

Joint area SEND inspection in Leicestershire

▶ Written Statement of Action



Leicestershire
SEND



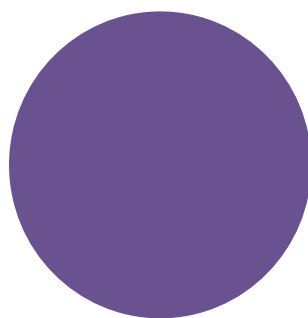
Between 3 February and 7 February 2020, Ofsted and the Care Quality Commission (CQC), conducted a joint inspection of the local area of Leicestershire to judge the effectiveness of the area in implementing the disability and special educational needs reforms as set out in the Children and Families Act 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
Total number of EHC plans - (as of January 2020)	Base year 2020 4751	Previous year 4222	% change 12.5%	% change 9.5%	% change 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.

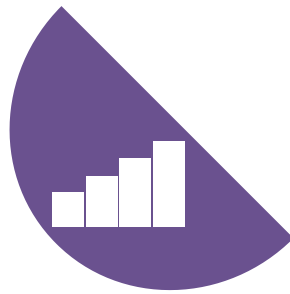
Appendix 1 of this Written Statement of Action details the health services, provisions and therapies that the local area will be monitoring to assess performance over time such as:

- ▶ 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

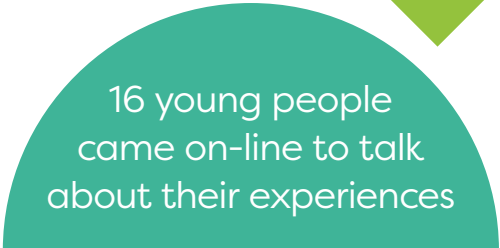
Family support is provided to build on their strengths. (Action plan 2.8.1)

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



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.”



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)

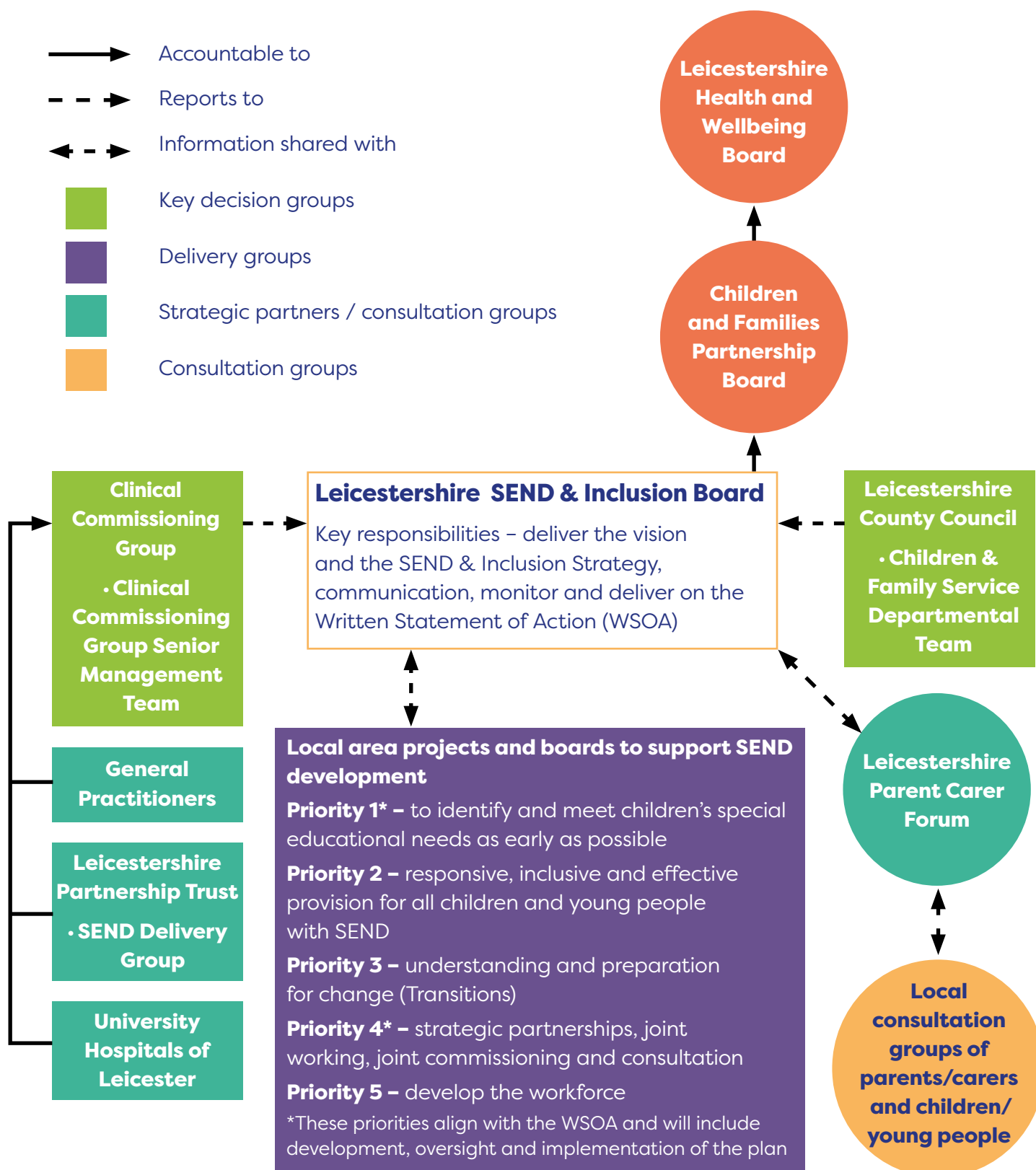
Agreed amendments from the Annual Review meeting to be incorporated into the EHCP. (Action plan 2.6.4)

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



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	
 Professionals listen and try to relay this back to school and teacher Young person survey (September 2020)					
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
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	Marian Sutton Cath Allison Dawn Kimberley Sharon Pye	EHCP information available to partners and uploaded onto CYP files across the partnership	Support and services provided in line with EHC plans with improved satisfaction levels evidenced in annual reviews	May 2021	
1.4.5 Evaluate performance based on KPIs, data and information to monitor, challenge and determine impact	Chris West Paula Sumner	Upward trajectory of performance improvement clearly visible on data reports	Improved services and provision for CYP and families across Education, Health and Social Care. Incremental increase in parental satisfaction of SEND support, provision etc.	Start date November 2020, ongoing	

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

1.5.1 To agree packages that are moderated regularly (frequency to be agreed) across the partnership including parents and carers	Tom Common Paula Vyze Sam Little	Clear operational guide published on Local Offer describing joint commissioning arrangements for SEND with wider stakeholder understanding of local area approach to commissioning	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	January 2021	
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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 1.6.2 Schedule weekly meetings	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	
1.6.3 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	
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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	
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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	
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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	
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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  It's still not clear exactly what help should be received. Parent/Carer survey (September 2020)	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  Language is poor and woolly with outcomes that can easily be achieved Parent/Carer survey (September 2020)	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  Outcomes are not bespoke and Preparation for Adulthood needs to be more tailored Parent on-line consultation event (September 2020)	Improvement evident from 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
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					
2.5.1 Procurement of preferred IT solution to enable collaborative electronic EHC plan process	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	
 Digital will be great Parent/carer survey (September 2020)					
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.	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	
2.5.3 Finalise project plan and timescales for pilot and wider rollout and ongoing review of system	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	
2.5.4 Develop guidance for all users	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		<div>  How we can make things better? <ul style="list-style-type: none"> • 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) </div>			
2.6.1 Co-produced revised process developed including single point of contact for health advice made available to SENO and schools/colleges	Cath Allison Marian Sutton Laura Whitlam (HNB BIM) Paula Vyze Dawn Kimberley	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	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	Summer 2021 with interim timescales also in place within HNB development plan to address AR backlog catch ups	
2.6.2 Annual review templates updated to support wider engagement	Laura Whitlam (HNB BIM)	Improved templates in use	More detailed, but appropriate advice provided for annual reviews	December 2020	
2.6.3 Data to be collected on annual review contributions from community health providers and social care	Paula Vyze Gareth Dakin	Data received and recorded for purposes of continuous improvement and learning	Contributions received in a timely manner when appropriate	February 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
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	
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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	
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My children don't have special educational needs. What they need is a flexible approach from mainstream schools to meet needs.

Parent/carers 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
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6-weekly

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

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

Political oversight of WSOA	Full WSOA update to Children and Young People's Overview and Scrutiny Committee
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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
SENCO 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/carers
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>

