

SEND REVIEW AND FRAMEWORK FOR EDUCATION PROVISION 2018 - 21

Implementation Plan



KEY OUTCOMES	<ul style="list-style-type: none"> ▪ To ensure SEND education provision is appropriate and sufficient to meet needs of children and young people from 0- 25 years ▪ To ensure families and young people are confident in the education and support services for children and young people with SEND ▪ To improve outcomes for children and young people with SEND and their families ▪ To ensure partnership working, including joint commissioning where needed, is a key element of all activities.
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Each theme will have work stream and action plans sitting below it, overseen by the lead.			
The plan will be evaluated termly by LA Officers, and will feed into monitoring by SEND Strategy Steering Group.			
Theme 1	PARENT / CARER AND CHILDREN AND YOUNG PEOPLE'S CONFIDENCE		
OUTCOMES	Lead	Resource implication	Success Criteria
Parents and CYP are part of city-wide SEND decision-making.	JS	LA Managers and PPCV leads time Admin support	Parent and CYP representative groups included within all work streams and T&F groups.
Skills in person-centred planning are developed and used across all settings	PW JB CH	Training development planning group Admin support	Training and support modules in place for person-centred planning across all age groups, 0-25 The voice of the child and/or YP is at the centre of any outcomes-based planning and subsequent requests through ACCESS

		Training programme LA officer time	Elearning? Bromley. E learning package on early SEND
SEND SAS As is / Next steps	EY pupil voice training already planned– EP (Adam Lewis-Cole) and SH. SH had planned to produce a leaflet re Pupil Voice – possible. Set up a working party (Autumn 2019) across all phases to design training and promote resources.		
Theme 2	LOCAL OFFER		
OUTCOMES	Lead	Resource implications	Success Criteria
As is / next steps	All work streams planned for through ongoing working party; JB, JG-S and PW working as co leads to facilitate and drive forward. Will be key ongoing driver throughout time frame of review.		
Families and young people are able to access accurate SEND information across all phases of education, health and care.	JB/ PW / JG-S	T&F group 5 x days x 4 LA officers Admin support for uploading docs.	Assessment pathways, transition pathway plans, referral routes and practice standards across education, health and care are described on the Local Offer. The Local Offer ‘search function’ ensures that families are able to access a breadth of local and national support information.
Services across the local area reflect the needs of families and young people.	JB	T&F group	A participation strategy is devised so that the Local Offer is co-produced by families and young people. Families are aware of the Local Offer. Opportunities for families without access to the internet are widely available.
Schools, professionals and partner organisations engage with the local offer.	JB		Development of the Local Offer is self-sustaining because partner organisations update content and practice as part of their own cycles of review. Partner organisations participate in a local area training offer that equips professionals to work confidently with families.

The Local Offer is accurate, up to date and describes services available across education, Health and Care.	JB		Appropriate contacts are established within health and care to maintain the information on the Local Offer pages.
Theme 3	DATA		
OUTCOMES	Leads	Resource implications	Success Criteria
As is / next steps	<p>Team aware of LA data sets in development; data meetings scheduled to review and update termly. Aim to have cross phase data sets to inform planning for teams and school support and challenge. See data overview.</p> <p>Data working party re Census planned for summer 2019. See final box in data section re health data sets needed – key objectives.</p>		
Children and young people attending specialist provision have improved outcomes and achievement.	JB/ JS / PW/ HD	T&F group 4 days per year LA Officers time	<p>Moderation opportunities with special schools, support centres and APs are further developed so that progress data across the city can be better understood.</p> <p>Destination data continue to be analysed to inform post-16 planning.</p>
School-returned CENSUS data is accurate and is used to inform planning.	JB /SS	2 x days per year LA officer time.	<p>School colleagues are informed of CENSUS return requirements re SEND</p> <p>Schools provide accurate Census data</p> <p>Census data is used to inform the commissioning of services across education, health and care.</p> <p>Census data is used to inform themes in the SEN Audit agenda.</p>
			<p>Talk with Sue London to see what she thinks would be a good way forward – providing guidance.</p> <p>What type of SC in the Census</p>
The effective use of Early Years data informs LA planning and ensures sufficiency.	SH / PW / KS		<p>An accurate pattern of need across Early Years is achieved.</p> <p>EY data is used to inform place planning and key transition points</p> <p>MEYSOG? Use of? SH to follow up.</p>

A mechanism is established to understand the performance of CYP with SEND	JB / SS		Teams meet to interrogate available data in line with performance publication schedule Patterns emerge of achievement of specific groups of pupils with SEND in key subject areas Data can be used to inform planning of support.
Education and health colleagues meet to gather pre-school development stage data	ED JB /SS	3 x days per year x 2 LA officers and health colleagues	Data gathered Health visitor and child developmental stage data is made available to education officers.
An annual time frame is established for analysing data, aligned with 0-25 statutory team panel information to inform future planning	SS/ JB ED	6 x 1 hour meetings and associated follow up equating to 2x days per year of SEND manager time.	Regular panel meetings attended by relevant LA officers. Panel data is used to understand patterns in emerging need and identify short falls and surpluses in provision.
All data is analysed to ensure provision is matched to future needs	Jo Siney ED BG	3 x days per year 3 x LA Officers	Data analysed. Specialist provision accurately matched to future need Finance staff are able to forecast future demands on the High Needs budget.
A review of existing data establishes gaps in information required for planning.	JB / SS / BG HD	LA, Health and care officer time	Partnership working with health and care establish data requirements Patterns of emerging needs are accurately understood.
Theme 4 PARTNERSHIP WORKING & EFFECTIVE COMMUNICATION			
OUTCOMES	Leads	Resource needs	Success Criteria
Effective working with SEND Hub informs an improvement in outcomes for pupils	SEND SAS	6 x days x 2 LA officers per year	SEND Hub strategic planning includes focuses on local area SEND priorities. City schools and city localities are targeted for appropriate work. Data indicates that target schools have engaged.

with SEND			<p>Speak to Trudi – her Governance? Would be good for SEND Steering group partners to know what the SEND Hub is. Ask Dave re governance in PLP / PTSA</p> <p>Do they link with NASEN re the national picture? Whole school SEND Hub.</p> <p>SEND Hub links? Help the Hub to link into the national picture.</p>
SEND SAS As is	SEND SAS continue to maintain links with SEN Hub. Jointly lead workshops, eg at PPCV conference; SEN Hub uses SEND SAS SENCO comm streams to disseminate info. Gather info re other SENCO support streams such as MATs.		
Alignment of SEND team plans/ processes / data and communication systems is in place.	PW	Admin support	<p>SEND Strategic planning informs SEND Team action planning</p> <p>Plans are reviewed and shared at least termly.</p> <p>Teams are clear where plans align with other LA team planning</p> <p>An annual cycle across SEND teams informs planning and processes.</p>
Key partnership working across Education, health and Social care is in place	JS/ PW		<p>Local Offer has an integrated Education, health and social care content</p> <p>Education, health and social care have core representation across all SEND Strategic planning</p>
Theme 5 THE QUALITY OF EDUCATION HEALTH AND CARE PLANS			
OUTCOMES	Leads	Resource needs	Success Criteria
Education health and care plans are quality assured through a robust process.	BG/ PW/ JB	<p>T&F group 3 x LA Officers with partners</p> <p>Peer review – regional meeting 2 x LA Officer time x 3 days, termly to review, adapt and evaluate changes.</p> <p>Or External review</p>	<p>‘What a good plan looks like’ is defined and agreed with partners in health and care. Moderation with partner local authorities is carried out.</p> <p>‘Advice giving’ quality standards are agreed across health, care and education professionals so that the quality of plans is consistent.</p> <p>The consistent use of person centred planning tools ensures that the voice of children, young people and families is at the centre of EHC plans.</p> <p>A programme of outcomes training targeted at health, care and education professionals contributes meaningfully to the quality of plans.</p> <p>A process to ensure sufficient information about the impact of EHC plans on outcomes for children and young people is devised and implemented.</p>

		(cost?)	
National key performance indicators are met for the production of EHC plans.		Part of team role	The Plymouth rate of plan completion matches or is better than the national average.
Local key performance indicators for the quality of plans are established and met.		Local authority T& F group including meeting with partner local authorities – equivalent to 2 days per year of 3 local authority officers.	<p>Feedback from families and young people about the assessment process is sought, analysed and acted upon.</p> <p>Feedback is published on the Local Offer.</p> <p>A process to ensure sufficient information about the impact of EHC plans on outcomes for children and young people is devised and implemented.</p>
Sufficient advice, information and support is available to families entering and completing the assessment process.		1 day per year of 1 local authority officer.	<p>The information provided to families whose children are turned down for an EHC plan is helpful and signposts meaningful next steps.</p> <p>Comprehensive information about the EHCP assessment process is available on the Local Offer.</p>
Robust annual review processes ensure children and young people make progress towards outcomes		<p>Part of 0-25 Team Manager role</p> <p>Local authority led T&F group equivalent to 2 days of 2 officer's time.</p> <p>To be included in 0-25 Team role.</p> <p>To be included in 0-25 Team role.</p>	<p>A process to monitor the quality of annual reviews is designed and implemented.</p> <p>Phase specific person centred planning is devised and implemented.</p> <p>Annual review paperwork is evaluated to ensure relevance to education, health and care outcomes relevant to specific phases.</p> <p>The Annual review process includes a robust decision around appropriateness of current setting</p>

Theme 6 EARLY YEARS – 6 and 8 are the new priorities - Pen			
SEND SAS ‘as is...’	EY SENCO Award now underway as part of a national pilot scheme, led by SH. SH / SS to meet with Commissioner to consider development of local facilitating of accreditation.		
OUTCOMES	Leads	Resource needs	Success Criteria
Improved outcomes for Early Years children	PW / SH	3 x year x 2 / 3 LA Officers	Early Years data collated and reviewed Early Years data demonstrate improved outcomes for pupils.
Development of quality universal SEND practice at Early Excellence settings (HAM and Plymbridge)	NW / PW / SH	EY cross team planning training	An early excellence model of good practice around SEND is in place. A programme of CPD, including outreach and excellence centre visits is in place
A rolling programme of SEN audit for settings and child minders is developed	SH / PW		SEN Audit programme established Policies and procedures are in place for successful identification of SEND in EY settings.
An efficient multi-agency model of EY training and support is in place.			Multi-agency EY training is accessed by the majority of EY settings Improved SEND practice is in evidence in EY settings Increasing equality/equitable provision is evidenced. Reduction in individual referrals to EY IP
Theme 7 SPECIALIST PROVISION			
SEND SAS ‘as is...’	T& F groups to be set up.		
OUTCOMES	Leads	Resource needs	Success Criteria

The commissioning of alternative provision meets current and projected need.	CH / JB/ SS	4 x day x 3 officers to review AP and SEND	The current AP population is reviewed in order to understand shortfalls in provision and to understand the crossover between vulnerable groups including SEND. Special school and support centre review.
Sufficiency of places is ensured in order to meet need.	PW	Local authority working party. 2 days x 3 officers' time.	A review of EHC plans is carried out to establish the pattern of needs of children in each special school. The process by which pupils are matched to special schools is reviewed in order to understand the integrity of decision making. A systematic record of pupils placed outside of designation is established so that the short and long terms impacts of decision making can be established.
Special school designations reflect data analysis of need	JB		Patterns of emerging need in Plymouth as well as neighbour local authorities are evaluated so that the likely impact on Plymouth special school places is understood in the medium and long terms. All recommendations made in the Capacity and Designation of Special Schools Review are carried out.
LA and Health colleagues develop an integrated offer for children and young people with speech and language needs.	NH		A clear multi agency approach to supporting Children and Young People with speech and language needs is in place with a single pathway to services. The integrated offer maximises the available resources and meets the needs of young people in the city with speech and language needs
The sufficiency and type of support centre place in mainstream schools reflects need.	SS / NH	LA / health officer T&F group	Criteria for entry into specialist provision in mainstream schools is developed. Clear and timely multi-agency processes inform place planning and efficiency Banding criteria and funding models updated in light of work to review High Needs block spending.
Theme 8	HIGH QUALITY TEACHING(HQT) & SEN SUPPORT PROVISION – INVOLVE SEND HUB – CURRENT POSITION – WRITE UP – ME. INCLUDE BRIAN LAMB STATEMENTS WITH PEN. AS IS AND NEXT STEPS, THEN MODERATE AND ASSIGN. WHAT THEY THINK WOULD BE THE TIME		

FRAME			
SEND SAS ‘as is...’	<p>Ensure key messages re correct terminology and paperwork within SEND pathway are disseminated, as there is some confusion around use of EHATs.</p> <p>Audit data will inform picture of HQT across schools; national awards and briefings can inform good practice. Continue to maintain overview of Ofsted inspection reports re SEND.</p> <p>– EYATs continuing with ‘Narrowing the Gap’ meetings with EY settings; SH to link with these.</p>		
OUTCOMES	Leads	Resource needs	Success Criteria
A revised SEND pathway of support demonstrates and informs the multi-agency provision for Children and Young People	PW / SS/ JB	No additional costs are attached to this piece of work as existing resources will be utilised.	<p>Consultation with parents and children and young people takes place to understand their views on current provision and what can be improved.</p> <p>Services are co-produced with parents and carers</p>
Schools demonstrate effective HQT and SEN Support provision	JB / SS		<p>Mainstream Guidance for schools around each of the SEND Code of Practice 2015 four broad areas of need is included within the Local Offer and used by schools</p> <p>SEND Audits inform planning and support improvement in school SEND practice</p> <p>Leadership of SEND within schools is recognised as at least good in schools’ self-evaluation mechanisms</p> <p>Schools are supported in measuring impact of SEN Support interventions</p>
A cyclical model of ‘assess, plan, do, review’ is promoted and utilised within the SEND pathway	PW / JB / SS		<p>A larger number of CYP outcomes –based plans demonstrate improved outcomes through SEN Support provision.</p> <p>SEND Audits record improved school confidence in evaluating effectiveness of provision</p>
Theme 9	SEND FUNDING		
OUTCOMES	Leads	Resource needs	Success Criteria

Effective, efficient and transparent use of SEND funding is in place	JS / JB	BMG T&F group	Schools are aware of how SEND funding is used within the new educational landscape. A review of banding assigned to pupils informs efficient use of resources.
Theme 10	SOCIAL EMOTIONAL & MENTAL HEALTH PROVISION		
OUTCOMES	Leads	Resource needs	Success Criteria
CYP with emotionally based school avoidance are effectively identified at an early stage and a good practice framework for support is established.	CH/H H ACE CAMH S	Ground work to agree policy and practice could be initiated from within current resources.	A multi-agency approach will be co-ordinated for this complex area of need. Good practice Guidance for schools, settings and support agencies will be embedded. Data analysis to establish trends and demonstrate reduction in percentage of CYP with Emotionally Based School Avoidance who are unable to engage with any form of provision. Local Authority officers meet with Health colleagues to plan an integrated offer
Adverse Childhood Experiences (ACES) are recognised and responded to through the development of Attachment Aware policy guidance and training for schools/settings. Guidance is developed and used with identified parents/carers as part of the Early Help and Targeted Support Offer	CH/H H ACE Virtual School	Costings according to training / CPD programme specification. Tbc – proposal put forward for 0.8-1.0fte EP	Exclusion/Inclusion and Pupil Review data is analysed for measures of impact of quality of provision Performance Indicators are agreed with commissioners School provision planning demonstrates effective use of attachment – aware based support

Theme 11	PREPARING FOR ADULTHOOD		
OUTCOMES	Leads	Resource needs	Success Criteria – lead to monitoring, not necessarily achieve outcomes. Reporting back on the progress.
Outcomes for young people moving into adulthood are captured accurately in EHC plans	JB	To be included in evaluative framework carried out by 0-25 Statutory Assessment team.	<p>A Preparing for Adulthood EHC plan format is devised and implemented resulting in a greater range of more appropriate outcomes for young people.</p> <p>Task and finish groups result in the commissioning of appropriate provision. NEET figures for young people with SEND are reduced.</p>
Vocational and complex needs pathways are developed for young people leaving special school.		Task and finish group equivalent to 3 days of local of 2 local authority officer's time.	Priorities for pathway planning are identified through the 14-25 Network.
Accurate information, advice and guidance is available to families and young people at the right time to enable them to plan.		Ongoing planning as part of existing job roles.	<p>Pathway information is published on the local offer.</p> <p>Schools are aware of their duties under Gatsby Benchmarks and as part of the National Careers Strategy introduced in September 2018.</p> <p>Schools provide opportunities for young people to find out more about the world of work.</p>
Provision and planning meet the needs of young people			A sustainable model of co-production in partnership with health and care and the parent / carer forum is designed and implemented