

Joint area SEND inspection in Leicestershire

▶ **Written Statement of Action**



Leicestershire
SEND



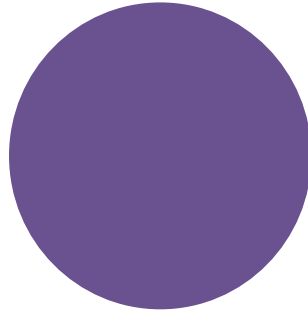
Between 3 February and 7 February 2020, Ofsted and the Care Quality Commission (CQC), conducted a joint inspection of the local area of Leicestershire to judge the effectiveness of the area in implementing the disability and special educational needs reforms as set out in the Children and Families Act 2014.

On the 15th May 2020 the inspection report for Leicestershire was published and as a result of the findings of this inspection and in accordance with the Children Act 2004 (Joint Area Reviews) Regulations 2015, Her Majesty's Chief Inspector (HMCI) has determined that a Written Statement of Action (WSOA) is required because of two significant areas of weakness in the local area's practice. The local authority and the area's clinical commissioning group are jointly responsible for submitting the written statement to Ofsted.

These areas of weakness are:

- ▶ The absence of a clearly defined joint commissioning strategy for 0–25 SEND provision
- ▶ Systemic weaknesses in the quality of EHC plans, including: the drawing up of EHC plans; the inaccuracy with which the plans reflect children and young people's needs; the absence of good-quality outcomes in EHC plans; the inconsistency with which plans include contributions from education and particularly health and care professionals; the lack of any formal quality assurance framework to improve new and existing plans.

The Local Area is committed to improving support, services and provision for children, young adults, parents and carers in Leicestershire. We are committed to working in partnership, increasing co-production, and harnessing the expertise within the system; including parents, carers, children, young adults and the staff who work to support them. We are committed to ensuring that the parents, carers and the children and young adults with SEND themselves are directly and transparently involved in co-producing the services that support them; so that that they receive high quality education, care and health provision. We will work across our wider partnership to understand experiences, improve services, and to secure the trust of families. Senior leaders in Leicestershire will prioritise the delivery of the actions outlined within this statement of action and will ensure robust scrutiny of progress resulting in improved services and making the best use of the resources available for SEND.



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Section 1 – Introduction



Our vision in Leicestershire for children with special educational needs and disabilities is the same as for all children and young people – for them to achieve well in their education, to be cared for in safe and supportive families, participate and be involved in their communities and lead happy, safe and fulfilled lives.

In May 2020 a revised version of the Special Educational Needs and Disability (SEND) and Inclusion Strategy, in partnership with Leicestershire County Council, West Leicestershire and East Leicestershire and Rutland Clinical Commissioning Groups was agreed by the SEND and Inclusion Board, subject to final sign-off through the governance of the CCG and the Local Authority. The launch of the new strategy coincided with a time of unprecedented challenge for all services, compounded by the recent Coronavirus pandemic. Leicestershire was inspected by Ofsted and Care Quality Commission, and although the good work taking place across services and between services and parents and carers was recognised, the inspection has provided some actions that urgently need to be addressed.

Crucial to the success of the SEND and Inclusion strategy in Leicestershire, is the important role parent and carers have in shaping the experience for their children and young people. The SEND & Inclusion Partnership Board across Leicestershire is committed to working with parents and carers and communities to raise aspirations and build resilience.

The strategy, in continuing to outline Leicestershire’s response to these reforms, is also designed to reiterate the Local Area’s continuing commitment to high quality services. The 2020 Ofsted / CQC Inspection of SEND in Leicestershire highlighted many strengths of the Local Area and identified areas where improvements have been made as well as areas that still need to be developed. There was also a recognition that since 2016, there has been a determined effort to implement the disability and special educational needs reforms effectively. It was also acknowledged in the report that Leaders have an accurate understanding of the strengths and areas to develop in Leicestershire’s SEND arrangements and that they are aware of the deficiencies in SEND provision for children and young people.

A significant investment for Leicestershire County Council, is the High Needs Block (HNB) development programme, which aims to transform the SEND system to ensure a better experience for Children, Young People and Families with SEND as well as more efficient use of resources. This programme provides a platform for improvement, linked to the SEND and Inclusion Strategy. Many of the areas for development that the inspectors highlighted in the Ofsted report were already being addressed through the HNB workstream activity and were outlined in the local area self-assessment provided to Ofsted prior to the inspection.

Section 2 – EHC plan data

The Office of National Statistics estimates for 2019 suggest that 202,954 Children and Young People (CYP) between the ages of 0 and 24 years live in Leicestershire. This equates to 28.7% of the total population. There are 105,436 children and young people educated in schools funded via the Dedicated Schools Grant (aged 3-18). The Income Deprivation Affecting Children Index (IDACI) shows that 13% of children in Leicestershire are living with families that are income deprived. The highest proportion of children living in poverty live in the Charnwood area of the county. CYP from minority ethnic groups account for 12% of all children living in the area, compared with 22% in the country as a whole. The largest minority ethnic groups are Asian or Asian British and Mixed. The latest School Census, which includes all pupils on roll at a school within Leicestershire (aged 4 to 16 years), reports that there are now 11,086 pupils on a SEN Support plan and 3,801 with an Education, Health and Care Plan. SEND pupils account for 14.1% of the Leicestershire school population.

National SEN2

The national SEN2 data collection includes all children and young people with an Education, Health and Care Plan that are the financial responsibility of Leicestershire. This will include all children and young people that are educated within Leicestershire schools and in other schools outside of Leicestershire, including independent schools and non-maintained special schools.

| National SEN2 KPI | Leicestershire | | | Regional | National |
|---|----------------------------------|-------------------------------|--------------------------|--------------------------------|--------------------------------|
| | Base year 2020 | Previous year | % change | % change | % change |
| Total number of EHC plans - (as of January 2020) | 4751 | 4222 | 12.5% | 9.5% | 10.2% |
| New EHC plans issued during calendar year – (as of January 2020) | Calendar year 2019 760 | Previous year 35 | % change 19.7% | % change 7.1% | % change 10.2% |
| New plans as a proportion of all plans – (as of January 2020) | Base year 2020 16% | Previous year 15% | % change +1% | Base year 2020 13.7% | Base year 2020 13.8% |
| New EHC plans issued within 20 weeks – including exclusions (as of January 2020) | Base year 2020 92% | Previous year 98.1% | % change -6.2% | Base year 2020 67.8% | Base year 2020 58.7% |

The national information is used to monitor Leicestershire against the regional and national performance and provides the authority with insight into areas for further investigation at a local level. The latest information from 2019 shows that Leicestershire continues to see a higher rate of total number of EHCP's than the region and national. The latest local data for August 2020 shows that there is a total of 5,039 active EHCP's. The largest age bandings for the total number of EHCP's continues to be for 5-15 year olds and with the largest increase in EHCP's from August 2017 to August 2020 being in the 20-25 age group with a 90% increase. The number of new EHCP's issued throughout 2019 was 790. This is a 19.7% increase on the previous year and is well above both regional and national figures. At the beginning of August 2020, Leicestershire had issued 446 new EHCP's from 1st January which is slightly above the 419 new EHCP's that had been issued the previous year. New EHC plans as a proportion of the total number of EHCP's continues to increase and the proportion for Leicestershire is higher than for both regional and national. As a result of the increasing workload for services contributing to the EHCP statutory assessment, new plans issued within the 20-week timescale has declined, although is still at a significantly higher level than both regional and national figures. The High Needs Block programme has a workstream focussed on the EHCP statutory assessment process and the work that takes place to meet the needs of children and young people prior to an EHCP at SEN support stage within schools and settings.

| Local SEN2 KPI | Leicestershire | | | Regional as at Jan 2020 | National as at Jan 2020 |
|--|---------------------------------|-------------------------------|--------------------------|-------------------------|--------------------------|
| Total number of EHC plans - (as of August 2020) | Base year 2020 5039 | Previous year 4566 | % change 10.3% | % change 9.5% | % change 10.2% |
| New EHC plans issued during calendar year – (as of August 2020) | Year 2020 to date 446 | Previous year 419 | % change 6.4% | % change 7.1% | % change 10.2% |
| New EHC plans issued within 20 weeks – including exclusions (as of August 2020) | Base year 2020 77.6% | Previous year 93.1% | % change 15.5% | Jan 20 67.8% | Jan 20 58.7% |
| Age bandings for pupils with an EHCP (as of August 2020) | Base year | Previous year | Proportion | Proportion | Proportion |
| Under 5 | 171 | 136 | 3.7% | 3.6% | 3.9% |
| 5-10 | 1537 | 1351 | 32.5% | 30.4% | 35.3% |
| 11-15 | 1756 | 1587 | 35.6% | 37.9% | 35.3% |
| 16-19 | 1121 | 1078 | 21.1% | 22.5% | 21.3% |
| 20-25 | 454 | 414 | 7.1% | 5.6% | 6.5% |

Education outcomes

Education attainment and progress for children and young people with an EHC plan in Leicestershire is above the national average and above statistical neighbours across all key stages and Post 16 except at Key Stage 2, although in some attainment measures, this change from the previous year is declining. This is reflected in the gap between those with no identified SEN and those pupils with an EHC plan. Leicestershire has the smallest gap against regional statistical neighbours and national comparisons. For those pupils on SEN support, attainment and progress are below the national, regional and statistical neighbour averages. This is also reflected when a comparison is made between the gap between the two groups, with Leicestershire having the largest gap. The Local Area recognises the need to make improvements across all reported attainment years.

At the end of 2019, the overall absence rate for pupils with no SEN, in a primary school is 3.8% and in secondary school is 5.2%. In comparison, absence rates for pupils on SEN support in Leicestershire's primary schools is 5.6% and in secondary schools is 9%. The overall absence rate of the pupils with an EHCP in Leicestershire's primary Schools is 6.9%, secondary schools is 12.5% and special schools 8.7%. This is a smaller gap than the national average.

In 2018/19 there were 25 permanent exclusions. 7 of which are SEN support (4 Primary and 3 secondary) and 2 with an EHCP (1 primary and 1 secondary). Most of these children received support through the Secondary Education and Inclusion Partnerships (SEIPs) or from Primary Graduated Response Practitioners from Oakfield Short Stay School prior to starting at a new school. Leicestershire has low numbers of permanent exclusions compared to England and regional averages, which demonstrate the Local Area's commitment to inclusive education for all children and young people. This work with schools continues to be a focus of the Local Area's attention with a focus on building capacity in schools, additional support, advice and guidance from the Local Authority to further strengthen early identification and offer excellent SEN Support through the provision of new toolkits and training for staff in school settings.



Social Care Data

The number of children who are Looked After in at the beginning of June 2020 in Leicestershire is 659 (3rd June 2020) which is 0.62% of the overall population aged under 17 years. The number of Looked After Children with an EHCP on the same date is 112 and for those on an SEN Support Plan, is 77. The Looked After Children make up 1.3% of the total number of SEND children and young people.

Children and young people that are referred within the local authority through the Short Break and Children and Family Wellbeing Panel have social and personal care needs. Personal care needs will be provided through a commissioned domiciliary care contract or through a personal assistant that the parent/s will source via direct payments. Provision of social aspects of need is through a graduated response. Provision can be offered through mainstream activities with additional inclusion funding; SEN groups offered by the Children and Family Wellbeing Service; specialist summer playscheme; commissioned groups running throughout the year; a more tailored approach through a personal assistant funded via direct payments to overnight residential stays.

Health Data

Leicestershire Partnership Trust (LPT) specialist community health services are currently delivering care to over 5000 children and young people age 0-25 years in Leicestershire. Of this cohort 95.5% of the population are accessing provisions from Families Young People, Childrens and Learning Disabilities division (FYPC & LD) within LPT with the remaining 4.5% aged 19-25 receiving support from LPT's adult community health services.

Community health services data suggests that 34% of the cases accessing specialist health provisions have an Education, Health and Care Plan.

Statutory compliance data has been monitored by the Leicestershire Partnership Trust since June 2018. For the academic year from September 2019 – August 2020 statutory returns from LPT within 6 weeks achieved an average compliance of 94%.

During the same period LPT have assisted Leicestershire County Council to request initial statutory health advice for 886 children and young people, 16% of referrals did not progress to a statutory assessment.

Appendix 1 of this Written Statement of Action details the health services, provisions and therapies that the local area will be monitoring to assess performance over time such as:

- ▶ compliance with statutory timescales in providing health advice for Education, Health and Care plans, and
- ▶ the waiting times for services which specifically relate to supporting children and young people with SEND.

Appendix 2 provides the schedule of meetings that have taken place to co-produce this Written Statement of Action following the publication of the SEND inspection letter received in May 2020. These meetings have taken place virtually due to the restrictions as a result of Covid-19 and throughout the school summer holiday period. Following the return of children and young people to school in September 2020, the challenges of 'meeting' with representative groups of young people in school continued because of the limitations of 'learning bubbles' and the shortage of available spaces within schools.

Appendix 3 provides information about the High Needs Funding Development Plan which is being implemented currently across Leicestershire. Many of the areas for development detailed in the SEND inspection letter are being addressed through this plan and extend beyond the two significant areas of weakness: Joint Commissioning and the systemic weaknesses in Education, Health and Care Plans, with the actions to address these issues outlined in detail in this Written Statement of Action.

Appendix 4 provides the weblink to the SEND and Inclusion Strategy (2020 – 2023) which sets out the vision for the local area, the key priorities and the actions required to improve services, support and provision for children and young people with SEND (and their families) in Leicestershire.



School Census 2020

11,086 SEN Support

3,801 EHC Plan

SEND as a total of school population: **14.1%**



SEND reforms came into legislation in 2014

SEN support has seen a **2.9%** increase since 2015

EHC Plan has seen a **38.4%** increase since 2015

EHC Plans account for **3.6%** of the school population



SEN2 2020

EHC Plans has seen a **73.5%** increase since 2015

There has been a **12.5%** increase in EHC Plans from the previous year (10.2% national)



Timeliness for issuing an EHC Plan as at January 2020 was 92%

Average **94.9%** - health producing advice for statutory assessments within 6 weeks of a request



Early Intervention Service

200 – 300 referrals per month

C&YP assessed and commence treatment within **4 weeks**

Reduced numbers referred into CAMHS by **30% – 50%**

Delivery of advice, support seamless transfer between services

Delivering training for parents

Section 3 – Feedback from parents, carers, children and young people

engaged through consultation
events and online surveys in order
to co-produce this Written Statement
of Action

**Were you involved in
meetings or reviews to
discuss the EHCP?**

25% of young people
are always involved;
47% are sometimes involved
and 20% of young people are
never involved.



When having an
appointment with a professional,
how is this for you:

76% comfortable experience
and **20% not comfortable**

For your child:
43% comfortable experience
and **51% not comfortable**

Young people



You said ...

Joint Commissioning

“I don’t feel involved.”

“They speak to my Mum, but as a young person, I don’t get involved.”

“Services that work with me do help.”

“School not being flexible about my sensory needs.”

Education, Health and Care plans

“I only attend parent evenings. I have not attended the Annual Review meeting.”

“I feel very involved in decisions, I talk a lot in my annual reviews and I’m helped by my Hearing Impaired teacher to prepare for them before they happen so I know what I want to say”

“No decisions were made for me, I was given full control”

“I did attend my Annual Review meeting.”

“My mum feels confident that any issues she raises will be sorted”

“I am only given a target number and I can feel disappointed as no-one says how to get these. I need to know what skills I need to learn to be able to achieve my targets.”

Other areas commented upon:

“Since coming back into school staff have been unable to help me as they did before.”

“It would be great to have a group in Leicestershire for young deaf people to meet up and talk.”

“I am not listened to by my social worker.”

“When I have bloods, done or when things are sprang on me, I like to know what is happening at all times.”



Together we will ...

Joint Commissioning

Carry out monitoring joint commissioned packages of support across the partnership. (Action plan 1.5.1)

Identify demand and service provision that can be jointly commissioned. (Action plan 1.2.4)

Education, Health and Care plans

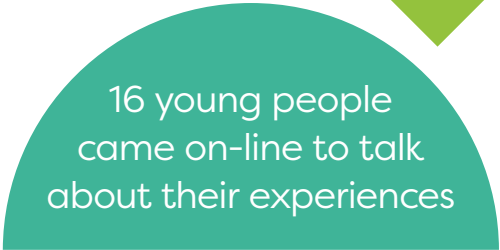
Family support is provided to build on their strengths. (Action plan 2.8.1)

Other areas commented upon:

These areas have been included within the SEND and Inclusion Strategy action plan



24 young people surveys received



16 young people came on-line to talk about their experiences

4 Parent/Carers came on-line one evening to talk about their experiences

69 Parent/Carer surveys received

Parent /Carer responses



You said ...

Joint Commissioning

“Need to monitor independent special schools to ensure provision is in place – it is still being paid for by the LA.”

“Need for mental health services and OT / sensory assessments.”

“When creating a picture of need for a child, all professionals in health and education need to work together. At the moment they do not always meet to discuss the child.”

Education, Health and Care plans

“The EHCP for my son does not have up-to-date early help information included.”

“The school and parents agree the amendments and then these are found not to be included in the amended EHCP.”

“Not every child needs to have an EHCP if their needs were understood and met earlier.”

Other areas commented upon:

“Waited for about an hour, became anxious and had a meltdown.”

“Struggles with meeting new people.”

“Poor play and waiting facilities.”

“Doesn't like having any attention on them.”

“My child does not have a voice.”



Together we will ...

Joint Commissioning

Monitor joint commissioned packages of support. (Action plan 1.5.1)

Consider current provision and identify gaps. (Action plan 1.2.1)

Having a secure process for gathering information from different services. (Action plan 1.4.3)

Education, Health and Care Plans

Agree standards to ensure the right health and care provision is included within EHCP's. (Action plan 2.4.4)

Agreed amendments from the Annual Review meeting to be incorporated into the EHCP. (Action plan 2.6.4)

Schools have a greater understanding of SEN Support. (Action plan 2.7.1)

Other areas committed on:

These areas have been included within the SEND and Inclusion Strategy action plan

Section 4 - Governance Structure

→ Accountable to

- - - - - Reports to

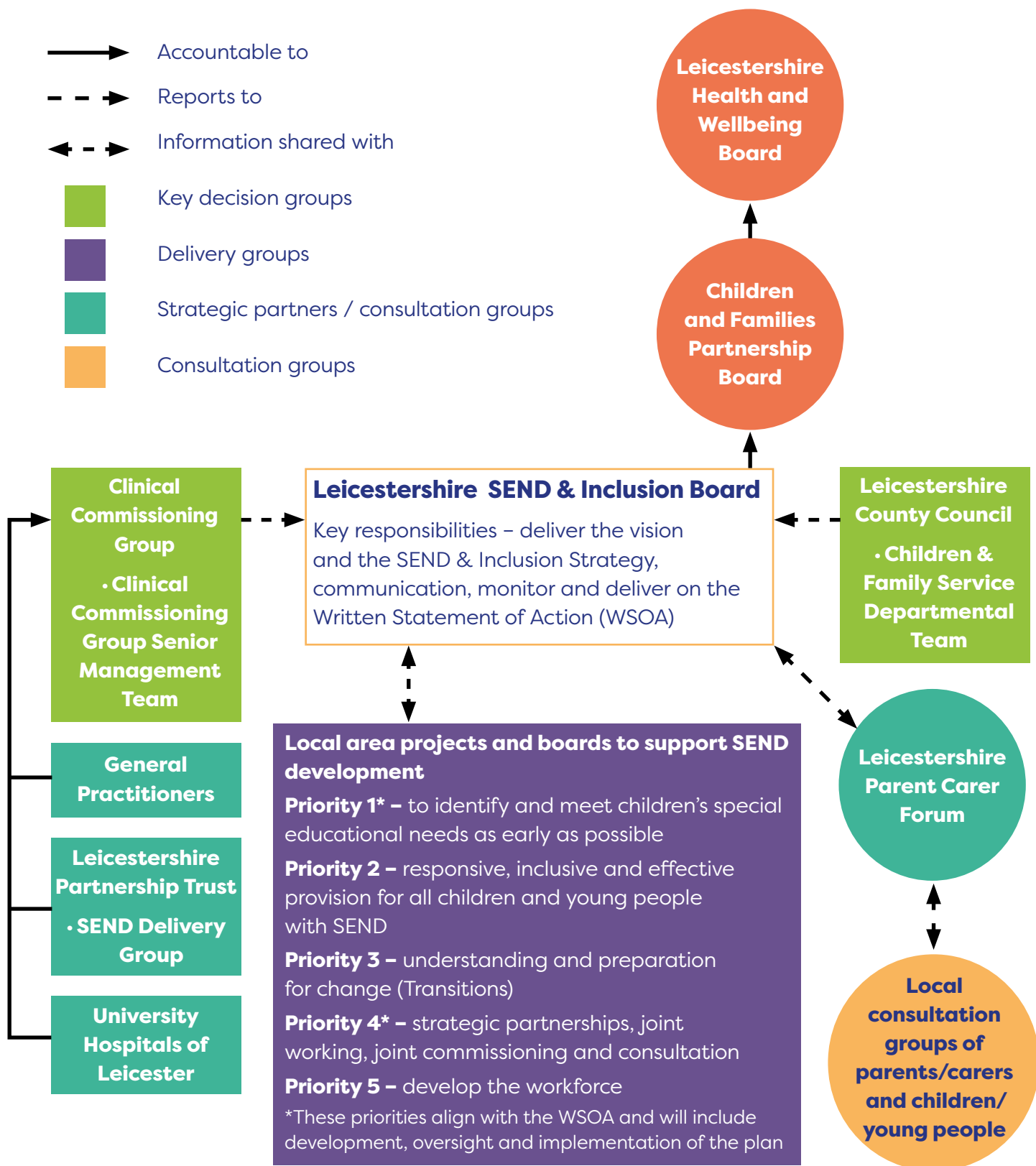
← - - - - - Information shared with

■ Key decision groups

■ Delivery groups

■ Strategic partners / consultation groups

■ Consultation groups



Section 5 - Purpose of Plan

This Written Statement of Action (WSOA) will provide a framework for addressing the key issues and areas for development identified by Ofsted and the CQC in their inspection of SEND support and services in the local area of Leicestershire in February 2020. This plan links directly with the revised SEND and Inclusion strategy (2020 – 2023) and the High Needs Development Plan (2018 – 2022) which details the required workstreams and actions to support children and young people to achieve the best possible outcomes within the available resources.

The WSOA is a dynamic document that will remain under constant review and therefore change over time as work is progressed. Progress against actions within each priority will be rated as follows:

Action significantly delayed - **RED**

Action in progress - **AMBER**

Action on track- **GREEN**

Completed and embedded - **BLUE**

Action not yet started, as dependent on
or awaiting other actions to be completed first - **PINK**

The RAG rating above will be used as part of the monitoring process going forward which will be undertaken by the Leicestershire SEND and Inclusion Board. At the start of the improvement journey some significant issues required immediate action and have either been completed or are underway at the point of submission of this WSOA. Milestone completion dates will be included in the WSOA as the plan is monitored, which will act as a critical measure over the next 18 months.

Wherever quantifiable, percentages of improvement will be recorded within the progress columns along with milestone measures and a narrative to explain the journey towards completing the actions.

Impact measures will also be quantified where appropriate, for example, percentage of parental satisfaction as the actions are delivered and become embedded.

Section 6 – Leicestershire’s local area response to the two significant weaknesses


PRIORITY ONE

- ▶ To develop and implement a clearly defined joint commissioning strategy for 0-25 SEND provision

OUTCOMES

- ▶ To better meet children and young people’s Special Educational Needs/ Disabilities through an agreed understanding of population level of need and the implementation of a joint commissioning strategic plan.
- ▶ Joint commissioning activity delivered through the above plan enables the procurement of services that meet needs and provides good value for money, whilst using available resources efficiently.
- ▶ Children and Young People’s needs are assessed and met in a timely and purposeful manner, with health, education and social care needs identified at the earliest point and appropriate support put in place (right support, right time).
- ▶ There are clearly defined roles and responsibilities to address the health needs of CYP with special educational needs.
- ▶ There is a clear, consistent and equitable outcome-based universal, targeted and specialist-level offer for children and young people with SEND.
- ▶ Families are well informed about available services and support and this is reflected in service user feedback

| Actions To Implement | Lead | Evidence | Impact Measures | Completion Date | Progress Red - Delayed Amber - In progress Green - On Track Blue - Completed Pink - To be started |
|--|--|---|---|-----------------|--|
| Focus Area | | | | | |
| 1.1 Joint Commissioning | | | | | |
| 1.1.1 Co-produce an accountability, governance and responsibility structure for the development of a Joint Commissioning Strategy | Chris West Paula Sumner | Structure agreed across LLR | 100% of colleagues aware of the regionwide commitment to joint commissioning and their individual responsibilities towards the development and delivery of the strategy. 100% of local area colleagues with access to the governance structure monitoring the development of the strategy. | November 2020 | |
| 1.1.2 Develop and agree a new Joint Commissioning Strategy which includes a clear Outcomes Framework for assessing impact for SEND 0-25 across the Local Area that identifies and responds to needs agreed, communicated and published across the Local Offer | Chris West Paula Sumner Sally Vallance (LLR) | Published strategy will outline commissioning principles to maximise opportunities for aligned and joint commissioning intentions | Partners across the local area will hold each other to account for delivery of outcomes, with regular monitoring and challenge processes in place. | July 2021 | |
| 1.1.3 To produce a statement of purpose with a clear vision, framework and priorities for the development of joint commissioning of SEND in Leicestershire | Chris West Paula Sumner Sally Vallance (LLR) | Joint Commissioning Strategy agreed and published across the partnership | Effective joint commissioning of services in place | March 2021 | |

| Actions To Implement | Lead | Evidence | Impact Measures | Completion Date | Progress Red - Delayed Amber - In progress Green - On Track Blue - Completed Pink - To be started |
|---|--------------------------|---|---|-----------------|--|
| Focus Area | | | | | |
| 1.2 Identify new opportunities for joint commissioning of services across Education Health and Care (mapping exercise) | | | | | |
| 1.2.1 Undertake a joint baseline assessment of current commissioned SEND services and identify any services or provision needs with an action plan prepared to address the gaps. | Ian Mellor Sam Little | Gaps identified and included within an action plan in place to commission any additional services and provision linked to needs and priorities identified within the JSNA | Services and provision match need in local area according to JSNA and local intelligence, also published on Local Offer as to how they can be accessed by families or with an update as to when these services will be commissioned | June 2021 | |
| 1.2.2 To produce an action plan to deliver effective integrated working | Tom Common Paula Vyze | Agreement to plan secured through SEND and Inclusion Board | Integrated working providing joined up support to families with outcomes in plan delivered | July 2021 | |
|  <p>Professionals listen and try to relay this back to school and teacher</p> <p>Young person survey (September 2020)</p> | | | | | |
| 1.2.3 Identify all budgets that are allocated to services that could be jointly commissioned | Jenny Lawrence | Budgets identified | Resources allocated appropriately from across partnership budgets agreed through relevant governing bodies (CCG, LA etc.) | March 2021 | |

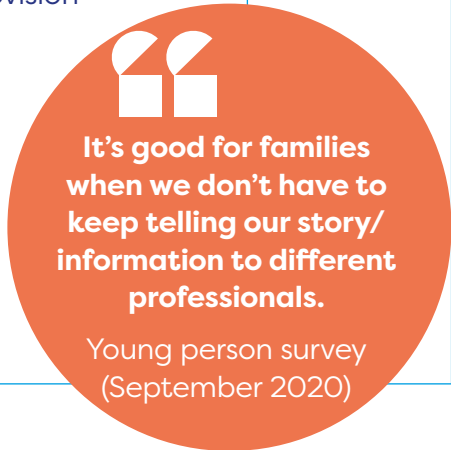
| Actions To Implement | Lead | Evidence | Impact Measures | Completion Date | Progress Red - Delayed Amber – In progress Green – On Track Blue – Completed Pink – To be started |
|---|--------------------------|--|---|-----------------|--|
| 1.2.4 Identify all gaps, needs and services, to determine if these should be commissioned (including assessments) and, where appropriate, these will be jointly procured where not already in place | Tom Common Ian Mellor | Services identified from across the partnership, including parents and carer | Services appropriate for joint commissioning procured | January 2022 | |

Focus Area

1.3 Complete and publish an updated Local Area Joint Strategic Needs Assessment (JSNA) for SEND and Inclusion board based on information from a number of sources including health, social care and education

| | | | | | |
|--|--|---|--|----------------------|--|
| 1.3.1 Gather Leicestershire data across education, health and social care. | Kelly Marie Evans Caroline Davis | Data set published | Baselines established for measurement of impact to be monitored and challenged | October 2020 | |
| 1.3.2 Gather policy and service information relevant to SEND | Caroline Davis Paula Vyze Karen Hall | Policy and service information collated and available on Local Offer | Awareness and knowledge improved with parents/carers able to access appropriate services | October 2020 ongoing | |
| 1.3.3 Hold a workshop to understand the data and identify gaps and recommendations | Kelly Marie Evans Rebecca Symes | Data and gaps identified with findings used to develop a commissioning plan to meet local area SEND needs | Joint commissioning of additional services underway enhancing offer through shared resources informed through needs analysis | October 2020 | |
| 1.3.4 Align the priorities captured within JSNA and identify any gaps through a partnership workshop to determine priorities | Tom Common Paula Vyze | Priorities identified | Commissioning processes underway to procure services where gaps are identified | January 2021 | |

| Actions To Implement | Lead | Evidence | Impact Measures | Completion Date | Progress Red - Delayed Amber - In progress Green - On Track Blue - Completed Pink - To be started |
|--|--|--|---|-----------------|--|
| Focus Area | | | | | |
| 1.4 Develop an information and data dashboard to quality assure services and provision including EHE, CME, NEET & YOT cohorts | | | | | |
| 1.4.1 Establish partnership data monitoring group | Sharon Pye Helen Bakewell Caroline Davis Dawn Kimberley | Dashboard available for regular monitoring at SEND and Inclusion Board | Baseline established with performance monitored and challenged monthly | March 2021 | |
| 1.4.2 Identify and agree the key performance indicators across education, health and care | Vivienne Atter Helen Bakewell Paula Vyze | KPIs agreed with data regularly monitored and challenged | Performance monitored showing continuous improvement with increased parental satisfaction | March 2021 | |
| 1.4.3 Secure routine data transfer and develop a system/process for gathering indicator information from different services | Sharon Pye Janet Harrison | Regular and systematic data transfer process in place with vulnerable groups and individuals identified and targeted by health services including community health | Qualitative and quantitative information driving change and improving service provision | April 2021 | |



It's good for families when we don't have to keep telling our story/information to different professionals.

Young person survey (September 2020)

| Actions To Implement | Lead | Evidence | Impact Measures | Completion Date | Progress Red - Delayed Amber - In progress Green - On Track Blue - Completed Pink - To be started |
|---|---|--|---|--|--|
| <p>1.4.4 Establish a format and schedule for reporting including termly data uploads to ensure that updated EHCP information is available to clinical practitioners, to support delivery of universal public health offer and to ensure that Health data captures the SEND status of cases</p> | <p>Marian Sutton Cath Allison Dawn Kimberley Sharon Pye</p> | <p>EHCP information available to partners and uploaded onto CYP files across the partnership</p> | <p>Support and services provided in line with EHC plans with improved satisfaction levels evidenced in annual reviews</p> | <p>May 2021</p> | |
| <p>1.4.5 Evaluate performance based on KPIs, data and information to monitor, challenge and determine impact</p> | <p>Chris West Paula Sumner</p> | <p>Upward trajectory of performance improvement clearly visible on data reports</p> | <p>Improved services and provision for CYP and families across Education, Health and Social Care. Incremental increase in parental satisfaction of SEND support, provision etc.</p> | <p>Start date November 2020, ongoing</p> | |

Focus Area

1.5 To develop and implement revised commissioning approaches, in partnership with children, young people, parents and carers, to ensure equity and alignment to new strategy

| | | | | | |
|---|---|---|---|---------------------|--|
| <p>1.5.1 To agree packages that are moderated regularly (frequency to be agreed) across the partnership including parents and carers</p> | <p>Tom Common Paula Vyze Sam Little</p> | <p>Clear operational guide published on Local Offer describing joint commissioning arrangements for SEND with wider stakeholder understanding of local area approach to commissioning</p> | <p>Joint commissioning is default approach to provide high quality support packages within a framework which closely monitors cost and provides value for money with parents and carers reporting that support available is easy to understand and navigate</p> | <p>January 2021</p> | |
|---|---|---|---|---------------------|--|



Professionals do share information well, however, it takes a long time to put things in place.”

Young person survey (September 2020)

| Actions To Implement | Lead | Evidence | Impact Measures | Completion Date | Progress Red - Delayed Amber - In progress Green - On Track Blue - Completed Pink - To be started |
|----------------------|------|----------|-----------------|-----------------|--|
|----------------------|------|----------|-----------------|-----------------|--|

Focus Area

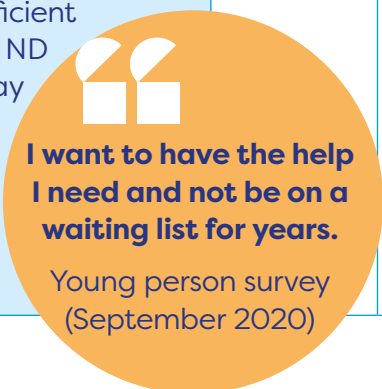
1.6 To establish multi-agency panel meetings to agree on: decisions to assess; issue plans and ISP placements

| | | | | | |
|---|---------------|--|---|---|--|
| 1.6.1 Prepare and agree TOR and panel documentation | Marian Sutton | Weekly panel meetings in place and well attended by all partners | Meeting notes to evidence consistency of decisions for quarterly analysis. EHCP audit process demonstrate improved quality of plans | D1 (Decision to Assess Meetings) in place from July 2020 and D2 (Decisions to Issue) from September 2020 ISP placement recommendations already established | |
| 1.6.2 Schedule weekly meetings | | | | | |
| 1.6.3 CCG to increase DCO capacity | Chris West | SEND Lead Officer to be appointed in the CCG to support the DCO | Health input strengthened into partnership SEND processes and panels, enabling both strategic and operational engagement between the CCG and the LA | November 2020 | |

Focus Area

1.7 Neurodevelopmental pathway

| | | | | | |
|--|----------------|---|---|------------|--|
| 1.7.1 To co-produce, agree and implement a NICE compliant and efficient revised ND pathway | Tracey Jackman | ASD assessment processes in place with appropriate support also provided prior to diagnosis | Positive feedback from parents and carers who understand the pathway (clearly described on Local Offer) and are satisfied with assessment processes and reduced waiting times | March 2021 | |
|--|----------------|---|---|------------|--|



I want to have the help I need and not be on a waiting list for years.
Young person survey (September 2020)

| Actions To Implement | Lead | Evidence | Impact Measures | Completion Date | Progress Red - Delayed Amber - In progress Green - On Track Blue - Completed Pink - To be started |
|----------------------|------|----------|-----------------|-----------------|--|
|----------------------|------|----------|-----------------|-----------------|--|

Focus Area

1.8 Joint Solutions Panel

| | | | | | |
|---------------------------------|--------------|---|--|------------|--|
| 1.8.1 Review Terms of Reference | Sharon Cooke | Tripartite commissioning and funding in place with meeting notes to evidence consistency of decisions | Better use of resources with appropriate sharing of costs across the partnership | March 2021 | |
|---------------------------------|--------------|---|--|------------|--|

Focus Area

1.9 To develop and secure partnership sign-up to a Joint Working Agreement defining all partners' roles and responsibilities and ensures that the views and experiences of children, young people and parent carers are at the centre of all planning and delivery of provision

| | | | | | |
|---|----------------|---|---|---------------|--|
| 1.9.1 Legal to check document | Oonagh O'Neill | Signed document agreed and retained by all partners | Better understanding of roles and responsibilities of partners with regard to SEND | November 2020 | |
| 1.9.2 Secure sign up across CCG, LPT and LA | Brenda Wile | Joint Working Agreement in place | Positive partnership working improving outcomes with improved parent and carer satisfaction | November 2020 | |

Focus Area

1.10 Communications

| | | | | | |
|------------------|------------|--|---|----------------|--|
| 1.10.1 IT portal | Tom Common | Families more aware of what is happening across services and support | Teachers and schools will be consistently made aware of appointments with health services. Parental satisfaction of SEND services and provision improving over time | September 2021 | |
|------------------|------------|--|---|----------------|--|

PRIORITY TWO

- ▶ To improve the quality of EHC plans, including: the drawing up of EHC plans; the inaccuracy with which the plans reflect children and young people's needs; the absence of good-quality outcomes in EHC plans; the inconsistency with which plans include contributions from education and particularly health and care professionals; the lack of any formal quality assurance framework to improve new and existing plans.

OUTCOMES

- ▶ Education, Health and Care Plans meet the special educational needs of each child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.
- ▶ EHC needs assessments and plans establish and record the views, interests and aspirations of the parents and child or young person as well as providing a full description of the child or young person's special educational needs and any health and social care need
- ▶ There are clear outcomes within EHC plans based on the child or young person's needs and aspirations and help to prepare them for adulthood.
- ▶ EHC Plans specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes
- ▶ Person-centred approaches, transparent systems and decision-making processes are used with clear lines of governance involving Education, Health and Care
- ▶ EHC plans are effective in identifying and addressing the holistic needs of children and young people
- ▶ Statutory SEND processes and decision making are fully compliant with statutory guidance (Code of Practice) and timescales
- ▶ Timeliness for all needs assessment requests and EHC Plans, begins to improve immediately
- ▶ Needs Assessments and EHC Plans are of good quality; co-produced with parents/ carers and children and young people; person- centred and outcome focused d. Parent and carer confidence and satisfaction in the system is increase

| Actions To Implement | Lead | Evidence | Impact Measures | Completion Date | Progress Red - Delayed Amber - In progress Green - On Track Blue - Completed Pink - To be started |
|---|--|---|--|--|--|
| Focus Area | | | | | |
| 2.1 Statutory Assessment processes | | | | | |
| 2.1.1 Full review of existing statutory assessment processes from receipt of request for assessment to issue of plans where appropriate | Marian Sutton Cath Allison Tricia Goldbourne-Hynes (HNB BIM) | Regular update meetings (recorded) to demonstrate progress against HNB development plan | New ways of working piloted and assessed, where successful for feeding into revised needs assessment and EHC plan process | April 2021 | |
| 2.1.2 Revised process and pathway developed | Marian Sutton Cath Allison Tricia Goldbourne-Hynes (HNB BIM) | Process and pathway agreed and embedded by all partners (including health, social care, schools, settings, parent/carers and young people) | Quality support in place through SEN support in schools, or EHC plans that accurately reflect a child's needs with co-produced clear outcomes included for monitoring of achievement | September 2021 (in line with HNB plan) | |
| 2.1.3 New EHC plan developed agreed and implemented | Cath Allison | Evidence of co-production with key stakeholders | EHC plans fit for purpose and easily accessible to all service users and professionals | November 2020 | |
| 2.1.4 Implementation of evaluation process to assess parent/carer/young person satisfaction and to ensure that there is a feedback mechanism for comments related to the statutory process and the quality of plans. | Marian Sutton Caroline Davis Paula Vyze | 100% of families will have the opportunity to feedback on EHC needs assessment and plan development processes with targets for improvement in satisfaction levels set | Analysis of evaluations will demonstrate improving satisfaction of families who feel listened to, heard and fully engaged in co-production of plans. Reduction in requests for Mediation and referrals to Tribunal | January 2021 | |





We talk about my outcomes every day in school


Online YP discussion (September 2020)

| Actions To Implement | Lead | Evidence | Impact Measures | Completion Date | Progress Red - Delayed Amber - In progress Green - On Track Blue - Completed Pink - To be started |
|---|---|---|---|--|--|
| Focus Area | | | | | |
| 2.2 Staff working across CYP age 0-25 have clear knowledge and understanding of the SEND reforms and their statutory duties. | | | | | |
| 2.2.1 Revised training opportunities for all staff in education, health and social care including on-line e-learning modules | Marian Sutton Dawn Kimberley Gareth Dakin | Percentage of relevant colleagues who have completed training (including current and any new staff will be 100% | Better quality support and provision in place including high quality co-produced plans, evidenced by improved stakeholder feedback and satisfaction | September 2021 | |
| Focus Area | | | | | |
| 2.3 Quality Assurance Framework | | | | | |
| 2.3.1 To develop and implement a co-produced QA framework with health, education and social care colleagues including requirements for audit and moderation panels and processes | Brenda Wile | QA framework and quality standards agreed by SEND and Inclusion Board | Improved services, provision and plans acknowledged by stakeholders | October 2020 | |
| 2.3.2 To develop a plan for implementation including preparation of audit guidance and template for EHC plan audits | Brenda Wile | Documentation shared and audits of plans underway from September 2020 with feedback to plan writers and advice givers from October 2020 onwards | Improved quality of plans evidenced through audit and moderation cycle | Initial audit cycle to commence September 2020, ongoing thereafter | |


| Actions To Implement | Lead | Evidence | Impact Measures | Completion Date | Progress Red - Delayed Amber - In progress Green - On Track Blue - Completed Pink - To be started |
|--|--|---|---|---------------------------------------|--|
| Focus Area | | | | | |
| 2.4 Improve quality, and consistency and precision of health and care contributions to EHC plans whilst maintaining timeliness of completion of plans | | | | | |
| 2.4.1 Regular review of quality to be fed into QALF framework to ensure continuous improvement | Tom Common Paula Vyze Cath Allison Dawn Kimberley | Ongoing improvement in plan quality as evidenced through outcomes of audits and moderation exercises | Improvement in quality of plans acknowledged by families | Improvement evident from January 2021 | |
| 2.4.2 Outcomes writing training delivered to plan writers and advice givers across the partnership linked to an agreed outcomes framework | Marian Sutton Dawn Kimberley Mhairi McDonald-Junor | Outcomes training schedule with attendance of officers recorded. Outcomes able to be easily measured with progress towards achievement clearly able to be evidenced. | Improved, personalised SMARTer outcomes included in EHC plans | Improvement evident from January 2021 | |


It's still not clear exactly what help should be received.
 Parent/Carer survey (September 2020)


Outcomes are not bespoke and Preparation for Adulthood needs to be more tailored
 Parent on-line consultation event (September 2020)


Language is poor and woolly with outcomes that can easily be achieved
 Parent/Carer survey (September 2020)

| Actions To Implement | Lead | Evidence | Impact Measures | Completion Date | Progress Red - Delayed Amber - In progress Green - On Track Blue - Completed Pink - To be started |
|--|--|---|---|-----------------|--|
| 2.4.3 Improved management oversight of timeliness and quality of advice and plans by SENOs, Service Managers and governance boards as well as through statutory compliance data (Community Health KPIs) | Tom Common Paula Vyze Dawn Kimberley | Timeliness and quality evidenced in monthly reports to strategic leaders | Internal QA processes embedded across the local area including integration of QA tools | March 2021 | |
| 2.4.4 Define the standards of health and care information which needs to be included in EHC plans | Paula Vyze Dawn Kimberley Gareth Dakin | Health and care information standards defined with QA audits evidencing improved quality of health contributions to EHC plans | Parents and carers satisfied with health and care contributions in plans | March 2021 | |
| 2.4.5 Expansion of Making Sense of Autism awareness training sessions for social workers and assessment staff across LCC social care (Early Help colleagues already engaged in this training programme) | Mhairi McDonald-Junor | Social care colleagues able to recognise autism and for this to be reflected within needs assessments care plans | CYP with autism will have any required adjustments and considerations within care plans | July 2021 | |

| Actions To Implement | Lead | Evidence | Impact Measures | Completion Date | Progress Red - Delayed Amber - In progress Green - On Track Blue - Completed Pink - To be started |
|---|---------------|--|--|-----------------------------|--|
| Focus Area | | | | | |
| 2.5 IT system for SENA processes | | | | | |
| <p>2.5.1 Procurement of preferred IT solution to enable collaborative electronic EHC plan process</p>  | Lindsey Kirby | Steering group with task and finish groups established and meeting regularly to develop clear specification | Completion of procurement exercise and improved processes in place to deliver good quality EHC plans | November 2020 | |
| <p>2.5.2 Parent, carer and partner engagement in the development and implementation of the IT system (portal) with recognition that health advice will be generated in the health electronic recording system as part of a CYP clinical health record.</p> | Andy Wilson | Parent/carer and partners included in development and decisions re IT system processes with issues and mitigations recorded in meeting minutes | Co-produced implementation/delivery plan with guidance documents on the Local Offer and through SENDIASS with information also in place to support parents and carers unable to access a web-based system. Health contributions able to be transferred and uploaded across systems | Summer 2021 | |
| <p>2.5.3 Finalise project plan and timescales for pilot and wider rollout and ongoing review of system</p> | Andy Wilson | Project plan on Sharepoint for relevant potential users to access | Wide and appropriate knowledge of project with agreement from partners re rollout plan | December 2020 to April 2021 | |
| <p>2.5.4 Develop guidance for all users</p> | Andy Wilson | Guidance available | Users confident in accessing and utilising system | April 2021 | |

| Actions To Implement | Lead | Evidence | Impact Measures | Completion Date | Progress Red - Delayed Amber - In progress Green - On Track Blue - Completed Pink - To be started |
|----------------------|------|----------|-----------------|-----------------|--|
|----------------------|------|----------|-----------------|-----------------|--|

Focus Area

2.6 Delivery of a reliable annual review process



How we can make things better?

- A representative from SENA should attend each Annual Review, to listen to what is said and ensure recommendations are included
- A timely completion of the Annual Review process
- Consideration given to parental views
- Give more notice time for the Annual Review and to ensure that professionals have enough time to provide their input

Parent/Carer survey (September 2020)

| | | | | | |
|---|--|--|--|--|--|
| <p>2.6.1 Co-produced revised process developed including single point of contact for health advice made available to SENO and schools/colleges</p> | <p>Cath Allison Marian Sutton Laura Whitelam (HNB BIM) Paula Vyze Dawn Kimberley</p> | <p>Regular monthly update reports on performance re annual reviews made available to strategic leaders with termly reports to the LA from LPT when a request to contribute to a scheduled annual review has not been received within the statutory timescale</p> | <p>Annual review process/workflow improved in terms of timeliness, consistency, appropriate professionals attending reviews or submitting a timely report. Improved EHC plans secured through AR process</p> | <p>Summer 2021 with interim timescales also in place within HNB development plan to address AR backlog catch ups</p> | |
| <p>2.6.2 Annual review templates updated to support wider engagement</p> | <p>Laura Whitelam (HNB BIM)</p> | <p>Improved templates in use</p> | <p>More detailed, but appropriate advice provided for annual reviews</p> | <p>December 2020</p> | |
| <p>2.6.3 Data to be collected on annual review contributions from community health providers and social care</p> | <p>Paula Vyze Gareth Dakin</p> | <p>Data received and recorded for purposes of continuous improvement and learning</p> | <p>Contributions received in a timely manner when appropriate</p> | <p>February 2021</p> | |

| Actions To Implement | Lead | Evidence | Impact Measures | Completion Date | Progress Red - Delayed Amber - In progress Green - On Track Blue - Completed Pink - To be started |
|--|----------------|---|--|-----------------|--|
| 2.6.4 Agreed contributions to be incorporated into amended plans following annual review | Laura Whitelam | Parents/Carers will be able to see an accurate reflection of their child's needs, support and outcomes where amended at Annual Review | 80% Parental/Carer satisfaction with amended plans | April 2021 | |

Focus Area

2.7 Implement effective step across processes to and from Inclusion Service

| | | | | | |
|--|----------------|---|--|---------------|--|
| 2.7.1 Ensure process is well understood by partners as well as parents and carers and that step across is timely | Helen Bakewell | Support needs will be met for more children within SEN support through graduated response | Greater understanding of schools of SEN support strategies with requests for EHC plan needs assessments being more appropriate | November 2020 | |
|--|----------------|---|--|---------------|--|

Focus Area

2.8 Provide enhanced family support through SEN support and EHC processes



My parents have been very involved in discussions with SENA and my school together.

Young people discussion, (September 2020)

| | | | | | |
|---|------------|--|---|---|--|
| 2.8.1 Develop a strengths-based approach to EHC plans and Annual Reviews embedding values of inclusion and independence through delivery of SEND and Inclusion Strategy action plan | Tom Common | Right support and provision at the right time, for the right children and young people | Increasing demand able to be met through available budget and resources. EHC plans will include information on what is working well and encourage families to build upon their unique strengths Preparation for adulthood starts from an earlier age in the child's journey | Ongoing through cycle of continuous improvement | |
|---|------------|--|---|---|--|

My children don't have special educational needs. What they need is a flexible approach from mainstream schools to meet needs.

Parent/carer consultation event, (September 2020)

| Actions To Implement | Lead | Evidence | Impact Measures | Completion Date | Progress Red - Delayed Amber - In progress Green - On Track Blue - Completed Pink - To be started |
|---|--|--|--|---|--|
| 2.8.2 Identify and develop responsive process for CYP with EHCPs where needs or requirements change including at times of crisis | Tom Common Helen Bakewell Gareth Dakin Tony Barnard | Services and provision to be more responsive when needs change | CYP accessing appropriate services and levels of support | December 2020 (launch of revised SEND and Inclusion Strategy) | |
| 2.8.3 Launch SEN Handbook | Tom Common | SEN handbook and toolkit published and available to be accessed by partners and stakeholders | Fewer referrals to higher levels of intensive support and families feel better supported | November 2020 | |

Focus Area

2.9 Communications

| | | | | | |
|---|------------|--|--|-----------|--|
| 2.9.1 Ensure better join up processes are embedded across the partnership ensuring Education, Health and Care all have input into statutory processes as appropriate including access to information re CYP (e.g. EHC plans - finalised) | Tom Common | Partners work better together to improve outcomes for CYP and families | CYP and families report better more responsive joined up services and are able to 'tell it once' | July 2021 | |
|---|------------|--|--|-----------|--|

Section 7 - Local Area monitoring arrangements

with baselines established upon implementation of WSOA and targets agreed by Action Leads as identified within the plan

Monthly

| | |
|-------|---|
| KPI's | Discussions and challenge held at LA Departmental Management Group and Education & SEND Senior Management Team and CCG SMT meetings |
|-------|---|

6-weekly

| | |
|----------------------------------|---|
| WSOA interim reports on progress | Targeted WSOA updates to SEND and Inclusion Board (exception reporting of issues) |
|----------------------------------|---|

Quarterly

| | |
|--|---|
| WSOA formal reports on progress of actions within plan | Full WSOA update to SEND and Inclusion Board, NHSEi and DfE |
|--|---|

Six-monthly

| | |
|-----------------------------|---|
| Political oversight of WSOA | Full WSOA update to Children and Young People's Overview and Scrutiny Committee |
|-----------------------------|---|

Our Parent Carer Forum are strategic partners of the SEND and Inclusion Board, bringing the voice of our children and young people and their parents and carers into our monitoring. We will also, through the Written Statement of Action Group, engage our parent/carers in evaluating the progress that we are making on targeted areas, in line with our Written Statement of Action commitments.

Section 8 - Glossary of Terms

| Abbreviation | Definition |
|----------------|---|
| AR | Annual Review |
| ASD | Autism Spectrum Disorder |
| CCG | Clinical Commissioning Group Groups of GP's and other health professionals who come together in each area to commission the best services for their patients and population |
| CME | Children Missing Education |
| CQC | Care Quality Commission The independent regulator of health and social care in England |
| CYP | Children & Young People |
| DCO | Designated Clinical Officer Supports health services to make sure that they are meeting the needs of children and young people with special educational needs and disabilities (SEND), co-ordinating processes and assessments where health services are involved |
| DfE | Department for Education Responsible for children's services and education including early years, schools and further education policy, apprenticeships and wider skills in England |
| DMT | Directorate Management Team |
| EHC Plan/ EHCP | Education, Health & Care Plan |
| EHE | Electively Home Educated |
| EPS | Education Psychology (Service) |
| FYPC & LD | Families, Young People, Children and Learning Difficulties |
| HMCI | Her Majesty's Chief Inspector |
| HNB | High Needs Block Funding source from which children with special educational needs and disabilities have resources allocated to support their learning |
| HNDP | High Needs Development Plan |
| IDACI | Income Deprivation Affecting Children Index Measures the proportion of all children aged 0 - 15 years living in low income deprived families |
| IT | Information Technology |
| JCG | Joint Commissioning Group |
| JSNA | Joint Strategic Needs Assessment |
| KPI | Key Performance Indicator |
| LA | Local Authority |

| | |
|-------------|---|
| LAC | Looked After Children |
| LO | Local Offer |
| LLR | Leicester, Leicestershire and Rutland |
| LPT | Leicestershire Partnership Trust (Leicester, Leicestershire & Rutland) Provides mental health, learning disability and community health services across Leicestershire |
| ND Pathway | Neuro Developmental Pathway Specialist service responsible for the assessment of neuro-developmental conditions such as Autism Spectrum Disorder and Attention Deficit Hyperactivity Disorder |
| NEET | Not in Education, Employment or Training |
| NHSEi | National Health Service England and Improvement |
| NICE | National Institute for Clinical Excellence Agency of the NHS charged with promoting clinical excellence in NHS service providers |
| ONS | Office of National Statistics |
| PCF | Parent Carer Forum Group of parents and carers of children with disabilities aiming to ensure that support services in their area meet the needs of disabled children |
| PEX | Permanent Exclusion |
| QALF | Quality Assurance and Learning Framework |
| RAG Rating | Red, Amber, Green Rating |
| SC | Social Care |
| SEIP | Secondary Education Inclusion Partnership A collaborative group of secondary schools working together to offer advice and support around risk of exclusion from schools |
| SEN Support | Special Educational Needs Support |
| SENA | Special Educational Needs Assessment |
| SESCO Net | Special Educational Needs Co-ordinators Network |
| SEND | Special Educational Needs & Disabilities |
| SENDIASS | Special Educational Needs & Disabilities Information and Assessment Support Service |
| SENO | Special Educational Needs Officer |
| SMART | Specific, Measurable, Achievable, Realistic and Timely |
| STS | Specialist Teaching Service Works with partners to provide co-ordinated and effective support and advice for children and young people with special educational needs |
| TOR | Terms of Reference |
| WSOA | Written Statement of Action |
| YOT | Youth Offending Team |
| YP | Young People |

Appendix 1 – Health data –

Compliance with six-week timescale for health advice

Education Health & Care Plan Statutory Assessment (EHC) – 6-week target. The target is monitored from the date LPT are notified that EHC is a 'go ahead' to the date that the report is sent back to the local authority. When a 'go ahead' for a child / young person is provided, FYPC services complete a report from existing records, telephone contact or face to face appointments. National guidance relating to SEND suggests that providers are expected to report on the current known health of the child/young person rather than assess their current health issues through a new assessment. LPT are therefore undertaking a coordinating role for other agencies health reports on a given child/young person.

| | Jan-20 | Feb-20 | Mar-20 | Apr-20 | May-20 | Jun-20 | Jul-20 | Aug-20* |
|--------------------|--------|--------|--------|--------|--------|--------|--------|---------|
| County East | 100% | 100% | 95.5% | 100% | 97.4% | 97.3% | 90% | 85.7% |
| County West | 100% | 93.9% | 97.6% | 100% | 97.4% | 98% | 100% | 86.7% |

The KPI marked * is the current anticipated value, to be submitted to commissioners.

Referral to treatment times - Complete Pathways

| Service Name | CCG | Target | November 2020 | December 2020 |
|---|-----|--------|---------------|---------------|
| Childrens Audiology | ELR | 99.00% | | |
| | WL | 99.00% | | |
| Childrens Occupational Therapy | ELR | 92.00% | | |
| | WL | 92.00% | | |
| Childrens Physiotherapy | ELR | 92.00% | | |
| | WL | 92.00% | | |
| Childrens Speech & Language Therapy | ELR | 95.00% | | |
| | WL | 95.00% | | |
| Nutrition & Dietetic Service & Home Enteral Nutrition Domiciliary | ELR | 95.00% | | |
| | WL | 95.00% | | |
| LNDS & HENS Outpatients | ELR | 95.00% | | |
| | WL | 95.00% | | |

| Service Name | CCG | Target | November 2020 | December 2020 |
|---|-----|--------|---------------|---------------|
| Community Paediatrics | ELR | 95.00% | | |
| | WL | 95.00% | | |
| CAMHS Young People Team | ELR | 92.00% | | |
| | WL | 92.00% | | |
| CAMHS Learning Disabilities | ELR | 92.00% | | |
| | WL | 92.00% | | |
| CAMHS Paediatric Psychology | ELR | 60.00% | | |
| | WL | 60.00% | | |
| CAMHS Eating Disorders (f2f) routine | ELR | 95.00% | | |
| | WL | 95.00% | | |
| CAMHS Eating Disorders (f2f) urgent | ELR | 95.00% | | |
| | WL | 95.00% | | |
| CAMHS Eating Disorders (Commissioner/Nat) routine | ELR | 95.00% | | |
| | WL | 95.00% | | |
| CAMHS Eating Disorders (Commissioner/Nat) urgent | ELR | 95.00% | | |
| | WL | 95.00% | | |
| CAMHS Eating Disorders (NICE concordat) routine | ELR | | | |
| | WL | | | |
| CAMHS Eating Disorders (NICE concordat) urgent | ELR | | | |
| | WL | | | |
| CAMHS - Access & Outpatients routine | ELR | 95.00% | | |
| | WL | 95.00% | | |
| CAMHS - Access & Outpatients urgent | ELR | 92.00% | | |
| | WL | 92.00% | | |
| CAMHS Crisis & Home Treatment | ELR | 92.00% | | |
| | WL | 92.00% | | |

Patients aged between 14-25 with LD and/or Autism

| Registered CCG | Patient Count |
|---|---------------|
| NHS East Leicestershire and Rutland CCG | 1112 |
| NHS West Leicestershire CCG | 1375 |

Patients aged between 14-25 with LD and/or Autism who have had a LD Health Check completed between Sept 2018 - Sept 2019

| Registered CCG | Patient Count |
|---|---------------|
| NHS East Leicestershire and Rutland CCG | 186 |
| NHS West Leicestershire CCG | 276 |

Appendix 2 - Schedule of progress review sessions

that have taken place across the
partnership in order to co-produce this
Written Statement of Action.

| Date | Who | Actions |
|----------------------------|----------------------------------|---|
| 29/05/20 | P Sumner, B Wile | Template agreed (LA SEND) |
| 03/06/20 | CCG, LA | Template shared, agreed between SEND and CCG |
| 05/06/20 | CCG, LPT, LA | Template agreed with LPT |
| 08/06/20 | STS, T Common, P Sumner | Inspection and WSOA development update |
| 09/06/20 | CCG, LPT, LA | Collaboration space and access rights agreed |
| 11/06/20 | SEND and Incl. Board | Strategy for development of WSOA agreed |
| 16/06/20 | D Philippides, L McCalla, B Wile | YP engagement initial discussion |
| 16/06/20 | IT governance, B Wile | Collaboration space detail and documents (agreements) prepared and distributed for sign off |
| 18/06/20 | PCF, CCG, LPT and LA | WSOA template, strategy for development and info sharing agreements discussed |
| 16th, 18th, 24th June 2020 | SENCO Net, T Common, B Wile | Inspection and WSOA development update |
| 22/06/20 | CCG, LPT, LA | Catch up, follow up shared space agreements |
| 23/06/20 | D Philippides, L McCalla, B Wile | YP survey / questionnaire planning |
| 23/06/20 | PCF CCG, LPT, and LA | Shared space discussion, update on developments |
| 25/06/20 | DfE (K Rowland), PS, TC, B Wile | WSOA progress update |
| 02/07/20 | LLR LA reps | Commissioning Strategy planning |
| 07/07/20 | CCG, LPT, LA | WSOA update session, CCG shared space agreement |
| 09/07/20 | DfE | WSOA progress update |
| 13/07/20 | SEND and Incl. Board | WSOA development schedule and QALF update |
| 14/07/20 | Parent/Carer, T Common, B Wile | WSOA planning schedule |

| | | |
|----------|---|--|
| 14/07/20 | PCF, CCG, LPT, LA | WSOA steering/working group |
| 16/07/20 | SEND Alliance, CCG, LPT, PCF, LA | WSOA workshop |
| 04/08/20 | CCG, LPT, LA | WSOA working group |
| 05/08/20 | Children & Family Service Departmental Management team | Agreement on format and background information |
| 11/08/20 | PCF, CCG, LPT, LA | WSOA steering/working group |
| 13/08/20 | SEND Alliance, CCG, LPT, PCF, LA | WSOA workshop |
| 18/08/20 | LA | WSOA workshop |
| 20/08/20 | PCF, CCG, LPT, LA | WSOA steering/working group |
| 24/08/20 | SEND & Inclusion Board | Update on the Written Statement of Action |
| 25/08/20 | CCG, LPT, LA | WSOA working group |
| 01/09/20 | Children & Family Overview Scrutiny Committee | Member consultation |
| 02/09/20 | PCF, CCG, LPT, LA | WSOA steering/working group |
| 08/09/20 | SEND Alliance, CCG, LPT, PCF, LA | WSOA workshop |
| 11/09/20 | Young People - school | On-line session |
| 15/09/20 | Young People - school | On-line session |
| 17/09/20 | Young People - evening | On-line session |
| 18/09/20 | CCG, LPT, LA | WSOA steering/working group |
| 22/09/20 | SEND & Inclusion Board | Agreement on the action plan |
| 24/09/20 | CCG, LA | WSOA working group |
| 24/09/20 | Young People - evening | On-line session |
| 27/09/20 | Parent and carer Young people | Deadline for surveys |
| 29/09/20 | CCG, LA | WSOA working group |
| 05/10/20 | SEND & Inclusion Board | Final sign-off |
| 07/10/20 | LA DMT and Lead Member | Final sign-off and submission to Ofsted |

WSOA LA engagement representatives –

P Sumner – Assistant Director Education and SEND, B Wile – SEND Development Lead,
T Common – Head of Service, SEND, M Sutton – Service Manager, SENA,
C Allison Service Manager - SENA (Interim), G Dakin – Head of Field Social Work,
C Davis – SEND Partnerships, Quality & Projects Officer

WSOA CCG engagement representatives –

C West – Deputy Director of Nursing and Quality, P Vyze – Designated Clinical Officer,
S Little – Children’s Personalisation Commissioner

WSOA LPT engagement representatives –

C Tagg – Service Group Manager, D Kimberley – SEND Lead and Children’s OT

WSOA PCF engagement representatives –

A Bromley – Chair, Parent Carer Forum, S Rigby – Secretary, Parent Carer Forum,
Helen Cuttle – Treasurer, Parent Carer Forum

WSOA YP engagement representatives –

D Philippides – Autism Outreach Teacher, L McCalla – Learning Hub Access (Autism group),
J McCormick – Voice Worker (YP Council reps),
M McDonald-Junor – Service Manager Specialist Teaching Service,
Kate Wells – Team Manager Hearing Service (Hearing Support)

WSOA SEND Alliance representatives –

S Whiting, G Bowers, L Engels

WSOA Schools engagement representatives –

M Waring (Primary Head rep), R Cahill (Secondary Head rep),
J Thompson (Special School rep), R Hopkins (Special School rep),
S Townes (FE College rep)

WSOA Member engagement representatives –

Cllr D Taylor – Lead Member, Children and Family Services,
Cllr B Seaton – Deputy Lead Member, Children and Family Services



**Working together to
produce this plan hasn't felt
like a tick box exercise –
we finally feel we are been
listened to**

Parent/carer
consultation event,
(September 2020)

Appendix 3 - High Needs Funding Development Plan

This plan outlines actions and monitors progress towards ensuring children and young people with Special Educational Needs and/or Disabilities (SEND) receive the right support, at the right time, and in the right setting. This is a key focus of the County Council's High Needs Block (HNB) Programme. Progress is monitored monthly through the High Needs Block Programme Board with RAG rated highlight reports including risks, issues and mitigations for each of the workstreams outlined below.

The programme of work was established in response to:

- ▶ Capital investment of £30m by the council to create more SEND places locally in response to increased demand
- ▶ Significant increases in requests to the council for additional support for children and young people with SEND. This is expected to continue for at least the next five years
- ▶ The need to improve the quality of SEND support and Education, Health and Care Plans (EHCPs) so that children and young people with SEND experience better outcomes.
- ▶ Financial pressures due to increased SEND demand and increased costs.

The programme will need to carefully consider how support can be delivered to ensure the resources available are being used to meet the needs of as many children and young people as possible. To achieve its vision, the programme of work is made up of eight workstreams each with its own purpose and objectives:

- ▶ Sufficiency & Buildings to provide additional places for children and young people with SEND now and in the future. This includes developing new special schools and resource units within mainstream provision.
- ▶ Inclusion to provide support to mainstream schools which will enable children and young people to access learning within their local area and in mainstream schools where possible.
- ▶ SEND Commissioning & Strategy to provide a strategic framework that results in better joint planning and commissioning across education, health and social care that enables children to thrive throughout their education and into adulthood.
- ▶ Right Place at the Right Time to ensure that all children with SEND are in the most appropriate setting for them, within the resources available.
- ▶ SEND Whole System Review to develop more efficient SEND processes to improve the experiences for children and young people, and their families.

- ▶ Contracts & Commissioning to ensure that the SEND placements and services the council buys meet the needs of children and young people with SEND and provide value for money.
- ▶ Quality Assurance Framework to develop and implement a framework which ensures greater consistency and improved quality in EHCPs and SEND support. It will also ensure staff working with children and young people with SEND work within a culture which acts on lessons learnt and recognises good practice.
- ▶ Whole School Reviews to work with settings to identify whether the funding they receive to support children and young people with SEND could be used more efficiently whilst enabling creative and innovative ways of working.



Appendix 4

SEND and Inclusion Strategy

<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/where-to-start-with-send/send-strategic-developments>

