

Role of Designated Social Care Officer for SEND (DSCO) 0-25 years

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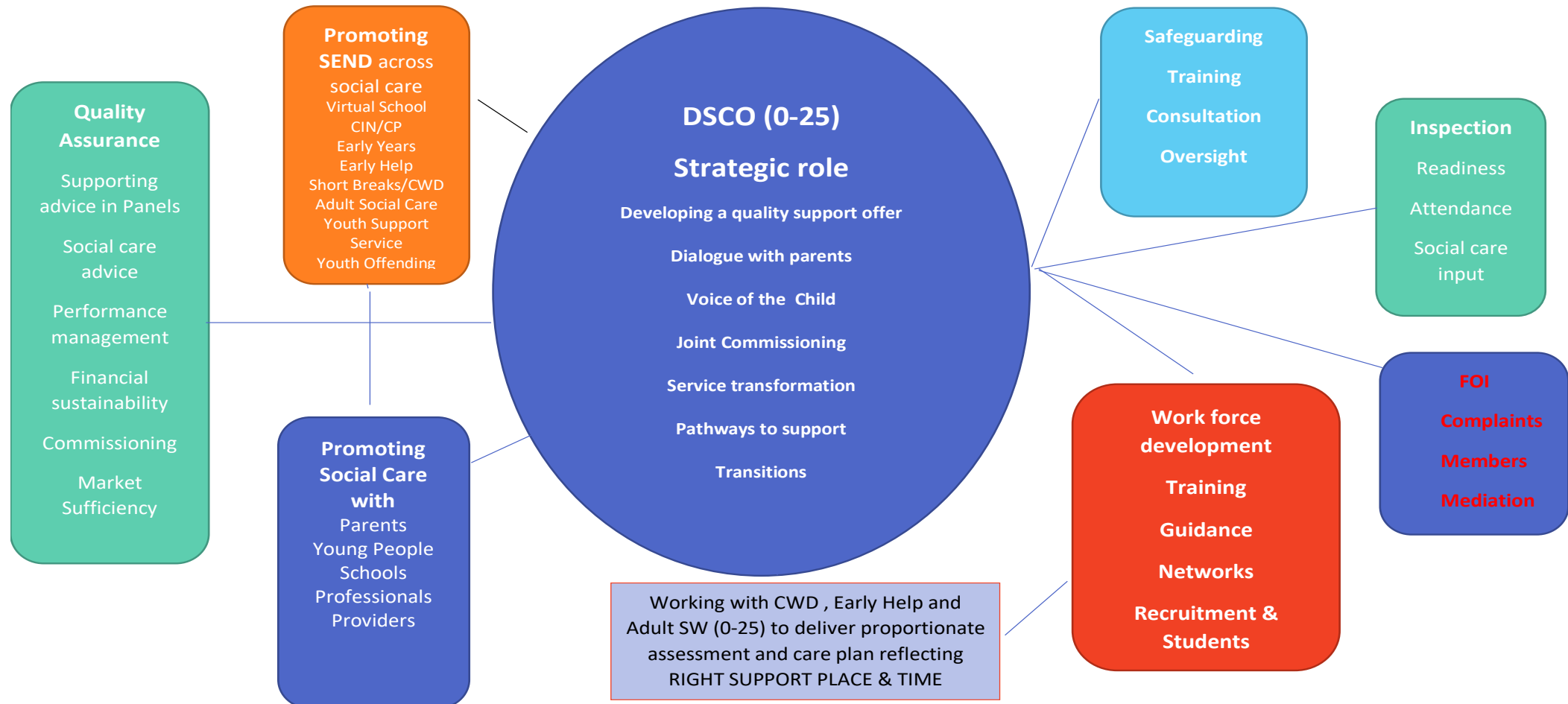


Role & Reach of the Designated Social Care Officer



Role and reach of the Dedicated Social Care Officer (DSCO)

The DSCO is a strategic role around the whole SEND agenda including safeguarding, children looked after, early years, transition, mental health, youth justice, adult social care, the Short Break agenda and workforce development. It should play a significant role in a range of inspection frameworks. Role definition will be subject to ongoing review across next 18 months and to further guidance within anticipated SEND White Paper.



Designated Social Care Officer for SEND (DSCO)

4 Key themes.



Building	Building relationships - networking, engaging with, listening to, managing and reconciling differences of opinion.
Improving	Improving Practice - through audit activity, identifying gaps & inconsistencies, developing processes, procedures, policies and pathways to ensure equity and defensible decision making.
Informing	Informing Strategy & Leadership – with SEND & ILAC inspections; involvement in workstreams to promote needs of SEND & join up in the system across SEND, Health & Social care.
Developing	Developing support – through the Local offer with our voluntary, faith and community services,& through our own in-house services & what we commission.

Role of the DSCO



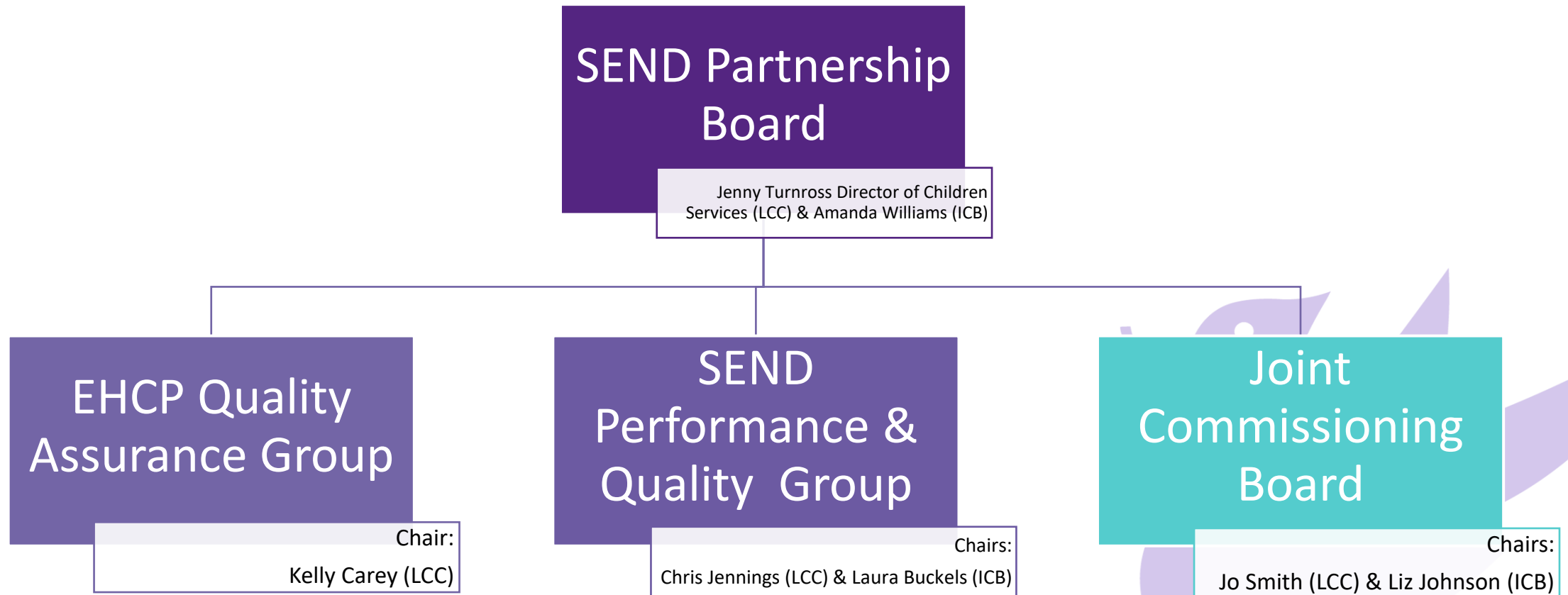
• DOES

- Ensure social care's legal compliance with the SEND Code of Practice.
- Facilitate conversations between social care, virtual school, Health and SEN colleagues to promote shared outcomes and alignment of work.
- Have input and deliver training to support work force development in SEN.
- Quality Assure Social Care Advice within EHC plans.
- Decision maker on the EHC Assessment & Moderation panel & Contributor to EHC Placement & Provision Panel.
- Embody co-production & provide individual case support, cascading learning from this back to the SEND partnership board. I.e tribunals/CYP out of provision/complex case discussions etc.
- Develop policy, procedure & processes to ensure quality service and better outcomes for CYP with SEND.
- Lead on key initiatives related to the SEND strategy –for eg developing Short Breaks offer, Preparing for Adulthood development plan, enhancing our Local Offer.

• DOESN'T

- Provide or gather social care advice for EHC plans.
- Commission any services directly or hold responsibility for a budget.
- Have responsibility for ensuring statutory time frames for completing advice are complied with. (This is a performance measure social care need to monitor).
- Make decisions regarding eligibility for services – for example short breaks, direct payments or statutory social care support.

LCC SEND Governance Structure



Liverpool SEND Strategy 2023-2026



- **5 Strategic Priorities:**
 - 1. Meeting Social care needs
 - 2. Early Identification and Intervention
 - 3. Preparing for Adulthood
 - 4. SEND Sufficiency Planning
 - 5. Developing the Health & Therapy Offer.
- <https://fsd.liverpool.gov.uk/kb5/liverpool/fsd/service.page?id=M8y9adAmHrA&localofferchannel=0>

Current Priorities



Short Breaks

Direct Payments

Preparing for Adulthood

Local Offer

Social Care Advice

SEND Sufficiency & Planning

Training and Development

Why is social care involvement important to capture in an EHCP?



Provides a more holistic picture of the child.

Acknowledges the child's context and lived experience.

Enhances understanding of the interplay of a child's SEND and their family/social and environmental factors.

Enables greater collaborative working, co-ordination, efficient use of resources, to enable joined up outcomes.

Easier for the CYP and their family by working to one plan, fewer meetings, easier communication

Children's social care



Levels of need guidance currently being refreshed. Below are links to these levels as they are currently.

<https://liverpoolscp.org.uk/scp/professionals-volunteers/lscp-levels-of-need>

<https://liverpool.gov.uk/referrals/childrens-social-care-referrals/access-family-help-support/levels-of-need/>

Social care aim to support children & young people and their parents/carers in a proportionate and timely way, considering levels of need and risk.

Level 1 = Universal services available to all

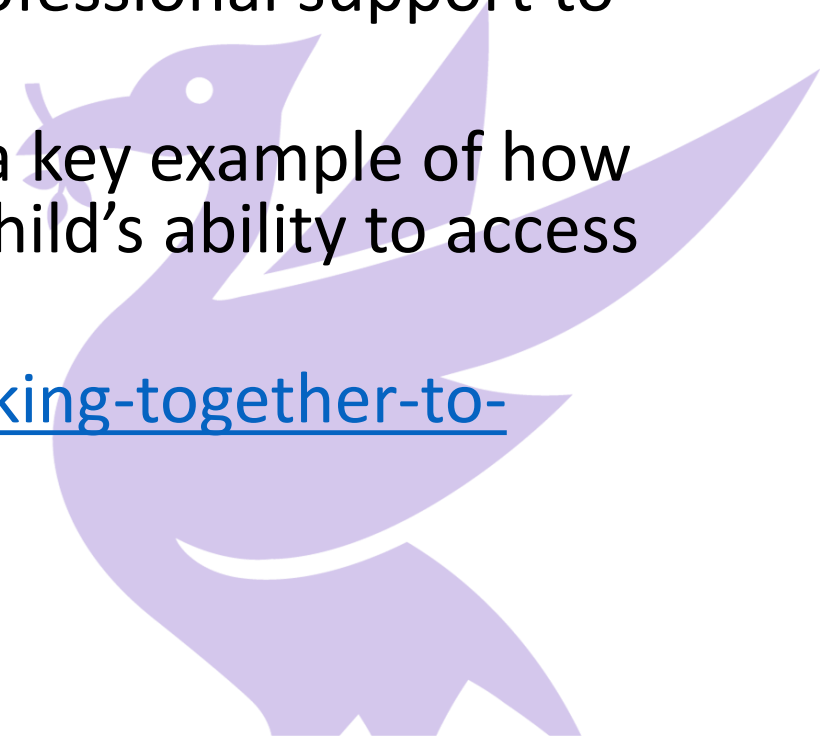
Level 2 = Some emerging/additional needs

Level 3 = Additional need for targeted/time limited intervention

Level 4= Statutory help and support from social care.

Social care role in supporting education

- Parents/carers role is vital in supporting children to feel ready to learn.
- What happens at home can have an impact on this.
- If social care are involved with a child and their family, they have a role in helping them overcome any barriers through direct work, advice, guidance and co-ordinating of other agency and professional support to work together to access education.
- Working together to improve school attendance is a key example of how ALL agencies need to work together to promote a child's ability to access education.
- <https://www.gov.uk/government/publications/working-together-to-improve-school-attendance>



Section D – A CYP Social Care Needs related to their SEND.

Things to consider.

1. *The legal definition of SEND - **Do you know the child's primary Special Educational Need(s) and/or Disability?** (See Section B of the school application for an assessment if you have a copy of this).*
2. ***What care, help and support do they need because of their Special Educational Need(s) and/or Disability from their primary care givers?** To help address their barriers to learning (ie their SEND) so they can achieve, grow, be safeguarded and prepared for adulthood?*
3. *Are there any other social care needs that you are involved in supporting the child and their family with? And do they have an impact on the child's ability to access learning?*

Section D – A CYP Social Care Needs related to their SEND.

The type of help a child/YP needs in each area, will vary and depends on their age, circumstances and personal history.

It is important to note a diagnosis of any specific condition is not a need.

Think about the impact of the diagnosis on their daily lived experience.

*Where help would be considered a “**care need**” is if it’s generally felt to be;*

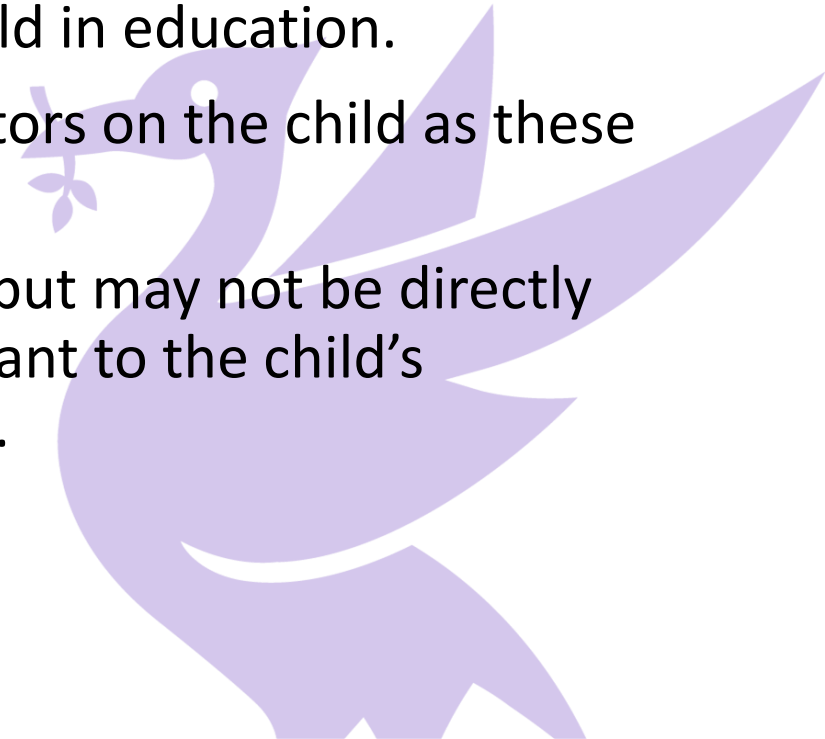
- 1. “**over and above**” the care you would expect to provide to a child/YP of a similar age and stage of development, and*
- 2. they need **additional support/adjustments** to be made so they can continue to develop, mature and achieve their aspirations and outcomes.*
- 3. Can include **any help** a child needs to support their emotional well-being, confidence and self-esteem, as well as practical assistance and support.*

Section D - Examples of Care Needs that may be related to a Child/Young Person's SEN & Disability.

- **Extra help and support with self-care-** for example with washing, toileting, dressing/undressing, eating and drinking.
- **Extra help and support with tasks of daily living-** for example help with managing their money, dealing with correspondence, accessing the community for essentials, maintaining their home, keeping safe at home and in the community.
- **Help and support due to limited mobility, physical need, degenerative condition or sensory impairment.** For eg physical support, specialist equipment, aides and adaptations.
- **Extra help and support due to social and emotional needs and poor mental health** that does not fall within the remit of mental health services. For eg, anxiety, depression, low self-esteem, poor emotional regulation; expressed through self-harm, poor concentration, demand avoidant, withdrawal, anger and aggression, difficulties with communication and self-expression.
- **Extra support to make and keep friends or have close/positive/meaningful relationships with others and be an active member of their local community.** Due to vulnerability because of ACES/learning disability/neuro diverse condition such as ASD/ADHD/social isolation, leading to lack of confidence, low self- esteem, underdeveloped social skills & ability to communicate.
- **Extra help and support to keep themselves safe** because of a learning disability, sensory impairment, neurodevelopmental condition, or because of ACEs, which affects how they understand and relate to the world around them and/or their perception and self-worth. Issues can include overestimating their abilities, not recognising harmful situations, relationships or physical dangers, and/or not caring about their safety; making them vulnerable to exploitation from others.

What **should not** be included in **Section D** of social care advice.

- **Carefully consider relevance of information shared for the purposes of an EHCP.**
- **Do Not** disclose sensitive, third-party information, including names of other family members or significant others.
- Potentially this could be a data breach, especially as EHCPs can be shared with many professionals who may be consulted with to support the child in education.
- Consider the **impact of** family, social and environmental factors on the child as these ***may be*** a contributory factor to SEND.
- Social care needs you are supporting the family to address, but may not be directly related to child's SEND, **can be included** if you feel it is relevant to the child's welfare, well-being and their ability to engage with learning.





- **When should advice not be signed off?**

- If it has gone beyond the remit of social care professional expertise.
- If, despite QA feedback, advice continues to disclose too much sensitive information about a CYP's circumstances.
- It makes recommendations about provision other than social care.
- Recommendations of provision has not been authorised.

- **What to raise with the DSCO?**

- If it is over time scales and/or there is a continued lack of communication from the worker responsible, or their manager.
- If you need support completing the advice.
- If consent has not being given.

SEN CWO role & being an effective Corporate Parent



Often CLA children have no parents to effectively advocate for them.

Social Workers understanding of EHC process will vary. It will help if they understand:

a) your role and responsibilities, including the limits of this

b) expectation of responsibilities on education to practice inclusively and our graduated approach toolkit

c) expectation that social worker & placement will support child to access education and address barriers to learning.

SEN CWO role & being an effective Corporate Parent



Utilise your Virtual school here and for OOB children, in their home LA- & their extended functions to support children subject to CIN & CP plans.

****Make it your business to know if the child has active and current involvement with social care.**

Ask how pupil premium is used & who has decided this?

Ensure SW understands the need to involve you in any proposed placement move –so education needs are incorporated into planning, decision making and time frames.

Be sighted/involved in Care planning and PEP meetings.

Share EHCP with SW and the child's placement/carers.

Ensure SWs understand the Belonging Regs – and where the child is ordinarily resident will manage the EHCP- and support with transition of EHCP to another LA.

Communicate decisions in a timely way and be contactable. Better together - even when there is no news!

SEN CWO role & being an effective Corporate Parent



- **Considerations:**
- Competing priorities as a corporate parent – for placement and education
- The child not having their basic needs consistently met- consider Maslow's hierarchy of needs – if their physiological and safety needs are not met, their readiness to learn will be impacted.
- Child may have had multiple placement moves- rejection, loss of relationships, low self-esteem, confidence, poor mental health & lack of self-care, can all be a barrier to developing trust, forming positive attachments, valuing self & being motivated to learn.
- Understanding the child's lived experience can help us understand the impact of their ACEs and the cross over between this and SEND.
- These factors disadvantage CLA children compared to their non CLA counterparts.
- Getting to know the child's social history, their placement and carers, as well as the child themselves, will increase likelihood of successful outcomes.
- To bridge the gap the child needs support that is “over and above” than what is considered necessary for a child who is not CLA.
- More hands-on joined up approach can support proportionate and timely decision making that is needs led and understands the above.

Any Questions?

- Email Catherine.Bernard@liverpool.gov.uk
- Tel 07566297703
- Work Pattern:
 - Monday –Cunard or Croxteth (Fusion)
 - Tuesday –Parklands – SEN team am/Permanence PM
 - Wednesday -Cunard/WFH
 - Thursday- EH Hubs am/Safeguarding pm-
 - Friday –Croxteth am/WFH pm
 - *Subject to change, depending on circumstances.*



Liverpool City Council

