

South Gloucestershire Local Area Written Statement of Action for Special Educational Needs and Disabilities (SEND)

April 2018

Purpose of this statement

Between 6 November 2017 and 10 November 2017, Ofsted and the Care Quality Commission (CQC) conducted a joint inspection of the South Gloucestershire 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 is required to address eight areas of significant weakness in the local area's practice. South Gloucestershire Council (SGC) and the NHS South Gloucestershire Clinical Commissioning Group (CCG) are jointly responsible for submitting the written statement which has been produced in conjunction with South Gloucestershire Parents and Carers Forum.

The eight areas of significant weakness identified by Ofsted and the Care Quality Commission (CQC) are:

1. Slow implementation of the SEN and disabilities reforms and the development and implementation of the SEN and disabilities strategy and local offer by senior leaders.
2. Underdeveloped arrangements for joint commissioning, co-production and quality assurance to challenge and support providers to improve outcomes for children and young people.
3. Continued and significant concerns raised by parents at the delays in assessments, lack of communication, timeliness and the ineffective promotion and delivery of the local offer.
4. Children and young people having to wait for lengthy periods of time before having their needs assessed by some clinicians and specialist health and social care services.
5. The high, and increasing, rates of exclusions from local schools for pupils with SEN and/or disability, particularly at secondary level.
6. The low and declining standards reached, and the progress made, at the end of key stage 4 for pupils in local schools with SEN and/or disability.
7. Inequality of access to services and variability of experience for children and young people with SEN and/or disability, particularly in secondary and post-16 provisions.
8. Little or no formal training to health services and practitioners on the SEN and disabilities reforms.

Since the inspection, the Council's Director of Children, Adults and Health and the CCG's Head of Commissioning for Children and Young People have been working with services and stakeholders to understand the actions we need to take to make improvements. These include: parent/carer representatives; employees of SGC and South Gloucestershire CCG; the Community Children's Health Partnership; schools and academies.

This is our statement of action. It sets out:

1. Our vision and principles
2. The arrangements for working together to oversee this work;
3. Key themes from the inspection;
4. A summary of the outcomes we are seeking to achieve to address the weaknesses identified and the improvements we will make;
5. The high priority actions we will take to address the concerns identified by inspectors;
6. The framework we will use to measure performance.

In addition, we include:

Appendix 1: A timeline of actions as set out within the plan

Appendix 2: A List of the Lead Officers included within the plan

Appendix 3: A glossary which explains some of the terms we use throughout the document. For clarity, at this stage it should also be noted that the term 'children' refers to children, young people and young adults. Children with SEND refers to children with Special Educational Needs and Disabilities who are supported at either SEN Support or who have an Education Health Care Plan (EHCP). Further terms are included in the glossary.

Appendix 4: A list of the meetings and key individuals/groups involved in the production of this plan.

Our vision and principles

Our vision for Children and Young People in South Gloucestershire is *'Enabling children with SEND to achieve their potential in a safe, caring and supportive community.'* This aligns with the vision set out for all children in the Children, Young People and Family Plan 2016 -2020 - *Enabling every child and young person to thrive. Children and young people should have a good start in life, be safe and do as well as they can, while being able to access support when necessary.'*

This demonstrates a new approach to the development and implementation of SEND services and provision in the South Gloucestershire local area through co-production. We recognise that more time and attention is needed to prepare and plan for children and their families with SEND. Through the development of a Joint Commissioning Strategy that will be developed in line with the Children and Families Act 2014 and the Code of Practice 2015, we will identify areas where more services can be jointly commissioned across education, health and social care. Current provision and services will be reviewed and redesigned where needed. New services and provision will be co-designed with service users; this will be based on accurate data which predicts need and demand in terms of the age, special educational needs and disability and geographical distribution.

The current economic climate challenges public services to achieve ever improving outcomes for children against a backdrop of fixed or even diminishing resources. Funding will be utilised as effectively as possible and resources (including staffing) will deliver positive outcomes for children and support sustainable provision and services. There is a strong commitment to valuing children and building on current inclusive practices. There will be a focus on key transition points in a child's life and on life outside of settings, schools and colleges recognising that children want to enjoy play and leisure and to travel independently wherever possible.

Our principles are derived through listening to families and practitioners. We have developed our priorities, principles and key actions from the engagement we have undertaken. Support, services and provision will be developed for children with SEND in order to improve outcomes for children.

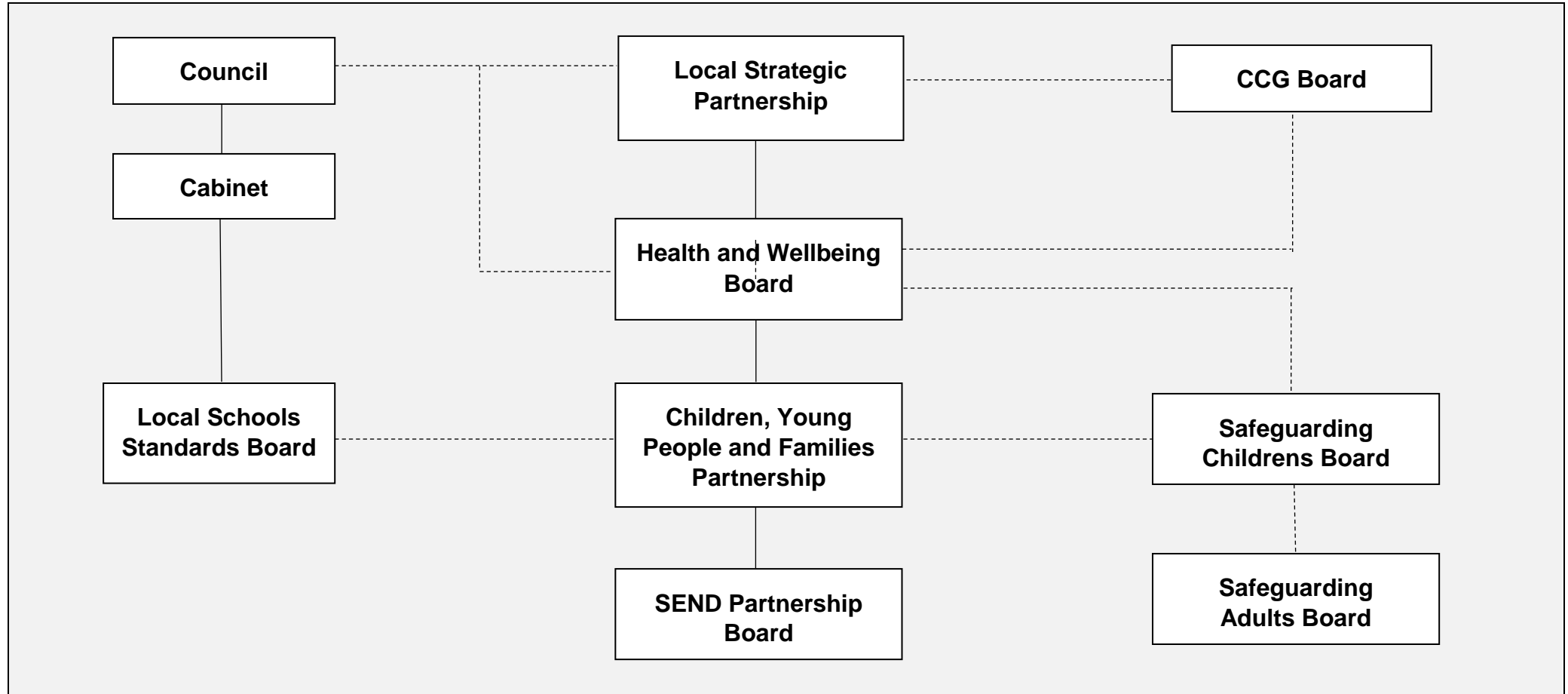
We will run an efficient and inclusive SEND system where practitioners work with families, children, young people and young adults. We will develop trust and confidence in order to build good quality partnerships. This will be achieved by practitioners from all sectors working collaboratively to deliver the most appropriate local provision and support. Settings, schools and colleges are central to the successful delivery of an inclusive sector for children with SEND. We will adopt the following principles which will be embedded in everything we do throughout the South Gloucestershire local area.

1. **Communication.** Communication runs through all the SEND priorities and key themes. We will listen, respond within agreed timescales and be honest with all of our audiences.
2. **Collective Responsibility.** Everyone plays a part in supporting and enabling children with SEND and their families to achieve their aspirations.
3. **Being Involved.** The views and voice of children and their families are at the centre of everything we do, so that they feel listened to and involved in planning their future and in the co design of local services.
4. **Working in Partnership.** We will work in partnership across the local area with children and their families and agencies including Education, Health and Social Care and the voluntary sector to deliver better outcomes for children with SEND.
5. **Feeling Safe and Valued.** We want children to feel that they belong, are supported and are included within their community so that they can achieve a positive sense of wellbeing.
6. **Ensuring Financial Transparency and Equity.** SEND budgets will be spent according to need and based on evidence of what provides the best outcomes for children. Provision and services will be jointly commissioned to ensure clear pathways between services whilst achieving financial sustainability.

Our arrangements for working together

We will make sure the right people are involved in this improvement plan and in development of our joint strategy. This will include councillors, senior leaders, partners, schools, colleges, staff, parents and carers, and young people. Improvement work will be delivered through a set of work-streams overseen by a joint SEND Partnership Board. This group will be accountable to the Children, Young People and Families Partnership Board, which in turn reports to the South Gloucestershire Health and Wellbeing Board.

The structure below shows how communication, delivery and accountability will work.



In addition to this, we will ensure that the voices of the children and young people are heard and acted upon. We will work with the Youth Board and School Councils to co-produce frameworks and we will listen to their feedback to judge the effectiveness of our work.

Key themes from the inspection

We have identified 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 outcomes we are seeking to achieve.

Theme 1: Implementation of the SEND Strategy and Local Offer.	
Ofsted and CQC concerns	Outcome we are seeking to achieve
Slow implementation of the SEN and disabilities reforms and the development and implementation of the SEN and disabilities strategy and local offer by senior leaders	Clear lines of governance for SEND through the SEND Partnership Board SEND young people and parents/carers are positively engaged in the co-production of the Local Offer and SEND Strategy and its implementation in South Gloucestershire.
Theme 2: Joint commissioning.	
Ofsted and CQC concerns	Outcome we are seeking to achieve
Underdeveloped arrangements for joint commissioning, co-production and quality assurance to challenge and support providers to improve outcomes for children and young people	Arrangements developed for joint commissioning, co-production and quality assurance.
Theme 3: Timeliness of EHC needs assessment.	
Ofsted and CQC concerns	Outcome we are seeking to achieve
Continued and significant concerns raised by parents at the delays in assessments, lack of communication, timeliness and the ineffective promotion and delivery of the local offer	EHC Needs Assessments are completed within the statutory timelines Children, parents and carers are engaged in the co-production and assessment processes of EHCps. Quality assurance indicates plans are effective and are judged to be good or better.
Theme 4: Timely involvement of health practitioners.	
Ofsted and CQC concerns	Outcome we are seeking to achieve
Children and young people having to wait for lengthy periods of time before having their needs assessed by some clinicians and specialist health and social care services.	The involvement of health practitioners in the needs assessment process is undertaken within statutory timescales. Community health services which support children with SEND are accessible within nationally required timeframes.

Theme 5: Reducing the number of exclusions of children and young people with SEND.											
Ofsted and CQC concerns	Outcome we are seeking to achieve										
The high, and increasing, rates of exclusions from local schools for pupils with SEN and/or disability, particularly at secondary level	<p>A significant reduction in fixed term exclusions and permanent exclusions for children with SEND.</p> <p>0% children with EHCps are permanently excluded.</p> <p>50% reduction in permanent exclusions for children at SEN support (Sept 2017 baseline).</p> <p>50% reduction in fixed term exclusions for children with EHCps (Sept 2017 baseline).</p> <p>50% reduction in fixed term exclusions for children at SEN support (Sept 2017 baseline).</p>										
Theme 6: Improving educational attainment for children and young people with SEND.											
Ofsted and CQC concerns	Outcome we are seeking to achieve										
The low and declining standards reached, and the progress made, at the end of key stage 4 for pupils in local schools with SEN and/or disability	<p>Standards and progress for pupils with SEND at the end of KS4 improves and is at least in line with their peers nationally.</p> <table border="1"> <thead> <tr> <th></th> <th>SEN Support</th> <th>EHCP</th> </tr> </thead> <tbody> <tr> <td>Year 11</td> <td> <p>Progress 8 at least in line with National for similar pupils (-0.43)</p> <p>Attainment 8 at least in line with National for similar pupils (31.9)</p> <p>English and maths grade 5 and above is at least in line with national (15.5)</p> </td> <td> <p>Progress 8 at least in line with National for similar pupils (-1.04)</p> <p>Attainment 8 at least in line with National for similar pupils (13.9)</p> <p>English and maths grade 5 and above is at least in line with national (13.30)</p> </td> </tr> <tr> <td>Outcomes at 19</td> <td> <p>Outcomes at Level 2 are at least in line with national (70.4)</p> <p>Outcomes at Level 3 are at least in line with national (31.2)</p> </td> <td> <p>Outcomes at Level 2 are at least in line with national (36.3)</p> <p>Outcomes at Level 3 are at least in line with national (13.65)</p> </td> </tr> </tbody> </table>			SEN Support	EHCP	Year 11	<p>Progress 8 at least in line with National for similar pupils (-0.43)</p> <p>Attainment 8 at least in line with National for similar pupils (31.9)</p> <p>English and maths grade 5 and above is at least in line with national (15.5)</p>	<p>Progress 8 at least in line with National for similar pupils (-1.04)</p> <p>Attainment 8 at least in line with National for similar pupils (13.9)</p> <p>English and maths grade 5 and above is at least in line with national (13.30)</p>	Outcomes at 19	<p>Outcomes at Level 2 are at least in line with national (70.4)</p> <p>Outcomes at Level 3 are at least in line with national (31.2)</p>	<p>Outcomes at Level 2 are at least in line with national (36.3)</p> <p>Outcomes at Level 3 are at least in line with national (13.65)</p>
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Theme 7: Inequality of access to services for children and young people with SEND.	
Ofsted and CQC concerns	Outcome we are seeking to achieve
Inequality of access to services and variability of experience for children and young people with SEN and/or disability, particularly in secondary and post-16 provisions	<p>All children and families have access to a range of services to meet their needs via universal services. Eligibility criteria for targeted services are consistently applied. For children with significant needs, services will be provided in line with their EHCps. This service offer is clearly articulated in the Local Offer.</p> <p>Feedback from children and families is consistently positive</p> <p>Children and their families feel fully involved in preparing for adulthood.</p> <p>100% of children have an identified destination, especially at post-16 and post-19 and beyond.</p>
Theme 8: Training and workforce development for health service staff	
Ofsted and CQC concerns	Outcome we are seeking to achieve
Little or no formal training to health services and practitioners on the SEN and disabilities reforms.	Health practitioners are knowledgeable about, and confident in, local processes for assessment and care planning for children and young people with SEND.

Action Plan to address the concerns identified by Ofsted and the CQC

Theme 1: Implementation of the SEND Strategy and Local Offer.		<p>Progress</p> <p>Blue: Completed</p> <p>Green: On track, no concerns</p> <p>Amber: On track, some concerns</p> <p>Red: No progress or major concerns</p> <p>White: NYS</p>					
General Outcomes:	Clear lines of governance for SEND through the SEND Partnership Board. SEND young people and parents/carers are positively engaged in the co-production of the Local Offer and SEND Strategy and its implementation in South Gloucestershire.						
Theme Owner:	Head of Education, Learning and Skills (Helean Hughes)						
Ofsted / CQC area of concern	Slow implementation of the SEN and disabilities reforms and the development and implementation of the SEN and disabilities strategy and local offer by senior leaders						
Strategic priority	<p>1.1 Combine the existing SEND Partnership Board and the 0-25 Improvement Board with representation from all partners which can challenge and oversee the running of the SEND Strategy and link to the CYP Families Partnership Board.</p> <p>1.2 Finalise the SEND Strategy and align with all other relevant strategies i.e. Health and Wellbeing Strategy, Children and Family Plan, Children and Young People's Mental Health and Emotional Wellbeing Strategy and the Early Help Review.</p> <p>1.3 Clarify and define the roles, responsibilities and accountability around key post holders for SEND.</p> <p>1.4 Co-produce and implement the Communication Plan regarding how SEND information is communicated to families and how families are communicated to on an individual basis.</p> <p>1.5 Co-produce the design and content of the Local Offer with children and parents with a focus on information being available at each stage of a child's journey and to develop a system where the local offer website is reviewed.</p> <p>1.6 Promote the Local Offer and SEND Strategy so it is clear to everyone what is available within the Local Area.</p>						
Key milestones	<table border="1"> <tr> <td>March 18</td> <td>Contract for new provider for IAG platform approved</td> </tr> <tr> <td>June 18</td> <td>SEND Partnership TOR approved and Board operational SEND Strategy approved Departmental protocol for responding to phone calls, etc in place Roles and responsibilities of officers and other key stakeholders clarified Outcomes for parents, carers, children and young people: The functions of the various departments are clearly communicated to the parents, carers, children and young people and they know who to contact. Parents report that communication (phone calls, emails etc) are responded to within the agreed timescale.</td> </tr> <tr> <td>September 18</td> <td>Two year communication plan agreed Five year action plan to deliver the SEND Strategy developed</td> </tr> </table>		March 18	Contract for new provider for IAG platform approved	June 18	SEND Partnership TOR approved and Board operational SEND Strategy approved Departmental protocol for responding to phone calls, etc in place Roles and responsibilities of officers and other key stakeholders clarified Outcomes for parents, carers, children and young people: The functions of the various departments are clearly communicated to the parents, carers, children and young people and they know who to contact. Parents report that communication (phone calls, emails etc) are responded to within the agreed timescale.	September 18
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September 18	Two year communication plan agreed Five year action plan to deliver the SEND Strategy developed						

		Engagement sessions held with parents, carers and young people on the look and feel of the new platform Outcomes for parents, carers, children and young people: Parents, carers, children and young people have been involved and co-produced the look and feel of the new Local Offer platform.	
	December 18	New IAG platform implemented Outcomes for parents, carers, children and young people: Parents and carers report they feel more informed about information on the local offer to help them support their own children.	

Ref	Action	Measure of success	Lead and resource	Date for delivery	Monitoring dates				Progress/Impact
					Mar 18	Jun 18	Sep 18	Dec 18	
1.1	Combine the existing SEND Partnership Board and the 0-25 Improvement Board with representation from all partners which can challenge and oversee the running of the SEND Strategy and link to the CYP Families Partnership Board.								
1.1.1	Confirm the Terms of Reference and ensure strong attendance as meetings throughout the lifespan of the Strategy.	Terms of Reference approved Board operational from May 2018	Head of ELS (HH)	May 2018					
1.1.2	Develop a forward plan for the Partnership Board	Forward Plan agreed	Head of ELS (HH)	July 2018					
1.2	Finalise the SEND Strategy and align with all other relevant strategies i.e. Health and Wellbeing Strategy, Children and Family Plan, Children and Young People's Mental Health and Emotional Wellbeing Strategy and the Early Help Review.								
1.2.1	Incorporate consultation feedback and finalise SEND Strategy	Approval by the SEND Partnership Board, CCG Governance and HAWB Board	Head of ELS (HH)	May 2018					
1.2.2	Align the SEND Strategy with all other relevant strategies	Approval by the SEND Partnership Board, CCG Governance and HAWB Board	Head of ELS (HH)	May 2018					
1.2.3	Develop a 5 year action plan to deliver the SEND Strategy	Approval by the SEND Partnership Board, CCG Governance and HAWB Board	SH Strategic Lead - Education (SH)	Sept 2018					
1.3	Clarify and define the roles, responsibilities and accountability around key post holders for SEND.								

Ref	Action	Measure of success	Lead and resource	Date for delivery	Monitoring dates				Progress/Impact
					Mar 18	Jun 18	Sep 18	Dec 18	
1.3.1	Clarify the roles and responsibilities of officers (health, education and social care) in relation to SEND.	A clear framework is in place and distributed to schools, settings, parent/carers, etc.	0-25 Team Manager (DC)	April 2018					
1.3.2	Clarify the roles and responsibilities of educational settings for children with SEND.	Schools/colleges are clear of their roles and responsibilities for children with SEND	0-25 Team Manager (DC)	April 2018					
1.4 Co-produce and implement the Communication Plan regarding how SEND information is communicated to families and how families are communicated to on an individual basis.									
1.4.1	Co-produce a two year Communication Plan to raise awareness of developments in SEND across local area including: a) Co-production of the SEND Strategy b) Regular newsletters c) Letters, e-mails and other service team communication d) The Local Offer – getting the content right e) SEND guidance and associated information f) Raising awareness and understanding in schools	SEND Interim Communications Action Plan in place	Strategic Comms (CH) Resource to be outlined in the 2 year plan	Feb 2018					
		Co-produced 2 year Communication Plan approved by SEND Partnership Board Positive feedback from families and children (via the Parent Carer Forum) that they have been listened to, involved in and that their views have been taken into account in developing the Plan		July 2018					
		Positive feedback from families and children that the new initiatives set out in the Plan are making a difference.		Dec 2018					
1.4.2	Set up a system to ensure that phone calls and emails are responded to within agreed timescales for the council and health providers.	Departmental/provider protocol in place. Response times agreed and articulated in the Local Offer.	0-25 Team Manager (DC)	June 2018					

Ref	Action	Measure of success	Lead and resource	Date for delivery	Monitoring dates				Progress/Impact
					Mar 18	Jun 18	Sep 18	Dec 18	
		Feedback from stakeholders (including families and children) indicates that the process is effective and timescales are being met.		June 2018					
1.5	Co-produce the design and content of the Local Offer with children and parents with a focus on information being available at each stage of a child's journey and to develop a system where the local offer website is reviewed.								
1.5.1	Joint commission a new Information, Advice & Guidance (IAG) platform with partners in health, social care, Parents Carer Forum and the voluntary sector.	Director decision made re new provider. Contract with new provider in place.	CAH Systems & Perf' (AS)	March 2018					
1.5.2	Run engagement sessions on the new platform to agree the look and feel of the local offer, engaging with children, parents/carers and other stakeholders across education, health, social care and the voluntary sector.	Number of engagement sessions undertaken. Options developed based on the feedback. Preferred option approved by: <ul style="list-style-type: none"> • young people (TBA); • parents/carers (Parents/Carers Forum); • professionals/partners (internal governance bodies) 	CAH Info' (LK) Strategic Comms (CH)	Sept 2018					
1.5.3	Implement a new information and advice offer in South Gloucestershire.	New IAG platform implemented. Local Offer available on the new platform as per the approved option.	CAH Systems & Perf' (AS) CAH Info' (LK)	Dec 2018					
1.5.4	Establish a programme to review and refresh the content of the Local Offer (as per code of practice) to ensure it remains relevant and	Draft review programme in place (in line with commissioning cycle)	CAH Info' (LK)	May 2018					

Ref	Action	Measure of success	Lead and resource	Date for delivery	Monitoring dates				Progress/Impact
					Mar 18	Jun 18	Sep 18	Dec 18	
	comprehensive across the age range from 0-25 years.								
1.5.5	Engage children and their parents in reviewing the Local Offer so that they participate effectively in decisions about support available to them in the local area.	Positive local feedback from parents/carers/children and other stakeholders. Positive on-line feedback following website use Annual Local Offer Report	CAH Info' (LK)	From Sept 2018					
1.6 Promote the Local Offer so it is clear to everyone what is available within the Local Area.									
1.6.1	Publicise the Local Offer to parents/carers and young people via the Parent Carer Forum network and other channels.	SEND Interim Communications Action Plan in place (with evidence of actions being completed)	Strategic Comms (CH)	Feb 2018					
		Increased awareness of the Local Offer based on feedback from parents/carers		July 2018					
1.6.2	Promote the Local Offer to educational settings, health practitioners and voluntary groups so that they are able to signpost families to this.	The importance of the Local Offer is included as a key component in workforce planning and training Feedback from all key stakeholders indicates that they are aware of the Local Offer and are able to signpost to parents/carers.	Strategic Lead - Education (SH) Strategic Comms (CH)	Sept 2018					

Theme 2: Joint commissioning		Progress Blue: Completed Green: On track, no concerns Amber: On track, some concerns Red: No progress or major concerns White: NYS
General Outcomes:	Arrangements developed for joint commissioning, co-production and quality assurance.	
Theme Owner:	Head of Commissioning, Partnerships and Performance (Jon Shaw)	
Ofsted / CQC area of concern	Underdeveloped arrangements for joint commissioning, co-production and quality assurance to challenge and support providers to improve outcomes for children and young people	
Strategic priority	2.1 Establish a Joint Commissioning Strategy that complements the new SEND Strategy by ensuring that we have the right services commissioned to appropriately meet needs and that those services are packaged, delivered and funded in a rational way. 2.2 Develop a shared outcomes framework to ensure the successful delivery of SEND provision and support across the local area. 2.3 Create a common shared data set and key performance indicators for all SEN work to measure effectiveness. Monitor delivery at the SEND Partnership Board.	
Key milestones	March 18	Protocol for tripartite funding of placements approved SEND data set developed SEND data from 2017 On-line Pupil Survey shared with key stakeholders Outcomes for parents, carers, children and young people: Student voice has been collected and informs future work streams
	June 18	Joint Commissioning Strategy approved. Partnership Board begins monitoring progress against the data set Autism Needs Assessment completed Outcomes for parents, carers, children and young people: Parents, carers, children and young people have a better understanding of what services are joint commissioned and how it works in South Gloucestershire
	September 18	Joint Commissioning Strategy adopted Personal budgets offer is on the Local Offer Shared outcomes framework agreed Outcomes for parents, carers, children and young people: Parents, carers and children will have a better understanding because are able to access information on personal budgets, health budget and social care to help them make informed decisions.
	December 18	Outcomes for parents, carers, children and young people: Mapped pathways for Speech, Language and Communication Needs and Autism, co-produced with parents, carers and young people

	March 19	<p>Full pooled budget established</p> <p>Next on-line Pupil Survey undertaken with increased uptake from schools and special schools</p> <p>Outcomes for parents, carers, children and young people:</p> <p>Children and young people with EHCPs and at SEN support access the On-line Pupil Survey.</p> <p>Children and young people, where requested, have access to individual personal budgets and health budgets to help them meet their needs.</p>	
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Ref	Action	Measure of success	Lead and resource	Date for delivery	Monitoring dates				Progress/Impact
					Mar 18	Jun 18	Sep 18	Dec 18	
2.1	Establish a Joint Commissioning Strategy that complements the new SEND Strategy by ensuring that we have the right services commissioned to appropriately meet needs and that those services are packaged, delivered and funded in a rational way.								
2.1.1	Establish a Joint Commissioning Strategy incorporating the Local Offer and personal budgets – approved following consultation.	SEND Joint Commissioning Strategy approved by the SEND Partnership Board for consultation.	Head of CPP (JS)	31 May 2018					
		SEND Joint Commissioning Strategy adopted following consultation		15 Sept 2018					
2.1.2	Agree protocol and principles for tripartite funding of placements.	Protocol developed and approved by all agencies	Head of Financial Management & Business Support (MS) Deputy Chief Finance Director CCG (CF)	By 31 March 2018.					
	<p>a) Draft protocol and pooled budget agreed in principle with a shadow year (2018/19) for pooled budget – agreed in principle but not held in a single account</p> <p>b) Full pooled budget from 2019/20</p>	Full pooled budget established		By 31 March 2019.					
2.1.3	Ensure that our approach to the planning, procuring and evaluation of all services is fully integrated between education, health and social care commissioners.	The planning, procuring and evaluation of all services is agreed between education, health and social care.	Head of CPP (JS)	From April 2018.					

Ref	Action	Measure of success	Lead and resource	Date for delivery	Monitoring dates				Progress/Impact
					Mar 18	Jun 18	Sep 18	Dec 18	
2.1.4	Undertake joint reviews of the pathways and services described in the Local Offer to ensure they deliver positive outcomes for children and young people with SEND.	Mapped pathways for Speech, Language and Communication Needs and Autism, co-produced with parents, carers and young people Parents and carers are involved in the joint reviews.	0-25 Service Manager (NL) CCG Children's Commissioner (AF)	Dec 2018					
2.1.5	Develop a comprehensive offer for personal budgets across health, education and social care, including shared arrangements for eligibility and access	The comprehensive personal budgets offer is embedded within the Local Offer	0-25 Service Manager (NL) CCG Children's Commissioner (AF)	Aug 2018					
2.2	Develop a shared outcomes framework to ensure the successful delivery of SEND provision and support across the local area.								
2.2.1	Agree shared outcomes for education, health and social care, linked to aspirations for priority pathways in Joint Commissioning Strategy (SLCN and autism)	Shared monitoring and accountability of joint outcomes framework through LA and CCG governance	Head of CPP (JS) CCG Children's Commissioner (AF)	Sept 2018					
2.2.2	Map SEND provision across Bristol, North Somerset and South Gloucestershire, detailing service and performance variances, in order to inform decision making about future service configuration and investment	BNSSG position statement on SEND priorities and service improvement plans	Head of Commissioning CCG – CYP and Maternity (LG)	June 2018					
2.3	Create a common shared data set and key performance indicators for all SEN work to measure effectiveness. Monitor delivery at the SEND Partnership Board.								
2.3.1	Create a robust data set to include information for children with SEN support and EHC plans on:	SEND data set created	0-25 Team Manager (DC) Head of Commissioning	March 2018					

Ref	Action	Measure of success	Lead and resource	Date for delivery	Monitoring dates				Progress/Impact
					Mar 18	Jun 18	Sep 18	Dec 18	
	attendance, exclusions, attainment and post 16, post 19 destination data, health data, public health data, etc.	SEND Partnership Board regularly monitors data dashboard	CCG – CYP and Maternity (LG) Specialist Public Health Manager (JO) Strategic Lead - Education (SH)	Sept 2018 (Dashboard completely populated and full monitoring)					
2.3.2	Special schools register and support their pupils to take part in the next on-line pupil survey (OPS).	Special schools are registered to take part in the survey. Instructions issued to schools	Schools Partnership Officer (SG)	Oct 2018					
	Increase the uptake of the survey across all schools in South Gloucestershire	Pupils take part in the survey. An increase in the number of schools taking part in the survey from 56 in 2017 to 80 in 2019		Survey Jan-Mar 2019					
2.3.3	Share SEND OPS data with key stakeholders including 0-25, schools and the wider Public Health workforce to understand where the gaps lie and how we can work together to reduce the health inequalities for SEND pupils in mainstream and special schools	2017 OPS report re-sent to schools with instructions how to access the data.	Schools Partnership Officer (SG)	Mar 2018					
		Identified stakeholders receive training and can access the 2017 data on SEND pupils in mainstream schools and use it to target resources more effectively and understand pupil's experiences of life.		From April 2018					
2.3.4	Complete a comprehensive Needs Assessment for autism, to inform service planning, capacity and demand calculation and the joint	Autism Needs Assessment completed	Specialist Public Health Manager (JO)	Jun 2018					

Ref	Action	Measure of success	Lead and resource	Date for delivery	Monitoring dates				Progress/Impact
					Mar 18	Jun 18	Sep 18	Dec 18	
	commissioning of evidence based interventions	Future needs identified and fed into Joint Commissioning Strategy							

Theme 3: Timeliness of EHC needs assessment		Progress Blue: Completed Green: On track, no concerns Amber: On track, some concerns Red: No progress or major concerns White: NYS
General Outcomes:	EHC Needs Assessments are completed within the statutory timelines Children, parents and carers are engaged in the co-production and assessment processes of EHCps. Quality assurance indicates plans are effective and are judged to be good or better.	
Theme Owner:	0-25 Team Manager (Duane Chappell)	
Ofsted / CQC area of concern	Continued and significant concerns raised by parents at the delays in assessments, lack of communication, timeliness and the ineffective promotion and delivery of the local offer	
Strategic priority	3.1 Secure the timely involvement of social care, health practitioners, community paediatricians, speech and language therapists, physiotherapists, and occupational therapists to support assessment and identification of SEND and to ensure needs are met within 6 weeks. 3.2 The EHC needs assessment (EHCna) and EHC plan process will be effective resulting in high quality plans with clear outcomes that are reviewed	
Key milestones	March 18 Implement clear pathways for EHC needs assessments/plans	
	June 18 EHCna and Plan process monitored re timeliness Quality assurance framework implemented Person Centred Planning training programme developed Person Centred Planning meetings held Outcomes for parents, carers and children: Outcomes are co-produced with parents, carers, children and young people and incorporated into their plans (via Person Centred Planning). Parents, carers, children and young people report they understand the EHCna process and that the timelines were met.	
	September 18 Standard operating procedure approved Terms of Reference for Annuals Reviews agreed 100% of EHCPs completed within the statutory timescales 100% of new EHCPs will be judged 'good' or 'better' Outcomes for parents, carers, children and young people: Outcomes for children and young people are clearly defined in the plans and plans are good or better. Parents, carers, children and young people report they feel fully involved in the annual review with clearly defined outcomes	
	December 18 100% of new EHCPs will be judged 'good' or 'better'	

		<p>Outcomes for parents, carers, children and young people: Outcomes for children and young people are clearly defined in the plans and plans are good or better.</p>	
	March 19	<p>100% of new EHCPs will be judged 'good' or 'better'</p> <p>Outcomes for parents, carers, children and young people: Outcomes for children and young people are clearly defined in the plans and plans are good or better.</p>	
	June 19	<p>100% of new EHCPs will be judged 'good' or 'better'</p> <p>Outcomes for parents, carers, children and young people: Outcomes for children and young people are clearly defined in the plans and plans are good or better.</p>	

Ref	Action	Measure of success	Lead and resource	Date for delivery	Monitoring dates				Progress/Impact
					Mar 18	Jun 18	Sep 18	Dec 18	
3.1	Secure the timely involvement of social care, health practitioners, community paediatricians, CAMHs, speech and language therapists, physiotherapists, and occupational therapists to support assessment and identification of SEND and to ensure needs are met within 6 weeks.								
3.1.1	Co-produce clear pathways for all assessments which identify the professionals involved and timescales required.	Feedback from settings/schools and parents/carers (including the Parent Carer Forum) indicates that all stakeholders understand the process for assessments and the relevant timescales	0-25 Team Manager (DC)	March 2018					
3.2	The EHC needs assessment (EHCna) and EHC plan process will be effective resulting in high quality plans with clear outcomes that are reviewed.								
3.2.1	Develop a Standard Operating Procedure (including guidance for needs assessment) for all services in relation to a) EHC needs assessment b) Annual Review Process c) Preparation for Adulthood	Operating procedure approved and implemented.	0-25 Team Manager (DC)	Aug 2018					

Ref	Action	Measure of success	Lead and resource	Date for delivery	Monitoring dates				Progress/Impact
					Mar 18	Jun 18	Sep 18	Dec 18	
3.2.2	Monitor the EHC needs assessment process to demonstrate its timeliness.	a) Decisions to agree a needs assessment made within 6 weeks b) Advice/reports received within 6 weeks c) Decision to draft an EHCP made within 12 weeks d) Plan issued within 20 weeks	0-25 Team Manager (DC)	From April 2018					
3.2.3	Co-produce a Quality Assurance framework of the EHC needs assessment process across education, health and social care in conjunction with the DMO/DCO	Quality Assurance framework implemented	0-25 Team Manager (DC) Designated Medical Officer (JB)	June 2018					
		100% of new ECHPs are judged 'good' or 'better'.	Designated Clinical Officer (LJ)	Sept 2018					
3.2.4	Develop a training programme around person centred planning Implement Person Centred Planning (PCP) meetings	Training programme developed PCP meetings held Outcomes are co-produced with CYP and families regarding their plans (via Person Centred Planning).	0-25 Team Manager (DC)	April 2018					
3.2.5	Improve the quality of the Annual Review process by: a) Involving children and young people so that they are actively involved and central to the annual review process b) Involving relevant professionals in the Annual Review process c) Reviewing how outcomes are met, collating data and quality	CYP have access to their PCPM for annual reviews Representation from relevant professionals involved with the child or young person Annual reviews are processed within the statutory 4 week timeframe	0-25 Team Manager (DC) Strategic Lead – Education (SH)	Aug 2018					

Ref	Action	Measure of success	Lead and resource	Date for delivery	Monitoring dates				Progress/Impact
					Mar 18	Jun 18	Sep 18	Dec 18	
	<p>assurance of the process and paperwork</p> <p>d) Providing refreshed standardised templates to develop consistency of approach</p> <p>e) Auditing quality of input from health practitioners</p>	Schools settings have access to paperwork							

Theme 4: Timely involvement of health practitioners		Progress Blue: Completed Green: On track, no concerns Amber: On track, some concerns Red: No progress or major concerns White: NYS
General Outcomes:	The involvement of health practitioners in the needs assessment process is undertaken within statutory timescales	
Theme Owner:	Head of Commissioning (CCG) – Children, Young People and Maternity (Lindsay Gee)	
Ofsted / CQC area of concern	Children and young people having to wait for lengthy periods of time before having their needs assessed by some clinicians and specialist health and social care services.	
Strategic priority	4.1 Secure the timely involvement of health practitioners, community paediatricians, speech and language therapists, physiotherapists, and occupational therapists to support assessment and identification of SEND and to ensure access to support within 18 weeks. 4.2 All requests for support from Child and Mental Health Services (CAMHS) are met within nationally required standards. 4.3 All requests for an autism diagnosis are met within a 26 week timescale, with the aspiration of achieving compliance with NICE Guidance.	
Key milestones	March 18 Action plan agreed to address ASD waiting times Improvement Plans implemented for Speech and Language Therapy and Occupational Therapy Telephone assessment into triage introduced	
	June 18 Protocol for onward referral developed SEND requirements reflected in CCG operational plan Mental Health Data Quality Improvement Plan in place Outcomes for parents, carers, children and young people: Pathways for children undergoing assessment mapped within Local Offer	
	September 18 All clinicians trained to provide autism diagnosis Monthly monitoring shows national SALT and OT access standards are met or exceeded	
	December 18 On-line booking system implemented for multi-disciplinary diagnosis clinics ASD diagnostic pathway data is routinely provided and shows reducing waiting times	
	March 19 Monthly monitoring shows national CAMHS access standards are met or exceeded	
	June 19 Waiting times for key SEND services are within national expectations Outcomes for parents, carers, children and young people: Parents, carers, children and young people are able access appointments within agreed timescales	

Ref	Action	Measure of success	Lead and resource	Date for delivery	Monitoring dates				Progress/Impact
					Mar 18	Jun 18	Sep 18	Dec 18	
4.1	Secure the timely involvement of health practitioners, community paediatricians, CAMHs, speech and language therapists, physiotherapists, and occupational therapists to support assessment and identification of SEND and to ensure needs are met within 18 weeks								
4.1.1	Agree and monitor a continued improvement trajectory with the Health Visiting Service for compliance with mandated 2 year reviews.	Quarterly monitoring demonstrates improving trajectory towards 90% of children receiving timely 2 year review	Head of Health Visiting (PH)	March 2019					
4.1.2	Develop a protocol for onward referral or other support to be offered post identification of SEND needs	Protocol implemented and monitored through clinical audit.	Head of Health Visiting (PH)	April 2018					
4.1.3	Include within the Local Offer clear routes for referral and assessment, including those for children requiring multiple and/or multi-disciplinary assessments. These will be co-produced with young people, parents and carers through the CCHP Health Forum	The Local Offer maps pathways for children undergoing assessment. Information is presented in clearly presentable format for parents Parents and settings/schools know and understand the process for assessments and the relevant timescales	CAH Info' (LK) CCHP Health Forum (Barnardos support)	June 2018					
4.1.4	Continue monthly monitoring of access targets through ICQPM contract and quality monitoring process	Monthly monitoring in place	Head of Commissioning CCG – CYP and Maternity (LG)	Feb 2018					
4.1.5	Continue to implement improvement plans for Speech and Language Therapy and Occupational Therapy	Improvement plans in delivery and monitored through ICQPM	Head of Children Services for Bristol Community Health (JS)	Feb 2018					
4.1.6	Use performance data and the CCG prioritisation framework to develop business cases for additional capacity in key SEND assessment services	SEND requirements reflected in CCG commissioning intentions and operational plan	Head of Commissioning CCG – CYP and Maternity (LG)	June 2018					

Ref	Action	Measure of success	Lead and resource	Date for delivery	Monitoring dates				Progress/Impact
					Mar 18	Jun 18	Sep 18	Dec 18	
4.2	All requests for support from Child and Mental Health Services (CAMHS) are met within nationally required standards.								
4.2.1	Continue monthly monitoring of CAMHS access targets through ICQPM contract and quality monitoring process	Monthly monitoring in place	Head of Commissioning CCG – CYP and Maternity (LG)	Feb 2018					
4.2.2	Agree Data Quality Improvement Plan with AWP, aligning to the Mental Health Minimum Data Set	DQIP in place. Commissioners and providers confident in data quality and completeness	Head of Commissioning CCG – CYP and Maternity (LG)	April 2018					
4.2.3	Introduce telephone assessment into triage function to support early assessment of children and young people.	Function in place and operational	Head of Operations CAMHS and Specialist Children's Services (HK)	Feb 2018					
4.2.4	Review waiting list action plan and add additional capacity and appointment slots to accelerate progress	Waiting list action plan in delivery and additional appointment slots in place	Head of Operations CAMHS and Specialist Children's Services (HK)	April 2018					
4.3	All requests for an autism diagnosis are met within a 26 week timescale, with the aspiration of achieving compliance with NICE Guidance.								
4.3.1	Agree action plan to address waiting times	Action plan in place	Head of Children's Services Sirona (CH)	Feb 2018					
4.3.2	Agree new contractual requirements for monitoring autism diagnosis waits. Requirement will be agreed and embedded in CCHP contract by April 2018. Compliance will be monitored on a monthly basis.	Contract standards agreed and monthly monitoring in place	CCG Children's Commissioner (AF)	April 2018					
4.3.3	All clinicians trained to provide autism diagnosis will identify and allocate dedicated capacity for autism diagnostic clinics. This	Monthly monitoring demonstrates clear understanding of performance on this	Head of Children's Services Sirona (CH)	Oct 2018					

Ref	Action	Measure of success	Lead and resource	Date for delivery	Monitoring dates				Progress/Impact
					Mar 18	Jun 18	Sep 18	Dec 18	
	capacity will be centralised across CCHP, and co-ordinated to create multi-disciplinary clinic slot that can deliver "same day" diagnosis wherever possible.	pathway and shows improving trajectory							
4.3.4	Capacity (or funding) will be sought for a dedicated autism co-ordinator to manage referrals, triage, clinic bookings and performance for the autism diagnostic pathway	Monthly monitoring demonstrates clear understanding of performance on this pathway and shows improving trajectory	CCG Children's Commissioner (AF)	July 2018					
4.3.5	Autism diagnosis referral form to be reviewed to ensure that optimal pre-diagnostic information is made available at the point of referral	Monthly monitoring demonstrates clear understanding of performance on this pathway and shows improving trajectory	Head of Children's Services Sirona (CH)	June 2018					
4.3.6	CCHP will develop and implement one booking system for multi-disciplinary diagnosis clinics	Monthly monitoring demonstrates clear understanding of performance on this pathway and shows improving trajectory	Head of Children's Services Sirona (CH)	Oct 2018					

Theme 5: Reducing the number of exclusions of children and young people with SEND		Progress Blue: Completed Green: On track, no concerns Amber: On track, some concerns Red: No progress or major concerns White: NYS
General Outcomes:	A significant reduction in fixed term exclusions and permanent exclusions for children with SEND. 0% children with EHCps are permanently excluded. 50% reduction in permanent exclusions for children at SEN support (Sept 2017 baseline). 50% reduction in fixed term exclusions for children with EHCps (Sept 2017 baseline). 50% reduction in fixed term exclusions for children at SEN support (Sept 2017 baseline).	
Theme Owner:	Strategic Lead for Education Improvement and Commissioning (Andrew Best)	
Ofsted / CQC area of concern	The high, and increasing, rates of exclusions from local schools for pupils with SEN and/or disability, particularly at secondary level	
Strategic priority	5.1 Set up a local area task group to reduce exclusions. 5.2 Develop the South Glos approach to promote inclusion practice and to address barriers to learning for children with SEND	
Key milestones	March 18 Termly exclusion data shared with the Regional Schools Commissioner (RSC) 20% reduction in FEx for children with SEND (based on Sept 17 data) 0% PEx children with an EHCp	
	June 18 Task Group and Finish group established for SEMH students with priority action plan formulated and disseminated Framework developed to promote inclusion within South Gloucestershire (Whole School SEND) % PEx and FEx children with SEND (based on 2017 data) shows a decrease in the Summer Term 2018 25% reduction in FEx for children with SEND (based on Sept 17 data) 0% PEx children with an EHCp Outcomes for parents, carers, children and young people: Children and young people are attending schools and receiving their education whilst their needs are being supported.	
	September 18 Support service provided for children with SEND at risk of permanent exclusion Inclusion Conference Delivered with 90%+ school uptake 30% reduction in FEx for children with SEND (based on Sept 17 data) 0% PEx children with an EHCp Outcomes for parents, carers, children and young people: Children and young people are attending schools and receiving their education whilst their needs are being supported.	

		All stakeholders have a better understanding of a child's needs so that they experience inclusion and receive their education.	
	December 18	<p>Training such as the Whole School Nurture Programme, Emotion Coaching and Attachment Training delivered to targeted schools</p> <p>0% PEx children with an EHCp</p> <p>35% reduction in FEx children with SEND (based on 2017 data).</p> <p>Outcomes for parents, carers, children and young people:</p> <p>Children and young people are attending schools and receiving their education whilst their needs are being supported.</p> <p>Families report that the school understand their child's needs and are using interventions to support children's needs.</p>	
	March 19	<p>Training such as the Whole School Nurture Programme, Emotion Coaching and Attachment Training delivered to all schools</p> <p>Governor training provided on developing whole school positive behaviour approaches and on managing exclusion hearings effectively</p> <p>All governor training delivered with 90%+ school uptake</p> <p>Handbook for Inclusion, including on line resources established</p> <p>40% reduction in FEx children with SEND (based on 2017 data).</p> <p>0% PEx children with an EHCp</p> <p>Outcomes for parents, carers, children and young people:</p> <p>Children and young people are attending schools and receiving their education whilst their needs are being supported.</p>	
	June 19	<p>0% PEx children with an EHCp.</p> <p>50% reduction in FEx children with SEND (based on 2017 results).</p> <p>Outcomes for parents, carers, children and young people:</p> <p>Children and young people are attending schools and receiving their education whilst their needs are being supported.</p>	

Ref	Action	Measure of success	Lead and resource	Date for delivery	Monitoring dates				Progress/Impact
					Mar 18	Jun 18	Sep 18	Dec 18	
5.1	Set up a local area task group to reduce exclusions								
5.1.1	Provide a support service for children with SEND at risk of permanent exclusion including the Pathway Learning Centre	Timely intervention is provided for children with SEND and at risk of permanent exclusion.	Strategic Lead – Education (SH) 52x 0.1 fte EP time	Sept 2018					

Ref	Action	Measure of success	Lead and resource	Date for delivery	Monitoring dates				Progress/Impact
					Mar 18	Jun 18	Sep 18	Dec 18	
			20 days from Integra (c.£10,000) Primary Inclusion Officer (c.£20,000)						
5.1.2	Promote and disseminate programmes such as the Whole School Nurture Programme, Emotion Coaching and Attachment Training including Kate Cairns Associates Training to targeted schools Phase 2: The above is extended to all schools	Schools have selected a programme to use and have embedded this in their practice Schools information / SEN report details how they support challenging students All targeted schools engage	Strategic Lead – Education (SH) Strategic School Improvement Fund Bid submitted.	Dec 2018 (Targeted schools)					
				March 2019 (All schools)					
5.1.3	Establish a local area task and finish group to address the needs of SEMH students/pupil, including students with high-anxiety and avoidant behaviours	All Multi Academy Trust (MATs) and schools are represented on the task group Key agencies are represented on the task group The work of the group aligns with and feeds into Secondary Partnership Inclusion Network (SPIN) and Heads' group	Strategic Lead – Education (SH)	April 2018					
5.1.4	Share termly exclusion data with the Regional Schools Commissioner (RSC)	RSC receives regular information relating to exclusions	Regional Schools Commissioner (Lisa Mannel)	March 2018					
5.1.5	Monitor and challenge rates of exclusion in all academies during MAT reviews	Chief Executive Officers, Head teachers and those responsible for governance are supported	Regional Schools Commissioner (Lisa Mannel)	March 2018					

Ref	Action	Measure of success	Lead and resource	Date for delivery	Monitoring dates				Progress/Impact
					Mar 18	Jun 18	Sep 18	Dec 18	
		and challenged by the RSC							
5.1.6	LSSB to monitor rates of exclusion of students with SEND	LSSB aligns resources to reduce exclusions	LSSB	Feb 2018					
5.1.7	Every secondary school to identify targets for reducing exclusion in the Education Plan	All schools set aspirational targets	LSSB	March 2018					
5.2	Develop the South Glos approach to promote inclusion practice and to address barriers to learning for children with SEND								
5.2.1	Develop a framework to promote inclusion within South Gloucestershire (Whole School SEND)	A framework is agreed across all local schools All stakeholders use/follow the framework	Strategic Lead – Education (SH)	July 2018					
5.2.2	Provide governor training on developing whole school positive behaviour approaches	A representative of every governing body has attended training	Strategic Lead – Education (SH)	March 2019					
5.2.3	Provide governor training on managing exclusion hearings effectively	Governing bodies have been trained in managing exclusion hearings	Guy Halley Team Leader attendance, exclusions and licenses	March 2019					
5.2.4	Deliver an annual conference to promote LA wide inclusion framework	All schools are represented at the conference Inclusion framework is implemented by all schools	Strategic Lead – Education (SH) Early Years Manager (RW) Integra Conference cost (£4,000)	July 2018					

Theme 6: Improving educational attainment for children and young people with SEND								
General Outcomes:	Standards and progress for pupils with SEND at the end of KS4 improves and is at least in line with their peers nationally. See details below.							
		<table border="1"> <thead> <tr> <th>SEN Support</th> <th>EHCP</th> </tr> </thead> <tbody> <tr> <td> Year 11 Progress 8 at least in line with National for similar pupils (-0.43) Attainment 8 at least in line with National for similar pupils (31.9) English and maths grade 5 and above is at least in line with national (15.5) </td> <td> Progress 8 at least in line with National for similar pupils (-1.04) Attainment 8 at least in line with National for similar pupils (13.9) English and maths grade 5 and above is at least in line with national (13.30) </td> </tr> <tr> <td> Outcomes at 19 Outcomes at Level 2 are at least in line with national (70.4) Outcomes at Level 3 are at least in line with national (31.2) </td> <td> Outcomes at Level 2 are at least in line with national (36.3) Outcomes at Level 3 are at least in line with national (13.65) </td> </tr> </tbody> </table>	SEN Support	EHCP	Year 11 Progress 8 at least in line with National for similar pupils (-0.43) Attainment 8 at least in line with National for similar pupils (31.9) English and maths grade 5 and above is at least in line with national (15.5)	Progress 8 at least in line with National for similar pupils (-1.04) Attainment 8 at least in line with National for similar pupils (13.9) English and maths grade 5 and above is at least in line with national (13.30)	Outcomes at 19 Outcomes at Level 2 are at least in line with national (70.4) Outcomes at Level 3 are at least in line with national (31.2)	Outcomes at Level 2 are at least in line with national (36.3) Outcomes at Level 3 are at least in line with national (13.65)
	SEN Support	EHCP						
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Outcomes at 19 Outcomes at Level 2 are at least in line with national (70.4) Outcomes at Level 3 are at least in line with national (31.2)	Outcomes at Level 2 are at least in line with national (36.3) Outcomes at Level 3 are at least in line with national (13.65)							
Theme Owner:	Principal Psychologist and Lead for SEND (Sarah Hayes)							
Ofsted / CQC area of concern	The low and declining standards reached, and the progress made, at the end of key stage 4 for pupils in local schools with SEN and/or disability							
Strategic priority	6.1 Develop the role of the SENCo 6.2 Develop the role of Senior Leadership Team (SLT) and governors in support and challenging outcomes for SEND students 6.3 Develop the understanding and role of teachers in relation to SEND 6.4 Promote the effective use of Teaching Assistants (TAs)							
Key milestones	March 18	A programme of training for SENCos, Senior Leaders, governors is running Multi-agency training programme is developed All schools have an action plan developed in response to SEN reviews identified through the LSSB.						
	June 18	School Improvement Advisers trained to monitor and evaluate the quality of SEN provision						
	September 18	Programme of training for TAs is developed for all schools Provisional KS4 and KS5 outcomes are on target Outcomes for parents, carers, children and young people: Reported improved outcomes for children with SEND. Clear targets are identified for children/students with SEND.						

Progress
 Blue: Completed
 Green: On track, no concerns
 Amber: On track, some concerns
 Red: No progress or major concerns
 White: NYS

	December 18	All NQTs attend inclusion and behaviour training. Inclusion audit developed and sent to schools for completion LSSB to analyse 2019 provisional outcomes							
	March 2019	Results of Inclusion audit evaluated to help inform future strategy							
Ref	Action	Measure of success	Lead and resource	Date for delivery	Monitoring dates				Progress/Impact
					Mar 18	Jun 18	Sep 18	Dec 18	
6.1	Develop the role of the SENCo								
6.1.1	Disseminate the role and responsibility of the SENCo in South Glos to all educational settings	The role of the SENCo is shared with schools and settings	Strategic Lead – Education (SH) Early Years Lead (RW) 0-25 Team Manager (DC)	May 2018					
6.1.2	Clarify the school's duties in meeting the needs of CYP with SEND	The section within the handbook clarifies the schools duties in relation to SEND	Strategic Lead – Education (SH) Early Years Lead (RW) 0-25 Team Manager (DC)	May 2018					
6.1.3	Provide termly SENCo update briefing sessions	SENCos are receiving termly updates	Integra Strategic Lead – Education (SH) £1,500 pa.	3 times a year					
6.1.4	Create an annual inclusion audit to capture information about schools and settings provision for SEND.	Audit developed and schools invited to complete audit	Strategic Lead – Education (SH)	Oct 2018					
		All schools complete and return the audit. Audits are signed off by Head and Chair of Governors. All schools develop an action plan (where necessary) to address the outcomes of the audit		Mar 2019					

Ref	Action	Measure of success	Lead and resource	Date for delivery	Monitoring dates				Progress/Impact
					Mar 18	Jun 18	Sep 18	Dec 18	
6.1.5	Evaluate the outcomes of the audit	Audits are evaluated and inform future strategy, professional development and the needs of individual schools and settings	Early Years Lead (RW) Strategic Lead – Education (SH)	April 2019					
6.1.6	Train School Improvement Advisers to monitor and evaluate the quality of SEN provision in order to validate the judgments of senior leaders	SIAs Visit notes report on the effectiveness of SEN provision	Strategic Lead – Education Improvement and Commissioning (AB) £3,000	May 2018					
6.1.7	Provide regular SENCo induction training for staff in schools and settings	All SENCos attend training	Strategic Lead – Education (SH) 0-25 Team Manager (DC) Early Years Lead (RW) £1,500 pa	Termly					
6.1.8	Set up a task and finish group to develop a process and resources for schools to deliver SEN support covering: <ul style="list-style-type: none"> • SEN support plan • Person Centred Planning • Transition Planning 	Process established and disseminated	Strategic Lead – Education (SH) 0-25 Team Manager (DC)	Dec 2018					
		Quality of assessments is better	Early Years Lead (RW)	Mar 2019					
6.2	Develop the role of SLT and governors in support and challenging outcomes for SEND students								
6.2.1	Provide SEN induction training for all Heads new to South Gloucestershire.	All new Heads attend induction	Strategic Lead – Education (SH) 0-25 Team Manager (DC) £200	3 times a year					
6.2.2	Provide regular SEND briefings for governors/trustees, including joint briefings with SEND leads.	SEN Governor attends the briefing	Strategic Lead – Education (SH) £400	2 times a year					

Ref	Action	Measure of success	Lead and resource	Date for delivery	Monitoring dates				Progress/Impact
					Mar 18	Jun 18	Sep 18	Dec 18	
6.2.3	Provide briefings at Heads meetings and Schools Forum on the strategic leadership of SEN (including standards, funding and statutory responsibilities)	All Heads have received briefings	Strategic Lead – Education (SH) Strategic Lead – Education Improvement and Commissioning (AB) Head of Financial management & Business Support (MS)	Termly					
6.2.4	Create an annual inclusion audit to capture information about schools and settings provision for SEND (see 6.1.4)	Audit developed and schools invited to complete audit	Strategic Lead – Education (SH)	Oct 2018					
		All schools complete and return the audit. Audits are signed off by Head and Chair of Governors. All schools develop an action plan (where necessary) to address the outcomes of the audit		Mar 2019					
6.2.5	Provide SEN reviews for schools identified through the Local Schools Standards Board.	All schools have an action plan developed in response to the review	Strategic Lead – Education (SH) £400 per school	March 2018					
6.3	Develop the understanding and role of teachers in relation to SEND								
6.3.1	All NQTs attend the inclusion and behaviour training.	All NQTs attend training	Strategic Lead – Education (SH) £200	Oct 2018					
6.3.2	Explore opportunities for schools staff to have access to training via	Opportunities explored	Strategic Lead – Education (SH)	April 2018					

Ref	Action	Measure of success	Lead and resource	Date for delivery	Monitoring dates				Progress/Impact
					Mar 18	Jun 18	Sep 18	Dec 18	
	the Whole School SEND (London Leadership).								
6.4	Promote the effective use of TAs								
6.4.1	Develop a programme of training for TAs to support pupils with SEND	Programme of training is developed for all schools	Strategic Lead – Education (SH) £400	July 2018					
6.4.2	Be-spoke training is offered around effective deployment of additional adults	Schools have access to training	Senior EP (JB) 10 days @ £300 per day	Sept 2018					

Theme 7: Inequality of access to services for children and young people with SEND		Progress Blue: Completed Green: On track, no concerns Amber: On track, some concerns Red: No progress or major concerns White: NYS
General Outcomes:	All children and families have access to a range of services to meet their needs via universal services. Eligibility criteria for targeted services are consistently applied. For children with significant needs, services will be provided in line with their EHCps. This service offer is clearly articulated in the Local Offer. Feedback from children and families is consistently positive Children and their families feel fully involved in preparing for adulthood. 100% of children have an identified destination, especially at post-16 and post-19 and beyond.	
Theme Owner:	Transitions Lead (Kevin Lacey) / Strategic Adviser – Skills (Julie Cathcart)	
Ofsted / CQC area of concern	Inequality of access to services and variability of experience for children and young people with SEN and/or disability, particularly in secondary and post-16 provisions	
Strategic priority	7.1 Secure the smooth transfer from early years settings to primary schools. 7.2 Develop effective transfer arrangements to enable all pupils with SEND to move seamlessly from primary to secondary schools. 7.3 Create clear pathway planning to support a smooth transfer to post 16 and post 19 provision. 7.4 Establish effective services and provision to support young people in preparation for adulthood to ensure smooth transition into adult services where appropriate. 7.5 Establish a Pathway to the Employment Network group to provide a local forum for key providers and strategic partners to support the delivery of pathways into employment.	
Key milestones	March 18 Integrated pathway developed and updated in the Local Offer Travel training model embedded within transition team providing additional capacity.	
	June 18 Pathway to Employment Network group established. Outcomes for parents, carers, children and young people: All children with EHCps to have a detailed plan for transition in place Increased offer for post-16/19 opportunities Families report that PFA reviews are well coordinated and plans are in place for moving into adulthood	
	September 18 PeopleToo audit report completed and recommendations considered	
	December 18 All Early Years settings briefed and trained on the transitions process Impact of the Early Years Inclusion Fund reviewed Schools complete all annual reviews for each child in Year 6 Hospital / Communication passport promoted and undertaken where appropriate and uptake monitored.	

		Health Check List and Children's / Adults health involvement form completed to support timely referrals. Outcomes for parents, carers, children and young people: Supportive transitions undertaken for children with SEND who are starting school. Families report that PFA reviews are well coordinated and plans are in place for moving into adulthood.	
	March 19	Follow up process in place for pupils at risk of placement breakdown on transition	
	June 19	Outcomes for parents, carers, children and young people: Careers advice provided to children with SEND More housing options available locally.	

Ref	Action	Measure of success	Lead and resource	Date for delivery	Monitoring dates				Progress/Impact
					Mar 18	Jun 18	Sep 18	Dec 18	
7.1	Secure smooth transfer from early years settings to primary schools								
7.1.1	Early Years settings to undertake supportive transitions for children with SEND who are starting school	90% of schools report positive feedback for pupils' transition with SEND.	Early Years Lead (RW)	Oct 2018					
7.1.2	Promote and share best practice in relation to the transition processes and paperwork to enable pupils to make a positive start in the Reception year	All settings briefed and trained on process.	Early Years Lead (RW) 0-25 Team Manager (DC)	Dec 2018 (Settings briefed)					
		Children at SEN support (known to outside agencies) to have an SEN support plan in place		June 2018 (SEN support plan)					
		All children with EHCps to have a detailed Transition Plan in place. 90% positive feedback from CYP and parents/carers		May 2018 (EHCps)					
7.1.3	Review the impact of the Early Years Inclusion Fund to determine	All children who have accessed the fund have	Early Years Lead (RW)	Dec 2018					

Ref	Action	Measure of success	Lead and resource	Date for delivery	Monitoring dates				Progress/Impact
					Mar 18	Jun 18	Sep 18	Dec 18	
	the outcomes delivered as a result of accessing the fund	made progress against Age Related Expectations.							
7.2	Develop effective transfer arrangements to enable all pupils with SEND to move seamlessly from primary to secondary schools.								
7.2.1	Schools to undertake supportive transitions for children with SEND between school phases	Children at SEN support (known to outside agencies) to have an SEN support plan in place	Strategic Lead – Education (SH)	Oct 2018					
7.2.2	Schools to complete all annual reviews by the end of December for each child in Year 6 ensuring that the children and family are central to the process. EHC plans to be completed and issued by February 15 th for all Year 6 pupils <i>Also delivered through themes 3 and 6</i>	Feedback forms from Parent /Carers 100% compliance with 15 th Feb deadline.	0-25 Team Manager (DC)	Dec 2018					
7.2.3	Put in place a 0-25 follow up process for pupils at risk of placement breakdown on transition <i>Also delivered through themes 3 and 6</i>	EHCP or SEND support plan details good quality transition arrangements for both primary and secondary schools. Reduction in the numbers of placement breakdown at year 7 Causes of breakdown identified	0-25 Team Manager (DC)	Jan 2019					
7.3	Create clear pathway planning to support a smooth transfer to post 16 and post 19 provision.								
7.3.1	Finalise the integrated pathways for 14 year olds in order to meet the needs of young people with complex SEND who have an EHC plan in place.	Pathway developed for: <ul style="list-style-type: none"> Further education Employment and training 	Transitions Lead (KL)	March 2018					

Ref	Action	Measure of success	Lead and resource	Date for delivery	Monitoring dates				Progress/Impact
					Mar 18	Jun 18	Sep 18	Dec 18	
		<ul style="list-style-type: none"> Increase proportion of 19-25 accessing internship Be part of the local community and build relationships Access and maintain housing Stay safe, healthy and connected into relevant services Local offer updated with pathways Communication conducted with Parent Carers and Schools on transition pathways to enable self-support							
7.3.2	A clear focus on health planning pathway within EHCP reviews at Transition to Adulthood ensuring: <ul style="list-style-type: none"> The use of a Hospital / Communication passport is promoted and undertaken where appropriate and uptake monitored. A health Check List and Children's / Adults health involvement form completed to support timely referrals. 	90% of Parent Carers at Transition EHCP reviews report they have been informed about the Hospital Passport 75% of parents report a positive experience of using the health check list and involvement form to identify timely referrals.	Transitions Lead (KL) 0-25 Team Manager (DC)	Dec 2018					
7.4	Establish effective services and provision to support young people in preparation for adulthood to ensure smooth transition into adult services where appropriate.								
7.4.1	Work with secondary, college and specialist provision to ensure they provide tailored careers advice in line with the needs of the pupils with SEND	Workshop held for schools/colleges	Strategic Adviser – Skills (JC)	July 2018					
		Careers advice provided to children with SEND		July 2019					

Ref	Action	Measure of success	Lead and resource	Date for delivery	Monitoring dates				Progress/Impact
					Mar 18	Jun 18	Sep 18	Dec 18	
7.4.2	Commission PeopleToo audit of post 16 providers	PeopleToo audit report completed Special educational provision as specified in Part F are delivered.	0-25 Team Manager (DC) Transitions Lead (KL)	July 2018					
		Recommendations from the audit are implemented		TBA (Subject to recommendations)					
7.4.3	Provide greater opportunities for young people to access college, work experience / placements, apprenticeships and supported internships Seek match funding to increase the employability support	Skill development strategy paper to COMT	Transitions Lead (KL) Strategic Adviser – Skills (JC)	June 2018					
		Commitment from COMT ref Internship programme Dedicated resource put in place to support internship programme Employment engagement plan in place		Sept 2018					
		Supported SGC internship programme in place Work experience pilot in place supported by Transition Team		Dec 2018					
		Increase resource to South Glos to develop new provision and opportunity including pilots and development of provision. Increase access to job coaches for post 16 by 50%. Work experience provides a positive learning and either leads to a		July 2019					

Ref	Action	Measure of success	Lead and resource	Date for delivery	Monitoring dates				Progress/Impact
					Mar 18	Jun 18	Sep 18	Dec 18	
		<p>qualification or transition to employability</p> <p>Local companies commit to meaningful work experience for young people</p> <p>Local companies including South Glos Council offer supported internship and apprenticeships (40).</p>							
7.4.4	Expand the travel training model for personalised travel training for 14 to 25 year olds to	<p>Model embedded within transition team to provide additional travel training capacity.</p> <p>Positive Feedback from Young People / Schools and Parent / Carers</p>	Transitions Lead (KL)	March 2018					
7.4.5	Agree and develop a transition assessment process that complies with the Child Needs Assessment Care Act 2014 for those who are expected to require adult social care and health service	<p>Social Care Transition assessment agreed and configured on the children's system.</p> <p>A report to show clear tracking of young people who require an assessment showing that a transition assessment has been completed before the young person reaches 17 ½ years old.</p>	<p>Transitions Lead (KL)</p> <p>0-25 Team Manager (JR)</p> <p>Team Manager (LL)</p>	Dec 2018					
7.4.6	Provide a framework for supported living care at home to meet the needs of young adults to live independent lives.	<p>Transition Team to provide independence training within the home environment for identified young people</p> <p>Local offer to highlight areas where</p>	<p>Transitions Lead (KL)</p> <p>0-25 Team Manager (JR)</p> <p>Team Manager (LL)</p>	Dec 2018					

Ref	Action	Measure of success	Lead and resource	Date for delivery	Monitoring dates				Progress/Impact
					Mar 18	Jun 18	Sep 18	Dec 18	
		independence training can be accessed. Training Flat accessed by young people Case studies available on local offer.							
7.4.7	Design and develop provision with adult social care to provide a full range of appropriate housing options to meet individual needs.	Develop a Business Case for a moving on facility in order to support independent and supported living skills for young adults with SEND Business Case approved by Directorate	0-25 Team Manager - Adult Social Care (JR) Head of CPP (JS)	April 2018					
		Shared house available from August 2018		Aug 2018					
		More housing options available locally. Work with providers to set up provision and services and is kept aware of vacancies that can be shared with placing social workers on a regular basis		March 2019					
7.5	Establish a Pathway to the Employment Network group to provide a local forum for key providers and strategic partners to support the delivery of pathways into employment.								
7.5.1	Establish a Pathway to the Employment Network group to provide a local forum for key providers and strategic partners to support the delivery of pathways into employment	Group established with initial roadmap of objectives for group established	Commissioning Officer (HC) Employability and Skills Officer (CM)	June 2018					

Theme 8: Training and workforce development for health service staff							Progress Blue: Completed Green: On track, no concerns Amber: On track, some concerns Red: No progress or major concerns White: NYS			
General Outcomes:		Health practitioners are knowledgeable about, and confident in, local processes for assessment and care planning for children and young people with SEND.								
Theme Owner:		Head of Commissioning (CCG) – Children, Young People and Maternity (Lindsay Gee)								
Ofsted / CQC area of concern		Little or no formal training to health services and practitioners on the SEN and disabilities reforms.								
Strategic priority		8.1 Develop a skilled and supported workforce across the local area to meet the needs of children and their families. 8.2 Designated Medical Officer supports the development of SEND training programme for all community health professionals including the delivery of functional, outcomes-focussed assessment and care planning.								
Key milestones		June 18	Multi-agency SEND training has been developed							
		September 18	CCHP SEND training plan in place and uptake monitored Training to the annual health disability away day delivered Outcomes for parents, carers, children and young people: Families report health practitioners have a good understanding of SEND							
Ref	Action	Measure of success	Lead and resource	Date for delivery	Monitoring dates				Progress/Impact	
					Mar 18	Jun 18	Sep 18	Dec 18		
8.1 Develop a skilled and supported workforce across the local area to meet the needs of children and their families.										
8.1.1	Draw up and deliver an annual SEND training plan for all community health staff	Compliance and uptake to be monitored through contractual Service Development and Improvement Plan	Head of Children's Services, Sirona (CH) CCG Children's Commissioner (AF)	July 2018						
8.1.2	Incorporate the use of advice templates into annual training	All staff in Health and Social Care receive regular training	DMO (JB) 0-25 Service Manager (NL)	From Sept 2018						
8.1.3	Develop and Provide multi-agency SEND training three time a year	All staff in education, Health and social care receive regular training	0-25 Team Manager (DC)	From June 2018 3 times a year						

Ref	Action	Measure of success	Lead and resource	Date for delivery	Monitoring dates				Progress/Impact
					Mar 18	Jun 18	Sep 18	Dec 18	
8.1.4	Develop and provide multi-agency training in Person Centred Planning for Annual Reviews	All staff in education, Health and social care receive regular training	0-25 Team Manager (DC)	From June 2018					
8.2	Designated Medical Officer and Designated Clinical Officer support the delivery of SEND training for all community health professionals including the delivery of functional, outcomes-focussed assessment and care planning.								
8.2.1	Provide annual training for CCHP staff, e.g. through disability health away day	0-25 service attends annual away days to deliver training	0-25 Team Manager (DC) DMO (JB)	Sept 2018					

How will we manage performance?

We have structured our performance management framework around three key questions as set out below. The SEND Partnership Board will review progress on a monthly basis and a formal performance report will be published annually. The measures are not set in tablets of stone and may change as appropriate. It should be noted that some outcome measures are achieved over a long period of time and we will therefore choose the best measures available to inform our progress reporting.

Base information
Total school population
% of SEN support of total school population
% of ECHP of total school population
Theme 1: Implementation of the SEND Strategy and Local Offer.
Number of people access the SEND local offer on the website
No of staff completed training / Awareness sessions (Local Offer)
Survey to ascertain the quality / level of access of the Local Offer
Theme 2: Joint commissioning.
Number of children placed in maintained specialist provision in other local authorities
Number of children placed in independent specialist provision <ul style="list-style-type: none"> a) Day b) Residential (38 weeks) c) Residential (52 weeks – LAC)
Number of joint funding agreements in place
Theme 3: Timeliness of EHC needs assessment.
EHC needs assessment completed with exception
EHCPs completed in 20 week timescale
EHCP completed outside of timescale (12 – 20 weeks) without exception
Disputes into mediation
Disputes into Tribunal
Audited plans are judged to be good or better
EHC contributions within 6 weeks of request
EHCPs - mean day to complete
EHCPs in progress
Number of cases where mediation is taking place

Number of cases where tribunals is taking place
Number of complaints/tribunals/PALs contacts
EHC needs assessment requests received
EHC needs assessment requests refused
EHC needs assessment requests received by age group, ethnicity, gender, etc
EHC needs assessment initiated
Annual reviews completed within statutory timescales
Theme 4: Timely involvement of health practitioners.
Access waiting times – % of patients seen in month who waited <18 weeks to be seen <ul style="list-style-type: none"> • Paediatric appointments • Physiotherapy appointments • OT appointments • SALT appointments • CAMHS appointments
Access waiting times – Number of patients still waiting at the end of month to be seen who had waited 18+ weeks to be seen <ul style="list-style-type: none"> • Paediatric appointments • Physiotherapy appointments • OT appointments • SALT appointments • CAMHS appointments
Access waiting times – Number of patients seen in month who waited 26+ weeks to be seen: CHECK HH took this one out <ul style="list-style-type: none"> • Paediatric appointments • Physiotherapy appointments • OT appointments • SALT appointments • CAMHS appointments
% of EHC contributions within 6 weeks of request
Waiting times for ASD diagnosis
Theme 5: Reducing the number of exclusions of children and young people with SEND.
Fixed Term Exclusions involving a pupil with a statement/EHCP
Fixed term Incidents involving a pupil with SEND
Permanent Exclusions Involving a pupil with a statement or EHCP
Permanent Exclusions Involving a pupil with SEND
Attendance of SEN pupils and broken week absence for SEN pupils

Attendance of SEN pupils with a EHCP including broken week absence
% of pupils removed from SEN in an academic year
Theme 6: Improving educational attainment for children and young people with SEND.
Inclusion audit for all schools completed annually
Satisfaction of educational settings on quality of support offered
% children and young people meeting goal based outcomes (measured at review)
Number of Early Years Developmental Checks completed
Average achievement 8 score per pupil at the end of KS4 for pupils with SEN
Average achievement 8 score per pupil at the end of KS4 for pupils with EHCP
Average progress 8 score per pupil at the end of KS4 for pupils with SEN
Average progress 8 score per pupil at the end of KS4 for pupils with EHCP
Multiple disadvantaged measure: Progress at end of KS2 and KS4 for pupils who are SEN / Pupil Premium or SEN / GRT
Theme 7: Inequality of access to services for children and young people with SEND.
Percentage of yp with LDD that are NEET
Percentage of EET - Employment
Percentage of EET - Internships
% of Transition assessments completed before 18 th birthday
% of Care Act assessments completed in required timelines
No of SEND young people in employment based learning
No of SEND young people in other employment
No of SEND young people living in supported accommodation
No of SEND young people in other employment
No of SEND young people in volunteering opportunities
No of SEND young people continuing study
No of SEND young people accessing social care activities
No of SEND young people living in supported accommodation
No of SEND young people staying Healthy
Theme 8: Training and workforce development for health service staff
% of CCHP clinical staff completed training / awareness sessions

Timeline of action

Theme/Priority/Action	Jan - Mar 2018	April - Jun 2018	July - Sept 2018	Oct - Dec 2018	Jan - Mar 2019	April - Jun 2019
Theme 1: Implementation of the SEND Strategy and Local Offer.						
Establish and implement a SEND Partnership Board with representation from all partners which can challenge and oversee the running of the SEND Strategy and link to the CYP Families Partnership Board.						
Terms of Reference agreed and Board operational		May				
Forward plan for SEND Partnership Board approved			July			
Finalise the SEND Strategy and align with all other relevant strategies i.e. Health and Wellbeing Strategy, Children and Family Plan, Children and Young People's Mental Health and Emotional Wellbeing Strategy and the Early Help Review.						
SEND Strategy approved		April				
SEND Strategy aligned with other relevant strategies		May				
Five year action plan developed			Sept			
Clarify and define the roles, responsibilities and accountability around key post holders for SEND.						
Clarify the roles and responsibilities of officers		April				
Clarify the roles and responsibilities of schools		April				
Co-produce and implement the Communication Plan regarding how SEND information is communicated to families and how families are communicated to on an individual basis.						
Interim Communications Action Plan in place	Feb					
Two year Comms Plan approved			July			
Departmental phone call protocol in place		June				
Co-produce the design and content of the Local Offer with children and parents with a focus on information being available at each stage of a child's journey and to develop a system where the local offer website is reviewed.						
New IAG platform contract provider agreed	Feb					
Run engagement sessions on the new platform to agree the look and feel of the local offer			Sept			
IAG platform implemented				Dec		
Local Offer review programme developed		May				
Children and their parents review the Local Offer			From Sept			
Promote the Local Offer so it is clear to everyone what is available within the Local Area.						

Theme/Priority/Action	Jan - Mar 2018	April - Jun 2018	July - Sept 2018	Oct - Dec 2018	Jan - Mar 2019	April - Jun 2019
Publicise the Local Offer through communication channels and Parent Carer networks	From Feb					
Local Offer embedded in workforce training			Sept			
Theme 2: Joint commissioning.						
Establish a Joint Commissioning Strategy that complements the new SEND Strategy by ensuring that we have the right services commissioned to appropriately meet needs and that those services are packaged, delivered and funded in a rational way.						
Joint Commissioning Strategy Consultation started		June				
Joint Commissioning Strategy approved			Sept			
Protocol developed for tripartite funding of placements	March					
Full pooled budgets established					March	
Approach to planning, procuring and evaluation of services agreed		From April				
Pathways for SLT and Communication needs and autism mapped				Dec		
Personal budgets offer embedded in Local Offer			Aug			
Develop a shared outcomes framework to ensure the successful delivery of SEND provision and support across the local area.						
Shared monitoring and accountability of joint outcomes framework agreed through LA and CCG governance			Sept			
BNSSG position statement on SEND priorities and service improvement plans		June				
Create a common shared data set and key performance indicators for all SEN work to measure effectiveness. Monitor delivery at the SEND Partnership Board.						
SEND Data set part developed	March					
SEND Data set fully developed			Sept			
Monitoring of data set by Partnership Board		From May				
Special schools take part in the OPS					Jan	
SEND OPS data shared with key stakeholders	Mar					
Autism needs assessment completed		June				
Theme 3: Timeliness of EHC needs assessment.						
Secure the timely involvement of social care, health practitioners, community paediatricians, CAMHs, speech and language therapists, physiotherapists, and occupational therapists to support assessment and identification of SEND and to ensure needs are met within 6 weeks						
Clear pathways co-produced with Parent Carers	March					

Theme/Priority/Action	Jan - Mar 2018	April - Jun 2018	July - Sept 2018	Oct - Dec 2018	Jan - Mar 2019	April - Jun 2019
The EHC needs assessment (EHCna) and EHC plan process will be effective resulting in high quality plans with clear outcomes that are reviewed.						
Operating procedure approved and implemented.			Aug			
EHC needs assessment process monitored		From April				
QA Framework implemented		June				
Training programme around person centred planning developed		April				
Person Centred Planning (PCP) meetings held		April				
SMART outcomes co-produced with CYP and families		April				
Annual reviews undertaken within 4 week timeframe, professionals involved and access to paperwork provided to schools and CYP			Aug			
Theme 4: Timely involvement of health practitioners						
Secure the timely involvement of health practitioners, community paediatricians, CAMHs, speech and language therapists, physiotherapists, and occupational therapists to support assessment and identification of SEND and to ensure needs are met within 18 weeks						
Improved trajectory of children receiving timely 2 year reviews					March	
Protocol for onward referral developed		April				
Pathways for children undergoing assessment mapped within Local Offer		April				
Monitoring access targets through ICQPM contract and quality monitoring process	From Feb					
Implement improvement plans for Speech and Language Therapy and Occupational Therapy	From Feb					
Reflect SEND requirements in CCG commissioning intentions and operational plan		June				
All requests for support from Child and Mental Health Services (CAMHS) are met within nationally required standards.						
Monitoring access targets through ICQPM contract and quality monitoring process		From Feb				
Data quality improvement plan in place		April				
Telephone assessment into triage function introduced	Feb					
Waiting list action plan reviewed		April				

Theme/Priority/Action	Jan - Mar 2018	April - Jun 2018	July - Sept 2018	Oct - Dec 2018	Jan - Mar 2019	April - Jun 2019
All requests for an autism diagnosis are met within a 26 week timescale, with the aspiration of achieving compliance with NICE Guidance.						
Action plan developed	Feb					
Contract standards agreed and monthly monitoring in place		April				
All clinicians trained to provide autism diagnosis.				Oct		
Capacity (or funding) sought for a dedicated autism co-ordinator to manage the autism diagnostic pathway	3	June				
Autism diagnosis referral form reviewed to ensure that optimal pre-diagnostic information is made available at the point of referral		June				
One booking system developed and implemented for multi-disciplinary diagnosis clinics				Oct		
Theme 5: Reducing the number of exclusions of children and young people with SEND.						
Set up a local area task group to reduce exclusions						
Support service provided for children with SEND at risk of permanent exclusion			Sept			
Training such as the Whole School Nurture Programme, Emotion Coaching and Attachment Training delivered to targeted schools				Dec		
Training such as the Whole School Nurture Programme, Emotion Coaching and Attachment Training delivered to all schools					Mar	
Task Group and Finish group established for SEMH students with priority action plan formulated and disseminated		April				
Termly exclusion data shared with the Regional Schools Commissioner (RSC)	March					
Rates of exclusion in academies monitored and challenged	March					
Rates of exclusion of students with SEND monitored by LSSB	Feb					

Theme/Priority/Action	Jan - Mar 2018	April - Jun 2018	July - Sept 2018	Oct - Dec 2018	Jan - Mar 2019	April - Jun 2019
Every secondary school identifies targets for reducing exclusion in the Education Plan	March					
Develop the South Glos approach to promote inclusion practice and to address barriers to learning for children with SEND						
Framework developed to promote inclusion within South Gloucestershire (Whole School SEND)			July			
Governor training provided on developing whole school positive behaviour approaches					Mar	
Governor training provided on managing exclusion hearings effectively					Mar	
Annual conference to promote LA wide inclusion framework delivered			July			
Theme 6: Improving educational attainment for children and young people with SEND.						
Develop the role of the SENCo						
Role of the SENCo is shared with schools and settings		May				
The section in the handbook clarifies the schools duties in relation to SEND		May				
SENCOs receive termly updates	Termly					
Inclusion audit developed and issued to schools				Dec		
All schools complete and return the inclusion audit.					Mar	
Outcomes of the inclusion audit evaluated						April
School Improvement Advisers trained to monitor and evaluate the quality of SEN provision		May				
Regular SENCo induction training provided for staff in schools and settings	Termly					
Task and finish group set up to develop a process and resources for schools to deliver SEN support.				Dec		
Develop the role of Senior Leadership Team and governors in support and challenging outcomes for SEND students						
All new Heads attend induction training	3 times per year					
All SEN Governors attend SEND briefing	3 times per year					

Theme/Priority/Action	Jan - Mar 2018	April - Jun 2018	July - Sept 2018	Oct - Dec 2018	Jan - Mar 2019	April - Jun 2019
All Heads receive SEND briefings	Termly					
Inclusion audit developed			July			
All schools have an action plan developed in response to SEN reviews identified through the LSSB.	March					
Develop the understanding and role of teachers in relation to SEND						
All NQTs attend inclusion and behaviour training.				Oct		
Explore opportunities for schools staff to have access to training via the Whole School SEND (London Leadership).		April				
Promote the effective use of Teaching Assistants						
Programme of training for TAs is developed for all schools			July			
Schools have access to training re the effective deployment of additional adults			Sept			
Theme 7: Inequality of access to services for children and young people with SEND.						
Secure smooth transfer from early years settings to primary schools						
Supportive transitions undertaken for children with SEND who are starting school				Oct		
All Early Year settings briefed and trained on the transitions process.				Dec		
Impact of the Early Years Inclusion Fund reviewed				Dec		
Develop effective transfer arrangements to enable all pupils with SEND to move seamlessly from primary to secondary schools.						
Children at SEN support to have an SEN support plan in place				Oct		
Schools complete all annual reviews for each child in Year 6				Dec		
Follow up process in place for pupils at risk of placement breakdown on transition					Jan	
Create clear pathway planning to support a smooth transfer to post 16 and post 19 provision.						
Integrated pathways for 14 year olds finalised	March					

Theme/Priority/Action	Jan - Mar 2018	April - Jun 2018	July - Sept 2018	Oct - Dec 2018	Jan - Mar 2019	April - Jun 2019
Hospital / Communication passport promoted and undertaken where appropriate and uptake monitored.				Dec		
Health Check List and Children's / Adults health involvement form completed to support timely referrals.				Dec		
Establish effective services and provision to support young people in preparation for adulthood to ensure smooth transition into adult services where appropriate.						
Careers advice provided to children with SEND						July
Implement recommendations from the PeopleToo audit of post 16 providers			July			
Increased resource provided to South Glos to develop new provision and opportunity including pilots and development of provision.						July
Travel training model embedded within transition team providing additional capacity.	March					
Social Care Transition assessment agreed and configured on the children's system.				Dec		
Framework provided for supported living care at home to meet the needs of young adults to live independent lives.				Dec		
A range of appropriate housing options to meet individual needs designed and developed					March	
Establish a Pathway to the Employment Network group to provide a local forum for key providers and strategic partners to support the delivery of pathways into employment.						
Pathway to Employment Network group established.		June				
Theme 8: Training and workforce development for health service staff						
Develop a skilled and supported workforce across the local area to meet the needs of children and their families.						
Multi-agency SEND training developed		June				
All staff in Health and Social Care receive regular training in the use of advice templates			Sept			
CCHP SEND training plan in place and uptake monitored			Sept			
All staff in education, Health and social care receive regular training in Person Centred Planning for Annual Reviews		June				

Theme/Priority/Action	Jan - Mar 2018	April - Jun 2018	July - Sept 2018	Oct - Dec 2018	Jan - Mar 2019	April - Jun 2019
Designated Medical Officer and Designated Clinical Officer support the delivery of SEND training for all community health professionals including the delivery of functional, outcomes-focussed assessment and care planning.						
Annual health away day training delivered			Sept			

List of Lead Officers named throughout the plan

Role	Name	Theme(s)
Head of Education, Learning and Skills	Helean Hughes	1
Strategic Lead - Education	Sarah Hayes	1, 2, 3, 5, 6
0-25 Team Manager	Duane Chappell	1, 2, 3, 6, 7, 8
Strategic Communications Lead	Catherine Harrington	1
Systems & Performance Manager	Alan Sharp	1
Departmental Information Lead	Lynne Kingdon	1, 4
Head of Commissioning, Partnerships and Performance	Jon Shaw	2, 7
SEND Consultant	Kate East	2
0-25 Service Manager	Nick Lowe	2
CCG Deputy Head of Finance	Chris Flook	2
Head of Financial Management & Business Support	Mustafa Salih	2, 6
CCG Children's Commissioner	Ali Ford	2, 4, 8
CCG Head of Commissioning – Children, Young People and Maternity	Lindsay Gee	2, 4, 8
Specialist Public Health Manager	Jacqui Offer	2
Schools Partnership Officer	Sarah Godsell	2
Designated Medical Officer	Joanne Brooks	3, 8
Designated Clinical Officer	Liz Jarvis	3
Head of Health Visiting	Penny Hazelwood	4
Head of Operations CAMHS and Specialist Children's Services	Heather Kapeluch	4
Head of Children's Service (Sirona)	Chrissie Hardman	4, 8
Strategic Lead for Education Improvement and Commissioning	Andrew Best	5, 6
Regional Children's Commissioner	Lisa Mannel	5
Attendance, exclusions and licenses (Team Leader)	Guy Halley	5
Early Years Manager	Rachel Webb	5, 6, 7
Transitions Lead	Kevin Lacey	7
Strategic Adviser – Skills	Julie Cathcart	7
0-25 Team Manager (Adults Social Care 18-25)	Jackie Richard	7

Role	Name	Theme(s)
0-25 Team Manager (Children Social Care 0-18)	Lorraine Lawson	7
Commissioning Officer	Heather Cassell	7
Employability and Skills Officer	Carolyn Maggs	7

Financial Implications

Action	Cost	Budget
5.1.1 52x 0.1 EP	£13,000	Existing 0-25 staffing structure
5.1.1 20 days via Integra	£3,300	Existing Service Level Agreement
5.1.1 Primary Inclusion Officer	£20,000	Existing inclusion budget
5.2.4 Inclusion Conference	£4,000	
6.1.3 SENCo briefings	£1,500	
6.1.6 SIA training	£3,000	
6.1.7 SENCo induction	£1,500	
6.2.1 Induction training	£200	
6.2.2 Governor training	£400	
6.2.5 SEN Reviews	£400 x 20 £8,000	
6.4.1 TA programme development	£400	
6.4.2 Bespoke training on use of additional adults	£3,000	
Total	£58,300	

Glossary - Terms frequently used within SEND

Abbreviation	Description	Abbreviation	Description
CAMHS	Child and Adolescent Mental Health Service	NEET	Not in Education, Employment or Training
CCG	Clinical Commissioning Group	OFSTED	Office for Standards in Education
CCHP	Community Children's Health Partnership	OPS	On-line Pupil Survey
CQC	Care Quality Commission	OT	Occupational Therapy
CYP	Children and young person	PCP	Person Centred Planning
DQIP	Data Quality Improvement Plan	PEx	Permanent Exclusions
DSG	Delegated Schools Grant	PLC	Pathway Learning Centre
EHCp	Education, Health and Care Plan	SC	Social Care
EHCna	Education, Health and Care needs assessment	SDIP	Service Development and Improvement Plan
EP	Educational Psychologists	SLT	Speech and Language Therapy
EY	Early Years	SEN	Special Educational Needs
FEx	Fixed Term Exclusions	SEND	Special Educational Needs and Disabilities
HV	Health Visitor	SGC	South Gloucestershire Council
LAC	Looked After Children	TA	Teaching Assistant
LO	Local Offer		

Summary of meetings and key individuals/groups involved in the production of this plan

Date	Meeting and attendees	Role																
16 Jan 2018	Workshop 1	<table border="1"> <tr><td data-bbox="1084 274 2105 312">Head of Education, Learning and Skills</td></tr> <tr><td data-bbox="1084 316 2105 354">CEO and Co-Founder South Glos Parents and Carers CIC</td></tr> <tr><td data-bbox="1084 357 2105 395">Strategic Lead - Education</td></tr> <tr><td data-bbox="1084 399 2105 437">0-25 Team Manager</td></tr> <tr><td data-bbox="1084 440 2105 478">Strategic Communications Lead</td></tr> <tr><td data-bbox="1084 481 2105 520">Departmental Information Lead</td></tr> <tr><td data-bbox="1084 523 2105 561">CCG Children’s Commissioner</td></tr> <tr><td data-bbox="1084 564 2105 603">CCG Head of Commissioning – Children, Young People and Maternity</td></tr> <tr><td data-bbox="1084 606 2105 644">Designated Clinical Officer</td></tr> <tr><td data-bbox="1084 647 2105 686">Specialist Public Health Manager</td></tr> <tr><td data-bbox="1084 689 2105 727">Head of Operations CAMHS and Specialist Children’s Services</td></tr> <tr><td data-bbox="1084 730 2105 769">Head of Children’s Service (Sirona)</td></tr> <tr><td data-bbox="1084 772 2105 810">Strategic Lead for Education Improvement and Commissioning</td></tr> <tr><td data-bbox="1084 813 2105 852">Early Years Manager</td></tr> <tr><td data-bbox="1084 855 2105 893">Transitions Lead</td></tr> <tr><td data-bbox="1084 896 2105 935">Strategic Adviser – Skills</td></tr> </table>	Head of Education, Learning and Skills	CEO and Co-Founder South Glos Parents and Carers CIC	Strategic Lead - Education	0-25 Team Manager	Strategic Communications Lead	Departmental Information Lead	CCG Children’s Commissioner	CCG Head of Commissioning – Children, Young People and Maternity	Designated Clinical Officer	Specialist Public Health Manager	Head of Operations CAMHS and Specialist Children’s Services	Head of Children’s Service (Sirona)	Strategic Lead for Education Improvement and Commissioning	Early Years Manager	Transitions Lead	Strategic Adviser – Skills
Head of Education, Learning and Skills																		
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Early Years Manager																		
Transitions Lead																		
Strategic Adviser – Skills																		
17 January	Primary and Special School Head Teachers meeting	Primary and Special Schools Head Teachers																

24 Jan 2018	Workshop 2	Head of Education, Learning and Skills
		Strategic Lead - Education
		0-25 Team Manager
		Strategic Communications Lead
		Departmental Information Lead
		CCG Children's Commissioner
		CCG Head of Commissioning – Children, Young People and Maternity
		Specialist Public Health Manager
		Strategic Lead for Education Improvement and Commissioning
		Inclusions Support Co-ordinator
25 Jan 2018	Secondary School Head Teachers meeting	Secondary Schools Head Teachers
30 Jan 2018	Workshop 3	Head of Education, Learning and Skills
		Strategic Lead - Education
		0-25 Team Manager
		Head of Commissioning, Partnerships and Performance
		CCG Head of Commissioning – Children, Young People and Maternity
7 Feb 2018	Meeting with SEND Professional Adviser and NHS Patient Experience Manager	SEND Professional Adviser
		NHS Patient Experience Manager
		Director for Children, Adults and Health
		Head of Education, Learning and Skills
		CEO and Co-Founder South Glos Parents and Carers CIC
		Strategic Lead - Education
		0-25 Team Manager
		CCG Head of Commissioning – Children, Young People and Maternity

13 Feb 2018	Sub group meeting 1	Head of Education, Learning and Skills
		CEO and Co-Founder South Glos Parents and Carers CIC
		Strategic Lead - Education
		0-25 Team Manager
		CCG Head of Commissioning – Children, Young People and Maternity
20 Feb 2018	Sub group meeting 2	Head of Education, Learning and Skills
		CEO and Co-Founder South Glos Parents and Carers CIC
		Strategic Lead - Education
		0-25 Team Manager
		CCG Head of Commissioning – Children, Young People and Maternity
26 Feb 2018	Sub group meeting 3	Head of Education, Learning and Skills
		CEO and Co-Founder South Glos Parents and Carers CIC
		Strategic Lead - Education
		0-25 Team Manager
		CCG Head of Commissioning – Children, Young People and Maternity