



COUNCIL  
FOR DISABLED  
CHILDREN

# Improvement Board Toolkit Phase 1: Learning from Children's Social Care Improvement

# SEND Improvement Board Toolkit: Learning from Children's Social Care Improvement

## Subheading

1. Work with Politicians – getting them on Board and understanding what the issues are.
2. Understand politicians and officers interactions when involved in the improvement journey and how the work and improvement needs to be managed.
3. There needs to be clarity about roles and responsibilities of Commissioners and Advisors.
4. There needs to be Corporate and Strategic leadership. Best leaders hold individual children's experiences and know how that needs to transfer into system and vice-versa.
5. There needs to be sufficient resources to make and sustain the improvement journey.
6. What does 'good' look like – look into the distance and from children, young people and their families' perspectives. Senior managers need to navigate the obstacles so they can lead to get to good.
7. The Improvement Board must focus on sustainable, positive outcomes for children and links to all children including children in care (CiC), care leavers (CL) etc.
8. Chair needs to engage all members of the Improvement Board especially Head Teachers/school representatives.
9. Health and schools need to be proactive and engaged on the improvement journey.
10. There needs to be a move away from focusing on KPIs alone – need to think about what does it feel like being a child or young person?
11. Outcome measures can be tricky as not everyone agrees what they are.
12. Improvement Plans need to be iterative and flexible as journey of improvement progresses – do not necessarily know at the outset. Cannot be dogmatic about what makes a difference.
13. Improvement plans need to pull evidence of experience together i.e. frontline staff across the partnership.
14. Understanding what 'innovation' is and isn't. Doing something new is not innovation – doing something different which achieves the aims is.
15. Knowing how to be a good partner.
  - a. Understanding the big picture.

- b. Honest about what can do and not to help.
  - c. Sharing the pain.
  - d. Knowing other partners.
  - e. Sharing, understanding and undertaking robust analysis of partner data
16. Real ability to hear voice of the children and young people.
17. Really hard to make sustainable differences when there are resources and finance challenges.
18. Recognise the major differences between Children's Social Care and Local Area SEND system particularly – co-production, working with parents who are fighting for their children, Safety Valve and Delivering Better Value. Video provides header, footer, cover page, and text box designs that complement each other.

For example, you can add a matching cover page, header, and sidebar. Click Insert and then choose the elements you want from the different galleries. Themes and styles also help keep your document coordinated. When you click Design and choose a new Theme, the pictures, charts, and SmartArt graphics change to match your new theme.

## **Phases of support**

Need for 'boots on the ground' and improvement work with experienced field force who can provide range of support including mentoring and coaching. This needs to be at regional and national level. This has been supported through SLIPS, LGA and RIAs.

Discovery session followed by relevant number of workstreams split in to phases with ongoing SLIP support and assurance activities.

Example Phase 1: Quality and impact of key decision making across help & protection, CiC and CL and leadership.

Example Phase 2: Quality, effectiveness, timeliness and impact of practice in assessment, planning and progression, life story work, supervision and management oversight.

Example Phase 3: Improving outcomes for disabled children and young people and those and quality, timeliness and impact of supervision, management oversight and capacity.

Example Phase 4: Quality and effectiveness of assessments, care planning and the timeliness and impact of supervision, management oversight and decision-making.

Example Phases 5: Quality of practice in CiC and Care Leavers, and effectiveness of CiN/CP plans.

## Methodology and approach

- Leadership, Governance, scrutiny and challenge.
- Workforce Plan.
- Peer Coaching and Mentoring for managers, engagement with the frontline and 'structured conversations'.
- Reflective sessions, roundtables and learning events with frontline managers and staff to share and explore best practice.
- Assurance auditing, collaborative auditing and triangulation.
- Support and review (e.g., performance and QA framework).
- Inspection preparation and readiness.
- Building relationships, trusted advisor and high challenge.
- Robust Programme Management Control.

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## United for Disabled Children

The Council for Disabled Children brings people and organisations together to drive change in society and deliver a better childhood for disabled children in the UK. We interrogate policy, uncover evidence, and develop more effective ways of supporting disabled children and families. Together with National Children's Bureau we are united for a better childhood.

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**NATIONAL CHILDREN'S BUREAU**

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