

Briefing on the Progress of the Strategic Action Plan following the SEND Review

January 2019

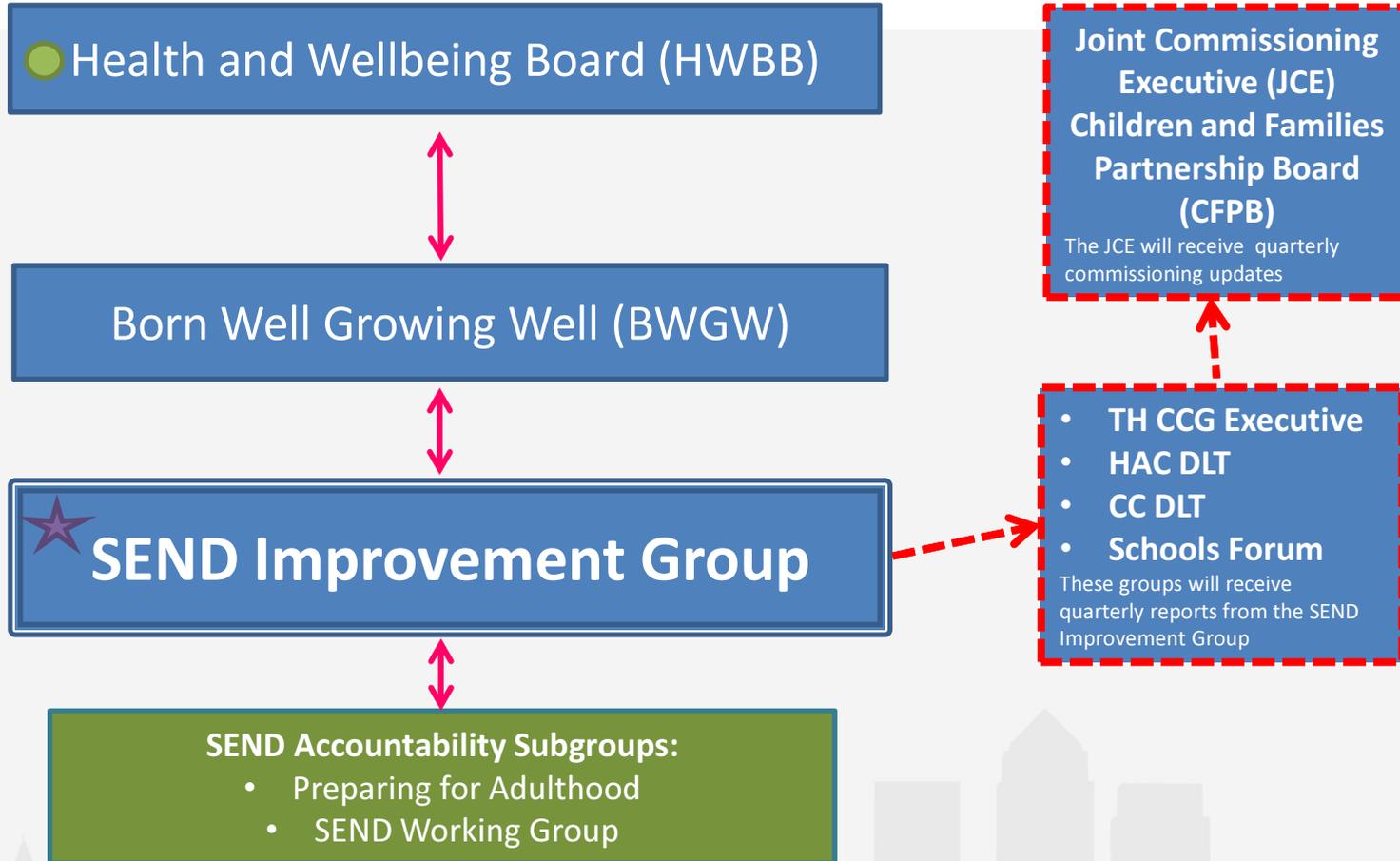
Recommendation One

Ensure that local area leaders keep a sharp oversight of all work to improve SEND services and outcomes



| Actions | Update |
|--|---|
| <ol style="list-style-type: none"> 1. develop effective governance and accountability from elected members and the CCG board level down 2. make the SEND self-evaluation document is easy to understand and provides a clear starting point for strategic planning 3. ensure the SEND strategy is clear and fit for the purpose 4. produce a high-level strategy implementation plan 5. ensure the plan contains clear impact objectives and interim milestones against which commissioners and service leaders can be held effectively to account 6. develop an effective monitoring, evaluation and review cycle for the strategy, so leaders know what is working and where a remedial action is needed 7. develop the SEND data dashboard so local area leaders have an accurate understanding of the impact their work has on improving outcomes for children and young people who have SEND 8. develop a way of collating and using information from settings and annual reviews to gain a clearer understanding of the progress of children and young people who have SEND as they progress through school and college 9. ensure that leaders and officers maintain a consistently accurate understanding of the quality and impact the services and initiatives they are responsible for 10. effective action plans and accountability mechanisms are in place for all initiatives to improve services 11. streamline documentation, communication channels and accountability lines, thereby reducing unnecessary duplication and workload | <p>Governance structure reviewed in December 2018 and reflects a more direct reporting and accountability lines</p> <p>Work on reviewing the self-evaluation document has begun with input through the SEND Improvement Group. This work includes the addition of a narrative that outlines the improvement journey that the Local Area has undertaken over the last eighteen months, showing the improvements made. The revised SEF will outline where the Local area is currently within the context of the 3 key inspection questions:</p> <ul style="list-style-type: none"> • How effectively does the local area identify children and young people who have SEND? • How effectively does the local area assess and meet the needs of children and young people who have SEND? • How effectively does the local area improve outcomes for children and young people who have SEND? <p>Review of the SEND Strategy is underway in – including the KPIs and the MER cycle (4,5,6,7) SEND Strategy implementation plan should be the focus for reporting to the Health and Wellbeing Board</p> <p>A draft dashboard has been developed linked to the SEND Strategy and to statutory targets. Key areas of the SEND JSNA will need to be updated. There is a vast array of data available and there will need to be some thought and guidance on what data should be brought to the Health and Wellbeing Board.</p> <p>A process of gathering information from settings to inform the Self evaluation and from annual reviews will support leaders to understand the progress being made by Children and young people with SEND</p> <p>Action planning is being carried out via the SEND Improvement group and will be linked to SEND Strategy</p> |

SEND Strategic Governance



Key

- Dotted red lines are reporting lines
- Solid red lines are accountability lines
- Operational Groups (Green box)
- Strategic groups (Blue box)
- Parental involvement (Purple star icon)
- Political engagement (Green circle icon)

Recommendation Two

Secure effective joint commissioning arrangements for universal, targeted and specialist health, care and education services which meets the needs of children and young people who have SEND



| Actions | Update |
|--|--|
| <ol style="list-style-type: none"> 1. set out a route map/plan which defines how the local area will move from its current position to one where health and care services will be jointly commissioned consistently effectively 2. develop the JSNA so it provides a clear set of information about gaps in current provision and projected future demand 3. ensure the improved JSNA, provides commissioners with the understanding they need to draw up clear commissioning specifications that enable effective commissioning 4. ensure effective pooling of funding to meet provision identified in EHC plans. | <p>Enablers for joint commissioning are in place, namely: Joint director of integration in post Joint head of children's commissioning in post, These posts span LBTH and TH CCG and are accountable to both organisations.</p> <p>The component parts of the high level plan have been developed, setting out:</p> <ul style="list-style-type: none"> • which services are currently commissioned, and by which organisation (ie Children's / Public Health / CCG) • where there are potential opportunities for section 75 agreements to be established, which will permit joint contracts where appropriate • where there are potential opportunities to pool budgets for commissioned services for CYP who have SEND • which service areas should be prioritised for a joint review across health and care in order to establish joint, integrated specifications to better meet the needs of CYP who have SEND (informed by the JSNA) <p>The current JSNA will be reviewed and updated</p> <p>To date the Council and the CCG have operated various joint funding arrangements to support more joined up commissioning, however budgets have been retained separately by the respective organisations. The Council and the CCG are exploring mechanisms to take this a stage further and pool budgets as part of the commissioning of services. The following services are proposed as priorities for the provision identified in EHC plans:</p> <ul style="list-style-type: none"> • Speech and Language Therapy, Occupational Therapy and Physiotherapy services • Child and Adolescent Mental Health Services |

Recommendation Three

Ensure that co-production is at the heart of the local area's approach to identifying, assessing and planning to meet the needs of children and young people who have SEND at a strategic level



| Actions | Update |
|---|---|
| <p>1. ensure recent work to set up a parent's network, carried out by the Parents' Advice Centre, leads to the sustained developed of an independent parent and carer forum</p> | <p>Parents' Advice Centre (PAC) have facilitated 68 co-production meetings since September 2018. Parents and carers report high levels of satisfaction.</p> |
| <p>2. ensure the parent carer forum develops an effective approach to capturing the views of a cross section of parents and carers of children and young people who have SEND</p> | <p>Work to set up a parent and carer forum is being supported by CONTACT and there has been parental interest expressed in 3 network meeting so far. PAC and the Parent Carer Council will support monthly network meetings leading to an independent forum</p> |
| <p>3. ensure that existing and emerging parent networks such as those based in schools are linked in to the parent carer forum</p> | <p>Views of parents and carers of children and young people with SEND are captured via Parent Carer Survey, SEND Transition Conference, PAC Outcomes evaluation. These views can be used to inform the self-evaluation.</p> |
| <p>4. enable a cross-section of young people and parents and carers with children who have SEND contribute to developing and reviewing the local offer</p> | <p>Existing school based networks and special interest groups are invited to monthly network meetings.</p> |
| <p>5. make sure that discussions about SEND issues at existing youth forums such as Our Time Youth Forum can lead to improvements in services</p> | <p>SEND Parent ambassadors and identified members of the Our Time Youth Forum will attend strategic groups and a mechanism for tracking contributions and ensuring that actions are taken forward will be developed</p> |

Recommendation Four

Make sure that parents and young people have easy access to helpful comprehensive information about the local offer



| Actions | Update |
|--|---|
| <ol style="list-style-type: none">1. fully involve parents and young people in a review of the current website2. ensure the website is easy to navigate and up to date and informative3. ensure the website information explains the difference between universal, targeted and specialist services4. ensure that families who do not use the Internet have suitable access to information about the local offer. | <p>The specification for the current Local Offer website has been reviewed. This process is being supported by Children's Information Services and will be facilitated through the Parental Ambassadors at twice termly meetings.</p> <p>SEND services are refreshing and updating information about their services on the website</p> <p>Updated information explaining universal, targeted and specialist services has been added to the website</p> <p>Family Information Service provides a 9.00am – 5.00pm telephone helpline with callback facility.</p> <p>Drop-in sessions take place at the PAC and outreach occurs across the borough to ensure that those parents who do not use the internet have access to information about the local offer</p> |

Recommendation Five

Ensure that Education Health and Care (EHC) plans are routinely person-centred and effective tools for securing effective education, health and care provision



| Actions | Update |
|---|--|
| 1. build on learning from the person-centred planning pilot to design and roll out an effective person-centred approach across the local area | New EHCP format reflects the person-centred approach; Caseworker training is taking place to enable all caseworkers to be able to hold |
| 2. make sure that consideration of whether a personal budget might be the best way forward is a routine part of the EHC planning process | Personal budget data being updated to reflect the payments made to those with an EHCP in post-16 education; Details of direct payments from Health and Social Care to be added to EHCP records (3 – see above) |
| 3. ensure that those with a personal budget receive the advice and support needed to use the budget effectively | SEN team meeting to discuss points 4 and 5 to ensure that caseworkers are requesting the correct information from other services |
| 4. ensure that EHC plans routinely contain suitable information about social care needs and the provision needed to meet these | Head of SEND has met with the CWD team and there is a named contact within Social Care so that questions about needs and provision can be addressed in a more timely way. Regular meeting between SEND and CWD are scheduled to ensure a systematic process is in place. |
| 5. make sure that EHC plans have a consistently clear focus on preparing for adulthood | Transitions group and SEN 14-25 team are ensuring that transition meetings |
| 6. make routine use of annual reviews to correct weakness in EHC plans | |
| 7. produce an 'easy to follow' guide about the local area's procedures and thresholds for identification, referral, assessment, planning and review | |
| 8. ensure that commissioners make use of the information contained in EHC plan about provision needs to commission services that meet these needs | |

Recommendation Six

Make sure the special education needs of young children are identified, assessed and met consistently early



| Actions | Update |
|---|--|
| <ol style="list-style-type: none">1. develop a clear understanding of the current quality of identification and assessment in early years and where improvements are needed2. ensure that health visiting services and other health and care professionals can routinely identify early signs that a child might have special educational needs so children's needs are assessed as early as possible3. develop a single clearly understood referral and information sharing route across services4. build on good practice, ensure there is a consistently effective strategy across the area to develop speech, language and communication skills within settings and communities. | <p>Points 1-3 are currently being addressed through a single project, involving Public health, the Integrated Early Years Service and other services, which aims to map out Early Years pathways. This work is incorporating pathways for SEND, 'vulnerable families' (e.g. Family Nurse Partnership caseload) and the interface between maternity/0-5 health services and Early Help. It interfaces with other work on neglect too.</p> <p>The purpose of the work is to:</p> <ul style="list-style-type: none">• Understand and simplify (if needed) the universal and specialist pathways for all families from pre-conception to school age. This includes information sharing, referrals and common DNA policies between services• Articulate this offer to professionals and to the public.• Develop a system to monitor the effectiveness of the pathways |

Recommendation Seven

Make sure that children and young people who have SEND are routinely able to access social care services needed to meet their needs



| Actions | Update |
|---|--|
| <p>1. improve communications between those social care services working with children and young people with SEND to ensure that there is shared knowledge of need and provision to support it</p> | <p>A single point of contact has been established between SEND and CWD to ensure data and information sharing</p> <p>Planned joint training and service meetings to form and establish working relationships</p> <p>Strategic planning meetings involving leaders within each service are being undertaken to establish awareness of each services working practice, identify common cohorts and establish joint training.</p> <p>Clear contact point for EHC assessment requests within CWD will ensure timely completion of requests and inform provision to meet needs</p> <p>Data sharing in respect of CIN, CP and LAC performance data</p> |

Recommendation Seven

Make sure that children and young people who have SEND are routinely able to access social care services needed to meet their needs



| Action area | Planned activity |
|--|---|
| <p>1. regular analysis of service performance of children and young people with SEND who are:</p> <ul style="list-style-type: none"> • children in need • children who have a child protection plan • children looked after and care leavers • subject to youth justice services | <p>Data matching is regularly taking place to ensure that children and young people with SEND are identifiable in Frameworki and ChildView (focusing specifically on SEN Support). A secondary phase is now commencing to determine a long-term solution to ensuring this information is captured within the system.</p> <p>The reporting suite to enable regular performance reporting against these service areas is currently being finalised.</p> <p>Additional work building on the analysis in the JSNA is also planned to look further at the profile of children and young people with SEND in contact with these services.</p> |
| <ul style="list-style-type: none"> • eligible to receive adult care services. | <p>Existing information is currently being reviewed with routine reporting due to take place from early February.</p> <p>Profiling work will also be undertaken for this area.</p> |
| <ul style="list-style-type: none"> • the local area's children and young people who have special educational needs and/or disabilities needs who are not attending school, including those who receive home education | <p>Existing reporting from the Education Safeguarding Service is being reviewed to determine if this will meet the requirements.</p> |
| <ul style="list-style-type: none"> • early years settings, schools and colleges outside the local area that provide education for the area's children and young people who have special educational needs and/or disabilities | <p>As this information is not easily available an investigation into how other local authorities approach this issue, which can be used to inform our approach, is being undertaken.</p> |

Recommendation Eight

Make sure that children and young people who have SEND, experience consistently smooth transitions as they move between settings and services



| Actions | Update |
|--|--|
| <ol style="list-style-type: none"> 1. ensure that annual reviews are consistently timely to enable a smooth well planned for transition 2. ensure that settings routinely receive timely and helpful information about the children and young people who have SEND joining them, so suitable provision is in place to meet need during and immediately following transition 3. ensure that clear and effective arrangements are in place for young people with SEND health needs transferring to adult health and social care services at the age of 18 4. ensure there is a clear shared understanding of the pathway into supported and independent living 19-24 years olds with EHC plans | <p>Annual review processes are under review to ensure both timely notice for settings in holding them and to ensure that where there is a focus on a transition point that these have a clear focus on transition.</p> <p>Timeline sent to schools in December providing a reminder to carry out AR's in-between April and December – this is to ensure the consultation process for post 16 education can efficiently begin in January.</p> <p>All post 16 providers receive copies of prospective student's EHCPs and latest annual reviews before offering a place. Students are encouraged to visit potential provision before accepting a place – very vulnerable students are escorted by colleagues from the careers team.</p> <p>A review of the processes for children transferring from pre-school settings to school settings and those transitioning from primary school to secondary school has taken place to ensure better sharing of information between settings.</p> <p>Discussions have begun at the newly formed transitions forum around ways in which all teams involved with the young person can communicate and share student related information effectively and speedily.</p> |

Future Reporting to HWBB



- The HWBB has the ultimate accountability for the SEND agenda in Tower Hamlets. This aligns with the accountability and oversight function it also has in relation to the Adult Learning Disability and Autism Strategies. Because the HWBB includes chief executive and political level involvement, it is an appropriate group for ultimate accountability.
- The HWBB will receive two annual update reports a year from the SEND Improvement Group.
 - One report will update on the implementation of the SEND Strategy, including a focus on performance against agreed measures.
 - The second annual report will update on preparations for inspection.
- The SEND Strategy Action plan will be completed following the actions outlined here and should be the plan brought to the HWBB. The data reported to the HWBB will be linked to the KPI's from the SEND Strategy and will cover a range of data from across the whole local area – education, health and social care.
- Other key data such as Education Health and Care Plan completion rate data, assessment timescales for health and social care – for example time taken to complete ASD assessments - or numbers of children with SEND who are also