

**SEND Action Plan
June 2022**

Priority	Reference	Delivery Objectives	Task and Finish Group	Lead	Group members	Success Measures	Monitoring and Evaluation	Timeframe	Position Statement January 2022	Position Statement June 2022
	1	To develop a new SEND strategy across the local area, with coproduction at the heart.	Aiming High Board	All partner agencies	POD's IASS, Education, Health and social care reps	To have a coproduced SEND strategy that everyone knows, agrees and contributes to. For parents, carers and young people to understand the meaning of the strategy through use of Scribble Inc. etc.	To have a strategy that will lead us from 2021 - 2024	Sep-22	Final changes to be made to the Working Together Charter, which will be signed by Executive Directors and PODS. Workshops to embed the Charter within services will be arranged.	Coproduction Charter is in the final stages, a Coproduction Self Evaluation has been created to aid workshops. The SEND Self Evaluation is in draft to aid the development of the SEND Strategy.
To ensure that every child and young person with SEND makes excellent progress, through access to high quality provision.	1.1	To deliver high quality courses and an annual conference for SEND with a focus on key areas of need including ASD, SEMH and Speech and Language.	High Need review and implementation	Natalie Bevan / Claire Mcguiggan / Marianne Everett	SEND team leads	1a Outcomes at the end of each key stage for students identified with SEND will be above national averages for equivalent groups. 1i Reduced, permanent and fixed term exclusions for pupils with SEND.	Monthly tracking of courses provided by SEND services including numbers and evaluation feedback.	Oct-22	A SEND Conference for October 2022 is being arranged.	A SEND Conference for October 2022 is being arranged.
	1.2	To develop schools capacity to meet the needs of CYP with Autism who are at high risk of exclusion.	Workforce Development	Claire Mcguiggan / Michael Lane / LSAT Lead	BSAT. Primary & Secondary schools	80 % of whole schools trained in level 2 by December 2021. 80 % of schools with an identified autism lead. Schools not utilising EHWP for advice- panel advising schools to ensure all staff trained level 2 and they have an autism lead. Collection of impact data on casework and whole school measures using AET tool. Analysis of exclusion data for these schools. (This will require a joint strategic approach to autism across EPS, LSATs and BSATs.)	a) CYP with autism: i) Roll out level 2 (Good Autism Practice) AET training to all Telford schools as whole school training to ensure all staff can meet needs of CYP with autism. Develop an impact measure using AET tool. ii) All schools will have an autism lead who has been trained on level 3 'Leading good autism practice' AET training. Offered as central training.	Jul-22	Target achieved 80%of schools trained in LGAP and have an Autism lead. Training in Good Autism Practice now being rolled out to all schools from Jan 22- September 22. Impact measure has been developed and will be measured over time.	
	1.3	LSATs to develop a model of SENCo and teacher support to build SEN capacity in schools. Including: • development of SEN review tool for regular use. • use of SEND matrix for planning school SEN development with SENCos. • offering support in identified areas for development e.g. improve pedagogy in classrooms, build school capacity for assessment and monitoring progress. • build capacity for quality evidence based interventions. • quality assure interventions regularly. • Develop literacy pathway monitored to ensure progress through response to intervention, develop secondary school's capacity to ensure curriculum access for those with severe and persistent literacy difficulties.	Workforce Development	Claire Mcguiggan / Michael Lane / LSAT Lead	Schools, Severn Teaching School (Nicola Davis)	All schools buying into the LSAT service undergo a yearly SEN self-review, and termly monitoring with LSAT support. All schools engage in yearly SEN planning with LSATs, and LSATs provide support in identified areas of development. All schools sign up to the literacy pathway, establish protocols for assessment, progress measures. Receive LSAT training in intervention and all schools engage in a review of the pathway with their LSAT. LSAT work with secondary schools to develop capacity for supporting access to curriculum for CYP with severe and persistent literacy difficulties. (Quality interventions and assistive technology.)		TBC	LSATs working on consultation pilots in one school per LSAT. Task and finish sub groups being established to develop tools to move practice to support capacity building: literacy pathway development progressing. Proposal to schools in May 22, roll out in September 22.	
	1.4	All schools and settings to self assess their SEND provision using the SEND Self Review tool.	High Need Review and Implementation	Natalie Bevan / Claire Mcguiggan	Schools, Severn Teaching School (Nicola Davis)	1a Outcomes at the end of each key stage for students identified with SEND will be above national averages for equivalent groups 1g parents express an improved level of confidence with provision for SEND in mainstream schools. 1e Individual school and setting OFSTED reports will recognise the good level of support for young people with SEND.	To use whole school SEND framework and provide training to schools in how to use. Best practice example guidance to be produced using local examples. Framework and training to be launch by end of Autumn Term 2018. Supportive monitoring visits to school to commence from Spring Term	Jul-22		
	1.6	To develop policy, process and pathways including quality assurance for children educated out of Borough.	EHC Pathway	Laura Goodfellow/SC SDM	SEND Officers, SEND Team Lead, SEND Commissioner, SEND Project Lead	1a Outcomes at the end of each key stage for students identified with SEND will be above national averages for equivalent groups. 1b Progress made between key stages for students with SEND will be above national averages for equivalent groups. 1c Outcomes and progress for students identified with SEND will demonstrate that they are closing the gap on their peers.	Data tracking for CYP who educated out of Borough or who are electively home educated. Robust joint working arrangements for annual reviews to include health and social care input. Attendance by SEND Officers at AR for OOB pupils, observations of pupils in schools by SEND Officers	Jun-21	As of Septembers information. Additionally, PFA Officers are now picking up all YP when they transition into yr 10 to ensure that they have consistent advice and support and that their EHCPS are accurate and up to date with appropriate outcomes. WITH THIS WE NOW TRACK ATTENDANCE WEEKLY FOR OOC? MEETINGS WITH ASC AND SEND TO MONITOR ALL YOUNG PEOPLE WITH AN EHC. WORKING GROUP CREATED TO LOOK AT THE 4 KEY AREA'S OF THE PFA AND THE TIMELINE.	
	1.7	To create a broader continuum of provision including KS1 provision, secondary hub provision in line with existing KS2 hubs.	High Need review and implementation	Natalie Bevan	Special School Head Teachers, School Organisation.	1h All children have a school placement with improved levels of attendance. 1f Provision across the graduated response is mapped, gaps identified and filled with all provision shared through the Local Offer.	Development of focus group including HTs and parents to see where provision is working elsewhere. Pilot provision in primary (likely to be partnership model between mainstream and special. Proposals to develop 4 RBs initially primary and secondary in cognition and learning and social communication needs.	Sep-22		
	1.8	To investigate sufficiency focusing on specialist provision in the Telford area.	High Need Review and Implementation	Natalie Bevan	Special School Head Teachers, School Organisation.				New Action added: January 2022	
	1.9	To develop a common set of outcomes measures in a scorecard to determine effectiveness of High Needs provision in local area for young people with SEND linked into Quality assurance process.	EHC Pathway	Laura Goodfellow/SC SDM / Claire Mcguiggan	Laura Goodfellow, Vicki Abbot, Jane Cook	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. Monitoring of the effective use of ISF funding and Fair Share funds as well as EHC plans	Jan-22	Scorecard for schools now includes the ISF data. Next step is to include 'notional budget amounts' Attainment Dashboards are complete and will be sent out in February, they will be sent out in December/January each year.	

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To engage with children, young people and their families to promote early identification and support that meets need.	2.1	Realign the navigation of the local offer by focusing on how to support areas of need in collaboration with parental, child and young person feedback.	Parent carer & Children and young people communication and engagement and Local Offer group	Marianne Everett	PODS, YP forum	Continued development on the 'you said, we did' pages on the Local Offer in line with half termly mystery customer experience from parent, carers and young people.	Mystery customer feedback from POD's parent carer forum. Feedback from POD's and IASS on a half termly basis. Local Offer Parent Workshops.	Jun-21	New look of the Local Offer is in progress, work is ongoing behind the scenes for the launch in the Spring Term. Consultation on the new look has been sent out in Newsletters and feedback received at the Local Offer meetings. Further work to develop a section for 'Areas of Specific Need' is underway. Currently waiting on Web Services to complete initial work on the Home Page.	Communication with Internal Web Services to look at further support to move this forward. Further promotion and consultation will be over the Summer 2022, ready to launch in September 2022. Work 'behind the scenes' has been creating new look home pages for the sections, including Activities & Events, Early Years, PFA, Transport.
	2.2	To further develop the child and young person voice using the SOS Group, having a young person representative at Aiming High and create consultation routes to collect meaningful representation.	Parent carer & Children and young people communication and engagement and Local Offer group	Marianne Everett	IASS	To have increased involvement from our young people and regular termly meetings with the forum.	Positive feedback through 'you said, we did' information on the local offer and young people's feedback at Aiming High. Development of a Young Persons Consultation Action Plan. Feedback and attendance at Young people's workshops. Project to work with RIP-Stars to develop/train young people to deliver sessions.	Sep-21	The SOS Group have drafted a letter to School Councils and SENCO's, messages have gone out in the SEND Newsletters to promote the group and recruit new group members. The group is now back to face to face meetings at Hazeldine House (this may change due to Government Guidance).	The Group has still been meeting regularly face to face. Further work on promotion is needed. The Group have suggested hosting a workshop style event about Mental Health to interest new members and promote the work they do. They have also been working with Telford Youth Parliament to share feedback.
	2.3	To hold regular opportunities for parental engagement, in collaboration with the parent carer form and other groups to ensure wide reach. To include workshops for parents focusing on SEN Support/SEN audit tool/SEND provision matrix/SEND Local Offer	Parent carer & Children and young people communication and engagement and Local Offer group	Marianne Everett	PODS, IASS	1g Parents report an increased level of confidence with provision for SEND in mainstream schools 2a Parental feedback demonstrates that they have been provided with accurate and timely feedback 1f Provision across the graduated response is mapped, gaps identified and filled with all provision shared through the Local Offer	Continual meetings with POD's parent carer forum and IASS. To have LA workshops, health workshops and parent workshops, parent newsletters sent to schools to share with parent carers of those on SEN support and who have an EHCP Attendance at and parental satisfaction surveys for those attending the SEN support workshops. Parents / carers and settings are clear on the training offer for EY in Telford. Feedback from Setting on training gaps identified. Confidence in settings to support children with SEN. For POD's and IASS to demonstrate that their reach has widened in the Early Years sector.	Monthly	The Comms meetings are well attended, by all reps. Using a You Said, We Did approach to answer feedback, feedback is shared in the SEND Parent Carer & Family Newsletter.	Comms meeting are still well attended by all Reps. The You Said, We Did approach is working well. A regular Parent Carer and Family Newsletter is co produced and support provided to 'market' PODS and IASS activities and event. Coproduced Transition Workshop and SEND Review Workshops have been arranged.
	2.4	To publish clear pathways showing how parents and young people access particular health and social care services. (For example continence services, health visiting, CHC assessment, meeting medical needs.)	Parent carer & Children and young people communication and engagement and Local Offer group	Marianne Everett	DCO, Alison Parkinson, Public Health, PODS	1g Parents report an increased level of confidence with provision for SEND in mainstream schools Parental feedback demonstrates that they have been provided with accurate and timely feedback	2a Pathways identified on the Local Offer and can be easily found by families.	Jun-21	Raised at the Local Offer Task & Finish Group to be picked up for the Refresh when collecting the reviewed information. Health have just provided updates to information for the Local Offer and links to services. Still waiting on information for specific Pathways.	Still awaiting information on pathways. Work is underway on a Pathway for Employment Opportunities (PIA)
	2.5	To promote the Local Offer, including workshops, visits to school coffee mornings, SEND Drop In session and SENCo Network Meetings and audit of doctor surgeries/community spaces to check information is about the local offer is visible. Promotion through LA Social Media Twitter/Facebook accounts and with PODs & IASS.	Parent carer & Children and young people communication and engagement and Local Offer group	Marianne Everett	DCO, corporate comms team	1g Parents report an increased level of confidence with provision for SEND in mainstream schools Parental feedback demonstrates that they have been provided with accurate and timely feedback	2a Service is advertised across Telford and Wrekin and promoted within public buildings. Everyone is aware and uses the Local Offer. Parents / carers and young people provide positive feedback about the accessibility and information in the local area.	Sep-21	Social Media: Still waiting on Corporate Comms to set this up. Attending School Drop In's as they restart. New promotional material to be developed in line with the Refreshed look.	Promotion at SEND Transition Events, Workshops. Invitation to PODS Picnic in the Park. New Local Offer Video has been produced by the Regional Local Offer Group, this is now available on the website and can be used in Social Media promotion.
	2.6	To review current mediation and appeal processes and create an effective dispute resolution pathway to reduce the amount of appeals in Telford. To support Moving Forward meets where the EHC Panel decision was a No to Assess/issue plan. Quickly resolves issues with p / carers	EHC Pathway	Laura Goodfellow/SC SDM	Laura Goodfellow, DCO, Claire Mougiggan, SC SDM, Strengthening families, IASS	2A Parental feedback demonstrates that they have been provided with accurate and appropriate information in a timely manner. When the outcome of the EHC Panel is not to assess/issue a plan then a consistent dispute resolution process is in place. The LA receive a reduction in mediation requests and Appeal Hearings.	MFM for no to assess include all agencies supporting the family. Robust action plan is completed. MFM for No to EHC Plan includes advice givers, parents and setting. Moving forward agreement is written to include dispute resolution. Report to Aiming High.	Jun-21	SEND Parent & Family Carer Newsletter - promoting sign up to parents, with partners. Investigating how we can share the link with all parents & family carers who we have contact with, adding link to emails/paperwork.	
	2.7	To explore joint practice with other services to support the 'tell it once' culture and plan changes that will promote its use. i.e. early help	EHC pathway	Laura Goodfellow/SC SDM		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.	Development of an online survey tool to gather parental feedback. Evaluation of parental satisfaction surveys and parental focus group outcomes. To align the process with other agencies i.e. Early Help, EHWP panel, ISF and other referral paperwork	Jan-22	This is an area of focus this year. Don't think the 'tell it once approach' is embedded how we would like it to be. Will be considering how we front load the assessment/request in order for families to feel more part of it and support advice givers to hear the information at the same time.	
	2.8	To ensure transparency around processes and access to accurate information for transition into and out of services and education. i.e. Health visiting service, Early Help, SALT support, MDA process	Early Years	Lisa Seymour & Kate Jordan	Natalie Bevan, Laura Goodfellow, Settings representative, EYQT, Claire Mougiggan, Health visitor, DCO.	2a. Parental feedback demonstrates that they have been provided with an accurate and appropriate information in a timely manner. 2c. Earlier intervention strategies lead to a reduced number of EHCNA requests. 2D reduced demand for special school places. 4C surveys demonstrate an increased level of satisfaction within the SEND processes.	Robust working arrangements with Health and social care for the MDA process, specialist placements, language class. Information is clearly communicated to Early years providers through SEND network meetings, online Forum and accessible on the local offer.	Sep-21	Revised MDA processes to be shared at Network meetings and on the Local Offer. Online platform for forum discussions, to be investigated further.	
	2.9	To understand the commissioning requirements of children 0-5 and support the education sufficiency to meet need when the children become school age.	Early Years	Lisa Seymour & Kate Jordan	Natalie Bevan, Laura Goodfellow, Settings representative, EYQT, Claire Mougiggan, Health visitor, DCO.	1e Individual school and setting Ofsted reports will recognise the good level of support for young people with SEND	For all partner agencies to know how to notify the LA of any CYP that may have an education need. For Early Years and SEND teams to effectively record notifications and be able to analyse them on a termly basis. Better identified access to funding. New reviewed 2 year checks designed leading to increased capacity and use. Data on 2 years checks collected and shared with partners to inform JSNA and commissioning.	Sep-21	Health notifications still arriving from Shropshire Community Health, further referrals from HV and Midwives could extend this. Spread sheet as been refined to identify areas of need and if a child is already in the system. EYQTS devising a prompt sheet to discuss early years settings/funding with parents/carers when their children become eligible for or require a place.	
	2.10	Develop a clear protocol for early years providers and parents and carers that outline the statutory duties in line with the Code of Practice as supports positive transition in education (Transition to school, Nursery - Reception - Year One)	Early Years	Lisa Seymour & Kate Jordan	Natalie Bevan, Laura Goodfellow, Settings representative, EYQT, Claire Mougiggan, Health visitor, DCO.	1h All children have a school placement with improved levels of attendance. 2D reduced demand for special school places. 4C surveys demonstrate an increased level of satisfaction within the SEND processes.	Childs (and Parent/Carer) views and preferences being put first and clearly known by the settings and passed on through transitions to schools or other providers. Information and templates on how to create effective one page profiles 'passports' clearly provided on the Local Offer. Pathways to be identified on the Local Offer and parents, carers and professionals can find information easily. Parents and carers report that their child has a successful transition into primary education. Colleagues in Early Years feel listened to.	Sep-21	EY team are working with schools to support children accessing inclusion funding for the Autumn term. One page profile/passport not on Local Offer website.	

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To develop smooth progression to adulthood for all young people with SEND.	3.1	To describe pathways, that are available on the local offer, out of the EHC process focusing on successful exits into employment, further study, supported internships, community involvement, independent living.	16-25 Preparation for Adulthood	PfA Lead / Amardeep Grewal	Sue Marston, Tim Smart, Amardeep Grewal, Sam Ives, POD's, DCO, Secondary head teachers	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	To identify cohorts including those that do not meet criteria for adult social care support. To map opportunities and support available for those groups. To articulate the supportive internship offer.	Jan-22	Attendance at ILC is in place. With this we now track attendance weekly for coc? Meetings with ASC and send to monitor all young people with an EHCP. Working group created to look at the 4 key areas of the PfA and the timeline.		
	3.2	To review the post 16 market for SEND focusing on increasing choice for post 16 learners with SEND.	High Need Review and Implementation	Natalie Bevan	Natalie Bevan/ Sue Marston / Secondary head teachers / Post 16 providers.	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. There is a reduction in the amount of SEND NEETS 16-25.	LA to visit settings and create as is map of provision. Early discussions to be held regarding pathway for SEND young people in special schools. Potential pilot of new post 16 provision at a special school.	Jan-22	Links to above with the pathways.		
	3.3	Develop use of PFA outcomes from post 14 across all teams in SEN Support plans transition plans, psychological advice and EHC plans. EP development of assessment advice writing and pea for post 14/16/17 advices. EP joint working with SEND team to establish EP support for post 16 annual reviews. Review 16-25 EHC template focusing on PFA outcomes.	Workforce Development	Claire McGuggan / PfA Lead	EPS, SEND team, Secondary Schools and Post 16 providers	EP and post 16 SEND Officer joint CPD session. All EP assessments and advices in line with pea outcomes from Yr. 9. Schools use of pea in annual reviews from Yr. 9.	All EP assessments and advices in line with the PFA Outcomes from Yr9. Schools are using PFA outcomes in annual reviews from YR 9	May-22	Specialist EP post for Post 16 to work with the PFA team in ensuring PFA outcomes are in EHCPs. Further developments and discussions needed.		
To create robust governance structures and effective partnership across key agencies that ensure services meet the needs of children young people and their families.	4.1	To produce a set of outcome statements – published & branded using "I" statements that are used by all services to measure impact on children and young people in local area (link to coordinated children and YP strategy)	Joint Commissioning	Vicki Pike/Sam Ives	POD's / Marianne Everett / Natalie Bevan / Social Care SDM			May-21	The outcome statements will be co-produced as part of the creation of the new SEND Strategy. This work has been delayed by Covid aligned to the decision to retain the current strategy for another year.		
	4.2	To create a contract monitoring framework/dashboard across health providers to include KPIs relating to SEND and customer satisfaction. Knowing our population, feedback, data and performance. The dashboard for health SEND services	Joint Commissioning	Vicki Pike/Sam Ives	Shropcom / MPFT / SATH / PODS / Natalie Bevan / Jane Cook, 0-19 Public Health	4b Data reports are available monthly and demonstrate progress against key success measures. Complete list of contracts - value, lead commissioner and end date. All health providers are able to identify children known to their services who have SEND (OFSTED)	Dashboard to include information about 'how many/timescales and the difference it has made. Dashboard to be added to existing Aiming High dashboard.	Sep-21	A dashboard is being developed. All current data items have been identified and a process is being put in place, led by respective performance leads in the LA and CCG to collate the data. There will be supporting analysis of the data to ensure actions are informed by data and evidence.		
	4.3	To ensure that the role and responsibilities of the DCO are clear and performance management process is in place to monitor impact and effectiveness of role.	Joint Commissioning	Vicki Pike/Sam Ives	DCO		Annual report to give update on role, activity and recommendations going forward. To receive an annual report based on best practice from other areas.	Aiming High to receive regular updates about developments in SEND and areas in need of improvement	Jun-21	Next annual report scheduled - completed	
	4.4	To have an agreed tripartite funding model for CYP, including the development of any required panels or boards. Single panel and funding arrangements however no decision has been made as to how these come together to create a joint panel.	Joint Commissioning	Vicki Pike/Sam Ives	Natalie Bevan / Social Care SDM / DCO		Clear mapping of meeting and processes for CYP with SEND to access funding, assessments and receive the right support and help and needed	As is' arrangement to be mapped including internal audits within LA and CCG processes. To be' to be coproduced based on best practice models from other areas.	Sep-21	No change	
	4.5	To use the commissioning cycle to identify and undertake joint commissioning arrangements focusing on the ASD pathway. Positive behaviour support, SALT tics & Tourette's, toileting and sleep pathways ensuring coproduction with parents/carers.	Joint Commissioning	Vicki Pike/Sam Ives	Vicki Pike / Sam Wells / Simon Wellman / PODS / Marie Hatton	4c Surveys demonstrates an increased level of satisfaction with the SEND processes. 1 - used commissioning cycle to effectively commission services. 2- is it delivering the service.	IASS tender process to be jointly delivered. Review of speech and language contracts between LA and health and new service specifications to be developed focusing on 0-25, capacity building and statutory tribunal activity.	Jan-22	No change, with additional opportunity to link to the Moorhouse mapping work. Some pathway development not progressed - sleep, continence. Some evidence of not using data to evidence need and investment - Artid. SALT pathway now at high risk. Should this line be separated into the various pathways? ASD hub and pathway complete. NEED to add in the work from Sarah court about training for to schools.		
	4.6	To improve the quality of Education, Health and Care Plans through a rigorous QA process that involves representation from key partners, learning from feedback and planning training opportunities around what constitutes a good plan.	EHC Pathway	Laura Goodfellow/SC SDM	Laura Goodfellow, Natalie Bevan, Claire McGuggan, Jane Cook, DCO, Social Care team lead.	4E There is demonstrable progress in the quality of EHC plans published.	Quarterly strategic QA process plus internal proses for both plan writers and advice givers. Learning conversations to be held following QA audits. Strategic group to focus on provision of training so that all understand what a good plan looks like. Weekly QA meetings using the QA tool to address any inequality between the plan writers and advice givers.	Termly updates	The weekly QA panel had fewer members last term due to capacity from health/SC. With new DCO in place we will be able to QA more parts of the plans. The internal QA tool is now being used for all plans.		
	4.7	To ensure all annual reviews are processed by the LA within statutory time limits and to reduce the number of overdue annual reviews	EHC pathway	Laura Goodfellow/SC SDM	Jane Cook, Laura Goodfellow	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.	Jun-21	New QIO is due to start in March 2022. They will work with Project lead to produce quality dashboards and be part of Officers performance meeting to challenge data and performance.		
	4.8	To develop the pathways and processes and QA process for Annual Reviews to incorporate robust joint working arrangements to include Health and Social Care input.	EHC Pathway	Laura Goodfellow/SC SDM	DCO, Laura Goodfellow, SDM SC,	1b Progress made between key stages for students with SEND will be above national averages for equivalent groups. 1c Outcomes and progress for students identified with SEND will demonstrate that they are closing the gap on their peers.	Robust joint working arrangements for annual reviews to include health and social care input. Dashboard to be presented to Aiming High. Increased involvement of health and social care within Annual Review process.	Sep-21	No change - A focus for 2022.		