



National Development Team **for inclusion**

SEND Reform Leadership Programme evaluation: Final report

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1. Introduction

The Department for Education (DfE) has commissioned the National Development Team for Inclusion (NDTi) to run the SEND Reform Leadership Programme as part of the Delivering Better Outcomes Together (DBOT) delivery support programme. The leadership programme has been delivered in a series of one and two day modules between June 2015 and February 2016 (see Appendix 1 for an outline of the content of the modules).

From the original specification for the programme, its objectives can be summarised as:

- a) Strengthening the leadership skills and knowledge of participants; and
- b) Increase their ability and capacity to deliver the SEND reforms, including generating new ideas and making change happen

The programme has been evaluated throughout the period and interim findings were reported in December 2015. This final evaluation report reflects on the data collected through all evaluation activity to consider the impact of the programme on the individual participants and their role in the implementation of the SEND reforms. Where specific ideas for change or improvement were identified, footnotes have been inserted to explain how the 2016/17 programme has been amended to build the learning on board.

2. Methodology

The leadership programme has been evaluated through a number of methods:

Module evaluation forms

Participants were asked to complete short evaluation forms at the end of each module. These asked for a rating of 1 to 6 on five questions, including the following questions of relevance to this report:

- Did the module increase your knowledge and understanding about the subject of the module?
- Did the module give you ideas on what you can do as a leader to deliver the SEND reforms?

Baseline and final survey with participants of the programme

The baseline and final surveys included self-rating questions around leadership skills and ability to deliver the SEND reforms, and the final survey included questions on the impact of the programme on participants' work. The baseline survey received responses from 36 out of the 40 participants (response rate of 90%). The final participant survey received responses from 30 out of the 39 participants¹ (response rate of 77%). A response to both surveys were received from 28 of the 39 participants (72%). This means that before and after measures on self-rating questions were completed by 72% of participants.

Interim and final surveys of the managers of participants

Managers of the participants were invited to complete a survey about the impact of the programme on their team member mid-way through and at the end of the programme. There were 24 responses to the interim survey (response rate of 60%) and 19 responses to the final survey (a response rate of 49%).

Telephone interviews with participants at completion of the programme

Telephone interviews were conducted with 11 of the participants after the final two day module. Participants were randomly sampled. Interviews lasted between 20 and 30 minutes.

¹ Two people had left the programme by this stage because of changes in career direction, one of them left very close to the end and still completed the survey

Personal project evaluation

During the final module participants were asked to complete an evaluation form about their personal projects. At the time of the analysis for this evaluation report, 25 of these had been returned.

3. Overall response to the programme

In general the programme has received an extremely positive response, both from those participating in the programme and their managers. 100% of respondents in the final participant survey² said that they would recommend the programme to colleagues or team members in the future. They were very positive about the programme as a whole:

“This was such an excellent opportunity for me and I have learnt so much... I feel very privileged to be part of this programme and I’m looking forward to putting my learning into practice. I hope others have an opportunity to be part of this programme in the future.” Participant, final survey

“It was an exhilarating course that influenced a far wider range of transformational projects than SEND” Participant, final survey

“The programme has been a fantastic experience for me, just at the right time of my career.” Participant, final survey

In the final manager survey 89% of managers said they would recommend the programme, 11% were undecided and none said they would not recommend the programme.

“In these straightened times it is great that we can still find opportunities to develop people. I believe this is essential for our future effectiveness as local authorities.” Manager, final survey

“Will this be running a second time as it is a brilliant way to bring people in SEND structures to support each other and generate the time to re-energise” Manager, interim survey

The telephone interviews revealed some particularly enthusiastic and positive responses, with all participants saying they would recommend the programme:

“I do just feel really positive about the whole course. I’ve said to colleagues, if you get the opportunity do it – I strongly recommend it.” Participant, telephone interview

“I’d recommend it – it was brilliant, I want to do it again!” Participant, telephone interview

The individual module evaluation forms asked participants to rate the module (on a scale of 1 (low) to 6 (high)) in five areas including: increased knowledge and understanding about the subject; ideas for delivering the SEND reforms; plan and structure of the day;

² N=27, 3 people did not respond to this question

facilitation of the day; and materials and information. The table in Appendix 1 provides a summary of the responses including the proportion of responses which received a rating of 5 or 6. The overall programme average for participants rating 5 or 6 (i.e. the average across the five questions and across all modules) was 83% against an overall KPI target of 75%. The average proportion of participants rating 5 or 6 for the question “Did the module increase your knowledge and understanding about the subject of the module?” across all modules was also 83%.

Whilst these are very good average ratings, it should be noted that some modules have received lower ratings than aimed for. Through feedback from the evaluation forms and from facilitators, some of the reasons for these lower ratings have been identified as follows. Most are one-off practical issues that can be easily corrected³. The latter two suggest some re-design of those modules for 2016/17:

- A room provided being smaller than believed when booking, which resulted in an inadequate environment for learning - Module 2(a)
- Problematic internet connection making it difficult to use some learning materials - Module 3(a)
- Negative response to an external speaker who NDTi had not previously used – Module 2(a)
- Very different starting points of levels of knowledge and values from participants which, in a small group, created a significant learning challenge – Module 3(a)
- The external speaker cancelled the day before the module because of sickness – Module 3(c)
- A proportion of participants noting that they had heard the content (on EHC plans) before - Module 5(a)
- The agenda containing too much material for the time available, and thus there being inadequate time for thorough group discussion⁴ - module 6(c)

³ The problematical venue and negatively received external speaker will not be used again

⁴ This module will be redesigned for 2016/17

4. Impact

While the participants responded very positively to the programme in general, the key evaluation question is to consider the impact that the programme had on the individuals and their work. Most participants were very clear that they actively and consciously drew on and applied different elements of the programme in their day to day work:

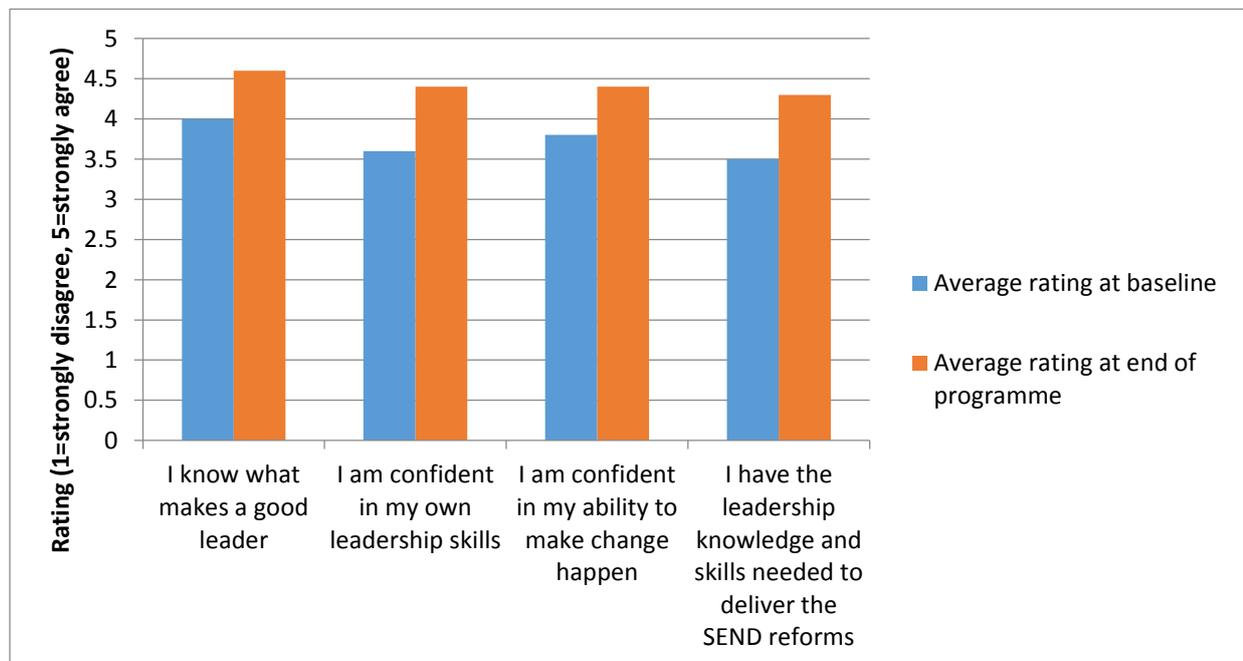
“I can be sat in a difficult meeting and I’ve got the course in my head.” Participant, telephone interview

“I do consciously draw on things from the programme, I stop and think.” Participant, telephone interview

“[participant] has undoubtedly grown in her leadership position and she attributes this to the leadership programme” Manager, final survey

Participants were asked to self-rate their knowledge and skills (with 1 being strongly disagree and 5 being strongly agree) in four areas both before the programme had started and after the final module. Figure 1 shows that the average rating for all four areas increased through the period of the programme. Just one individual reported a decreased self-rating in any of the four areas.

Figure 1. Impact of the programme on knowledge and skills



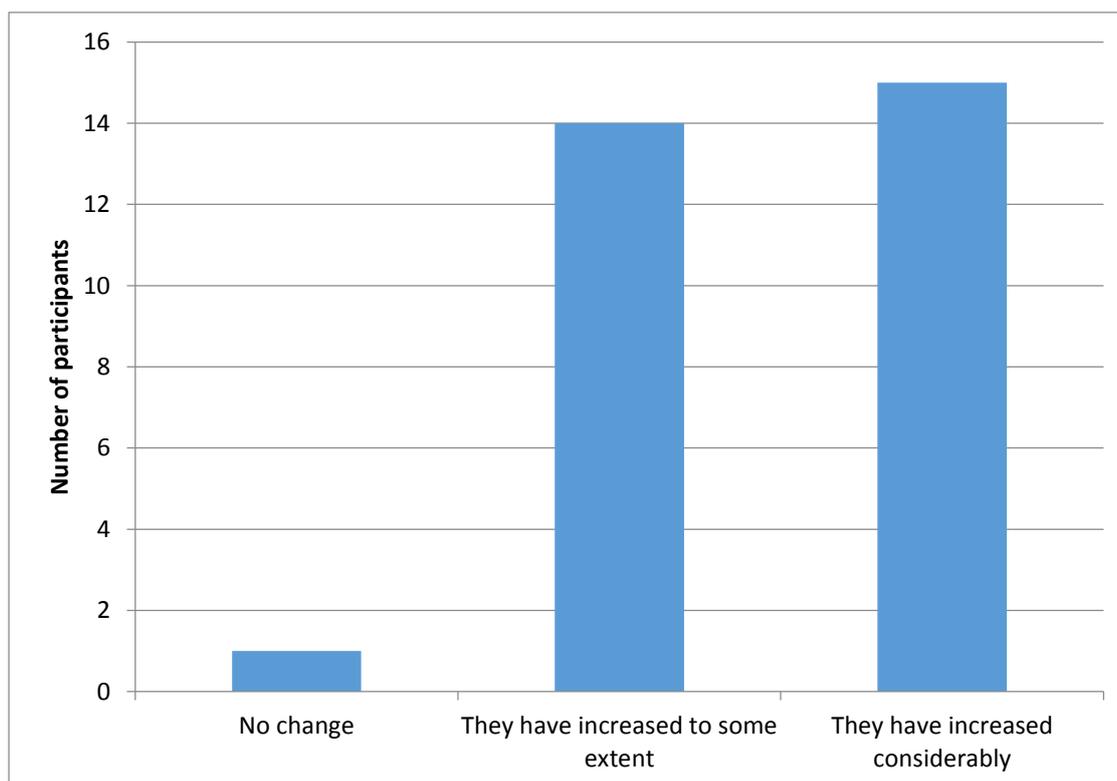
N=28

The programme had objectives to a) strengthen the leadership skills of participants and b) to increase their ability and capacity to deliver the SEND reforms. The remainder of this section considers the impact the programme has had in these specific areas.

a) Strengthened leadership skills

As is shown in figure 1 the average rating for “I know what makes a good leader” increased from 4 to 4.6 between the baseline and final surveys. In addition, in the final survey participants were asked to what extent their knowledge or skills had changed as a result of the programme in the same areas. Fifteen (50%) of the participants felt that their knowledge of what makes a good leader has increased considerably, 14 (47%) felt that it had increased to some extent and just 1 participant (3%) felt that there had been no change (figure 2).

Figure 2. Knowledge of what makes a good leader

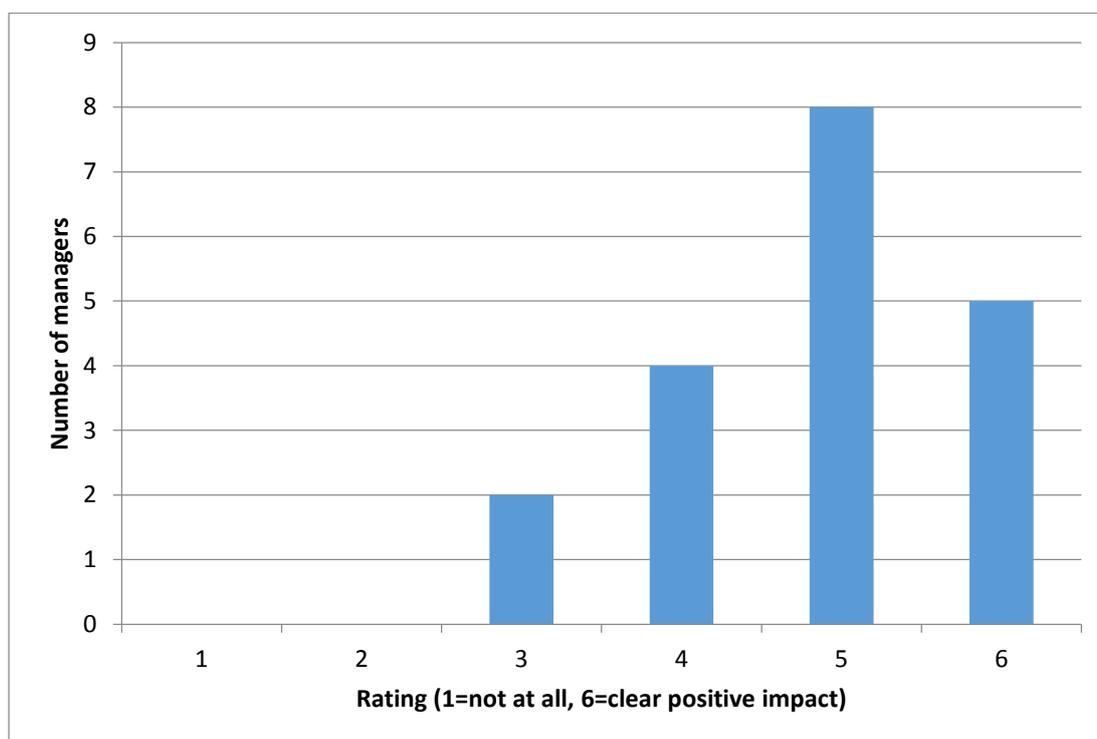


N=30

Managers were asked to rate the extent to which attending the programme has had an impact on their team member in terms of them displaying strengthened leadership skills or leadership potential. The chart below shows that, on a scale of 1 to 6 with 1 being not at

all, and 6 being a clear positive impact. None of the managers gave a rating of 1 or 2 and 89% gave a rating of 4 to 6.

Figure 3. Impact on team member: strengthened leadership skills or leadership potential



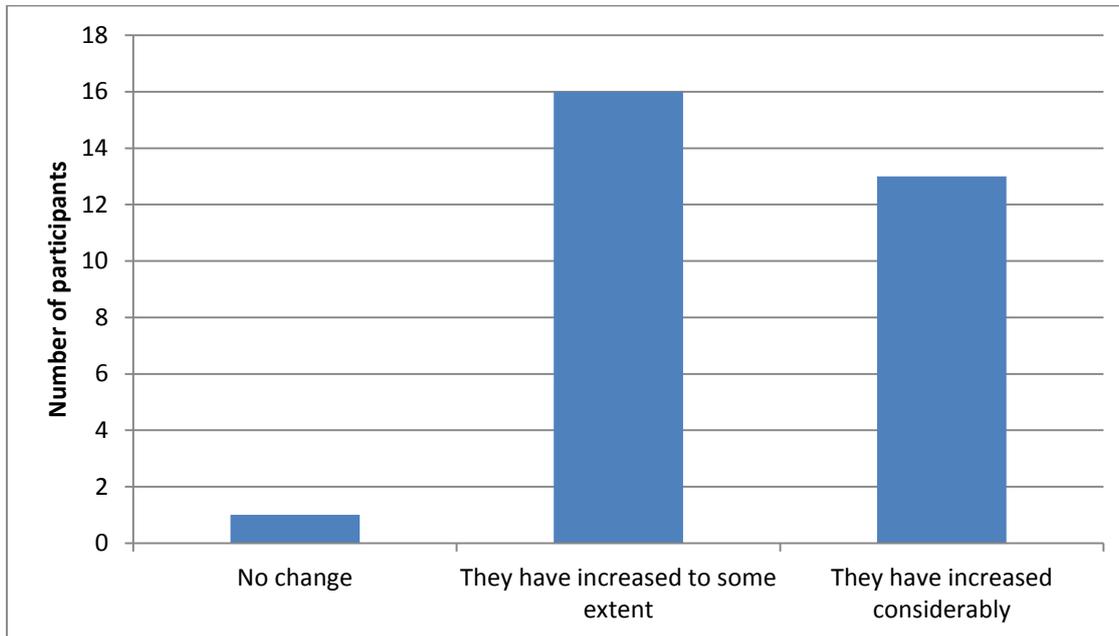
N=19

The impact of the programme in terms of leadership skills and knowledge was particularly strong in the following three respects:

- i) Increased confidence of individuals

As is shown in figure 1 the average rating for “I am confident in my own leadership skills” increased from 3.6 to 4.4 between the baseline and final surveys. Thirteen (43%) of the participants felt that their confidence in their own leadership skills has increased considerably as a result of the programme, 16 (53%) felt that it had increased to some extent and just 1 participant (3%) felt that there had been no change (figure 3).

Figure 4. Confidence in your own leadership skills



N=30

This increase in confidence and the resulting impact that it has had on the way participants lead was also reflected in comments made in the telephone interviews, final participant survey and manager surveys:

“I was in a rut and needed to feel better about my practice. The programme gave me confidence and as a result I got a promotion” Participant, final survey

“I am now more confident to work strategically and expect team managers to fulfil their own roles rather than feeling I have to micro manage” Participant, final survey

“I feel much calmer, I had a real lack of confidence over some aspects of my leadership skills – the programme has validated my approaches and skills” Participant, telephone interview

“I see a noticeable difference in [participant]’s confidence as a SEND Manager and she briefs her staff with authority. In turn I believe she has a staff group that feel ‘safe’ with her as a leader because she is more confident and this instils confidence in others” Manager, interim survey

- ii) A recognition of individual leadership style and the conscious application of this knowledge

Participants consistently referred to the sections on leadership style as particularly strong elements of the course. Importantly, it was evident that they were taking the theory covered in the programme and consciously applying it in their day to day working life.

“Recognising the different behaviours I can demonstrate as a manager and choosing them wisely.” Participant, final survey

*“I have been consciously adopting a distributed leadership style in my work”
Participant, final survey*

“It’s definitely had an impact on the way I do things, especially the stuff about the way you lead - I’ve found myself approaching things differently, it makes me pause and reflect on how to move things forward.” Participant, telephone interview

Although many had been on other leadership or management training courses before, and the information wasn’t necessarily all new to them, they found it particularly useful to learn or revisit this information in the context of a programme particularly focusing on the SEND reforms and in a programme where there was an opportunity to directly relate it to their own jobs.

- iii) Team development

It was clear that one of the main areas that the participants were applying the skills and knowledge acquired through the programme was in the development of the teams they managed. There were many examples of adopting new techniques or tools learned through the programme in the context of team development:

“I have put in practice a range of changes to our work practices, we have a team meeting which focuses on “what you need to know, what we want to learn and what we want to celebrate”... We have considered the conflict areas within our team and worked out clearer strategies to deal with this.” Participant, final survey

“In my new role I avoid the tendency to want to be hands on, delegate appropriately and trust the managers I manage but give them the tools.” Participant, final survey

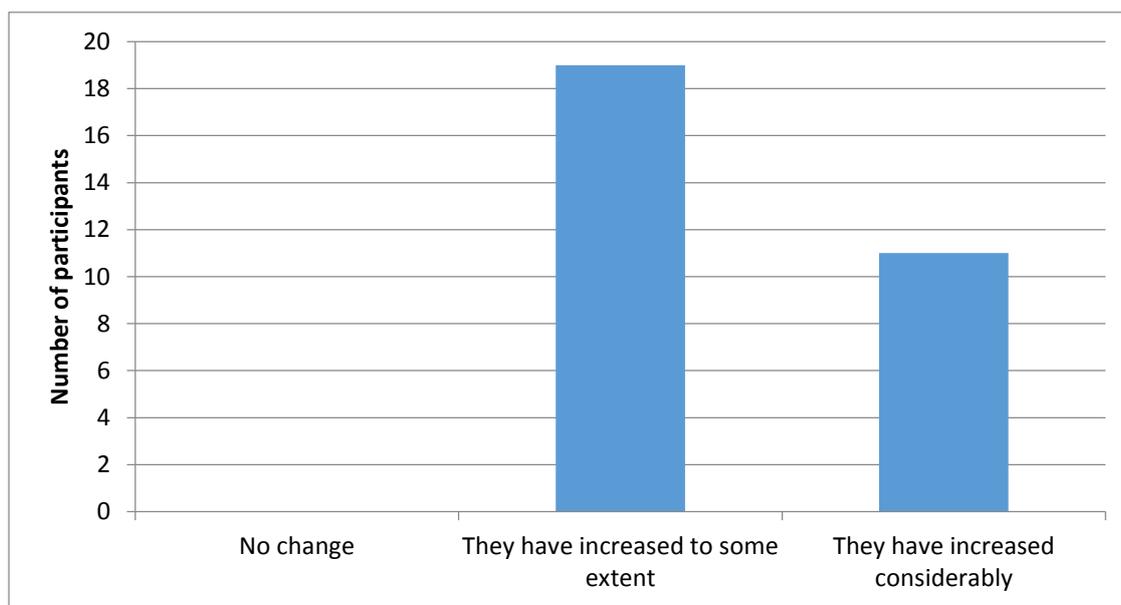
“Working with staff to build resilience and self confidence in decision making. This has involved work with the teams but also 1:1 discussion and reflection with individuals” Participant, final survey

b) Delivering the SEND reforms - generating new ideas and actions and making change happen

The programme has been delivered with the aim of equipping participants not only with leadership skills, but doing so within the specific context of delivering the SEND reforms. This section looks at the impact of the programme on individuals' delivery of the SEND reforms in terms of generating new ideas and making change happen.

As is shown in figure 1 the average rating for "I am confident in my ability to make change happen" increased from 3.8 to 4.4 between the baseline and final survey. Eleven (37%) of the participants felt that their confidence in their ability to make change happen has increased considerably as a result of the programme, 19 (63%) felt that it had increased to some extent and no participants felt that there had been no change (figure 5).

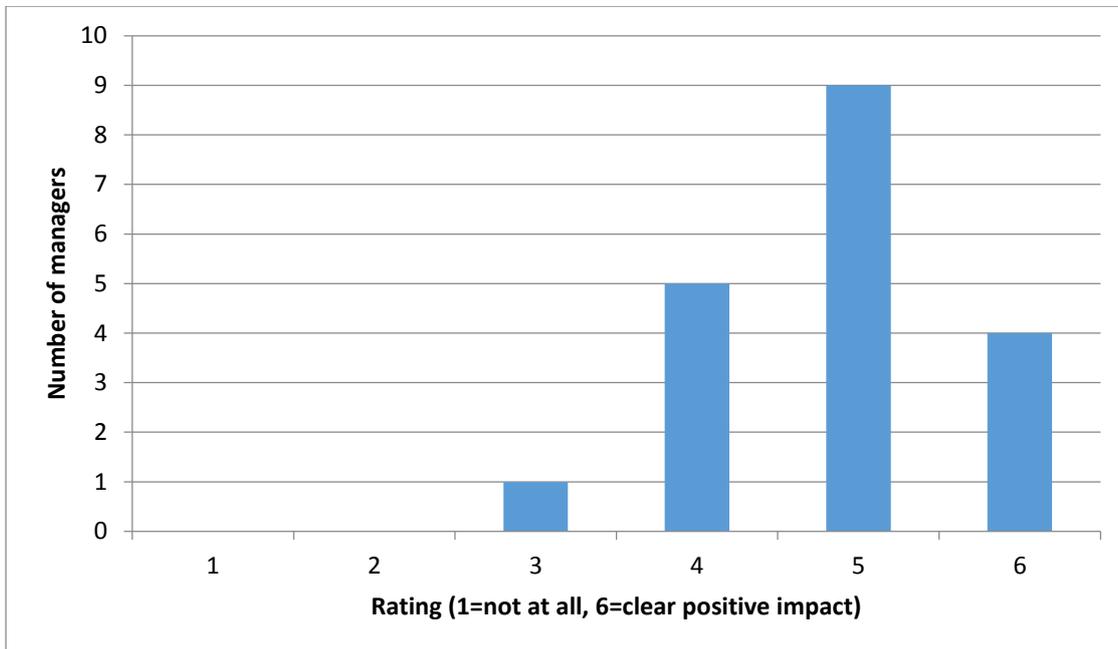
Figure 5. Confidence in your ability to make change happen



In the module evaluations, across all of the modules the average proportion of participants rating 5 or 6 for the question "Did the module give you ideas on what you can do as a leader to deliver the SEND reforms?" was 80%.

Managers were asked to rate the extent to which attending the programme has had an impact on their team member in terms of generating new or different ideas about how their authority can deliver the reforms – either in terms of organisational actions or individual or group behaviour. The graph below shows that, on a scale of 1 to 6 with 1 being not at all, and 6 being a clear positive impact, none of the managers gave a rating of 1 or 2 and 95% of managers gave a rating of 4 to 6.

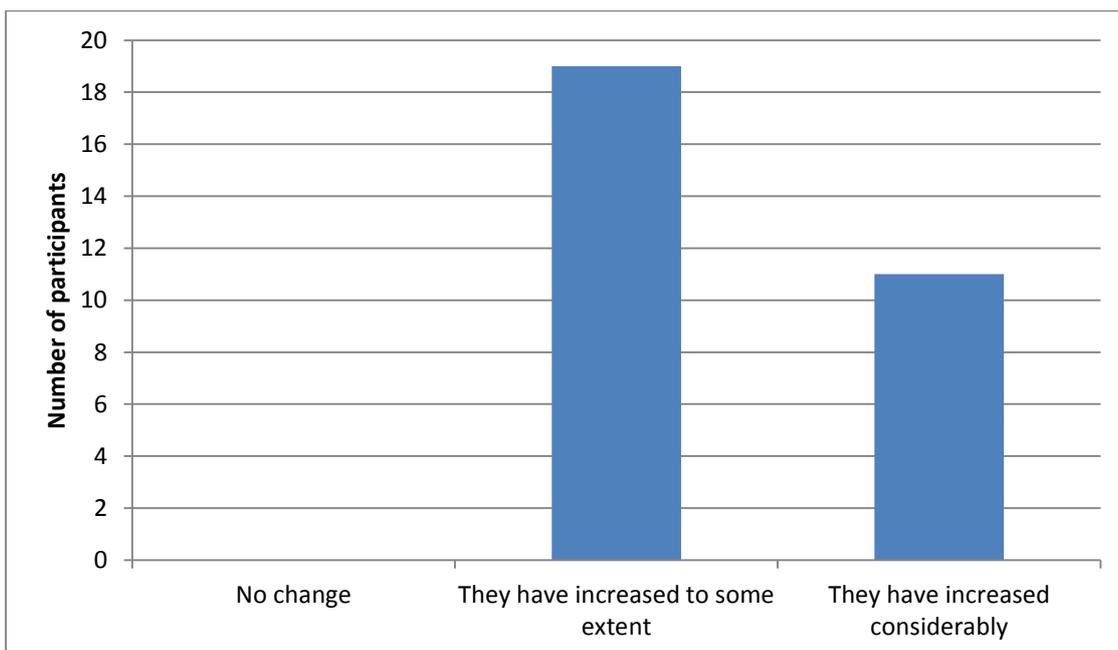
Figure 6. Impact on team member: generation of new or different ideas about how the authority can deliver the reforms



N=19

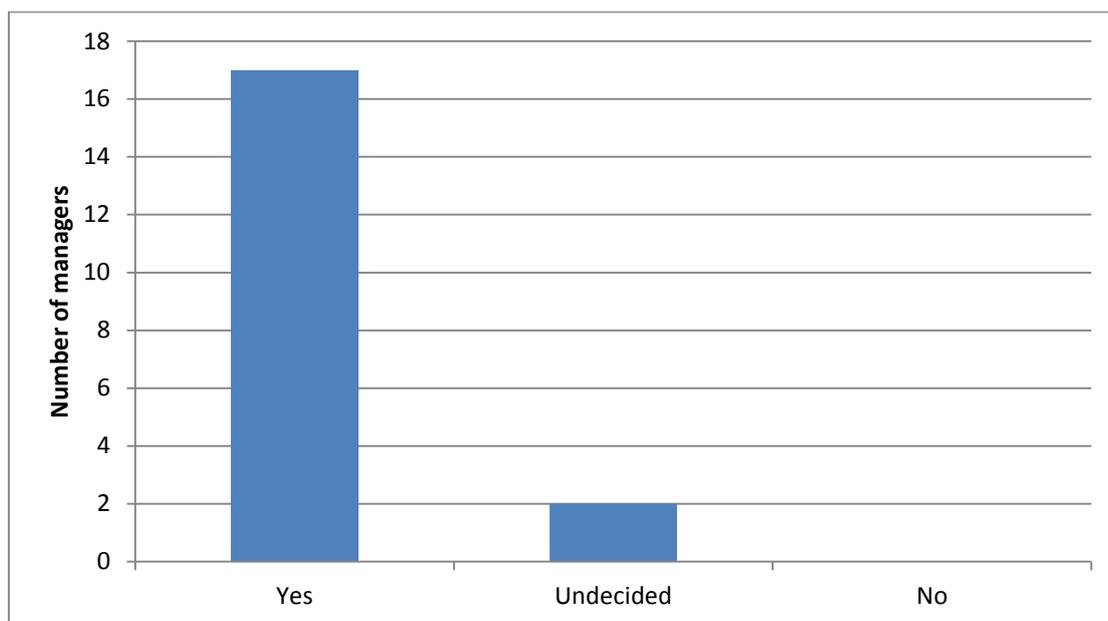
In the final survey 11(37%) of the participants said that they felt that their leadership knowledge and skills needed to deliver the SEND reforms have increased considerably as a result of the programme, 19 (63%) felt that they had increased to some extent and no participants felt that there had been no change.

Figure 7. Having the leadership knowledge and skills needed to deliver the SEND reforms



Managers were asked whether they felt that their team member’s participation in the programme has had a positive impact on delivery of the SEND reforms in their local authority. 17 of the respondents (89%) felt that it has had a positive impact, 2 (11%) were undecided and none said they did not think it had a positive impact.

Figure 8 Whether programme has had a positive impact on delivery of the SEND reforms in the local authority



N=19

The final participant survey revealed many examples of how participants had used what they had learnt from the programme to implement changes around the SEND reforms. These were particularly evident in three areas:

- (i) Development of vision and strategy

Participants used both the techniques and tools they had learn through the programme and the time and space to stop and reflect, to focus on and develop vision and strategy:

“As an example, I have engaged in more strategic meetings to raise the profile of SEND processes and what we need to do to help embed them within our local area e.g. I attended the SEND programme board and asked them to consider further their strategic vision and how this needed to be implemented.” Participant, final survey

“I reflected on the learning about visionary leadership and went back to the authority and started work on co-producing a preparation for adulthood vision and strategy as a way to bring about positive change across the city” Participant, final survey

“I have used some of the materials to help me run group sessions and bring my whole department back to the vision and why we are doing the work we do” Participant, final survey

“[Participant] has been able to take a step back and reflect on strategic matters as opposed to operational actions.” Manager, interim survey

(ii) Engaging partners

An important element that emerged was the impact of the programme in focusing on engaging partners, in particular in the context of the SEND reforms this has been applied to the engagement of education and health partners.

“Identified who are the key players in making change and focusing on those individuals – this is evident with my interactions with our local college where I have targeted staff that are required to make the changes happen.” Participant, final survey

“Developed partnerships with other areas such as health and social care, working with other areas to share ideas.” Participant, final survey

“I’m approaching things differently... for example in relationships with FE providers, getting them to see themselves as part of a team with the council.” Participant, telephone interview

(iii) The development of new initiatives

Finally, there were examples of participants instigating or developing specific new initiatives – for example a lifelong disability board, a supported internship programme, an executive group of the parent and carers forum, piloting a new way of working with young people and families, a review of the EHCP format pathway and a review of an SEN panel.

c) Wider impact

While the programme is clearly appreciated by the individual participants, part of the purpose of the programme is that they take the learning back to their organisation and locality. There was evidence to suggest that, in most cases learning from the programme was being shared with the wider team or locality:

“I’ve shared some of the materials with both my team and with regional colleagues. I’ve given a presentation to the regional peer network. I’m going to use some of the techniques in the next team day” Participant, telephone interview

“Enthused by a session on leadership and as an SMT we are going to follow up for all our managers” Manager, interim survey

*“[participant] has clearly benefitted from the opportunity to explore different approaches and tools. He will be sharing this learning with our leadership team.”
Manager, final survey*

The interim managers’ survey confirmed that in most cases there is an ongoing dialogue between the participant and their manager about how learning from the programme will be implemented - 71% discuss the content and application of the programme in formal supervision with their team member and 21% discuss it informally. However, there is also room for improvement as 8% have never discussed it.

In addition, some of the participants reported that they had developed particular initiatives to extend knowledge about the SEND reforms as a result of the programme:

*“I have led on training other people and other teams on the SEN reforms.”
Participant, final survey*

“Implementing change in the children in care teams to understand the SEND agenda. Producing a bitesized workshop to deliver to social workers to increase their understanding of the SEND agenda” Participant, final survey

5. Personal projects

As part of the programme participants undertook a 'personal project'. This involves participants taking a real work challenge around the SEND reforms and using structured peer learning opportunities ('action learning' or 'solution circles') within the programme to support them in making progress in resolving it. A summary of the issues being addressed in personal projects is contained in Appendix 2.

In general, from the telephone interviews and from the personal project evaluation forms people responded very positively towards the personal projects and it was clear they were a highly valued part of the programme. The personal projects gave the participants a real opportunity to apply what they had learnt on the programme.

“Some courses are so theoretical you wonder how you could apply it to the real world – but for this the personal project was the connector” Participant, telephone interview

The personal projects were felt to be particularly useful when people had chosen to address something they needed to address in their day-to-day job anyway – the personal projects giving them a chance to really focus on the issue and have time to do it well. Participants referred to a whole range of elements that they drew on from the programme to apply to their personal projects, including approaches and specific tools. The factors that most helped the personal projects were identified by participants as:

- The solution focused group approach
- Learning from other people and experiences in other local authorities
- Time to think/space to reflect on the issue
- Applying the leadership style elements of the programme
- Having an identified mentor from the programme facilitators

Some participants felt that their project had not progressed as far as they would have liked. As well as some barriers which were specific to the subject of the individual project or specific local issues, the following common barriers were identified as getting in the way of achieving outcomes:

- The project being longer term than the programme meaning that progress is only just starting
- Workload of the individual

- General capacity and staffing issues in the local authority resulting in high pressure and conflicting priorities
- Linked to the preceding two points, a resulting lack of time to focus on the project

Although the personal project element of the programme was valued by most, some felt that their project had lacked a focus, was too broad, or had lost momentum as they had changed the focus part way through. In some cases where the projects did not work so well it tended to be where the issue addressed was not directly relevant to the individuals job, either because of the wrong choice of project or because the individual's role had changed.

There were mixed views about whether it was good to be partnered with someone from the same local authority or a different one with positive aspects about both mentioned. All responding participants felt that the partnering arrangement was a positive aspect of the programme and the personal project.

There were several suggestions for how the personal project element could be improved in the future⁵:

- More guidance on the selection of the problem or issue to be addressed – including ensuring the focus is specific and realistic
- More time initially to develop personal projects
- More one to one time with the mentors
- More time to work on them in general
- A opportunity to report back and share the outcomes of the projects, perhaps through final presentations

Participants were able to identify how their work through the personal project element of the programme had resulted in some significant developments and changes in the delivery of the SEND reforms in their area. For example:

- A change in process leading to improved inclusion of health provision in EHC plans

⁵ All the following points (other than 'more time to work on them in general' – which is not in the gift of this programme) will be built into the 2016/17 programme within the constraints of the available time and resources.

- Establishment of a group of children and young people involved in co-producing statutory processes
- A programme of SEND briefings
- Restructure of processes to bring pre-16 and post-16 work closer together including recruitment to a new post
- Development of a supported internship pilot
- Progress towards development of a transition pathway
- Improved quality in EHC plans through a focus on quality assurance and outcomes
- Imminent roll out of early support pilot

6. What are the key elements that make the programme work?

The sections above clearly show that the programme has received a very positive response in general, and that it has had an impact on the individual participants. This section draws on all elements of the evaluation to reflect on what it is about the programme that has been key to making it work for people.

- (i) Providing the opportunity to take time to pause, think, reflect and refocus

A very consistent message across all elements of the evaluation has been that the participants highly value the opportunity to take time out of their day-to-day jobs to stop and think and reflect on what they are doing in their local authorities.

“We very rarely get time out of the office. The time to think is useful.” Participant, telephone interview

“It was time to step out of the role, have head space to think” Participant, telephone interview

This was particularly reflected in a very consistent preference for the two day residential modules in comparison to the one day modules because it gave people more of an opportunity to be completely removed from the office and get the space they needed. A proportion of participants were lost on the one-day modules because of work pressures. This was not an issue for the residential modules where any absence was because of planned annual leave or illness⁶.

- (ii) The opportunity to network and learn from peers

The peer learning and networking were seen as an invaluable element of the programme:

“The chance to be with others in similar roles was absolutely invaluable. That was the most valuable element.” Participant, telephone interview

“As it’s national you get a different perspective, you hear about what different areas are doing to overcome issues” Participant, telephone interview

As well as learning from others, there was also the opportunity to support each other:

⁶ The 2016/17 programme has been made entirely 2-day residential

*“The reforms are so huge, it’s felt a lonely arena – this was an opportunity to meet other colleagues – we’ve had no support from government around sharing”
Participant, telephone interview*

It is clear that the relationships built through the programme will continue with participants being enthusiastic about the possibility of a formal arrangement to keep in touch, such as an alumni scheme, and many people having made arrangements with individuals to exchange knowledge further:

“I’ve been asked to speak at another local authority and agreed to meet with two other local authorities” Participant, telephone interview

(iii) Excellent facilitation

The high quality facilitation of the programme was identified as key to making the programme work:

“It was managed really well – the way things are at the moment it could have descended in an opportunity to moan – the facilitators were really good in focusing us on driving things forward” Participant, telephone interview

“We were a vulnerable lot, emotionally fragile – they handled that well.” Participant, telephone interview

*“Facilitators were excellent and had a wealth of knowledge and expertise”
Participant, final survey*

(iv) Being solution focused and positive

“I was worried people would be moaning – it didn’t happen... it was so solution focused and positive” Participant, telephone interview

Through the different evaluation elements it was clear that people appreciated the solution-focused approach of the programme. This was both in applying the more theoretical elements of the modules to real work situations, but also in terms of having a positive approach to what are very challenging times in many local authorities. As explored more fully above, the personal projects were identified as a key element of the programme being solution focused.

7. Areas for development

Through several elements of the evaluation participants were invited to identify areas of the programme that were not so useful or could benefit from improvement. Many people commented that there wasn't anything that they could identify as being less useful:

"I think it was a good programme and it is hard to identify anything that I would want to improve" Participant, final survey

"There was nothing that wasn't useful!" Participant, telephone interview

In the final participant survey, of the 25 responses to a question asking about anything that has not worked so well or could have been better, 9 either said nothing could have been better or gave further positive responses. A particular strength highlighted by some was that the facilitators asked for feedback throughout the programme and responded to this. This flexibility meant that potential issues or identified areas which could be beneficial were acted on and responded to early on.

The following areas were identified as aspects of the programme which did not work so well:

- Overall people found that the one day modules did not work as well as the two day residential modules – this was for a mix of reasons but primarily because the residential modules meant less travelling, more time and space away from the office to fully focus and reflect and more networking time.
- Issues around the time and distance of travelling to the modules were identified by a number of participants - although there was also a recognition this is hard to resolve satisfactorily for everyone. The preference for more two day modules was offered as a partial solution.
- Some found specific modules less useful than others but there were no consistent patterns with others identifying the same modules as being the most useful.
- One person suggested that the session on the rationale for the SEND reforms from a senior DfE official was not necessary as this was well known by the participants. However, several other participants gave very positive feedback about that session.
- One manager reported that they felt there was too little engagement of the managers as the programme was delivered. (Managers were emailed twice with updates on recent programme content and encouraged to discuss it with their

attending staff members – in addition to being sent two surveys on programme impact).

- Several people highlighted that their own busy and demanding workload was a barrier to getting the most out of the programme.

Summarising responses from various elements of the evaluation, the following have been identified as aspects which could potentially improve the programme further. It should be noted however that most of these only raised by one person so they do not necessarily reflect a general or substantive view:

Pre-programme:

- Greater clarity at the outset as to what level of staff seniority the programme was aimed at⁷
- More guidance about what roles the programme would be suited to – e.g. specify that participants need to be managing a team⁸
- Have all dates, not just the residential dates at the start of the programme⁹
- For the paired enrolment on the programme - rather than having two people from the local authority SEND team, have one person from the SEND team and one person from education or health¹⁰
- Stronger pre-session guidelines

During the programme:

- Action learning sets/solution circles for people to bring other issues to, not only the personal project
- Separate out into different groups for some sessions – i.e. operational staff and strategic staff
- More small group work (though there were several comments that the balance between small group and whole group work was about right).

⁷ The wording on the 2016/17 recruitment and information requested on application has been amended in response to this

⁸ As above – though it is not felt that direct line management of a team should be an essential pre-requisite.

⁹ This has been done

¹⁰ This option has been created for the 2016/17 programme

- More practical examples or case studies in some modules ¹¹
- More input and participation from colleges, schools and the NHS¹²
- Practical tools and resources (for some modules only – some got very positive feedback about tools provided)
- Greater consistency of background or further reading across modules¹³
- Opportunity to pair up with another local authority and do an exchange – for example spending half a day in each¹⁴
- Invite managers to join sessions and/or receive presentations¹⁵

End of the programme:

- A certificate of completion listing the modules covered¹⁶
- Some kind of formal way of keeping in touch after the programme¹⁷
- Feedback to managers about their staff members' contribution and development¹⁸

¹¹ This will be done in 2016/17

¹² The application process has been amended to enable participants from these sectors in 2016/17

¹³ This will be done in 2016/17

¹⁴ This is up to participants – but will be encouraged in 2016/17

¹⁵ This is felt to be impracticable given there are 40 participants on the programme.

¹⁶ This is being explored for the programme just completed.

¹⁷ This is being established as a programme 'alumni' gathering twice a year – subject to participants gaining the employer's agreement

¹⁸ This is considered to be difficult to do across the whole programme given its emphasis is about personal development not performance management or assessment.

8. Conclusion

The evaluation has found that as well as receiving a very positive and enthusiastic response from participants in general, the SEND Reform Leadership Programme has had a demonstrable and measurable impact on:

- The leadership skills of individual participants
- The capacity of individual participants to deliver the SEND reforms in terms of the generation of new ideas and actions and making change happen
- Extending the learning beyond the individual into the organisation and locality of the participant

The elements of the programme that are key to making it work are:

- (i) Providing the opportunity to take time to pause, think, reflect and refocus
- (ii) The opportunity to network and learn from peers
- (iii) Excellent facilitation
- (iv) Being solution focused and positive

There are some areas which can be improved, particularly around¹⁹:

- Some of the practicalities of the programme such as suitability and location of venues
- The structure of the programme – particularly around the value of one day modules compared to two day modules
- Guidance around the focus of the personal projects in order to get the most out of them
- Further communication and feedback to managers
- Consistency of the quantity and range of resources provided to participants to take away from different modules

Overall, however, there is an overwhelming consensus that the programme should continue and that participants highly recommend it.

¹⁹ Actions in response to these points are noted earlier in the report.

Appendix 1: Outline of modules and evaluation form responses

Module	Date	% of responses over all five evaluation questions rating 1 or 2	Increased knowledge and understanding of the subject - % of participants rating 5 or 6	Ideas on what you can do as a leader to deliver SEND reforms - % of participants rating 5 or 6	Average over all five evaluation questions rating 5 or 6
<i>Overall programme</i>		1%	83%	80%	83%
<i>Module 1. Two day residential – whole group. The policy context, the nature of leadership, achieving whole system change, personal projects.</i>	25-26th June 2015	1%	85%	82%	89%
<i>Module 2(a). One day – half group. Coproduction and participation.</i>	14th July	0%	47%	53%	61%
<i>Module 2(b) One day – half group. (repeat of above)</i>	29th July	0%	83%	83%	73%
<i>Module 3(a) One day – one third of group. Achieving Inclusion.</i>	9th Sept	6%	57%	57%	60%
<i>Module 3(b) One day – one third of group. Preparing for adulthood.</i>	9th Sept	0%	100%	80%	96%
<i>Module 3(c) One day – one third of group. Joint commissioning and integration.</i>	10th Sept	0%	71%	57%	74%
<i>Module 4. Two day residential – whole group. Leadership in difficult times, impact of</i>	4-5th Nov	0%	97%	95%	96%

<i>personal values on leadership style, large group interventions, personal projects.</i>					
<i>Module 5(a) One day – half group. The leadership implications of EHC plans.</i>	2 nd Dec	2%	90%	40%	68%
<i>Module 5(b) One day – half group. The leadership implications of EHC plans.</i>	8 th Dec	0%	88%	94%	74%
<i>Module 6(a) One third of group. Achieving employment outcomes.</i>	15 th Jan 2016	0%	88%	100%	98%
<i>Module 6(b) One third of group. Personalisation and personal budgets.</i>	18 th Jan	0%	33%	50%	60%
<i>Module 6(c) One third of group. Joint commissioning and integration.</i>	19 th Jan	0%	80%	80%	80%
	24 th -25 th	0%	91%	97%	93%

Appendix 2: Personal projects

Personal Projects from participant covered a range of issues. In summary these were²⁰:

Strategic Partnership Working

38% focused on the development of joint commissioning and/or strategic level partnership working. This frequently involved a focus on engaging the NHS (which has been reported as a general challenge). Others were concerned with post-16 sector reform, developing joint commissioning arrangements or the establishment of inter-agency strategic direction.

Integrated pathways

15% were seeking to develop and implement integrated pathways for children/young people either across the full age range or with a focus on the transition into adulthood.

EHC plans

8% were working on achieving integrated outcomes through EHC plans – addressing both consistency and breadth of support/services covered.

Evaluating/evidencing outcomes

8% were about developing systems and approaches to evaluate the impact of the SEND reforms.

The voice of children, young people and families

15% focused on the voice of people in service planning and delivery - either embedding the voice of children and young people or developing a representative family voice.

Work and life outcomes

11% were seeking to develop local strategies and services to improve employment and vocational outcomes for young people as they entered adulthood.

Personal budgets

4% were concerned with developing and implementing education, health and social care personal budgets.

²⁰ Percentages are rounded up or down to whole figures