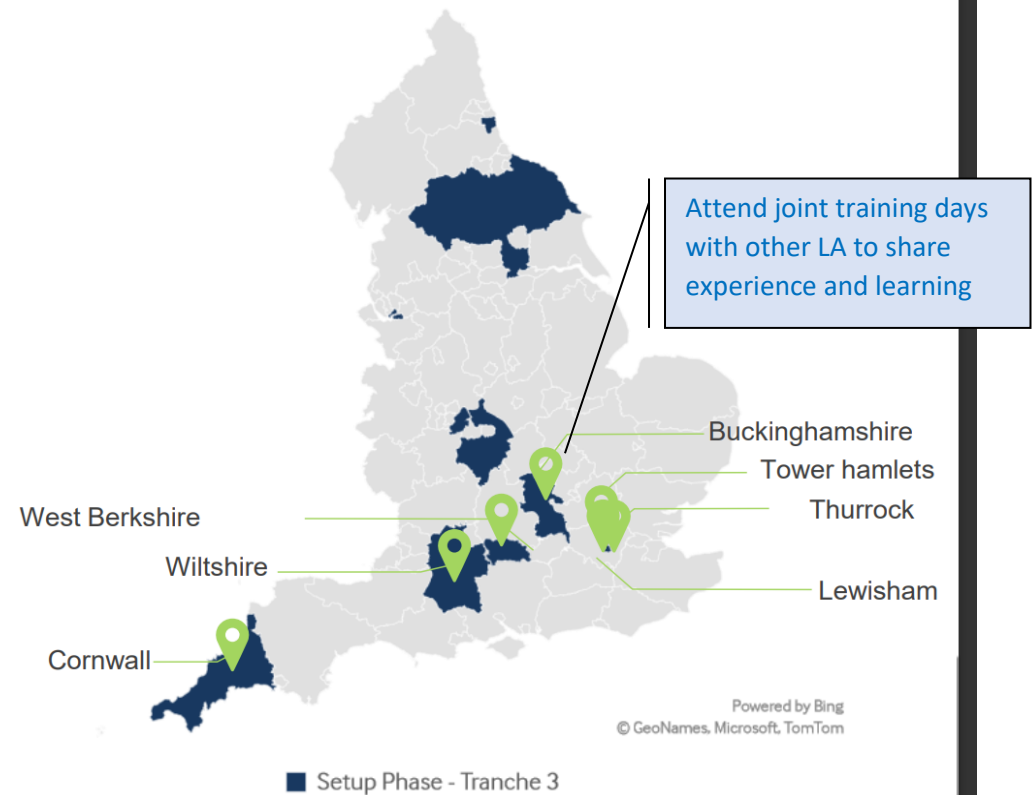
In Tranche 3 there are **14 Local Authorities**, which are split into **2 waves** geographically.



Each wave will be going through the diagnostic **concurrently**, allowing Local Authorities to learn from and support each other.



Your local authority will be within **Wave 8**. Your wave lead will be communicated in due course, however there are **set-up actions** which should be completed starting from now. The other LAs in your wave are shown on the map.



THE DELIVERING BETTER VALUE APPROACH: MODULES and OUTPUTS

DBV Phase 1: Diagnostic Stages

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MODULAR APPROACH

- Collate & Review Evidence Base
- Understand local 'root causes' driving demand & spend
- Aligned strategy & implementation plan based on findings



Set Up
To understand current position and develop a diagnostic plan



Module 1: Baselines and Forecasts
To understand the volume and type of support Children and Young people have received historically, and what this might look like going forward

REVIEW HISTORICAL TRENDS:

- # Requests and EHCP
- Primary Need
- Setting and Placements
- Total Spend and Unit Costs

ASSURE FUTURE SPEND PROJECTIONS



Module 3: Implementation Planning
To build findings into effective implementation planning, identifying strengths, enablers and risks



Module 2: Root Causes Diagnostic
To identify and quantify the highest impact changes that could be made to deliver better outcomes for children and young people

WHAT IS DRIVING DEMAND & SPEND?

- Changing Needs
- Provision/Offer – scope and reach
- Policy
- Process
- Practice



Grant Application
To apply for funding, using the diagnostic work, to support implementation



Phase 2: Implementation
To start implementing the opportunities and plans identified during the diagnostic

THE DELIVERING BETTER VALUE APPROACH: MODULES and OUTPUT



DBV Diagnostic



1. Diagnostic Identify Opportunities and what it will take to deliver them

- Understand and quantify opportunities
- Understand how opportunities fit with existing and previous change programmes
- Understand enablers and risks to change
- Engage stakeholders to understand their perception of opportunities
- Develop a high level change plan

What are the expected Outputs of a DBV Diagnostic?

Module 1: Baselines and Forecasts

- Realising
- Where ap
- Where ap

Outputs:

- Baselines of key performance and spend measures
- Refreshed future view of performance and spend if nothing changes
- Assured Opportunities
- Agreed formulas to calculate opportunities
- Priority diagnostic focus areas

Module 2: Root Cause Diagnostics

Outputs:

- Quantified opportunities in terms of spend and outcomes for CYP
- Refreshed future view of spend with impact of opportunities on spend
- Future view of when there will be impact on changes on measures
- Data backed evidence of opportunities

Module 3: Implementation Planning

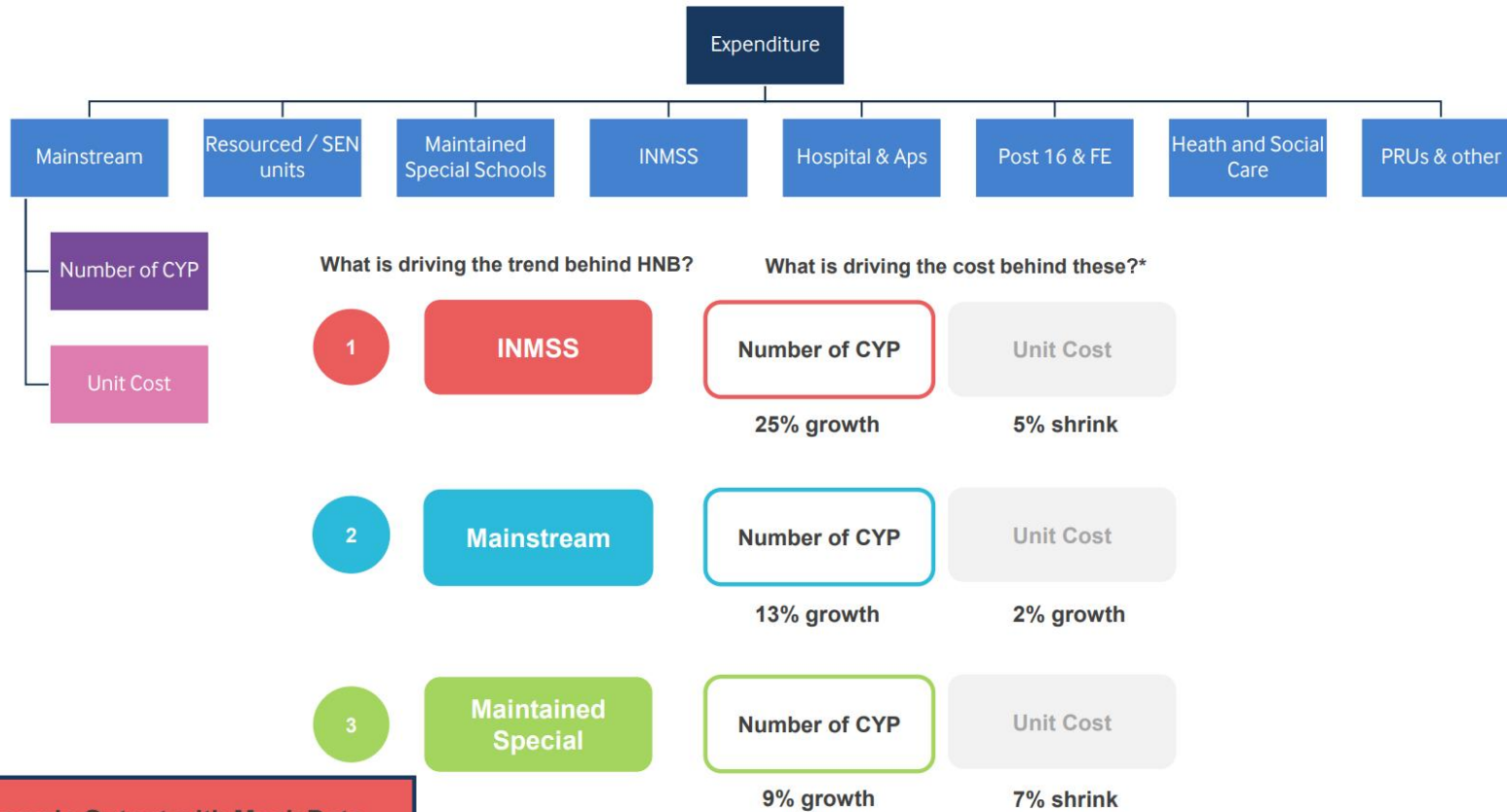
Outputs:

- High level implementation plans
- Workstream summaries
- High level system engagement plans
- Assessment of how ready a local authority is for change
- Risks identified for change programme

MODULE 1 EXAMPLE OUTPUT



Example Output: High Impact Areas



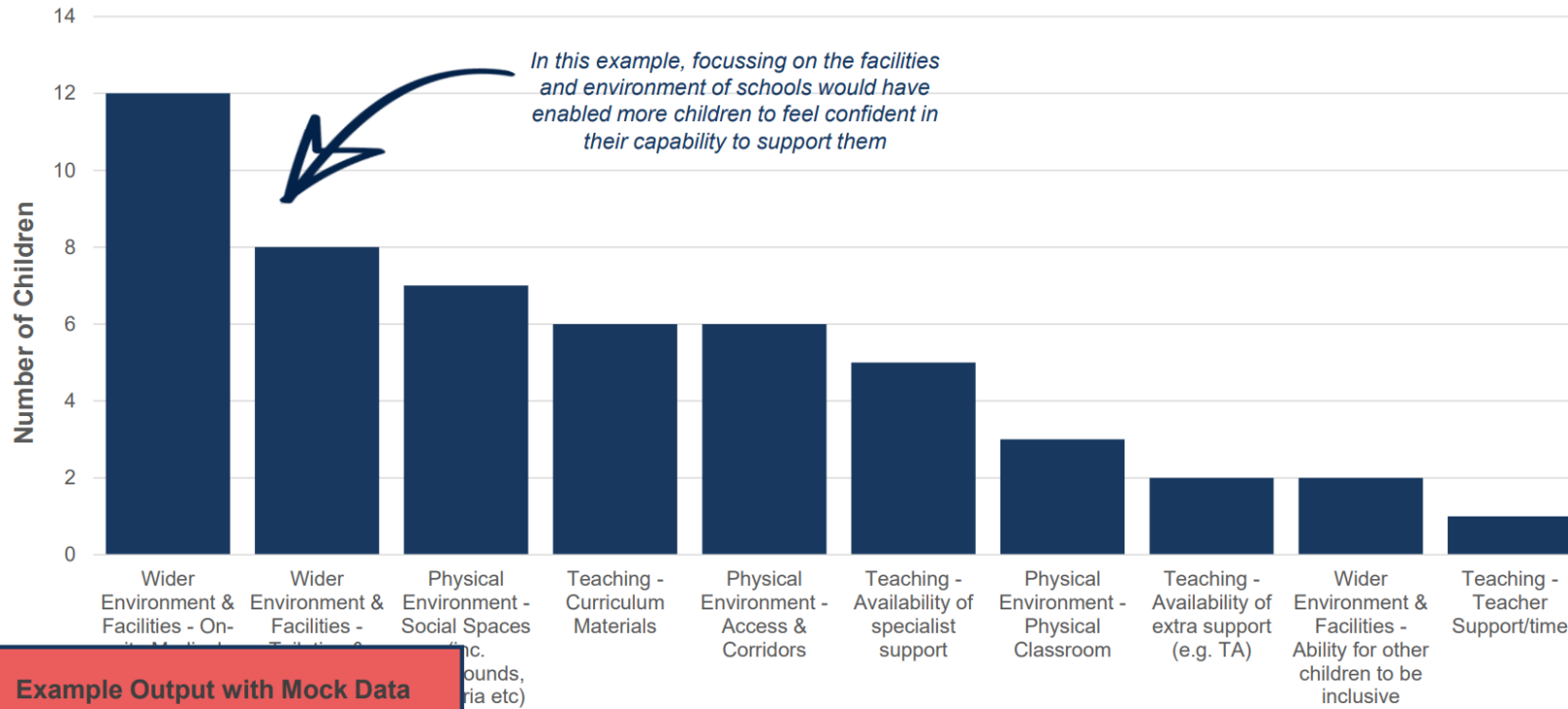
Example Output with Mock Data

MODULE 2 EXAMPLE OUTPUT

● Example Output: Case Review Follow Up



E.g. What would your school have needed to better support you?



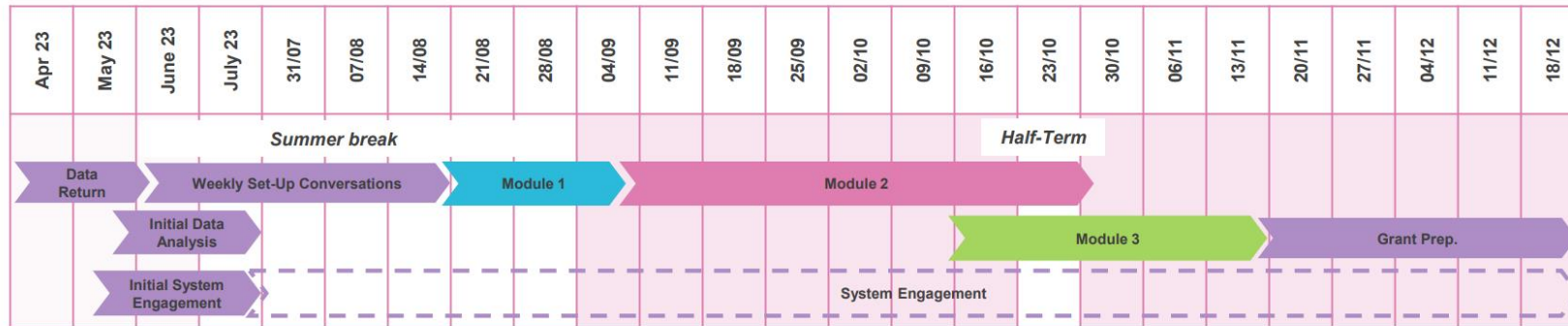
Example Output with Mock Data

THE 'DIAGNOSTIC' TIMELINE: APRIL – DECEMBER 2023

Diagnostic Timelines: Wave 8



Timelines for the diagnostic process have been adjusted following feedback from Tranches 1 and 2. Timelines have also been adjusted to take into account school holidays as much as possible. We will be reaching out shortly to provide the option to switch wave and training dates if required to ensure flexibility around the school holidays.



Key dates for training and other activities (e.g. case reviews) are listed here. As part of the set-up activities you will need to identify the relevant groups to attend these sessions, and ensure the diary invites, which will come from the DBV email account, are protected. Guidance on who is required at these sessions can be found in the Set-Up section.

Module 1
Training Dates
(In Person)
 22/08 – 23/08
 (01/08-02/08)

Module 2
Training Dates
(In Person)
 20/09-21/09
Case Reviews
(Virtual)
 W/C 11/09
 W/C 18/09

Module 3
Kick-Off (Virtual)
 17/10
Designing Implementation (Virtual)
 19/10
Consolidation
 25/10 (1/2 day)
Playback Days
(In Person)
 14/11

Getting the Right People to the Right Sessions



Any questions on who the right people for these sessions can be covered in the **general helpdesk** sessions, [by submitting a query here](#).



<p>Evaluation & Set-Up</p> <p>Sharing Data Request</p> <p>Representatives from Business Intelligence, Financial Analysis or SEND Analysis teams</p> <p>Set-Up Conversations (1hr virtual)</p> <p>DBV Lead and SEND Lead and any other representatives from SEND, Finance and Business Intelligence</p>	<p>Module 1</p> <p>Training (2 days in-person)</p> <p>Representatives from Finance teams with understanding of financial data, Budget Holders from the Service, SEND Lead</p> <p>Holding BI/Finance Team Time (1hr/day)</p> <p>Representatives from Business Intelligence and Finance teams with understanding of financial data plus Budget Holders from the Service</p> <p>CIPFA Documentations (8hrs total)</p> <p>Representatives from Finance teams with understanding of financial data, Budget Holders from the Service, SEND Lead</p> <p>CIPFA Reviews (2 x 1hr sessions)</p> <p>Finance teams, SEND Lead</p>	<p>Module 2</p> <p>Training (2 days in-person)</p> <p>2-5 representatives from Business Improvement roles (or practitioners involved in improvement), including SEND Lead</p> <p>Holding BI/Finance Team Time (1hr/day)</p> <p>Representatives from Business Intelligence and Finance teams with understanding of financial data plus Budget Holders from the Service</p> <p>Case Reviews (3 x 4hr sessions)</p> <p>Representatives from training as facilitators, 2-5 representatives from each of the following groups: LA, Education, Health, Parents/Carers</p> <p>Deep-Dives (2 hr sessions TBD)</p> <p>Representatives from case reviews to facilitate, plus required subject matter experts in deep-dive topics</p>	<p>Module 3</p> <p>Kick-Off (2hr virtual)</p> <p>Delivery leads, project manager, change leads (likely to be identified in Module 2)</p> <p>Designing Implementation (2hr virtual)</p> <p>Delivery leads, project manager, change leads (likely to be identified in Module 2)</p> <p>Consolidation Session (1/2 day in-person)</p> <p>Delivery leads, project manager, change leads (likely to be identified in Module 2)</p> <p>Playback Days/Grant Clinic (2 days in-person)</p> <p>Delivery leads, change leads & finance team</p>
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<p>Weekly Check-In with DBV Team (30 mins weekly virtual)</p> <p>Nominated SEND Lead</p>	<p>End of Module DCS/151 Briefings (3 x 1hr virtual)</p> <p>SEND Lead, 151 Officer, DCS representative</p>	<p>Check-Ins with Local Steering Groups (As Required)</p> <p>Local Authority representatives as usual in each group</p>	<p>Regular Time with Local Partners (As Required)</p> <p>Local Authority representatives with existing relationships</p>
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WHOLE-SYSTEM CASE REVIEWS – APPROACH & OBJECTIVES

● Case Review workshops allow us to gather evidence on the outcomes of children and young people



The Case Review is part of a wider evidence gathering process, that allows us to identify and quantify the highest impact changes to improve our SEND system, and ensure we are consistently achieving excellent outcomes for our children and young people on the most sustainable way.

Alongside working with practitioners and staff to begin gaining an understanding of areas of the strength and challenge in the SEND system, **Case Review Workshops help us to define these areas of opportunity for improvement, and begin to understand their size and impact.**



Case Review Aim:

The aim of this workshop is to **understand the ideal settings/support to achieve long term outcomes for real life cases of children and young people**, and to **understand areas we have been doing this well, and the root causes where there is an opportunity to do something differently**. Each workshop may focus on a slightly different cohorts of children and young people, to better understand trends across the system.



What are the outputs of the sessions?

- Number of cases where we achieved an ideal outcome (as defined by practitioners)
- In cases where we did not achieve an ideal outcome, identification of the barriers that prevented us

- 3 x 4hr virtual sessions
- Separate Parent and practitioner sessions
- Sample 50 cases per session from representative cohorts
- Discuss individual experiences of parents and compare this to the practitioner experiences of the same cases.
- Identify cases where 'ideal outcome' achieved and barriers where it wasn't
- Understand the ideal settings/support to achieve long term outcomes for real life cases of children

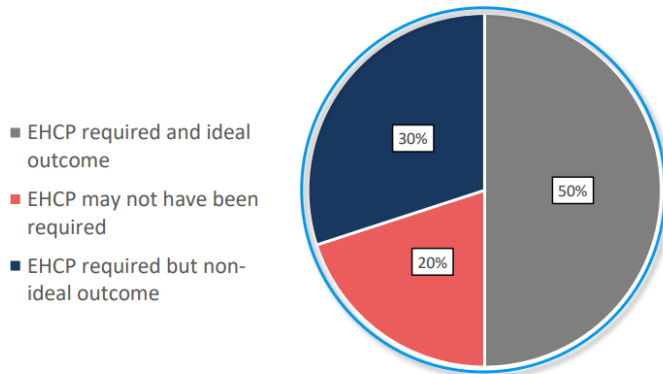
CASE REVIEWS – EXAMPLE OUTPUTS

● Example Output: Case Review workshop

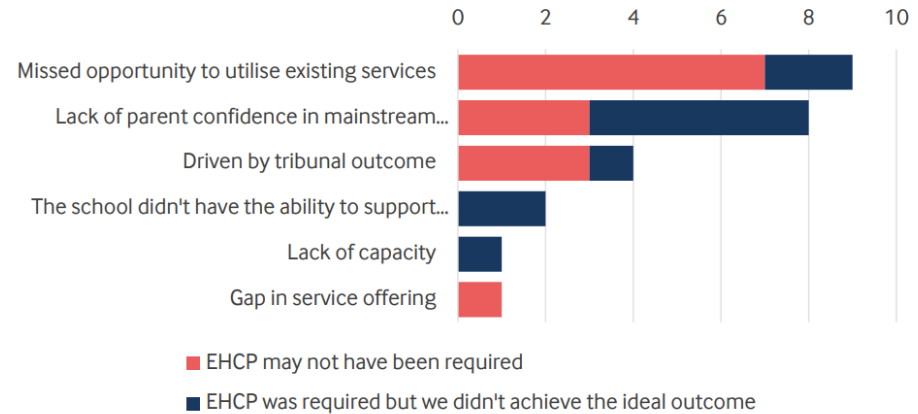


The case reviews were held on 18/01/23 and 23/01/23 with **30 participants** across a range of disciplines (healthcare, social care, LA, schools), reviewing **50 cases** to understand whether we delivered an **ideal outcome** to a CYP with SEND. We specifically wanted to identify the underlying reasons for any differences between ideal outcomes, and the actual outcomes achieved.

Did the children reviewed receive the ideal outcome according to their needs?



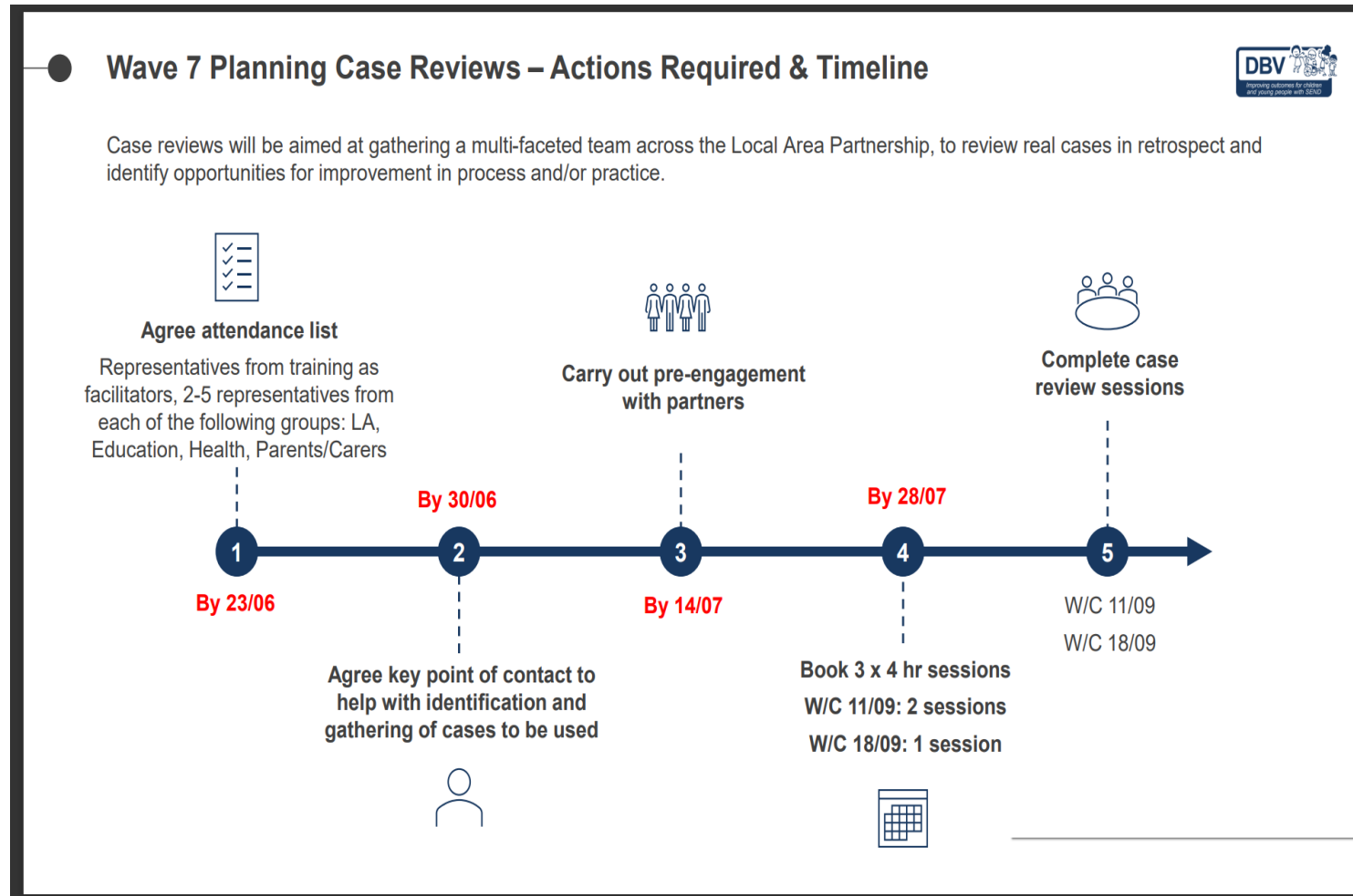
What were the reasons for not achieving the ideal outcome?



Example Output with Mock Data

...not achieving the ideal outcome but the 2 primary reasons accounting for 68% of reasons were ...y to utilise existing services and a lack of parental confidence in mainstream settings.

CASE REVIEWS – NEXT STEPS



NEXT STEPS:

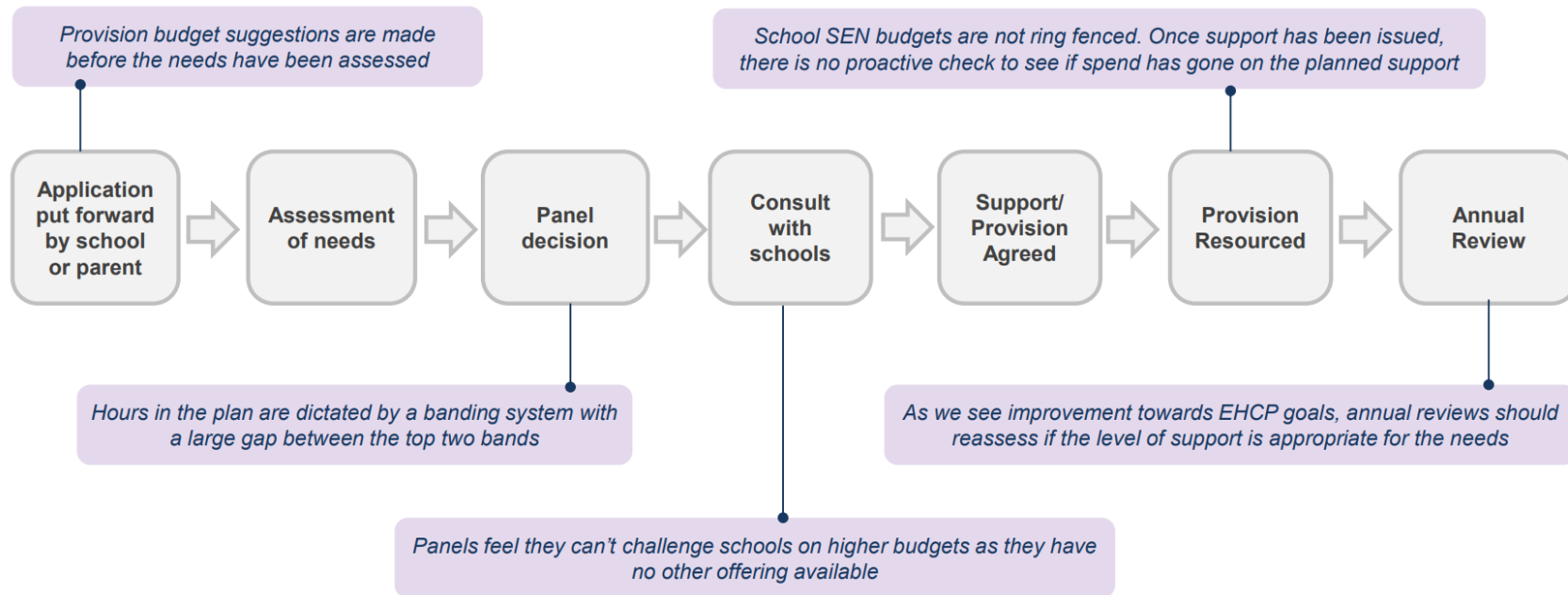
- Identify named lead for each system partner and canvas representatives for workshops
- Agree criteria for case selection for each session e.g.
 - lowest band EHCP
 - escalation at transition
- Brief partners through existing forums (SEND Board, School Forum, Wiltshire Laernig Alliance), on DBV programme and opportunities to participate
- Newton will advise workshop dates/timings

'DEEP DIVE' ANALYSIS

● Example Output: Process Mapping



E.g. Mapping the process that children receive support with to better understand if we're meeting their needs



Example Output with Mock Data

SYSTEM ENGAGEMENT

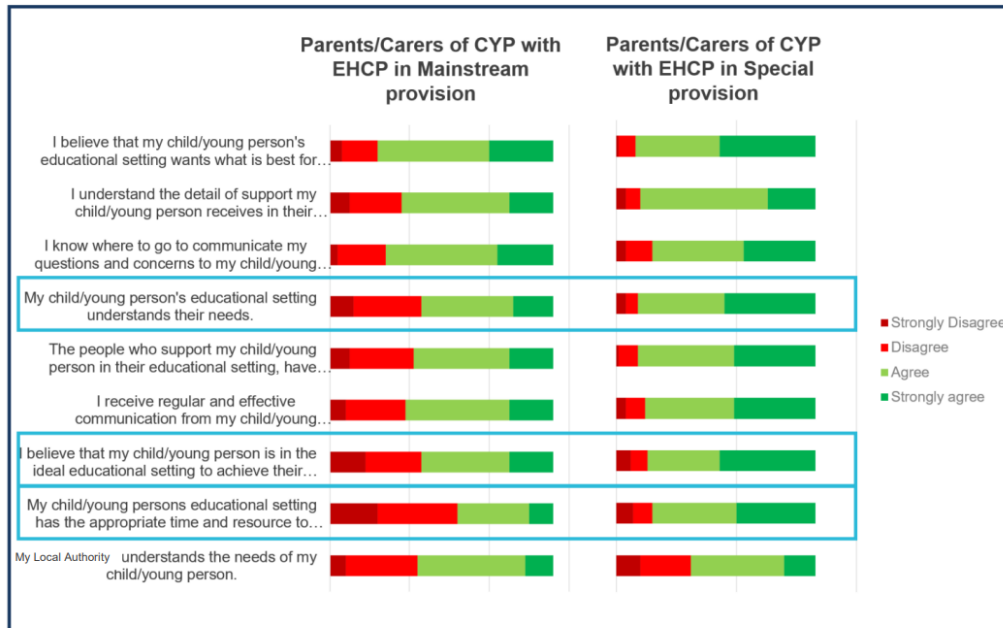
Example Output: Parents/Carers Survey



Surveys reveal parents and carers still feel that understanding, capacity and capability are blockers to mainstream inclusivity



Department for Education



Across the board, parents and carers feel more confidence in special schools to understand their child's needs and have the capacity and capability to carry out that support.

Particular differences can be seen in **understanding need**, feeling that the children are in the **right provision** and the provision's **capacity** (time and resource).

In case reviews, 15% of all cases saw non-ideal outcomes, at least partly due to parental confidence, yet we can see capacity and other factors influence this.

Example Output with Mock Data