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| Report Title:                                | <b>Local Area Special Educational Needs and Disabilities (SEND) written statement of actions</b>              |
| Contains Confidential or Exempt Information? | No – Part I   |
| Member reporting:                            | Cllr N Airey, Lead Member for Children’s Services<br>Cllr D Evans, Deputy Lead Member for Children’s Services |
| Meeting and Date:                            | Cabinet, 23 November 2017   |
| Responsible Officer(s):                      | Kevin McDaniel,<br>Director of Children’s Services.   |
| Wards affected:                              | All   |

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## REPORT SUMMARY

- 1 The Local Area, including the Local Authority, has a range of duties set out in the 2014 Children and Families Act which focus on the reforms young people with Special Educational Needs and Disabilities. The Office for Standards in Education (Ofsted) and Care Quality Commission (CQC) undertook an inspection of the local area’s arrangements for the provision of Special Educational Needs and Disabilities (SEND) and published their findings in a letter on 1 September 2017.
- 2 The inspection raised a number of concerns which require the local authority to work with our partners including Health agencies and schools to prepare a Written Statement of Action (WSOA) which will be monitored by Ofsted. This report outlines the outcomes that the WSOA aims to achieve, addressing the concerns raised by the inspection in the process.
- 3 The report sets out twelve objectives to be achieved between December 2017 and July 2018 which will create a transparent and accountable system that will ensure that all children and young people with special educational needs and/or disabilities are appropriately supported to achieve their goals over the coming years.
- 4 To deliver the required level of change, the local authority and health partners propose to invest £450,000 over the next three financial years in additional specialist resources through the Better Care Fund. With the support of the Schools Forum, local schools are being asked to support a fund of £420,000 to commission new services which will drive the SEND Strategy forward from April 2018.

## 1 DETAILS OF RECOMMENDATION(S)

### RECOMMENDATION: That Cabinet:

- i) **Notes the Written Statement of Action which has been submitted to Ofsted.**
- ii) **Approves a consultation process to finalise the area-wide SEND Strategy and Inclusion Charter for the borough, culminating in an Inclusion Summit to take place before the end of March 2018.**
- iii) **Approves the submission of a joint bid with East Berkshire CCG to the Better Care Fund to secure £150,000 per year for three years to fund the resources that will support improved inclusion in mainstream schools and resolve the most complex cases in a timely way.**
- iv) **Endorses the recommendation of the Schools Forum that schools agree to transfer 0.5% of the Schools Block funding to the High Needs Block for 2018/19 to provide additional support for pupils included in mainstream schools.**

## 2 REASON(S) FOR RECOMMENDATION(S) AND OPTIONS CONSIDERED

### Background

- 2.1 The Children and Families Act 2014 sets out a series of reforms which put the aspirations and outcomes of young people with special educational needs and/or disabilities (SEND) at the heart of service delivery. It requires co-production (the act of working with young people and families) to develop both area wide services and individual plans. The headline reform was the introduction of Education, Health and Care plans (EHCP) to replace Statements of Special Educational Needs (SEN).
- 2.2 The local area, including the Local Authority, has until April 2018 to fully implement the reforms, and specifically, convert all SENs to EHCPs while creating new EHCPs. The Royal Borough is on track to convert 756 SENs to EHCP and currently has a total of 858 EHCP and SENs, a growth of 21% since April 2014.
- 2.3 The Office for Standards in Education (Ofsted) and Care Quality Commission (CQC) were asked to inspect the progress of local authorities in implementing the reforms. This is a new inspection framework and the Local Government Information Unit has recently published a briefing on inspection outcomes<sup>1</sup> and they summarise that poor inspection outcomes identify four issues: Leadership;

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<sup>1</sup> <https://www.lgiu.org.uk/wp-content/uploads/2017/10/Special-Educational-Needs-and-Disability-SEND-area-inspections-%E2%80%93-written-statements-of-action.pdf>

Education, Health and Care (EHC) Plans; the Local Offer; and engagement with parents.

- 2.4 Ofsted and the CQC undertook an inspection of the Royal Borough's local area's arrangements for the provision of Special Educational Needs and Disabilities (SEND) between 3 July 2017 and 7 July 2017. Ofsted published their findings<sup>2</sup> on 1 September 2017 and noted eight areas of concern in the local area:
- tardiness and delay in establishing strategies to implement the reforms effectively.
  - the lack of leadership capacity across local area services, such as the time given to the role of the DCO.
  - poor use of management information to secure a robust overview of the local area's effectiveness.
  - weaknesses in how leaders are held to account across the local area.
  - the inequality of access to services and variability of experience for children and young people who have special educational needs and/or disabilities and their families.
  - the wide variances in the quality of education, health and care plans caused by weaknesses in the planning and transition processes.
  - the lack of effective co-production with parents when designing and delivering services and when planning for their individual children's needs.
  - Poor joint commissioning arrangements that limit leaders' ability to ensure that there are adequate services to meet local area needs.
- 2.5 Ofsted and the CQC determined that local authority was required to produce a written statement of action (WSOA) in response to these concerns. Currently about 40% of area inspections have required written statements of action to be prepared. This statement must relate back directly to the eight areas of concern and has to be accepted by Ofsted after review by officials from the Department for Education. It must be received by Ofsted before the 24 November 2017.
- 2.6 The Children's Overview and Scrutiny Panel on 20 September 2017 looked at the detailed findings and received a verbal update on progress towards the WSOA on 17 October 2017.
- 2.7 A WSOA, listed in Appendix A, has been prepared based on a common format successfully used by other local authority areas. The statement has been developed in discussion with a range of stakeholders, including the official from the Department for Education. Following a meeting with the Department for Education on 7 November 2017 the steering board will finalise the WSOA and

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<sup>2</sup> <https://reports.ofsted.gov.uk/provider/files/2722947/urn/80546.pdf>

submit it to Ofsted on the 16 November 2017. Once approved by Ofsted it must be published on the Local Offer pages of RBWM's website.

- 2.8 A steering board which has representation from council members, officers, health agencies, schools and PACiP<sup>3</sup> will meet each month to monitor progress against the action plan and provide a progress update which will be circulated to all parties and published on the Local Offer website alongside the WSOA.
- 2.9 Representatives from the DFE will visit regularly to offer an external perspective on expected progress and provide guidance with those issues which are proving hard to achieve.
- 2.10 It is expected that the steering board will report on progress to the Children's Services Overview and Scrutiny Panel at key points across the year.

### **The anticipated impact of the Written Statement of Action**

- 2.11 The WSOA in Appendix A is formatted to enable cross referencing of specific actions against the issues raised by Ofsted with clear accountability for those actions. To see the proposed impact of the actions, the following paragraphs highlight the details of the plan to improve access to services for all young people with special educational needs and disabilities.
- 2.12 *Complete the consultation on the SEND Strategy and develop an implementation working party.* This will result in a group of LA officers, health practitioners, school leaders and experts, and parents completing the consultation on the draft strategy and setting out to implement the priorities:
  - to ensure that emotional wellbeing and mental health services are available to all young people;
  - settings are fully inclusive and improve educational outcomes for young people with SEND;
  - young people post 16 access education and employment to support transition to adulthood.

The implementation working party will be supported by a budget within the High Needs block, created by a transfer from the schools block as set out in 4.6

- 2.13 *Establish an inclusion quality mark for schools and colleges.* An assessed approach will enable parents and young people to compare different school approaches to inclusion. Schools will be able to set the way they deliver inclusion so that there continues to be innovation within the local area. It is expected that the scheme will be defined by the end of March 2018.

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<sup>3</sup> PACiP: Parents and Carers in Partnership is the recently established local parents' forum, funded by a grant from the DFE. [www.pacip.org](http://www.pacip.org)

- 2.14 *Co-produce an Inclusion Charter for young people and families.* Develop a common set of expectations based on the Local Offer, SEND strategy, school inclusion quality mark and health needs so that there is a common understanding and expectation. The minimum expectation is that every school should be able to meet the needs of a mainstream-able child living within their catchment area, supported by appropriate health and social care services. Co-production with families means that this process needs to be given time and the charter should be complete by the end of March 2018.
- 2.15 *Establish an Annual Inclusion Summit.* During March 2018 the borough will arrange and host a Summit for young people, parents, schools, voluntary sector and partners which celebrates and reinforces the commitment to inclusion within the Borough. We expect to launch the Inclusion Charter and the inclusion quality mark for schools and colleges in March 2018.
- 2.16 *Make the Local Offer, parent engagement and promotion “every day business”.* With increased focus to ensure that the local offer is up to date, there will be a regular SEND newsfeed in collaboration with the parent forum to drive connection with their services. Health visitors will provide an introductory welcome pack as part of their early engagement with families from January 2018.
- 2.17 *Support voluntary groups with places to meet and support families.* Such groups are important to supporting parents and young people with similar needs and the groups will, where possible, be offered non-financial support by partners including the council, health agencies and schools. In return the groups will maintain an up to date and active profile on the local offer and support local families. It is expected that the local offer will be re-launched at the first Inclusion Summit in March 2018.
- 2.18 *Invest in the expert resources to bring the inclusion quality mark to life.* Schools have many skilled staff, however several need help to develop their practice and the local authority will seek to recruit to this role in time for an April 2018 start.
- 2.19 *Use the SENCO network to promote the “graduated approach to SEND” at all levels.* Ofsted recognised that many schools are effective at assessing need and accessing services for young people. The local authority will facilitate the SENCO networks and, with schools, identify leading practitioners who will be asked to share their expertise with all schools including the independent sector. The network will publish the meeting schedule in January 2018 and the local authority will refresh the “graduated approach” guidance in January 2018.
- 2.20 *Refresh the EHCP process to include communications standards; co-production guidance; transparent & shared decision making; and feedback at every stage.* The SEND services, including the local authority and Health partners, will publish a handbook outlining the process for all assessments which start from

the 1 January 2018 including mechanisms to give feedback at every stage. This handbook will be published on the local offer.

- 2.21 *Invest in expert resources to manage complex EHCP cases and ensure multi-agency quality assurance takes place.* Case coordinators are each involved in over 140 active EHCPs over time which makes dealing with particularly complex cases challenging and impacts other young people too. The Local Authority SEND service will recruit two complex case workers to support case coordinators and schools with the intention of finding the best way to keep young people successfully in local schools. These workers will also work with the DCO from health to ensure effective quality assurance improves practice over time for all services. It is expected these posts will start from April 2018.
- 2.22 *Establish a “preparing for Adulthood” pathway with additional capacity within the local authority team.* The local authority will invest in a dedicated team to focus on finding the best options for young people preparing for adulthood at post 18. This team will begin operating by 1 January 2018.
- 2.23 *Develop an Annual Trends report.* This area wide data will include inclusion rates in schools; assessment and EHCP plan agreement rates; service usage statistic across the area and feedback information from young people and their families. This will be used by commissioners working across the area to make better budget and service planning decisions for young people. The first report will be presented at the Annual Inclusion Summit in March 2018.
- 2.24 Table 1 sets out the recommended option for cabinet and the financial costs to the local authority are set out in section 4.

**Table 1: Options**

| <b>Option</b>  | <b>Comments</b>   |
|--|---|
| Approve a consultation for an area-wide SEND Strategy and Inclusion Charter for the borough, culminating in an Inclusion Summit to take place before the end of March 2018   | This commitment to a co-produced strategy and transparent expectations will address the concern that some children are not getting access to services as effectively as their peers.                                    |
| Approve a bid to the Better Care Fund for £150,000 per year for three years which will provide the additional resources that will support improved inclusion in mainstream schools and resolve the most complex cases in a timely way. | These resources will enable all schools and settings to access support to enhance their ability to support all pupils with SEND while making sure that all young people pass effectively through the revised processes. |
| Support the proposal to the Schools Forum to transfer 0.5% of the Schools Block funding to the High Needs Block for 2018/19 to   | This proposal will demonstrate the area’s commitment to making sure that the SEND strategy under development will be able to make a difference to the   |

| <b>Option</b>  | <b>Comments</b>   |
|--|---|
| provide additional resources for pupils included in mainstream schools through the implementation of the SEND strategy.<br><br><b>This is the recommended option</b> | outcomes for young people..   |
| Do not approve the three recommendation set out in this report.<br><br>This is not recommended   | Without the visible commitment; additional skills or resource flexibility, the chance of the overall plan being delivered is significantly reduced. |

### 3 KEY IMPLICATIONS

**Table 2: Key implications**

| <b>Outcome</b>                          | <b>Unmet</b> | <b>Met</b> | <b>Exceeded</b> | <b>Significantly Exceeded</b> | <b>Date of delivery</b> |
|---|--------------|------------|-----------------|-------------------------------|-------------------------|
| SEND Strategy is published              |              | 31/3/2018  | 31/1/2018       |                               |                         |
| Inclusion Charter is published          |              | 31/3/2018  |                 |                               |                         |
| Inclusion charter mark scheme published |              | 31/3/2018  |                 |                               |                         |
| Preparing for Adulthood pathway active  |              | 1/4/2018   | 1/1/2018        |                               |                         |
| Inclusion Summit delivered              |              | 31/3/2018  |                 |                               |                         |
| Revised EHCP process handbook published |              | 1/1/2018   |                 |                               |                         |

### 4 FINANCIAL DETAILS / VALUE FOR MONEY

- 4.1 Sections 2.12 to 2.23 outline the proposed actions to improve the effectiveness of services for young people with special educational needs and/or disabilities. This plan has impact on three distinct budget streams: the local authority base budget; the shared Better Care Fund with Health; and the High Needs Block of the dedicated schools grant which is overseen by the Schools Forum.

- 4.2 The plan to organise an Annual Inclusion Summit and establish an Inclusion Charter will require logistical support and incur costs for marketing and hosting such an event and the on-going promotion of the local offer. These are estimated at £15,000 which will need to be added to the 2017/18 budget from reserves.
- 4.3 The plan to establish a “Preparing for Adulthood” pathway is built into the budget plan for 2018/19 as the level of SEN to EHCP transition work falls. To start this work in January 2018 instead of April 2018 will have a small, one off cost of about £22,000 for earlier staffing costs.
- 4.4 The plans to provide posts to resolve complex case issues and expertise for schools, represent time limited investments to establish the skill base across the area. It is proposed to jointly bid to the Better Care Fund as these resources offer the opportunity to avoid costly interaction with health and social care services further down the line. It is considered that the resources required could either be recruited as permanent staff or delivered as a contracted service subject to the market conditions. It is therefore estimated that the cost of the services is in the region of £150,000 per year for three years, based on three SEND experienced professionals working during school term time with business support for the required processes and communication. Cabinet is therefore asked to approve the development and submission of a bid to the Better Care Fund to secure this key resource.
- 4.5 The most recent government data, based on school census data from spring 2017 indicates that the typical rate of EHCPs in the English school system is 2.8% with about 12% of the cohort meeting the criteria for additional SEND support. In RBWM the EHCP rate is lower on average at 1.6% and higher for the SEND support range at 16%. This suggests that more young people in the borough might be eligible for EHCP support which will put further pressure on the High Needs Block element of the Dedicated Schools Grant.
- 4.6 The Schools Forum met on the 2 November and endorsed a proposal to transferring 0.5%, approximately £420,000, from the schools block to the High Needs block in 2018/19 to enable the transformation of high needs services under the design of the SEND strategy working party. As a result of extensive regulations which have been introduced by the Department for Education on this type of transfer for 2018/19 onwards, council officers are currently undertaking a consultation with all schools on this proposal and Cabinet are asked to endorse the request that schools support the inclusion agenda by agreeing to this transfer for 2018/19.
- 4.7 The East Berkshire CCG has already committed to additional resourcing to enhance the capacity of the DCO. This has already resulted in the DCO being more active and engaged in issues relating to the SEND inspection.
- 4.8 The NHS has successfully captured customer feedback using text messaging technology. Many of the service providers, including schools, have such systems so it is proposed that a common approach is defined to build on this



experience. This may result in the council requiring upgraded facilities and the costs for this are not known at the time of writing.

**Table 3: Financial impact of report’s recommendations**

| <b>REVENUE</b> | 2017/18 | 2018/19 | 2019/20 |
|----------------|---------|---------|---------|
| Addition       | £37,000 | £0      | £0      |
| Reduction      | £0      | £0      | £0      |
| Net impact     | £37,000 | £0      | £0      |

## 5 LEGAL IMPLICATIONS

- 5.1 The Council has a “general duty” under the Children and Families Act 2014.
- 5.2 The services provided by the Council in discharge of this duty are subject to a statutory regime of inspection by the Office for Standards in Education, Children’s Services and Skills (Ofsted), an impartial non-ministerial government department which reports directly to Parliament.
- 5.3 The processes and determination of an Education, Health and Care plan are subject to considered by a legal tribunal system which has the authority to make binding decisions and establishes case law. Any changes and policies considered in the implementation of the plan will need to be mindful of this facet.

## 6 RISK MANAGEMENT

- 6.1 The potential risks for the delivery of these outcomes are set out in table 4:

**Table 4: Impact of risk and mitigation**

| <b>Risks</b>  | <b>Uncontrolled Risk</b> | <b>Controls</b>   | <b>Controlled Risk</b> |
|---|--------------------------|---|------------------------|
| Further intervention by Ofsted due to the statutory Written Statement of Action not being actioned. | MEDIUM                   | A steering board consisting of members, officers, school, health and parent representatives will monitor progress on a monthly basis. | LOW                    |
| Poor engagement with schools reduces the ability to improve outcomes for children with SEND         | HIGH                     | A SEND strategy working group made up of LA Officers, school, health and parent reps has been established with                        | MEDIUM                 |

| <b>Risks</b>  | <b>Uncontrolled Risk</b> | <b>Controls</b>   | <b>Controlled Risk</b> |
|---|--------------------------|---|------------------------|
|   |                          | public reporting of progress  |                        |
| Inability to secure sufficiently skilled resources to support the implementation of the changes | MEDIUM                   | It is proposed to use a range of workers, so that this risk is spread across a number of potential posts  | LOW                    |
| Schools determine to not support the proposal to create a fund for service redesign             | MEDIUM                   | Extensive briefings are taking place in November with Headteachers and School Business Managers. Some existing services will be stopped in April 2018 to release funding for changes. | LOW                    |

## **7 POTENTIAL IMPACTS**

- 7.1 Equalities Impact Assessment: Not Applicable to this report, however individual decisions will need to be assessed to ensure that they are appropriate.

## **8 CONSULTATION**

- 8.1 There has been a number of consultation events with PACIP, Health and Schools to shape the written statement of action. This has resulted in two groups being established: the Steering Board and the Strategy Working Party.

## **9 TIMETABLE FOR IMPLEMENTATION**

- 9.1 The timetable for implementation are deadlines imposed by Ofsted/CQC.

**Table 5: Implementation timetable**

| <b>Date</b>                    | <b>Details</b>   |
|--------------------------------|--|
| 16 <sup>th</sup> November 2017 | Written Statement of Action to Ofsted/CQC submitted before the 24 <sup>th</sup> November deadline. |
| 24 <sup>th</sup> November 2018 | Complete all required actions from the Written Statement of Action.                                |

- 9.2 Implementation date if not called in: 'Immediately'

## 10 APPENDICES

10.1 Appendix A: Written Statement of Action submitted to Ofsted

## 11 BACKGROUND DOCUMENTS

11.1 The Framework for the Inspection of Local Area's Effectiveness in identifying and meeting the needs of children and young people who have special educational needs and/or disabilities. OFSTED and CQC April 2016. Framework for inspecting local areas in England under section 20 of the Children Act 2004.

<https://www.gov.uk/government/publications/local-area-send-inspection-framework>

11.2 Evaluation of the local areas' readiness for the implementation of the disability and special educational needs reforms as set out in the Children and Families Act 2014. Advice note on a study undertaken jointly by Ofsted and the Care Quality Commission at the request of the Parliamentary Under Secretary of State for Children and Families.

<https://www.gov.uk/government/publications/send-reforms-study-of-local-areas-readiness>

11.3 Special Educational Needs and Disability: Code of Practice. Statutory Guidance. January 2015.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

11.4 The Children and Families Act 2014

[www.legislation.gov.uk/ukpga/2014/6/contents/enacted](http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted)

## 12 CONSULTATION (MANDATORY)

| Name of consultee | Post held                            | Date sent | Commented & returned |
|-------------------|--------------------------------------|-----------|----------------------|
| Cllr N Airey      | Lead Member                          | 24/10     | 2/11                 |
| Alison Alexander  | Managing Director                    | 24/10     | 2/11                 |
| Russell O'Keefe   | Executive Director                   |           |                      |
| Andy Jeffs        | Executive Director                   |           |                      |
| Rob Stubbs        | Section 151 Officer                  | 24/10     | 2/11                 |
| Louisa Dean       | Communications and Marketing Manager | 24/10     | 2/11                 |

### REPORT HISTORY

|  |                             |
|--|-----------------------------|
| <b>Decision type:</b><br>Non-key decision                      | <b>Urgency item?</b><br>No. |
| Report Author: Kevin McDaniel, Director of Children's Services |                             |

## Royal Borough of Windsor and Maidenhead Local Area Written Statement of Action for Special Educational Needs and Disabilities (SEND)

### Purpose of this statement

Between 3 July 2017 and 7 July 2017, Ofsted and the Care Quality Commission (CQC) conducted a joint inspection of the Royal Borough of Windsor and Maidenhead (RBWM) local area to judge its effectiveness in implementing the special educational needs and disability (SEND) reforms set out in the Children and Families Act 2014. As a result of the findings of the inspection, Her Majesty's Chief Inspector (HMCI) determined that a Written Statement of Action (WSOA) is required to address eight areas of significant weakness in the local area's practice. RBWM and the Windsor and Maidenhead (WAM) Clinical Commissioning Group (CCG) are jointly responsible for submitting the written statement, which has been produced in conjunction with Parents and Carers in Partnership (PaCiP).

The local area is required to produce and submit a Written Statement of Action to Ofsted that explains how the local area will tackle the following areas of significant weakness:

- tardiness and delay in establishing strategies to implement the reforms effectively
- the lack of leadership capacity across local area services, such as the time given to the role of the DCO
- poor use of management information to secure a robust overview of the local area's effectiveness
- weaknesses in how leaders are held to account across the local area
- the inequality of access to services and variability of experience for children and young people who have special educational needs and/or disabilities and their families
- the wide variances in the quality of education, health and care plans caused by weaknesses in the planning and transition processes
- the lack of effective co-production with parents when designing and delivering services and when planning for their individual children's needs
- poor joint commissioning arrangements that limit leader's ability to ensure that there are adequate services to meet local area needs.

Since the inspection, the Borough's Director of Children's Services, Achieving for Children and the CCG's Director of Strategy and Operations, and Director of Quality have been working with services and stakeholders to understand the actions we need to take to make improvements. These include: PaCiP; employees of RBWM and WAM CCG; schools and colleges; Schools Forum; Public Health; Berkshire Healthcare Foundation Trust (BHFT) and other health care providers.

This is our statement of action. It sets out:

1. Our vision
2. The value of coproduction;
3. Key Themes from the inspection.
4. The framework we will use to measure our performance.
5. A summary of the outcomes we are seeking to achieve to address the weaknesses identified and the improvements we will make;

The action plan within the written statement of action will be overseen and scrutinised by a new multiagency SEND Steering Board. This will be an evolution of our existing multi agency SEND improvement group.

### **1. Our vision and principles.**

Our vision for children and young people with SEND in RBWM was discussed at length during the co-production of the SEND strategy shared with the inspection team. These principles and priorities remain and underpin the actions which support our written statement.

In RBWM we are committed to developing inclusive communities which are welcoming to all. Our vision for Special Educational Needs and Disabilities (SEND) underpins this commitment. It is:

"To ensure that every child and young person with SEND in the borough is safe, has access to equal opportunities and is enabled to reach their full potential"

We are committed to securing the best possible outcomes for children and young people with SEND. We want them and their families to: feel valued; be able to participate; and be empowered to have choice and control. We will work together to give children and young people with SEND in RBWM every chance to be the best that they can be. We want them to enjoy a healthy and happy family life and to go to an educational establishment that meets their needs as near to their home as possible.

Our SEND strategy focuses on three major priorities. These priorities run alongside the written statement of action. They are:

1. work to ensure that appropriate emotional wellbeing and mental health services are available to all children and young people.
2. support early year's settings, schools and others to be fully inclusive and improve educational outcomes for children and young people with SEN and Disabilities.

3. improve educational achievement for young people post 16 and ensure effective transitions into adulthood.

Three principles underpin our aspirations.

1. Involve children and young people and their parents and carers in all decisions about them, promoting independence and autonomy through to adulthood.
2. Enable inclusion and participation in all aspects of family, school and community life in a local and inclusive setting, making the best possible use of available resources.
3. Secure the right support at the right time for families by working in partnership with schools, health, social care and other key partners.

## **2. The value of coproduction**

We will build on our coproduction partnerships and continue to make sure that the right people are involved in delivering the improvements set out in this plan in the same way as the strategy was developed. This work will include contributions from councillors, senior leaders, partners, schools, colleges, staff, PaCiP, and young people. Improvement work will be delivered through a SEND working groups overseen by the SEND Steering Board.

As part of this commitment, we will work with PaCiP to develop the understanding of coproduction for all stakeholders and use the model when designing changes to deliver the SEND strategy. We recognise that working with our partners within PaCiP we should ensure that co-production:

- Is recognised as important, valued, planned and is adequately resourced.
- is clearly viable at all stages in the planning, delivery and monitoring of services
- clearly describes roles for children, young people and parents
- builds into the process, strong feedback mechanisms to ensure that children, young people and parents understand the impact of their participation.

### 3. Key Themes from the inspection.

We have identified/recognised a set of Themes linked directly to the areas of weakness identified by inspectors. These are provided in the table below along with a summary of the key improvements that we will make to have the greatest impact.

| Theme 1: Tardiness and delay in establishing strategies to implement the reforms effectively   |   |
|--|---|
| What Ofsted and CQC said   | Outcome we are seeking to achieve   |
| <i>"There is too little evidence of leaders' actions resulting in improvements to the experiences and outcomes of children and young people who have special educational needs and/or disabilities and their families."</i>  | Clear strategic leadership to be evident in improved "customer" experience.<br>Strategic leadership to roll out the co-production model across all services.<br>Evidence that the child is at the centre of our system through case studies highlighting action and impact.   |
| Theme 2: The lack of leadership capacity across local area services, such as the time given to the role of the DCO   |   |
| What Ofsted and CQC said   | Outcome we are seeking to achieve   |
| <i>"The clinical commissioning group's designated clinical officer (DCO) is under resourced. The time allocated for the role does not reflect the Children's Disability Council guidance and so the DCO's availability to lead the strategic agenda is limited."</i> | The outcome should be the employment of a dedicated Head of Children and Families to provide additional operational and strategic support to the DCO.<br>Leaders have a secure and robust overview of the local areas effectiveness.<br>SEND reforms are well known by all staff involved with SEND.<br>Improved management of SEND processes.<br>Multiagency decision making at panel improves fairness. |
| Theme 3: Poor use of management information to secure a robust overview of the local area's effectiveness  |   |
| What Ofsted and CQC said   | Outcome we are seeking to achieve   |
| <i>"Leaders across education, healthcare and care do not have effective oversight of the number of children and young people who have special educational needs and/or disabilities being supported across services."</i>  | Robust and accurate data, across all agencies, for all children with SEND. (With and without an EHC plan).<br>Transparent and published data which indicates the effectiveness of different elements of the SEND system.  |
| Theme 4: Weaknesses in how leaders are held to account across the local area   |   |
| What Ofsted and CQC said   | Outcome we are seeking to achieve   |
| <i>"Furthermore, a lack of robust accountability measures means that not enough is being done to tackle these inconsistencies and to hold leaders and services to account."</i>  | Improved information will allow transparent assessment of the effectiveness of systems in the local area and clarify governance and commissioning arrangements to ensure accountability.<br>Leaders and services providers demonstrate responsibility and accountability for their role in SEND improvements and are held to account for under performance  |
| Theme 5: The inequality of access to services and variability of experience for children and young people who have special educational needs and/or disabilities and their families  |   |

|   |   |
|---|---|
| What Ofsted and CQC said  |   |
| <i>"There is too much variability in the implementation of the reforms across the local area. Despite pockets of good practice, joint working is not consistent enough."</i>                          | Greater consistency in expectation and understanding of responsibility and accountability across all service providers, including schools.<br>Transparency and co-production in all SEND development activities including early help as well as EHCP related activity and processes.<br>Publish via the Local Offer action plans with leads that hold accountability and responsibility for delivery and embedding of the SEND reforms. |
| Theme 6: The wide variances in the quality of education, health and care plans caused by weaknesses in the planning and transition processes  |   |
| What Ofsted and CQC said  |   |
| <i>"Systems and processes around the application for, and management of education, health and care (EHC) plans are not working well enough."</i>  | All stakeholders have a good understanding of the systems and processes for EHC plans and how they will be continuously improved.<br>Consistent and robust systems and processes implemented for all aspects of the EHCP processes, including preparing for adulthood.<br>Improved experience for children, young people and families.<br>Equitable access to resources.  |
| Theme 7: The lack of effective co-production with parents when designing and delivering services and when planning for their individual children's needs  |   |
| What Ofsted and CQC said  |   |
| <i>"Co-production at a strategic level is not as well established as it should be, considering that the reforms were introduced in 2014."</i>   | Parent / Carers/ young people feel better informed and that their child young person's needs / experiences are shaping services and they are receiving the appropriate services to meet their needs and the development of new approaches.  |
| Theme 8: Poor joint commissioning arrangements that limit leaders' ability to ensure that there are adequate services to meet local area needs.   |   |
| What Ofsted and CQC said  |   |
| <i>"Joint commissioning is under-developed. .... This means that in a period of declining budgets, opportunities to pool resources to tackle areas of need in the local area are under-utilised."</i> | To have evidence of a robust system of joint commissioning and procurement which improves the effectiveness of services available, identifies gaps and plans future strategies to support children and young people with SEND.  |



#### 4. How will we manage performance?

We have adopted an “outcomes based accountability” structure to manage performance. Full training will be offered to contributors. For each of the areas for development we will be asking three questions. The SEND Steering Group will review progress and update the following table as part of the published report. The initial version is populated with questions that have been proposed during the development of this statement.

| How much did we do?  | How well did we do it?   |
|--|--|
| <ul style="list-style-type: none"> <li>● Number of case audits completed</li> <li>● Number of conversions from statements to EHCP</li> <br/> <li>● Number of professionals completing training (by type)</li> <li>● Number of children placed out of borough</li> <li>● Number of places available in SEN Resource Provision</li> <li>● Number of places available in RBWM Special Schools for children with complex SEND</li> <li>● Attendance at commissioning and decision making meetings</li> <li>● Number of inclusion self-evaluation frameworks completed</li> </ul> | <ul style="list-style-type: none"> <li>● % of new EHCP completed within statutory timescales</li> <li>● Quality of assessments and plans (case audits report) <ul style="list-style-type: none"> <li>○ Outcomes focused</li> <li>○ Personalised</li> <li>○ Voice of child</li> </ul> </li> <li>● Customer experience survey</li> <li>● Waiting times for specialist services</li> <li>● Training evaluation</li> <li>● Satisfaction of educational settings on quality of support offered</li> </ul> |
| Is anyone better off as a result?  |  |
| <ul style="list-style-type: none"> <li>● % children and young people meeting goal based outcomes (measured at review) in their Education Health and Care plans</li> <li>● Key Stage 2 attainment</li> <li>● Educational progress of children with SEND</li> <li>● Pupil absence rates of children with SEND</li> <li>● Pupil exclusion rates of children with SEND</li> </ul>  |  |

We recognise that some outcome measures are achieved over months and in some cases, years. We will therefore choose the best measures available to inform our progress reporting.

**5. A summary of the outcomes we are seeking to achieve to address the identified weaknesses.**

| <b>Theme 1: Tardiness and delay in establishing strategies to implement the reforms effectively</b>   |   |  |                                     |                  | <b>Progress (BRAG)</b>  |         |         |  |
|---|---|--|-------------------------------------|------------------|---|---------|---------|--|
| General outcomes: <ul style="list-style-type: none"> <li>• Leaders across the local area are embracing accountability and responsibility for the implementation of the SEND reforms.</li> <li>• Regular publication of progress in implementing the reforms on the Local Offer.</li> <li>• A strategic direction for meeting the needs of all children and young people with SEND.</li> </ul> |   |  |                                     |                  | Blue: completed and embedded<br>Green: on track, no concerns<br>Amber: on track, Minor concerns<br>Red: little progress major concerns.<br>White: not started |         |         |  |
| Theme owner: Director of Children’s Services  |   |  |                                     |                  |   |         |         |  |
| <b>Ofsted Main Finding 1.1</b>  |   | Leaders across the local area are not implementing the reforms required by legislation in a timely manner. |                                     |                  |   |         |         |  |
| Required Outcome  | Action  | Lead   | Date for delivery                   | Monitoring dates |   |         |         | Progress/impact to date  |
|   |   |  |                                     | Dec 17           | March 18  | June 18 | Sept 18 |  |
| a. Accountability structure in place  | Establish a high level SEND Steering Board made up of local authority, Health, Schools, and Parents that will hold all agencies to account for the delivery of the Action Plan and direct the outcomes of the resulting work stream groups. | DCS and CCG lead   | By the time this plan is published. | G                |   |         |         | <b>Progress</b><br>The SEND Steering Board membership has been confirmed and the group will meet on 16 <sup>th</sup> November to review the initial actions towards delivering the Action plan.<br><br><b>Impact</b> |

|  |  |                                  |                                     |   |  |  |  |  |
|--|--|----------------------------------|-------------------------------------|---|--|--|--|--|
| b. Clear communication from the SEND steering board to all partners and service users.   | Publish termly (on the Local Offer pages) progress on the implementation of the action plan which addresses the issues within the WSOA.        | Chair of the SEND Steering Board | Termly beginning Dec 17             |   |  |  |  | <b>Progress</b><br><br><b>Impact</b>   |
| c. A working group in place with capacity and responsibility to deliver of key aspects of the reforms.   | Establish a local leader's strategy working group to support the area-wide commitment to drive through SEND improvements.                      | Chair of the SEND Steering Board | Monthly meeting beginning in Dec 17 | G |  |  |  | <b>Progress.</b><br>A wide array of local area leaders including from the parent group, schools and health agencies have taken part in the generation of the WSOA and have committed to support the development of actions to deliver the SEND strategy. This group is referred to as the "SEND working group".<br><br><b>Impact</b> |
| <b>Ofsted Main Finding 1.2</b>   | Though late in the day, leaders are consulting on a new SEND strategy which details how they intend to work together to implement the reforms. |                                  |                                     |   |  |  |  |  |
| a. Publication of a 2017 - 2020 SEND strategy  | Complete the consultation on the SEND strategy.  | DCS and CCG lead                 | Feb 2018                            | G |  |  |  | <b>Progress.</b><br>SEND strategy has been co produced with all interested stakeholders in recent months. The final draft will be reviewed by the SEND working party to establish a phased implementation plan and process for wide consultation.<br><br><b>Impact</b>   |
| b. Publication of a 2017 - 2020 SEND strategy an implementation plan which details actions that need to be taken in order to achieve the priorities in the strategy. | Develop an implementation plan, overseen by the SEND Steering Board and led by the SEND working party.   | SEND steering board              | Feb 2018                            | G |  |  |  | <b>Progress</b><br>SEND implementation plan has been produced for consultation with all interested stakeholders in recent months. The final draft will be reviewed by the SEND working party to establish a process for wide consultation.   |

|  |   |                                  |            |  |   |  |  |   |
|--|---|----------------------------------|------------|--|---|--|--|---|
| c. A well communicated strategy and successful “buy in” from all stakeholders.   | Launch an annual “Inclusion Summit” which is open to all so that clear progress can be demonstrated in implementing the reforms.  | Service Leader, CYPDS, PACIP,DCO | March 2018 |  |   |  |  | <b>Progress</b><br><br><b>impact</b>  |
| d. Understanding and commitment to inclusion from all providers of education. (a major principle underpinning the strategy). | Develop an “Inclusion Charter” so every child and their family understand the commitments that all parts of the system have made to help them succeed.  | DCS                              | March 2018 |  |   |  |  | <b>Progress</b><br><br><b>impact</b>  |
| <b>Ofsted Main Finding 1.3</b>   | Nor have local area leaders fully understood the depth of concern felt among their parents. Leaders have not recognised the limited progress in improving the experience and outcomes for children and young people who have special educational needs and/or disabilities which results from their slow and piecemeal implementation of the reforms. |                                  |            |  |   |  |  |   |
| a. Effective partnership working   | Strengthen and develop the work with PaCiP as a group to represent views of parents to shape services.  | Service Leader, CYPDS, PACIP,DCO | ongoing    |  | G |  |  | <b>Progress</b><br>PaCiP colleagues are engaged in the development of this plan and have established a wider group of members trained in co-production<br><b>Impact</b> |
| b. Improved partnerships and shared responsibility and accountability.   | Integrate feedback systems for young people and their families in all stages of service delivery to allow for ongoing improvement.  | Service Leader, CYPDS, PACIP,DCO | Jan 2018   |  |   |  |  | <b>Progress</b><br><br><b>impact</b>  |
|  | Work with schools and other educational settings to ensure that the graduated approach to SEND best practice is known and used across the borough.  | Service Leader, CYPDS, PACIP,DCO | Feb 2018   |  | G |  |  | <b>Progress</b><br>Graduated response booklet is being reviewed based on feedback from leading SENCOS.<br><b>Impact</b>   |

|  |   |                                  |            |   |  |  |  |
|--|---|----------------------------------|------------|---|--|--|--|
| c. Improved profile of SEND in all aspects of youth council work. Active promotion of information and understanding of SEND. | Ensure that children with SEND are included on the local youth council to ensure this group are represented in the voice of the child work across the borough | Service Leader, CYPDS,           | March 2018 | G |  |  | <p><b>Progress</b><br/>Local authority youth engagement officer is seeking to identify willing young people from this cohort to take part in “Kickback” processes</p> <p><b>Impact</b></p> |
| d. Clear communication to all partners and service users on progress in implementing the reforms.                            | Increase focus on the Local Offer ensuring this is up to date and includes a regular SEND newsfeed.   | Service Leader, CYPDS, PACIP,DCO | Jan 2018   | G |  |  | <p><b>Progress</b><br/>CYPDS team have recruited additional resource to support the development of the local offer</p> <p><b>Impact</b></p>  |

| <b>Theme 2: The lack of leadership capacity across local area services, such as the time given to the role of the DCO</b>  |        |  |                   |                  | <b>Progress (BRAG)</b>  |         |         |                         |
|--|--------|--|-------------------|------------------|---|---------|---------|-------------------------|
| <b>General Outcomes:</b> <ul style="list-style-type: none"> <li>• DCO has capacity to fulfil the role as indicated in the CDC guidance.</li> <li>• DCO to be fully engaged in all SEND development activity across the borough</li> <li>• DCO to be the source of information, data, trends for SEND and training for health colleagues.</li> <li>• Enhanced capacity stability of the SEN casework team.</li> <li>• Shared leadership across the area.</li> </ul> |        |  |                   |                  | Blue: completed and embedded<br>Green: on track, no concerns<br>Amber: on track, Minor concerns<br>Red: little progress major concerns.<br>White: not started |         |         |                         |
| <b>Theme owner: Director of Children's Services /DCO</b>   |        |  |                   |                  |   |         |         |                         |
| <b>Ofsted Main Finding 2.1</b>   |        | <i>The clinical commissioning group's designated clinical officer (DCO) is under resourced. The time allocated for the role does not reflect the Children's Disability Council guidance and so the DCO's availability to lead the strategic agenda is limited.</i> |                   |                  |   |         |         |                         |
| Required Outcome   | Action | Lead   | Date for delivery | Monitoring dates |   |         |         | Progress/impact to date |
|  |        |  |                   | Dec 17           | March   | June 18 | Sept 18 |                         |
|  |        |  |                   |                  |   |         |         |                         |

|  |   |                |                      |          |  |  |  |
|--|---|----------------|----------------------|----------|--|--|--|
| <p>a. DCO has capacity to fulfil the role as indicated in the CDC guidance.</p>                            | <p>Agree with the CCG the reasonable capacity for the DCO to lead and manage the strategic agenda under the CDC guidance. Flexibility of the role to be agreed to:</p> <p>a) Raise the profile of SEND locally with GPs and health care staff.</p> <p>b) Identify gaps in current provision, and support the development of business cases and option appraisals</p> <p>DCO to developed and distribute across the health economy a bi-annual newsletter on SEND.</p> | <p>DCO/CCG</p> | <p>December 2017</p> | <p>G</p> |  |  | <p><b>Progress</b><br/>Capacity of DCO has been discussed within the CCG. The DCO now has additional, flexible capacity to fulfil the CDC guidance.</p> <p>Appointment of a full time Head of Children and Families has been made and will be in post January 2018. Transition arrangements to support the DCO are currently in place</p> <p><b>impact</b></p> |
| <p>b. Clear communication to all Health staff on progress in implementing the SEND reforms.</p>            | <p>DCO to forward all relevant policy updates to health colleagues within the RBWM health economy, in a timely manner</p>   | <p>DCO</p>     | <p>ongoing</p>       |          |  |  | <p><b>Progress</b></p> <p><b>impact</b></p>  |
| <p>c. DCO to be fully engaged in the strategic development of all SEND initiatives across the borough.</p> | <p>DCO to be part of SEND Steering Board and active member of the working party.</p>  | <p>DCO</p>     | <p>Dec 2017</p>      | <p>G</p> |  |  | <p><b>Progress</b><br/>DCO is a member of SEND Steering Board.</p> <p><b>impact</b></p>  |
|  | <p>DCO to be a member of EHCP quality assurance group.</p>  | <p>DCO</p>     | <p>Dec 2017</p>      | <p>G</p> |  |  | <p><b>Progress.</b><br/>Arrangements are in place for DCO involvement in Quality monitoring of EHC plans.<br/>DCO is leading the partnership development of policy and guidance in this area.</p> <p><b>Impact</b></p>   |

|   |  |  |              |   |  |  |  |
|---|--|--|--------------|---|--|--|--|
| d. Clear communication to all partners and service users on progress in implementing the reforms.                                   | Oversee content of the Local Offer; ensure all Health references are accurate and up-to-date.                                    | DCO/ BHFT  | Dec 2017     | G |  |  | <p><b>Progress</b><br/>Local offer now captures all health information.</p> <p><b>impact</b><br/>Users of the local offer can access all health information alongside and in context of special educational needs.</p>   |
|   | Monitor data / trends in SEND referrals via the SEND Co-ordinator  | DCO/ BHFT  | April 2018   |   |  |  | <p><b>Progress</b></p> <p><b>impact</b></p>  |
| <b>Ofsted Main Finding 2.2</b>  |  | <b>Key challenges, such as changes to the leadership structure at the Royal Borough of Windsor and Maidenhead (RBWM), and continued turnover of administrative staff, have limited the capacity to drive through the reforms</b> |              |   |  |  |  |
| a. Shared responsibility for the implementation of the SEND reforms. This will enhance the leadership capacity across the area.     | Work with schools and other educational settings to bring to life the leadership requirements of the graduated approach to SEND. | Service Leader, CYPDS  | January 2018 | G |  |  | <p><b>Progress</b><br/>The SEND Steering Board has been established and the timetable for the activities within the action plan have been developed.</p> <p><b>impact</b></p>  |
| b. Shared leadership, responsibility and accountability for early identification and delivering outcomes through the SEND Strategy. | Co-produce the SEND strategy and implementation plan.  | SEND Steering Board  | January 2018 | G |  |  | <p><b>Progress</b><br/>SEND strategy has been co-produced with all interested stakeholders in recent months. The final draft will be reviewed by the SEND strategy group to establish a phased implementation plan and process for wide consultation.</p> <p><b>Impact</b></p> |



|   |   |  |               |   |  |  |  |   |
|---|---|--|---------------|---|--|--|--|---|
| c. Staff in educational settings have the appropriate skills and abilities to identify and meet the needs of CYP with SEND.   | Develop the use of educational networks and experience to share good practice to develop SEND capacity across the area.   | Service Leader, CYPDS  | January 2018  | G |  |  |  | <b>Progress</b><br>An effective SENCO group already exists within the Borough and work is underway to expand its reach<br><br><b>impact</b> |
| d. Increased case officer capacity.   | The service will add capacity with two case officers focussed on the more challenging cases, either new or existing to ensure their effective resolution without impact on other cases. | Service Leader, CYPDS  | April 2018    | G |  |  |  | <b>Progress</b><br>The CYPDS team has established a plan to create the capacity in this team from April 2018<br><b>impact</b>               |
| <b>Ofsted Main Finding 2.3</b>  |   | <b><i>There is too little evidence of leaders' actions resulting in improvements to the experiences and outcomes of children and young people who have special educational needs and/or disabilities and their families.</i></b> |               |   |  |  |  |   |
| a. Clarity for service users on where to go to access appropriate services and resources for Emotional Health and Wellbeing and CAMHS. This will help to reduce waiting times for SEMH support. | Create an Emotional Health and Wellbeing plan that seamlessly links to the CAMHS transformation strategy.   | CCG Lead, Service Leader, CYPDS  | March 2018    |   |  |  |  | <b>Progress</b><br><br><b>impact</b>  |
| b. Improved experience of young people with SEND in transition into adulthood.  | Introduce specific 18-25 "Preparing for adulthood" pathway.   | Service Leader, CYPDS, PaCiP   | December 2017 |   |  |  |  | <b>Progress</b><br><br><b>impact</b>  |
| c. Clarity for parents and carers on what is available for children with SEND pre-school.   | Health Visitors to begin providing an introductory welcome pack to families.  | Service Leader, Education Leadership   | April 2018    |   |  |  |  | <b>Progress</b><br><br><b>impact</b>  |

| <b>Theme 3: Poor use of management information to secure a robust overview of the local area's effectiveness</b>   |  |   |                                     |                  |       | <b>Progress (BRAG)</b>  |         |  |
|--|--|---|-------------------------------------|------------------|-------|---|---------|--|
| <b>General Outcomes:</b> <ul style="list-style-type: none"> <li>Greater collective responsibility for CYP with SEND by publishing good quality management information</li> <li>Identification of those children with SEND whose difficulties have not been identified.</li> <li>No CYP drops between services because of poor management information.</li> <li>Gaps Identified in locally organised SEND provision and support offered to schools to creatively meet needs.</li> </ul> |  |   |                                     |                  |       | Blue: completed and embedded<br>Green: on track, no concerns<br>Amber: on track, Minor concerns<br>Red: little progress major concerns.<br>White: not started |         |  |
| Theme owner: Service Leader for CYPDS  |  |   |                                     |                  |       |   |         |  |
| <b>Ofsted Main Finding 3.1</b>   |  | <b><i>A lack of robust accountability measures means that not enough is being done to tackle these inconsistencies and to hold leaders and services to account.</i></b> |                                     |                  |       |   |         |  |
| Required Outcome   | Action   | Lead  | Date for delivery                   | Monitoring dates |       |   |         | Progress/impact to date  |
|  |  |   |                                     | Dec 17           | March | June  | Sept 18 |  |
| a. Accountability structure in place   | The SEND Steering Board accountability and governance structure is communicated and regularly reports on progress.                                     | DCS and CCG lead  | By the time this plan is published. | G                |       |   |         | <b>Progress</b><br>The SEND Steering Board has been established and the timetable for the activities in the action plan has been developed.<br><b>impact</b> |
| b. Understanding and commitment to inclusion from all providers of education. (a major principle underpinning the strategy).   | Develop an "Inclusion Charter" so every child and their family understand the commitments that all parts of the system have made to help them succeed. | Service Leader, CYPDS, PaCiP  | March 2018                          |                  |       |   |         | <b>Progress</b><br><br><b>impact</b>   |

|   |   |   |               |  |  |  |  |   |
|---|---|---|---------------|--|--|--|--|---|
| c. Improved partnerships and greater collective accountability for SEND educational inclusion.                                    | Establish an inclusion quality mark for schools and colleges to allow parents and young people to compare different approaches to inclusion.                                    | DCS   | March 2018    |  |  |  |  | <b>Progress</b><br><br><b>impact</b>  |
| d. Comprehensive communication of the SEND strategy and “buy in” from all stakeholders.   | Launch an annual “Inclusion Summit” which is open to all so that clear progress can be demonstrated in implementing the reforms.  | Service Leader, CYPDS, PACIP, DCO   | March 2018    |  |  |  |  | <b>Progress</b><br><br><b>impact</b>  |
| <b>Ofsted Main Finding 3.2</b>  |   | <b>However, leaders have not recognised that the data masks inequalities in the assessment, provision and outcomes for pupils who have special educational needs and/or disabilities across the local area.</b> |               |  |  |  |  |   |
| a. Identification of those children with SEND whose difficulties have not been identified.  | Establish a comprehensive participant satisfaction and feedback survey at key stages to obtain an understanding of whether some children and young people’s SEND remains unmet. | Service Leader for CYPDS/ DCO   | April 2018    |  |  |  |  | <b>Progress</b><br>Service Leader for CYPDS is considering several options for feedback survey, based on Health “friends and family” questions. Embed the Active Involvement Strategy<br><b>impact.</b>             |
| b. No CYP drops between services with their needs remaining unmet as a result of poor information sharing.                        | Update data systems to ensure that children and young people with SEND are clearly identifiable to other appropriate services and professionals.                                | Service Leader for CYPDS  | December 2017 |  |  |  |  | <b>Progress</b><br>Local Authority data system specification under development.<br><b>impact</b>  |
| c. Regular accurate data reports commissioned to inform managers of outcomes of SEND CYP, at individual, school and borough wide. | Create a regular specific data set for measuring the outcomes in SEND (Include Healthy Child programme).  | Service leader for CYPDS / DCO  | December 2017 |  |  |  |  | <b>Progress</b><br>School level population data shared during September and further work on the appropriate statistics is under way with plan for first Annual report at the Inclusion Summit.<br><br><b>impact</b> |

|   |  |                                |                          |  |  |  |  |   |
|---|--|--------------------------------|--------------------------|--|--|--|--|---|
| d. Annual 3 year trend data sets to inform leaders on SEND inclusion, assessments and services accessed. (school level) | Develop an Annual Trends report that shows inclusion rates, assessment and plan generation rates, service usage statistics and feedback from young people and their families in order to demonstrate progress. | Service leader for CYPDS / DCO | March 2018               |  |  |  |  | <b>Progress</b><br><br><b>impact</b>  |
| <b>Ofsted Main Finding 3.3</b>  | <b><i>This means that in a period of declining budgets, opportunities to pool resources to tackle areas of need in the local area are under-utilised.</i></b>  |                                |                          |  |  |  |  |   |
| a. An annual SEND multiagency needs assessment to inform joint commissioning decisions.                                 | Develop an Annual Trends report so that commissioners can make improved budget and service planning decisions for young people.  | Service Leader, CYPDS / DCO    | March 2018 and annually. |  |  |  |  | <b>Progress</b><br>School level population data shared during September and further work on the appropriate statistics is under way with plan for first Annual report at the Inclusion Summit.<br><br><b>impact</b> |
| b. Gaps Identified in locally organised SEND provision and support offered to schools to creatively meet needs.         | Support cluster groups of schools to bridge gaps of provision in their area through training and signposting.  | Service Leader, CYPDS / DCO    | March 2018               |  |  |  |  | <b>Progress</b><br><br><b>impact</b>  |

| <b>Theme 4: Weaknesses in how leaders are held to account across the local area</b>   |   |  |                   |                  |       | <b>Progress (BRAG)</b>  |         |                                      |
|---|---|--|-------------------|------------------|-------|---|---------|--------------------------------------|
| <b>General Outcomes:</b> <ul style="list-style-type: none"> <li>Improved experience and outcomes for children and young people.</li> <li>Improved partnerships and greater collective accountability for SEND educational inclusion.</li> <li>Robust accountability measures to assist staff in meeting the needs of children and young people who have special educational needs and/or disabilities.</li> <li>Improved pace of implementation of SEND reforms.</li> </ul> |   |  |                   |                  |       | Blue: completed and embedded<br>Green: on track, no concerns<br>Amber: on track, Minor concerns<br>Red: little progress major concerns.<br>White: not started |         |                                      |
| Theme owner: Director of Children's Services  |   |  |                   |                  |       |   |         |                                      |
| <b>Ofsted Main Finding 4.1</b>  |   | <i>A lack of robust accountability measures means that not enough is being done to tackle these inconsistencies and to hold leaders and services to account. Inequalities in the quality of identification, assessment and meeting the needs of children and young people who have special educational needs and/or disabilities therefore remain.</i> |                   |                  |       |   |         |                                      |
| Required Outcome  | Action  | Lead   | Date for delivery | Monitoring dates |       |   |         | Progress/impact to date              |
|   |   |  |                   | Dec 17           | March | June 18   | Sept 18 |                                      |
| a. Accountability for inclusion through specificity of roles and responsibilities.  | Clarity of roles and responsibilities of those involved with young people with SEND in the area are set out in the Inclusion Charter along with the area-wide measures that demonstrate progress for young people | Service Leader for CYPDS / DCO   | March 2018        |                  |       |   |         | <i>Progress</i><br><br><i>impact</i> |
| b. Improved partnerships and greater collective accountability for SEND educational inclusion.  | Develop an Inclusion Quality Mark for schools.  | DCS  | March 2018        |                  |       |   |         | <i>Progress</i><br><br><i>impact</i> |

|                                |  |  |                           |              |   |  |  |  |   |
|--------------------------------|--|--|---------------------------|--------------|---|--|--|--|---|
| c.                             | DCO to be fully engaged in the strategic development of all SEND initiatives across the borough.   | Introduce a multiagency Quarterly monitoring of Quality within the EHCP process.   | Service Leader, CYPDS/DCO | January 2018 | G |  |  |  | <p><b>Progress</b><br/>Quarterly multi agency monitoring has been discussed at regular meetings since July 17. A draft plan is being put together by DCO.</p> <p><b>impact</b></p>  |
| d.                             | Consistency across educational settings in the quality of identification and assessment of SEND.   | Refresh the EHCP process and publish a handbook outlining the standard process for all assessments.  | Service Leader CYPDS      | January 2018 |   |  |  |  | <p><b>Progress</b></p> <p><b>impact</b></p>   |
| e.                             | Robust accountability measures to assist staff in meeting the needs of children and young people who have special educational needs and/or disabilities. | Develop an Annual Trends report that shows inclusion rates, assessment and plan generation rates, service usage statistics and feedback from young people and their families in order to demonstrate progress.   | Service Leader CYPDS      | March 2018   | G |  |  |  | <p><b>Progress</b><br/>School level population data shared during September and further work on the appropriate statistics is under way with plan for first Annual report at the Inclusion Summit.</p> <p><b>impact</b></p> |
| <b>Ofsted Main Finding 4.2</b> |  | <b>Leaders have not recognised the limited progress in improving the experience and outcomes for children and young people who have special educational needs and/or disabilities which results from their slow and piecemeal implementation of the reforms.</b> |                           |              |   |  |  |  |   |
| a.                             | Improved pace of implementation of SEND reforms.   | The SEND Steering Board will hold partners to account and guide the work of the working party to ensure corrective action is planned.  | DCS/ CCG lead             | Dec 2017     | G |  |  |  | <p><b>Progress</b><br/>The SEND Steering Board membership has been confirmed and the group will meet in November to review the initial actions towards delivering the Action plan.</p> <p><b>impact</b></p>                 |

|   |  |                                      |            |   |  |  |   |
|---|--|--------------------------------------|------------|---|--|--|---|
| b. Comprehensive communication on the progress in improving the experience and outcomes for children and young people who have special educational needs and/or disabilities. | The report from the SEND Steering Board will be published on the local offer and reported to the Council's Children's Overview and Scrutiny Panel in addition to the CCG Board, the Health and Well Being Board, Schools Forum and the Department for Education. | DCS/ CCG lead                        | April 2018 | G |  |  | <p><b>Progress</b><br/>CYPDS has increased resources to support the development of the local offer.</p> <p><b>impact</b></p>  |
| c. Clear progress can be demonstrated in implementing the reforms.  | The annual Inclusion Summit will provide a public forum to reflect on progress, share next actions and provide an opportunity to make connections.   | Service Leader<br>CYPDS / DCO        | March 2018 |   |  |  | <p><b>Progress</b></p> <p><b>impact</b></p>   |
| d. Improved experience and outcomes for children and young people.  | Develop a comprehensive participant satisfaction and feedback survey at key stages to ensure children, young people and their family's views are heard by leaders and managers   | Service Leader<br>CYPDS / DCO/ PaCiP | Jan 2018   | G |  |  | <p><b>Progress</b><br/>A number of services already use feedback and a standardised approach, based on Health sector "friends and family" question is being developed.</p> <p><b>impact</b></p> |

| <b>Theme 5: The inequality of access to services and variability of experience for children and young people who have special educational needs and/or disabilities and their families</b>   |  |   |                   |                  | <b>Progress (BRAG)</b>  |         |         |  |
|--|--|---|-------------------|------------------|---|---------|---------|--|
| <b>General Outcomes:</b> <ul style="list-style-type: none"> <li>• Consistency in the way that services for CYP with SEND are delivered.</li> <li>• Transparency in the early identification and education systems for Children and young people with SEND.</li> <li>• Staff in educational settings make use of local area resources to develop appropriate skills and abilities to identify and meet the needs of CYP with SEND.</li> <li>• Monitoring of educational provision to ensure consistency.</li> </ul> |  |   |                   |                  | Blue: completed and embedded<br>Green: on track, no concerns<br>Amber: on track, Minor concerns<br>Red: little progress major concerns.<br>White: not started |         |         |  |
| Theme owner: Director of Children's services/ Head Teachers /CCG   |  |   |                   |                  |   |         |         |  |
| <b>Ofsted Main Finding 5.1</b>   |  | <b><i>Inequalities in the quality of identification, assessment and meeting the needs of children and young people who have special educational needs and/or disabilities therefore remain.</i></b> |                   |                  |   |         |         |  |
| Required Outcome   | Action   | Lead  | Date for delivery | Monitoring dates |   |         |         | Progress/impact to date  |
|  |  |   |                   | Dec 17           | March 18  | June 18 | Sept 18 |  |
| a. Understanding and commitment to inclusion from all providers of education. (a major principle underpinning the strategy).   | Develop an "Inclusion Charter" so every child and their family understand the commitments that all parts of the system have made to help them succeed. | DCS, CCG Lead   | March 2018        | G                |   |         |         | <b>Progress</b><br>DCS and CCG Lead have prepared a bid for resources from the Better Care Fund to provide this support for three years to support the development of school practice<br><br><b>impact</b> |



|  |   |                                      |               |   |  |  |  |   |
|--|---|--------------------------------------|---------------|---|--|--|--|---|
| b. Transparency and equality in the early identification and education systems for Children and young people with SEND.                                | Establish an inclusion quality mark for schools and colleges to allow parents and young people to compare different approaches to inclusion and encourage the improvement of services amongst schools and colleges  | Service Leader, CYPDS                | March 2018    |   |  |  |  | <b>Progress</b><br><br><b>impact</b>  |
| c. Comprehensive specialist advice and support in place to educational settings.   | Employ a SEN Inclusion Advisor to help schools develop their practice and support the achievement of the inclusion quality mark.  | DCS                                  | April 2018    | G |  |  |  | <b>Progress</b><br>A significant training offer for schools is already in place and this will be reviewed as part of the SEND strategy group to ensure the best access to it<br><b>impact</b> |
|  | Schools have access to and prioritise attendance at appropriate training and support to ensure accurate early identification of young people with SEND.   | Service Leader, Education Leadership | April 2018    |   |  |  |  | <b>Progress</b><br><br><b>impact</b>  |
| <b>Ofsted Main Finding 5.2</b>   | <b><i>Some school leaders make very good use of local area resources to follow up concerns about children and young people's development. However, other schools take a much less proactive approach. Where this is the case, too many children and young people are not properly assessed, their needs not appropriately identified and then not met well enough</i></b> |                                      |               |   |  |  |  |   |
| a. Staff in educational settings use local area resources to develop appropriate skills and abilities to identify and meet the needs of CYP with SEND. | Develop the use of educational networks and experience to share good practice to develop SEND capacity across the area.   | Service Leader, Education Leadership | December 2017 | G |  |  |  | <b>Progress</b><br>An effective SENCO group already exists within the Borough and work is underway to expand its reach<br><b>impact</b>   |

|   |  |                             |               |   |  |  |   |
|---|--|-----------------------------|---------------|---|--|--|---|
| b. Consistency of practice and specialist knowledge for those involved with children and young people with SEND.  | Published information and strategies improve consistency and knowledge for those involved with children and young people with SEND.  | Service Leader, CYPDS / DCO | January 2018  | G |  |  | <p><b>Progress</b></p> <p>The education leadership team data sharing platform can be extended to support this need.</p> <p><b>impact</b></p>  |
| c. Good use of local area resources.  | The local offer provides accurate information for voluntary groups that can support young people with SEND. Where possible these groups are provided with non-financial support to enable better reach to young people | Service Leader, CYPDS / DCO | March 2018    | G |  |  | <p><b>Progress</b></p> <p>The CYPDS team has increased resources for the local offer and voluntary sector organisations will be invited to register or refresh their information during Jan-Mar 2018.</p> <p><b>impact</b></p>      |
| d. Robust accountability measures to assist staff in meeting the needs of children and young people who have special educational needs and/or disabilities. | Develop an Annual Trends report that shows inclusion rates, assessment and plan generation rates, service usage statistics and feedback from young people and their families in order to demonstrate progress.         | Service Leader, CYPDS / DCO | March 2018    |   |  |  | <p><b>Progress</b></p> <p><b>impact</b></p>   |
| e. Investment and commitment from the schools in RBWM.  | The Schools Forum will be asked to support a proposal to provide additional resources to those schools with the highest levels of children with EHCPs in the main school   | DCS                         | December 2017 | G |  |  | <p><b>Progress</b></p> <p>There is an existing allocation within the budget which spreads resources across a wide range of schools; it is proposed to sharpen that formula to drive more targeted support.</p> <p><b>impact</b></p> |

| <b>Theme 6: The wide variances in the quality of education, health and care plans caused by weaknesses in the planning and transition processes</b>                                    |  |  |                   |                  |       |         | <b>Progress (BRAG)</b>               |                                      |  |  |
|--|--|--|-------------------|------------------|-------|---------|--------------------------------------|--------------------------------------|--|--|
| <b>General Outcomes:</b>   |  |  |                   |                  |       |         | Blue: completed and embedded         |                                      |  |  |
| <ul style="list-style-type: none"> <li>Increased staffing in place</li> <li>Transparency in decision making.</li> <li>Multi agency quality monitoring of EHC plans in place</li> </ul> |  |  |                   |                  |       |         | Green: on track, no concerns         |                                      |  |  |
| <b>Theme owner: Service Leader, CYPDS</b>  |  |  |                   |                  |       |         | Amber: on track, Minor concerns      |                                      |  |  |
|  |  |  |                   |                  |       |         | Red: little progress major concerns. |                                      |  |  |
|  |  |  |                   |                  |       |         | White: not started                   |                                      |  |  |
| <b>Ofsted Main Finding 6.1</b>   |  | <b>Systems and processes around the application for, and management of education, health and care (EHC) plans are not working well enough.</b> |                   |                  |       |         |                                      |                                      |  |  |
| Required Outcome   | Action   | Lead   | Date for delivery | Monitoring dates |       |         |                                      | Progress/impact to date              |  |  |
|  |  |  |                   | Dec 17           | March | June 18 | Sept 18                              |                                      |  |  |
| a. Explicit systems and processes for the application and manging EHC plans.   | The EHCP progress handbook will be refreshed following a review of the processes. It will include: a communication standard, specific timescales and case escalation procedures. | Service Leader, CYPDS  | December 2017     |                  |       |         |                                      | <b>Progress</b><br><br><b>impact</b> |  |  |
| b. Transparency in decision making.  | Provision of consistent feedback to teams, schools and parents which gives transparency in peer moderated, decision making.  | Service Leader, CYPDS  | March 2018        |                  |       |         |                                      | <b>Progress</b><br><br><b>impact</b> |  |  |
| c. The active use of feedback to improve systems and processes   | Service users will be able to provide feedback at each stage of the process and after every engagement with the service through a simple text-based survey.                      | Service Leader, CYPDS  | March 2018        |                  |       |         |                                      | <b>Progress</b><br><br><b>impact</b> |  |  |

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| d. Investment to make the management of SEND CYP with complex issues more personal. | The service will add capacity with two case officers focussed on the more challenging cases, either new or existing to ensure their effective resolution without impact on other cases. | Service Leader, CYPDS   | April 2018    |  |  |  |  | <b>Progress</b><br><br><b>impact</b>  |
| e. Early identification and assessment of SEND.                                     | Review the SEND support, advice and enhanced provision for pre-school settings.   | Service Leader, CYPDS   | December 2017 |  |  |  |  | <b>Progress</b><br><br><b>impact</b>  |
| <b>Ofsted Main Finding 6.2</b>  |   | <b>Despite recent improvement in the proportion of new plans completed in the statutory 20-week timescale, the quality of EHC plans and the process for administering them is too variable.</b> |               |  |  |  |  |   |
| a. Multi agency quality monitoring of EHC plans in place.                           | A multi-agency EHCP audit programme will undertake deep dive audits of: initial assessments, review assessments and transition processes to drive up quality of plans.                  | Service Leader, CYPDS/ DCO  | December 2017 |  |  |  |  | <b>Progress</b><br>Quarterly multi agency monitoring has been discussed at regular meetings since July 17. A draft plan is being put together by DCO.<br><br><b>impact</b>              |
| b. The active use of feedback to improve systems and processes.                     | Young people and families will be able to provide specific feedback on their plans and annual reviews in an easy to access text based system.   | Service Leader, CYPDS   | March 2018    |  |  |  |  | <b>Progress</b><br><br><b>impact</b>  |
| c. Transparency in decision making.   | The decision making panels will continue to be multiagency with increased clarity and accountability to simplify and accelerate the processes.  | Service Leader, CYPDS/ DCO  | December 2017 |  |  |  |  | <b>Progress</b><br>Panels have included school representatives for several years, on an individual basis. Discussions are underway to formalise those arrangements<br><br><b>impact</b> |

|  |  |   |               |  |  |  |  |   |
|--|--|---|---------------|--|--|--|--|---|
| d. Transparency with actions taken as a result of feedback.                | The SEND Steering Board will review the outcome of the audits and include a summary in their regular report which will be published on the local offer.                | DCS   | March 2018    |  |  |  |  | <b>Progress</b><br><br><b>impact</b>  |
| <b>Ofsted Main Finding 6.3</b>   |  | <b>Many EHC plans include too little contribution from health and social care services. As a consequence, the intended outcomes within weaker plans are focused entirely on educational achievement, and so do not support children and young people to achieve better health and social care outcomes.</b> |               |  |  |  |  |   |
| a. Awareness of the importance of all dimensions of the EHC plan.          | Develop an "Inclusion Charter" so every child and their family understand the commitments that all parts of the system have made to help them succeed.                 | Service Leader, CYPDS   | March 2018    |  |  |  |  | <b>Progress</b><br><br><b>impact</b>  |
| b. Multi agency quality monitoring of EHC plans in place.                  | A multi-agency EHCP audit programme will undertake deep dive audits of: initial assessments, review assessments and transition processes to drive up quality of plans. | Service Leader, CYPDS / DCO   | December 2017 |  |  |  |  | <b>Progress</b><br>Quarterly multi agency monitoring has been discussed at regular meetings since July 17. A draft plan is being put together by DCO<br><br><b>impact</b> |
| c. Greater freedom of choice in the support that CYP with SEND can access. | Increase the number of young people accessing personal budgets and direct payments with an "EHC personal budgets" policy.  | Service Leader, CYPDS / DCO   | April 2018    |  |  |  |  | <b>Progress</b><br><br><b>impact</b>  |

|   |  |  |                          |                         |              |                                      |                |  |  |
|---|--|--|--------------------------|-------------------------|--------------|--------------------------------------|----------------|--|--|
| <b>Theme 7: The lack of effective co-production with parents when designing and delivering services and when planning for their individual children's needs</b> |  |  |                          |                         |              | <b>Progress (BRAG)</b>               |                |  |  |
| <b>General Outcomes:</b>  |  |  |                          |                         |              | Blue: completed and embedded         |                |  |  |
| <ul style="list-style-type: none"> <li>Co-production embedded.</li> </ul>   |  |  |                          |                         |              | Green: on track, no concerns         |                |  |  |
| <b>Theme owner: DCO/AD (CCG) Service Leader, CYPDS/ PaCiP</b>   |  |  |                          |                         |              | Amber: on track, Minor concerns      |                |  |  |
| <b>Theme owner: DCO/AD (CCG) Service Leader, CYPDS/ PaCiP</b>   |  |  |                          |                         |              | Red: little progress major concerns. |                |  |  |
| <b>Theme owner: DCO/AD (CCG) Service Leader, CYPDS/ PaCiP</b>   |  |  |                          |                         |              | White: not started                   |                |  |  |
| <b>Ofsted Main Finding 7.1</b>  |  | <b>Co-production at a strategic level is not as well established as it should be, considering that the reforms were introduced in 2014</b> |                          |                         |              |                                      |                |  |  |
| <b>Required Outcome</b>   | <b>Action</b>  | <b>Lead</b>  | <b>Date for delivery</b> | <b>Monitoring dates</b> |              |                                      |                | <b>Progress/impact to date</b>   |  |
|   |  |  |                          | <b>Dec 17</b>           | <b>March</b> | <b>June 18</b>                       | <b>Sept 18</b> |  |  |
| a. Co-production embedded.  | Work with PaCiP to develop the shared understanding of co-production values and techniques so that all services can engage effectively for young people. | Service Leader, CYPDS / DCO / PaCiP Chair  | April 2018               | G                       |              |                                      |                | <b>Progress</b><br>PaCiP has already trained several parents and invited the agencies to be part of that process.<br><br><b>impact</b> |  |
| <b>Ofsted Main Finding 7.2</b>  |  | <b>The re-launch of the Parents and Carers in Partnership (PaCiP) is very recent and is yet to have an impact.</b>                         |                          |                         |              |                                      |                |  |  |
| b. PaCiP supported to develop reach and breadth of parental representation.   | Strengthen and develop the use of PaCiP as a group to represent views of parents to shape services.  | Service Leader, CYPDS, PaCiP, IAS DCO  | ongoing                  |                         |              |                                      |                | <b>Progress</b><br><br><b>impact</b>   |  |

|   |   |                                       |            |  |  |  |  |   |
|---|---|---------------------------------------|------------|--|--|--|--|---|
| c. Use the Local Offer to spread knowledge and coverage of PaCiP. | Raise the profile of PaCiP locally with educational settings, libraries, GPs and health care staff.   | Service Leader, CYPDS, PaCiP, IAS DCO | ongoing    |  |  |  |  | <b>Progress</b><br><br><b>impact</b>  |
| d. Raise profile of co-production and PaCiP.                      | Ensure high profile engagement with PaCiP at the Inclusion Summit and promote their involvement at all stages in the journey of a young person.   | Service Leader, CYPDS, PaCiP, IAS DCO | March 2018 |  |  |  |  | <b>Progress</b><br><br><b>impact</b>  |
| <b>Ofsted Main Finding 7.3</b>                                    | <b>Plans are in place to improve co-production, but currently parents in the local area have little faith that this will lead to an improved situation.</b>   |                                       |            |  |  |  |  |   |
| a. Use and promote the local Offer.                               | Increase focus on the Local Offer ensuring this is up to date and includes a regular SEND newsfeed which encourages participation.  | Service Leader, CYPDS / PaCiP         | April 2018 |  |  |  |  | <b>Progress</b><br>CYPDS have increased resource for the local offer to increase its impact.<br><br><b>impact</b>   |
| b. Shared outcome information.                                    | Develop an Annual Trends report which includes feedback from young people and their families in order to ensure service planning decisions are influenced by the young people they impact on          | DCS                                   | March 2018 |  |  |  |  | <b>Progress</b><br><br><b>impact</b>  |
| c. Co-produce inclusion summit.                                   | Hold the first Annual Inclusion Summit so that young people, parents/carers, schools, voluntary organisations and partners come together to reinforce the commitment to inclusion within the borough. | Service Leader, CYPDS                 | March 2018 |  |  |  |  | <b>Progress</b><br>School level population data shared during September and further work on the appropriate statistics is under way with plan for first Annual report at the Inclusion Summit.<br><br><b>impact</b> |

| <b>Theme 8: Poor joint commissioning arrangements that limit leaders' ability to ensure that there are adequate services to meet local area needs.</b>   |  |  |                   |                  |       | <b>Progress (BRAG)</b>  |         |  |  |
|--|--|--|-------------------|------------------|-------|---|---------|--|--|
| <b>General Outcomes:</b> <ul style="list-style-type: none"> <li>SEND strategy in place.</li> <li>Systems are in place to ensure collaborative planning and commissioning.</li> <li>Joint commissioning strategy in place.</li> </ul> |  |  |                   |                  |       | Blue: completed and embedded<br>Green: on track, no concerns<br>Amber: on track, Minor concerns<br>Red: little progress major concerns.<br>White: not started |         |  |  |
| Theme owner: CCG/ LA   |  |  |                   |                  |       |   |         |  |  |
| <b>Ofsted Main Finding 8.1</b>   |  | <i>Joint commissioning is under-developed. This means that in a period of declining budgets, opportunities to pool resources to tackle areas of need in the local area are under-utilised.</i> |                   |                  |       |   |         |  |  |
| Required Outcome   | Action   | Lead   | Date for delivery | Monitoring dates |       |   |         | Progress/impact to date  |  |
|  |  |  |                   | Dec 17           | March | June 18   | Sept 18 |  |  |
| a. SEND strategy in place.   | Complete the consultation on the SEND strategy, developing the working group to design reshape services in line with the priorities.   | Service Leader, CYPDS / CCG Lead   | April 2018        | G                |       |   |         | <b>Progress</b><br>The CYP transformation Board provides the forum for enacting our Collaborative commissioning agreement<br><br><b>impact</b> |  |
| b. Share good practice to develop SEND capacity.   | Develop the use of educational networks and experience to share good practice to develop SEND capacity across the area, creating the opportunity for better joint commissioning. | Service Leader, CYPDS / Service Leader, Education Leadership   | December 2017     |                  |       |   |         | <b>Progress</b><br><br><b>impact</b>   |  |



|   |  |                                      |               |  |  |  |  |  |
|---|--|--------------------------------------|---------------|--|--|--|--|--|
| c. Comprehensive needs assessment.  | Develop an Annual Trends report which includes feedback from young people and their families in order to ensure service planning decisions are influenced by the young people they impact on   | DCS                                  | March 2018    |  |  |  |  | <b>Progress</b><br><br><b>impact</b>   |
| d. Systems are in place to ensure collaborative planning and commissioning. | Develop East Berkshire commissioning group to ensure that SEND needs are included within the remit of the group.   | DCO                                  | March 2018    |  |  |  |  | <b>Progress</b><br><br><b>impact</b>   |
| <b>Ofsted Main Finding 8.2</b>  | <b><i>Some school leaders make very good use of local area resources to follow up concerns about children and young people's development. However, other schools take a much less proactive approach. Where this is the case, too many children and young people are not properly assessed, their needs not appropriately identified and then not met well enough.</i></b> |                                      |               |  |  |  |  |  |
| a. Fair and transparent high needs funding mechanism and policy in place.   | Review the matrix-based funding system to ensure that it is fair and balanced across the system, ensuring that the most inclusive schools are not penalised for their approach.  | Service Leader, CYPDS                | December 2017 |  |  |  |  | <b>Progress</b><br>This process is ongoing and Schools Forum will review overall and High Needs spend in December to inform budgets for 2018/19.<br><b>impact</b>                                      |
| b. Consistency in use of commissioning across schools.                      | Work with schools and other educational settings to ensure that the graduated approach to SEND best practice is known and used across the borough.   | Service Leader, CYPDS                | January 2018  |  |  |  |  | <b>Progress</b><br>Graduated response booklet is being reviewed based on feedback from leading SENCOs.<br><b>impact</b>  |
| c. Access to specialist educational support and guidance in place.          | Employ a SEN Inclusion Advisor to help schools develop their practice and support the achievement of the inclusion quality mark.   | Service Leader, Education Leadership | April 2018    |  |  |  |  | <b>Progress</b><br>DCS and CCG Lead have prepared a bid for resources from the Better Care Fund to provide this support for three years to support the development of school practice<br><b>impact</b> |

### Appendix 1: Proposed Governance Structure

