

## 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.

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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.

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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
<p><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></p>	<p>Improved information will allow transparent assessment of the effectiveness of systems in the local area and clarify governance and commissioning arrangements to ensure accountability.</p> <p>Leaders and services providers demonstrate responsibility and accountability for their role in SEND improvements and are held to account for under performance</p>
<p><b>Theme 5: The inequality of access to services and variability of experience for children and young people who have special educational needs and/or disabilities and their families</b></p>	
What Ofsted and CQC said	
<p><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></p>	<p>Greater consistency in expectation and understanding of responsibility and accountability across all service providers, including schools.</p> <p>Transparency and co-production in all SEND development activities including early help as well as EHCP related activity and processes.</p> <p>Publish via the Local Offer action plans with leads that hold accountability and responsibility for delivery and embedding of the SEND reforms.</p>
<p><b>Theme 6: The wide variances in the quality of education, health and care plans caused by weaknesses in the planning and transition processes</b></p>	
What Ofsted and CQC said	
<p><i>“Systems and processes around the application for, and management of education, health and care (EHC) plans are not working well enough.”</i></p>	<p>All stakeholders have a good understanding of the systems and processes for EHC plans and how they will be continuously improved.</p> <p>Consistent and robust systems and processes implemented for all aspects of the EHCP processes, including preparing for adulthood.</p> <p>Improved experience for children, young people and families.</p> <p>Equitable access to resources.</p>

Theme 7: The lack of effective co-production with parents when designing and delivering services and when planning for their individual children's needs	
What Ofsted and CQC said	
<i>"Co-production at a strategic level is not as well established as it should be, considering that the reforms were introduced in 2014."</i>	Parent / Carers/ young people feel better informed and that their child young person's needs / experiences are shaping services and they are receiving the appropriate services to meet their needs and the development of new approaches.
Theme 8: Poor joint commissioning arrangements that limit leaders' ability to ensure that there are adequate services to meet local area needs.	
What Ofsted and CQC said	
<i>"Joint commissioning is under-developed. .... This means that in a period of declining budgets, opportunities to pool resources to tackle areas of need in the local area are under-utilised."</i>	To have evidence of a robust system of joint commissioning and procurement which improves the effectiveness of services available, identifies gaps and plans future strategies to support children and young people with SEND.

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

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

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

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

<b>Glossary of Terms</b>	
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
<b>Multi Agency Description</b>	
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.**

<b>Theme 1: Tardiness and delay in establishing strategies to implement the reforms effectively</b>					<b>Progress (BRAG)</b>			
General outcomes: <ul style="list-style-type: none"> <li>Leaders across the local area are embracing accountability and responsibility for the implementation of the SEND reforms.</li> <li>Regular publication of progress in implementing the reforms on the Local Offer.</li> <li>A strategic direction for meeting the needs of all children and young people with SEND.</li> </ul>					Blue: completed and embedded 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			
<b>Ofsted Main Finding 1.1</b>		Leaders across the local area are not implementing the reforms required by legislation in a timely manner.						
<b>Required Outcome</b>	<b>Action</b>	<b>Lead</b>	<b>Date for delivery</b>	<b>Monitoring dates</b>				<b>Progress/impact to date</b>
				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. 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><b>Progress</b> The SEND Steering Board membership has been confirmed and the group met on 16<sup>th</sup> November where the following was agreed.</p> <ul style="list-style-type: none"> <li>• Terms of Reference</li> <li>• Chair of the Board (CCG lead)</li> <li>• Initial actions towards delivering the Action plan.</li> <li>• Frontloading the meeting timetable</li> <li>• Governance via the Health and Well Being Board – extraordinary meeting on 12<sup>th</sup> February 2018</li> </ul> <p><b>Impact</b></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><b>Progress</b> 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 18<sup>th</sup> 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><b>Impact</b> Chair’s Report from first Steering Board published.</p>

<p>c. A SEND Working Group model in place with capacity and responsibility to deliver key aspects of the action plan and wider reforms.</p>	<p>Establish a local leader's strategy working group to support the area-wide commitment to drive through SEND improvements.</p>	<p>DCS</p>	<p>Monthly meeting beginning in Dec 2017</p>	<p>G</p>		<p><b>Progress.</b> 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 12<sup>th</sup> 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><b>Impact</b></p>
<p><b>Ofsted Main Finding 1.2</b></p>	<p>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.</p>					
<p>a. Publication of a 2017 - 2020 SEND Strategy</p>	<p>Complete the consultation on the SEND Strategy.</p> <p>Publish the SEND Strategy</p> <p>Launch SEND strategy alongside the Inclusion Charter</p>	<p>DCS and CCG lead</p>	<p>Feb 2018</p> <p>March 2018</p> <p>April 2018</p>	<p>G</p>		<p><b>Progress.</b> 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><b>Impact</b></p>

<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.</p>	<p>Co-produce an implementation plan, overseen by the SEND Steering Board and led by the SEND Working Group.</p> <p>Launch alongside the Inclusion Charter.</p>	<p>SEND Working Group</p>	<p>Feb 2018</p> <p>April 2018</p>	<p>G</p>				<p><b>Progress</b> 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.</p>
<p>c. A well communicated strategy, known to all stakeholders.</p>	<p>Launch an annual "Inclusion Summit" which is open to all so that clear progress can be demonstrated in implementing the reforms.</p>	<p>Service Leader, CYPDS, PACIP,DCO</p>	<p>April 2018</p>	<p>G</p>				<p><b>Progress</b> Summit booked for 19<sup>th</sup> April 2018</p> <p><b>impact</b></p>
<p>d. Understanding and commitment to inclusion from all providers of education (a major principle underpinning the strategy).</p>	<p>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</p> <p>50% of schools signed up to support the Charter before the inclusion summit.</p> <p>80% of schools signed up to support the Charter by the end of the current school year.</p>	<p>DCS</p>	<p>March 2018</p> <p>April 2018</p> <p>July 2018</p>					<p><b>Progress</b> Concept discussed at the SEND Strategic Board and SEND Working Group, buy in from schools.</p> <p><b>impact</b></p>
<p><b>Ofsted Main Finding 1.3</b></p>	<p>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.</p>							

<p>a. Effective partnership working</p>	<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>	<p>Service Leader, CYPDS, PACIP,DCO</p>	<p>ongoing</p>	<p>G</p>			<p><b>Progress</b> 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><b>Impact</b></p>
<p>b. Improved partnerships and shared responsibility and accountability.</p>	<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>	<p>Service Leader, CYPDS, PACIP,DCO</p>	<p>Feb 2018</p> <p>March 2018</p> <p>September 2018</p>				<p><b>Progress</b></p> <p><b>impact</b></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>	<p>Service Leader, CYPDS, PACIP,DCO</p>	<p>Feb 2018</p>	<p>G</p>			<p><b>Progress</b> Graduated response booklet is being reviewed in January 2018 and will be re-launched to the SENCO network in February.</p> <p><b>Impact</b></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><b>Progress</b> 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><b>Impact</b></p>
d. Clear communication to all partners and service users on progress in implementing the reforms.	Increase focus on the Local Offer ensuring this is up to date and includes a regular SEND newsfeed based on the half-termly Chair’s Report	Service Leader, CYPDS, PACIP,DCO	Jan 2018	G		<p><b>Progress</b> CYPDS team have recruited additional resource to support the development of the local offer and regular action plan updates will be published.</p> <p><b>Impact</b></p>

<b>Theme 2: The lack of leadership capacity across local area services, such as the time given to the role of the DCO</b>					<b>Progress (BRAG)</b>			
<b>General Outcomes:</b> <ul style="list-style-type: none"> <li>• DCO has capacity to fulfil the role as indicated in the CDC guidance.</li> <li>• DCO to be fully engaged in all SEND development activity across the borough</li> <li>• DCO to be the source of information, data, trends for SEND and training for health colleagues.</li> <li>• Enhanced capacity stability of the SEN casework team.</li> <li>• Shared leadership across the area.</li> </ul>					Blue: completed and embedded 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								
<b>Ofsted Main Finding 2.1</b>		<i>The clinical commissioning group's designated clinical officer (DCO) is under resourced. The time allocated for the role does not reflect the Children's Disability Council guidance and so the DCO's availability to lead the strategic agenda is limited.</i>						
Required Outcome	Action	Lead	Date for delivery	Monitoring dates				Progress/impact to date
				Dec 17	March 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> <ul style="list-style-type: none"> <li>a) Raise the profile of SEND locally with GPs and health care staff.</li> <li>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.</li> </ul>	<p>DCO/CCG</p>	<p>December 2017</p>	<p>G</p>		<p><b>Progress</b> 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><b>impact</b></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	G			<p><b>Progress</b> 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><b>Impact</b></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	G			<p><b>Progress</b> 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><b>Progress</b></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><b>Impact</b></p>
		DCO	Apr 2018					
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><b>Progress</b></p> <p>Local offer now captures all health information.</p> <p><b>Impact</b></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><b>Progress</b></p> <p><b>Impact</b></p>
<b>Ofsted Main Finding 2.2</b>	<b>Key challenges, such as changes to the leadership structure at the Royal Borough of Windsor and Maidenhead (RBWM), and continued turnover of administrative staff, have limited the capacity to drive through the reforms</b>							

<p>a. Shared responsibility for the implementation of the SEND reforms. This will enhance the leadership capacity across the area.</p>	<p>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.</p>	<p>DCS</p>	<p>January 2018</p>	<p>G</p>			<p><b>Progress</b> The SEND Steering Board has been established and the timetable for the activities within the action plan have been developed. <b>Impact</b></p>
<p>b. Shared leadership, responsibility and accountability for early identification and delivering outcomes through the SEND Strategy.</p>	<p>Co-produce the SEND Strategy and implementation plan as set out in 1.2a and 1.2b.</p>	<p>SEND Steering Board</p>	<p>April 2018</p>	<p>G</p>			<p><b>Progress</b> The SEND Working Group has met on 12<sup>th</sup> December and the active participants have committed to looking at their leadership role in supporting inclusion in schools. <b>Impact</b></p>
<p>c. Staff in educational settings have the appropriate skills and abilities to identify and meet the needs of CYP with SEND.</p>	<p>Develop the use of educational networks and experience to share good practice to develop SEND capacity across the area.  Graduated approach is evidenced in 80% of new EHCP requests put forward by schools by the end of the academic year.</p>	<p>Service Leader, CYPDS</p>	<p>July 2018</p>	<p>G</p>			<p><b>Progress</b> 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. <b>Impact</b></p>

<p>d. Increased Case Officer capacity.</p>	<p>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.</p>	<p>Service Leader, CYPDS</p>	<p>April 2018</p>	<p>G</p>		<p><b>Progress</b>  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.  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><b>impact</b></p>
<p><b>Ofsted Main Finding 2.3</b></p>		<p><b><i>There is too little evidence of leaders' actions resulting in improvements to the experiences and outcomes of children and young people who have special educational needs and/or disabilities and their families.</i></b></p>				

<p>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.</p>	<p>Create an Emotional Health and Wellbeing plan that seamlessly links to the CAMHS transformation strategy.</p>	<p>CCG Lead, Service Leader, CYPDS</p>	<p>March 2018</p>						<p><b>Progress</b></p> <p>CCG has agreed funding to target an additional 50 assessments for children on the autism pathway waiting list</p> <p><b>Impact</b></p>
	<p>The online resource and single point of access will be accessible via the local offer</p>	<p>Service Leader, CYPDS</p>	<p>Jan 2018</p>						
	<p>CCG will fund for an additional 50 Autism Assessments for CYP on the waiting list</p>	<p>CCG</p>	<p>Jan 2018</p>						
	<p>BHFT will undertake an additional 50 Autism Assessments for CYP on the waiting list</p>	<p>BHFT</p>	<p>Sep 2018</p>						
	<p>CCG will work with BHFT to look at the demand and capacity of the Autism Assessment service and plan an appropriate model</p>	<p>CCG BHFT</p>	<p>Jan 2018</p>						
	<p>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.</p>	<p>CCG/BHFT</p>	<p>Jan 2018</p>						

<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><b>Progress</b></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 3<sup>rd</sup> 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><b>Impact</b></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><b>Progress</b></p> <p>Early Years Area SENCO approach established along with £160k fund from the early years block.</p> <p><b>Impact</b></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		

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

c. Improved partnerships and greater collective accountability for SEND educational inclusion.	Establish an inclusion quality mark for schools and colleges to allow parents and young people to compare different approaches to inclusion.	DCS	March 2018					<b>Progress</b>  <b>Impact</b>
d. Comprehensive communication of the SEND strategy and “buy in” from all stakeholders.	Launch an annual “Inclusion Summit” which is open to all so that clear progress can be demonstrated in implementing the reforms.	Service Leader, CYPDS, PACIP, DCO	March 2018					<b>Progress</b> The Inclusion Summit is booked for April 19 <sup>th</sup> 2018.  <b>Impact</b>
<b>Ofsted Main Finding 3.2</b>	<b>However, leaders have not recognised that the data masks inequalities in the assessment, provision and outcomes for pupils who have special educational needs and/or disabilities across the local area.</b>							
a. Identification of those children with SEND whose difficulties have not been identified.	Establish a comprehensive participant satisfaction and feedback survey at key stages to obtain an understanding of whether some children and young people’s SEND remains unmet.	Service Leader for CYPDS/ DCO	April 2018		G			<b>Progress</b> Service Leader for CYPDS is considering several options for a feedback survey, based on Health “friends and family” questions. <b>impact.</b>
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			<b>Progress</b> 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. <b>impact</b>
c. Regular accurate data reports commissioned to inform managers of outcomes of SEND CYP, at individual, school and borough wide.	Create a regular specific data set for measuring the outcomes in SEND (Include Healthy Child programme).  Review routinely at East Berkshire SEND group.	Service leader for CYPDS / DCO	April 2017		G			<b>Progress</b> 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. <b>impact</b>

d. Annual 3 year trend data sets to inform leaders on SEND inclusion, assessments and services accessed. (school level)	Develop an Annual Trends report that shows inclusion rates, assessment and plan generation rates, service usage statistics and feedback from young people and their families in order to demonstrate progress.	Service leader for CYPDS / DCO	March 2018					<p><b>Progress</b> 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><b>Impact</b></p>
<b>Ofsted Main Finding 3.3</b>		<b><i>This means that in a period of declining budgets, opportunities to pool resources to tackle areas of need in the local area are under-utilised.</i></b>						
a. An annual SEND multiagency needs assessment to inform joint commissioning decisions.	Develop an Annual Trends report so that commissioners can make improved budget and service planning decisions for young people.	Service Leader, CYPDS / DCO	March 2018 and annually.					<p><b>Progress</b> School level population data shared during September and further work on the appropriate statistics is under way with plan for first Annual report at the Inclusion Summit.</p> <p><b>Impact</b></p>
b. 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><b>Progress</b> Working Group has identified areas of focus including Nurture facilities at Primary age.</p> <p><b>Impact</b></p>

<b>Theme 4: Weaknesses in how leaders are held to account across the local area</b>					<b>Progress (BRAG)</b>			
<b>General Outcomes:</b> <ul style="list-style-type: none"> <li>Improved experience and outcomes for children and young people.</li> <li>Improved partnerships and greater collective accountability for SEND educational inclusion.</li> <li>Robust accountability measures to assist staff in meeting the needs of children and young people who have special educational needs and/or disabilities.</li> <li>Improved pace of implementation of SEND reforms.</li> </ul>					Blue: completed and embedded 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								
<b>Ofsted Main Finding 4.1</b>		<i>A lack of robust accountability measures means that not enough is being done to tackle these inconsistencies and to hold leaders and services to account. Inequalities in the quality of identification, assessment and meeting the needs of children and young people who have special educational needs and/or disabilities therefore remain.</i>						
Required Outcome	Action	Lead	Date for delivery	Monitoring dates				Progress/impact to date
				Dec 17	March	June 18	Sept 18	
a. Accountability for inclusion through specificity of roles and responsibilities.	Clarity of roles and responsibilities of those involved with young people with SEND in the area are set out in the Inclusion Charter along with the area-wide measures that demonstrate progress for young people	Service Leader for CYPDS / DCO	March 2018					<b>Progress</b>  <b>Impact</b>
b. Improved partnerships and greater collective accountability for SEND educational inclusion.	Develop an Inclusion Quality Mark for schools.	DCS	March 2018					<b>Progress</b>  <b>Impact</b>

<p>c. DCO to be fully engaged in the strategic development of all SEND initiatives across the borough.</p>	<p>DCO to lead the setting up of a multi-agency EHC audit group</p>	<p>Service Leader, CYPDS/DCO</p>	<p>January 2018</p>	<p>G</p>		<p><b>Progress</b>            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><b>Impact</b></p>
<p>d. Consistency across educational settings in the quality of identification and assessment of SEND.</p>	<p>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.</p>	<p>Service Leader CYPDS</p>	<p>January 2018</p>	<p>G</p>		<p><b>Progress</b>            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 3<sup>rd</sup>. They are tasked with publishing an operational handbook developed with parents/carers and young people.</p> <p><b>Impact</b></p>

e. Robust accountability measures to assist staff in meeting the needs of children and young people who have special educational needs and/or disabilities.	Develop an Annual Trends report that shows inclusion rates, assessment and plan generation rates, service usage statistics and feedback from young people and their families in order to demonstrate progress.	Service Leader CYPDS	March 2018	G				<b>Progress</b> 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.  <b>impact</b>
<b>Ofsted Main Finding 4.2</b>		<b>Leaders have not recognised the limited progress in improving the experience and outcomes for children and young people who have special educational needs and/or disabilities which results from their slow and piecemeal implementation of the reforms.</b>						
a. Improved pace of implementation of SEND reforms.	The SEND Steering Board will hold partners to account and guide the work of the working party to ensure corrective action is planned.	DCS/ CCG lead	Dec 2017	G				<b>Progress</b> 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  <b>impact</b>
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				<b>Progress</b> CYPDS has increased resources to support the development of the local offer.  <b>impact</b>
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					<b>Progress</b> The Inclusion Summit is booked for April 19 <sup>th</sup> 2018.  <b>Impact</b>

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><b>Progress</b> A number of services already use feedback and a standardised approach, based on Health sector "friends and family" question is being developed.</p> <p><b>impact</b></p>
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<b>Theme 5: The inequality of access to services and variability of experience for children and young people who have special educational needs and/or disabilities and their families</b>					<b>Progress (BRAG)</b>			
<b>General Outcomes:</b> <ul style="list-style-type: none"> <li>• Consistency in the way that services for CYP with SEND are delivered.</li> <li>• Transparency in the early identification and education systems for Children and young people with SEND.</li> <li>• Staff in educational settings make use of local area resources to develop appropriate skills and abilities to identify and meet the needs of CYP with SEND.</li> <li>• Monitoring of educational provision to ensure consistency.</li> </ul>					Blue: completed and embedded 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								
<b>Ofsted Main Finding 5.1</b>		<b><i>Inequalities in the quality of identification, assessment and meeting the needs of children and young people who have special educational needs and/or disabilities therefore remain.</i></b>						
Required Outcome	Action	Lead	Date for delivery	Monitoring dates				Progress/impact to date
				Dec 17	March 18	June 18	Sept 18	
a. Understanding and commitment to inclusion from all providers of education. (a major principle underpinning the strategy).	Develop an Inclusion Charter so every child and their family understand the commitments that all parts of the system have made to help them succeed.	DCS, CCG Lead	March 2018	G				<b>Progress</b> 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.  <b>impact</b>

b. Transparency and equality in the early identification and education systems for Children and young people with SEND.	Establish an inclusion quality mark for schools and colleges to allow parents and young people to compare different approaches to inclusion and encourage the improvement of services amongst schools and colleges	Service Leader, CYPDS	March 2018					<p><b>Progress</b></p> <p><b>Impact</b></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><b>Progress</b></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><b>impact</b></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					<b>Progress</b>  <b>Impact</b>
<b>Ofsted Main Finding 5.2</b>	<b><i>Some school leaders make very good use of local area resources to follow up concerns about children and young people's development. However, other schools take a much less proactive approach. Where this is the case, too many children and young people are not properly assessed, their needs not appropriately identified and then not met well enough</i></b>							
a. Staff in educational settings use local area resources to develop appropriate skills and abilities to identify and meet the needs of CYP with SEND.	Develop the use of 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					<b>Progress</b> 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.  <b>impact</b>
b. Consistency of practice and specialist knowledge for those involved with children and young people with SEND.	Published information and strategies improve consistency and knowledge for those involved with children and young people with SEND.	Service Leader, CYPDS / DCO	January 2018					<b>Progress</b> The education leadership team data sharing platform can be extended to support this need.  <b>impact</b>

<p>c. Good use of local area resources.</p>	<p>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</p>	<p>Service Leader, CYPDS / DCO</p>	<p>March 2018</p>	<p>G</p>			<p><b>Progress</b> 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><b>impact</b></p>
<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.</p>	<p>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.</p>	<p>Service Leader, CYPDS / DCO</p>	<p>April 2018</p>				<p><b>Progress</b></p> <p><b>Impact</b></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><b>Progress</b>  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><b>impact</b></p>
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<b>Theme 6: The wide variances in the quality of education, health and care plans caused by weaknesses in the planning and transition processes</b>					<b>Progress (BRAG)</b>			
<b>General Outcomes:</b>					Blue: completed and embedded			
<ul style="list-style-type: none"> <li>Increased staffing in place</li> <li>Transparency in decision making.</li> <li>Multi agency quality monitoring of EHC plans in place</li> </ul>					Green: on track, no concerns			
<b>Theme owner: Service Leader, CYPDS</b>					Amber: on track, Minor concerns			
<b>Ofsted Main Finding 6.1</b>					Red: little progress major concerns.			
					White: not started			
<b>Ofsted Main Finding 6.1</b>		<i>Systems and processes around the application for, and management of education, health and care (EHC) plans are not working well enough.</i>						
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>	<p>G</p>				<p><b>Progress</b> 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 3<sup>rd</sup> 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><b>Impact</b></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><b>Progress</b></p> <p><b>Impact</b></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>	<p>G</p>			<p><b>Progress</b> 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><b>Impact</b></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><b>Progress</b> The early years block is supporting a £160k fund for inclusion, being led by the local Nursery Federation teaching school.</p> <p><b>Impact</b></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					<b>Progress</b>  <b>Impact</b>
c. Transparency in decision making.	The decision making panels will continue to be multiagency with increased clarity and accountability to simplify and accelerate the processes. 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				<b>Progress</b> 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.  <b>Impact</b>
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					<b>Progress</b>  <b>Impact</b>
<b>Ofsted Main Finding 6.3</b>	<b>Many EHC plans include too little contribution from health and social care services. As a consequence, the intended outcomes within weaker plans are focused entirely on educational achievement, and so do not support children and young people to achieve better health and social care outcomes.</b>							

a. Awareness of the importance of all dimensions of the EHC plan, 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					<b>Progress</b>  <b>Impact</b>
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><b>Progress</b></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><b>impact</b></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					<b>Progress</b>  <b>Impact</b>

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

<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>	<p>G</p>		<p><b>Progress</b> 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><b>impact</b></p>
<p><b>Ofsted Main Finding 7.2</b></p>		<p><b>The re-launch of the Parents and Carers in Partnership (PaCiP) is very recent and is yet to have an impact.</b></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><b>Progress</b> 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><b>Impact</b></p>
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<p>c. Use the Local Offer to spread knowledge and coverage of PaCiP.</p>	<p>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</p>	<p>Service Leader, CYPDS, PaCiP, IAS DCO</p>	<p>ongoing</p>				<p><b>Progress</b> 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.  GP's also receive regular updates via training afternoons and via email cascade from the DCO.  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><b>Impact</b></p>
<p>d Raise profile of co-production and PaCiP.</p>	<p>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.</p>	<p>Service Leader, CYPDS, PaCiP, IAS DCO</p>	<p>March 2018</p>				<p><b>Progress</b> The Inclusion Summit has been booked for 19th April 2018. PaCiP will lead the section on co-production.  PaCiP are members of the East Berkshire SEND meeting; first meeting attended November 2017.</p> <p><b>Impact</b></p>
<p><b>Ofsted Main Finding 7.3</b></p>		<p><b>Plans are in place to improve co-production, but currently parents in the local area have little faith that this will lead to an improved situation.</b></p>					

<p>a. Use and promote the local Offer.</p>	<p>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.</p>	<p>Service Leader, CYPDS / PaCiP</p>	<p>April 2018</p>	<p>G</p>			<p><b>Progress</b> 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><b>impact</b></p>
<p>b. Shared outcome information.</p>	<p>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.</p>	<p>DCS</p>	<p>March 2018</p>	<p>G</p>			<p><b>Progress</b> 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><b>Impact</b></p>
<p>c. Co-produce the Inclusion Summit.</p>	<p>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.</p>	<p>Service Leader, CYPDS</p>	<p>March 2018</p>	<p>G</p>			<p><b>Progress</b> 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><b>impact</b></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><b>Progress</b> EHC Process handbook has been reviewed and work to refresh will take place in January.</p> <p><b>impact</b></p>
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<b>Theme 8: Poor joint commissioning arrangements that limit leaders' ability to ensure that there are adequate services to meet local area needs.</b>					<b>Progress (BRAG)</b>			
<b>General Outcomes:</b>					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.								
<b>Theme owner: CCG/ LA</b>								
<b>Ofsted Main Finding 8.1</b>		<b>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.</b>						
<b>Required Outcome</b>	<b>Action</b>	<b>Lead</b>	<b>Date for delivery</b>	<b>Monitoring dates</b>				<b>Progress/impact to date</b>
				<b>Dec 17</b>	<b>March</b>	<b>June 18</b>	<b>Sept 18</b>	
a. 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><b>Progress</b></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><b>impact</b></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					<b>Progress</b>
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				<b>Progress</b> 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  <b>Impact</b>
		CCG/DCS	December 2018					
		DCS	Nov 2017					
<b>Ofsted Main Finding 8.2</b>	<b><i>Some school leaders make very good use of local area resources to follow up concerns about children and young people's development. However, other schools take a much less proactive approach. Where this is the case, too many children and young people are not properly assessed, their needs not appropriately identified and then not met well enough.</i></b>							

<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>	<p>G</p>			<p><b>Progress</b> 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><b>impact</b></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>	<p>G</p>			<p><b>Progress</b> Graduated response booklet is being reviewed based on feedback from leading SENCo's.  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><b>impact</b></p>

<p>c. Access to specialist educational support and guidance in place.</p>	<p>Employ a SEND specialist to help schools develop their practice and support the achievement of the inclusion quality mark.</p>	<p>Service Leader, Education Leadership</p>	<p>April 2018</p>	<p>G</p>		<p><b>Progress</b> 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><b>impact</b></p>
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**Appendix 1: Proposed Governance Structure**

