

Strategy for SEN and SEND operations implementation plan April 2017 - March 2018

Priority	Reference	Delivery Objectives	Task and Finish Group	Lead	Group members	Success Measures	Monitoring and Evaluation	Timeframe	Review Impact (RAG)
1	1.1	To develop a monitoring framework for schools to self assess SEND provision with a particular focus on SEN support.	High Need Provision Review	Andy Cooke	Severn Teaching School	1.F: Provision across the graduated response is mapped, gaps identified and filled with all provision shared through the Local Offer. 1.G: Parents express an improved level of confidence with provision for SEND in mainstream schools.	Provision across schools mapped and shared via Secondary Heads and Principals group. Parental satisfaction surveys used to evaluate parental confidence in the offer from schools.	September - December	In progress - initial framework now being developed further with schools
	1.2	To develop programme of local leaders in specialist education to audit, monitor and develop SEND quality mark and link with general school improvement process (categorisation).	High Need Provision Review	Andy Cooke	Severn Teaching School.	1.A Outcomes at the end of each key stage for students identified with SEND will be above national averages for equivalent groups. 1.B Progress made between key stages for students identified with SEND will be above national averages for equivalent groups. 1.C Outcomes and progress for students identified with SEND will demonstrate that they are closing the gap on their peers. 1.D Every school and setting will be graded by Ofsted as 'Good' or better. 1.E Individual school and setting Ofsted reports will recognise the good level of support for young people with SEND. 1.G Parents express an improved level of confidence with provision for SEND in mainstream schools.	The self evaluation tool will be shared across all schools, however, to achieve the quality mark there will be an expectation that the self evaluation is moderated by and SLE. The work of the SLEs will then be quality assured by the Teaching School. Summaries of moderation of self-evaluation will be reported through Aiming High. Consideration of whether a school has the quality mark will be built into the annual school improvement categorisation process. Quality assurance process to include report on SEN Information Reports - summaries of SEN Information Report completeness and quality presented to Aiming High.	November - March	To follow on from previous
	1.3	To refresh SEN guidance for early years, schools and colleges focusing on developing a consistent high quality graduated response.	Coordinated EHC pathway	Simon Wellman	Natalie Bevan, Laura Goodfellow, Jane Cook, Joy Simpson, Alison Parkison, Social care team lead.	1.E Individual school and setting Ofsted reports will recognise the good level of support for young people with SEND. 1.F Provision across the graduated response is mapped, gaps identified and filled with all provision shared through the Local Offer. 1.G Parents express an improved level of confidence with provision for SEND in mainstream schools.	Tracking attendance at Graduated Response workshops to ensure all schools involved; reported up through Aiming High. Parental satisfaction surveys for children at SEN Support used to evaluate the quality of graduated response in schools.	April - September	
	1.4	To complete a review of high need provision and support to understand sufficiency requirements and current gaps in provision.	Education Sufficiency	Simon Wellman	Andy Cooke, Rob Tozer, Tim Smart, Tim Davies, EY, school and post 16 reps, SEND4change	1.H All children have a school placement with improved levels of attendance.	Sufficiency report to be published July, with proposals to be developed September. Consultation over proposals shared with all partners. Outcomes of consultation presented to Aiming High.	June- December	
	1.5	To develop a localised Autism Strategy 0 to 25.	Autism Strategy	Karen Grandison	Belinda Simpson, Louise Carr, Manny Jhavar-Gill	1.E Individual school and setting Ofsted reports will recognise the good level of support for young people with SEND. 1.F Provision across the graduated response is mapped, gaps identified and filled with all provision shared through the Local Offer. 1.I Reduced permanent and fixed term exclusions for pupils with SEND.	Consultation over strategy autumn term. Strategy to link into adult autism strategy and autism provision in special schools. Also links into the 0-25 Emotional Health and Wellbeing with multi-agency support available. Consultation to feed into Aiming High and action plan developed.	May - December	
	1.6	To develop effective communication channels to share best practice between educational providers including forums, networks, online systems, newsletters etc	SEND leadership team	Simon Wellman	Natalie Bevan, Bev Porter	1.D Every school and setting will be graded by Ofsted as 'Good' or better. 1.F Provision across the graduated response is mapped, gaps identified and filled with all provision shared through the Local Offer. 1.G Parents express an improved level of confidence with provision for SEND in mainstream schools. (increased confidence in strategic oversight of SEND)	Feedback from schools and settings through network meetings on effectiveness of communications. Ultimately, good communication should lead to improved practice in schools at meeting needs of young people and therefore this should be picked up through student and parent surveys and reported to Aiming High.	April - December	
	1.7	To develop transition guidance for schools between year 6 and 7 for those with and Special Educational Needs focusing on those at SEN Support.	High Need Provision Review	Andy Cooke / Simon Wellman	Bev Porter, Kate Jordan, Mark Wadhams, Karen Grandison, SIS lads, Clare Osborne, Natalie Bevan	2c 1.E Individual school and setting Ofsted reports will recognise the good level of support for young people with SEND. 1.F Provision across the graduated response is mapped, gaps identified and filled with all provision shared through the Local Offer. 1.G Parents express an improved level of confidence with provision for SEND in mainstream schools.	Increased parental and student satisfaction reported through surveys to Aiming High.	November-March	
	1.8	To redesign LA SEND services to provide a unified offer of support and challenge to early years, schools and colleges focusing on SEN support.	SEND leadership team	Simon Wellman /Andy Cooke	Bev Porter, Kate Jordan, Mark Wadhams, Karen Grandison, SIS leads, Natalie Bevan	1.E Individual school and setting Ofsted reports will recognise the good level of support for young people with SEND. 1.F Provision across the graduated response is mapped, gaps identified and filled with all provision shared through the Local Offer. 1.G Parents express an improved level of confidence with provision for SEND in mainstream schools.	Increased parental and student satisfaction reported through surveys to Aiming High.	September -March	
	1.9	To strengthen the use of data for SEND feeding into the School Quality Assurance process, in particular to include data (dashboards?) on SEND students and exclusions, absence and EHE.	SEND leadership team	Simon Wellman	Jane Cook, Natalie Bevan	1.E Individual school and setting Ofsted reports will recognise the good level of support for young people with SEND	Dashboards to be evaluated by SEND Leadership Team and to feed into the School Quality Assurance process.	September - March	

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2	2.1	To use existing relationships with parents and carers to complete the 1 page profiles for EHCNAs and develop family conversations (co-production meetings) as part of the EHC assessment process.	Coordinated EHC pathway	Simon Wellman	Natalie Bevan, Mark Wadhams, Jane Cook, Joy Simpson, Alison Parkison, Social care team lead.	2A Parental feedback demonstrates that they have been provided with accurate and appropriate information in a timely manner.	Where co-production meetings don't include Health or Social Care colleagues, ensure there is feedback and that they have the opportunity to comment on whether outcomes match the advice given. Training provided for SEND Officers to ensure consistency of co-production meetings. Co-production meetings sampled by the Group Manager SEND to ensure consistency. Report to Aiming High.	April - September	
	2.2	To develop a 5 to 16 Inclusion Panel that is led by educational settings focusing on peer support and challenge and more flexible access to high need funding.	Coordinated EHC pathway	Simon Wellman	Head Teacher rep (TBC) Andy Cooke, Tim Davis, Jane Cook, Joy Simpson.	2C Earlier intervention strategies lead to a reduced number of requests for Education, Health and Care Needs Assessments especially for children of secondary age. 2D Reduced demand for special school places	Numbers of requests, parental satisfaction, student satisfaction, correlation between inclusion panel funding and satisfaction reported to Aiming High.	June - December	
	2.3	To enhance further the Local Offer based on parental, child and young person feedback with a particular focus on promoting the voice of the child young person, and developing greater awareness across the borough (including health and community nurses support in schools). To raise awareness of routes to access advocacy ie via IASS young person advocate.	Local Offer Steering Group	Natalie Bevan	PODS, Jamie Hayward,	2A Parental feedback demonstrates that they have been provided with accurate and appropriate information in a timely manner. 2B Increased parental satisfaction in the assessment process is demonstrated by a reduced number of complaints and tribunals.	Parental satisfaction surveys used to monitor the accessibility of the Local Offer. IASS contract monitoring to receive reports on advocacy and engagement, fed through to Aiming High.	July - December	In progress Parent carer forums are completing a "mystery customer" experience from Feb 2018
	2.4	To streamline the EHC pathway to assessment and specialist provision for children who require multi-disciplinary assessment.	Coordinated EHC pathway	Simon Wellman	Andy Cooke, Time Davis, Natalie Bevan, Laura Goodfellow, Kate Jordan, Alison Parkison, Social care	2C Earlier intervention strategies lead to a reduced number of requests for Education, Health and Care Needs Assessments especially for children of secondary age. 2D Reduced demand for special school places.	Numbers of requests, parental satisfaction, student satisfaction, correlation between inclusion panel funding and satisfaction reported to Aiming High.	April - September	
	2.5	To develop parental, child and young person satisfaction surveys focusing initially on EHC assessments and transfers.	Communication and Young Person Consultation Group	Natalie Bevan	Jane Cook, PODS, IASS, SEN team	2A Parental feedback demonstrates that they have been provided with accurate and appropriate information in a timely manner. 2B Increased parental satisfaction in the assessment process is demonstrated by a reduced number of complaints and tribunals.	Increases in confidence in the EHCP process and access to the Local Offer incorporated into surveys at both EHCP and SEN Support levels. Summaries reported to Aiming High.	April - June	Our feedback for EHCP's is positive and feedback through the group of the recent changes to information (timeline, website information) is much better, however more to be completed. Our tribunals are currently low
	2.6	To develop education and health Personal Budgets offer through pilots with interested families and clarify offer between education (including transport) , health and care.	Personal Budget	Sam Wells	Simon Wellman, Natalie Bevan, Sam Wells, Tim Davis, Maureen Cooper, Colin Evans.	2B Increased parental satisfaction in the assessment process is demonstrated by a reduced number of complaints and tribunals.	Parental satisfaction surveys used to monitor the effectiveness and accessibility of personal budgets. Reported through to Aiming High.	September - March	
	2.7	To increase early dispute resolution through joint work and collaboration between LA and services that support parents (IASS / IS / PODS) focusing on agreed pathway when requests for EHC assessments do not meet criteria to proceed.	Coordinated EHC pathway	Simon Wellman	IASS, IS, Kerry Rushton, Mark Wadhams, Natalie Bevan, PODS..	2B Increased parental satisfaction in the assessment process is demonstrated by a reduced number of complaints and tribunals.	SEND Officers to continue to review provision for children at SEN Support, particularly where EHCP requests have been turned down. Annual reports on the effectiveness of this to Aiming High.	June - March	
	2.8	To develop wider mechanisms for parental engagement to ensure representative groups of parents are able to contribute towards consultations to inform strategy and developments.	Communication and Young Person Consultation Group	Natalie Bevan		2A Parental feedback demonstrates that they have been provided with accurate and appropriate information in a timely manner.	Feedback on consultations and make up of consultation groups reported to Aiming High.	September - March	Our feedback for EHCP's is positive and feedback through the group of the recent changes to information (timeline, website information) is much better, however more to be
	2.9	To review communication and recording processes to streamline and ensure the development of a 'tell it once' culture.	All Groups	Andy Cooke / Simon Wellman		2A Parental feedback demonstrates that they have been provided with accurate and appropriate information in a timely manner. 2B Increased parental satisfaction in the assessment process is demonstrated by a reduced number of complaints and tribunals.	Process maps shared with Aiming High and used for team training. Evaluation of parental satisfaction surveys and parental focus group outcomes.	September - March	

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3	To develop smooth progression to adulthood for all young people with SEND.	3.1	To undertake a review of post 16 destinations and NEETs/not knows to understand the effectiveness of current post 16 provision.	Transition and Preparing for Adulthood	Andy Cooke	Natalie Bevan, Tim Smart, Sue Marston, Simon Wellman.	3A The number of young people with SEND aged 16-25 engaged in education, employment and training will increase. 3B All EHCPs for children aged 14 and beyond reflect aspirations for future training or employment. (future success measures)	Data on post 16 destinations built into performance dashboards and included in reviews of school provision.	November - March	
		3.2	To clean up post 16 SEND data between SEND and Future Focus teams.	Coordinated EHC pathway	Simon Wellman	Natalie Bevan, Tim Smart, Joy Simpson, Jamie Hayward	3A The number of young people with SEND aged 16-25 engaged in education, employment and training will increase. 3B All EHCPs for children aged 14 and beyond reflect aspirations for future training or employment. (future success measures)	One shared dataset for post 16 with plans appropriately ceased where provision is now meeting needs	April - January	
		3.3	To develop robust phase transition process between year 11 and 12 for those with an Education Health and Care Plan ensuring that statutory deadlines (i.e. March 31st) is met.	Coordinated EHC pathway	Simon Wellman	Natalie Bevan, Tim Smart, Sue Marston, Joy Simpson.	3A The number of young people with SEND aged 16-25 engaged in education, employment and training will increase. 3B All EHCPs for children aged 14 and beyond reflect aspirations for future training or employment. 3C There is an increased uptake of college courses and apprenticeships for students with SEND aged 16-19. 3D All students with SEND have access to independent advice and guidance and those with the greatest need have access to a personal adviser. (defined process in place to meet 31st March deadline for transition)	Data on post 16 destinations built into performance dashboards. Reports on meeting 31st March deadline to Aiming High.	April - June	
		3.4	To develop awareness of statutory duties on LA and post 16 providers with regard to those with an EHC plan (i.e. annual reviews, transition planning)	Transition and Preparing for Adulthood	Andy Cooke	Natalie Bevan, Tim Smart, Sue Marston, Joy Simpson Simon Wellman.	3B All EHCPs for children aged 14 and beyond reflect aspirations for future training or employment. 3C There is an increased uptake of college courses and apprenticeships for students with SEND aged 16-19.	Data on post 16 Annual Reviews to be included in other Annual Review data on dashboards presented to Aiming High	September - March	Increased number of annual reviews post 16 - need to develop further with post 16 SEND Officer post
		3.5	To map AS IS pathway between education, health and care provision 16 to 25 and propose TO BE;.	Transition and Preparing for Adulthood	Andy Cooke	Natalie Bevan, Tim Smart, Joy Simpson Simon Wellman, Health and Social Care	3E Those students with continuing care needs have future support and transitions to adult care mapped into EHCPs.	Review of practice from age 14 to demonstrate clear alignment of assessments from all agencies and supporting the Tell It Once approach.	April - December	Pathway for one group of students (open to DCT, potential for Adult Social Care)
		3.6	To develop the market focusing on increasing post 16 provision and opportunities for 19 to 25.	Transition and Preparing for Adulthood	Andy Cooke / Sue Marston	Natalie Bevan, Tim Smart, Joy Simpson Simon Wellman, Health and Social Care	3A The number of young people with SEND aged 16-25 engaged in education, employment and training will increase. 3E Those students with continuing care needs have future support and transitions to adult care mapped into EHCPs.	Clear mapping of post 16 pathways in the local offer.	September - March	
		3.7	To develop a common set of outcomes measures in a scorecard to determine effectiveness of E,H,C provision in local area for young people with SEND.	Transition and Preparing for Adulthood	Andy Cooke	Natalie Bevan, Rebecca Johnson, Nick Benison, Alison Parkinson	1.C Outcomes and progress for students identified with SEND will demonstrate that they are closing the gap on their peers. 3A The number of young people with SEND aged 16-25 engaged in education, employment and training will increase. 3C There is an increased uptake of college courses and apprenticeships for students with SEND aged 16-19.3a,c	Performance dashboards for overall performance shared at Aiming High, school level dashboards reviewed by SEND Leadership Team and used in annual categorisation processes.	April - December	

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4	4.1	Embed performance culture through introduction of dashboards and scorecards relating to KPI and impact measures.	All groups	Leads for all groups		4B Data reports are available monthly and demonstrate progress against key success measures.	Performance dashboards for overall performance shared at Aiming High, school level dashboards reviewed by SEND Leadership Team and used in annual categorisation processes.	April - March	
	4.2	To develop effective reporting on waiting times for services, to include Portage, Speech and Language, Physiotherapy, occupational therapy, CAMHS and community paediatrics to enable Aiming High to challenge over waiting times.	Joint Commissioning	Andy Cooke, Anna Hammond	Laura Thorogood, Simon Wellman, Samantha Wells, Angela Yapp, Helen Didlock, Roger	4B Data reports are available monthly and demonstrate progress against key success measures.	Reports on waiting times presented at each Aiming High Meeting from January 2018.	September - March	
	4.3	To develop a JSNA focusing on SEND to support needs analysis across local area.	Joint Commissioning	Laura Thorogood	Cooke, Simon Wellman, Samantha Wells, Angela Yapp, Helen Didlock, Roger Graham, Anna	4A A Governance Board is in place which meets regularly and demonstrates challenge to the delivery of the SEND processes. (an agreed joint commissioning strategy linked to a refreshed SEN strategy.)	JSNA published and reviewed every 3 years.	April - March	
	4.4	To strengthen SEND governance structure by aligning with Early Help Partnership and Health and Wellbeing boards and focusing on strategic partnership with parents, children and young people and links to local offer.	Joint Commissioning / Local Offer Steering Group	Andy Cooke / Natalie Bevan		4A A Governance Board is in place which meets regularly and demonstrates challenge to the delivery of the SEND processes.	Reports from Aiming High workstreams to both Early Help Partnership Board and Health and Wellbeing Board as published in the minutes of each of these.	September - December	Need governance arrangements to be clear on the local offer
	4.5	To provide clarification of pathways and introduce effective decision making forums for EHC plans, specialist placements and additional high need funding requests.	Education Sufficiency	Simon Wellman	Andy Cooke, Rob Tozer, Tim Smart, Tim Davies, EY, school and post 16 reps,	4D There is an increase in the proportion of EHCPs published within statutory timescales. 4F There is a reduction in children out of school or waiting for special school placements. 4G All young people in need on tripartite funding identified with evidence of timely interventions including placements where needed.	Dashboards to be presented at Aiming High to demonstrate a reduction in the number of young people out of education.	April - December	
	4.6	Develop effective quality assurance frameworks and audit processes across education, health and care advice providers to improve content of EHC plans, ensuring outcomes reflect advices from all providers.	Coordinated EHC pathway	Simon Wellman	Natalie Bevan, Sue Burrell, Jane Cook, Joy Simpson, Alison Parkison, Social care team lead.	4E There is demonstrable progress in the quality of EHC plans published.	QA activity and outcomes presented to Aiming High.	June - November	
	4.7	To develop service satisfaction surveys across education, health and care to identify areas of strength and issues that require resolution.	Joint Commissioning	Laura Thorogood	Natalie Bevan, Andy Cooke, Simon Wellman, Samantha Wells, Angela Yapp, Helen Didlock, Roger Graham, Anna Hammond, Colin Evans	4C Surveys demonstrate an increased level of satisfaction with the SEND processes.	Suite of surveys agreed by Aiming High, with feedback on outcomes of these to feed into Aiming High.	November - March	
	4.8	To map AS IS commissioning arrangements between LA and CCG relating to services for SEND 0 to 25. To produce a Joint Commissioning Framework and a Joint Commissioning Strategy .	Joint Commissioning	Laura Thorogood	Cooke, Simon Wellman, Samantha Wells, Angela Yapp, Helen Didlock, Roger Graham, Anna	4G All young people in need on tripartite funding identified with evidence of timely interventions including placements where needed.	Feedback on operation of the Joint Commissioning Strategy to Aiming High via the Joint Commissioning Task and Finish Group.	June - December	
	4.9	To develop the DCO role to ensure a single point of contact and to develop clearer pathways to communicate need between local partners.	Joint Commissioning	Anna Hammond	Cooke, Simon Wellman, Samantha Wells, Angela Yapp, Helen Didlock, Roger Graham, Anna	4G All young people in need on tripartite funding identified with evidence of timely interventions including placements where needed.	DCO report as common agenda item on Aiming High. DCO Job Description to be approved at Aiming High.	September - March	
	4.10	To embed 0-25 Emotional Health and Wellbeing Service, to gain feedback on the effectiveness of this and to reduce waiting times for services	Joint Commissioning	Anna Hammond		4G All young people in need on tripartite funding identified with evidence of timely interventions including placements where needed.	Waiting lists and waiting times reported through to Aiming High, satisfaction surveys reported to Aiming High.	May - March	
	4.11	To review and align high need funding resource allocation systems across educational providers and age phases and plan for sufficiency in light of increased demand with limited increase in central funding.	Education Sufficiency	Simon Wellman / Andy Cooke	Simon Wellman, Tim Davies	(make sure there is a fair, equitable, transparent system for allocating funding within available resource)	Budget reports to be presented at Aiming High from January 2018 onwards.	April - March	
	4.12	To continually refresh OFSTED/CQC self evaluation form of local area relating to SEND 0-25 in light of developments. To include Acute / Hospital Trust.	Local Area Inspection Readiness Group	Andy Cooke / Anna Hammond	Simon Wellman, Deana Briggs	4B Data reports are available monthly and demonstrate progress against key success measures.	SEF reviewed periodically and presented at Aiming High annually.	April - March	
	4.13	To further embed recent improvement in timeliness undertaking EHC assessments/transfers and focus on completion of EHC reviews.	Coordinated EHC pathway	Simon Wellman	Sue Burrell, Jane Cook, Natalie Bevan	4B Data reports are available monthly and demonstrate progress against key success measures. 4D There is an increase in the proportion of EHCPs published within statutory timescales. 4E There is demonstrable progress in the quality of EHC plans published.	Data Dashboards presented at Aiming High. Aiming High to challenge over performance.	May - December	
	4.14	To develop robust procedures and senior oversight that focus on ensuring every child with EHC plans have access to full time educational provision.	Coordinated EHC pathway	Simon Wellman	Sue Burrell, Kerry Rushton, Mark Wadhams, Joy Simpson, Sarah Ansell	4F There is a reduction in children out of school or waiting for special school placements. 1H All children have a school placement with improved levels of attendance.	Complex cases panel to meet weekly to ensure plan and provision in place for each young person. Number of children with no school place reviewed at Aiming High through the Dashboard.	April - September	
	4.15	To develop an area wide accessibility strategy and ensure this is reflected in school accessibility plans.	Aiming High	Simon Wellman	Schools	1.G: Parents express an improved level of confidence with provision for SEND in mainstream schools.	Overarching Accessibility Strategy published. School websites monitored to ensure Accessibility Plans are in place, summary report to Aiming High. Accessibility Plan on agenda for annual conversation with schools through the school improvement process.	May - December	

Transport		To support the review of the SEND section of the education transport policy to deliver more enabling solutions to travel assistance including personal transport budgets	Personal Budget Steering Group / future leaders programme	Andy Cooke / Simon Wellman	Natalie Bevan / Martyna Migas / Sarah Bass / Damon Pope	Greater choice and control for families. Overall reduction in spend.		September - March	
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Public Health									
		Review commissioning of universal health assessments at developmental stages including starting school and through schooling							
		Ensure Health services focus on outcomes rather than delivery of services.							
Health Providers									
		Ensure health providers have access to SEND information so that they can identify needs through universal services.							
		Improve access to community services such as physiotherapy.							
CCG									
		Develop the oversight and monitoring of registers and annual health checks by GPs for those who have a learning disability.							
		Implement robust training for frontline staff about how to implement the SEND code of practice and how to write quality advice for EHCNAs.							