



# Hull's SEND strategic plan

2024-2027



# Our 'one plan' approach to SEND improvement

## The context

An Office for Standards in Education, Children's Services and Skills (Ofsted) and Care Quality Commission (CQC) inspection of services provided by Hull's Local Area Partnership (LAP) was conducted in November 2023. Their joint report was published in January 2024. Ofsted and CQC ask that the LAP updates and publishes its strategic plan based on the recommendations set out in the report, within 30 days of publication.

Hull LAP's response has been to bring partners together to refine and further develop the existing improvement plan, [Appendix 1](#), so as to build on the progress made and recognised through inspection. New actions have been added whilst those that already contribute to the identified areas for improvement (AFIs) have simply been re-coded to demonstrate their linkage with inspection findings. Other actions within the plan derive from either the LAP's self-evaluation framework (SEF) or its Delivering Better Value (DBV) programme, which are summarised below.

Stakeholders remain committed to the 'one plan' principle, maximising coherence, transparency and accountability between partners. They also remain committed to our coproduced special educational need and or disability (SEND) vision and beneath that the six strategic priorities for SEND improvement. All actions, whether rooted in DBV, the SEF or inspection evidence therefore cohere around the delivery of our parents' priorities.

## The vision

The six strategic priorities set out in the Hull SEND Strategy, 2021-2024, were coproduced after a series of listening events in early 2021. Broad in scope and aspirational, recent engagement activity with the Parent Carer Forum has re-established them as ongoing priorities for the next phase of our SEND improvement journey, albeit with some adjustments to language and emphasis. The LAP has also reaffirmed its vision:

We want all children and young people aged 0 to 25 years old with SEND to be healthy and happy, do well in education, make friends and build strong, lasting relationships within their local community. To develop independence, be safe, active and successful and have the confidence to achieve their aspirations.

## Six strategic priorities for 2024 to 2027

1. To work towards having clear and open lines of communication that support a collaborative and partnership approach to the delivery of services that offer greater choice and control.
2. To have improved links and partnership working where we develop and plan services together.
3. To identify need early so that the right support can be put in at the right time.
4. To have improved 'measurable' quality assurance arrangements that hold all partners to account in relation to their duties under the Children & Families, SEND Regulations and SEND Code of Practice
5. To deliver sustainable services that are value for money and ensure we can continue to deliver good quality services that make a difference to our children, young people, and their families.
6. To have improved transition experiences for our children, young people which support and enable them to reach their full potential.

## Area SEND Inspection Areas for Improvement (AFIs)

The overall outcome of the November 2023 Local Area SEND Inspection is:

“The local area partnership’s arrangements lead to inconsistent experiences and outcomes for children and young people with SEND. The local area partnership must work jointly to make improvements.”

The report recognises that services have made progress since the last inspection, although indicates that there is still work to do to improve the consistency of experiences and outcomes for children and young people with SEND in Hull. The report makes clear recommendations for improvement whilst also recognising many areas of good practice and progress.

This puts Hull’s provision in line with many other local areas, which nationally have experienced significant pressures on services. It also means that the LAP is no longer subject to intervention through a Department for Education (DfE) Accelerated Progress Plan (APP), moving the city out of a formal intervention category for the first time since 2017.

The LAP is proud that inspectors confirmed that “children and young people with SEND in Kingston upon Hull make their voices heard. They feel valued, visible and included in their communities”. Lessons have been learned about the importance of listening to families. Inspectors also found that an active Parent Carer Forum ensures lived experience informs the partnership’s strategic priorities and that partners “consult well”. Early support for

emotional and wellbeing health is identified as a strength, as well as a responsive Early Years SEND support system which provides timely support through multi-agency working.

The importance of the Learning Partnership's transition protocol is recognised, as are a range of services from school nursing to the Integrated Physical and Sensory Support Service (IPaSS) to the KIDS Neurodiversity support.

In relation to areas for improvement, inspectors require the LAP to focus on the following:

1. Leaders should strengthen the transition into adulthood practices for those young people who do not meet the threshold for high needs and complex care. Leaders should implement a framework that puts the individual needs of the young person at the centre of planning. This should clearly identify how young people's needs will be met and how they will access services as they transition into adulthood.
2. Leaders should further develop and embed the quality assurance framework around all existing and newly issued Education Health Care (EHC) plans. This includes improving the quality and depth of contributions from health and social care partners so that EHC plans have a clear child and young person focus and any outcomes are specific to the individual. Leaders should ensure that the EHC plans are shared with all services, including general practices.
3. Leaders should ensure that social care and education partners understand how to record the individual vulnerabilities of children and young people. Documentation and planning do not always include vital information such as existing support for risk taking, going missing episodes or alcohol misuse.
4. Leaders should develop a coordinated local area partnership approach to training and workforce development. It should be multi-disciplinary to ensure consistency of practice and accountability across all local area partners.
5. Leaders should measure the impact of strategic actions of the local area partnership more consistently. They should use the information to evaluate the effectiveness of the local partnership work and make further improvements to the provision for children and young people with SEND in Hull.

Whilst AF5 does appear explicitly within the detail of the strategic plan (Appendix 1), for example in relation to the quality assurance framework, it is important to emphasise that it will be delivered primarily through the governance arrangements around the plan itself, as a way of working. Through highlight reporting from identified workstream and project leads, partners will understand, monitor and measure the impact of all improvement activity.

## Our local area self-evaluation

Ofsted and CQC recognised that the LAP knows itself and has committed to a culture of transparency through which challenges are shared with stakeholders, as well as areas of progress and strength. Feedback on the system is gathered as follows:

### Reviews of SEND provision

- ✓ Formerly subject to an Accelerated Progress Plan, the local area has benefitted from six monthly DfE improvement reviews, feedback from which has informed planning.
- ✓ Intelligence from Ofsted inspection is utilised, Whole School SEND reviews ensuring that areas for improvement identified through Ofsted reports are addressed.
- ✓ Intelligence from Whole School SEND Reviews is shared through the SEND subgroup of the Learning Partnership, who signpost good practice as well as identify areas for development.

### Analysis of quantitative data

- ✓ A comprehensive SEND scorecard<sup>1</sup> allows leaders to monitor how well the SEND system is working for children and young people with SEND. Updated monthly, and encompassing health, education and social care, it is supplemented by deep dives, as required.
- ✓ Trust attendance scorecards, the basis for termly support and challenge meetings with Chief Executive Officers (CEOs), include a focus on SEND. The scorecard will be further developed beyond attendance to indicate, for example, school level engagement with the local area's developing SEND training offer and outreach services.
- ✓ The academic outcomes of SEND learners and data of those young people who are not in employment, education or training (NEET) is benchmarked against regional and England averages as well as statistical neighbours and shared across the Learning Partnership.

### Analysis of qualitative data

- ✓ Parents, carers, and special educational needs coordinators (SENCOs) are surveyed at least annually, by both the Parent Carer Forum and the SEND subgroup of the Learning Partnership. Findings are shared through key strategic boards of the Learning Partnership, as well as through SENCO forums.

<sup>1</sup> Included in the scorecard, benchmarking data (Statistical neighbours and England) in relation to EHCP trends and 20 week timescales, Maintain/Amend/Cease (MAC) decisions; attendance, exclusions, suspensions, elective home education, reduced provision, Education Other Than At School (EOTAS), Health waiting times, % vulnerable groups with SEND.

- ✓ The special educational needs and disability information, advice and support (SENDIAS) service produce quarterly reports which provide further insight into parents' views, their concerns and any difficulties navigating the system. Mitigating actions are either agreed at SEND Delivery Board, and tracked to completion, or escalated.

## Open lines of communication

- ✓ Senior leaders from across health, education and social care meet with representatives of the PCF at least monthly, for informal feedback on how well SEND arrangements are working across the partnership.
- ✓ A dedicated SEND worker within the Voice and Influence team actively seeks young people's views and opinions about the local offer website. They organise feedback activities and visit youth groups, to ensure that the views of young people with SEND are captured and shared with leaders.
- ✓ A range of parent groups have been established, both as sources of peer support but also to enable local authority officers to meet informally and to gather views about the impact of services on children and families. These include 'Parents United,' for parents of pre-school SEND children and more recently, a parent group for people with SEND from ethnic minority backgrounds.
- ✓ The SEND team ensures that there is learning from complaints with parents routinely afforded the opportunity to meet with officers to talk about their experiences of the system and how it needs to improve. A complaints report is shared with the PCF and members.

## Formal feedback systems

- ✓ Parents are represented as equal partners within our governance and accountability arrangements with agendas prioritising their feedback on specific elements of the SEND system.
- ✓ The EHC plan process has been developed to capture feedback from both pupils and their parents on how they experienced the process and whether the plan is fit for purpose.

## Delivering Better Value transformation programme

In addition to the sources of insight outlined above, the analytics phase of the DBV programme enabled partners to work alongside Newton Consultancy to identify how the system is impacting on children's outcomes, and where improvements could be made. This resulted in the coproduction of three broad workstreams, broken down within the strategic plan and then more minutely through the action planning that is underway across the partnership.

**Workstream one**

Building the capacity of the workforce to meet a diverse range of needs, enhancing the inclusion, wellbeing and outcomes of children and young people with SEND.

**Workstream two**

Ensuring that pupils receive specialist support at the right time and in the right place through a SEND outreach offer which is well matched to needs, builds capacity in mainstream education and demonstrates impact.

**Workstream three**

Improving the quality of transition so that SEND support pupils are known, understood, prepared and able to feel positive about their next step.

**Governance and Accountability**

The Local Partnership SEND Delivery Board monitor progress towards delivery of the agreed actions and their impact on children and young people with SEND. Highlight reports are then considered by the SEND Strategic Board. This governance structure provides assurance, support and challenge in relation to key performance indicators (KPIs) which are detailed within the project plans that underpin this overarching strategic one.

Clear and open communication, stakeholder engagement and change management processes will ensure that everyone involved understands what difference the transformational change will make to children, young people and families.

**1. To work towards having clear and open lines of communication that support a collaborative and partnership approach to the delivery of services that offer greater choice and control.**

What do we want to achieve and what is needed to make this happen?	What is needed to make this happen and what we will do to achieve our improvement ambition	Intended outcomes and Impact	Impact Measures	Strategic Lead	Start Date	Due Date	SEF/DBV/AFI (no)	Status (RAGP)
Measure the impact of strategic actions of the Local Area Partnership (LAP)	Communicate transparently agreed timescales for service responses	Increased service user confidence in Special Educational Needs and Disabilities (SEND) Service. Improved lived service user experience	Customer service feedback week 6/week 16/week 20. reduced number of complaints citing communication as an area of concern. Increased Local Offer traffic	Assistant Director Learning and Skills.	Feb-23	Nov-23	SEF	On track some concerns
	Further develop the SEND quality assurance framework to create meaningful opportunities for lived experience to inform self-evaluation and subsequent improvements to the system	Clear mechanisms to capture parental feedback on the system are identified within the Quality Assurance (QA) framework, resulting in increased confidence and stronger inclusion	QA reports feature parent voice and the LAP can evidence how this has influenced service delivery and commissioning decisions.	Head of Performance and Quality	Feb-24	Jul-24	AFI4 AF15	On track no concerns

	Refresh the 'new in city' protocol so that Children Young People and Families (CYPF) benefit from clarity about what happens.	Children/young people having access to education in a more timely way. Improve service user experience for families entering the city. Child outcomes are met.	Reduced number of complaints citing no young person access to statutory right to education. Service user feedback. Reported progress at annual reviews.	Assistant Director Learning and Skills.	Feb-23	Sep-23	SEF	On track no concerns
	Ensure that there is learning from complaints and that listening to families is prioritised within the process, leading to continuous improvement.	Increased service user confidence in SEND Service. Improved lived service user experience. Confident staff. Practice standards.	Customer service feedback, reduced number of complaints citing communication as an area of concern. Increased Local Offer traffic. Reduction of staff leaving the service	Assistant Director Learning and Skills.	Feb-23	Oct-23	AFI4	On track no concerns
<b>Map out SEND services so that they are more easily navigated by parents - Clearer pathways and thresholds</b>	Map out the front door and the neurodiversity proof of concept	Identify what support is offered pre and post diagnosis. This information will be collated to produce a new SEND directory and all information can be used in the planned update to the Local Offer website.	Customer service feedback, reduced number of complaints citing communication as an area of concern. Increased Local Offer traffic.	Assistant Director Community Integration and Transformation	Feb-23	Jan-24	SEF	On track no concerns
	Information on services are transparent and clear on the Local Offer.	Clear transparent information available on the local offer within a wider directory of SEND Services	Customer service feedback, reduced number of complaints citing communication as an area of concern. Increased Local Offer traffic.	Standards & Effectiveness Officer	Feb-23	Oct-24	SEF	On track no concerns

## 2. To have improved links and partnership working where we develop and plan services together.

What do we want to achieve and what is needed to make this happen?	What is needed to make this happen and what we will do to achieve our improvement ambition	Intended outcomes and Impact	Impact Measures	Strategic Lead	Start Date	Due Date	SEF/DBV /AFI (no)	Status (RAGP)
<b>Embed the values of the coproduction charter across the SEND system, creating opportunities for meaningful engagement</b>	To work with partners and parents to develop a SEND integrated hub within the newly acquired Lil Bilocca House for the LAFSS Service.	A smoother, more integrated approach to service delivery which reduces waiting times, anxiety and stress for young people.	Service user feedback	Assistant Director Safeguarding	Oct-23	Oct-25	SEF	On track no concerns
	Meaningful involvement of parents and young people in SEND commissioning decisions.	Lived experience informs service, design and delivery.	Reduced number of cases hitting crisis. Inclusion score card measures point to children's needs been met more effectively.	Assistant Director Community and Integration and Transformation / Assistant Director Learning and Skills.	Feb-23	Aug-24	SEF/DBV	On track no concerns
<b>Implement a coordinated multi disciplinary local area partnership workforce development approach,</b>	Partner wide training on measuring impact and a mechanism of communication with parents and stakeholders.	Impact measures - qualitative & quantitative - are stronger in the Self Evaluation Form (SEF) as a result of training.	Stakeholder confidence increases through feedback on impact, through governance and accountability arrangements, including SEND Summits. Service improvements are evidence-based.	Assistant Director Community Integration and Transformation	Feb-24	TBC	AFI5	Not due yet

ensuring consistency of practice and accountability across all local area partners	Map out the send training offer across the partnership to identify shared training opportunities and future efficiencies to promote understanding language and access for SEND Children & Young People	Mapping will enable the LAP to identify which elements of SEND training should be implemented across the LAP and where gaps remain.	A confident, trained workforce will be drawing on strategies to promote the access of CYP with SEND and children's plans will fully reflect their needs.	Assistant Director Community Integration and Transformation	Feb-24	Jul-24	AFI4	Not due yet
	Ensure that mandatory training for health and social care partners includes a focus on how to write high quality Education, Health and Care Plans (EHCP), advice and the systems and processes around this.	EHC plans will be holistic and personalised.	Invision 360 and multi agency review will demonstrate improvement over time.	Head of Service (SEND)	Feb-24	Feb-25	AFI2 AFI4	On track no concerns
	Embed the Integrated Care Board (ICB) SEND training framework across health partners.	Practitioners across Health will have a consistent understanding of SEND and its implications for how service users are supported to fully access services.	Feedback from SEND families indicates increased levels of satisfaction with health services.	Assistant Director Community Integration and Transformation	Apr-25	Feb-25	AFI3	Not due yet
	Develop a strategic approach to harnessing lived experience with an ethos "nothing about us, without us".	Parents are meaningfully engaged in the development of the WFD plan, including ensuring their voices are heard in the training itself & through joint events.	Parental confidence increases (survey), there is confidence in the training offer, EHCNARs reduce and inclusions scorecard metrics improve.	Assistant Director Learning and Skills.	Feb-24	Feb-25	AFI4	Not due yet

	Evaluate the impact of training on practice and children's outcomes/families lived experience.	Training plan includes an agreed approach to implementation which ensures that strategies are translated into practice.	Training has a positive impact on children's lived experience which is evident in their educational and wellbeing outcomes.	Assistant Director Learning and Skills.	Feb-24	Feb-25	AFI4/AFI5	Not due yet
--	--	---	---	---	--------	--------	-----------	-------------

### 3. To identify need early so that the right support can be put in at the right time

What do we want to achieve and what is needed to make this happen?	What is needed to make this happen and what we will do to achieve our improvement ambition	Intended outcomes and Impact	Impact Measures	Strategic Lead	Start Date	Due Date	SEF/DBV /AFI (no)	Status (RAGP)
<b>Strengthen the Graduated Approach to SEND, identifying and meeting needs early within inclusive school cultures</b>	Working with Special Educational Needs Co-Ordinator) SENCOs across Trusts and PCF, update the graduated approach documents available via the Local Offer, including reasonable adjustments and drawing on the current evidence base.	Accurate early identification and intervention A stronger inclusive practice, increased parental confidence in mainstream school offer.	Inclusion score card measures point to children's needs being met more effectively. Increasing number of children having needs met at SEND support. Slowing of demand for special school places from parents.	Assistant Director Learning and Skills.	Feb-23	Nov-23	SEF/DBV	On track no concerns
	Implement a partnership wide training offer so that progressive provision levels and quality first teaching are understood.	Increase parental confidence in SEND support. Decreased Escalation into EHCP. Greater clarity about thresholds for EHCP assessment.	EHCP trend data shows flattening of upward trajectory	Assistant Director Learning and Skills	Feb-23	Jan-24	AFI4	On track no concerns

<p>Support SENCOs to complete Certificate of Competence in Educational Testing (CCET) training so that cognition and learning needs are identified and met more consistently .</p>	<p>Correct profiling of SEND needs. Hull no longer an outlier in terms of pidentied primary needs. Childrens needs not escalating as they have the right provision and support.</p>	<p>Reduction in Severe Learning Difficulties (SLD) and C&amp;I Speech, Language and Communication Needs (SLCN) increase in (Moderate Learning Difficulties (MLD).</p>	<p>Assistant Director Learning and Skills.</p>	<p>Feb-23</p>	<p>Apr-24</p>	<p>AFI4</p>	<p>On track no concerns</p>
<p>Utilising the 'ATTEND' Framework and the Attendance Toolkit, promote a person-centred, graduated approach to Emotionally Based School Avoidance (EBSA).</p>	<p>Stronger inclusive practice resulting from a greater awareness of EBSA and its causes.</p>	<p>Reduced number of (Elective Home Education) EHE and FAP for medical needs alternative provision. Appropriate use of reduced timetables. Increased number of pupils reintegrated back into mainstream schools from Alternative Provision (AP).</p>	<p>Assistant Director Learning and Skills.</p>	<p>Feb-23</p>	<p>Apr-24</p>	<p>SEF/DBV</p>	<p>On track some concerns</p>
<p>Create a SEND support services virtual platform for schools and Academy's to access inclusion tools, strategies and training Continuing Professional Development (CPD) materials at a universal and targeted and specialist level, to support the graduated approach. Review all SEND support service documentation to ensure consistency and alignment of language..</p>	<p>Stronger inclusive practice. Support provided at the right time. Greater capacity in mainstream workforce reducing reliance on specialist services.</p>	<p>Inclusion score card measures point to children's needs being met more effectively. Increasing number of children having Needs met at SEND support. Slowing of demand for special school places from parents. Shorter waiting times for specialist services.</p>	<p>Assistant Director Learning and Skills.</p>	<p>Feb-23</p>	<p>Jan-25</p>	<p>SEF/DBV</p>	<p>On track no concerns</p>

	Revisit and refresh Whole School SEND review process so that good practice in relation to the graduated approach is identified and shared, promoting greater consistency.	Greater inclusion within school at whole school level. Sharing of good practice and peer to peer support. Identify any key trends for workforce development.	Measurement through the reports via the Steering Group and tracker.	Assistant Director Learning and Skills.	Feb-23	Jul-24	SEF	On track no concerns
	Introduce a graduated approach to Alternative Provision (AP) referrals; discussion with Primary and secondary leaders to gain agreement.	To reduce the number of inappropriate referrals for an AP placement. Ensuring the provision is in place for the right child, right time, right place. Reduction in number of pupils receiving suspensions, exclusion or in receipt of reduced timetable.	Reduce number of pupils receiving suspensions, exclusion or in receipt of reduced timetable and a reduced number of referrals for AP placement. Families feel supported through pupil and parent voice.	Assistant Director Learning and Skills.	Feb-23	Sep-24	DBV	On track some concerns
<b>Ensure all children have timely access to specialist provision when this is their assessed need</b>	In collaboration with the Learning Partnership, further develop the network of resource bases and enhanced mainstream provisions across the city	Children to remain in education/ Reduce the number of children being suspended. Reduce the level of complaints. Reduce the number of appeals. Reduced number of children on reduced timetables and/or in receipt of an Education Other Than At School (EOTAs) package.	Reduction in appeals. Reduction in complaints. Reduction in suspensions. Reduced timetables and/or in receipt of an EOTAs package.	Assistant Director Learning and Skills.	Feb-23	Jul-24	SEND Sufficiency high needs capital spend strategy	On track no concerns

	Increase the capacity within the special school estate, mitigating impact of the SLD free school delay.	Children to remain in education. Reduce the number of children being suspended. Reduce the level of complaints. Reduce the number of appeals. Reduced number of children on reduced timetables and/or in receipt of an EOTAs package.	Reduction in appeals. Reduction in complaints. Reduction in suspensions. Reduced timetables and/or in receipt of an EOTAs package.	Assistant Director Learning and Skills.	Feb-23	Jul-24	SEF	On track some concerns
	Raise awareness through the Local Offer of the sufficiency strategy.	Reduce the number of children being suspended.	Local Offer "traffic". Reduction in SEND Teams communication.	Assistant Director Learning and Skills.	Feb-23	Apr-24	SEF	Completed Embedded Sustained
<b>Increase short break provision for children with disabilities in residential and fostering, including emergency provision.</b>	Construct a new exemplary home for overnight short breaks, and a two-bed home for longer-term needs	Increase the number of children receiving short breaks.	Number of children receiving short breaks.	Assistant Director Safeguarding	Feb-23	Apr-24	SEF	On track no concerns

	Improve access to edge of care support for families who have a child with a disability. Improve access to emergency provision for children with a disability	More children are supported in an emergency situation.	Number of children appropriately supported in an emergency situation.	Assistant Director Safeguarding	Feb-23	24-Apr	SEF	On track no concerns
	Launch targeted campaign and training programmes to attract foster carers with skills to care for disabled children.	An increased number of foster carers are in place to support children with a disability.	Number of foster carers supporting children with a disability. Number of foster carers recruited who can care for children with a disability.	Assistant Director Safeguarding	Feb-23	24-Apr	SEF	On track no concerns
<b>Embed the Improved LAFSS delivery model and Occupational Therapy (OT) service to meet rising demand for services</b>	Increase Occupational Therapy (OT) capacity and develop new pathways.	New Liquid Logic Pathway will be created. More children's needs been met. Assessments being met in a timely manner.	Access to dashboard to see the impact to understand how many children's needs are being met including timeliness of assessments.	Assistant Director Safeguarding	Feb-23	Aug-23	SEF	On track no concerns
	Enhance the LAFSS service delivery to meet the varied and rising needs of children across the city.	To provide opportunities for children with disabilities and complex health needs across the city.	LAFSS service provides monthly reports to Head of Service (HoS) and Group Manager (placed into the Portfolio Holder update).	Assistant Director Safeguarding	Feb-23	Aug-23	SEF	On track no concerns

	Ensure that commissioning activity enhances the support available for those with high care needs or those on the edge of care.	Development of new pathways and Liquid Logic improvement on short break data. Quality of short breaks for children and young people. Short Breaks Panel improvement.	Quality data. Outcome of data analysis to show the need and impact to continue to identify areas for development and continued learning.	Assistant Director Safeguarding	Feb-23	Dec-23	SEF	On track no concerns
<b>Reduce wait times across NHS therapeutic and diagnostic services</b>	Refresh the local areas joint commissioning strategy.	To deliver a refreshed SEND Delivery Strategy for 2024 - 2027 which incorporated the changing commissioning landscape.		Director of Nursing and Quality	Feb-23	Jan-24	SEF	On track no concerns
	Reduce Attention Deficit Hyperactivity Disorder (ADHD) and Autism Spectrum Condition (ASC) assessment waiting times in line with the recovery trajectory, ensuring that demand is monitored, and capacity created. Share the recovery plan with stakeholders.	Improve access and timeliness to ADHD and ASC assessment. Collective oversight and assurance of the trajectory.	Reduced waiting times for ADHD and ASC assessment to ensure no CYP are waiting greater than 52 weeks. Increased capacity for ADHD and ASC utilising innovative diagnostic pathways.	Assistant Director Community Integration and Transformation	Feb-23	Oct-25	SEF	On track some concerns
	Understand the low rate of primary need ASC identification in EHCPs, compared to national average.	Greater assurance for parents who cite difficulties securing diagnosis.	Clear rationale for anomaly in primary need identification to inform any next steps.	Assistant Director Learning and Skills	Feb-23	Oct-23	SEF	Completed Embedded Sustained

	Reduce both waiting times for Speech and Language Therapy (SaLT) and the quality of the wait with particular focus on under 5s .	Improve access and timeliness to SaLT Assessment. Implement a new delivery model. Collective oversight and assurance of the trajectory. Targeted approach for the under 5s.	Reduce waiting times for SaLT to ensure no CYP waiting greater than 18 weeks. Introduction of a new targeted pathway for under 5s.	Assistant Director Community Integration and Transformation	Feb-23	Oct-25	SEF	On track some concerns
--	--	---	--	---	--------	--------	-----	------------------------

#### 4. To have improved 'measurable' quality assurance arrangements that hold all partners to account in relation to their duties under the Children & Families, SEND Regulations and SEND Code of Practice

What do we want to achieve and what is needed to make this happen	What is needed to make this happen and what we will do to achieve our improvement ambition	Intended outcomes and Impact	Impact Measures	Strategic Lead	Start Date	Due Date	SEF/DBV /AFI (no)	Status (RAGP)
<b>Ensure a robust quality assurance framework lifts the quality of EHCPs to a consistently high standard and captures the voice of CYPF</b>	Strengthen and expand the Invision 360 audit team, ensuring outcomes drive improvement.	Higher percentage of plans audited as good.	Increase the percentage of good plans and reduce the number of audits requiring improvement or inadequate.	Director Learning and Skills.	Feb-23	Jan-24	AFI2	On track some concerns
	Introduce a programme of multi agency SEND reviews.	The quality of multi agency working is lifted through services better understanding of the Local Offer, resulting in less duplication and a more joined up approach for families.	The quality of holistic and person centred planning is lifted as a direct result of learning from multi agency reviews.	Head of Performance and Quality	Apr-24	Jun-24	AFI2	Not due yet

Develop a role for independence for parents within the quality assurance activity to ensure the voice of the family and young person is heard.	The parent voice is stronger within the QA process and this feedback drives improvements to service delivery.	The parent voice is clearly identifiable within QA reports and there is evidence that this has impacted on service delivery.	Head of Performance and Quality	Apr-24	Apr-25	AFI2/AFI5	Not due yet
Audit the impact of the escalation protocol for occasions when third party advice within the EHCP process is not provided or of good enough quality.	Prompt resolution and successful integrated working.	Quality and timeliness of Health advice in EHCPs improves outcomes.	Director of Nursing and Quality	Feb-23	Jan-24	AFI2/AFI5	Completed Embedded Sustained
Reduce the backlog of Educational Psychologist (EP) reports by 80% for EHC need assessments by procuring a Supplier.	Assessments that have been delayed will be finalised. Reduce the number of complaints about EHCP delays.	Number of complaints received about EP delays. Data on number of backlog assessments completed.	Assistant Director Learning and Skills.	Feb-23	Apr-24	SEF	On track some concerns
Improve 20 week timeline for new EHCPs from 28% to 50% annually by SEND January 2024 data collection.	Reduction in complaints to ensure following statutory duties. CYP to get the right support at the right time.	Reduction in complaints, 20 week timeline increasing as a measure.	Head of Service (SEND)	Feb-23	Jan-24	SEF	On track some concerns
Improve the quality and depth of contributions from health and social care partners so that EHC plans have a clear child and young person focus and any outcomes are specific to the individual.	Holistic plans will ensure that CYPs educational outcomes are enhanced through timely and effective health and social care support, where appropriate.	Audit activity demonstrates that improvements are embedded over time.	Head of Service (SEND)	Feb-24	Aug-24	AFI2	Not due yet

Ensure that the EHC plans are shared with all services, including general practices.	All children's plans across all services are underpinned by an understanding of the SEND needs.	Sampling of children and young people plans across services evidences that SEND information is being utilised effectively.	Head of Performance and Quality	May-24	Nov-24	AFI2	Not due yet
Ensure that Synergy Access provides the appropriate practitioners with read only access to EHCPs.	CYPs SEND needs are well understood across the LAP and increase access to services.	Sampling of children's and young people plans demonstrates that professionals use the appropriate SEND strategies to improve outcomes.	Head of Performance and Quality	May-24	May-25	AFI3	On track some concerns
Single view includes up to date SEND information and is used by all services.	Professionals have access to SEND information which is up to date.	Sampling of children and young people plans across services evidences that SEND information is being utilised effectively.	Head of Performance and Quality	Aug-24	Jan-25	AFI3	On track no concerns
Develop a score card for annual reviews, the internal 4 week service standard of issuing a notice of amendment within 4 weeks of the MAC decision, the issuing of a final amended plan within 8 weeks of the notice of amendment.	Reduced delays in the EHCAR process: Reduced number of Learner of Concern forms.	Reduction in complaints; % of MAC decisions and amended final plans being issued within statutory timelines; reduced number of service user complaints.	Assistant Director Learning and Skills.	Feb-23	Sep-23	SEF	Completed Embedded Sustained

**5. To deliver sustainable services that are value for money and ensure we have can continue to deliver good quality services that make a difference to our children, young people, and their families.**

What do we want to achieve and what is needed to make this happen	What is needed to make this happen and what we will do to achieve our improvement ambition	Intended outcomes and Impact	Impact Measures	Strategic Lead	Start Date	Due Date	SEF/DBV /AFI (no)	Status (RAGP)
Remodel SEND outreach services so that all pupils have access to specialist support within a clearly defined graduated approach, preventing escalation of need	Through a remodelling of the SEND outreach service offer, fill gaps in specialist support for Social, Emotional, Mental Health Needs (SEMH), Speech, Language and Communication Needs (SLCN) needs and introduce Key Performance Indicators (KPIs) to quality assure impact.	CYP provided with high quality SEND support that is focused on primary SEN.	Reduced number of LOC forms. Reduced number of reduced timetables.	Assistant Director Learning and Skills.	Feb-23	Sep-24	AFI5	On track no concerns
	Ensure service KPIs promote capacity building within mainstream school through training, planning and modelling as well as direct work	CYP are provided with good quality first teaching and SEND Support at an earlier stage reducing escalation of need.	Reduced number of Education, Health and Care Needs Assessment (EHCNA's) due to CYP being supported successfully at SEN support.	Assistant Director Learning and Skills.	Feb-23	Jan-23	SEF/DBV	On track no concerns
	To develop a commissioning framework to reduce the need for spot commissioning ready for implementation.	SEND Commissioning framework in place to support the effective commissioning of SEN supports services that offer Value For Money (VFM)	Reduced number of support services being commissioned on a spot purchase basis.	Assistant Director Learning and Skills.	Feb-23	Sep-24	SEF/DBV	On track no concerns

<b>Reducing the need for EHCPs through the consistent application of high quality teaching and SEND support.</b>	Develop and introduce a transitions panel and protocol which provides additional funding and/or specialist support for pupils transitioning from Early Years to YR and Y6 to Y7 who do not have EHCPs.	Children will transition successfully between different phases of education and feel happy and safe in their new educational setting.	Reduced number of suspensions at key phases. Reduced number of submitting LOC forms. Reduced number of EHCNA requests for children who are close to or have just transitioned between phases of education.	Assistant Director Learning and Skills.	Feb-23	Apr-23	AFI1	On track some concerns
	Through implementation of the banding review and progressive provision documentation, ensure that there is a shared understanding of QFT expectations and thresholds for assessment .	Through PPL funding more children can be supported in mainstream schools.	Reduced number of parental requests for special school places. Reduced number of negative school consultation responses.	Assistant Director Learning and Skills.	Feb-23	Jan-24	SEF	On track no concerns

## 6. To have improved transition experiences for our children, young people which support and enable them to reach their full potential.

<b>What do we want to achieve and what is needed to make this happen?</b>	<b>What is needed to make this happen and what we will do to achieve our improvement ambition</b>	<b>Intended Outcomes and Impact</b>	<b>Impact Measures</b>	<b>Strategic Lead</b>	<b>Start Date</b>	<b>Due Date</b>	<b>SEF/DBV /AFI (no)</b>	<b>Status (RAGP)</b>
<b>Ensuring that the transition process begins early and includes those</b>	Map current transition pathways across all partners to identify gaps.	A Transitions protocol that covers all key transitions and is understood by families and services. Any gaps in support for SEND CYP transitioning identified and synergies confirmed.	Families are clear about next steps and services about their role in supporting the next steps.	Assistant Director Learning and Skills.	Mar-24	Nov-24	AFI1	Not due yet

<b>who do not meet the threshold for high needs and complex care.</b>	To develop a joint Health, Education and Social Care PfA strategy	Families will understand the options open to them when they leave Childrens Services, when they are below the threshold for Adults Services. Opportunities for education, community, engagement and Housing will be identified. Partnership working will ensure PfA begins from age 13.	Amount of young people participating in work, education or training. This could include supported internships, apprenticeships and traineeships. Young people leading healthy lifestyles.	Assistant Director Learning and Skills.	Nov-24	Feb-25	AF11	Not due yet
	Within children disabilities team, improve transition to adulthood through mental capacity assessments and best interest meetings, court of protection and Deprivation of Liberty Safeguards (DOLL)	Supported decision making around young people moving into adulthood.	Recording of Mental Capacity Act (MCA) and best interest decision making recorded on Liquid Logic - utilising the legal gateway.	Assistant Director Safeguarding / Head Of Service	Feb-23	Mar-24	SEF	On track no concerns
	Children's services ensuring that Adult Social Care (ASC) are aware that referral process happens at age 14 were they believe a social care need is present and ASC are able to respond in a timely manner.	No late referrals and all have an allocated social worker in social services.	Data on ASC transition tracker on ages referred to ASC are age 14.	Head of Service (ASC)	Feb-23	Review August 2024	ASC Programme	On track some concerns
	Expand the transition team within Adult Social care to ensure that planning for transition begins in Y9.	Greater oversight of referrals, allocation and association.	Transition Tracker will reflect the data referral and allocation and work being completed such as care act assessment, MCA and commissioning activity.	Head of Service (ASC)	Mar-24	Dec-24	ASC Programme	Not due yet

	Audit transition plans to ensure they clearly identify how young people will access services as they transition into adulthood, so that their needs are met.	Families will benefit from transition plans that provide clarity about next steps and the support is in place to successfully make those steps.	Within integrated PfA strategy, all services will outline the approach to audit and how feedback is utilised for lift quality. QA outcomes will be reported to SEND Delivery.	Head of Performance and Quality	Mar-24	Jul-24	AF11	Not due yet
	Develop and embed the current post 16 transition protocol to ensure multi agency, person-centred plans are coproduced and shared between settings.	Young people beginning post 16 pathways have appropriate support to ensure successful completion of courses.	Reduction in Not in Education, Employment or Training (NEET). Increase in retention rates. Improved post 16 outcomes.	Head of Education Standards and Partnerships 11 -19	Feb-23	Dec-24	AF11	On track no concerns
	Ensure the Local Offer provides comprehensive support and guidance to individuals and their families.		Feedback from parents and young people on the Local Offer - via surveys and other engagement methods.	Assistant Director Learning and Skills.	Feb-23	TBC	AF11	Not due yet
<b>Increase the employment and training opportunities for SEND learners</b>	Enhancing data capture and processes to ensure accurate and comprehensive information about employment outcomes for individuals with Special Educational Needs and Disabilities (SEND).	Robust data to identify who are NEET. Work with young people to ensure they get back into EET.	Data monitoring of young people who are NEET and their progression into EET. Young people who are NEET and wish to not move into EET will be notified to SEND to cease the EHCP plans.	Assistant Director Learning and Skills.	Feb-23	May-25	DBV	On track no concerns

<p>Strengthening our working relationships with young people, education providers, health and social care services, and businesses to ensure partnership readiness.</p>	<p>Better joint working practice. Better service level for Children and Young People and Families. Strengthened communication between departments. Reduction in complaints. Less escalation of cases to senior management.</p>	<p>Feedback surveys and questionnaires. Reduction in complaints</p>	<p>Assistant Director Learning and Skills.</p>	<p>Feb-23</p>	<p>Sep-24</p>	<p>AF11</p>	<p>On track no concerns</p>
<p>Provide CPD opportunities professionals to raise awareness of Supported Internships and SEND.</p>	<p>Maintain the quality of Careers Information, Advice and Guidance for the cohort to help raise aspirations and lead to smooth transition into Education, Employment or Training (EET).</p>	<p>Reporting to Department for Education - September Guarantee and destination figures for the cohort with the Activity Report (monthly).</p>	<p>Assistant Director Learning and Skills.</p>	<p>Feb-23</p>	<p>May-25</p>	<p>AF11</p>	<p>On track no concerns</p>
<p>Develop the Supported Internships offer and support providers to raise the quality of the programmes available.</p>	<p>Doubling the number of supported internships available to EHCP learners and increasing the numbers entering employment of at least 16 hours a week. Engaging with businesses to offer more Supported Internships. Introducing the Supported Internship Quality Assurance Framework to improve and maintain the quality of the supported internships available.</p>	<p>Reporting to Department for Education - September Guarantee and destination figures for the cohort with the Activity Report (monthly).</p>	<p>Assistant Director Learning and Skills.</p>	<p>Feb-23</p>	<p>May-25</p>	<p>AF11</p>	<p>On track no concerns</p>

	All Young people will be supported with choice and control for their future.	Mental capacity assessments will begin at 16 to ensure that young people's destinations are secured early on and informed directly by their wishes.	Increase number of young people in employment, supported internship, further education and reduced number of NEETs.	Assistant Director Learning and Skills.	Feb-23	Sep-24	SEF	On track some concerns
--	--	---	---	---	--------	--------	-----	---------------------------

The information in this document can be made available in other formats (large print, audio, digitally and Braille as appropriate) and different languages. Please telephone 01482 300 300. Textphone users please telephone 01482 300 349.