

World Class Commissioning for Children with speech, language and communication needs (SLCN)

Pathfinders Programme Application Form

Applications must be submitted by 5pm on Monday 18th May 2009. Completed forms should be sent electronically to worldclasscommissioning@dh.gsi.gov.uk

SECTION 1: Contact details

1.1 Contact details of the lead children's trust/ representative organisation

Organisation name:	LB Hounslow's Children and Young People's Strategic Partnership
Address:	The Civic Centre Lampton Road Hounslow TW3 4DN
Telephone:	020 8583 2000

1.2 Named representative for pathfinder application (for contact purposes)

Name:	Anne Breaks
Job title:	Head of Children & Young People's Therapy Services
Address (if different from 1.1)	NHS Hounslow Heart of Hounslow 92 Bath Road Hounslow TW3 3EL
Telephone:	020 8630 3261
Email:	anne.breaks@hounslowpct.nhs.uk

SECTION 2: Leadership and stakeholder support

2.1 Please provide a signed statement from the lead practitioner for this application describing how meaningful engagement will be achieved with the wider clinical, educational, health and social care professional community. (100 words max)

As the current provider of SLT services to children within the LB Hounslow, we have a consistent record and ethos of partnership working. We recognise the importance of investing in partnerships in order to secure the best outcomes for children and young people.

Partners from both the statutory and voluntary sectors are represented in the bid, and the high level of parental input should be emphasised. Thus meaningful engagement has been secured from the outset; from the grassroots level through to the CEOs.

[83 words]

Signed:



Print Name: Anne Breaks,
Head of Children & Young
People's Therapy Services

Organisation: NHS Hounslow

- 2.2 Pathfinders will be commissioned by the appropriate Primary Care Trust/Children’s Trust/ Local Authority in the same way as other SLCN services for children and young people. The prospective pathfinder must therefore be supported by the commissioning Primary Care Trust/Local Authority/ Children’s Trust and confirmed as being in line with their strategic vision. Please provide a signed statement of support in principle from the relevant Chief Executive(s). **This is an essential pre-requisite of a pathfinder approval.** (100 words max)

As Chief Executives of the London Borough of Hounslow and NHS Hounslow we are extremely proud to give our commitment to supporting this bid and this project. We look forward to seeing the outcomes of its work and the improvements it will bring for our children, young people and their families.

It is one of the ‘golden threads’ of our Children and Young People’s Plan to address “the needs of vulnerable groups, especially disabled children” as well as “working with parents and carers to solve problems together.”¹ All partners in children’s services in Hounslow are working to this aim.

[99 words]



Signed:



Signed:

Print Name: Mark Gilks,
Chief Executive
Organisation: London Borough of Hounslow

Print Name: Nick Relph,
Chief Executive
Organisation: NHS Hounslow

- 2.3 Please list the names of all partner organisations involved in the prospective pathfinder and the name and job title of the lead practitioner or manager who will have committed time if the pathfinder proceeds.

(We have set this out in alphabetical order. For the governance chart please see attached diagram.)

Name of Partner Organisation	Name and title of lead clinician/professional
1. NHS Hounslow	Anne Breaks, Head of Children & Young People's Therapy Services
2. LB Hounslow, Early Years	Chrissie Elam, Head of Early Years and Childcare
3. LB Hounslow, School Advisers	Corinne Stevenson, Head of School Improvement

¹ http://www.hounslow.gov.uk/children_young_peoples_plan.pdf

4.	Worple Primary School, Isleworth	Graham Underwood, Headteacher
5.	LB Hounslow, Children's Planning and Performance (– including data collection and analysis)	Harminder Jagdev, Head of Planning and Performance
6. 7.	LB Hounslow, Extended Services	Heather Connell, Extended Services Lead Officer
8.	LA/PCT Children's Commissioning	Ian Robinson, Joint Commissioner, Children and Young People
9.	LB Hounslow, Early Intervention Teams	Jenny Capstick, Head of Early Intervention Team Development and Central Team
10.	LB Hounslow, Scrutiny and Performance	Jonathan Hill-Brown, Scrutiny Officer
11.	Parents in Touch (local SEN parent support group)	Judith Sheppard, parent
12.	LB Hounslow Children's Services – Universal Services	Kim Bergamasco, Assistant Director, Universal Services
13.	LB Hounslow, Primary – National Strategies	Liz Thomas, Senior adviser, Primary National Strategy
14.	LB Hounslow, SEN, Access and Inclusion	Merle Abbott, Head of Access and Inclusion
15.	SENJIT/Institute of Education	Nick Peacey, Coordinator, Special Educational Needs Joint Initiative for Training (SENJIT)
16.	Isleworth Extended Services Cluster	Simon Fisher, Deputy Headteacher, Isleworth and Syon School for Boys
17.	LB Hounslow and NHS Hounslow Joint commissioning Unit	Wendy Williams, Head of Joint Commissioning, Children and Young People
<i>extend list as necessary to include all partners</i>		

2.4 Please set out details of any other groups supportive of this application. We are particularly interested in endorsement from service users and their families.

We are proud that this project has grown out of our response to the initiative of one parent and which has become the Hounslow bid for the Pathfinders Programme – World Class Commissioning for Children with speech, language and communication needs. The project now encompasses the wider group of parents in Hounslow’s Parents in Touch SEN parental support organisation together with the full backing and commitment of the professionals listed above. As you will see from the statements below, all partners are clear that this project must include steps to increase parental/carer understanding and empowerment.

Below are statements from the parent mentioned above; from a parent at Parents in Touch (Hounslow’s local SEN parent support group); as well as the headteacher of one of the primary schools we will be working with most closely.

From the parent of Grace, a child with SLCN in Hounslow:

“I went to the Borough’s Children and Young People Scrutiny Panel as I had heard about how they work since I was unhappy with the provision of speech and language therapy which my daughter was receiving. More specifically, my dissatisfaction was not about the quality of the speech therapy per se but rather the confusing situation regarding, both, communication channels between the PCT and Education as well as the lack of accountability for parents / carers of children with a statement for speech and language. The councillors immediately agreed to begin scoping a review and included me in all the meetings. These meetings have been transparent and, while the vision for this bid has varied between being at a micro level (involving one extended cluster) and macro level (involving the whole local authority) it is now wholly apparent that there is now a shared vision and drive within the authority to reshape current structures and make a difference at grass-roots. Involvement of parents / carers in this reshaping process is paramount and, on this note, I’m delighted to note that the role of parents / carers as key stakeholders in the commissioning process is to be strengthened.”

From the parent of Stuart, a teenager with SLCN living in Hounslow:

"I'm really pleased this bid has come together. Resources should follow need but we don't comprehensively know what the needs are. Our family life has greatly suffered over the past four years due to the stress related to this lack of resources for therapy for my son who has a severe expressive language disorder. I know many parents who are in the same situation as ourselves.

We know about the financial pressures Hounslow PCT are under and strongly support this bid so that services for young people like my son Stuart

can be improved. I am particularly keen on the part of the bid which is looking at greater communication and involvement of parents – something that has started by involving me on this SLCN pathfinder bid group."

Supporting statement from Graham Underwood, Headteacher, Worple Primary School, Isleworth:

"Worple Primary School supports the Hounslow bid for the Pathfinders Programme – World Class Commissioning for Children with speech, language and communication needs. We have been aware for a number of years of the number of pupils who arrive at school with delayed language acquisition or other as yet undiagnosed speech and language needs. This is one of the major reasons that we bid to have Worple as the site for the South Isleworth Children's Centre. We see the linking of agencies that this makes possible, with school, pre-school, Extended Services and health working together to provide support for children with needs such as Speech & Language as crucial to the improvement of their lives. The Pathfinders Programme will enable us to maximise the advantage of this approach."

SECTION 3: Description of proposed pathfinder

- 3.1 Describe the scope and objectives of the proposed pathfinder, including the phase of commissioning you intend to focus on, and identifying the issue to be addressed. (500 words max)

Which Commissioning Phase?

Of the three phases of commissioning set out in the bid supporting documentation (Phase 1 – Needs assessment and strategic planning; Phase 2 – Shaping and managing the market; Phase 3 – Improving performance, monitoring and evaluating) our bid focuses clearly on phases 1 and 3.

Overall Objective of Hounslow's bid

The overall objective of this project is:

"To provide the basis for better needs based commissioning of universal, targeted and specialist services for all speech, language and communication needs as defined below, (Lindsay, 2008) and to develop models of commissioning to enable better access, more efficient use of resources, greater collaboration with parents/carers and demonstrable outcomes for children and young people across the whole spectrum of needs."

Groups of SLCN to be targeted

Professor Geoff Lindsay of Warwick University² (Lindsay 2008) has suggested a useful model of speech, language and communication needs:

- a) Primary SLT need i.e. specific language impairment, statement of SLT need;
- b) Secondary needs (associated with a primary behavioural, emotional or social difficulty, or another learning difficulty). These make up 50%-70% of those with SLT needs and may or may not have a statement of SEN;
- c) Delay can be related to disadvantage, for example to a lack of oral communication in the home;

Two strands of Hounslow's bid

- 1) Rigorous assessment of need across the whole spectrum of SLCN through collation and analysis of data from all partners and other local and national data sources. Establishment of monitoring baselines (first year). Better deployment of universal, targeted and specialist services better to meet those needs (beginning of second year). Evaluation against baseline (throughout the second year).
- 2) Development of range of SLT commissioning models including schools across the spectrum of SLCN. This will involve close partnership working with schools, parents/carers and other stakeholders to develop, test and refine commissioning models for SLT for different SLCN.

The two strands are linked as the aim is to develop commissioning models whereby schools, extended services, the new Children's Early Intervention Teams, children's centres become – together with parents – more effective commissioners of services. We are also clear that we will build on existing good practice in Hounslow to develop services and commissioning models.

Links to other national and local research

We are hoping that this will also provide models for other areas of commissioning across the five ECM outcomes, as well as linking to other national research commissioned by the DCSF into e.g. the Lamb Inquiry into Special Educational Needs and Parental Confidence.³ This Inquiry has as some of its aims to look at work being carried out by the DCSF with the Audit Commission and the National Strategies supporting schools in planning the use of SEN resources and evaluating the impact on outcomes for children and young people.

[459 words]

- 3.2 Describe the specific approaches planned as part of this prospective pathfinder to improve the commissioning of SLCN services. Please be specific about which world class commissioning competencies you will be focusing on. You

² Professor Geoff Lindsay, Centre for Educational Development, Appraisal and Research (CEDAR). Prof. Lindsay was part of the research group for John Bercow MP's report "The Bercow Report Review of Services for Children and Young People (0-19) with Speech, Language and Communication Needs", July 2008.

³ <http://www.dcsf.gov.uk/lambinquiry/related.shtml>

may wish to attach a diagram illustrating the workforce that would be involved in delivering this. (800 words max)

There are 11 world class commissioning competencies:

1. locally lead the NHS
2. work with community partners
3. engage with public and patients
4. collaborate with clinicians
5. manage knowledge and assess needs
6. prioritise investment
7. stimulate the market
8. promote improvement and innovation
9. secure procurement skills
10. manage the local health system
11. make sound financial investments

From a commissioning perspective we will be addressing all of these with particular emphasis on the following competencies:

3. Engage with public and patients -
Public and patient engagement is a key part of this project. See section 5.1 of the application below
5. Manage knowledge and assess needs -
Ensuring the steering group make evidence-based decisions therefore creating responsive and sustainable service for now and the future.
7. Stimulate the market -
Parent carer and user experience is central to decision making for services and outcomes. Commissioners to ensure a choice of providers, pooling resources and using investment, reconfiguration of commissioned resources and decommissioning to influence service improvement and innovation.
9. Secure procurement skills -
Early engagement and dialogue with potential providers, whilst ensuring transparency and fairness within procurement guidelines. This will inform care pathways, ensure that specifications are written to encourage innovative not restrictive solutions.

The commissioning team, working to the steering group will work together throughout the commissioning cycle. This will include finance, commissioning, contracting, procurement, public health, human resources, legal and information analysts.

Hounslow has developed a joint commissioning model for children's services, with the local authority and PCT, which fully embraces World Class Commissioning. A major focus of the joint commissioning team is delivering a structure that provides best value and improves capacity for locality based commissioning and procurement. Working together with stakeholders and professionals will help ensure equitable provision across the borough while

simultaneously ensuring a local focus.

We want to link this with the 'Common Language' approach developed through the Dartington Social Research Unit. This model of outcomes based work is being adopted for project development in Children's Services in Hounslow. The objective of the Dartington approach is to reduce impairment and problems in children's health and development. It uses a 'logic model' to ensure there are strong connections between proposed programmes and expected improvement to outcomes. There is a strong focus on the use of evidence based programmes and the quality of implementation.

[391 words]

3.3 Please outline how your pathfinder will improve outcomes for children and young people with SLCN. (300 words max)

In the short term our project will look at better, more efficient use of resources. This will have a direct impact on those schools/families and individuals we work with. In the long term, this work will hopefully lead to long-lasting, sustainable changes for all in this client group.

We want to enable all parents to be in a position to understand and engage in discussion about the best use of resources for their child. We want to develop clear guidance for parents/carers. The case study that was the catalyst for us setting up the project group is an example of how outcomes can be improved for the young person and their family once an informed and in-depth dialogue takes place between parents, the school and SEN/therapy services. There have been clear benefits to the school from this dialogue and from having a parent/carer who was self-confident, well-informed and articulate.

Once we have fully clarified the levels of need across the full spectrum of children and young people with SLCN we can target our resources more efficiently and with greater impact.

This project also provides an opportunity to develop preventative approaches and early interventions to improve outcomes for children and young people through improving their speech language and communication skills. Identification of levels of need based on data gathered, will inform the design and development of training and intervention programmes. The content of the programmes will vary according to need and will be delivered to the targeted groups. The programmes will be delivered by a range of staff from within the Early Intervention Teams, Early Years settings, Children's Centres and schools.

The programmes will be designed to include training to increase and develop knowledge and skills of the children's workforce and to ensure sustainability of the programmes over time.

[298 words]

- 3.4 Describe the target population for the pathfinder, why this is the chosen group and how this fits with your overall strategic needs assessment. Feel free to attach relevant elements of your Joint Strategic Needs Assessment and or Children and Young People's Plan. [500 words max]

The target population for our project will include those in need of interventions for universal provision as well as targeted and specialist groups of need.

We initiated this project before the pathfinder was proposed as we know there are gaps in our strategic knowledge. We know from service users, from schools, from children's centres and from other health professionals that there is a great need for speech and language therapy. We know for example that:

a)

There has been an increase in referrals to the PCT's children's speech and language therapy services from 290 in 2003, 906 in 2006 and on to 1148 in 2008. There are several reasons for this increase - one of them being poorer basic communication skills and the huge increase in identified autistic spectrum disorder (ASD) children (100% local increase 2004-2007).

b) There are 214 pupils with SLCN as a primary need on their statement. We know locally that almost all of those with a statement for other needs, have SLCN as a secondary need. There are a total of 1,172 pupils with statements of SEN in Hounslow.

c)

Evaluation of the impact of Speech and Language Therapy input in Hounslow's Surestart programme showed that of all the children screened on entry to nursery and in one year group 28% scored below the expected level. (Following interventions including staff training and targeted language groups only 5% remained on the Speech and Language Therapy caseload.)

d)

We know that parents with children from across the needs spectrum want more access to speech and language therapy. It is a constant theme of our ASD Stakeholder group meetings and has been raised with the Children and Young People Scrutiny Panel on a number of occasions.

e)

We know that schools say they have seen needs increase amongst their populations. All our children's centres have identified SLCN as one of the key needs they want to meet in their offer to parents based on their knowledge of local needs.

Speech, Language and Communication Needs are not specifically set out within the strategic level needs analysis or the Children and Young People's Plan. Across the Children and Young People's Strategic Partnership we

recognise this gap and we see this project and the pathfinder bid as the key driver to change this. Our refresh of the CYPP will reflect this.

[389 words]

- 3.5 Describe how the pathfinder will make more effective use of resources, including any proposals for incentivising economy. (500 words max)

We have historically managed our limited resources well and always done our best to meet need. We have not had the capacity to stand back and carry out a full and rigorous assessment of need. The Children and Young People's Strategic Partnership is now committed to carrying out such work across all activity areas and, if necessary, decommissioning services if they do not meet the needs.

In the partnership we know that allocated SEN monies can be used more effectively if parents and cares are more involved in discussions and decisions about how the money should be spent.

There are other models of good practice that are already running in the borough that we would be looking to build on and expand – using the evidence base of outcomes that we will be developing as part of this project. We have models to improve the skills mix that we want to build on – also by using data more effectively. There is an accredited SLT course run for teaching assistants at one of our special schools that we would look to develop and expand.

[182 words]

- 3.6 Please state which metrics the pathfinder is planning to use/ areas planned to develop metrics in to measure progress and improvements for the proposals described above (both qualitative and quantitative measures can be included here). (500 words max)

The Institute of Education, University of London, will work in collaboration with Hounslow LA to support the bid for Pathfinder status.

Data

The Institute of Education (IoE) will provide support for data handling within the authority's pathfinder programme. The collaboration will ensure that all developments within the local authority will be based on the most up-to-date evidence.

The IoE team will oversee the programme's approach to data, both in relation to the needs analysis for interventions, and in terms of:

- (a) drawing together data across the borough from health and education sources⁴;
- (b) clarifying issues of definition e.g. in relation to pupil populations reported as having speech, language and communication needs (SLCN).

Examples of types of data collection might include:

⁴ An issue particularly noted in research for the Bercow Review (Lindsay et al 2008)

- The use of standardised speech, language and communication (SLC) assessments and other assessment models in areas where over 60% of the child population are EAL learners
- Baseline and outcome measures for children receiving services
- Role of the junior school and children's service in monitoring progress across KS2
- How adequate professional development on SLC can be delivered to professionals across an entire children's service area, particularly if there is high staff mobility
- How parents/carers in the greatest poverty and disadvantage learn about SLC development
- Evaluations of services received from children, young people and their families

Self-evaluation review

Building on this the IoE team in close consultation with all stakeholders will establish a self-evaluation model for the duration of the programme and provide guidance and support to ensure its successful implementation.

The research review (Lindsay et al 2008) states that factors affecting the inclusion of pupils with SLCN into mainstream schools can be considered within a two dimensional model. The first dimension is that of the severity and high or low incidence of the difficulty, the second is the level of coherence in practice across the authority and within schools. They suggest that 'coherence' implies 'shared ideals and structures that work together for collaborative practice across and authority and with and within its schools to achieve the best outcomes for pupils and for all pupils with SLCN' (page 100).

Characteristics of high coherence (page 99) include:

- Health and education working well together
- Schools and external providers/agencies working effectively together
- Strong belief in within-school collaboration to remove barriers
- Strong belief that every institution should be able to modify their pedagogy and curriculum offer in a way that benefits a wide number of pupils with SEN, including SLCN, backed with appropriate professional development, such as the inclusion development programme (IDP) and the commitment of curriculum leader to the task
- Belief that appropriate teaching and curriculum development for pupils with SEN will benefit all
- Monitoring and evaluation that checks for these characteristics across the local system

Reference

Lindsay G, Desforges M, Dockrell J, Law J, Peacey N, Beecham J (2008). Effective and Efficient Use of Resources in Services for Children and Young People with Speech, Language and Communication Needs. RR No DCSF-RW053.

[500 words]

3.7 Please outline how your pilot will reduce inequalities and promote equalities, and suggest how you will measure this. (300 words max)

This project will tackle inequalities in the following ways:

- 1) More effective targeted therapy and other provision will increase the ability of children and young people with SLI to have equal access to learning, socialising and future employment. [Measurement: By the end of the second year we will be able to show patterns of need and how commissioning decisions have changed as a result. Some of the long-term outcomes resulting from improved access to SLT will only be apparent once this specific project has ended.]
- 2) Children whose communication is impoverished through disadvantage will be helped through better commissioning and evaluation of service provision, including for example, the impact of training adults in schools to develop and maintain effective learning environments for all. [Measurement: Our project will aim to identify this specific group as well as the outcomes resulting from therapy input for this group as part of the data gathering strand of the project.]
- 3) Parents from more disadvantaged backgrounds or where English is not a first language will be supported in the strand of our project which is specifically about increasing parental involvement in the choices and therapy for their child. [Measurement: This will be part of the monitoring and evaluation of our project.]

[206 words]

SECTION 4: Description of proposed management arrangements

4.1 Please state what resources will be devoted to information collection, analysis and sharing with other agencies and nationally for the proposal described below. Please describe your approach to gathering information. (500 words max). You may wish to attach any written information sharing agreements that already exist.

Information and data sources

There are a range of data sources we will be using:

- RIO database where the PCT speech and language therapists hold their data and outcomes of interventions
- Longitudinal follow up of children who have received varying types and levels of input (e.g. those who have attended language unit vs. those in mainstream settings)
- MIDYS, Acorn, PASS
- KS1 to KS2 data
- P-scales data
- Children's Centre databases

Data protection

All families and schools will be made aware of the links between e.g. the research for the project, the role of the research worker, as well as how the data will be gathered and the way in which it will be processed and used. The identity of the research participants will be kept anonymous and personal information will be processed in accordance with the Data Protection Act 1998.

Analysis

Analysis of the data will be carried out by our academic partners at the Institute of Education. It is our aim that the pathfinder money will be used to free up one of the current Speech and Language Therapists (and who is also of course – as all SLTs – trained in research methodology) to be the point person for the collection of data, access to local databases etc.

Resources required

The analysis of the data will be carried out at no cost to the project as we subscribe to SENJIT at the IoE. One SLT will be needed to be released part-time to be the researcher on the ground – enabling access to databases, collating raw data (particularly the qualitative data from working with parents), and processing data. There will be demands on the administrators of the larger databases and this has been discussed with them and their line managers. The Data and Performance Manager in children’s services in the LA has indicated that additional resources are likely to be needed for the intensive work to establish baseline data. (This is reflected in section 6.1 below regarding necessary financial resources to support the bid.) The SLT researcher post will be located within the PCT.

[348 words]

- 4.2 Describe the project management and governance arrangements for the pathfinder. Provide a one page chart or diagram illustrating the governance, management and relationship structures of your proposed pathfinder. (300 words max to describe this structure)

See attached diagram. The governance of the project reflects the multi-agency support that is at the basis of this bid from those on the ground and those at a strategic level. All the partners listed in section 2 above have met on several occasions and are all strongly linked in with the project’s governance structure.

At a strategic level the Hounslow’s Children and Young People’s Strategic Partnership (which in turn is a sub-partnership of the Local Strategic Partnership) is the sponsoring body. It is chaired by the Director of Children’s Services who has been very supportive of this bid.

Multi-agency working is also reflected by having the Project Sponsor as an Assistant Director for Universal Services in the local authority, while the project manager is at the PCT. The lead local researcher will also come under the line management of the project manager at the PCT. The project

co-ordinator will be based at the local authority.

The meetings to develop this project have shown how well this arrangement works and how collaboratively all partners work together.

In addition to the support that would automatically come with a successful bid we are also extremely lucky to have secured the support of SENJIT/Institute for Education and who will act as advisers and academic partners and critical friends to the project.

The project will be managed according to all the usual quality assurance and project management templates and processes. LB Hounslow's standard project management framework is a hybrid model based on Prince2/APM. It is flexible enough be integrated with the PCT's PM framework and to be able to incorporate other templates if these were required by the DoH/DCSF.

[275 words]

4.3 Please identify the five biggest risks that you have identified for this pathfinder and describe how you will mitigate those risks. (300 words max)

1. Schools refusing to engage with a model that might appear to shift responsibility for a perceived 'health' need to schools. [Risk mitigation: The project will have schools as part of the project's key stakeholders. The discussions with schools about commissioning models will address this issue and be based on the rigorous needs assessment and evidence-base across a range of outcomes. It is important that the SLT/researcher has good working relationships already established with schools in Hounslow.]

2. Capacity in Hounslow's Children's Services to provide data collection and analysis. [Risk mitigation: The Head of Policy and Performance in Hounslow Children's Services (under whom the data management for children's services is located) is on the stakeholder group for this project and aware of the aims and requirements of the project. See also section 6.1 below regarding necessary financial resources to support the bid]

3. The research might need the approval of the NHS research ethics body which might delay the project. [Risk mitigation: Some of the research could be modified with significantly compromising the aims of the project. We have already made early contact with the local research ethics expert at Hounslow PCT.]

4. The project will be dependent on 2-3 critical staff to carry it forward. There could be problems recruiting to the post to free up professionals' time. [Risk mitigation: Early exploration of secondment options.]

5. It could also be a problem if any of the core staff were to be on long-term leave for whatever reason. [Risk mitigation: There will be regular meetings and information sharing to minimise the risk of knowledge loss if any

member of staff did have to go on long-term leave.]

[277 words]

- 4.4 Please provide evidence of the partnership's record of improvement or innovation. If this is a newly formed partnership, please set out the factors which you feel makes this partnership likely to deliver your stated outcomes. (500 words max)

The factors that mean this partnership will deliver the stated outcomes:

1) Senior level commitment

There is very strong commitment from the Director who from her background has a strong professional interest in SLCN and senior management team in Children's Services. The project and the bid have the full backing of Hounslow's Children and Young People's Strategic Partnership. The SLCN project group leading on this bid is chaired by the Assistant Director for Universal Services within Children's Services as can be seen from the governance model.

2) Range of stakeholders involved

The project team encompasses the whole range of participants set out in section 2.3 above. These colleagues have well-established and effective working relationships and a track record in finding innovative solutions to the problems of managing scarce resources. The collaborative approach to developing this bid is evidence of shared purpose amongst all stakeholders in Hounslow which include parents and elected members both from the Council's Executive and the Scrutiny Panel.

3) The background of the project predates the Government's call for pathfinder bids

It has grown organically from the user up through the authority's Children and Young People Scrutiny Panel to include all key stakeholders; all are focussed on joint working with the aim of creating better outcomes for young people with SLCN. The project started with a parent who had concerns and took these to the Chair of the Children and Young People Scrutiny Panel in October 2008. At a very early stage a Deputy Headteacher of a secondary school - also Chair of one of the Extended Services Clusters and extremely keen to improve SLCN outcomes for young people – was brought on board. Councillors decided to start scoping a review of Speech and Language Therapy in the borough. After the first three meetings the possibility of becoming a national pathfinder was raised and it was decided to apply with the strong backing and enthusiasm of all involved. It matched completely with the direction the group was intending to pursue.

4) Engagement with schools

One of the main risks of our bid relates to engagement with schools. In our case we have all the schools in an Extended Services Cluster who are joint initiators of this bid. The Assistant Director for Universal Services (Schools) is the project sponsor.

5) External academic challenge and support

The involvement of SENJIT at the Institute of Education will help us shape our work and ensure rigour in our planned implementation. This will be continuing whether or not our

pathfinder bid is successful though we would have to scale it back significantly due to resource constraints and the inability to release much professionals' time.

[441 words]

SECTION 5: Description of proposed engagement and communication arrangements

- 5.1 Outline what engagement has already taken place with children, young people and their families and what plans exist to develop this in relation to the pathfinder. (200 words max)

Engagement with parents regarding the project scope

The origins of this project were initiated by one parent. It now also includes the parent leads on the local SEN parents advocacy group PiT (Parents in Touch). Their input has shaped the project in partnership with the professionals.

Engagement with parents once the project starts

From the outset the project team has been clear that one of our principal aims is genuine engagement with parents/carers who must be at the heart of the project. In terms of devolved SEN funding, we want to help parents/carers know, understand, be able to ask questions and become, together with schools, in effect, joint commissioners of the services for their children with SLCN.

We are very aware of the demands on time for parents/carers who lead lives that are busy enough as it is. We have direct parent representation on both the steering group and stakeholder group for this project but for wider consultation we will use existing parental/carers networks and groups rather than set up new ones.

[172 words]

SECTION 6: Additional questions

- 6.1 Outline the financial resources you would require from DH/DCSF and what it would be used for. In completing this section, please bear in mind that CSP support will also be available (see application pack and www.commissioningsupport.org.uk) (200 words max)

As we have outlined in other sections of this bid our proposal foresees the need for one of the current speech and language therapists in the borough to be released part-time (up to 2.5 days/week) to support the research and be the researcher on the ground for the SENJIT/loE team; broker contacts between schools, parents and pupils; evaluate interventions; access databases (particularly at PCT) and collate raw data; carry out training in schools. Having this contact who is already known to schools and parents will help address one of the key risks i.e. communication and involvement of

schools.

Based on the annual cost of a Scale 7 Speech and Language Therapist (with on-costs) of £60,203 p.a. we would need £30,101 p.a. to release one of the current SLTs for 2.5 days/week. **[£60,202 over 2 years]**

We estimate we will need up to £15,000 p.a. for administrative support, particularly for data co-ordination and access to local authority data/databases (one of the key risks identified above); as well as for travel costs, mailing – particularly to parents and users; planning group meetings; visits to other projects. **[£30,000 over 2 years]**

Total cost of bid over 2 years = £90,202 (i.e. £45,101 p.a.)

[199 words]

6.2 Outline your plans for sustaining the work of the pathfinder once the pathfinder programme has finished. (400 words max)

As a group we are clear that the aim of the project is to create sustainable models for commissioning speech and language therapy services which is based on clear evidence of need and demonstrable outcomes regarding the effectiveness of interventions.

The challenge is having the time and space to create the baseline data drawing on data from all partners. Once that data set has been established it will be much easier to build on it in the future and update it. It is not so much about creating new data but collating existing data and knowing how to analyse and use it. This is one of the key advantages for us in applying for pathfinder status and funding.

We are clear that this is about using existing resources – from the full range of sources – more effectively and creatively rather than about increasing resources allocated to speech and language therapy.

[149 words]