



North Somerset Local Area Written Statement of Action for Special Educational Needs and Disabilities - October 2018

Purpose of this statement

Between 14th and 18th May 2018, Ofsted and the Care Quality Commission (CQC) conducted a joint inspection of the North Somerset 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. The report of this inspection was published on 6th July 2018. Because of the findings of the inspection, Her Majesty's Chief Inspector (HMCI) determined that a Written Statement of Action is required to address areas of significant weakness in the local area's systems and practices. North Somerset Council (NSC) and NHS Bristol North Somerset & South Gloucestershire Clinical Commissioning Group (BNSSG CCG) are jointly responsible for submitting the written statement.

Both statutory partners are also committed to engaging with North Somerset Parent Carers Working Together, our local parent carer forum, in developing our plans to address the issues identified by the inspection team and to involving children and young people with SEND and their parents and carers directly in the activity we undertake to improve services.

This is our statement of action. It sets out:

1. Our vision for improvement and the values that will drive the required changes in our local area
2. The arrangements for working together to oversee this work
3. A summary of the outcomes we are seeking to achieve to address the weaknesses identified and the improvements we will make
4. The specific, high priority actions we will take to address the weaknesses identified by inspectors
5. How we will monitor this action plan

In addition, we include:

6. A key to the responsible officers identified in the action plan
7. A glossary of terms and abbreviations used in this document

1. Our shared vision and values

Strategic leadership of SEND issues across North Somerset is held by the SEND Programme Board. In March 2018 the board agreed to develop a SEND strategy for North Somerset. The first stage of this work was a stakeholder workshop held in June to agree the vision and aims for the strategy. At the workshop, stakeholders and partners co-developed the following vision for the strategy which is the vision underpinning this statement:

“Working together in North Somerset, our aspiration is for all children and young people with SEND with additional needs to achieve their full potential”

To deliver the vision the SEND Programme Board has agreed the following aims. These aims will form the heart of the strategy, and this action plan has been developed to support our delivery of the vision:

AIM 1 - Putting children and young people with SEND and their carers and parents first

- Safeguarding our children and young people with SEND who will always be our priority
- We will work to ensure that provision is welcoming, accessible and inclusive, so that it meets the needs of most children and young people with SEND across the age range.
- We will identify children and young people with SEND at the earliest possible stage, providing timely assessments and appropriate intervention to meet their need.
- We will use our collective resources effectively and equitably, and no child or family will be disadvantaged (financially or in accessing provision) because of a child or young person’s SEND.
- We will review and redesign pathways and develop clear transition arrangements across phases to promote positive outcomes throughout pre-school to school and into adulthood
- We will focus on developing preventative and early intervention approaches to support children and young people with SEND and their families

AIM 2 - Working together well

- We will use our learning from the MAISEY model to develop effective and efficient multi-agency processes across the age ranges, providing parents with clearer pathways and better information on our processes
- We will build capacity across all our services, by building effective partnerships between carer parent groups, the local authority, health services, schools and other settings
- We will improve our Education, Health & Care Plan pathway so that by September 2019 all children follow a single, partnership-focused pathway, and are reviewed against shared outcomes.
- We will review our joint commissioning processes, and where appropriate and effective, we will align or pool budgets to commission better quality services which offer best value
- We will encourage and support all schools, colleges and early years settings to work collectively to share effective practice and make best use of resources
- We will better co-ordinate and integrate work with a wider range of partner agencies and voluntary organisations to develop a varied and supportive Local Offer

AIM 3 - Planning and developing services in partnership

- We will develop systems for collecting data and providing management information to inform effective joint planning and delivery of services
- We will analyse local and national data to better understand and plan for the predicted SEND need in North Somerset over the coming decade
- We will direct resources appropriately to meet the changing pattern of need across the SEND population, managing the capacity of services to meet both current and future need
- We will collectively commit to the co-design and co-production of policies and services for children and young people with SEND and their families, keeping them at the heart of the process.

AIM 4 - Providing clear information, advice and guidance

- We will ensure that children and young people with SEND and their parents and carers are well informed via effective communication and co-designed information services
- We will provide clear, transparent information about services to support families in making informed choices and accessing services
- We will aim to make the North Somerset Local Offer website a single source of accurate, high quality information across all partner services

How will we ensure we deliver these aims?

- We will involve children and young people with SEND, their parents and carers, partners and providers in the development and review of our strategy
- We will challenge all agencies to deliver on the aims in the strategy, by ensuring that they are incorporated into their organisation's plans, culture and targets
- We will continue to review the strategy, ensuring that co-production remains at the heart of our planning and delivery
- We will ensure we have achievable and deliverable plans, so expectations can be realised

We will continue to co-produce this strategy with all stakeholders, and it will be subject to a formal and broad consultation process in early 2019.

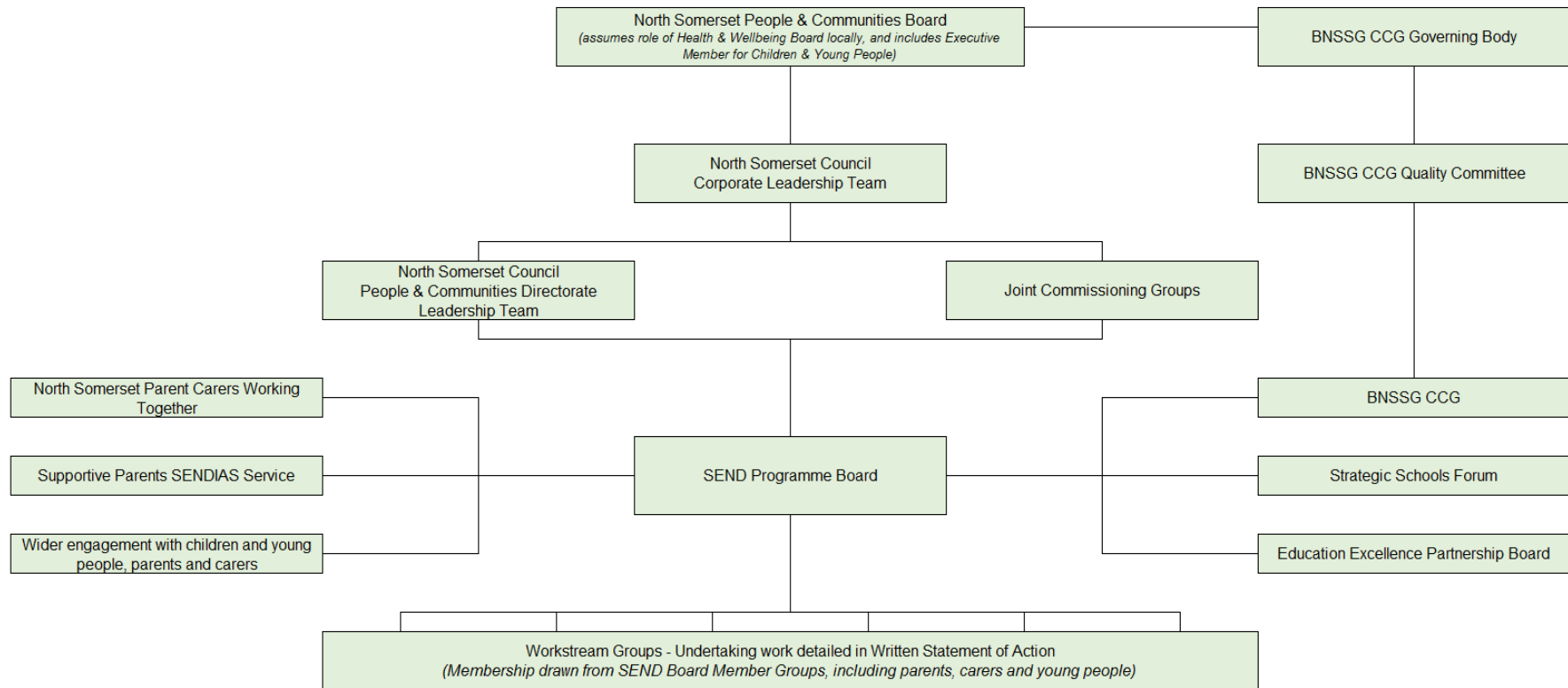
Many of the milestones and much of the activity detailed in this Written Statement of Action will support us in delivering on the aims we have jointly identified. The SEND Programme board view both documents as parts of our overall plan to deliver improvements in the SEND system for children and young people, their parents and carers in North Somerset.

2. How we will work together to improve services in North Somerset

We will make sure the right people are involved in this improvement plan and in development of our joint strategy. At the centre of our work will be the aspirations, needs and wishes of children and young people with SEND and their carers and parents. Translating these experiences in to actions will be councillors, senior leaders, partners, schools, colleges and staff.

The Inspection Team acknowledged our steps towards this in the work of the SEND Programme Board, and this group will oversee this work which will be delivered through a series of work-streams aligned to the identified areas of significant weakness. The Board will work closely with colleagues from the Education Excellence Partnership Board which brings together leaders of schools and academy trusts, and North Somerset's Strategic Schools Forum which has responsibility for the High Needs Block of the Dedicated Schools Grant.

The work of the SEND Programme Board will also be reported to the Clinical Commissioning Group's Quality Committee and the People & Communities Board, which discharges the statutory responsibilities of the Health & Wellbeing Board in North Somerset. The structure in the below diagram shows communication, delivery and accountability will work.



3. Key Outcomes to achieve the vision

We have identified a set of outcomes linked directly to the areas of serious weakness identified by inspectors. These are provided in the table below along with a summary of the key improvements that we will make to have the greatest impact. These are detailed below, including key observations by the Inspection Team alongside our aspirations for improvement and our headline actions. These actions will be broken down in more detail in Sections 4 and 5 below.

ASW1: A lack of strategic direction and planning by senior leaders across the local area to implement the SEND reforms through an effective SEND strategy	
What the inspection team identified:	What we want to achieve:
<p><i>“Leaders acknowledge that there is no SEND strategy in place. As a result, not enough children and young people with SEND who have SEN and/or disabilities are being provided with the quality of support and services to which they are legally entitled as laid out in the 2014 SEND reforms. Leaders demonstrate a commitment to making these improvements. However, the impact of actions taken are yet to be seen.”</i></p> <p><i>“Leaders in the local area do not have secure systems in place to check the quality and impact of their work. They have been too slow to identify and tackle weaknesses to drive improvement in the quality of services for children and young people with SEND who have SEN and/or disabilities.”</i></p> <p><i>“A local area SEND Programme Board has been in operation since 2014. Membership has been extended recently to include representation from a broad range of services from the local area. Professionals are now beginning to work more collaboratively to support children and young people with SEND who have SEN and/or disabilities in the early identification of need. However, leaders recognise that it is too early to evaluate its effectiveness.”</i></p> <p><i>“Parents and carers report that, with the exception of the early years, the ‘tell it once’ strategy identified in the SEND reforms is not consistently embedded within the local area. Too often, they have to ‘repeat their story’ to a variety of professionals. Consequently, the lack of an effective strategy heightens their anxiety and stress when trying to obtain guidance and support to meet the needs of their children successfully.”</i></p>	<ul style="list-style-type: none"> • We will have a genuinely co-produced SEND strategy in place with realistic and achievable aims, clear outcomes and a shared understanding of expectations across our partnership and in line with the Children and Families Act, 2014 • Our strategy will be underpinned by a Joint Commissioning Plan which describes how we will commission services in partnership across the whole local area to support improved outcomes. • We will further consider the inclusion of Elected Member representation on the SEND Programme Board to strengthen strategic leadership and will strengthen links with Scrutiny Panels via regular reports on progress towards implementing these actions and our SEND strategy. • We will ensure robust systems are in place, supported by appropriate resources to check the quality and impact of work being undertaken and we will consistently use this information to plan future services • We will support the development of clearer process and pathways for all children and young people with SEND across the age range in their journey to adulthood • EHC assessments and plans will be consistent in quality and shared across the whole local system, enabling parents to tell their story once and for all partners to share a view of the child and family

- We will develop a system-wide approach to setting and measuring outcomes and evaluating impact which will enable children and young people, their parents and carers and professionals working with them to understand how well their needs are being met.
- Our annual Self-Evaluation document will continue to tell the story of what the local area has achieved but will evidence this via an overview of performance and capturing the impact our work has had on outcomes for children. This document, and the process of bringing it together, will continue to be an invaluable process of reflection and joint review locally, and will support development and ongoing review of our SEND Strategy. We will also continue to develop the encouraging steps towards genuine co-production of the annual Self-Evaluation which began in 2017/18.
- We will continue to work with parents, carers, partners and young people in reviewing our Local Offer to ensure it provides timely, accurate information, guidance and support.

What we will do:

- We will be mindful of the principles set out in the Children and Families Act 2014 and will provide clarity and focus on how we will increase the pace of delivery of the SEND reforms, for example:
 - Having a clear focus on the participation of children and young people with SEND both at an individual level and strategic level
 - Ensuring the Local Offer reflects the local areas response to the reforms
 - Co-producing joint commissioning of services
- We will accelerate the process of developing our SEND Strategy, in order that it is delivered during the lifetime of the Written Statement of Action:
 - The strategy will be genuinely co-produced, building on the successful event held in June 2018 to begin the process of development which included a broad range of voices
 - While capturing our collective aspirations for children and young people with SEND, the strategy will set realistic and achievable goals for the improvement and development of local services and will challenge everyone to find ways of working and commissioning better together.
 - We will have a clear commitment in the strategy, shared by all partners to listening to children and young people with SEND, demonstrating this by ensuring we hear their voices throughout our processes and pathways.
 - The strategy will describe how Senior Leaders, via the SEND Programme Board, will deliver the leadership needed in the local SEND system, and will enable the Board to monitor both its own performance and how effectively the system operates locally as a whole.
 - The strategy, along with the annually produced Self Evaluation, will enable the Board to review progress, develop strategies, set goals and influence decision making across services in the local area.

- We will ensure all work to review, update and simplify our processes is overseen by the SEND Programme Board, which will provide an overall set of expectations for all aspects of our work:
 - We will develop pathways to deliver a focus on the child's journey: beginning as soon as they are known to services and continuing to adulthood, with services linking together and working collectively drawing on experiences of using the MAISEY model within early years services
 - We will embed a commitment to 'tell it once', ensuring that processes and pathways link together and that barriers to sharing information between partners are, wherever appropriate and practical, removed.
 - We will enhance our local offer to ensure that these pathways are well-documented, with appropriate guidance and support along the way to support all stakeholders.
 - We will work closely with our SENDIAS, Supportive Parents ensuring that parents can access timely, impartial and independent help alongside our own guidance.
 - We will work closely with North Somerset Parent Carers Working Together, maintaining open and honest communications
 - We will ensure earlier engagement and genuine co-production is embedded in all changes to policy, practice and service delivery, and that this is enshrined in a Co-Production Policy and a co-production charter which are developed with all our partners.
 - We will build a business case for funding to implement digital systems which will allow parents and carers to provide their contributions and information at times which are convenient for them, and which will allow them to receive updates on the status of their child's case at any time. This will, in turn, free SEND caseworker time, which is currently often deployed on administrative tasks.
 - We will ensure that setting and monitoring outcome measures are fundamental aspects of our revised processes and procedures, providing multiagency training and development to support all colleagues in understanding outcomes fully
 - We will ensure the boards terms of reference and attendance list is up to date and relevant

- We will continue the process of reviewing, evaluation and developing the Local Offer website to provide the best possible information and guidance to children and young people with SEND and their carers and parents:
 - This will identify gaps and evaluate different ways to present information. This will include engagement with young people to consider how we can best deliver more young-person focused content
 - We will repeat our survey, first conducted with NSPCWT during 2017, to determine the impact of our changes on how, when and why people use the local offer, and what they consider would improve its usability.
 - We will investigate how far the current 'corporate branding' of the local offer affects its perception and use and will if necessary, make a further case for a new design and publicity around the local offer.

How will we know when we've done this?

- By Summer 2019, the SEND Programme Board will adopt a clear, co-produced SEND Strategy which while capturing our collective aspirations for children and young people with SEND, is realistic, deliverable and supports achievement of clear outcomes.
- The SEND Strategy will be supported by a comprehensive Joint Commissioning Plan.
- The SEND Programme Board will use this strategy, in combination with an annual Self-Evaluation to determine a work plan which will ensure continuous improvement in the system and will deliver genuine opportunities for joint commissioning.

- Key changes undertaken will reflect our greater focus on the participation of children and young people with SEND in decision making at an individual and strategic level in line with children and young people with SEND's expectations, meeting our legal requirements in the Children Act 2014, the Care Act 2014 and the Mental Capacity Act 2005.
- We will repeat our survey of users of the Local Offer, and Children and young people with SEND and their carers and parents will tell us that they know how to find out about and access services with the minimum of delay or difficulty and will report greater satisfaction with the local offer as a tool to help with this.
- Children and young people with SEND and their carers and parents will tell us that access to services is achieved within reasonable timescales and consistent with the expectations and information we have provided. This will be supported by performance evidence overseen by the SEND Programme Board
- Our EHCP pathway will be clear for both parents and professionals, with good quality advice and guidance available to support everyone concerned throughout the process.
- Our annual Self-Evaluation will demonstrate impact alongside activity, and we will use this alongside the SEND Strategy to steer development and service review activity
- We will undertake regular reviews of what children and young people with SEND and their carers and parents and professionals tell us and our response, strategically and operationally. These will be reported openly via our Local Offer.
- We will continue to review of the membership and terms of reference of our SEND Programme Board to ensure all key stakeholders are able to influence the development of strategies and processes.

ASW2: Lack of capacity within the local area to effectively implement the SEND reforms	
What the inspection team identified:	What we want to achieve
<p><i>“Leaders in the local area have failed in their duty to meet the statutory deadline for the conversion of statements of special educational needs to education, health and care (EHC) plans. Not all statements were converted by the April 2018 deadline. While the local area has plans in place to convert these statements before September 2018, this delay remains an area of concern.”</i></p> <p><i>“Leaders report that they have faced, and continue to face, financial challenges. Despite these challenges, inspectors observed some strong practice delivered by highly committed professionals. Nevertheless, leaders do not implement their plans effectively to provide the services required to identify and meet the needs of children and young people with SEND in the local area. Parents report that this failing is causing distress and worry for them.”</i></p> <p><i>“Inspectors found that half of all referrals for EHC plan assessments are declined. Professionals do not have clarity about what information needs to</i></p>	<ul style="list-style-type: none"> • All SEN Statements will have been converted to EHCPs by the end of August 2018. • Sufficient capacity available to ensure timely completion of Annual Reviews, including recognition that this workload is unevenly distributed across the year. • Despite financial challenges, leaders will ensure future planning provides the services required to identify and meet the needs of children and young people with SEND, including: <ul style="list-style-type: none"> • Co-produced, strong, robust practice and procedures in place, to ensure both early identification of needs and appropriate and timely responses to the needs identified. • Strong working relationships with families based upon trust, excellent practice and clear communication

be provided to the panel as part of the referral process, in response to the local area's agreed graduated response. Consequently, children and young people with SEND are not provided with timely support to meet their needs."

- Consistent working practices across the local area, involving and engaging all partners and stakeholders
- All professionals involved in the EHCP process will have a sound understanding of all aspects of the process and essential criteria when making referrals for EHC plan. We will ensure that training is provided for school staff in what needs to be provided to reflect their graduated response.
- Children and young people with SEND will be enabled to contribute effectively to our processes for EHC referrals and assessments, and their voices will be heard at all stages.
- Increased capacity within the Vulnerable Learners Service (VLS) to ensure that the team responds in an appropriate and timely fashion to the needs of our children and young people with SEND and their families
- During 2017 we undertook a wide-ranging review of local Specialist and Alternative Education provision. In line with the findings of that review, wherever possible and appropriate we will aim to ensure that local provision is available for our children and young people with SEND to meet a range of identified SEND needs, reducing the stress and impact of travelling long distances to school.
- We will ensure that appropriate levels of Top Up Funding are allocated to individuals to better enable educational and other settings to respond to the identified individual needs.
- Improve referral to treatment time to meet 18-week referral to treatment target across Children's Community Health Services in North Somerset especially in community paediatrics and Specialist CAMHS with focus on the ASD pathway

What we will do:

- As a matter of urgency, we have increased capacity and worked with families to ensure remaining statements are converted by the end of August 2018, except for two where, with parents' agreement, we continue to work to agree specific wording.
- We will increase the capacity and review the structure of the Vulnerable Learners' Service to ensure it can meet the increased level of demand. We will then continually monitor, review and evaluate effectiveness and performance of the service, reporting regularly via the SEND Programme Board.
- We will support the co-production of sustainable, clear processes and procedures which will be jointly owned and delivered across the system. We will achieve this by developing these processes through the SEND Programme Board (*Link to ASW 1 & 5*)
- We will review our processes and pathways in conjunction with children and young people with SEND and their carers and parents (*Link to ASW 5 timescales*).
- We will reduce bureaucracy and ensure all contributors to EHC assessment requests and plans have an agreed format and timescale for submitting information. We aim to provide an electronic system to further simplify and streamline this process in future, allowing more parents and carers to better understand progress towards assessment and EHC plan delivery (*Link to ASW 1 & 5*)
- We will monitor our performance in responding to requests for EHCP assessments, alongside the progress of individual children and young people's progress towards attaining their SMART outcomes in their EHCP
- We will provide appropriate advice, guidance and training to all those involved with the EHCP process to ensure that all our children and young people with SEND's needs can be considered in a fair, appropriate, consistent and timely manner, and that newly developed ways of working are widely understood and embedded.
- In line with our emerging SEND Strategy, children and young people with SEND and their carers and parents will consistently be involved in co-production any changes that need to take place regarding SEND services across the local area
- We will implement the findings of the review of Specialist and Alternative Education Provision in North Somerset, including:
 - developing new units for supporting children and young people with SEND with specific learning difficulties and on the autistic spectrum within the authority
 - developing local SEMH provision in the form of a new school
- We will identify gaps in provision and areas where greater impact could be made through the development of new provision and address these gaps, working with the SEND Programme Board to consider how the local system can adapt to better meet needs.
- Review the Top Up funding and respond to those findings
- Ensure that educational staff are confident in their applications for both TUF and requests for assessments for EHCP's resulting in more timely support for individual children and young people with SEND by providing further training on understanding the graduated response, EHC processes and managing children young people and families' expectations
- Increase provision for children and young people with SEND with complex physical needs
- In North Somerset there is particularly high demand for community paediatrics, CAMHS and autism diagnostic assessment. Static capacity is impacting upon the ability to assess children and young people within 18 weeks of referral, contribute effectively to their EHC plans and provide timely diagnosis and management of autism. In North Somerset, service delivery and achievement of outcomes for children with SEND is further impacted by long standing retention and recruitment challenges in community paediatrics and CAMHS. The provider is remodelling their workforce to improve efficiency and staff retention. The CCG agreed in September 2018 to commit an additional £500k which should provide opportunity to install an effective Specialist CAMHS IT system (IAPTUS), a crisis intervention team and increase core CAMHS capacity.

How will we know when we've done this?

- The needs of the children and young people with SEND will be identified and appropriately met within appropriate time frames, in compliance with the Children and Families Act 2014. Performance will be systematically monitored and regularly considered by the SEND Programme Board.
- We will report to the SEND Programme Board confirming all statements have been converted to EHCPs by September 2018.
- Children and young people, their parents and carers will confirm their plans are in place and are working effectively.
- NSPCWT and Supportive Parents will report that families are noting the positive differences these actions are making, building trust between services and families
- Performance monitoring and evaluation of outcomes will provide evidence of what is working well and what improvements could be implemented as part of our annual Self-Evaluation. This will be shared at the SEND Programme Board, ensuring strategic leaders across the system are able to effectively plan and manage services, delivering the appropriate capacity
- Our Local Offer will provide clear and authoritative information on our plans, processes and policies, including opportunities for children and young people, parents and carers to be involved in co-production to support new systems. All families and professionals involved with the EHCP process will feel confident that they understand the criteria, expectations, process and time frame.
- The impact of system changes will be monitored, and we will regularly report back to the SEND Programme Board with identified trends, what is working well and what needs to be done differently (*Link to ASW 5*).
- Families and professionals will report feeling confident that the EHCP process is fair and delivered effectively and equitably. Consequently, we will evidence that:
 - Requests for assessment will meet the agreed criteria, reducing and in time negating refusals
 - The number of cases proceeding to Tribunal will reduce and ultimately disappear
- Children's Community Health Services referral to treatment times are reported to the NS SEND Programme Board (via the NS SEND Dashboard) who provide scrutiny and will monitor the improvement
- We will demonstrate progress in delivery of new, first class educational provisions within North Somerset which will have a significant positive impact on the well-being of children and young people with SEND by reducing difficulties caused by lengthy travel time, enabling individuals to remain part of their local community and supporting them to develop their optimum independence as adults, achieving their full potential. This will include the delivery of:
 - Units established within schools in the area to support children and young people with specific learning difficulties and autistic spectrum traits
 - Increased spaces within existing special schools to support local children and young people
 - Creation of a new SEMH free school
 - Top-up Funding allocated fairly and transparently, according to need
 - Increased provision for children and young people with complex physical needs

ASW3: The standards achieved, and the progress made by children and young people with SEND

What the inspection team identified:

"Leaders in the local area recognise that outcomes for children and young people with SEND who have SEN and/or disabilities are not good enough. In 2017, achievement at the end of key stage 1 for those with SEN support improved in reading, writing and mathematics. However, these

What we want to achieve:

- Positive outcomes for all children and young people, shared with their families

improvements are fragile and not replicated for other children and young people with SEN and/or disabilities in key stage 2 and key stage 4.”

“Outcomes at the end of key stage 1 for those children with an EHC plan in relation to achieving the expected levels in reading, writing and mathematics dropped in 2017. This was in contrast to the outcomes of those with SEND support, who achieved positive outcomes. This decline was most notable in writing and mathematics. No child with an EHC plan achieved the expected standard in writing. Consequently, children do not enter the next stage of their education with the skills and knowledge required.”

“In 2017, the proportion of all children and young people with SEND reaching the expected standard at the end of key stage 2 in North Somerset in reading, writing and mathematics was below the national average, at 68% compared to 71% nationally. This picture is also reflected in outcomes for children and young people who have SEN and/or disabilities receiving SEN support. Pupils make insufficient progress by the end of Year 6 in reading, writing and mathematics.”

*“Progress made by *children and young people with SEND* at the end of key stage 4 declined considerably in 2017 for all pupils. However, this is especially the case for those with an EHC plan or those who received SEN support.”*

- All professionals will enable children and their families to develop their expectations and aspirations as they grow towards adulthood, achieving the best possible educational outcomes
- Children and young people with SEND achieving at the expected levels in reading, writing and mathematics in key stages 1,2,3, and 4
- All children and young people with SEND in each key stage will achieve their personal best
- Children and young people with SEND with Education Health Care Plans demonstratively making progress against outcomes within the Plan which have clearly set targets and measures of success.
- Schools supported to develop measurable targets for children and young people receiving SEN support, and demonstrating progress against these SMART targets identified with their plans
- All children and young people with SEND, wherever possible, meeting the expected end of key stage standards in all curriculum areas and therefore able to transition to the next key stage with the relevant levels of knowledge and skills
- Appropriate levels of support provided to bring about positive outcomes for all children and young people with SEND
- Children and families are satisfied the extra support given at transition key stages enables their child or young person to smoothly move into the next stages of their learning
- A robust mechanism of gathering information from children, young people and their families, providing us with information on the impact services are having and using this information to help inform future service delivery
- To improve the profile outcomes for SEND children at the end of Early Years Foundation Stage

- To have a robust process and system in place for the early identification and planning for children and young people with SEND's transitions into adulthood, as part of the 0-25 years referral pathway.
- Policies, processes and delivery of home to school transport which is not adversely impacting outcomes for children and young people.

What we will do:

- Build on existing examples where early engagement and help has supported children and young people with SEND to be able to access services appropriate for them to achieve their outcomes in a timely way
- Provide leadership to further develop partnership working with educational settings and children, young people and their parents to have high levels of expectations and to set appropriately challenging SMART targets to measure progress and support reviews and future planning.
- As part of the EHCP annual reviews we will robustly monitor and evaluate the impact of the levels of progress, outcomes and the effectiveness of future planning for adulthood of each child and young person
- Better identify and track children under 5 years old to monitor their achievement levels and put in place appropriate support. To work with our Business Intelligence Team to create a reporting dashboard to inform practice in the Early Years. This will include both the tracking of individual children and business planning to inform school pupil projections
- Review and streamline the range of observation and assessment processes for children under 5. This includes consideration of Top Up Funding, Disability Living Allowance, Multi Agency Inclusion & Support in the Early Years (MAISEY), Early Help Assessments, Area SENCO observations, Education, Health & Care Plans, SEN panel. Springboard Opportunity Playgroup. Health colleagues are also critical in making positive changes
- We will develop a transitions team which will act as the interface between Children and Adult's social care, education and health services, minimising the delays in identification and assessment of needs and supporting smoother transitions for young people to adult services
- The work of the transitions team will be person-centred with the young person at the heart of all assessments and decision making, ensuring the process is part of the 'whole life journey' approach being developed (ASW 5)
- All annual reviews, particularly at transition points will include evidence of progress is made at that key stage, and will consider SMART targets
- We will clearly identify outcomes, strategies and resources required to ensure each individual achieves their personal best
- We will maintain close liaison with education settings to regularly monitor levels of progress and identify barriers to learning, addressing these in a timely fashion
- We will work with our Integrated Transport Unit to monitor the duration and quality of journeys, and will where necessary work together to find solutions to reduce their impact on children and young people's learning and achievement.

How will we know when we've done this?

- Evidence from tracking, monitoring and measuring the progress of children and young people will provide us with valuable information to support, inform and develop future service processes and procedures

- Children and young people will achieve excellent levels of progress across all curriculum areas, which will be monitored regularly by the SEND Programme Board
- Students with SEND will achieve their expected level of attainment at the end of all key stages, which will be monitored regularly by the SEND Programme Board
- Children and young people and their families will tell us that they are pleased with their progress, and this will be reflected in views expressed to NSPCWT and Supportive Parents.
- Children under 5 years of age will have fewer but more robust assessments, which will support families in telling their story once, and will form part of a single system shared with other partners including health and schools.
- The Local Authority will have a clearer understanding of future SEND requirements – from expected need arising in early years, via pupil projections and expected demand for future adult care services
- Parents report that access to support and services is smoother and they feel that they do not have to ‘fight’ for their child’s needs to be met
- Young people will report their journey to adulthood is well-planned with clear targets, having been fully involved in the decision making with their aspirations a key part of planning. Plans will always consider young people in the context of their local community with their friends and other social links
- Parents and carers will report they have been encouraged and supported to have a key role in supporting their young person into adulthood and achieving optimum independence
- Parents and carers will report confidence in transport arrangements, and we will note a reduction in complaints focused on transport to school.

ASW4: The lack of a designated medical and/or clinical officer

What the inspection team identified:

4A:

“North Somerset does not currently have a DMO and/or DCO in post. Nobody is currently fulfilling the statutory functions of the role. Despite plans to fill these posts imminently, there is currently no one with strategic oversight of the SEND population in North Somerset in order to develop services to meet their needs. As a result, children and young people with SEND are at risk of not being supported to improve their outcomes through health support and intervention.”

“The post of designated nurse for children looked after is vacant, with no firm plans to recruit to the post. As a result, this group of children have their needs met by a children’s nurse who demonstrates dedication and commitment above and beyond her expected roles and responsibilities. However, this current situation is not a robust or sustainable service.”

What we want to achieve:

- We will resolve the situation around strategic and operational leadership for SEND in the CCG, utilising the opportunities provided by the recent merger of local CCGs. In consultation with the SEND Programme Board, and parent carer organisations, we will agree a definition and description of the DCO and DMO roles
- We will ensure that the role, responsibilities, statutory functions and expectations of impact of the DCO are clearly described
- We will mitigate both short and longer-term issues with Specialist Children’s Community (Health) Service provision improving access and waiting times to improve family experience and significantly reduce delays in assessment, intervention and diagnosis.

4B:

“Children and young people with SEND in North Somerset do not benefit from timely access to some health services, such as through the CAMHS and the SCAMP pathways. Once they enter into treatment, they often experience frequent changes in their doctors. The CCG and health providers have faced significant challenges in recruiting and retaining experienced and substantive consultant paediatricians and CAMHS practitioners. The local area is experiencing clinic cancellations and significant increases in waiting times. As a result, families experience delays in accessing assessments, interventions and diagnoses.”

- We will aim to ensure there are minimal delays in children accessing services such as SCAMP, CAMHS and other therapies, minimising delays for families and the removing the need for either parents or the Local Authority to using costly private providers for this service.
- We will ensure that commissioned services are delivered in a timely manner, based on outcomes-led assessments which are designed to meet the expectations set out in the SEND Code of Practice.
- We will collect, analyse and share data on the timeliness of assessment and impact of services, feeding this into the Dashboard considered regularly by the SEND Programme Board and CCG governance.
- We will embed co-production in development of all services, including ensuring the inclusion of children and young people and their carers and parents recruitment processes.

What we will do:**4A:**

- We will identify a named BNSSG CCG Strategic Director lead
- We will ensure that the CCG is an active and engaged member of newly established BNSSG SEND Regional Group
- We will identify and appoint an operationally focused Designated Clinical Officer for North Somerset with a job description that ensures that all statutory functions are delivered.
- We will identify and appoint a strategically focused Designated Medical Officer for BNSSG CCG fulfilling all statutory functions.
- We will ensure that the DCO is fully integrated into process for developing EHC plans in North Somerset, including attending weekly meetings
- We will identify and appoint a Designated Nurse for Children Looked After ensuring CCG, ensuring the role fulfils all statutory functions
- We will work with North Somerset Community Partnership (NSCP) to identify and appoint a Named Nurse for Children Looked After ensuring the provider is fulfilling statutory functions.

4B:

- We will work with children’s community health services provider, Weston Area Health Trust (WAHT) to mitigate immediate access and waiting issues
- We will work with WAHT to mitigate longer-term access and waiting issues including identifying funding to provide a Crisis Intervention Service in North Somerset
- We will facilitate the alignment of Specialist CAMHS service in North Somerset with that provided in Bristol and South Gloucestershire by Avon & Wiltshire Partnership Mental Health Trust (AWP) to improve resilience of service.
- We will take responsibility for linking and contributing a health perspective into the developing EHC systems, processes and data management (see ASW 5)

- We will review provider contracts to ensure continued relevance and suitability of services, that they are fit for purpose and reflect the current legislation. We will also ensure that contracts enable us to collect performance information which can be used to improve the service.
- We will share the data which supports the effectiveness and impact of commissioned services with the SEND Programme Board, including responses from those that access their services, both at the board meetings and via the annual Self-Evaluation

How will we know when we've done this?

4A:

- There will be a named lead Director attending SEND Programme Board
- The Transformation Programme Manager (Children & Maternity) will regularly attend and engage with BNSSG SEND Regional Group
- The named Designated Clinical Officer (DCO) for North Somerset will be in post
- The named strategic Designated Medical Officer for BNSSG will be in post
- The DCO will be attending weekly EHCP meetings and fully engaged in EHCP process
- The Designated Nurse for Children Looked After will be post and CCG is fulfilling statutory functions
- The Named Nurse for Children Looked After will be in post and our provider will demonstrate that it is fulfilling statutory functions

4B:

- Our provider will demonstrate that it is fully staffed and at least two out of three Consultant Paediatrician roles are occupied by substantive post holders and not covered by locums
- Our Crisis Intervention Service will be fully operational
- We will demonstrate the Choice and Partnership Approach (CAPA) in paediatrics and therapies meeting 18-week referral to treatment targets
- Our SCAMP pathway will demonstrate that it is meeting 18-week referral to diagnosis target as NICE Guidelines
- Our Specialist CAMHS service will be transferred and re-provided through AWP, ensuring equity across the local area and better links with Adult Mental Health services
- We will ensure that the impact of ours services is evaluated, evidencing that children and young people are having a smoother journey to more timely support
- Our revised contracts for services will be up and running, meeting the changing needs of children and young people with SEND, reflecting current legislation and generating measurable indicators of progress
- Positive reports will be regularly shared with the SEND Programme Board on delivering these plans and demonstrating their impact for children and young people.

ASW5: The variability of EHC plans, including the variable contributions from health and social care, and the processes to check and review the quality of EHC plans

What the inspection team identified:	What we want to achieve:
<i>“Too often, the quality of EHC plans is poor. Plans do not consistently include contributions from health and care professionals to ensure that they meet the needs of children and young people with SEND effectively. Indeed,</i>	We want parents, young people and professionals to have a clear understanding and access to EHC plans and services:

parents described the plans as ‘education plans’. As a result, children and young people with SEND’s health and social care needs are not being effectively identified, assessed and met. This shortcoming does not enable children and young people with SEND to achieve strong outcomes.”

“The local area has no established system in place to quality assure the EHC plans once they have been written. Therefore, the overall quality of plans is inconsistent, and many are poor. children and young people with SEND’s needs are not always accurately recorded and do not consistently reflect the full range of education, health and social care needs.”

“The time taken by the local area to produce EHC plans is too slow. Too many are not completed within the statutory timescale, resulting in parents’ anger and frustration.”

- a. Via a single pathway
- b. With agreed expectations
- c. Using one set of documents agreed to and used by all
- d. Supported by clear documentation on the Local Offer

We want children and young people with SEND to benefit from high quality EHC Plans, which reflect co-production across all partners.

Shared accountability across the system by:

- All organisations monitoring their own performance and the impact of services they offer
- Using this performance information, along with data from our Business Intelligence Service to contribute to planning future services and provision, via regular reports to the SEND Programme Board
- Sharing data and information between partners to provide better support and simpler pathways and transfers
- Always seeking to improve processes and outcomes, particularly in ensuring the quality of Education, Health and Care Plans
- Expanding the SEND Panel to include representatives from Social Care and Health which will result in improved decision-making and reduced complaints and concerns from parents
- Developing and implementing an EHC Plan content audit process across the local area and participate audit and training opportunities

Families will experience timely and effective assessment of their needs: we will develop an effective EHC plan process which improves the quality of plans and ensures that we are meeting the national 20-week target from assessment to completion of plans.

Realistic and open engagement with children and young people with SEND to inform and shape the development of processes, ensuring we remove barriers to support and learning

Our EHC Plans will reflect the child and young person’s aspirations, supporting them to develop and grow, enabling them to be as independent as possible

What we will do:

Professionals will use their specialist and technical knowledge to build:

- A single, jointly-owned EHC process with clear lines of responsibility for input into it
- Clear processes that all understand and can contribute to
- Clear expectations on all partners
- A single set of clear, authoritative documentation used by all contributors to a plan (including for submissions to support the extended role of SEN tribunals in health and social care)
- A single guidance document to support the process, which can be published to ensure we meet our legal duties via the Local Offer and which is accessible to children and young people, parents and carers.

This will include:

- Activity to review and rewrite via co-production the current EHC Plan process to ensure it is fit for purpose and that the agreed pathway is fully embedded across all organisations particularly from social care and health professionals.
- Defining our expectations for a quality EHC plan via good practice examples, in order that children and young people with SEND and their carers and parents and professionals share these expectations and can challenge us to meet them
- Co-develop the principles to underpin the delivery model with individual carers and parents and their representative groups such as NSPCWT and Supportive Parents
- Have timely and effective recruitment processes and resources in place resulting in an enhanced SEND Team with the capacity to deliver timely, consistently high-quality EHC Plans
- Families and partners benefit from high quality assessment services and outcomes focussed EHC plans
- Review and refresh policies and procedures to ensure timeliness and quality of advice. The information received from education, health and care professionals will be on time and SMART in approach to help contribute to high quality plans with clear, co-developed outcomes
- Review tribunal data regularly to identify trends and themes for improvement of the quality of EHC plans and to understand why cases progress to tribunal and how this can be avoided, reducing stress on parents and families and enabling SEN team time to be directed to delivering more timely, higher quality assessment and review work
- Improving timeliness and quality of input from professionals to the assessment process, which will be reflected in a reduced number of appeals
- A commitment to complete all EHC assessments by 20 weeks
- Support the review of contracts by BNSSG CCG with our local children's community health provider, Weston Area Health Trust (see ASW 4) to ensure that children and families experience timely assessments and support from SCAMP, CAMHS, Occupational Therapy, Physiotherapy and Speech and Language services. This will reduce delays in EHC plan delivery, reduce complaints across the system, and reduce the need to source expensive private services from LA budgets.
- Ensure that Home to School Transport is a key consideration in development of the EHC plan and therefore can be considered where appropriate at Annual Review.

Have clear information, guidance and training processes to support all professionals across the system, which will include:

- Workshops on how to write effective EHCPs for those responsible for compiling EHCP's within education, health and social care teams
- Workshops/online information to support the understanding and implementation of participation across the system
- Quality Standards workshops to support training of advice givers in social care, health and SENCO's with regards to outcomes. Workshops to involve individual carers and parents and their representative organisations and health and care colleagues and schools.
- Building on the workshops, to put in place robust quality assurance systems for all SEND processes including:
 - Auditing cases
 - Identifying themes for improvement
 - Measuring impact of the services and how this is used to influence future service delivery
 - Sharing what is working well and what requires improving to the SEND programme board

How will we know when we've done this?

1. We will have what we have termed a 'Haynes Manual' for our system: a user guide which is clear, transparent and comprehensive, and which supports Education Health and Care Processes, which has been developed and co-produced in association with Parent Carers Working Together, Supportive Parents and Young People. This manual will:
 - Provide a clear pathway to education, care and support
 - Improve joint working, reducing duplication and delay
 - Ensure better coordinated and timely responses to tribunals, including the extended remit for health and social care
 - Improve clarity and links across Information shared on the local offer
 - Provide clear lines of responsibility
2. The new jointly owned processes are signed off and approved by appropriate boards identified on page 3 of this plan, and published on the Local Offer
3. Children and young people with SEND and their carers and parents will report that:
 - All involved are better informed
 - Early Help is supporting and enabling children and young people with SEND and families sooner
 - EHC processes are tighter, focused around the measurable outcomes of individual children and young people with SEND
 - All services and carers and parents are working to the same processes, supporting families to access the right services in a timelier manner
 - Regular monitoring of impact is being undertaken by all and is shared so that meeting the changing needs of the children and young people are age appropriate and are outcome focused, and:
 - strategic leaders can better plan future services
 - Feedback received and collated by NSC and CCG from families will show improved experiences
 - They have a clear understanding of how Home to School Transport entitlement is determined, and if appropriate how their child's transport may be provided and they have had the opportunity to consider this as part of the EHC process.

4. Our Co-production Strategy will be delivered, implemented and regularly monitored ensuring the voice of the child, young person and family is central to their EHCP
5. Our revised and refreshed policies, procedures and practice are monitored to ensure they support high quality EHC planning/plans, including:
 - Quality Assurance framework in place, monitored and reviewed regularly ensuring that all EHC planning/plans are validated as co-produced with children and young people with SEND/parental/carer satisfaction. This will allow us to improve children and young people with SEND's access to support through consistent, high quality, co-produced plans which are statutorily compliant
 - Evidence EHCPs are of high quality with SMART outcomes, personal to the children and young people with SEND
 - Provide 'intelligence' to inform future service delivery
6. Children and young people with SEND and their carers and parents benefit from practitioner advice which enable high quality plans to be produced. Contributions and advice from health and social care partners are timely, consistent, of a high quality and meet all statutory requirements.
7. Data audits and contract monitoring show increase in the number of children and young people with SEND achieving identified outcomes within EHCP and SEN Support Plans.
8. The SEND Programme Board will receive timely and regular reports on EHCP audit results', outcomes of parent questionnaires, SENCO training sign up, audits of EHCP refusals and numbers of tribunals/appeals to monitor how well the system is working and to decide how strategic support can be offered to deliver continuous improvement.

ASW6: Underdeveloped arrangements for joint commissioning	
What the inspection team identified:	What we want to achieve:
<p>6A:</p> <p><i>“Joint commissioning in North Somerset is underdeveloped. While the local area has made agreements to jointly fund services, inspectors did not see clear evidence of true joint commissioning and pooled budgets designed to fully meet the needs of children and young people with SEND with SEN and/or disabilities.”</i></p> <p>6B:</p> <p><i>“Some children and young people with SEND over 11 years of age who have receptive and expressive language difficulties and who do not meet the criteria for commissioned specific speech and language therapy are unable to access</i></p>	<p>6A.</p> <ul style="list-style-type: none"> • Joint commissioning of services which are fit for purpose, meet legislative duties and regulations, and provide best quality and value • Clear, transparent and robust arrangements developed for joint commissioning and quality assurance, establishing a Joint Commissioning Plan (JCP) which 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 sustainable and effective way. • Develop a shared performance & outcomes framework to monitor impact and ensure the successful delivery of SEND provision and support across the local area, with regular reports to the SEND Programme Board

NHS speech and language therapy services. Social care and education services will only provide planned support to these children where a diagnosis of autistic spectrum disorder has been made. The lack of planned support prevents children being able to access education and social activities fully and effectively and increases their risk of developing emotional difficulties.”

6C:

“Typically, children and young people with SEND who have SEN and/or disabilities have access to the local area’s short-break service. Young people told inspectors that they enjoy the opportunities to visit new places, for example going to equestrian centres or a gym. Such activities improve their self-esteem and confidence and provide welcome respite for parents and carers. However, a significant number of parents reported to inspectors that they were unaware of the short breaks on offer and how they could access these.”

- Create a common shared data set and key performance indicators for our joint SEND work to measure performance, impact & effectiveness. Monitor delivery at the North Somerset SEND Programme Board
- Evidence of improved identification and achievement outcomes for children and young people with SEND in NS
- Evidence of effective joint commissioning of services, when appropriate using aligned & pooled budgets to ensure shared accountability and outcomes
- Effective sharing of our information, advice and guidance resources between partners, ensuring that children and young people, parents and professionals benefit from a single source of information via the Local Offer
- A clear and accessible complaints process, shared across partners where practical and detailed on the Local Offer
- To embed our commitment to co-production of services with children and young people, their carers and parents involved in recruitment and commissioning processes.
- We will jointly commission our SEND Information, Advice and Support Service (SENDIAS) in accordance with the Children and Families Act 2014, ensuring that this process considers the need for continuity, stability and sustainability of the service.
- A transparent and equitable Children’s Continuing Care process for children and young people in NS aligned to BNSSG CCG policies and protocols
- All children and young people who meet Children’s Continuing Care criteria are offered the opportunity to have a Personal Health Budget
- Our arrangements for transition and pathways to adulthood plan effectively for children who are receiving complex packages of support.

6B:

- We aim to establish a jointly-commissioned Speech & Language Therapy service, delivering to the whole 0-25 age range across North

	<p>Somerset which ensures children can access education and social activities fully and effectively</p> <ul style="list-style-type: none"> • We aim to establish a jointly-commissioned Occupational Therapy service, delivering to the whole 0-25 age range across North Somerset which ensures children can access education and social activities fully and effectively • We will align Specialist CAMHS service provision commissioned from WAHT with those provided across Bristol & South Gloucestershire by Avon & Wiltshire Mental Health Partnership Trust • We will complete work on recommissioning a jointly-commissioned Sensory Support service aligned to BNSSG provision that ensures children can access education and social activities fully and effectively. • To embed our commitment to co-production of services with children and young people, their carers and parents involved in recruitment and commissioning processes. <p>6C:</p> <ul style="list-style-type: none"> • We will further develop and enhance the joint commissioning of Short Break services, ensuring parents are aware of what is on offer and can access services offered, including an improved offer of out of school activities and clubs • We will jointly commission our SEND Information, Advice and Support Service (SENDIAS) in accordance with the Children and Families Act 2014, ensuring that this process considers the need for continuity, stability and sustainability of the service.
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What we will do:

<p>6A:</p> <ul style="list-style-type: none"> • The CCG, NSC and other key stakeholders will develop a local area Joint Commissioning Plan (JCP) to complement the NS SEND Strategy by developing an approach to local commissioning that meets the requirements of the SEND Code of Practice. It will demonstrate how local stakeholders will develop collaborative arrangements for: <ul style="list-style-type: none"> • Understanding local need • Planning & commissioning services to meet need • Measuring the outcome and impact of services to deliver improvements described in the SEND Strategy

The JCP will build upon our existing examples of joint commissioning to provide a more systematic and effective approach to service planning, procurement and evaluation.

- The CCG, NSC and other key stakeholders will develop and monitor a local area Joint Performance and Outcomes Framework (JPOF) reflecting commissioning arrangements at a strategic level and to complement the NS SEND Strategy, meet the requirements of the SEND Code of Practice and enable commissioners to jointly understand how well the commissioned services are meeting the local need and contributing to improved outcomes and achievement.
- Develop and establish a BNSSG SEND Data Dashboard
- In conjunction with children, young people and parents, review the SENDIAS service and jointly commission the service with education, health and social care and ensure it has the capacity and resource to meet the local need
- Ensure all packages of NS children and young people who currently meet Children's Continuing Care criteria are reviewed by the BNSSG Continuing Care Team
- Ensure all children and young people who meet Children's Continuing Care criteria in future are reviewed by the BNSSG Continuing Care Panel
- Ensure all requests for individual SEND funding are reviewed by the BNSSG Continuing Care Panel
- All children and young people who meet Children's Continuing Care criteria are offered the opportunity to have a Personal Health Budget

6B:

- Scope current multi agency service provision for S&L, Occupational Therapy, CAMHS and Sensory Support including an understanding of the needs of local population, develop plans for joint provision and finally jointly commission services gradually moving towards pooled budgets

6C:

- Review jointly commissioned short breaks services that include Children Centres and the Early Years Team and engage with young people & parent carers to fully understand the process of how to raise awareness most effectively and improve access

How will we know when we've done this?

6A:

- A co-produced and agreed Joint Commissioning Plan approved by the SEND Programme Board following consultation and engagement, as part of the work to deliver a wider SEND Strategy for North Somerset and being implemented.
- Implementation of actions in our Joint Commissioning Plan, focussing on improving outcomes and providing a smoother journey for children and young people.
- A Joint Commissioning protocol developed and agreed by all agencies via the SEND Programme Board. This protocol will underpin the planning, procurement and evaluation of all services across the education, health and social care system.
- An agreed protocol and principles for tripartite funding of future SEND placements. A draft protocol and pooled budget agreed in principle to operate for a 'shadow' year (2019/20) with the notional budget agreed in principle but not held in a single account, and with a full pooled budget implemented from 2020/21

- Our Joint Performance & Outcomes Framework in place and being monitored by the SEND Programme Board. Shared monitoring and accountability of joint outcomes framework through LA and CCG governance.
- Further development of the SEND data dashboard undertaken to ensure it reflects the performance of commissioned services, which are monitored by SEND Programme Board
- Children and young people with SEND and their carers and parents will feel supported by an independent SENDIAS service with the provider able to deliver robust feedback on user satisfaction

6B:

- A jointly-commissioned Speech and Language service being delivered via aligned budgets from 2019/20 and via a pool budget from 2020/21
- A jointly-commissioned Occupational Therapy service being delivered via aligned budgets from 2019/20 and via a pool budget budgets from 2020/21

6C:

- Children and young people with SEND and their carers and parents expressing satisfaction in their awareness and ability to access sufficient short break opportunities appropriate to age, needs and location, including out of school provision.

ASW7: The often-fractured relationships with parents and carers, lack of co-production and weak engagement and collaboration

What the inspection team identified:

“Relationships with parents and carers are poor. Parents and carers are overwhelmingly negative about their experiences of, and involvement with, the local area. The majority feel that they are not listened to by officers. They told inspectors that they have ‘been let down by the service’ and typically have to ‘fight’ to get their child’s needs assessed to secure timely and appropriate support. Consequently, parents are largely dissatisfied and concerned about the services and provision that their children receive”

“Professionals in the local area do not have an understanding of the importance of working together with parents, families and children and young people with SEND to plan services which benefit children and young people with SEND who have SEN and/or disabilities. This lack of effective collaboration and co-production results in services being delivered that do not reflect or meet the needs of children and young people with SEND who have SEN and/or disabilities and their families. As a result, their needs are not being met effectively.”

“Children, young people and their parents are not routinely involved in working with leaders to develop and shape services. As a result, services

What we want to achieve:

- That all stakeholders, particularly children and young people with SEND and their carers and parents feel and believe that they have a genuine opportunity to change and influence through co-production all SEND policies and services in North Somerset
- To support children and young people with SEND and their carers and parents to be a significant part of the process contributing to the outcomes of their son or daughter, including being involved in decisions about commissioning services, changing processes or improving planning.
- To achieve and build on and respectful, two-way communications with NSPCWT, Supportive Parents and other parents and carers to ensure they feel able to express their views on services, how we could improve them and how they might be best supported to become involved in the process of change.

often do not reflect the needs of children and young people with SEND who have SEN and/or disabilities and their families, and do not meet their needs well enough.”

- For all services to understand our plans for developing and improving processes and services, in order that we are all sharing information consistent information openly with children and young people and their families, keeping them informed, ensuring they are included in decisions being made about their child.
- For all services to ensure children and young people and their families are central to plans and decisions for their journey into adulthood. This will include helping families to understand how they can best support young people in planning what their future might look like, what support they might need and what options they may have for their future housing, care, employment or education.
- That children and young people and their families are routinely involved in working with strategic leaders across the whole to review, develop and shape services, ensuring services respond to the needs of children and young people as they develop, and that their views on how they access and use services are central to decisions we take about them.

What we will do:

We will work together across the system to produce a co-production policy, which will form a key part of the emerging SEND Strategy. We will ask all partners to work within this policy in all their work, monitoring this via the SEND Programme Board. The policy will provide our shared definition of co-production and will set-out how we will achieve it locally, including:

- Development of a co-production charter co-produced with all stakeholders. The charter will set-out the relationship between the partners who make up the SEND Programme Board, children and young people with SEND and their carers or parent.
- That all future policy and service changes that are led by Strategic Managers or a Project Group will from the out-set include the opportunity for children and young people with SEND and carer parent representatives to be part of the process as full members of any board or group.
- That all future policy and service changes and developments will be subject to full engagement and consultation with all stakeholders while at a draft stage where any suggested changes could be incorporated because of this.
- That any report on policy or service changes or development which is delivered to the Council's Executive, to an Executive Member or Scrutiny Panel or to the CCG board will record details of co-production with stakeholders including children and young people and their families and how this has influenced the outcome. Where the outcome does not fully reflect the views of children and young people or their families, the report will also explain why this is this case.
- That as existing policies and services are reviewed, we will ensure that all stakeholders can meaningfully engage with the process and for their contributions to influence the direction and delivery of the policy or service. This may occur because policies are due for a regular, scheduled review or if polices require updating due to changing legislative or regulatory requirements.

- To develop and maintain on-going engagement and consultation with existing groups of children and young people, parents and carers via the existing structure of groups and meetings, and to review this regularly to ensure that it continues to allow all partners to engage fully.
- The Council, the CCG and provider organisations working with them will seek whenever possible to include children and young people, parents and carers in recruitment and commissioning processes for services working directly with children and young people with SEND.
- That training opportunities on co-production are identified and publicised to all those working on SEND issues in the local area via the SEND Programme Board.
- That individual member organisations of the SEND Programme Board will identify the appropriate level of resources to ensure they can deliver the commitments to co-production outlined above.

It is recognised there will be a significant call on the time and skills of children and young people, their carers and parents to fully engage with the activity in this statement, therefore, professionals will as far as possible arrange meetings to take place with due consideration to families' other responsibilities

How will we know when we've done this?

The impact of these changes will result in children and young people with SEND and their carers and parents:

- Telling us that they feel listened to and are actively able to contribute to the aims above
- Want to commit time to contribute to meetings, either remotely or by attendance based on the seeing demonstrable change
- Reporting that they feel actively engaged and involved and in practical demonstrations such as changes in policies and services that stakeholders have called for.
- A reduction in complaints and appeals to tribunals, evidencing greater involvement in services which are responsive and co-produced

All stakeholders will have as part of their day to day business:

- Respectful two-way communications with NSPCWT, Supportive Parents and other parents and carers
- Effective attendance by all at meetings where the child and young person's voice is heard, listened and responded to
- A means of ensuring the impact of changes is regularly monitored and reported back to the SEND Programme Board, who will respond accordingly
- Evidence of processes and procedures that are easy to understand, and timely in responding to the needs of the child or young person

Evidence will be collected by all of parent, carers, children and young people with SEND's contributions to their services

ASW8: Lack of systems to track outcomes, including exclusions, for children and young people who have SEN and/or disabilities across the partnership

What the inspection team identified:

"The proportion of children and young people with SEN who receive a fixed-term exclusion from settings is too high. In 2017, the number escalated from 8.53% to 13.02%. Inspectors found little analysis of information undertaken by the local area to identify trends to explain this increase. While there is*

What we want to achieve:

- Regular and robust collection and analysis of information, including oversight which identifies emerging trends or concerns and reports them to service leaders and to the SEND Programme Board in order that action to mitigate issues can be undertaken.

evidence that leaders have taken action with the introduction of the 'out-of-schools panel', it is too early to see sustained improvements."

"The local area does not have secure systems in place to check the quality and impact of their work. This means that leaders have been too slow to identify and tackle weaknesses to drive improvement in the quality of services for children and young people with SEND who have SEN and/or disabilities."

"The local area's analysis of data and information that they hold on outcomes for children and young people with SEND across services is weak. Leaders do not use the information effectively to plan and deliver services. Consequently, this shortcoming has a detrimental impact on the overall outcomes for children and young people with SEND who have SEN and/or disabilities in North Somerset."

Children and young people with SEND accessing health services across North Somerset do not always have their outcomes measured in a systematic way. Some services use outcome measure tools to determine the impact of their intervention with children. However, this work is inconsistent. Health services cannot be assured that the work they complete with families is improving outcomes for children and young people with SEND who have SEN and/or disabilities."

- All children and young people with SEND are demonstrated to be in receipt of 25 hours education whenever appropriate to their individual needs
- Evidence of a reduction in the number of children and young people with SEND who are missing education
- Evidence of more timely placements back into education following exclusions or other absences
- Development and implementation of systems to track and monitor:
 - education outcomes and appropriate education provision
 - the number of managed moves
 - fixed term and permanent exclusions
- Development of processes which will improve educational outcomes for children and young people with SEND, enabling them to quickly and consistently access their 25 hours of learning
- Working with all partners including children and young people, their parents and carers, to effectively monitor and evaluate the systems and the outcomes of the Out of School and SEN Panels including:
 - Early identification of failings in provision, resulting in immediate action to rectify
 - Identification of good practices and use of these to develop consistent good quality of provision across the local area
 - Commitment from all partners to contribute at the relevant boards of governance and meetings
 - Future processes and systems to be SMART, outcome driven and 'fit for purpose', focusing on the needs and outcomes of the child or young person
 - Evidence of a systematic reduction in children and young people with SEND receiving fixed-term exclusions from settings
- Use of the evidence of outcomes and impact to inform leaders across the local area of potential weaknesses or areas for development,

	<p>driving improvement in the quality of services for children and young people with SEND, and for these to be reported to the SEND Programme Board</p> <ul style="list-style-type: none"> • A culture of accountability which ensures all parts of the system focus on making life better for children and their families. This will be supported by high quality data and evaluation from our Business Intelligence Service in order identify emerging needs enabling us to plan excellent services and settings which children and families in identifying and meeting their aspirations • A shared accountability across the system by: <ul style="list-style-type: none"> • Ensuring all organisations monitor performance in a consistent way • Working with business intelligence to plan services and provision • Sharing data and information to provide better support to the SEND Programme Board and other relevant governance structures both within the council and its partners • Improving the child and young person’s journey, bringing better outcomes for them and their family • Always seeking to improve, particularly the quality of Education, Health and Care Plans and the process to access these • Children and young people with SEND accessing health services across North Somerset have their outcomes measured in a systematic way and their planned outcomes are met.
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What we will do:	
<ul style="list-style-type: none"> • We will ensure comprehensive collection and analysis of data identifying trends in outcomes for individuals, ensuring current and future needs are identified • We will create a new role with the responsibility for analysing our current and emerging data on performance, outcomes and sufficiency of provision • We will implement a system to check the quality and impact of work taking place to review and redesign services, supporting strategic leaders to make decisions in allocating resources • We will report annually to the SEND Programme Board on the sufficiency and sustainability of provision and the performance of services as part of the annual Self-Evaluation. • We will identify resources across education, health and care to ensure we have a single view of information underpinning identification of need, provision and outcomes analysis. 	

- We will ensure the consistent setting and evaluation outcomes to inform joint commissioning, showing improved experiences in areas of identified need.
- We will ensure that our annual Self-Evaluation including needs and outcomes analysis is published on the Local Offer each year, highlighting improvements and areas still requiring development.
- We will ensure the needs of children and young people with SEND are a primary focus of all relevant partners, driven by the SEND Programme Board
- We will develop and embed the role of the Out of School Panel as the forum for placing children missing education or at risk of exclusion, working with all school partners to make this a highly effective, child-centred process
- We will create an additional role to support children and families during the period when a school place is being identified through the Out of School Panel, assisting them to ensure that they receive all necessary support and can contribute fully to the process.
- We will develop and extend the membership of the SEN Panel to address requests for assessment of EHC plans and decisions following such assessments
- We will work with Governors and School Leaders to develop joint strategies and plans to support a reduction in permanent exclusions for children and young people with SEND and with an EHC Plan
- We will deliver a series of briefings to SEND Leaders, school governors and workforce to promote inclusive practice, clarity shared on statutory responsibilities and behaviour policies
- We will ensure that strategies for encouraging positive behaviour for learners with SEMH are shared with schools, with professional input from CAMHS to support this
- We will provide training to develop a greater understanding of the needs of and strategies for support in young people with specific, emerging conditions and behaviours such as ASD traits, attachment Issues etc. in order that schools are better able to respond to the needs of children and young people with SEN
- We will ensure that all services use outcome measure tools or processes to determine the impact of their intervention with children with SEND and to provide assurance that the work completed is materially improving the planned outcomes for the children and young people.

How will we know when we've done this?

The following actions will have been achieved resulting in positive impacts upon the lives and wellbeing of children and young people with SEND and their families:

- Relevant data is regularly collected and analysed informing provision and delivery of services
- Effective and efficient tracking methods, policies and procedures are in place and are regularly reviewed
- Leaders and service managers will make good use of the robust data, using it to inform future developments and meeting of emerging needs
- The Out of School Panel effectively managing the placement of children and young people with SEND at risk of exclusion
- Children and young people with SEND will be in receipt of 25 hours of education where appropriate resulting in a positive impact upon their levels of performance and well being
- Early identification, appropriate provision resulting in a narrowing of the gap relating to achievement between the young people with SEND and the wider school population
- Significant reduction in children and young people with SEND being excluded from settings
- Children, young people and their parents regularly report satisfaction of the work and support being provided or if not, then they are confident in the processes in places to challenge this

- Partners are responding to issues and challenges in a timely manner, when they start to arise, minimising negative impact on the child or young person and their families
- Leaders and service managers will make good use of the robust data, using it to inform future developments and meeting of emerging needs
- Children, young people and their families reporting access to health services are timely and the impact of these services on the child's outcomes are measured systematically and shared across the partnership as appropriate
- The SEND Programme Board will receive regular reports on this, enabling strategic leaders to make informed decisions
- Impact of services on children, young people and their families will be reported in the annual Self-Evaluation.
- Professionals will have increased skills and confidence to support inclusive practice
- All children's community health services agree planned outcomes with young people and their families from outset of treatment and all services provided have an identified tool and/or process to measure impact of intervention and outcome achievement

4. High Priority Action Plan

The tables below indicate the high priority actions we will take collectively to address the areas of significant weakness identified during the inspection, building on our aspirations for change listed above. Each group of actions will be allocated to a Workstream Group with a clear Lead Officer or Officers. These officers will drive progress during the lifetime of the plan, bringing back issues and exceptions to the multi-agency SEND Programme Board for resolution.

	Activity	Timescale	Success Criteria	Lead Officers	Milestones	Status
ASW 1	A lack of strategic direction and planning by senior leaders across the local area to implement the SEND reforms through an effective SEND Strategy					
1.1	Deliver the SEND Strategy to an accelerated timescale, ensuring that the co-production approach established in the initial session is maintained throughout the process	Jul 2019	A shared and aspirational but deliverable strategy which provides a whole-system view of how children and their families will be supported, signed-off by all appropriate governance and underpinning the work of the SEND Programme Board	Engagement & Participation Officer	<ul style="list-style-type: none"> Adopted by the SEND Programme Board and approved via CCG and Local Authority Governance - Jun 2019 Published via the Local Offer – Jul 2019 Launch event and publicity – Jul 2019 	Active
1.2	The SEND Strategy will provide a strategic framework for the board, providing: <ul style="list-style-type: none"> Clear statements of intent and lines of governance, delivering improved system leadership A framework for delivering both the actions in this statement, and those arising from our annual Self-Assessment work Regular monitoring and annual reviewing of the strategy by the Board 	Jul 2019	<ul style="list-style-type: none"> All SEND Programme Board members agree on and commit to delivery via the approach set out in the strategy Shared clarity around the ‘direction of travel’ with a commitment to work together We will see evidence of improved satisfaction and confidence in services from those children, young people 	Engagement & Participation Officer	<ul style="list-style-type: none"> Undertake stakeholder workshops – Jun-Nov 2018 Agree the detail of the strategy – Dec 2018 Full public consultation undertaken – Jan-Mar 2019 Report regularly to the SEND Programme Board on progress of engagement and strategy development 	Active Future Future On-going

	Activity	Timescale	Success Criteria	Lead Officers	Milestones	Status
	<p>The strategy should enable partners across the system to work together effectively, to genuinely embed co-production in service design and review, and to ensure the identified aims are key in all decisions about how the system works</p>		<p>and families who access them</p> <ul style="list-style-type: none"> • NSPCWT and Supportive Parents, along with other parents and carers, will report that they are involved in and able to participate in genuine co-production around service review and redesign 		<ul style="list-style-type: none"> • SEND Programme Board to consider the outcome of the consultation – Apr-May 2019 • Post-consultation version of strategy shared at proposed SEND Conference – Apr 2019 • Review impact that strategy has had on children, young people and their families • Updates shared in the annual Self-Evaluation or SEND Programme Board as appropriate 	<p>Future</p> <p>Future</p> <p>Future</p> <p>Future</p>
1.3	<p>Ensure that the SEND Programme Board has oversight of all service development and change activity detailed in this plan, and ensure it meets the goals of:</p> <ul style="list-style-type: none"> • Delivery via co-production • A rigorous focus on outcomes • Multiagency approach to commissioning and delivery • Ensuring that parents, carers and young people have access to information and advice. 	Throughout life of plan	<ul style="list-style-type: none"> • The SEND Programme Board will have regular items relating to this on the agenda • Service Leads are supported to regularly bring updates to the SEND Programme Board and to complete the annual Self-Evaluation • The SEND Programme Board will consider all planned developments, process and policy changes, ensuring genuine multiagency challenge and support 	Assistant Director, Children's Support & Safeguarding	<ul style="list-style-type: none"> • SEND Programme Board agenda and minutes reflect this oversight - Agreed Sept 2018 • Annual Self-Evaluation has contributions from all service leads, with a clear focus on the impact their services have provided on the outcomes of children and young people – Jul 2019, Jul 2020 	<p>Active</p> <p>Active</p>

	Activity	Timescale	Success Criteria	Lead Officers	Milestones	Status
			<ul style="list-style-type: none"> New processes and pathways are developed jointly and collaboratively and are supported with information and support for all concerned 			
1.4	Agree via the SEND Programme Board a collective approach to setting, measuring and responding to outcomes which will be used in all future work	Sept – Nov 2018	A clear, shared approach to outcomes, supported by a process for communicating/training colleagues to use them appropriately and consistently	Assistant Director, Children's Support & Safeguarding	Proposals agreed via SEND Programme Board – Nov 2018	Active
1.5	Provide information and/or training to all service leaders and managers on the agreed approach to outcomes, ensuring a consistent and shared approach is embedded	By Jul 2019	<p>All partners jointly set, discuss and review outcomes for children and young people via a common approach</p> <p><i>(Link to ASW 5)</i></p> <p>Services can report and evidence how well their work is enabling children and young people to meet identified outcomes</p>	<p>Strategy & Policy Development Officer</p> <p>All Service Leads</p>	<ul style="list-style-type: none"> Information and training documentation written – Mar 2019 Documentation disseminated and promoted – Jul 2019 On-line training on setting SMART outcomes in place – Apr/May 2019 <p>Regular updates at the SEND Programme Board meetings and in the annual Self-Evaluation – Jul 2019</p>	<p>Active from Nov 2018 onwards</p> <p>Future</p> <p>Future</p> <p>Active</p>
1.6	SEND Programme Board to approve the planned review of the Local Offer website, including work with the established parent reference group to improve content, usability and coverage	By Sep 2018	Sign-off for project plan, including commitment from all partners to support the review with time and expertise	Information & Advice Officer	SEND Programme Board - Sep 2018	Completed

	Activity	Timescale	Success Criteria	Lead Officers	Milestones	Status
1.7	Undertake the agreed actions in the Local Offer review project including improved linkage across systems, provision of improved information and coverage, and support for users to better use the system	By Dec 2018	Users report greater satisfaction with the system, and services /organisations show evidence of engaging with and updating their content	Information & Advice Officer	Progress report to SEND Programme Board - Dec 2018	Active
1.8	Investigate and deliver a case for a revised look and feel for the Local Offer which ensures it is usable, customer-friendly and suitable for a range of audiences	By Nov 2018	<ul style="list-style-type: none"> • Parent reference group, parent carer forum and other groups involved in review of look and feel and usability • Work undertaken with council's digital programme to establish feasibility • Successful engagement and participation with CYP in reviewing the Local Offer, raising their interest in it and involvement in its development 	Information & Advice Officer	<ul style="list-style-type: none"> • Revisiting this with the Local Offer Parent Carer Task Group – Sep – Nov 2018 • Linking to the Co-production Lead, engage with children and young people at Weston College and on school councils – Autumn Term 2018 • Continue engagement with young people who attend the special schools in the local area – Autumn Term 2018 	Active Active Active
1.9	Engagement with appropriate professionals to understand how they use the Local Offer and what would help support them to use it more often, raising the profile of its usefulness with families	Sept-Dec 2018	Greater use of the Local Offer and contributions given ensuring individuals services and routes to services are continually updated	Information & Advice Officer	Meetings held with professionals – Sep-Dec 2018	Active
1.10	Repeating the Local Offer survey to determine the impact of the changes annually	By Mar 2019	<ul style="list-style-type: none"> • Parent, carer, young people and children's satisfaction 	Information & Advice Officer	<ul style="list-style-type: none"> • Survey circulated – Mar 2019 • Contact made with children and young 	Future

	Activity	Timescale	Success Criteria	Lead Officers	Milestones	Status
			<ul style="list-style-type: none"> Professionals use of the Local Offer increasing 		people via the school and college councils and other forums – Mar 2019	
1.11	Impact of changes to the Local Offer are shared at the SEND Programme Board and in the annual Self-Evaluation	By Jul 2019	Report identifies what is working well and what needs further improvement	Information & Advice Officer	<ul style="list-style-type: none"> Survey results analysed – May-Jun 2019 Shared at SEND Programme Board – Jul 2019 	Future
1.12	Ongoing monitoring of the Local Offer ensuring it meets the statutory duties as set out in the Children and Families Act 2014 and the Code of Practice 2014	Ongoing	<ul style="list-style-type: none"> Legislation commitments and duties implemented Parent, carers, children and young people satisfaction Professionals regular input and updating of the Local Offer 	Information & Advice Officer Information Support Technical Assistant	<ul style="list-style-type: none"> Regular communications with professionals, parents and children and young people Use Google Analytics to identify the number of viewing pages have had over given time periods 	Ongoing
1.13	Develop business case for purchase of Online EHCP system to support parents in understanding process and progress through the system, to facilitate timely and consistent advice-provision, and to free SEN Officer time for face-to-face work	By Dec 2018	<p>Council budget-setting process to include growth bid to support this purchase, recognising economic case for freeing worker time to support families</p> <p><i>(Link to ASW 2,5,8)</i></p>	Assistant Director, Children's Support & Safeguarding Strategy & Policy Development Manager	Business case for this identified, agreed by Programme Board and escalated to Directorate Governance - Dec 2018	Active
1.14	Agree and operate procurement and implementation process for Online EHCP system	By Apr 2019	Market position investigated, specification agreed, and procurement process completed	Head of Strategic Procurement	Procurement team to inform SEND Programme Board of procurement plan – Apr 2019	Active
1.15	Review the process of producing the annual Self-Evaluation to ensure a focus on outcomes, and	By Dec 2018	Agreed, system-wide approach embedded in	Strategy & Policy	All reports to SEND Programme Board include information on	Active

	Activity	Timescale	Success Criteria	Lead Officers	Milestones	Status
	an evaluation of the impact of services and interventions		work to develop next self-evaluation	Development Officer	how outcomes and impact will be recorded and used to inform future service delivery	
1.16	Deliver the 2019/20 annual Self-Assessment	By Jul 2019	Annual Self-Evaluation delivered and agreed by board and used as part of ongoing review of SEND strategy	Strategy & Policy Development Officer	<ul style="list-style-type: none"> Contributions collected from SEND Programme Board members – Jan – Mar 2019 Draft annual Self-Evaluation shared - May 2019 Board meeting Published on Local Offer - Jul 2019 	Active Future Future
1.17	Clear commitment from all services to resource and deliver on aims identified in this statement of action	Oct 2018 – Oct 2019	<p>Continued commitment to SEND Programme Board</p> <p>Provision of resources by all partners to support development and improvement of services</p> <p>Evidence of parental satisfaction with services provided in the local area</p>	Assistant Director, Children's Support & Safeguarding	<ul style="list-style-type: none"> Statement approved – Oct 2018 Evidence of progress in Self-evaluation – Jul 2019 Regular monitoring meeting feedback by DfE and NHS England – Oct 2018- Oct 2019 	Active Future Ongoing
1.18	Improve the oversight and scrutiny of elected members in the Local Area SEND system		<p>Membership of SEND Programme Board to include appropriate Councillor,</p> <p>SEND Programme Board minutes circulated to chairs of Children, Adults and Health scrutiny panels.</p>	<p>Strategy & Policy Development Manager</p> <p>Assistant Director, Children's Support & Safeguarding</p>	<ul style="list-style-type: none"> Member identified and invited – Nov 2019 Meeting minutes regularly circulated to Scrutiny Panel chairs – from Nov 2019 meeting Progress reports including in CYP Scrutiny Panel's 	Active Active Active

	Activity	Timescale	Success Criteria	Lead Officers	Milestones	Status
			Progress reports to Children & Young People's Scrutiny Panel on implementation of written statement of action, and in subsequent years, SEND strategy/Self Evaluation.		annual workplan – Nov 2019	
ASW 2	Lack of capacity within the local area to effectively implement the SEND reforms					
2.1	Additional temporary SEN staffing employed to assist in the final conversions from Statements to EHCPs	Jun-Sep 2018	All Statements converted to EHCPs	SEND Manager	Extra member of staff in post – Jun 2018 Transfers reported complete at SEND Programme Board – Sept 2018	Completed Completed
2.2	Identification of additional staffing required to meet the increased Statutory demands placed on the SEN Team	By Jul 2018	Staffing structure identified to meet statutory demands	Vulnerable Learners Service Lead and Virtual School Headteacher SEND Manager Prevention of NEET Manager	Issues and opportunities explored with team at managers meeting - Jul 2018	Completed
2.3	Vulnerable Learners' Service restructured, including additional staffing, so that all elements form a cohesive whole to support early identification and support as well as statutory responsibilities	Jul 2018 – Dec 2018	<ul style="list-style-type: none"> A restructured service, which works in a united way to meet local demand and needs Statutory responsibilities are fully met, reducing appeals and tribunals Families report access to support is improving 	Vulnerable Learners Service Lead and Virtual School Headteacher	<ul style="list-style-type: none"> Proposed for approval by Directorate Leadership Team - Sept 2018 Proposals implemented - Dec 2018 Evidence of impact in 2019/20 Self-evaluation 	Active Future Future

	Activity	Timescale	Success Criteria	Lead Officers	Milestones	Status
2.4	Review of current processes and pathways, including implementation of proposed changes to simplify systems, reduce bureaucracy and improve consistency	By April 2019	Clear, timely processes, widely understood by partners and by parents and carers using the service	Vulnerable Learners Service Lead and Virtual School Headteacher and SEND Manager	As detailed in ASW 5	Active
2.5	Review of information, advice and guidance available to professionals and families regarding the EHCP process. Resulting in an improved level of understanding of the whole process, associated criteria and time scales	Sept-Dec 2018	Clear, concise information pack available to and understood by all professionals and families	SEND Manager and the SEN Team	As detailed in ASW 5	Active
2.6	Review of current Specialist and Alternative provision	By Dec 2017	Review of SP and AP completed and shared with the SEND Programme Board, SSF, EEPB and other strategic leadership teams	Vulnerable Learners Service Lead and Virtual School Headteacher Strategy & Policy Development Manager	Review completed Dec 2017	Completed
2.7	Respond to the outcomes of the SP and AP review by engaging with partners in working groups ensuring the gaps identified in the review are addressed, working with partners including children and young people with a focus on: <ul style="list-style-type: none"> • SEMH school • Units in existing schools • Increased provision for children and young people with Complex Physical Needs 	Dec 2017 – Dec 2019	<ul style="list-style-type: none"> • New provisions agreed • Co-produced process in place and working • Impact evidenced and shared • Best options chosen, and implementation plan written and undertaken • Additional SEMH provision to be provided: <ul style="list-style-type: none"> ▪ New site identified and secured 	Vulnerable Learners Service Lead and Virtual School Headteacher	<ul style="list-style-type: none"> • Meetings to identify possible MATs bidding for the new provision of a SEMH school – Sep 2018 onwards • Identification of possible sites for the SEMH school – May 2019 onwards • Submission of SEMH free school bid to DfE – Oct 2018 	Active Future Active Future

	Activity	Timescale	Success Criteria	Lead Officers	Milestones	Status
			<ul style="list-style-type: none"> ▪ Successful bid agreed ▪ School open and operational <p>Provision is open and working well for children and young people with complex physical needs</p> <p>Parent, carer, child and young person satisfaction</p> <p>Monitoring and impact shared with SEND Programme Board and other relevant partners and governance groups</p>		<ul style="list-style-type: none"> • SEMH next stage of development and implementation undertaken - to be determined • SEMH provision monitored and evaluated for success or further development identified and taken forward – to be determined • Process for establishing Units in schools identified and established – to be determined • Impact of pupils attending Units in their school is monitored and shared with appropriate governance groups • Investigation into funding for additional provision for CYP with complex physical needs is found and secured. If not, other options identified to ensure needs will be met • Options shared with appropriate governance groups • 	<p>Future</p> <p>Future</p> <p>Future</p> <p>Future</p>

	Activity	Timescale	Success Criteria	Lead Officers	Milestones	Status
2.8	Review of Top Up Funding (TUF) undertaken to ensure consistent, equitable funding to support individual needs is available.	By Oct 2018	<ul style="list-style-type: none"> Findings of the review are shared with the SEND Programme Board and other stakeholders All partners understand and support the outcomes recognised in the review report Appropriate levels of funding available to support levels of need 	<p>Vulnerable Learners Service Lead and Virtual School Headteacher</p> <p>Service Leader - Early Years and Children Centres</p>	<ul style="list-style-type: none"> Consultant appointed - May 2018 Draft Report - Jul 2018 TUF full report presented to SEND Programme Board - Oct 2018 	<p>Active</p> <p>Active</p> <p>Future</p>
2.9	<p>Outcomes of TUF review agreed and implemented</p> <p>New TUF training provided to professionals and shared with families via the Local Offer</p>	<p>By Oct 2018</p> <p>Jan 2019 onwards</p>	<ul style="list-style-type: none"> TUF report finalised and shared with appropriate bodies – Oct 2018 80% of professionals will have undertaken the training by Apr 2019 Up to date information shared on the Local Offer – Oct 2018 	<p>Vulnerable Learners Service Lead and Virtual School Headteacher</p> <p>Service Leader - Early Years and Children Centres</p>	<ul style="list-style-type: none"> TUF review outcomes and proposals taken to SSF – Oct 2018 TUF training implemented across the local area – Jan 2019 	<p>Active</p> <p>Future</p>
2.10	TUF Outcomes implemented for academic year 2019/2020	By Sep 2019	<ul style="list-style-type: none"> Parent, carers, children and young people satisfaction Professionals understanding and are implementing the new process Levels of funding are fair, consistently applied and widely understood by partners, parents and carers 	<p>Vulnerable Learners Service Lead and Virtual School Headteacher</p> <p>Service Leader - Early Years and Children Centres</p>	<ul style="list-style-type: none"> Delivery of TUF changes undertaken – Sep 2019 Evaluation of TUF changes undertaken – Aug 2020 Impact of changes shared at SSF and with the SEND Programme Board – May 2020 Review of new TUF processes 	<p>Future</p> <p>Future</p> <p>Future</p> <p>Future</p>

	Activity	Timescale	Success Criteria	Lead Officers	Milestones	Status
					undertaken and reported – Sep 2020	
2.11	The impact of all changes aimed at improving capacity will be monitored and reported back to the SEND Programme Board	Regular reports to SEND Programme Board Detailed reporting in annual Self-Evaluation from Jul 2019	<ul style="list-style-type: none"> Trends in performance will be identified Evidence of what's worked well and what needs to be done differently will be collated Further development will be undertaken following self-evaluation 	Vulnerable Learners Service Lead and Virtual School Headteacher SEND Manager	<ul style="list-style-type: none"> Regular updates to SEND Programme Board - Ongoing Annual update in the Self Evaluation – Jul 2019 	Active Future
2.12	Improve Specialist Children's Community Health service referral to treatment times to meet 18-week target	By Apr 2019	<ul style="list-style-type: none"> Evidence of impact of additional investment shows links to better outcomes for children and young people SEND Dashboard information supports the SEND Programme Board members to make sound judgments when designing future services Evidence of positive outcomes achieved by the remodelled workforce 18-week referral plan in place 	Maternity & Children Transformation Manager Deputy General Manager - Emergency and Urgent Care Directorate	<ul style="list-style-type: none"> Agreed plan for additional investment of £500k in Specialist CAMHS – Oct 2018 SEND Performance Dashboard regularly monitored by SEND Programme Board – from Jan 2019 SCCS remodelled workforce operational Trajectory to meet 18-week referral to treatment reviewed and revised plan agreed - Apr 2019 	On-going Future Future Future

	Activity	Timescale	Success Criteria	Lead Officers	Milestones	Status
ASW 3	The standards achieved, and the progress made by children and young people with SEND					
3.1	Continuous review and evaluation of examples of early engagement and help and how this has enabled children and young people to achieve their outcomes in a timely way	Continuous	<p>Improved outcomes for YP reported regarding progress and attainment in reading, writing and mathematics at KS1 & 2 and in relation to progress and attainment in core subjects at KS4</p> <p>Updates of early provision identified and made available to:</p> <ul style="list-style-type: none"> ▪ Professionals ▪ Schools and Colleges ▪ Early Year Providers ▪ Other services <p>Updates shared with the SEND Programme Board and in annual Self-Evaluations</p> <p>Service Leads regularly ensure that information on available support and interventions to support outcomes are updated on the Local Offer</p>	<p>SEND Manager Community Family Service Leader</p> <p>Principal Child and Family Social Worker</p>	<ul style="list-style-type: none"> • Impact of early help and engagement outcomes shared by Principal Social Worker and Community Family Service Leads • Evidence that schools effectively use early interventions such as school placement support, managed moves, or referrals to professionals such as educational psychologist at an appropriate and early stage – Jul 2019 • Collated evidence of impact shared in the annual Self-Evaluation– Jul 2019, 2020 etc • Local Offer has up to date information on the available range of early interventions, and their potential outcomes 	<p>Active</p> <p>Future</p> <p>Future</p> <p>Active</p>
3.2	Engage a member of staff to ensure that performance information is collected, collated and analysed to support the	Jul-Dec 2018	<ul style="list-style-type: none"> • Staff better able to monitor, track individual students 	Vulnerable Learners Service Lead and Virtual	<ul style="list-style-type: none"> • Proposal agreed via Directorate Leadership team – Jul 2018 	Completed

	Activity	Timescale	Success Criteria	Lead Officers	Milestones	Status
	Vulnerable Learners' Service in monitoring and tracking the delivery of outcomes for children and young people		<ul style="list-style-type: none"> • Identification of areas of poor performance enabling appropriate and timely challenge to educational settings • Challenge made to schools across all key stages, where data indicates insufficient progress being made in relation to writing, reading and mathematics as well as other areas • Identification of good practice to support all educational settings <i>(Link to ASW 2, 5 and 8)</i> 	School Headteacher	<ul style="list-style-type: none"> • Recruitment undertaken - Sep 2018 • Reporting on outcomes to SEND Programme Board - Dec 2018 and twice-annually thereafter 	Active Future
3.3	Continue to develop and use the reporting dashboard to monitor the achievement of children under 5, ensuring a data-informed approach becomes 'business as usual'	Oct-Dec 2018	<ul style="list-style-type: none"> • Clearer differentiation of the likely needs of children under 5 years to better plan future education, health and care provision • Improved business planning to inform school pupil projections 	Vulnerable Learners Service Lead and Virtual School Headteacher. Service Leader - Early Years and Children Centres Service Leader - Strategic Planning & Governance	<ul style="list-style-type: none"> • Data analysed, and actions agreed - Oct – Dec 2018 • Report shared with the SEND Programme Board including predicted impact this will have - Spring 2019 	Active Future
3.4	Review current transition planning processes and ensure that personalised and aspirational preparation for adulthood planning takes place from Year 9 onwards	By Jul 2019	<ul style="list-style-type: none"> • Adult health and social carer will have a clearer understanding of future requirements for young adults 	SEND Manager Community Family Service Leader	<ul style="list-style-type: none"> • Review undertaken, and results shared with SEND Programme Board – Spring 2019 	Active

	Activity	Timescale	Success Criteria	Lead Officers	Milestones	Status
			<ul style="list-style-type: none"> Transition planning processes in place are personalised, preparing the child or young person for adulthood - Jan 2019 Evidence that revised processes have led to a reduction in complaints – Spring 2019 	Maternity & Children Transformation Manager		
3.5	Development of a dedicated and outcomes focused transition team, focused on delivering support which bridges the complex change in processes between adults and children’s services	By Jan 2019	Service design and appointment of staff to team completed	SEND Manager Community Family Service Leader Service Manager – Adult Mental Health & Learning Disabilities Maternity & Children Transformation Manager	<ul style="list-style-type: none"> Agreement to proceed with team creation from Directorate Leadership Team – Sep 2018 Recruitment to team - Sept–Dec 18 	Active Future
3.6	Review of the impact and outputs from the transition team	By Sep 2019	<ul style="list-style-type: none"> Children, young people and families report having a smoother journey at key transition points Professionals are reporting a significant improvement of the interface between themselves, families and young people 	SEND Manager Community Family Service Leader Maternity & Children Transformation Manager	<ul style="list-style-type: none"> Regular surveys undertaken of user’s and professional satisfaction of service changes, reported in annual Self-Evaluation – Jul 2019 ‘Lessons learned’ explored and changes made whenever practicable 	Active Future

	Activity	Timescale	Success Criteria	Lead Officers	Milestones	Status
			<ul style="list-style-type: none"> All partners and stakeholders are satisfied the assessments and decision making has the young person at the heart leading to a whole life journey approach 		<ul style="list-style-type: none"> to ensure service meets a wide range of needs Evidence in self-evaluation that whole life journey approach is used by all services 0-25 years - Sep 2019 	Future
3.7	Systems, processes and clear protocol in place to support effective transition to adulthood	By Jul 2019	<ul style="list-style-type: none"> Transitions database is in place, updated quarterly and used across the services to plan clear pathways Clear guidance which explains the transition pathways is available to parents and young people, including support available during the process. This will be linked with the revised EHCP process. 	<p>Community Family Service Leader</p> <p>Service Manager – Adult Mental Health & Learning Disabilities</p>	<ul style="list-style-type: none"> Monthly transitions operations group tracks all young people - ongoing Protocol and guidance rewritten via co-production with parents and young people – Jul 2019 Protocol to be published on the Local Offer – Jul 2019 	<p>Active</p> <p>Active</p> <p>Future</p>
3.8	Home to School Transport policies, processes and delivery are clear and are designed and agreed by a process of co-production in order to ensure that journeys undertaken by children and young people with SEND are safe, appropriate and do not have adverse impacts on them achieving outcomes.	By Sep 2019	<ul style="list-style-type: none"> A stakeholder group meets regularly to bring together transport staff, education providers and parent carer representatives to identify and resolve issues, and to consider future developments. Integrated Transport Unit Manager attends SEND Programme Board to ensure that 	<p>Manager – Integrated Transport Unit</p> <p>Strategy & Policy Development Manager</p>	<ul style="list-style-type: none"> Stakeholder Group formed and meeting regularly – from May 2018 ITU manager to attend SEND Programme Board – from Sep 2018 Review of Home to School Transport Policy via co- 	<p>Complete</p> <p>Complete</p> <p>Active</p>

	Activity	Timescale	Success Criteria	Lead Officers	Milestones	Status
			<p>strategic changes and development of new provision considers transport matters.</p> <ul style="list-style-type: none"> ▪ The EHC Process and associated Annual Reviews include the opportunity to consider transport needs and issues, ensuring better journeys for children with SEND, which have a reduced impact on their outcomes ▪ Home to School Transport policies are genuinely co-produced, included the views of parents, carers and children and young people. 		<p>production process – by Apr 2019</p> <ul style="list-style-type: none"> • Improved EHC Process to include more detailed consideration of transport (See ASW5) 	Future
ASW 4	The lack of a designated medical and/or clinical officer					
4.1	Following the merger of Bristol, North Somerset and South Gloucestershire CCGs, to identify and appoint a Strategic Leadership Team including Lead Director, DCO, DMO and ensure full engagement in North Somerset's SEND Programme Board & BNSSG SEND Regional Group	By Sept 2018	<ul style="list-style-type: none"> • Strategic leadership team identified, in post and operational • Director of Commissioning with responsibility for SEND, Director of Commissioning • Liz Jarvis DCO 	Director of Nursing & Quality	<ul style="list-style-type: none"> • Lead Director named & operational – Jun 2018 • Designated Clinical Officer named & operational – Jul 2018 • Lead Director, Head of Children & Maternity (Transformation), Children & Maternity 	<p>Completed</p> <p>Completed</p> <p>Completed</p>

	Activity	Timescale	Success Criteria	Lead Officers	Milestones	Status
					<ul style="list-style-type: none"> IT solution operational – Nov 2018 Crisis intervention service operational – Mar 2019 MHIS Investment implementation - Nov 2018 – Mar 2019 Integration plan in place Wider consultation & integration completed - Jan – Jun 2019 	Future Future Future Future
4.3	Identify and appoint Designated Nurse for Children Looked After Ensure North Somerset Community Partnership identify and appoint Named Nurse for Children Looked After	By Sep 2018	Julie Henderson - Designated Nurse for CLA in post	Deputy Director of Nursing & Quality	<ul style="list-style-type: none"> Post advertised - Jun 2018 Identified person in post & operational – Aug 2018 Identified person in post & operational - Sept 2018 	Completed Completed Active
ASW 5	The viability of EHC plans, including the variable contributions from health and social care, and the processes to check and review the quality of EHC plans					
	Activity prior to new systems and process being in place:					
5.1	SEND caseworkers to have access to LCS (our social care case recording system) to check for involvement. Training will be required	By Oct 2018	Improved communication between social care and the SEN team leading to more joined up plans	SEND Manager and Team Manager, Disabled Children's Team	Access in place - Sep 2018 Training provided - Sep/Oct 2018	Active
5.2	Attendance of Social Care representative at SEND panel – If child not known this will help direct	Sep-Dec 2018	Evaluation of this will evidence:	SEND Manager,	<ul style="list-style-type: none"> Discussions held of how this will be 	Active

	Activity	Timescale	Success Criteria	Lead Officers	Milestones	Status
	request to either Disabled Children's Team (DCT) Family Support Worker, or Social Care Family Support to complete early help assessment as part of EHC assessment process – extra capacity for social care will need to be considered to enable this		<ul style="list-style-type: none"> Panel has an increased participation Wider sharing of knowledge and understanding Better joined up working Positive impact on child or young person's outcomes compared to current system and processes <i>(Link to ASW 3 and 8)</i>	Team Manager, Disabled Children's Team and other service managers across social care including adults	<ul style="list-style-type: none"> resourced - Sept 2018 Regular attendance taking place - Dec 2018 Impact measured Dec 2018 – Feb 2019 Impact of this reported in the 2019/2020 annual Self-Evaluation 	<p>Future</p> <p>Future</p>
5.3	<p>Training for all SEN staff on:</p> <ul style="list-style-type: none"> timescales for EHC plans current processes (and emerging new ones) importance adherence to the 20-week deadline <p>Training will reinforce the need to keep parents informed throughout the process</p>	By Dec 2018	<ul style="list-style-type: none"> Over 90% of EHC assessments will be completed within 20 weeks by December 2018 Positive feedback from parents following the assessment SEN staff report satisfaction of training and support shared 	<p>SEND Manager,</p> <p>Team Manager, Disabled Children's Team and Health Lead</p>	<ul style="list-style-type: none"> Training to be developed and delivered – Sep – Dec 2018 Impact of this reported to the SEND Programme Board – Jan 2019 Impact to be recorded in the 2019/20 annual Self-Evaluation Impact to be shared on the Local Offer – Jan 2019 	<p>Active</p> <p>Future</p> <p>Future</p> <p>Future</p>
5.4	Advice or reports from all professionals, health, social care, schools and Educational Psychology will be submitted on time to enable the LA to issue EHC plans within 20 weeks	By Apr 2019	<ul style="list-style-type: none"> All services signed up to agreed process and action plan. All services signed up to the development of a smoother pathway to adulthood 	<p>Assistant Director, Children's Support & Safeguarding</p> <p>Associate Director of</p>	North Somerset Council will be 100% compliant on 20 Week target – April 2019	Active

	Activity	Timescale	Success Criteria	Lead Officers	Milestones	Status
			<ul style="list-style-type: none"> 100 % compliance by Apr 2019 	Service Redesign		
Activity to develop new systems and processes:						
5.5	Parents, carers and partners fully informed and engaged in the process of designing new systems and processes, and in the co-production of documentation which supports these systems, giving clear expectations of how they will operate.	Throughout	<ul style="list-style-type: none"> A group including parents, carers and young people to co-produce form and guidance for section A of the EHC plan New guidance co-produced with Supportive Parents and our existing EHC Parent reference group which clearly outlines what families can expect to experience with the EHC assessment process from all services Parents, carers, children, young people and professionals engaged fully in activity to review Home to School Transport guidance and policy. Parents, carers, children, young people and professionals will have a clear understanding and access to EHC plans and services: <ul style="list-style-type: none"> Via a single pathway 	SEND Manager	<ul style="list-style-type: none"> Co-produced section A of the EHC Plan delivered and in use – Jan 2018 New guidance co-produced and in place by – Apr 2018 Parent carer representatives' attendance at meetings held – Oct 2018 – Feb 2019 Regular updates shared via the Local Offer and via professionals LA support at the Parent Reference group events re publicising/explaining processes etc. New co-produced Home to School Transport Policy published – September 2019 	<p>Completed</p> <p>Active</p> <p>Active</p> <p>Future</p> <p>Future</p> <p>Future</p>

	Activity	Timescale	Success Criteria	Lead Officers	Milestones	Status
			<ul style="list-style-type: none"> ▪ With agreed expectations ▪ Using one set of documents agreed to and used by all ▪ Supported by clear documentation on the Local Offer 			
5.6	<p>Task group formed to develop a clear, single pathway for education, care and support, including:</p> <ul style="list-style-type: none"> ○ A single set of documentation used by all contributors ○ Improved joint working, reducing duplication and delay ○ Coordinated and timely responses to tribunals ○ Improved clarity and links across Information shared on the local offer ○ Home to school transport is a key consideration in the development of EHC plans and annual review processes. ○ Clear lines of responsibility 	Oct 2018 – Mar 2019	<ul style="list-style-type: none"> • New process and implementation plan signed off by relevant Boards • Agreed clear co-designed pathway 	SEND Manager	<ul style="list-style-type: none"> • Task group formed to explore and to deliver new process which will be approved by SEND Programme Board – Jul 2019 • Process and documentation approved by SEND Programme Board – Mar 2019 • Process and documentation presented to LA and CCG leadership teams – Spring 2019 	<p>Completed</p> <p>Future</p> <p>Future</p>
5.7	Ensure the development of guidance materials is co-produced with parents, carers and young people, and that schools and other partners are aware of changes and operate within new frameworks	Oct 2018 – April 2019	<ul style="list-style-type: none"> • Evidence of reduced referral to tribunals • All professionals / schools and parents are clear on the different pathways of support 	SEND Manager	<ul style="list-style-type: none"> • Parent participation in Task Group – Oct 2018 – Apr 2019 • Engagement with young people, schools and partners – Spring 2019 	<p>Active</p> <p>Future</p>
5.8	Accessible version of guidance materials is developed in co-production with parents, carers and young people, supported by	By April 2019	<ul style="list-style-type: none"> • Positive feedback on the process and the factsheet developed to support it 	SEND Manager	<ul style="list-style-type: none"> • Co-produced guidance factsheet shared with SEND 	Future

	Activity	Timescale	Success Criteria	Lead Officers	Milestones	Status
	SENDIAS service, producing a factsheet explaining when things happen and who they can expect to meet and be in contact with them throughout the process				Programme Board – Feb 2019 <ul style="list-style-type: none"> Guidance made available via Local Offer – Apr 2019 	Future
Implementation:						
5.9	Training on new processes and templates to be provided for all professionals enabling production of consistently high quality EHCPs	By Apr/May 2019	<ul style="list-style-type: none"> Training delivered and cascaded to front-line staff New processes and templates working well supported by use of the online EHCP management product Consistent high-quality outcomes indicating specific provision provided by SEND, Social Care and Health professionals Parent, carers, children and young people report better access to support and services 	SEND Manager	<ul style="list-style-type: none"> Training developed – Mar 2019 Training delivered to Managers and other appropriate professionals – May 2019 Review of the impact of the training on families and professionals – Aug 2019 Report to SEND Programme Board – Sep 2019 New processes reviewed, revised and implemented fully – Apr 2020 	Active Future Future Future
5.10	Whole-system training, including schools, on improved ways of working with children, young people and their families	By Jul 2019	With the support and encouragement of the Education Excellence and Partnership Board, all schools SENCO's and other appropriate professionals will have taken up the offered training	SEND Manager	All SENCOs attended training - Jul 2019	Future
5.11	On-line training providing information on how to develop,	Rolling programme	<ul style="list-style-type: none"> Schools, health, education and social 	SEND Manager	<ul style="list-style-type: none"> Training written and available – Apr 2019 	Active

	Activity	Timescale	Success Criteria	Lead Officers	Milestones	Status
	monitor and report on SMART Outcomes	commencing - Apr 2019	<ul style="list-style-type: none"> care received training on Outcomes. Outcomes in the EHC plans are smarter and consistent 		<ul style="list-style-type: none"> Review and evaluation of effectiveness of training undertaken via the quality of outcomes in plans - Nov 2019 	
5.12	Co-production of a Quality Assurance Framework for EHC plans to assure the quality and consistency of plans and ensure that parents and young people are fully engaged in their development.	By Jul 2019	100% of EHC plans judged good or excellent	Vulnerable Learners Service Lead and Virtual School Headteacher	<ul style="list-style-type: none"> Quality Assurance Framework developed - Mar 2019 QA Framework used in the review and evaluation of effectiveness of training – Nov 2019 	Active Future
Ongoing implementation:						
5.13	Regular SENCO 'surgery' with SEND team to support them in making appropriate, consistent and effective EHC applications	From Jul 2019	<ul style="list-style-type: none"> Advice received from schools supports the graduated response pathway Schools aware of the different pathways of support 	Vulnerable Learners Service Lead and Virtual School Headteacher SEND Manager	<ul style="list-style-type: none"> Surgeries advertised to schools, likely on a termly basis – Apr 2019 Consider means of reaching a broader group of SENCOs including use of Skype consultations – Apr 2019 Feedback on effectiveness and impact of surgeries monitored and on appropriateness of frequency – Nov 2019 	Future Future Future
5.14	Schools and Early Years settings to receive support and training to carry out early help assessments	From Jul 2019	<ul style="list-style-type: none"> Schools and early years settings, report the value the training 	Early Help Co-ordinator	<ul style="list-style-type: none"> Support and training implemented – Jul 2019 	Future

	Activity	Timescale	Success Criteria	Lead Officers	Milestones	Status
	for children who are not known to social care, enabling the Disabled Children's Team to facilitate provision of appropriate for social care advice in EHC Plans. These assessments will be monitored via our Quality Assurance Framework (see 5.12)		<p>and support is having on their delivery of early help and the impact it has on their pupils</p> <ul style="list-style-type: none"> Families report receiving the consistent access to the right level of support and are signposted to suitable services 		<ul style="list-style-type: none"> Impact of support and training monitored and reported to SEND Programme Board – Feb and Sep 2020 Impact shared in the annual Self - Evaluation– Jul 2020 and 2021 	<p>Future</p> <p>Future</p>
5.15	Regular quarterly reviews of the EHC process and quality of EHC assessments to identify and address any issues highlighted	From Sep 2019	<p>Reviews enable the:</p> <ul style="list-style-type: none"> Improvement of outcomes for children and young people Quality of EHCPs improved, ensuring the right level and type of support is provided for the child or young person Sharing of outcomes of the reviews with NSPCWT as part of wo-way communicating with families Professionals working better together, sharing information effectively 	<p>SEND Manager</p> <p>Vulnerable Learners Service Lead and Virtual School Headteacher</p>	<p>Use of the Quality Assurance Framework to:</p> <ul style="list-style-type: none"> Review the impact on children and young people the new process has made – Jan, Apr, Jul 2020 Address any issues raised during the review and in regular feedback from families and professional – on going Highlight any further training requirements for professionals Highlight any further information sessions for families Update the outcomes on the Local Offer, to the SEND Programme Board and in the annual Self-Evaluation 	<p>Future</p> <p>Future</p> <p>Future</p> <p>Future</p> <p>Future</p>

	Activity	Timescale	Success Criteria	Lead Officers	Milestones	Status
5.16	Spot checking/quality assurance of EHC plans and advice given to families, agreed via assessments monthly by the SEND managers, Social Care and Health staff	Sep 2019 on-going	<ul style="list-style-type: none"> Quality of plans will be maintained, issues highlighted early and impact of plans recorded Outcomes and provision in plans will be smarter, which will be reflected in fewer cases progressing to tribunal 	SEND Manager Assistant SEND Manager Team Manager, Disabled Children's Team DCO	<ul style="list-style-type: none"> Spot checking to take place monthly – Commencing Nov 2018 Spot checking frequency adjusted to meet evidence of need for further training – Jul 2019 onwards Impact reports shared with SEND Programme Board and reported in the annual Self-Evaluation 	Future Future Future
5.17	Tribunal data will be compiled and analysed in greater detail to identify patterns, themes or missed opportunities to improve outcomes, which will then inform further development of the EHC process and our communication with parents.	Jul 2019 on-going	<ul style="list-style-type: none"> Fewer tribunals lodged Greater parent, carer, young people's satisfaction NSPCWT report less complaints from parents Supportive Parents report less complaints from parents Strategic Leaders can use the data to develop informed plans for future services Communications between all interested parties will be clear and timely 	SEND Manager	Impact reports will be shared bi-annually with: <ul style="list-style-type: none"> The SEND Programme Board NSPCWT Supportive Parents Schools and Pre-schools Impact reports will be shared via the Local Offer and annual Self-Evaluation 	Future
5.18	On-going reviewing of processes, procedures, their impact on	Sep 2018 onwards	<ul style="list-style-type: none"> Review of 'lessons learned' will ensure 	Vulnerable Learners Service	<ul style="list-style-type: none"> Impact reports shared with board and 	Active

	Activity	Timescale	Success Criteria	Lead Officers	Milestones	Status
	children and families and how effectively outcomes are met		<p>continuous improvement of processes and procedures for accessing support, provide all CYP with SEND the opportunities to meet their optimum independence</p> <ul style="list-style-type: none"> • Reviews will ensure all are informed of any trends and the impact this is having on children and young people • Reviews will enable strategic leaders to better plan and target services to where they are needed 	Lead and Virtual School Headteacher SEND Manager	<p>reported in the annual Self-Evaluation – Commencing Jul 2019</p> <ul style="list-style-type: none"> • Changes made due to feedback are logged and shared on the Local Offer and with Parent Task Groups, NSPCWT etc. – Commencing Jul 2019 	Active
5.19	All service areas undertake yearly impact assessments which will be included in the annual Self-Evaluation, to understand what difference their support is making to CYP outcomes	Sep 2018 onwards	<ul style="list-style-type: none"> • Use of the annual Self-Evaluation process will build an understanding of what is working well and what could be improved • Impact assessments will enable the services to look at their professional support and delivery, service leads to better understand what is working well and what could be better and for strategic leaders to use the information to inform the direction of 	Strategy & Policy Development Officer	<ul style="list-style-type: none"> • Impact reports shared with the SEND Programme Board and reported in the annual Self-Evaluation – From Jul 2019 • Actions resulting from the impact assessments shared in the annual Self-Evaluation – From Jul 2019 	Active

	Activity	Timescale	Success Criteria	Lead Officers	Milestones	Status
			<p>travel required to meet future children and young people's needs</p> <ul style="list-style-type: none"> • Via the SEND Programme Board and other groups, parents, carers, children and young people will feel better informed, better listened to and consider they have had an impact in the direction of travel for future services 			
5.20	All services will build strong networks and links with children and young people ensuring opportunities for participation are available	Sep 2018 onwards	<ul style="list-style-type: none"> • Children and young people are satisfied they are: <ul style="list-style-type: none"> ▪ Regularly invited to participate and engage with services providers and other professionals ▪ the integral part of their ECH plans ▪ consulted and influence future service development • Supportive Parents website in place and working with young people demonstrates a model of networking and linking with young people 	Engagement & Participation Officer	<p>Direct engagement with children and young people is increased by:</p> <ul style="list-style-type: none"> • Visits to Student Councils at the three special schools and at WSM college – termly • Feedback on outcomes and impact, 'lessons learned' and successes gathered from all partners and recorded in the annual Self-Evaluation - Jul 2019 onwards • Supportive Parents emerging integrated platform for young people on their website to be shared with the SEND 	<p>Active</p> <p>Active</p> <p>Active</p>

	Activity	Timescale	Success Criteria	Lead Officers	Milestones	Status
					Programme Board – Spring 2019 <ul style="list-style-type: none"> Co-production strategy will include meaningful input from children and young people and ways to engage with them – Jul 2019 Training on how to engage effectively with children and young people in a creative and informative way to be shared with services – by Jul 2019 	Active
ASW 6	Underdeveloped arrangements for joint commissioning					
6.1	Develop a SEND Joint Commissioning Plan which supports the SEND Strategy, and which ensures our approach to planning, procuring and evaluation of services is fully integrated between education, health and social care commissioners	By April 2019	<ul style="list-style-type: none"> Joint Commissioning Plan operational and is fully integrated across all commissioners Evidence of children and young people and their parents' satisfaction with services commissioned 	Maternity & Children Transformation Manager Strategy & Policy Development Manager	<ul style="list-style-type: none"> Develop SEND Joint Commissioning Plan (JCP) – Dec 2018 SEND JCP approved for consultation by SEND Programme Board Jan – Mar 2019 SEND JCP revised and published via Local Offer following consultation - Apr 2019 	Active Future Future
6.2	Tripartite pooled budgets in place for children and young people requiring placements or bespoke packages of care	By March 2019	<ul style="list-style-type: none"> Pooled budget arrangements and governance developed for implementation 2019/20 	Maternity & Children Transformation Manager	<ul style="list-style-type: none"> Agree principles and protocol for joint tripartite funding – Sep 2018 to Feb 2019 	Active Future

	Activity	Timescale	Success Criteria	Lead Officers	Milestones	Status
			<ul style="list-style-type: none"> Parents, carers, children, young people and professionals feedback, monitoring and evaluation of services is noted and acted upon 	Community Family Service Leader Vulnerable Learners Service Lead and Virtual School Headteacher	<ul style="list-style-type: none"> Full pooled budget arrangements in place for implementation 2019/20 – Mar 2019 	
6.3	Develop a comprehensive personalisation offer across health and social care including shared arrangements for eligibility and access, and integrating existing Personal Health Budget and Direct Payment arrangements	By April 2019	Comprehensive health and social care personalisation offer is embedded in Local Offer	Associate Director of Continuing Health Care	<ul style="list-style-type: none"> Agree joint personalisation offer - Sep to Dec 2018 Embed and implement joint personalisation offer – Apr 2019 	Active Future
6.4	Develop a shared SEND Joint Outcomes Framework	By April 2019	Joint Outcomes Framework in place including shared monitoring and accountability for joint outcomes framework through NSC and CCG governance	Maternity & Children Transformation Manager Vulnerable Learners Service Lead and Virtual School Headteacher Community Family Service Leader	<ul style="list-style-type: none"> Agree shared outcomes for education, health and social care linked to priorities outlined in the SEND Strategy and the JCP - Sep to Dec 2018 Develop framework - Jan – Mar 2019 Publish and Implement framework – Apr 2019 	Active Future Future
6.5	Further develop SEND data dashboard, incorporating measures across health, education and social care to measure the effectiveness of the system	By March 2019	<ul style="list-style-type: none"> BNSSG CCG position statement on SEND priorities delivered and service improvement plans in place 	Head of Maternity & Children's Transformation	<ul style="list-style-type: none"> Map SEND provision across BNSSG detailing service and performance variances to inform decision making regarding future 	Active

	Activity	Timescale	Success Criteria	Lead Officers	Milestones	Status
			<ul style="list-style-type: none"> Needs assessment completed and plans for jointly commissioned evidence-based autism intervention developed SEND Data Dashboard in place with measures selected to reflect whole-system performance, monitored by SEND Programme Board 	Service Leader - Business Intelligence	<ul style="list-style-type: none"> service configuration and investment Comprehensive autism needs assessment to determine demand, capacity and inform service planning through jointly commissioned evidence-based interventions Further develop SEND Data Dashboard to incorporate health data, to be monitored by SEND Programme Board - Sep 2018 to Mar 2019 	<p>Active</p> <p>Active</p>
6.6	Jointly commission Speech and Language and Occupational Therapy services across North Somerset	By Sep 2019	<p>Jointly commissioned Speech and Language service to include delivery via Children Centres and Early Years Team operational</p> <p>Jointly commissioned OT services operational</p>	<p>Maternity & Children Transformation Manager</p> <p>Service Leader - Early Years and Children Centres</p>	<ul style="list-style-type: none"> Scoping and action plan in place to jointly commission both S&L and OT services – Sep to Dec 2018 Implement action plan including consultation period - Jan to Aug 2019 Jointly commissioned services become operational - Sep 2019 	<p>Active</p> <p>Future</p> <p>Future</p>
6.7	Activity to ensure young people, parents and carers are aware of the range of jointly commissioned	By Mar 2019	Feedback from young people and parent carers confirms awareness and	Community Family Service Leader	<ul style="list-style-type: none"> Scoping exercise to understand current issues with 	Active

	Activity	Timescale	Success Criteria	Lead Officers	Milestones	Status
	short breaks, including out-of-school activities on offer and how to easily access them		take-up of jointly commissioned short breaks on offer	Service Leader - Early Years and Children Centres Acting chair of Parent Carer Forum	awareness of the offer - Sep–Dec 2018 <ul style="list-style-type: none"> • Actions to improve awareness identified and implemented ensuring Local Offer is established as key resource - Mar 2019 	Future
6.8	Ensure that the local SENDIAS service is jointly-commissioned and provides sufficient capacity to deliver independent SEND Information, Advice and Guidance to parents and carers in North Somerset, and to continue providing input into service developments across the Local Area.	By Sep 2019	<ul style="list-style-type: none"> • Independent service review findings received and discussed by SEND Programme Board • Local Action plan developed based on independent review and local requirements • Joint commissioning of a SENDIAS service which meets the CDC minimum standards and provides sufficient capacity and resource to meet local need 	Maternity & Children Transformation Manager Strategy & Policy Development Manager North Somerset Coordinator, Supportive Parents SENDIAS Acting chair of Parent Carer Forum	<ul style="list-style-type: none"> • Review outcomes of independent review of SENDIAS service – Nov 2018 • Activity to identify local needs and resources to support joint commissioning of the service – May 2019 • Commission service by Sep 2019 	Active
6.9	Ensure that all historic care packages for children and young people who currently meet Children's Continuing Care criteria have been reviewed by the BNSSG Continuing Care Team	By Jan 2019 Ongoing	<ul style="list-style-type: none"> • All packages reviewed, and parent carers informed of outcome 	Associate Director of Continuing Health Care	All packages reviewed – Dec 2018	January 2019 Active

	Activity	Timescale	Success Criteria	Lead Officers	Milestones	Status
	Children and young people who meet Children's Continuing Care criteria are routinely discussed and reviewed by the BNSSG Continuing Care Panel	Ongoing	<ul style="list-style-type: none"> All children and young people who meet Children's Continuing Care criteria are routinely discussed and reviewed by the BNSSG Continuing Care Panel 			Active
	Requests for individual SEND funding are reviewed by the BNSSG Continuing Care Panel	Ongoing	<ul style="list-style-type: none"> All requests for individual SEND funding are reviewed by the BNSSG Continuing Care Panel 			Active
	Children and young people who meet Children's Continuing Care criteria are offered a Personal Health Budget		<ul style="list-style-type: none"> All children and young people who meet Children's Continuing Care criteria are offered a Personal Health Budget 			
ASW 7	The often-fractured relationships with parents and carers, lack of co-ordination and weak engagement and collaboration					
7.1	<p>Establish a Co-production sub-group of the SEND Programme Board to draft Co-production policy and charter, with input from:</p> <ul style="list-style-type: none"> children and young people carer parent representatives Voluntary and Community Organisations NSC and CCG officers 	By Feb 2019	<ul style="list-style-type: none"> Policy and charter developed and agreed within timescale. Resources identified and allocated to implement both as required Annual review of both policy and charter by the SEND Programme board to monitor implementation 	<p>Partnerships & Engagement Manager</p> <p>Engagement & Participation Officer</p>	<ul style="list-style-type: none"> Sub-group to be agreed by the SEND Programme Board – Sep 2018 Contact with the three special schools and WSM College to ensure engagement initiated with their Student Councils – Jul 2018 	<p>Complete</p> <p>Complete</p> <p>Active</p>

	Activity	Timescale	Success Criteria	Lead Officers	Milestones	Status
					<ul style="list-style-type: none"> • Termly engagement with the school and college councils implemented – Nov-Dec 2018 and beyond • Co-production policy and charter signed-off by all relevant structures by – Feb 2019 • Impact of co-production and updates to be included in the annual Self-Evaluation – Jul 2019 	<p>Future</p> <p>Future</p>
7.2	Co-production sub-group to develop, using best practice, guidance on implementing the policy and the charter	By Sep 2019	All future policy and project developments in SEND demonstrate effective and successful co-production measured by all stakeholders monitoring the effectiveness of their co-production and by satisfaction surveys undertaken by each piece of work	Partnerships & Engagement Manager Engagement & Participation Officer	<ul style="list-style-type: none"> • Sub-group meets monthly to develop guidance - Mar-Jun 2019 • Draft guidance for approval to the SEND Programme Board - Jul 2019 • Briefing sessions to NSPCWT, Supportive Parents, CCG, NSC managers to make them aware of the guidance and their role in its effective implementation - Sep 2019 • Updates shared in the annual Self-Evaluation – Jul 2020 	<p>Active</p> <p>Future</p> <p>Future</p> <p>Future</p>

	Activity	Timescale	Success Criteria	Lead Officers	Milestones	Status
7.3	<p>An agreed process and programme to be devised for reviewing all existing SEND policies and services across the local system including education, health and care services, ensuring that all stakeholders:</p> <ul style="list-style-type: none"> • have the genuine opportunity to meaningfully engage with the policy and service • consider their contributions have been listened to and they have contributed to the direction and delivery of the policy or service 	By Jul 2019	<ul style="list-style-type: none"> • Programme developed and publicised to enable all stakeholders to contribute to ongoing policy reviews. • Existing policies and services demonstrate that they are being co-produced as they are reviewed. • Stakeholders report increased engagement with existing services and policies. 	<p>Engagement & Participation Officer</p> <p>Assistant Director, Children's Support & Safeguarding</p> <p>Director of Commissioning with responsibility for SEND</p>	<ul style="list-style-type: none"> • Project plan to be written jointly by LA and CCG for endorsement by SEND Programme Board - Dec 2018 • Reviews undertaken in and progress reports shared with SEND Programme Board - Jul 2019 	<p>Active</p> <p>Future</p>
7.4	All SEND Programme Board partners to review, develop and implement policy and process for involving children and young people and carers and parents in recruitment and commissioning processes for SEND services	By Jul 2019	<ul style="list-style-type: none"> • Children, young people, parents and carers report they are more frequently involved in recruitment and commissioning processes • New staff and newly commissioned services are fully aware of and responsive to the needs of children and young people with SEND 	<p>Engagement & Participation Officer</p> <p>Maternity & Children Transformation Manager</p>	<ul style="list-style-type: none"> • Review to start - Jan 2019 • Review completed and reported to SEND Programme Board by March 2019. • Changes required to policies and process implemented by July 2019. 	<p>Future</p> <p>Future</p> <p>Future</p>
7.5	<p>Continued strategic and operational engagement and participation with representative groups of children and young people and carers / parents, via:</p> <ul style="list-style-type: none"> • termly visits to the student councils of three special 	Ongoing	Children and young people and carers / parents express greater satisfaction with their ability to directly change and influence SEND policies and services.	<p>Partnerships & Engagement Manager</p> <p>Engagement & Participation Officer</p>	<ul style="list-style-type: none"> • Termly visits to student councils – ongoing • Attendance at NSPCWT meetings as appropriate – ongoing 	<p>Active</p> <p>Active</p>

	Activity	Timescale	Success Criteria	Lead Officers	Milestones	Status
	<p>schools and the student group at WSM College</p> <ul style="list-style-type: none"> on-going work with the carer parent forum North Somerset Parent Carers Working Together parent carer task groups set up for specific projects <p>Operational, on-going engagement and participation with the above groups and individuals by service providers, and educational, health and care teams across the local area 0-25 years</p>		<p>This will be measured in the annual Self-evaluation, by inclusion of reporting on this work and what has been achieved because of improved, meaningful co-production and engagement.</p>		<ul style="list-style-type: none"> Setting up of parent carer task groups as required – ongoing Operational services regularly monitoring the impact their services, processes and procedures are having on the user groups - ongoing Reporting the outcomes from the key milestones in the annual Self-Evaluations – Jul 2019 onwards 	<p>Future</p> <p>Active</p> <p>Active</p>
7.6	<p>The Local Offer will provide useful links to understanding how to effectively work with children and young people with SEND, capturing the voice of the child, involving them in the reviews and developments of services both strategically and operationally as part of everyone's day-to-day business</p> <p>Working with local families via NSPCWT, to gain a better understanding and knowledge of the ways to best engage with parents and carers, capturing the voices of those hard-to-reach parents and carers</p>	Ongoing	<p>Services and service planning demonstrates the positive impact of co-production by:</p> <ul style="list-style-type: none"> User satisfaction Operational delivery fits the needs and outcomes of the children and young people currently using the services Strategic planning is influenced by the co-production undertaken with children, young people and families, utilising this information along with data information collected Individual staff are more aware of co- 	Information & Advice Officer	<ul style="list-style-type: none"> Local Offer links to good practice and ideas of effective engagement and co-production – Oct 2018 These links are kept up to date and added to as appropriate – ongoing 	<p>Active</p> <p>Ongoing</p>

	Activity	Timescale	Success Criteria	Lead Officers	Milestones	Status
			production best practice and to implement this in their day to day working with children, young people and families			
ASW 8	Lack of systems to track outcomes, including exclusions, for children and young people who have SEN and/or disabilities across the partnership					
8.1	Analysis of performance data across the education, health and care system, to track individual pupil journeys and evidence the success of specific service and interventions, and to enable collated information to be produced to empower the SEND Programme Board and other Senior Leaders to develop strategic responses to emerging needs.	From Jan 2019, quarterly reports shared	<ul style="list-style-type: none"> Regular report shared with the SEND Programme Board and other Senior Leaders, as requested for monitoring, evaluating and planning purposes Updates shared with NSPCWT, Supportive Parents, other parent carer task groups and children and young people engagement groups 	Vulnerable Learners Service Lead and Virtual School Headteacher Service Leader - Strategic Planning & Governance	<ul style="list-style-type: none"> Impact of the availability and effectiveness of management information and outcomes tracking to be reviewed - Mar, Aug and Dec 2019 Collated analysis reported at the SEND Programme Board - Mar, Aug and Dec 2019 Updates shared with task groups and children and young people engagement groups to enable them to engage with outcomes tracking and challenge strategic leaders appropriately Updates captured in the annual Self-Evaluation – July 2019 	Active Active Future Future

	Activity	Timescale	Success Criteria	Lead Officers	Milestones	Status
8.2	Analysis of needs and tracking of outcomes are regularly reported on and published on the Local Offer, alongside our strategic plans.	From mar 2019 - Quarterly updates shared on the Local Offer	<ul style="list-style-type: none"> Professionals have consistently recorded and tracked outcomes, keeping management information up to date and relevant Parents, carers, children and young people report they can see how effective our services are, what outcomes are achieved locally and to challenge performance based on evidence published on the Local Offer 	<p>Vulnerable Learners Service Lead and Virtual School Headteacher</p> <p>Community Family Service Leader</p> <p>Service Manager – Adult Mental Health & Learning Disabilities</p> <p>Maternity & Children Transformation Manager</p>	<ul style="list-style-type: none"> Service Leads ensure the Local Offer is kept up to date with quarterly reports – from Mar 2019 onwards Parents, carers, children and young people's satisfaction is measured by service leads and reported on to the SEND Programme Board via the annual Self-Assessment – Jul 2019 onwards 	<p>Active</p> <p>Future</p>
8.3	We will demonstrate a local culture of joint accountability, championed by the SEND Programme Board and supported by the emerging Co-production Strategy and Charter	SEND Programme Board meetings	<ul style="list-style-type: none"> Children, young people and their families report on the impact joint accountability is having on their day to day services and support via NSPCWT Links from the SEND Programme Board influence other governance structures to have a positive, jointly owned impact on children and young people with SEND 	<p>Assistant Director, Children's Support & Safeguarding</p> <p>Members of the SEND Programme Board</p>	<ul style="list-style-type: none"> Agenda and minutes of SEND Programme Board reflect the changing culture and differences made – from Oct 2018 NSPCWT report better outcomes being shared with them from parents and young people as part of the annual Self-Assessment – Jul 2019 onwards Supportive Parents report families are more satisfied with the outcomes their 	<p>Active</p> <p>Future</p> <p>Future</p>

	Activity	Timescale	Success Criteria	Lead Officers	Milestones	Status
					children are having as part of the annual Self-Assessment – Jul 2019 onwards	
8.4	The Out of School Panel and SENS Panels to continue to develop support mechanisms to reduce the number of Fixed Term and Permanent Exclusions, including timely and effective input from professionals as appropriate	By Sep 2018	<ul style="list-style-type: none"> • Clear and agreed processes for seeking assistance when a student is experiencing difficulties • Identified, graduated response of actions prior to any consideration of an exclusion • Development of managed moves • Reduction in the number of Fixed Term and Permanent exclusions 	Vulnerable Learners Service Lead and Virtual School Headteacher	<ul style="list-style-type: none"> • Out of School Panel having an additional, one-off meeting for identification of provision - Sep 2018 • OOS Panel and SENS Panel members will continue to develop this as required 	Completed Ongoing
8.5	Findings of the Specialist and Alternative Provision Review will be implemented, with the aim of providing additional educational settings within North Somerset in order that we are able to meet the needs of the majority of our SEND population locally	From Sep 2018	<ul style="list-style-type: none"> • Local provision is available for students with SEND wherever possible • Timely, appropriate provision is available for SEN pupils at risk of exclusion 	Vulnerable Learners Service Lead and Virtual School Headteacher	Workshops investigating the potential for new provision to support: <ul style="list-style-type: none"> • SPLD and Autistic Spectrum • SEMH • Complex Physical Needs sent to AW Undertaken termly – started Sep 2018	Active
8.6	Briefings to SEND leaders, governors and workforce to promote inclusive practices	Sep 2018-Sep 2019	School policies reflect the needs of children and young people with SEND	Vulnerable Learners Service Lead and Virtual School Headteacher, Community Family Service	Briefings with: <ul style="list-style-type: none"> • Education Excellence Partnership Group • SHINs • PHANs • SENS • SSF 	On-going

	Activity	Timescale	Success Criteria	Lead Officers	Milestones	Status
				Leader and Maternity & Children Transformation Manager	<ul style="list-style-type: none"> Health teams Social Care teams 	
8.7	A jointly delivered, half day conference will be held which will ensure information is shared on outcome focused practice and how it is embedded in the emerging processes and pathways to access support and services	By Apr 2019	<ul style="list-style-type: none"> All families with children or young people with SEND can attend and contribute towards the emerging changes All professionals, including schools and pre-schools, that work with and influence the lives of children and young people with SEND can attend and contribute towards the emerging changes All attendee's express satisfaction at the level of knowledge shared and their improved understanding of outcomes setting and measurement 	<p>Vulnerable Learners Service Lead and Virtual School Headteacher</p> <p>Community Family Service Leader</p> <p>Maternity & Children Transformation Manager</p> <p>North Somerset Coordinator, Supportive Parents SENDIAS</p> <p>Acting chair of Parent Carer Forum</p>	<ul style="list-style-type: none"> Planning group arranged – Nov 2018 Meetings for group arranged – Dec 2018/Jan 2019 Plans endorsed by the SEND Programme Board - Jan 2019 Invitations circulated - Feb 2019 Conference takes place - April 2019 Evaluation of conference shared at SEND Programme Board - June 2019 Outcomes actioned and monitored by the SEND Programme Board 	<p>Active</p> <p>Active</p> <p>Future</p> <p>Future</p> <p>Future</p> <p>Future</p> <p>Future</p>
8.8	Provision of training opportunities for schools relating to delivering outcomes-focused strategies for supporting SEND students, linking to and developing themes introduced at the conference	From Sep 2018	<ul style="list-style-type: none"> Schools evidence they can support students with SEND well Positive update of training opportunities shared 	Vulnerable Learners Service Lead and Virtual School Headteacher	<ul style="list-style-type: none"> Understanding of the training requirements and training programmes written – Sep 2018 Training advertised and delivered - 	<p>Active</p> <p>Future</p>

	Activity	Timescale	Success Criteria	Lead Officers	Milestones	Status
			<ul style="list-style-type: none"> Positive implementation of strategies is undertaken by all attendees Positive feedback from children young people and their families 	<p>Community Family Service Leader</p> <p>Maternity & Children Transformation Manager</p> <p>North Somerset Coordinator, Supportive Parents SENDIAS</p>	<p>academic year 2018-2019</p> <ul style="list-style-type: none"> Training evaluated, and outcomes reported to the SEND Programme Board – Autumn 2019 Reported in the annual Self-Evaluation – July 2020 	<p>Future</p> <p>Future</p>
8.9	<p>Carry out scoping exercise to establish the extent of understanding of developing and measuring outcomes and systematic measurement of achievement in children's specialist health services.</p> <p>Implement action plan to ensure all children's community health services have outcome measurement tools built into provision</p>	<p>By Dec 2018</p> <p>By Apr 2019</p>	<ul style="list-style-type: none"> Scoping report and action plan presented and agreed by SEND Programme Board All children's community health services have outcome measurement tools built into provision 	<p>Deputy General Manager - Emergency and Urgent Care Directorate</p> <p>Paediatric Therapies Manager</p>	<ul style="list-style-type: none"> Key roles determined, and staff identified – Sep 2018 Scoping report and action plan published – Dec 2018 Outcome measurement tools or processes in place – Apr 2019 	<p>Active</p> <p>Active</p> <p>Active</p>

5. How we will monitor this action plan

The SEND Programme Board will adopt this written statement of action as it's work plan and will drive changes and continually monitor delivery of change.

The SEND Programme Board is comprised of senior strategic leaders in our local area, parent and carer representatives, and managers responsible for delivering education, health and care services locally. The board reports to the senior leadership groups in each partner agency, and meets six times each year to monitor performance, consider service development and decide collectively on how our services should be delivered. In monitoring this work plan, the board will use the following plans and documents:

- **Our SEND Strategy**

This document, developed and published in co-production with parents, carers and young people, will outline our short- and long-term plans for delivering an integrated SEND system which meets the needs of children and young people in North Somerset. Once developed, this document will be approved jointly by North Somerset Council and BNSSG CCG and will form the basis of ongoing monitoring and scrutiny both within organisations and in the local area partnership.

- **Our Joint Commissioning Plan**

This document will support our SEND Strategy by detailing how North Somerset Council and BNSSG CCG will combine our resources and expertise to ensure that children and young people have access to the range of education, health and care services they need.

- **Our Co-production Charter**

This charter, signed by key leaders in all partner organisations, will detail our commitment to embedding co-production in all our work to design and review services, and will challenge us to ensure that children and their families are able to participate in all decisions made about their care, support and services. Once published, it will enable our Parent Carer representatives to hold partners to account and to challenge them to ensure that we are delivering on these pledges.

- **Our Annual Self-Evaluation**

This document, usually published in July each year, will determine how well we are performing. It will:

- Look at how effectively we have met the aims we outlined in our SEND strategy
- Look at how well our services are performing using reliable data and management information
- Rigorously challenge all parts of the SEND system to show what impact it has in improving the lives of children, young people and their families
- From 2019 onwards, the annual Self-evaluation document will be used to review progress against the SEND Strategy and to recommend how it could be updated or changed to remain challenging and relevant.

6. Glossary of terms and abbreviations used in this Statement of Action

Term	Description	Term	Description
AP/SP	Alternative Provision and Specialist Provision – a range of special schools, additional support or units within schools, provided to meet specific needs which cannot usually be met in mainstream schools	MAISEY	Multi Agency Inclusion & Support in the Early Years – our way of working together and sharing information across services to ensure children from 0-5 receive appropriate support to meet their emerging needs
ASC/ASD	Autism Spectrum Condition/Disorder - the name for a range of similar conditions, including Asperger syndrome, that affect a person's social interaction, communication, interests and behaviour.	MAT	Multi Academy Trust – A body or company which operates and manages several local schools, independently of the Local Authority but working with us to provide local educational opportunities
ASC	Adult Social Care – services provided to adults (over 18 years of age) to meet their care needs and to help them live independently	NEET	Not in Education, Employment or Training – a term used to indicate that a young person has left school, but has not yet engaged in further education or training, or found a job
ASW	Area of Significant Weakness – areas where OFSTED have noted that we need to improve services to ensure we are meeting the needs of children with SEND effectively.	NICE	National Institute for Health and Care Excellence – A body which provides national guidance and advice to improve health and social care.
AWP	Avon & Wiltshire Partnership Mental Health Trust – the provider of mental health services to older young people and adults in North Somerset.	NSC	North Somerset Council
BNSSG CCG	Bristol North Somerset & South Gloucestershire Clinical Commissioning Group	NSPCWT	North Somerset Parent Carers Working Together – our local Parent Carer Forum. A parent carer forum is a group of parents and carers of disabled children. Their aim is to make sure the services in their area meet the needs of disabled children and their families.

CAPA	Choice and Partnership Approach	OFSTED	Office for Standards in Education, Children's Services and Skills – the body responsible for inspecting and assuring the quality of education and social care services
CAMHS	Child and Adolescent Mental Health Services – the NHS services that assess and treat young people with emotional, behavioural or mental health difficulties.	OT	Occupational Therapy – a type of support which helps people with disabilities to manage the physical challenges their environment presents, this might be via providing adapted equipment for example
CCG	Clinical Commissioning Group – an NHS body responsible for the planning and commissioning of health care services for their local area.	PCP	Person Centred Planning – a way of drawing up a plan which focuses on the individual, their needs and aspirations and lets them make decisions about their support.
CLA	Child Looked After - a legal term indicating that a court has granted a care order to place a child in care, or a council's children's services department has cared for the child for more than 24 hours.	PEx	Permanent Exclusion - is the most serious sanction a school can give if a child does something that is against the school's behaviour policy or rules. It means that the child is no longer allowed to attend the school and their name will be removed from the school roll.
CQC	Care Quality Commission - the body responsible for inspecting and assuring the quality of health services	PHB	Personal Health Budgets – a system where individuals receive a sum of money to purchase their own health services, allowing them to exercise greater choice and control over how they receive support.
CYP	Children and Young People	SC	Social Care
DCO	Designated Clinical Officer – A health professional who supports the process of developing EHC plans. This is usually a senior allied health professional, speech and language therapist, occupational therapist or nurse.	SCAMP	Social Communication and Autism Multi-Professional Pathway – our local programme of assessment and diagnosis for Autistic Spectrum Conditions.
DCT	Disabled Children Team – the team which provides social care, short breaks and assessments to children with disabilities in North Somerset	SLT	Senior Leadership Team
DLA	Disability Living Allowance	SEMh	Social Emotional & Mental Health – a term which describes a range of needs including behavioural needs,

DP	Direct Payments - a system where individuals receive a sum of money to purchase their own care services, allowing them to exercise greater choice and control over how they receive support	SENCO	Special Educational Needs Co-Ordinator – A SENCO is responsible for the day-to-day operation of a school's SEN policy. All mainstream schools must appoint a teacher to be their SENCO.
DMO	Designated Medical Officer – A health professional who oversees the strategic involvement of health services in the SEND system – This is usually a paediatrician.	SEND	Special Educational Needs and Disability – The law says that a child or young person has a special educational need if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
DSG	Dedicated Schools Grant – Government funding for schools which is managed locally by our Strategic Schools Forum. Our DSG also includes funding for early years and high needs which is managed by the local authority.	SENDIAS	Special Educational Needs and Disability Information Advice and Support Service – an independent body which can provide advice, support and advocacy to parents of children with SEND
EEPB	Early Excellence Partnership Board – a group which brings together headteachers and senior leaders across schools and academies of all types in North Somerset	SMART	A way of setting an objective to ensure that we can check we have met it: Specific, Measurable, Achievable, Realistic, Timebound
EHA	Early Help Assessments – an assessment to consider what support could be provided to prevent a need for more complex services	SCCS	Specialist Children’s Community Services – Our local speech and language, occupational therapy and CAMHS services in North Somerset.
EHC	Education, Health and Care – the three parts of the SEND support system which work together to meet a child’s needs	SSF	Strategic Schools Forum – A group of headteachers who manage the Dedicated Schools Grant, making decisions about how education funding is spent locally
EHCP	Education, Health and Care Plan – a formal document, produced with the input of parents and young people, which outlines the support they need, and which must be provided.	TA	Teaching Assistant

EP	Educational Psychologists – a professional who assesses how children process emotional, social and cognitive stimuli and helps others to understand what additional support they may need to learn effectively	TUF	Top Up Funding – additional funds provided to mainstream schools to ensure they can meet the needs of children with SEND effectively.
EY	Early Years – the phase of education prior to starting school (usually 0-5 years of age)	WAHT	Weston Area Health Trust – the provider of hospital and children’s community health services in North Somerset
EYFS	Early Years Foundation Stage – National standards for the learning, development and care of children from birth to 5 years old.	WSA	Written Statement of Action – a document which outlines the actions that will be taken in a Local Area to improve services provided for children with SEND to meet the expected standards
HMCI	Her Majesty’s Chief Inspector	YP	Young Person/Young People – used to refer to children as they approach adulthood
HV	Health Visitor - a trained nurse who visits people in their homes to assist or advise parents with very young children.		
IAPT	Improving Access to Psychological Therapies – A programme to ensure that access to mental health services is simpler and easier		
JCP	Joint Commissioning Plan – a plan which explains how various agencies (such as the council and the NHS) will work together and invest their resources collectively to ensure the right services are available locally		
LA	Local Authority		
LO	Local Offer - is a Local Authority’s publication of all the provision they expect to be available across education, health and social care for children and young people in their area who have SEND, including those who do not have Education, Health and Care (EHC) plans		

