

# Support and aspiration: A new approach to special educational needs

## Pathfinder Application Form

*This completed application form must be sent to [SEND.contracts@education.gsi.gov.uk](mailto:SEND.contracts@education.gsi.gov.uk) by Midday, 15 August 2011*

### I – Applicant details

Name(s) of local authority/ authorities  <b>North Yorkshire County Council</b>	Signature of Chief Executive LA
	Signature of Director of Children’s Services
Name(s) of PCT(s)  <b>North Yorkshire and York PCT Cluster</b>	Signature Chief Executive Officer of PCT Cluster

### II – Background information

Please provide figures below for each LA area in the pathfinder

Number of children and young people  0 to 19 Population – 134853 (Source – Office of National Statistics mid-2010 population estimates)	% and number of children and young people with Statements of SEN  As of 1 April 2011, 1795 children and young people with a statement of SEN.  Equates to 1.33% of the 0 to 19 population.	
% and number of Looked After Children  As at 31 March 2011 – 490 Looked After Children (source: CSC Performance Report, 31/03/11)  Equates to 0.26% of the 0 to 19 population.	% and number of Looked After Children placed out of area  As at 31 March 2011 – 88 Looked After Children (source: CSC Performance Report, 31/03/11)  Equates to 0.07% of the 0 to 19 population.	
% and number of Looked After Children placed in your area  As at 31 March 2011 – 262 Looked After Children (source: CSC	% and number of Children in Need  As at 31 March 2011 – 2877	

Performance Report, 31/03/11) Equates to 0.19% of the 0 to 19 population.	Equates to 2.13% of the 0 to 19 population.
Number of Tribunal cases and % successful Financial Year 2010/11 – 20 tribunal cases lodged. 4 tribunal cases heard, all LA cases upheld; 14 resolved prior to hearing; 1 dismissed in telephone hearing; 1 waiting for hearing still	% SEN statements completed in 26 weeks Financial Year 2010/11 NI 103 data: (a) 94.7% (excluding exceptions) (b) 78.3% (including exceptions)
Please state whether this pathfinder is an NHS early implementer  NO	Please state whether any partner in this pathfinder is already engaged in:  a) piloting personal health budgets: NO  b) Piloting DfE Individual Budgets: NO

Please describe the socio-economic make-up of your area (*max 100 words*)

Geographic composition: wide range of communities, ranging from isolated rural hamlets, rural market towns and larger urban conurbations.

Sparsity: proportion of area classified as sparsely populated (NY) 17% Eng& Wales 2.1%

Deprivation: less prevalent in North Yorkshire. 6% of (Lower Super Output Areas) LSOA in North Yorkshire fall into the 20% most deprived LSOA in England & Wales, with deprivation more prevalent in the coastal areas of the county. 28% of LSOA in North Yorkshire in the 20% least deprived LSOA nationally

Population: 0 to 19 population comprises 22.5% of overall population. Significant number of armed forces personnel/families. 1% overall population from BME (Black and Minority Ethnic) groups.

### III- Basic Information

Describe how this pathfinder demonstrates the basics. Text must include all the headings listed: (*max 150 words per heading*)

Partnership arrangements:

The Pathfinder is a welcome opportunity to pursue work the local authority and its partners were already intending. North Yorkshire County Council has strong strategic and working links, evidenced in Ofsted findings, with its partner agencies and in particular the PCT, through the Children's Trust Board, with whom the underlying aims of this project and their relationship to existing workstreams have been discussed and agreed.

Our Children and Young People's Plan (CYPP) has given us a shared focus and collaborative goals to achieve, whilst the Trust Board has brought leaders together for a

common purpose and ensured that front line services work together more effectively.

Devising a procedure for a more integrated assessment and planning process for SEND children and young people is part of the strategic direction for the Trust and a sub group – SEND Strategy Group – has this as a priority plan already. This pathfinder would provide impetus to accelerate this course of action.

#### Work with a range of front line services;

Working together within and between the local authority and its partners has been considerably strengthened as a direct result of the arrangements above.

We will consult in the autumn on a radical restructure to bring together a single SEND service from education support services and disabled children's social care teams. Other opportunities for staff engagement include an SEND newsletter; officers from CYPS agencies meet regularly in Area Liaison Groups; a Continuing Care Panel, making placement and joint funding decisions for very complex needs.

The transfer of responsibilities for funding and commissioning from the Learning and Skills Council in April 2010, has provided the opportunity to bring coherence to the planning and commissioning of provision for SEND school leavers and has helped to bridge the planning gap between children's and adult's services.

For younger children, the Early Support programme has brought agencies together in a much more co-ordinated fashion and the common assessment process has ensured more joined up service delivery for families.

#### Role of VCS sector;

We have, for many years, worked with or commissioned voluntary and community services: NSPCC, Action for Children, Barnardos, YMCA, NAS, Dyslexia Action and others have been or are partners in projects or are represented in various ways including direct representation for the voluntary sector on the Children's Trust Board.

We have approached the national SEND consortia to provide them with some information and we are anticipating working with them on the Pathfinder development. North Yorkshire is a member of Inclusion North, a not for profit Community Interest Company, that supports disabled young people, their families local authorities, and health organisations in Yorkshire, Humberside and the North East to aid coherent thinking and planning for transitions of SEND young people into employment and assisting with housing strategy, health needs planning etc. They are also part of the NYCC Learning Disabilities Partnership Board and are keen to be involved in the Pathfinder.

#### Engagement of parents;

We have always endeavoured to respond to parents' views about their children's needs and to engage them over major changes to provision. In 2006/07 they took part in the consultation process about re-organising all of the provision for children & young people with SEN across the County. In 2009/10 parents were represented on a small working group looking at an integrated assessment and planning process for disabled under-fives. We have parents supporting us in the roll out of Early Support Programme training.

Our Parent Partnership Service facilitates parental engagement on an individual pupil level.

We consult formally with the NY Parent Forum, PACT, which in turn has representation from a number of smaller, localised voluntary groups for parents of disabled children. PACT is represented on the County's SEND Strategy Group and was closely involved with

the Aiming High for Disabled Children (AHDC) pathfinder. PACT is a willing partner to this bid.

#### Engagement of children and young people:

The Flying High Group is a consultative group, from across the County, commissioned by NYCC and co-ordinated by Barnardos, of young people from 16-25 with a variety of physical, sensory, learning and behavioural disabilities. They have been very influential throughout in transforming short breaks provision, giving us their views and in collecting views from other young people, through active consultations in special schools and local communities, on behalf of the Local Authority. Their members are keen to be part of the design, data collection and implementation of this project, including designing information for other young people about planning for independent living.

NYCC was part of a national Learning and Skills Information and Support project on pupil voice and set up a research project on pupil voice for specific learning difficulties this year.

#### Capacity to test and innovate:

North Yorkshire is a large County with considerable internal resources and a good track record for achieving what we set out to do. A comprehensive programme approach is already embedded for SEND transformation within NYCC, with designated staff identified to lead on delivering change. Work strands are in place ready to progress the pathfinder.

We have a number of statutory and voluntary sector partners, as well as parents and young people, who are enthused by their potential involvement in this project because they can see the value in it of either how they deliver better services or how they will receive more co-ordinated services.

Integrated assessment and planning is a target in the CYPP; with an existing action plan for this process for under-fives. Better co-ordination of transition into employment and independent living, are areas we plan to improve; how a single assessment might contribute to care planning for looked after children would provide a focus for joint working in a restructured SEND service.

#### Project plans:

Using a Prince2 approach our project plans will cover:

- Development of an integrated assessment and planning process, trialled with two age groups: under 5s, supported by parents' groups and health services; and over 16's, supported by young people and in collaboration with the voluntary sector, special schools, colleges, health and adult services;
- Mapping services and resources for transitions in health
- Consideration of how this process could inform care planning and reviews for disabled, looked after children, as a focus for joint working between special education and disabled children's services colleagues;
- Scope of statutory assessments and annual reviews to take into account other factors that affect children's progress in school to increase parental confidence in our systems.
- Exploration of ICT based solutions to sharing information appropriately and with informed consent, to which end we are currently talking to two software companies about further developing their e-CAF systems. (*see also costs section below*)

### Evidence base.

It is clear from committees of inquiry and commissioned reports that much of what is proposed here has a sound basis for development. The SEND Green Paper: Support and Aspiration provides the background and focus for this pathfinder bid.

The Lamb Inquiry emphasised how essential is 'good, honest, open communication' to increasing parents' confidence. The Tickell, Allen, Field and Munro Reports have all stressed the importance of early, intensive, co-ordinated interventions and the importance of targeted help and support for children and young people at risk of negative outcomes.

The ASCL Act 2009 describes a vision for provision and support for SEND learners from 16-25, the Wolf Report supports the need for valuable work opportunities which lead to progression and/or employment, for which 'Aspirations for Life' and 'Getting A Life' provide more ideas.

Learning for Living and Work (LfLW) provides a useful guide for assessment and planning for the transition from school to the adult world.

The health policy research programme (060 0005, Universities of York and Kent) suggests what effective transition services should look like.

### **IV – Core testing areas**

Describe how this pathfinder will test key areas of reform. Text must include reference to all the headings listed: (*Max 400 words for each heading*)

#### Impact on children and young people of all ages (0-25):

A single assessment and plan should simplify the process of access to suitable provision for children, young people and their families.

Two years ago we undertook a research project to look at what might happen in North Yorkshire to a child born with a diagnosed disability. We mapped the professionals and agencies that might be involved and the times when an assessment might be done or a record created, leading to the subsequent involvement of another agency. At each decision-making point we noted the issues or questions it raised. In attempting to resolve these we created an action plan, agreed by Education, Health and Social Care colleagues and with which parents of young disabled children were satisfied. With talk of an SEND Green Paper, implementation was put on hold but now is the time to try this in practice.

The thrust was in using the Early Support process to nominate a key worker for the family and to utilise the Family File or the Childhood Health Record (Red Book) to collate and store information about ongoing assessments. The Key Worker would help the parent(s) to collate data about the child and family circumstances using a common assessment format, alongside the Family Service Plan, so there is information available to the next professional or agency to contact the family without them having to start again at the beginning each time.

The common assessment framework (CAF) is likely to be the basis for the whole integrated assessment process as a means of collecting basic information across a wide spectrum of needs and works equally well in early years, through school and as part of transition planning for adult services.

The effects of more integrated assessments and planning on children and young people will be to reduce the number of assessments they are subjected to and possibly the

number of professionals they are asked to see, as services are better targeted. Less but better information shared with the people to whom the family have given their consent will mean less frustration for young people and their families in having to repeat things to agencies who should already know the answers to their questions. More transparency about the possible results of an assessment and more time spent listening to families and young people about what they want and focussing on what is important to them will produce better outcomes for all.

#### Person-centred planning approach;

In North Yorkshire, the special schools for young people with severe learning difficulties have been using person centred approaches for reviews and transitions for several years, with a training programme for person centred planning from year 9 rolled out as part of the National Transitions Support Programme. Last year the Learning for Living and Work Framework pilot was positively received in special schools.

Using the common assessment framework as a consistent approach throughout the life of a child with SEND would feed into the LfLW document, which in turn would incorporate the requirements for Section 139A transition assessments and Learning Difficulty Assessments for those 19+. Together, this would provide a more robust and holistic assessment to support decisions relating to placements at Independent Specialist Providers or into local personalised learning pathways as appropriate. In due course, this framework would be underpinned by the Resource Allocation System (RAS) where the resources to support the needs of individual learners would be identified.

Person centred reviewing, taking into account the views of the young person, might best begin in Year 8 and give learners a series of opportunities to tell others about themselves, show what they can do, make choices, express preferences and convey hopes about their future. A specialist nurse will work with us on health transition planning.

Assessments which lead to a rounded picture of the individual and the necessary circle of support or team around the young person should enable a plan to be agreed which emphasises appropriate learning provision, encourages independence and sets expectations about employment, as well as taking into account other aspects of the young person's life such as their health needs.

Focussing on the wishes of the young person/ family can improve confidence in the process, allow the 'right decision' to be made earlier (and therefore more efficiently) and support independence through the promotion of decision making skills, which supports personalised approaches in adulthood, i.e. listening to the user and arranging the provision they want.

We are working with partners on an independent travel scheme to encourage young people to be able to travel to work, college or other training without the need to transport them

#### Links between planning and assessment;

The draft plan, in North Yorkshire, for these transitions is to form a core group to lead on the development of Personalised Learning Pathways and act as the link between strategic and operational issues for CYPS and Health & Adult Services (HAS) enabling assessments of young people's disabilities to influence provision.

Building on work done since 2009 and in line with national and regional developments, we continue to develop more local provision for young people with SEND at both 16+ and 19+. We have developed a pilot, jointly funded by YPLA and the LA to set up 19+ Learning

Hubs with FE Colleges, special schools, supported employment, HAS and local providers in two areas of diverse population.

A recent audit of provision across North Yorkshire demonstrated that limited suitable SEND provision exists after school, particularly for those with severe or profound learning difficulties, with very few viable courses at Entry Level 1 in the county.

In North Yorkshire we still have work to do in developing more local opportunities for school leavers with SEND. FE Colleges are more willing but there are shortages of venues and resources, suitable curricula, staff with appropriate skills and knowledge, transport, support for learners and issues around the length of courses. There is also work to be done with schools and parents well before school-leaving to challenge the expectations that post-school support and provision from adult services will remain similar in style and range, as dependent children become more independent adults.

There will be new commissioning roles in the proposed SEND restructure (care and education). There is already a role for commissioning integrated services to support early years and a LAC Commissioning Panel, all of which use children and young people's assessments to inform both individual placements and strategic planning.

#### Plans for more transparency about what is provided:

A work strand is already established to improve information, advice and support on local provision for SEND. This includes focus group work with all stakeholders, including parents and young people on areas for improved transparency. Linked to this, a comprehensive mapping of Local Authority commissioned or direct provision services has been completed. The information will be used to develop the published local offer for families. The PCT Cluster is mapping services currently with a view to providing information to its successor(s) regarding offers of services across the county.

As an Authority we have drafted and shortly will publish a final version of our short breaks offer to parents and carers, which explains how families can get access to provision for themselves and their disabled child.

The Local Authority has a statement of what schools and settings, to whom a considerable percentage of the overall SEN budget is already delegated for early/school action and action plus support, should be able to provide directly to children and young people with special educational needs and that which would be made available from the authority for those with a statement of SEN.

A smaller scale project is already underway in the County to create a single pathway for all specialist equipment needed at home, in school or in care settings and currently assessed and provided by health, education, children's or adult social care. The project has mapped assessors and providers; is devising a competency framework for all staff who are involved in the assessment for or provision of specialist equipment; is cataloguing equipment owned by the various agencies and negotiating storage in 3 depots around the County where families will be able to try before they borrow. The small group who are steering this are also looking at the implications for personal budgets and how to manage expectations in a realistic way so that, with help, families can plan what their child might need across a whole week, say, and agree that s/he does not need one of everything in every setting.

The communication strategy for SEND includes a regular newsletter about new and proposed developments, which goes out to all Children's Trust partner agencies, schools, PACT, Flying High and is widely read and commented on.

The key professionals who will support new planning regime:

The Pathfinder will be led by a senior officer of the Local Authority seconded half time to steer the development, planning and implementation. He led the working group who researched integrated assessment for disabled under fives.

A senior commissioning manager for children's services in the PCT Cluster will oversee the health services involvement, alongside (a) senior clinical manager(s) from one or more of the seven health service acute trusts who work in the County and a specialist transition health nurse.

A senior manager from the Children and Young People's Service will co-ordinate the work around transitions to adulthood, working closely with a senior manager from Health and Adult Services. There will also be support from the voluntary sector organisation, Inclusion North.

A service manager from disabled children's social care will work with the SEN assessment and review manager looking at better integration of looked after and annual reviews.

A senior officer, with responsibility for early years support services and involvement in Early Support, will help with the focus on under-fives.

A representative from the Parent Partnership Service will work with us on increasing parental confidence in the SEN and other assessment and planning systems for their disabled child.

A special school head teacher will represent his/her colleagues to discuss transition processes for school leavers.

As we look at expanding an agreed process to mainstream schools, we will recruit another head teacher from a school with a sixth form.

Additionally we want to include a senior member of staff from one of the FE colleges, with whom we will be planning jointly.

An Integrated Services Manager will help co-ordinate common assessments and access to local services in the areas in which we choose to work directly.

An Inclusion Officer will join us who has responsibility for engaging parents in Early Support and negotiating for a key worker to support them through the ongoing processes.

Representatives from PACT and the Flying High Group will act as a sounding board for ideas and will help us canvas views of other parents and young people.

The Pathfinder group will report to the SEND Strategy Group, which in its turn is accountable to the Children's Trust Board for progress against agreed SEND objectives.

New single plan with focus on outcomes:

The broad range of information that a common assessment collects, ideally from a range of professionals, would provide a solid foundation for any specialist assessment to add to. If held by the family and updated as needed with the support of a key worker, it would align closely to the requirements of the Child in Need Framework for a disabled child moving into the looked after system and any additional data required for this purpose could be added to the parent-held information, if it were appropriate; it could provide most of the necessary information for deciding on eligibility for Short Breaks and for planning the support that would be needed; it could be used alongside statutory assessments or annual reviews of

special educational needs to bring a broader perspective to the issues that affect children's performance in school; and it would bring much of the essential information together for transition planning (*see Person Centred Planning section above*).

However, this is how integrated assessment improves processes but better assessments are only useful if they lead to better outcomes. Fewer unnecessary assessments, improved information sharing, more concentration on young people's and families' views, assessments that take into account the whole context in which children and young people live and learn, better targeted service delivery, co-ordinated support for families via an improved network of key workers/lead professionals, regular use of teams around the child/family, clearer management of expectations, and more transparency about what is/could be available as the result of an assessment will, together, lead to much improved outcomes for children, young people and their families as well as for the agencies that are involved.

Reduction in assessments and improved information sharing will lead to a more positive feeling about the experience and should improve parental confidence.

Integrated decision making through shared planning leads to better outcomes as provision is more targeted to individual needs

Expected outcomes for NY are that:

- **more families stay together** because of improved local provision, based on analysis of assessments and improved commissioning.
- **families have greater control/ influence**, through having a say in assessment and provision.
- **CYP reach their potential** via appropriate education and support services.
- **CYP enjoy their lives** through better access to social and leisure opportunities, taking a broader view during assessments, not just concentrating on education

#### Alignment of resources:

NYCC is already committed to match funding of £■■■ in 2011/12 and £■■■k in 2012/13 for capacity building in our SEND Change and Integration Programme and up to £■■■k in each of those years towards the alignment of existing software developments of the education database (Impulse) and ICS (Protocol) as well as exploring related options for an e-CAF product.

In terms of post-16, NYCC have committed 80K in 2011/12 to support the development of local capacity and provision, and this has been supplemented by■■■■ from the Young People's Learning Agency (YPLA)

The project referred to above, creating a single pathway for assessment for and access to specialist equipment for children and young people with SEND, will align resources across health, education, children's and adult social care by April 2013.

The Short Breaks Statement reflects the commitment to use resources both to protect the most vulnerable, but also to promote early intervention and support

The County has an agreed Transition Policy and Protocol for all disabled children, who are at school action, action plus or who have a statement. This brings together best practice as described in a number of DfE, DH documents and strategy guides from voluntary and statutory sector organisations. It begins in Year 9 and takes young people and their families through to leaving school at 18 or 19 and will involve the young person, their parents/carers, education, children's and adult social care, health services, school staff, Connexions/IAG, housing and benefits services if needed, employment services or

continuing education.

Join-up between key agencies:

The Children's Trust Board has agreed that its members will participate in the Pathfinder where this is appropriate to do.

Many of the key professionals or the organisations which they represent are part of the SEND Strategy Group already and integrated assessment is one of the workstreams of this group.

The PCT Cluster will cease to exist in April 2013 and the succession plan is not yet clear but those still in post as commissioners are signed up to the principles and will work with their colleagues in the Acute and Mental Health Trusts, It may be a challenge to get all organisations and Clinical Commissioning Consortia to engage at the start of the pathfinder.

Within the Children & Young People's Service, appropriate education and social care colleagues have already worked on some of these areas together and, as mentioned above, this will provide a focus for engaging as a single SEND service from April 2012, if the consultation leads to the proposed restructure.

Health and Adult Services are working with CYPs colleagues to align planning processes and timetables but there is much work to do in managing expectations between service providers for children and those who are dealing with the demands for being a more independent adult.

We are still hoping to hear from the national SEND consortia about how they may be able to help us in supporting families who are part of the assessment processes. Inclusion North are keen to support this bid; NYCC as an existing member of Inclusion North already benefits from their support to share best practice and collaborate with stakeholders in neighbouring localities & nationally.

Value for money and assessment of cost:

The costs of development and implementation are difficult to quantify precisely at this stage. It is often the case with short term funding that it is difficult to spend the money at short notice and a longer lead in time is often preferable but not available.

There are costs associated with project management in the lead organisation, since this a big undertaking in a short period and not one easily absorbed into already busy schedules. The match funding (*outlined in Alignment of resources section above*) is to be shared between a number of related workstreams in the C&YP Service SEND change and integration programme and is not earmarked specifically for integrated assessment.

Some of the supporting organisations will need a small injection of funds to give them the capacity to play their part to the full.

We are keen to have an IT product to manage the information flow, storage and sharing in a secure environment and there will inevitably be some costs for this. The organisations with whom we are negotiating are aware that this gives them the potential to create a marketable product and so they will absorb much of the development costs themselves, we believe, but have not contracted with anyone yet so the costs are what we think might be reasonable from our side as customers.

First year

Second year

█	0.5fte secondment of lead officer	█
█	Specialist transition nurse	█
█	Provide clinical backfill for health provider	█
█	ICT developments	█
█	Inclusion North	█
█	PACT, Parents Group	█
█	Flying High Group	█
█	Launch event	█
█	Meetings expenses	█
█	Dissemination event	█
█	Travel & incidental expenses	█
█	Admin officer support	█
█	Staff cover costs/backfill	█
█	Printing, publications etc	█
█	Training costs	█
█	Internal evaluation	█

█ <2011                      2012 >                      £ █

Use of mediation:

If we get this right, then there will be little need for mediation or appeals because parents and young people will have been involved from the start in the collection and sharing of information for agreed purposes with those individuals or agencies to whom they have given informed consent. They will understand the process of which they are a part; they will have a key worker to support or advocate for them; the information they need in order to state preferences or to make competing decisions will be available in a suitable format; and they will trust those who are working with them or making provision for their child, as honest brokers. NY has a strong track record in managing these issues (comparatively few tribunals) through the use of ongoing in-house mediation.

In the meantime, we have a Parent Partnership Service, currently managed within the local authority, which does a good job of keeping parents of children and young people with SEND informed and involved in the special educational needs procedures. The remit of this service could be expanded to include the broader range of SEND assessments which underpin this bid.

Key workers or lead professionals are very helpful in keeping young people and families abreast of developments and in signposting imminent changes or negotiating on the family's behalf with other agencies and should help to alleviate most potential difficulties and increase parents' confidence that the system is fair and open.

NY has a contract with an external mediation service but the voluntary and community sector might be useful to us in providing a mediation or advocacy service where there is

misunderstanding or in the rare event of a dispute between families and service providers. It would always be preferable to use mediation before resorting to a tribunal or other legal appeal processes. The feasibility and appropriateness of using VCS will be explored through the pathfinder.

#### Transferability of plan:

This plan is based on information shared with consent with the right people at the right time for purposes which are fully understood. The root of it is commonly collected information that any professional or agency might need in order to decide whether they are an appropriate organisation to be offering help and what that help might look like. The information should, for the most part, be held by the family and we will explore how something like the Childhood Health Record or the Family Plan from Early Support could be extended through school life and eventually become the foundation for an LfLW assessment and plan at 19+. In this manner anything produced in North Yorkshire should have currency elsewhere.

The family plan, childhood health record, common assessment, child in need assessments, personal education plans, SEN assessments and reviews, and S139A assessments are all nationally used and most are statutory and therefore should be transferable.

The transition pathway is based on best practice from a number of national sources and so should be recognisable in other authorities. Assistant Directors in CYPS and HAS have in place an agreement to share information for planning purposes as part of North Yorkshire's 'One Council' directive.

Because those agencies in North Yorkshire who need to be part of the processes described here are all signatories to the bid actually or in spirit, then little difficulty is anticipated in getting local organisations to help develop and use the tools needed to make a single, integrated assessment and planning process a working reality across North Yorkshire. The agencies are also signatories to the General Framework for Information Sharing so mechanisms are already in place to manage the sharing of confidential information.

#### Value for money and assessment of cost of change.

The actual costs of change are hard to calculate. Within the County and for this pathfinder there will be short term costs associated with developing new formats for record keeping and assessments, training of staff in new procedures etc but in the longer term getting this right will save money. Fewer assessments, better information sharing, less duplication of effort, more co-ordinated and streamlined service delivery, less unnecessary appointments and assessments for families, better information readily available, , closer alignment of timetables for delivery and of funding streams, improved commissioning, together will reduce wasted time and could lead to real cost savings.

The bigger changes are cultural rather than financial. Agencies have to stop being precious about information and accept that sharing the right information with the right people at the right time for the right purposes is beneficial rather than harmful to the clients we serve. Informed consent removes barriers that are used to prevent appropriate sharing. Of course there is a need for confidentiality in certain circumstances but if families understand that sharing some information between the agencies who are supporting them is in their best interests because a) it saves them repeating themselves; b) it allows professionals to add their specialist knowledge to the assessment and planning; c) it helps agencies to avoid duplication; d) it highlights the gaps; e) it reduces the efforts involved in co-ordinating service delivery enormously, and f) it will reduce stress on children and families, then very

few families will still say no.

Part of the longer term costs of change are in making legislative changes. If you are a disabled child, looked after by the local authority, with a statement of special educational needs you are subject to a series of overlapping statutory procedures that are time consuming and repetitive. For example, a child with SEN who already has a Statement, IEPs (or in North Yorkshire an Inclusion Passport or a Communication Passport) which are subject to termly or annual reviews, also needs a Personal Education Plan because s/he is looked after and the LAC review and annual SEN review cannot be held simultaneously. So the parents, child and most of the same professionals sit through two (at best) back-to-back meetings talking about the same things but record them on two different documents to be held in different systems in the same organisation because the legislation requires them to do so and does not allow common sense to prevail. If you have additional health needs then a whole other set of appointments leading to assessments and plans which rules about confidentiality make them hard to share, coupled with IT systems that are incompatible, preventing access to information sharing. Present circumstances are not good value for money.

Please rank from 1 to 5 (1= favourite to test, 5 = least favourite) the optional testing areas in order of preference. It is acceptable choose more than one 'favourite' option: please make sure your ranking reflects this. Please note that we will prioritise applications from pathfinders wishing to work on children's personal budgets. Please indicate how many additional options your pathfinder could reasonably test.

Number of options	3
Personal Budgets	4
Banded Funding	5
Age Range & Employment	1
Support to parents and young people	2=
Support to vulnerable children	2=

### VI - Contact details

Please provide a lead contact for the pathfinder as a whole and for each local authority and PCT cluster engaged in this bid

#### Lead Pathfinder Officer

Name of local authority	North Yorkshire County Council
Name of lead contact	[REDACTED]
Position of lead contact	[REDACTED]
E-mail of lead contact	[REDACTED]
Tel of lead contact	[REDACTED]
Address of lead contact	[REDACTED]

#### PCT

Name of PCT	NHS North Yorkshire and York
Name of lead contact	[REDACTED]
Position of lead contact	[REDACTED]
E-mail of lead contact	[REDACTED]
Tel of lead contact	[REDACTED]
Address of lead contact	[REDACTED]

