

HEALTH AND WELLBEING BOARD

MONDAY, 12TH FEBRUARY, 2018

At 6.30 pm

in the

COUNCIL CHAMBER - TOWN HALL, MAIDENHEAD,

SUPPLEMENTARY AGENDA

PART I

<u>ITEM</u>	<u>SUBJECT</u>	<u>PAGE NO</u>
4.	<u>PRESENTATION ON THE SEND INSPECTION UPDATE</u> To receive the above presentation on behalf of the Local Authority, Health, Schools and PaCIP leading to round the table discussion.	3 - 102

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WOSA Steering Board -Chairs report Number 1 January 2018

Please can I introduce myself, I am Sarah Bellars, Director of Nursing for the Clinical Commissioning Groups (CCG's) in East Berkshire, I have been appointed as the chair of the area's WSOA implementation steering board. I have committed to producing a Chairs report following each steering board meeting during 2018.

Between 3 July 2017 and 7 July 2017, Ofsted and the Care Quality Commission (CQC) conducted a joint inspection of Education, Social care and Health services within 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

The Council and the CCG were jointly responsible for submitting the written statement, which has been produced in conjunction with Parents and Carers in Partnership (PaCiP).

The Written Statement of Action to Ofsted was required to explain 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 Designated Clinical Officer (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.

The WSOA that was submitted to OFSTED within the required timescale, however OFSTED required further detail on some of the areas, the updated written statement of action was resubmitted on the 4th of January 2018.

The first monitoring meeting was held on the 18th of December, the key purpose of this meeting was to review the feedback from OFSTED to ensure that the next submission of the WSOA contained the additional details sought by OFSTED.

The steering board met for the second time on the 19th of December, the group welcomed Chris Tomes who has joined the group to represent secondary school Headteachers.

The steering board will meet at least once each half term until the end of the summer term to ensure that the WSOA and SEND implementation continues at pace.

The meeting reviewed the key progress made since the inspection:

- The SEND strategy consultation continues and will be officially launched at the first local area inclusion summit on the 19th April 2018, alongside an inclusion charter, that will make it clear so every child and their family understand the commitments that all parts of the system have made to help them succeed.
- PaCIP have been welcomed as partners and ‘critical friends’ to support the local area to fully implement the SEND reforms and deliver the WSOA and ensure the voice of parents, carers and children are heard. The next meeting will take place on 18 January and all parents and carers are welcome to hear about the plan in more detail and contribute to the next steps to make it a reality.
- The Council’s Director of Children’s Services (DCS) has successfully submitted a bid to the Better Care Fund for an additional £150,000 for additional staff for the next three years. This capacity will provide two types of support: complex case experience to support the development of Education, Health and Care plans; and school experience to help develop wider inclusive practice for all young people with additional needs.
- The CCG has reviewed and increased the capacity of the Designated Clinical Officer (DCO), amongst other things this will support the quality of the health input into EHCPs.
- Local schools, via the Schools Forum, have agreed to release £416,000 in the next financial year to jointly commission services that will support increased equality and inclusion in all schools. In the longer term this will reduce the demand on places in independent schools a long way from the borough
- The CCGs have identified an £90,000 to commission an additional 50 ASD assessments to target the longest waiters on the autism pathway.

- The chair of the Health and Wellbeing Board has set an Extraordinary Health and Wellbeing Board meeting on the 12th of February 2018 as this is the formal governance for this work. This is a meeting in public and will be held in Maidenhead Town Hall.

The next steering board meeting is being held on 23rd January 2018

If you would like any further information about the work that local area is undertaking including the Terms of reference for the Steering Board and its minutes. Please visit the Local Offer to see the full WSOA, these reports and access a wide range of services. It can be accessed via

<http://directory.rbwm.gov.uk/kb5/rbwm/directory/localoffer.page?familieschannel=3>

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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 Designated Clinical Officer (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 and the CCG's 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. This includes our strong commitment to our children in care.

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. Strategic leadership to roll out the co-production model across all services. 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. Leaders have a secure and robust overview of the local areas effectiveness. SEND reforms are well known by all staff involved with SEND. Improved management of SEND processes. 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). 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. 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. Transparency and co-production in all SEND development activities including early help as well as EHCP related activity and processes. 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. Consistent and robust systems and processes implemented for all aspects of the EHCP processes, including preparing for adulthood. Improved experience for children, young people and families. 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"> ● Number of case audits completed ● Number of conversions from statements to EHCP ● Number of professionals completing training (by type) ● Number of children placed out of borough ● Number of places available in SEN Resource Provision ● Number of places available in RBWM Special Schools for children with complex SEND ● Attendance at commissioning and decision making meetings ● Number of inclusion self-evaluation frameworks completed 	<ul style="list-style-type: none"> ● % of new EHCP completed within statutory timescales ● Quality of assessments and plans (case audits report) <ul style="list-style-type: none"> ○ Outcomes focused ○ Personalised ○ Voice of child ● Customer experience survey ● Waiting times for specialist services ● Training evaluation ● Satisfaction of educational settings on quality of support offered
Is anyone better off as a result?	
<ul style="list-style-type: none"> ● % children and young people meeting goal based outcomes (measured at review) in their Education Health and Care plans ● Key Stage 2 attainment ● Educational progress of children with SEND ● Pupil absence rates of children with SEND ● Pupil exclusion rates of children with SEND 	

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.

Glossary of Terms	
AfC	Achieving for Children
BCF	Better Care Fund - Health and Social Care joint funding
BHFT	Berkshire Healthcare Foundation Trust
CCG	Clinical Commissioning Group
Co-production	The process of practitioners, families and young people working together to develop plans and services which uses the unique perspectives of all to develop a service which meets the need of the service user
CQC	Care Quality Commission
CYP	Children and Young People
CYPDS	Children and Young People Disability Service
DCO	Designated Clinical Officer
DCS	Director of Children's Services
OfSTED	Office for Standards in Education, Children's Services and Skills
PaCiP	Parents and Carers in Partnership
PfA	Preparing for Adulthood
SENCO	Special Educational Needs Co-ordinator
SEND	Special Education Needs and Disabilities
Multi Agency Description	
This is a dynamic group process with parents/carers and professionals who work together to plan and transform services for disabled children and those with special education needs. Multi-agency means Council and AFC staff, CCG and health providers, school, college, and nursery staff as well as parent and carer representatives from PaCiP.	

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

Theme 1: Tardiness and delay in establishing strategies to implement the reforms effectively					Progress (BRAG)			
General outcomes: <ul style="list-style-type: none"> Leaders across the local area are embracing accountability and responsibility for the implementation of the SEND reforms. Regular publication of progress in implementing the reforms on the Local Offer. A strategic direction for meeting the needs of all children and young people with SEND. 					Blue: completed and embedded Green: on track, no delivery concerns Amber: on track, minor delivery concerns			
Theme owner: Director of Children’s Services					Red: little progress major delivery concerns. White: not started			
Ofsted Main Finding 1.1		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	

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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. The Steering Board will report in to the Health and Well Being Board.	DCS and CCG lead	By the time this plan is published.	G		<p>Progress</p> <p>The SEND Steering Board membership has been confirmed and the group met on 16th November where the following was agreed.</p> <ul style="list-style-type: none"> • Terms of Reference • Chair of the Board (CCG lead) • Initial actions towards delivering the Action plan. • Frontloading the meeting timetable • Governance via the Health and Well Being Board – extraordinary meeting on 12th February 2018 <p>Impact</p>
b. Clear communication from the SEND Steering Board to all partners and service users.	Communicate termly on the progress of the action plan, including via the Local Offer which addresses the issues within the WSOA.	Chair of the SEND Steering Board	Termly, beginning Dec 2017	G		<p>Progress</p> <p>Initial WSOA has been reviewed and the first Steering Board progress meeting was held on the 19th December 2017. SEND Steering Board agreed that a wide range of forums will be used for the termly communication of the Chair's Report. Session on the 18th January 2018 with PaCiP parents booked to feedback on the action plan progress to date. Feedback at the GP forum at end of January 2018 booked.</p> <p>Impact</p> <p>Chair's Report from first Steering Board published.</p>

c. A SEND Working Group model in place with capacity and responsibility to deliver key aspects of the action plan and wider reforms.	Establish a local leader's strategy working group to support the area-wide commitment to drive through SEND improvements.	DCS	Monthly meeting beginning in Dec 2017	G			<p>Progress. 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 work will be reported to the Steering Board.</p> <p>A specific SEND Working Group model has been formed to bring professional groups together starting with schools. 14 schools were invited to the first meeting on 12th December 2017 chaired by the DCS. The group took responsibility for driving the strategy implementation plan. The group will select a Chair at the next meeting.</p> <p>Impact</p>
Ofsted Main Finding 1.2		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	<p>Complete the consultation on the SEND Strategy.</p> <p>Publish the SEND Strategy</p> <p>Launch SEND strategy alongside the Inclusion Charter</p>	DCS and CCG lead	<p>Feb 2018</p> <p>March 2018</p> <p>April 2018</p>	G			<p>Progress. SEND Strategy has been co produced with all interested stakeholders in recent months. The proposed version has been discussed with schools and a report with recommendations for a phased consultation will be reviewed by the SEND Working Group in January 2018.</p> <p>Impact</p>

b. Publication of a 2017 - 2020 SEND Strategy implementation plan which details actions that need to be taken in order to achieve the priorities in the strategy.	Co-produce an implementation plan, overseen by the SEND Steering Board and led by the SEND Working Group. Launch alongside the Inclusion Charter.	SEND Working Group	Feb 2018 April 2018	G				Progress SEND strategy 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 co-production of the implementation plan.
c. A well communicated strategy, known to 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	April 2018	G				Progress Summit booked for 19 th April 2018 impact
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 50% of schools signed up to support the Charter before the inclusion summit. 80% of schools signed up to support the Charter by the end of the current school year.	DCS	March 2018 April 2018 July 2018					Progress Concept discussed at the SEND Strategic Board and SEND Working Group, buy in from schools. impact
Ofsted Main Finding 1.3	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	<p>Strengthen and develop the work with PaCiP as a group to represent views of parents to shape services.</p> <p>Quarterly meetings between PaCiP committee with DCS and CCG lead officers to ensure feedback loop in addition to individual work items.</p>	Service Leader, CYPDS, PACIP,DCO	ongoing	G			<p>Progress PaCiP are engaged in the development of this action plan and have established a wider group of members trained in co-production to embed principals and challenge practice.</p> <p>Impact</p>
b. Improved partnerships and shared responsibility and accountability.	<p>Review current feedback systems for young people and their families and identify gaps</p> <p>Co-produce system changes so there is increased transparency of all elements of service delivery.</p> <p>Routine monitoring of feedback by the East Berkshire SEND group to inform future system-wide changes</p>	Service Leader, CYPDS, PACIP,DCO	<p>Feb 2018</p> <p>March 2018</p> <p>September 2018</p>				<p>Progress</p> <p>impact</p>
	<p>Work with schools and other educational settings to ensure that the graduated approach to SEND best practice is known across the borough.</p> <p>Graduated approach is evidenced in 80% of new EHCP requests put forward by schools by the end of the academic year</p>	Service Leader, CYPDS, PACIP,DCO	Feb 2018	G			<p>Progress Graduated response booklet is being reviewed in January 2018 and will be re-launched to the SENCO network in February.</p> <p>Impact</p>

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 (Kickback)to ensure this group are represented in the voice of the child work across the borough	Service Leader, CYPDS,	March 2018	G			<p>Progress Local authority youth engagement officer is seeking to identify willing young people from this cohort to take part in “Kickback” processes and to ensure this is maintained over time.</p> <p>Impact</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 based on the half-termly Chair’s Report	Service Leader, CYPDS, PACIP,DCO	Jan 2018	G			<p>Progress CYPDS team have recruited additional resource to support the development of the local offer and regular action plan updates will be published.</p> <p>Impact</p>

Theme 2: The lack of leadership capacity across local area services, such as the time given to the role of the DCO					Progress (BRAG)			
General Outcomes: <ul style="list-style-type: none"> • DCO has capacity to fulfil the role as indicated in the CDC guidance. • DCO to be fully engaged in all SEND development activity across the borough • DCO to be the source of information, data, trends for SEND and training for health colleagues. • Enhanced capacity stability of the SEN casework team. • Shared leadership across the area. 					Blue: completed and embedded Green: on track, no concerns Amber: on track, Minor concerns Red: little progress major concerns. White: not started			
Theme owner: Director of Children's Services /DCO								
Ofsted Main Finding 2.1		<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 18	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 DCO to develop and distribute across the health economy a bi-annual newsletter on SEND.</p>	DCO/CCG	December 2017	G		<p>Progress</p> <p>Capacity of DCO has been reviewed and additional capacity has been agreed by the CCG. The DCO now has additional 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. Interim arrangements to support the DCO are in place to prevent any slippage.</p> <p>impact</p>
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b. Clear communication to all Health staff on progress in implementing the SEND reforms.	DCO to forward all relevant policy updates to health colleagues within the RBWM health economy, in a timely manner	DCO	Dec 2017				<p>Progress SEND strategy has been co-produced with key stakeholders in recent months.</p> <p>Key Health stakeholders attend the East Berks SEND group</p> <p>Impact</p>
	Key stakeholders (to include relevant health services) to attend the East Berkshire SEND meeting is a conduit to ensure communication of SEND updates and reforms to all agencies; each member of the group have a responsibility to ensure relevant information is disseminated across their agencies and to parents including Local events and Local Offer updates.	DCO	Sep 2018				
	The SEND Chair's Report communicated to all stakeholders	Send Steering group chair	Jan 2018				
	SEND update session on the GP education programme	DCO	Apr 2018				
c. DCO to be fully engaged in the strategic development of all SEND initiatives across the borough.	DCO to be part of the SEND Steering Board and an active member of the SEND Working Group.	DCO	Dec 2017				<p>Progress DCO is a member of SEND Steering Board.</p>

	<p>DCO to develop multi-agency thematic reviews of EHCPs to undertake deep dive audits three times a year: initial assessments, review assessments and transition processes to drive up quality of plans across East Berkshire. Any themes, learning and improvement actions arising will be reported to the DCO and commissioner, to the East Berkshire SEND group and to the RBWM SEND Steering Board.</p> <p>Multiagency audit programme in place and monitored by East Berks SEND group</p>	DCO	Dec 2017					<p>Progress</p> <p>A multiagency agreement has been reached. Two meetings have been held chaired by the DCO. BHFT, each LA East of Berkshire and parent carer reps – including PaCiP, are co-producing the multiagency audit programme. The first audit is planned to take place 16.3.18 and will be a deep dive on initial plans ensuring each plan has a health element. The audit tool, best practice agreement and consent pathway have been agreed by the working panel. Progress on track.</p> <p>Impact</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					<p>Progress</p> <p>Local offer now captures all health information.</p> <p>Impact</p> <p>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>Progress</p> <p>Impact</p>
Ofsted Main Finding 2.2	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							

a. Shared responsibility for the implementation of the SEND reforms. This will enhance the leadership capacity across the area.	Work with educational settings to explain the leadership requirements of the graduated approach to SEND to Headteachers and Governors at the local Education Leadership Forum on 23 January 2018.	DCS	January 2018	G			<p>Progress</p> <p>The SEND Steering Board has been established and the timetable for the activities within the action plan have been developed.</p> <p>Impact</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 as set out in 1.2a and 1.2b.	SEND Steering Board	April 2018	G			<p>Progress</p> <p>The SEND Working Group has met on 12th December and the active participants have committed to looking at their leadership role in supporting inclusion in schools.</p> <p>Impact</p>
c. Staff in educational settings have the appropriate skills and abilities to identify and meet the needs of CYP with SEND.	<p>Develop the use of educational networks and experience to share good practice to develop SEND capacity across the area.</p> <p>Graduated approach is evidenced in 80% of new EHCP requests put forward by schools by the end of the academic year.</p>	Service Leader, CYPDS	July 2018	G			<p>Progress</p> <p>An effective SENCO group already exists within the Borough and work is underway to expand its reach to all schools. Annual meeting timetable and subject matter agreed.</p> <p>Impact</p>

d. Increased Case Officer capacity.	The Children and Young People Disability Service (CYPDS) will add capacity with two Case Officer roles 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		<p>Progress</p> <p>The Better Care Fund (Health and Social Care monies) have agreed £150k per year for three years to develop these two new posts plus an additional one for looking at schools processes.</p> <p>CYPDS have established a plan to create the capacity in the team from April 2018. The SEND Working Group are working on the shaping of the potential JD's for the roles.</p> <p>Early activity on complex cases is being undertaken by an interim worker from January 2018.</p> <p>impact</p>
Ofsted Main Finding 2.3		<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>				

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						Progress
	The online resource and single point of access will be accessible via the local offer	Service Leader, CYPDS	Jan 2018						CCG has agreed funding to target an additional 50 assessments for children on the autism pathway waiting list
	CCG will fund for an additional 50 Autism Assessments for CYP on the waiting list	CCG	Jan 2018						Impact
	BHFT will undertake an additional 50 Autism Assessments for CYP on the waiting list	BHFT	Sep 2018						
	CCG will work with BHFT to look at the demand and capacity of the Autism Assessment service and plan an appropriate model	CCG BHFT	Jan 2018						
	The CCG will commence the business planning process of commissioning new pathway and service for an ageless autism service to be coproduced, with an options appraisal of the new pathway and service to be presented in September 2018.	CCG/BHFT	Jan 2018						

<p>b. Improved experience of young people with SEND.</p> <p>For those with EHCP's Ensure annual reviews are focussed, timely and update outcomes appropriately.</p> <p>In particular ensure those who are in Y9 and above have a well planned, meaningful transition into adulthood to equip them for the future.</p>	<p>The Inclusion Charter will set out clear expectations for all as described in 4.1a.</p> <p>Regular annual training for all education providers to ensure that CYP have individually focused annual reviews, leading to increased satisfaction measures</p> <p>Introduce specific 18-25 "Preparing for adulthood" pathway. (PfA) with activity from Y9.</p> <p>BHFT to implement multi-disciplinary transition clinics in for children with complex needs.</p> <p>BHFT to adapt forms on RiO, (health data management system) to capture information on transition discussions undertaken with service users from the age of 14. This will ensure that the views of the young people are captured and that this can be monitored.</p> <p>BHFT will be auditing young person's experiences of transition will be undertaken in quarter 4.</p>	<p>Leader, CYPDS, PaCiP</p> <p>Service Leader, CYPDS, PaCiP</p> <p>BHFT</p> <p>BHFT</p> <p>BHFT</p>	<p>March 2018</p> <p>April 2018</p> <p>April 2018</p> <p>April 2018</p> <p>July 2018</p>					<p>Progress</p> <p>First training to be offered to educational providers in March 2018.</p> <p>Initial scoping of a PfA pathway has been done with parents and young people in July 2017. This shaped the model which includes an approach for differing levels of need from those in very specialist placements to those in mainstream school settings. PaCiP have gathered input from a recent event on this subject that will further feed in to the model.</p> <p>CYPDS has restructured to form a PfA strand to fully deliver the pathway from April 2017. The new pathway which has a manger to oversee the area, a social worker and two dedicated Family Workers.</p> <p>New SEND Business Manager takes up post on January 3rd 2018.</p> <p>BHFT have been working on introducing Ready Steady Go,(an approach to transition planning)Manor Green school have now adopted the principles in the children's personal passports</p> <p>Impact</p>
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c. Clarity for parents and carers on what is available for pre-school children with SEND.	Early Years Area SENCO model and Inclusion Support Funding to ensure children's needs are captured as early as possible to be established	Service Leader, Education Leadership	September 2017			<p>Progress</p> <p>Early Years Area SENCO approach established along with £160k fund from the early years block.</p> <p>Impact</p> <p>Initial training to early years providers has been delivered.</p>
	Health Visitors to begin providing an introductory welcome pack to families.	Service Leader, CYPDS	April 2018	G		

Theme 3: Poor use of management information to secure a robust overview of the local area's effectiveness						Progress (BRAG)		
General Outcomes: <ul style="list-style-type: none"> • Greater collective responsibility for CYP with SEND by publishing good quality management information • Identification of those children with SEND whose difficulties have not been identified. • No CYP drops between services because of poor management information. • Gaps Identified in locally organised SEND provision and support offered to schools to creatively meet needs. 						Blue: completed and embedded Green: on track, no concerns Amber: on track, Minor concerns Red: little progress major concerns. White: not started		
Theme owner: Service Leader for CYPDS								
Ofsted Main Finding 3.1		<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>						
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, including to parents via the Chair's Report.	DCS and CCG lead	By the time this plan is published.	G				Progress The SEND Steering Board has been established and the governance arrangements have been confirmed. (at the back of this document). Extraordinary Health and Wellbeing Board scheduled for 12th February 2018. Impact
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					Progress Impact

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					Progress Impact
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					Progress The Inclusion Summit is booked for April 19 th 2018. Impact
Ofsted Main Finding 3.2	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.							
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		G			Progress Service Leader for CYPDS is considering several options for a feedback survey, based on Health “friends and family” questions. impact.
b. That no CYP drop 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		G			Progress The Local Authority data management system, PARIS is tasked with adding an alert flag to the top of a CYP file as an alert if the individual has an EHC plan. impact
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). Review routinely at East Berkshire SEND group.	Service leader for CYPDS / DCO	April 2017		G			Progress There is a data set in place that <i>has</i> school level population data. The first Annual Report will be shared at the Inclusion Summit. impact

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					<p>Progress There is a data set in place that <i>has</i> school level population data. The first Annual Report will be shared at the Inclusion Summit and published on the local offer pages.</p> <p>Impact</p>
Ofsted Main Finding 3.3	<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>							
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.					<p>Progress 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>Impact</p>
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					<p>Progress Working Group has identified areas of focus including Nurture facilities at Primary age.</p> <p>Impact</p>

Theme 4: Weaknesses in how leaders are held to account across the local area					Progress (BRAG)			
General Outcomes: <ul style="list-style-type: none"> Improved experience and outcomes for children and young people. Improved partnerships and greater collective accountability for SEND educational inclusion. Robust accountability measures to assist staff in meeting the needs of children and young people who have special educational needs and/or disabilities. Improved pace of implementation of SEND reforms. 					Blue: completed and embedded Green: on track, no concerns Amber: on track, Minor concerns Red: little progress major concerns. White: not started			
Theme owner: Director of Children's Services								
Ofsted Main Finding 4.1		<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					Progress Impact
b. Improved partnerships and greater collective accountability for SEND educational inclusion.	Develop an Inclusion Quality Mark for schools.	DCS	March 2018					Progress Impact

c. DCO to be fully engaged in the strategic development of all SEND initiatives across the borough.	DCO to lead the setting up of a multi-agency EHC audit group	Service Leader, CYPDS/DCO	January 2018	G			<p>Progress Multagency agreement has been reached. Two meetings have been held chaired by the DCO. BHFT, each LA East of Berkshire and parent carer reps – including PaCiP, are co-producing the multiagency audit programme. The first audit is planned to take place 16.3.18 and will be a deep dive on initial plans ensuring each plan has a health element. The audit tool, best practice agreement and consent pathway have been agreed by the working panel. Progress on track.</p> <p>Impact</p>
d. Consistency across educational settings in the quality of identification and assessment of SEND.	Refresh the EHCP application process and publish an operational handbook outlining the standard process for all assessments. This will include signposting for support services for young people and families, in addition to PaCiP and the independent advice service.	Service Leader CYPDS	January 2018	G			<p>Progress Current EHC application process has been reviewed and refreshed in line with statutory duties. To support assessment timescales new request are taken to panel as soon as possible after receipt. New SEND Business Manager has been appointed in CYPDS who starts on January 3rd. They are tasked with publishing an operational handbook developed with parents/carers and young people.</p> <p>Impact</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			Progress 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. Impact
Ofsted Main Finding 4.2		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. 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			Progress The SEND Steering Board membership has been confirmed and the group met in November and December 2017 to review the initial actions towards delivering the WSOA Impact
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 regular Chair's report from the SEND Steering Board will be communicated widely, including on the Local Offer. Regular reports will also be given to the Well Being Board as per the governance structure.	DCS/ CCG lead	April 2018	G			Progress CYPDS has increased resources to support the development of the local offer. Impact
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 CYPDS / DCO	April 2018				Progress The Inclusion Summit is booked for April 19 th 2018. Impact

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 CYPDS / DCO/ PaCiP	Jan 2018	G		<p>Progress A number of services already use feedback and a standardised approach, based on Health sector "friends and family" question is being developed.</p> <p>impact</p>
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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					Progress (BRAG)			
General Outcomes: <ul style="list-style-type: none"> • Consistency in the way that services for CYP with SEND are delivered. • Transparency in the early identification and education systems for Children and young people with SEND. • 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. • Monitoring of educational provision to ensure consistency. 					Blue: completed and embedded Green: on track, no concerns Amber: on track, Minor concerns Red: little progress major concerns. White: not started			
Theme owner: Director of Children's services/ Head Teachers /CCG								
Ofsted Main Finding 5.1		<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>						
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				Progress The Better Care Fund (Health and Social Care monies) have agreed £150k per year for three years to develop two new complex case posts plus an additional one for looking at schools processes. impact

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					<p>Progress</p> <p>Impact</p>
c. Comprehensive specialist advice and support in place to educational settings.	Employ a SEND specialist to help schools develop their practice and support the achievement of the inclusion quality mark.	DCS	April 2018	G				<p>Progress</p> <p>The Better Care Fund (Health and Social Care monies) have agreed £150k per year for three years to develop two new complex case posts plus an additional one for looking at schools processes.</p> <p>A significant training offer for schools is already in place and this will be reviewed by the SEND Working Group.</p> <p>Working Group have agreed to review all outreach offers to maximise school to school support. The December Schools Forum agreed a 0.5% transfer of funds from the schools block to the High Needs Block for 2018/2019 . The SEND Working Group have taken an active role in planning effective use of this funding to ensure the skill set of those in educational settings is improved.</p> <p>impact</p>

	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					Progress Impact
Ofsted Main Finding 5.2	<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>							
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 existing educational networks and practitioner experience to share good practice and knowledge of resources in order to develop SEND capacity across the area, with 80% of schools signed up to the Inclusion Charter by July 2018. SENCo Network meeting dates and agenda to be led by action plan development. Specialist advisor to be recruited to galvanise the network and engage with schools.	Service Leader, Education Leadership	July 2018 December 2017 April 2018					Progress Leaders have identified the existing SENCo network group as the substantive route for skill development. The chair of the network attended the DCS briefing in September 2017 and dates have been set for 2018 meetings. Sessions will focus on relevant action points. PaCiP are invited to an early session to ensure co-production of any developments. The Better Care Fund has agreed three years of funding for the Specialist Advisor and recruitment is underway. impact
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					Progress The education leadership team data sharing platform can be extended to support this need. impact

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>Progress CYPDS have added capacity for the management of the local offer by means of a dedicated work stream within the structure. Organisations are invited to register or refresh their entries during Jan-Mar 2018 to ensure information is current and support self help.</p> <p>impact</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	April 2018					<p>Progress</p> <p>Impact</p>

<p>e. Investment and commitment from the schools in RBWM.</p>	<p>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</p>	<p>DCS</p>	<p>January 2018</p>	<p>G</p>		<p>Progress 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 where needed which has been discussed with schools. The decision will be taken at January 2018 Schools Forum.</p> <p>December 2017 - The December Schools Forum agreed a 0.5% transfer of funds from the schools block to the High Needs Block for 2018/2019. The SEND Working Group have taken an active role in planning effective use of this funding to ensure the skill set of those in educational settings is improved. The funding is to drive innovation.</p> <p>impact</p>
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Theme 6: The wide variances in the quality of education, health and care plans caused by weaknesses in the planning and transition processes					Progress (BRAG)			
General Outcomes:					Blue: completed and embedded			
<ul style="list-style-type: none"> Increased staffing in place Transparency in decision making. Multi agency quality monitoring of EHC plans in place 					Green: on track, no concerns			
Theme owner: Service Leader, CYPDS					Amber: on track, Minor concerns			
					Red: little progress major concerns.			
					White: not started			
Ofsted Main Finding 6.1		Systems and processes around the application for, and management of education, health and care (EHC) plans are not working well enough.						
Required Outcome	Action	Lead	Date for delivery	Monitoring dates				Progress/impact to date
				Dec 17	March	June 18	Sept 18	

<p>b. Transparency in decision making.</p>	<p>Consistent feedback during the assessment will be given to all services, social care and specialist health teams, schools and parents who have involvement with a child which gives transparency in peer moderated, decision making following an EHC request for assessment This will include timescales for panel decision making, assessment process and final decision making timelines.</p> <p>The handbook will be on the Local Offer, given out to families by schools or other services when an application for assessment is made, promoted by the Information, Advice and Support Service.</p>	<p>Service Leader, CYPDS</p>	<p>March 2018</p>	G				<p>Progress Current EHC decision making processes have been reviewed and refreshed in line with statutory duties, revised terms of reference have been drawn up.</p> <p>New SEND Business Manager has been appointed in CYPDS who starts on January 3rd They are tasked with publishing an operational handbook co-produced and sense checked by parents/carers and young people which will give clarity on the decision making routes.</p> <p>Impact</p>
<p>c. The active use of feedback to improve systems and processes</p>	<p>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.</p>	<p>Service Leader, CYPDS</p>	<p>March 2018</p>					<p>Progress</p> <p>Impact</p>

<p>d. Investment to make the management of SEND CYP with complex issues more personal.</p>	<p>CYPDS will have added capacity with two Case Officers focussed on the more complex cases, either new or existing to ensure their effective resolution without impact on other cases.</p> <p>These specialist Officers will be able to work closely with families in a person centred way to seek resolution of differences.</p>	<p>Service Leader, CYPDS</p>	<p>April 2018</p>	G			<p>Progress The Better Care Fund (Health and Social Care monies) have agreed £150k per year for three years to develop these two new posts plus an additional one for looking at schools processes.</p> <p>CYPDS have established a plan to create the capacity in the team from April 2018. The SEND Working Group is working on the shaping of the potential JD's for the roles prior to full co-production on the functions and tasks within the person specification.</p> <p>Early activity on complex cases is being undertaken by an interim worker.</p> <p>Impact</p>
<p>e. Early identification and assessment of SEND.</p>	<p>Review the SEND support, advice and enhanced provision for pre-school settings, including effective use of the new Early Years Area SENCO model and Inclusion Support Funding to ensure children's needs are captured as early as possible.</p> <p>Progress to be reported to the Schools Forum in May 2017</p>	<p>Service Leader, CYPDS</p>	<p>December 2017</p>				<p>Progress The early years block is supporting a £160k fund for inclusion, being led by the local Nursery Federation teaching school.</p> <p>Impact</p>

Ofsted Main Finding 6.2	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.					
<p>a. Multi agency quality monitoring of EHC plans in place.</p>	<p>CCG and BHFT to agree a regular quality reporting schedule for children with SEND to expand on quantitative data presently reported. This data will enable early analysis of upward/downward trends to inform commissioning cycles. Any themes, learning and improvement actions arising will be reported to the DCO and commissioner, to the East Berkshire SEND group and to RBWM SEND Steering Board</p> <p>Additionally, multi-agency thematic reviews of EHCPs will be developed to undertake deep dive audits three times a year: initial assessments, review assessments and transition processes to drive up quality of plans across East Berkshire. Any themes, learning and improvement actions arising will be reported to the DCO and commissioner, to the East Berkshire SEND group and to the RBWM Steering Board</p>	<p>Service Leader, CYPDS/ DCO</p> <p>Service Leader, CYPDS/ DCO</p>	<p>December 2017</p> <p>April 2018</p> <p>Sep 2018</p> <p>Dec 2018</p>	<p style="text-align: center;">G</p>		<p>Progress</p> <p>The quality schedule for BHFT has been agreed and will be finalised January 2018. The reporting schedule will commence April 2018. This will include data on number of EHCP requests, response times from BHFT, timely submissions of EHCP returns and BHFT single agency dip sampling of quality of the health outcomes for children with EHCPs.</p> <p>Multitagency agreement has been reached. 2 meetings have been held chaired by the DCO. BHFT, each LA East of Berkshire and parent carer reps – including PaCiP, are co-producing the multiagency audit programme. The first audit is planned to take place 16.3.18 and will be a deep dive on initial plans ensuring each plan has a health element. The audit tool, best practice agreement and consent pathway have been agreed by the working panel. Progress on track.</p> <p>impact</p>

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					Progress Impact
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. This will lead to robust decision making in a timely way to continue to meet the 20 week statutory timescale, Routine monitoring of the timescale is by LA performance management systems.	Service Leader, CYPDS/ DCO	December 2017	G				Progress The two EHC decision making panels have representatives from the key agencies including schools. The Terms of Reference for these have been updated with members Decisions are circulated after each weekly meeting to enable panel members to share information as appropriate with all those involved with CYP. New plans and Statement Transfers are completed in 20 weeks. impact
d. Transparency with actions taken as a result of feedback.	The East Berkshire SEND group will review the outcome of routine audits of plans as well as the multi agency audit programme led by health to scrutinise the quality of new plans. Overall findings will be included in summary reports which will be published on the local offer.	DCS	March 2018					Progress Impact
Ofsted Main Finding 6.3	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.							

a. Awareness of the importance of all dimensions of the EHC plan, especially in relation to children in the care of the local authority.	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					Progress Impact
b. Multi agency quality monitoring of EHC plans in place.	<p>CCG and BHFT to agree a regular quality reporting schedule for children with SEND to expand on quantitative data presently reported. This will include data on number of EHCP requests, response times from BHFT, timely submissions of EHCP returns and BHFT single agency dip sampling of quality of the health outcomes for children with EHCPs.</p> <p>Multi-agency thematic reviews of EHCPs will be developed to undertake deep dive audits three times a year.</p> <p>Any themes, learning and improvement actions arising will be reported to the DCO and commissioner, to the East Berkshire SEND group and to RBWM SEND Steering Board</p>	Service Leader, CYPDS / DCO/BHFT	<p>January 2018</p> <p>March July October 2018</p>					<p>Progress</p> <p>The quality schedule for BHFT has been agreed and will be finalised January 2018. The reporting schedule will commence April 2018.</p> <p>Multitagency agreement has been reached. Two meetings have been held chaired by the DCO. BHFT, each LA East of Berkshire and parent carer reps – including PaCiP, are co-producing the multiagency audit programme. The first audit is planned to take place 16.3.18 and will be a deep dive on initial plans ensuring each plan has a health element. The audit tool, best practice agreement and consent pathway have been agreed by the working panel. Progress on track.</p> <p>impact</p>
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					Progress Impact

Theme 7: The lack of effective co-production with parents when designing and delivering services and when planning for their individual children's needs					Progress (BRAG)			
General Outcomes:					Blue: completed and embedded Green: on track, no concerns Amber: on track, Minor concerns Red: little progress major concerns. White: not started			
<ul style="list-style-type: none"> Co-production embedded. 								
Theme owner: DCO/AD (CCG) Service Leader, CYPDS/ PaCiP								
Ofsted Main Finding 7.1		<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>						
Required Outcome	Action	Lead	Date for delivery	Monitoring dates				Progress/impact to date
				Dec 17	March	June 18	Sept 18	

<p>a. Co-production embedded.</p>	<p>Work with PaCiP to develop the shared understanding of co-production values and techniques so that all services can engage effectively for young people.</p> <p>We will commission Contact to lead a workshop for all stakeholders on co-production during the spring.</p> <p>The Inclusion Summit will be used as a vehicle to reinforce our co-production principles.</p> <p>All development activities on this action plan will include parent/carer representation.</p>	<p>Service Leader, CYPDS / DCO / PaCiP Chair</p>	<p>March 2018</p> <p>April 2018</p> <p>July 2018</p>	G		<p>Progress PaCiP members are being invited to attend co-production and participation workshops which are facilitated by Contact. To date 15 parents / carers have completed the workshop. The Inclusion Summit has been booked for 19th April 2018. PaCiP will lead the section on co-production.</p> <p>impact</p>
<p>Ofsted Main Finding 7.2</p>		<p><i>The re-launch of the Parents and Carers in Partnership (PaCiP) is very recent and is yet to have an impact.</i></p>				

<p>b. PaCiP supported to develop reach and breadth of parental representation.</p>	<p>Strengthen and develop the use of PaCiP as a group to represent views of parents to shape services. PaCiP will focus on widening their membership to include families with differing needs and at different point in their SEND journey so that we can be sure that all needs are represented.</p> <p>Steering Board to receive termly reports on PaCiP database with ambition to reach 120 fully signed up members, who are willing to participate and get involved in the forum's activities during this action plan</p>	<p>Service Leader, CYPDS, PaCiP, IAS DCO</p>	<p>October 2018</p>					<p>Progress The SENCO network has invited PaCiP to attend their meeting in January/February to explore working together to reach a wider range of people. Currently 68 families are fully signed up to the PaCiP database and 112 facebook members of the closed group</p> <p>The parent feedback session booked for 18th January will be an opportunity for a wider group of parents to get involved in area improvements. The support of the SENCO network will be harnessed to reach those at SEN support level in schools</p> <p>Impact</p>
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c. Use the Local Offer to spread knowledge and coverage of PaCiP.	The Local Offer will contain a regular feed from the PaCiP facebook page to keep families informed and to encourage feedback. PaCiP will report back to Steering Board on facebook usage statistics on a quarterly basis	Service Leader, CYPDS, PaCiP, IAS DCO	ongoing				<p>Progress The East Berkshire SEND meeting is a conduit to ensure communication of PaCiP to all agencies; each member of the group have a responsibility to ensure relevant information is disseminated across their agencies and to parents including Local events and Local Offer updates.</p> <p>GP's also receive regular updates via training afternoons and via email cascade from the DCO.</p> <p>The DCO and CYPDS Service Lead have co-chaired a PaCiP session on health September 2017 and will be attending January 2018 for a feedback opportunity.</p> <p>Impact</p>
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. PaCiP to be core members of the East Berkshire SEND meeting to ensure active participation in developing strategies and decision making, including those leading to joint commissioning opportunities.	Service Leader, CYPDS, PaCiP, IAS DCO	March 2018				<p>Progress The Inclusion Summit has been booked for 19th April 2018. PaCiP will lead the section on co-production.</p> <p>PaCiP are members of the East Berkshire SEND meeting; first meeting attended November 2017.</p> <p>Impact</p>
Ofsted Main Finding 7.3		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.					

a. Use and promote the local Offer.	The Local Offer will contain a regular feed from the PaCiP facebook page to keep families informed and to encourage feedback. PaCiP will report back to Steering Board on usage statistics on a quarterly basis.	Service Leader, CYPDS / PaCiP	April 2018	G			<p>Progress CYPDS have increased resource for the local offer to increase its impact. PaCiP have agreed to supply to Steering Board with data on facebook usage each quarter to enable the Board to measure effectiveness of the Local Offer.</p> <p>impact</p>
b. Shared outcome information.	A Communication Strategy that will provide regular feedback to CYP and their families on how their co-production has led to improved outcomes. This will include regular event for dissemination, live updates on the Local Offer, PaCiP website and social media.	DCS	March 2018	G			<p>Progress Increased resources and restructure within CYPDS provides capacity to focus on the local offer and public materials. First Chair's Report published. Digital reach element of plan to be developed with PaCiP.</p> <p>Impact</p>
c. Co-produce the Inclusion Summit.	Hold the first Annual Inclusion Summit so that parents/carers, schools, voluntary organisations and partners come together to reinforce the commitment to inclusion within the borough.	Service Leader, CYPDS	March 2018	G			<p>Progress Inclusion Summit is booked for 19th April 2018. 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>impact</p>

<p>d. Ensure co-production is present in the development of individual plans for children and young people.</p>	<p>The EHCP process handbook will be to include specific details of the co-production process and how to understand it.</p> <p>Feedback process will allow for immediate feedback on the effectiveness of co-production in each of the three areas: education, health and care.</p>	<p>Service Leader, CYPDS</p>	<p>January 2018</p> <p>April 2018</p>				<p>Progress EHC Process handbook has been reviewed and work to refresh will take place in January.</p> <p>impact</p>
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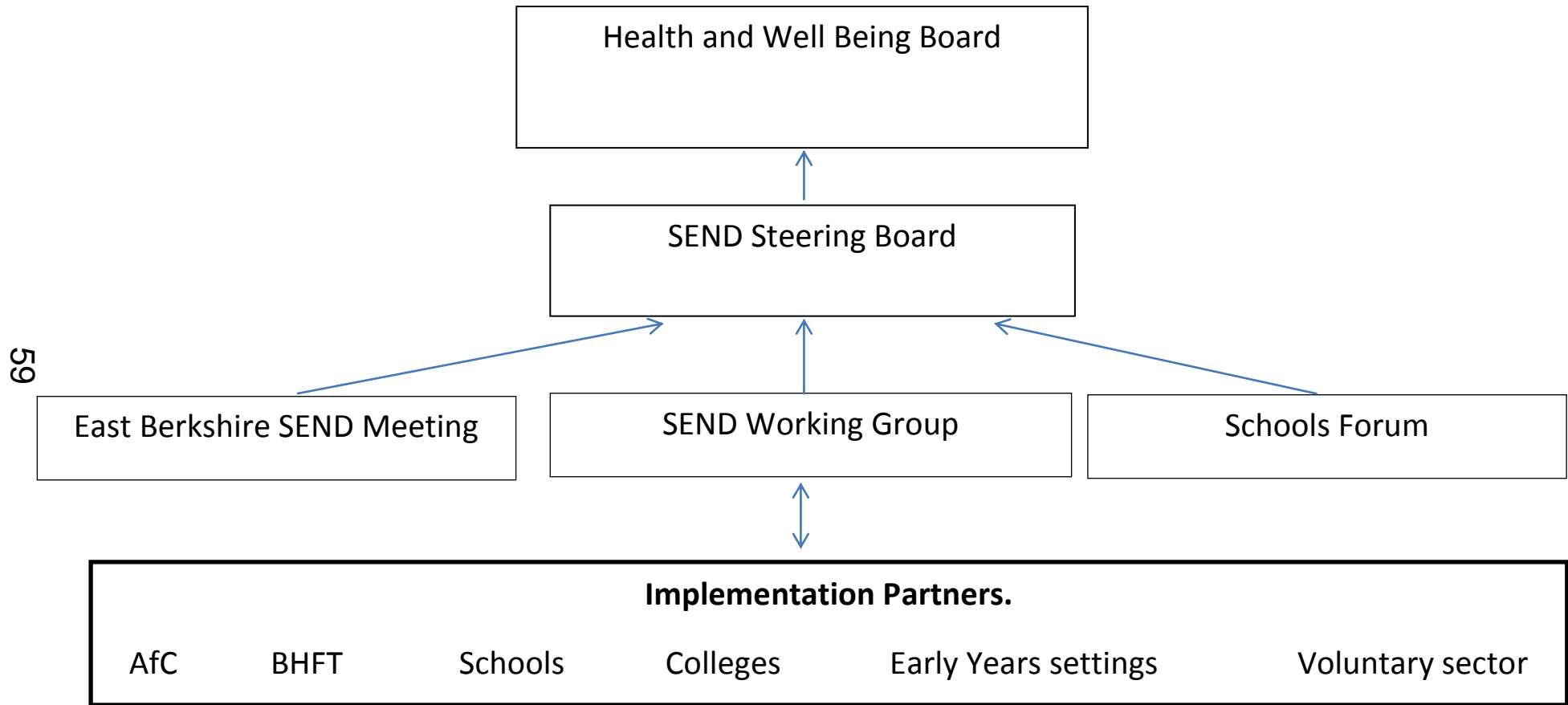
Theme 8: Poor joint commissioning arrangements that limit leaders' ability to ensure that there are adequate services to meet local area needs.						Progress (BRAG)			
General Outcomes:						Blue: completed and embedded Green: on track, no concerns Amber: on track, Minor concerns Red: little progress major concerns. White: not started			
• SEND strategy in place.									
• Systems are in place to ensure collaborative planning and commissioning.									
• Joint commissioning strategy in place.									
Theme owner: CCG/ LA									
Ofsted Main Finding 8.1		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.							
Required Outcome	Action	Lead	Date for delivery	Monitoring dates				Progress/impact to date	
				Dec 17	March	June 18	Sept 18		
a. SEND strategy and implementation plan in place.	Complete the consultation on the SEND strategy, developing the working group to design and reshape services in line with the priorities with schools. Schools Forum support the joint commissioning of new services which will improve inclusion	Service Leader, CYPDS / CCG Lead	April 2018	G				<p>Progress</p> <p>The December Schools Forum agreed a 0.5% transfer of funds from the schools block to the High Needs Block for 2018/2019. The SEND Working Group have taken an active role in planning effective use of this funding to ensure the skill set of those in educational settings is improved</p> <p>impact</p>	

b. 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					Progress
c. Systems are in place to ensure collaborative planning and commissioning.	<p>To develop the CAMHs transformation group into the East Berkshire children's commissioning group to ensure that SEND needs are included within the remit of the group.</p> <p>To review existing Speech and Language Therapy services across east Berkshire with the aim to commission a single service</p> <p>To write a business case for joint funding to the Better Care Fund to secure additional SEND capacity</p>	CCG/DCS	March 2018	G				Progress
		CCG/DCS	December 2018		The Better Care Fund has awarded £150k for three recurrent years to increase SEND capacity in the most complex vases and in schools to support inclusion and timely and good quality EHC Assessment requests. Children's commissioning group meeting in January 2017, joint commissioning of a single pathway of Speech and Language services an agenda item			
		DCS	Nov 2017		Impact			
Ofsted Main Finding 8.2	<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>							

<p>a. Fair and transparent high needs funding mechanism and policy in place.</p>	<p>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.</p>	<p>Service Leader, CYPDS</p>	<p>January 2018</p>	G			<p>Progress All parties are committed to a fair and transparent model of applying top up funding based on need. Matrix is subject to on- going review and schools have taken the opportunity to look at individual cases in some detail where funding concerns have been flagged. The January 2018 Schools Forum will be asked to approve a model for further supporting the most inclusive schools based on volume of pupils with EHC plans.</p> <p>impact</p>
<p>b. Consistency in use of commissioning across schools.</p>	<p>SEND Working Group to drive forward task and finish activity around cluster working in school communities which can respond to need and identify relevant joint commissioning priorities.</p>	<p>Service Leader, CYPDS</p>	<p>January 2018</p>	G			<p>Progress Graduated response booklet is being reviewed based on feedback from leading SENCo's.</p> <p>The SEND Working Group have taken an active role in planning effective use of shared schools block funding to include developing a cluster approach to meet SEND needs.</p> <p>impact</p>

c. Access to specialist educational support and guidance in place.	Employ a SEND specialist to help schools develop their practice and support the achievement of the inclusion quality mark.	Service Leader, Education Leadership	April 2018	G			<p>Progress The Better Care Fund (Health and Social Care monies) have agreed £150k per year for three years to include a specific role to support school processes as well as support in submitting good quality EHC assessment request at the appropriate time.</p> <p>impact</p>
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Appendix 1: Proposed Governance Structure



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

www.rbwm.gov.uk



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 outcomes¹ and they summarise that poor inspection outcomes identify four issues: Leadership;

¹ <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 findings² 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

² <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 PACiP³ 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.

³ PACiP: Parents and Carers in Partnership is the recently established local parents' forum, funded by a grant from the DFE. 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

Option	Comments
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

Option	Comments
provide additional resources for pupils included in mainstream schools through the implementation of the SEND strategy. This is the recommended option	outcomes for young people..
Do not approve the three recommendation set out in this report. 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

Outcome	Unmet	Met	Exceeded	Significantly Exceeded	Date of delivery
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 SSEN 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

REVENUE	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

Risks	Uncontrolled Risk	Controls	Controlled Risk
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

Risks	Uncontrolled Risk	Controls	Controlled Risk
		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

Date	Details
16 th November 2017	Written Statement of Action to Ofsted/CQC submitted before the 24 th November deadline.
24 th 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

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

Decision type: Non-key decision	Urgency item? 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. Strategic leadership to roll out the co-production model across all services. 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. Leaders have a secure and robust overview of the local areas effectiveness. SEND reforms are well known by all staff involved with SEND. Improved management of SEND processes. 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). 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. 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. Transparency and co-production in all SEND development activities including early help as well as EHCP related activity and processes. 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. Consistent and robust systems and processes implemented for all aspects of the EHCP processes, including preparing for adulthood. Improved experience for children, young people and families. 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"> ● Number of case audits completed ● Number of conversions from statements to EHCP ● Number of professionals completing training (by type) ● Number of children placed out of borough ● Number of places available in SEN Resource Provision ● Number of places available in RBWM Special Schools for children with complex SEND ● Attendance at commissioning and decision making meetings ● Number of inclusion self-evaluation frameworks completed 	<ul style="list-style-type: none"> ● % of new EHCP completed within statutory timescales ● Quality of assessments and plans (case audits report) <ul style="list-style-type: none"> ○ Outcomes focused ○ Personalised ○ Voice of child ● Customer experience survey ● Waiting times for specialist services ● Training evaluation ● Satisfaction of educational settings on quality of support offered
Is anyone better off as a result?	
<ul style="list-style-type: none"> ● % children and young people meeting goal based outcomes (measured at review) in their Education Health and Care plans ● Key Stage 2 attainment ● Educational progress of children with SEND ● Pupil absence rates of children with SEND ● Pupil exclusion rates of children with SEND 	

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.

Theme 1: Tardiness and delay in establishing strategies to implement the reforms effectively						Progress (BRAG) Blue: completed and embedded Green: on track, no concerns Amber: on track, Minor concerns Red: little progress major concerns. White: not started		
General outcomes: <ul style="list-style-type: none"> • Leaders across the local area are embracing accountability and responsibility for the implementation of the SEND reforms. • Regular publication of progress in implementing the reforms on the Local Offer. • A strategic direction for meeting the needs of all children and young people with SEND. 								
Theme owner: Director of Children’s Services								
Ofsted Main Finding 1.1		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				Progress The SEND Steering Board membership has been confirmed and the group will meet on 16 th November to review the initial actions towards delivering the Action plan. Impact

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					Progress Impact
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				Progress. 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". Impact
Ofsted Main Finding 1.2	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				Progress. 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. Impact
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				Progress 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					Progress impact
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					Progress impact
Ofsted Main Finding 1.3	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			Progress PaCiP colleagues are engaged in the development of this plan and have established a wider group of members trained in co-production Impact
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					Progress impact
	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			Progress Graduated response booklet is being reviewed based on feedback from leading SENCOS. Impact

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>Progress Local authority youth engagement officer is seeking to identify willing young people from this cohort to take part in “Kickback” processes</p> <p>Impact</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>Progress CYPDS team have recruited additional resource to support the development of the local offer</p> <p>Impact</p>

Theme 2: The lack of leadership capacity across local area services, such as the time given to the role of the DCO					Progress (BRAG)			
General Outcomes: <ul style="list-style-type: none"> • DCO has capacity to fulfil the role as indicated in the CDC guidance. • DCO to be fully engaged in all SEND development activity across the borough • DCO to be the source of information, data, trends for SEND and training for health colleagues. • Enhanced capacity stability of the SEN casework team. • Shared leadership across the area. 					Blue: completed and embedded Green: on track, no concerns Amber: on track, Minor concerns Red: little progress major concerns. White: not started			
Theme owner: Director of Children's Services /DCO								
Ofsted Main Finding 2.1		<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 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>Progress 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>impact</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>Progress</p> <p>impact</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>Progress DCO is a member of SEND Steering Board.</p> <p>impact</p>
	<p>DCO to be a member of EHCP quality assurance group.</p>	<p>DCO</p>	<p>Dec 2017</p>	<p>G</p>			<p>Progress. Arrangements are in place for DCO involvement in Quality monitoring of EHC plans. DCO is leading the partnership development of policy and guidance in this area.</p> <p>Impact</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>Progress Local offer now captures all health information.</p> <p>impact 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>Progress</p> <p>impact</p>
Ofsted Main Finding 2.2	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						
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>Progress The SEND Steering Board has been established and the timetable for the activities within the action plan have been developed.</p> <p>impact</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>Progress 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>Impact</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				Progress An effective SENCO group already exists within the Borough and work is underway to expand its reach impact
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				Progress The CYPDS team has established a plan to create the capacity in this team from April 2018 impact
Ofsted Main Finding 2.3		<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>						
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					Progress impact
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					Progress impact
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					Progress impact

Theme 3: Poor use of management information to secure a robust overview of the local area's effectiveness						Progress (BRAG)			
General Outcomes:						Blue: completed and embedded Green: on track, no concerns Amber: on track, Minor concerns Red: little progress major concerns. White: not started			
<ul style="list-style-type: none"> • Greater collective responsibility for CYP with SEND by publishing good quality management information • Identification of those children with SEND whose difficulties have not been identified. • No CYP drops between services because of poor management information. • Gaps Identified in locally organised SEND provision and support offered to schools to creatively meet needs. 									
Theme owner: Service Leader for CYPDS									
Ofsted Main Finding 3.1		<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>							
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				Progress The SEND Steering Board has been established and the timetable for the activities in the action plan has been developed. impact	
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					Progress impact	

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					Progress impact
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					Progress impact
Ofsted Main Finding 3.2		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.						
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					Progress Service Leader for CYPDS is considering several options for feedback survey, based on Health “friends and family” questions. Embed the Active Involvement Strategy impact.
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					Progress Local Authority data system specification under development. impact
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					Progress 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. impact

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					Progress impact
Ofsted Main Finding 3.3	<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>							
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.					Progress 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. impact
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					Progress impact

Theme 4: Weaknesses in how leaders are held to account across the local area					Progress (BRAG)			
General Outcomes: <ul style="list-style-type: none"> Improved experience and outcomes for children and young people. Improved partnerships and greater collective accountability for SEND educational inclusion. Robust accountability measures to assist staff in meeting the needs of children and young people who have special educational needs and/or disabilities. Improved pace of implementation of SEND reforms. 					Blue: completed and embedded Green: on track, no concerns Amber: on track, Minor concerns Red: little progress major concerns. White: not started			
Theme owner: Director of Children's Services								
Ofsted Main Finding 4.1		<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> <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> <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				Progress Quarterly multi agency monitoring has been discussed at regular meetings since July 17. A draft plan is being put together by DCO. impact
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					Progress impact
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				Progress 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. impact
Ofsted Main Finding 4.2		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.	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				Progress 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. impact

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>Progress CYPDS has increased resources to support the development of the local offer.</p> <p>impact</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 CYPDS / DCO	March 2018				<p>Progress</p> <p>impact</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 CYPDS / DCO/ PaCiP	Jan 2018	G			<p>Progress A number of services already use feedback and a standardised approach, based on Health sector "friends and family" question is being developed.</p> <p>impact</p>

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					Progress (BRAG)			
General Outcomes: <ul style="list-style-type: none"> • Consistency in the way that services for CYP with SEND are delivered. • Transparency in the early identification and education systems for Children and young people with SEND. • 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. • Monitoring of educational provision to ensure consistency. 					Blue: completed and embedded Green: on track, no concerns Amber: on track, Minor concerns Red: little progress major concerns. White: not started			
Theme owner: Director of Children's services/ Head Teachers /CCG								
Ofsted Main Finding 5.1		<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>						
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				Progress 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 impact

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					Progress impact
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				Progress 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 impact
	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					Progress impact
Ofsted Main Finding 5.2	<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>							
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				Progress An effective SENCO group already exists within the Borough and work is underway to expand its reach impact

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>Progress</p> <p>The education leadership team data sharing platform can be extended to support this need.</p> <p>impact</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>Progress</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>impact</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>Progress</p> <p>impact</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>Progress</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>impact</p>

Theme 6: The wide variances in the quality of education, health and care plans caused by weaknesses in the planning and transition processes							Progress (BRAG)			
General Outcomes:							Blue: completed and embedded			
<ul style="list-style-type: none"> Increased staffing in place Transparency in decision making. Multi agency quality monitoring of EHC plans in place 							Green: on track, no concerns			
Theme owner: Service Leader, CYPDS							Amber: on track, Minor concerns			
							Red: little progress major concerns.			
							White: not started			
Ofsted Main Finding 6.1		Systems and processes around the application for, and management of education, health and care (EHC) plans are not working well enough.								
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					Progress impact		
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					Progress impact		
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					Progress impact		

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					Progress impact
e. Early identification and assessment of SEND.	Review the SEND support, advice and enhanced provision for pre-school settings.	Service Leader, CYPDS	December 2017					Progress impact
Ofsted Main Finding 6.2		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.						
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					Progress Quarterly multi agency monitoring has been discussed at regular meetings since July 17. A draft plan is being put together by DCO. impact
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					Progress impact
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					Progress Panels have included school representatives for several years, on an individual basis. Discussions are underway to formalise those arrangements impact

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					Progress impact
Ofsted Main Finding 6.3		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.						
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					Progress impact
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					Progress Quarterly multi agency monitoring has been discussed at regular meetings since July 17. A draft plan is being put together by DCO impact
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					Progress impact

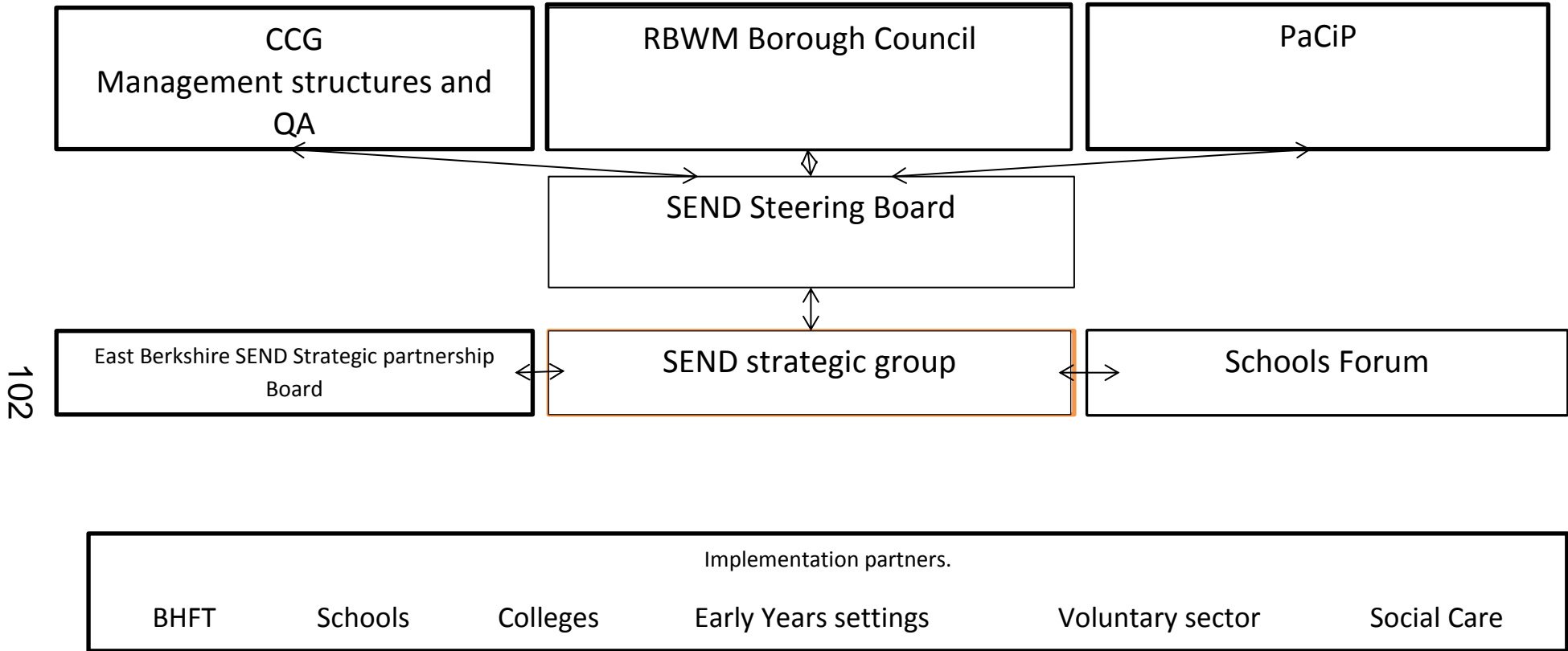
Theme 7: The lack of effective co-production with parents when designing and delivering services and when planning for their individual children's needs						Progress (BRAG)			
General Outcomes:						Blue: completed and embedded			
<ul style="list-style-type: none"> Co-production embedded. 						Green: on track, no concerns			
Theme owner: DCO/AD (CCG) Service Leader, CYPDS/ PaCiP						Amber: on track, Minor concerns			
Ofsted Main Finding 7.1						Co-production at a strategic level is not as well established as it should be, considering that the reforms were introduced in 2014			
Required Outcome	Action	Lead	Date for delivery	Monitoring dates				Progress/impact to date	
				Dec 17	March	June 18	Sept 18		
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				Progress PaCiP has already trained several parents and invited the agencies to be part of that process. impact	
Ofsted Main Finding 7.2						The re-launch of the Parents and Carers in Partnership (PaCiP) is very recent and is yet to have an impact.			
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					Progress impact	

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					Progress impact
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					Progress impact
Ofsted Main Finding 7.3	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.							
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					Progress CYPDS have increased resource for the local offer to increase its impact. impact
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					Progress impact
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					Progress 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. impact

Theme 8: Poor joint commissioning arrangements that limit leaders' ability to ensure that there are adequate services to meet local area needs.						Progress (BRAG)			
General Outcomes:						Blue: completed and embedded Green: on track, no concerns Amber: on track, Minor concerns Red: little progress major concerns. White: not started			
• SEND strategy in place.									
• Systems are in place to ensure collaborative planning and commissioning.									
• Joint commissioning strategy in place.									
Theme owner: CCG/ LA									
Ofsted Main Finding 8.1		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.							
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				Progress The CYP transformation Board provides the forum for enacting our Collaborative commissioning agreement impact	
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					Progress impact	

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					Progress impact
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					Progress impact
Ofsted Main Finding 8.2	<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>							
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					Progress This process is ongoing and Schools Forum will review overall and High Needs spend in December to inform budgets for 2018/19. impact
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					Progress Graduated response booklet is being reviewed based on feedback from leading SENCOs. impact
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					Progress 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 impact

Appendix 1: Proposed Governance Structure



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