

SEND Strategic Implementation Plan - April Monitoring

					to be rag-rated				
Ref	Key strategic outcomes and activities	Origin of activity	Timescale	Lead	Meeting - Jan	Meeting - Mar	Meeting - May	Commentary	Contacts
Priority 1 - Leading SEND									
1	Launch a new SEND Improvement Group, that includes headteacher, Young People and Parent and Carer representation.	SEND Strategy	Oct-19	Christine McInnes	AMBER	AMBER	GREEN	Discuss head teacher representation with Special, primary and secondary consultatives (23 April @ Schools Forum)	Tricia Boahene
2	Develop effective governance arrangements from elected members and the HWBB level down, with streamlined SEND groups and established reporting and accountability.	SEND Review/Strategy	Oct-19	Christine McInnes	RED	AMBER	AMBER	A governance summary has been produced, including lines of accountability. A SEND reporting schedule has been developed. Reporting and accountability has been established and tested with a report making it's way through the accountability structure between March and May 2019. There still remains work to clarify the involvement of and accountability to elected members.	Tricia Boahene
3	The SEND Improvement Group has oversight of the core SEND-related budgets and works with the Schools Forum and JCE to facilitate equitable funding decisions.	SEND Strategy	2023	Schools Forum / School Rep					
4	Achieve balanced SEND budgets	SEND Strategy	Oct-19	John O'Shea	RED	RED	RED		
5	Headteacher-led review of high needs funding completed.	SEND Strategy	Oct-19	John O'Shea	AMBER	GREEN	GREEN	Review completed.	
6	Review of SEMH provision underway with the aim of ensuring sufficient capacity in Tower Hamlets based on current and future needs	SEND Strategy	Oct-19	Daniel Tunbridge	GREEN	GREEN	GREEN		
7	Review of ASD provision underway with the aim of ensuring sufficient capacity in Tower Hamlets based on current and future needs	SEND Strategy	Oct-19	Ben Ko?	AMBER	AMBER	AMBER		
8	Review of Beatrice Tate, Stephen Hawking and Phoenix provision underway with the aim of ensuring sufficient capacity in Tower Hamlets based on current and future needs	SEND Strategy	Oct-19	???	AMBER	AMBER	AMBER		
9	There will be greater diversity of options for students needing alternative provision and better outcomes.	SEND Strategy	2023	Kerrigan Marriner					Cheryl Rehal
10	Data platform commissioned to support robust modelling of future levels of SEND need, including alternative provision.	SEND Strategy	Oct-19	Terry Bryan					
11	The SEND Improvement Group receives annual reports on the planning and commissioning of future special school and alternative provision places.	SEND Strategy	Oct-19	Terry Bryan					
12	There are a sustainable number of school places for children and young people with an EHC plan.	SEND Strategy	2023	Terry Bryan					
13	Joint planning for the health and social care support to meet the needs of those with an EHC plan is in place.	SEND Strategy	2023	Stuart Andrews / Anne Corbett / CAMHS					
14	The workforce to educate and care for children and young people with SEND will be well understood and effective responses have resulted in fewer occupations with recruitment pressures.	SEND Strategy	2023	???					
15	A profile of the core SEND workforce will start being developed and strengths and pressures for future recruitment identified.	SEND Strategy	Oct-19	???					
16	Professional development is available across Tower Hamlets in the early years, schools and colleges to ensure excellent education and care for children and young people with SEND.	SEND Strategy	2023	John O'Shea				This need is being met through THEP and the SENCO conference. (Consultation response Stuart Andrews and John O'Shea could provide content here.)	
17	An information-sharing agreement signed by the NHS and LBTH is in place to facilitate better data sharing	SEND Strategy	2023	Katie Cole	AMBER	AMBER	AMBER		
18	Develop a data dashboard about outcomes and services for children and young people with SEND.	SEND Strategy	Oct-19	Victoria Beard	AMBER	AMBER	AMBER	<p>Progress:</p> <ul style="list-style-type: none"> SLS are submitting data to the Dashboard and are in the process of refining their data. A draft dashboard has been developed. A number of indicators based on the SEND strategy have been identified and work is ongoing on populating these. <p>Areas for improvement:</p> <ul style="list-style-type: none"> The indicators highlighted under priority 2 require further work to improve data quality before they can be used for reporting purposes <p>Next steps:</p> <ul style="list-style-type: none"> To complete the data collection for key indicators where data exists To identify means of collecting data for new indicators Strategy KPIs to be refined, in order to make them more 'challenging'. Update key areas of the SEND JSNA 	Victoria Beard

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19	The data dashboard will inform leaders and the SEND strategic group where performance is good and where improvements are needed, across education, social care and health.	SEND Strategy	2023	Victoria Beard	RED	RED	RED	Use Victoria's previous update here.	
20	There will be good access for key practitioners to a data profile which summarises key data for all children and young people with SEND, including academic progress, exclusions and destinations at age 16 and 19.	SEND Strategy	2023	Victoria Beard	RED	RED	RED		
21	The SEND self-evaluation (SEF) document is easy to understand and provides a clear starting point for strategic planning.	SEND Review		John O'Shea	RED	AMBER	AMBER	Progress: • Work on reviewing the self-evaluation document has begun with input through the SEND Improvement and Progress Groups, with 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.	
22	The SEF provides leaders and officers with a consistently accurate, evidence-based understanding of the quality of and impact that local services and initiatives have on outcomes for children and young people.	SEND Review		John O'Shea		AMBER	AMBER	ASK WHAT INITIATIVES ALL AREA ARE WORKING TOWARDS Progress • Support for learning service (SLS) has a good understanding of the service impact (e.g. through an annual survey to schools) and in the process of refining data further. • IEYS strategic shared plan in place to support early intervention strategy and clearly outlines roles and responsibilities of teams in relation to service priorities. The plan includes detailed early years SEND audit and a developing inclusion logic model which will identify areas of short, medium and long term outcomes Areas for improvement: • IEYS - Clearer intervention pathway needed for young children with SEND to ensure staff and families have consistent and accurate understanding of provision • IEYS exploring use of EIF Maturity matrix with internal and external partners to support development of early communication and language. As part of East London Early Language Partnership (EELLP) an early review indicates different levels of progress across the 10 key elements of the EIFMM. Next Steps: • IEYS - Early Outcomes fund application submitted by EELLP to improve outcomes • IEYS - Ongoing support for early communication and language through partnership work with HVS, delivery of ETHCaT training and Early Words Together • IEYS - Completion of logic models reflecting service priorities	
24	Produce a high-level implementation plan with clear impact objectives and interim milestones against which commissioners and service leaders can be held effectively to account	SEND Review		John O'Shea	RED	AMBER	AMBER	This implementation plan is being developed and improved to respond to the needs for the SEND Improvement Group. Currently, information captured via reports received by the SEND Progress Group are used to inform this plan where progress against recommendations is rag-rated on a bi-monthly basis. Information captured via reports received by the SEND Progress Group will inform the SEND strategic plan where progress against recommendations will be rag-rated on a monthly basis.	
25	Develop an effective monitoring, evaluation and review cycle for the strategy, so leaders know what is working and where a remedial action is needed	SEND Review		John O'Shea	RED	AMBER	AMBER	The SEND Improvement Group is responsible for the monitoring of the Strategy and this strategic implementation plan facilitates the monitoring activity. Ahead of each meeting, members of the group are asked to provide a written progress update.	John O'Shea / Christine McInnes
27	Beneath the Strategic Implementation Plan, individual services have effective action plans and accountability mechanisms are in place for their initiatives to improve services .	SEND Review		ALL		AMBER	AMBER	Progress • SLS - In process for the live review of the Support for Learning Service. • IEYS is embedding an outcomes based accountability (OBA) approach across the service, including monthly reporting of measureable KPIs ensures accountability against actions and progress is made against objectives • Action planning is being carried out via the SEND Improvement group and will be linked to SEND Strategy. Areas for improvement: • IEYS to ensure that KPIs link clearly to service priorities Next Steps: • Review of team-specific KPIs	
Priority 2 - Timely Identification and Assessment									
1	Develop a renewed, streamlined, thorough process for EHC planning from 0 to 25 which actively reduces duplication and involves young people, parents and carers, education settings, health and social care.						AMBER	SLS: The SLS contributes 1 day a week to the running of the SEN Panel from one of our most experienced members of staff from within its core funding. This has assisted the panel in improving the consistency of approach. However, more work needed. Our teams report instances of parental request forms going missing or emails with attachments being missed and processes then delayed. This maybe a staffing capacity issue. SEND: EHCP assessment requests proforma and the proforma for EHC Plans were reviewed with SENCOS, PAC and IEYS. 2018 – SEN and PAC undertook a co-production pilot – feedback from parents suggested that they felt the co-production and plans produced SEND review found that the quality of plans using the new proforma were better than previous versions, including the conversions Co-production work with CDC and services across the LA Single point of access for all Education, Health and Care Needs Assessment requests. This enables request to be monitored and tracked through the 20 week process. Requests for advice from professionals being reviewed by the SEND Working group Transitions and Preparation for Adult Life group – voice of young people EHCP completion rates improving monthly. Caseworker training with the Co-production team at the PAC	
2	Establish a robust process for monitoring and updating all EHC plans, through annual reviews, so that there is oversight of quality, parental involvement and progress towards outcomes						AMBER	SEND - Amendments to plans have always been agreed through SEN Panel. Most schools regularly hold annual reviews and submit them to SEN section Admin. team log all ARs and send letters out to parents/settings outlining the panel decisions in relation to annual review. Logging process has begun to monitor and track the numbers of annual reviews being completed. Plans are being amended as requested Some plans are being re-written using the new proforma SLS: The annual review monitoring form used by officers needs updating and there needs to be a more consistent response from SEN Section to monitoring officer comments. Many EHCPs are now out of date with outcomes achieved long ago. There needs to be an overhaul with schools on the purpose and practice with regard to annual reviews.	
3	Established, a robust, electronic system for administering all EHC needs assessments						RED	SEND - Reports on EHC completion and annual reviews are produced using Synergy DQ has improved in the last 12 months but still more work to be done Transfer to electronic file storage system for EHCNA and AR to be completed over the next 12 months Caseworker training on all aspects of Synergy to ensure that all caseworkers understand the systems and their role in managing them and maintaining the data quality	
4	Parents and carers feedback on the EHC needs assessment and annual review processes routinely						RED	SLS - Perhaps we should add the C&YP into this so they get a chance to say how it was for them as well. system is set up to track assessments through the 20 week statutory timescale views and comments on experience for both needs assessment and annual review PET - to provide further information on all the work that is being done with parent and Young People's groups as part of the co-production review and ongoing. Synergy SEND - Service to actively seek	
5	Routinely consider the appropriateness of personal budgets part of the EHC planning process						AMBER	SEND - Amendments to plans have always been agreed through SEN Panel. Direct payments in the Children with Disabilities team are a strength Currently a joint Health and Social Care pilot is underway Joint commissioning looking at equipment and travel and use of personal budgets Small but increasing number of personal budgets/direct payments being delivered across Education, Health and Social Care	

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6	Develop a clear understanding of the current quality of identification and assessment in early years and where improvements are needed			Maternity & Early Years Working Group			AMBER	<p>IEYS: Important note: This text describes only the IEYS area of work in childcare settings (3,000 children out of 20,000 birth to five.) Most early years' identification and referral sits with health colleagues. Full detail on areas that need to be addressed by the organisations responsible for early years overall (20,000 children) can be found in the EY audit requested by Christine McInnes. The IEYS is responsible for SEND and inclusion in the 82 childcare settings and 12 children's centres (approx. 3,000 children). All PVI early years settings have an identified Inclusion Coordinator who receives training and individual support from the IEYS Inclusion Team to build skills in assessment, identification and planning for children with emerging/established needs. New Inclusion Coordinators received training in the autumn term and follow up visits from the Inclusion Team to support implementation. Development of the Inclusion Coordinator's skills in gathering evidence through the "assess, plan, do, review" cycle and requesting EHC needs assessments was identified. The autumn 2018 and spring 2019 Inclusion Coordinator's support group has therefore focussed on these areas of professional development. The EPS and IEYS are working in partnership to pilot response to section 23 notification to the LA through the children's centres in order to support timely access to children's centre services. Children's centres also have a trained SEND/inclusion champion who ensures that sessions meet children's needs and that onward referral for specialist services is carried out in a timely manner when necessary.</p> <p>SLS: There is a concern that the SLS VI service no longer receive referrals from the Royal London Hospital who used to be our biggest referrer. This is because they no longer employ an Eye Clinic Liaison Officer. Sensory support are very involved in these assessments but would still like to be invited to more two year old checks. There is ongoing and effective joined up working between the SLS Physical Disability advisor, IEYrs, EPS in order to identify young children with a physical disability, complex medical condition who may be entering school.</p>	
7	Develop a single clearly understood referral and information sharing route across services								
8	Increase the take-up of screening for 2 year olds, and evaluate its effectiveness						AMBER	<p>IEYS: This screening is the responsibility of health visitors and must be carried out as an Integrated Review involving a range of professionals. In some cases the review is carried out in GP surgeries or the parents' home. In such cases the review cannot be described as an "integrated review" because it does not include the full range of professionals required. In LBTH integrated reviews are carried out primarily in children's centres to ensure an early learning professional can contribute the necessary expertise around language development. In areas of disadvantage where language acquisition is uniformly low, parents may not have an accurate view of their child's level of achievement. For example one of our children's centres in a 40% LSOA reports 53% of 2-3 year olds with serious language issues. There has been a year on year increase in the number of 2 year old integrated reviews held in Children's Centres: 2016 – 1177, 2017 – 1281, 2018 – 1655. Total of 4113 children received an integrated review in a Children's Centre Jan 2016 to Dec 2018. The need was identified to train staff in the HVS and children's centres new to the integrated review process and to further build existing skills and partnerships. Integrated review workshops will be delivered in each of the children's centre mini clusters (or localities) to address this development need.</p> <p>SLS: See No 6. There is national best practice looking at involvement of qualified sensory impairment teacher involvement in these developmental checks. We do not have a system in place to be invited to the appointments. Where it happens it is usually by chance or a chance encounter that then prompts an invitation.</p>	
9	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 possible			Maternity & Early Years Working Group					
10	Test models of support and intervention for young people with SEND who also display challenging behaviours			SEMH and AP sub-group					Daniel Tunbridge
11	Review pathways for assessing children and young people for autism, with a view to ensuring that waiting times are appropriate			ASD task and finish group			AMBER	<p>SLS: There are reports from schools that a lack of access to early years speech therapy reports is contributing to the delay in diagnosis. Improving the post diagnosis service for parents of newly diagnosed children could lead to savings later on.</p>	
12	Findings of a trial of local SEND assessment and resource clusters, involving the majority of schools in Tower Hamlets, will be reported to the SEND Improvement Group and wider roll-out planned.					AMBER	AMBER	<p>Strengths: • SLS - achievement data is well developed for the deaf and partially hearing and vision impairment cohort</p> <p>Progress: • 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>Areas for improvement: • SLS – well developed achievement data to be extended to other cohorts.</p> <p>Next Steps: • IEYS will trial the North East pilot to embed clear referral and information sharing routes across early help services. Alongside this the service will explore introducing a notification system for timely access to services for families of children with SEND, with a view to rolling this out across the borough if successful.</p>	
13	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			Stuart Andrews		AMBER	AMBER	<p>Progress: • 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. Currently ,there is no social care representative at SEN Panel and no SEN representative in the Social Inclusion Panel.</p>	John O'Shea
14	Provide regular analysis of service performance of children and young people with SEND <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 eligible to receive adult care services. 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 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 (by 2023) 			Victoria Beard			RED	<p>SLS: There is a great need for some of the expensive out of borough placements to be carefully monitored. This mostly falls to the head of the SI service and is very time consuming. It is important that they are held to account.</p> <p>Intelligence & Performance: o Work is being done to identify a solution for capturing data on children worked with by the CWD team in our Education database and information on SEND needs and EHCPs in our Children's Social Care database. This will remove the need for the data matching exercises that have been taking place and will enable automated regular reporting. o A solution is being implemented for improving the data quality of SEND information within the Youth Offending database. Regular reporting will commence as soon as this is complete. o Measures are included on service performance for these groups within the SEND dashboard, which will be produced regularly from the start of 2019/20. o Work is still at an initial stage, however it is expected that some of the major issues relating to IT systems will be resolved within the next month. Work has also been impacted by staff vacancies, however this situation has now been resolved and this will now be taken forward as a priority.</p>	John O'Shea
Priority 3 - Better Outcomes and Pathways									
1	Joint commissioning agreements for children and young people with SEND are in place.	SEND Strategy	Oct-19	Cheryl Rehal					

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2	Plan how the local area will move to a system of consistently effective joint commissioning	SEND Review		Cheryl Rehal		AMBER	AMBER	Progress: <ul style="list-style-type: none"> Enablers for joint commissioning are in place, namely: Joint Director of Integration and Joint Head of Children's Commissioning in post. These posts span LBTH and TH CCG and are accountable to both organisations. The component parts of the high level plan have been developed, setting out: <ul style="list-style-type: none"> o which services are currently commissioned, and by which organisation (ie Children's / Public Health / CCG); 	Ronke Martins – Taylor Warwick Tomsett Cheryl Rehal
3	Assess options for a commissioning framework for independent placements of children and young people with SEND	SEND Strategy	Oct-19	Cheryl Rehal					
4	Joint programme for integrated personal budgets in place and widely communicated across the Tower Hamlets; to parents and carers and to professionals.	SEND Strategy	Oct-19	Cheryl Rehal					
5	The SEND Improvement Group have agreed plans for rolling out personal budgets	SEND Strategy	Oct-19	Chrisine McInnes					
6	Roll out an effective person-centred approach across the local area based on learning from the pilot	SEND Review		John O'Shea				Progress: <ul style="list-style-type: none"> Caseworker training is taking place. New EHCP format reflects the person-centred approach Next Steps: <ul style="list-style-type: none"> Think about how this is reported 	John O'Shea
7	Advice and support on how to use personal budgets effectively is widely shared	SEND Review		John O'Shea				Next Steps: <ul style="list-style-type: none"> Develop advice and guidance 	John O'Shea
8	JSNA provides a clear set of information about gaps in current provision and projected future demand	SEND Review		Katie Cole		AMBER	AMBER	Next Steps: <ul style="list-style-type: none"> The current JSNA will be reviewed and updated 	Katie Cole / Simon Twite
9	JSNA provides commissioners with the understanding they need to draw up clear commissioning specifications that enable effective commissioning	SEND Review		Katie Cole					Katie Cole
10	SEND Improvement Group use the pathway maps to identify and address service gaps or over-provision.	SEND Strategy	2023						
11	Work with parents and carers to map '0-25 life course' pathways for children and young people with severe and complex learning difficulties.	SEND Strategy	Oct-19	BWGW?				Insert commentary based on A3 pathway mapping by Dan Devitt	
12	Work with parents and carers to map '0-25 life course' pathways for children and young people with autism.	SEND Strategy	Oct-19	BWGW?				Insert commentary based on A3 pathway mapping by Dan Devitt	
13	Develop a joint outcomes framework for children and young people with SEND	SEND Strategy	Oct-19	Cheryl Rehal					Tricia Boahene
14	All commissioning for children and young people with SEND will be underpinned by the outcomes framework	SEND Strategy	2023	Cheryl Rehal					
15	Baseline for exclusion and achievement of children and young people with an EHC plan and at SEN support.	SEND Strategy	Oct-19	Victoria Beard					
16	All independent placements commissioned using a procurement framework, linked to reciprocal arrangements with local boroughs	SEND Strategy	2023	Cheryl Rehal					
17	Performance of services reported to the SEND Improvement Group against the outcomes framework	SEND Strategy	2023						
18	Personal budgets and direct payments widely taken up	SEND Strategy	2023	Cheryl Rehal					
19	All EHC plans include a resource breakdown against the provision and outcomes for the child or young person.			John O'Shea					
20	Reduced rates of exclusion among pupils with SEND.	SEND Strategy	2023	Kerrigan Marriner					
21	Improved rates of progress and achievement amongst excluded pupils	SEND Strategy	2023	Kerrigan Marriner					
22	Joint planning for all children and young people with diagnosed mental ill-health in place.	SEND Strategy	2023	SEMH and AP sub-group					Daniel Tunbridge
23	Good support and interventions available at key transitions for those with mental ill-health	SEND Strategy	2023	SEMH and AP sub-group					Daniel Tunbridge
24	Ensure consistently effective speech, language and communication support within settings and communities	SEND Review		Intregated Therapies Task and Finish Group		AMBER	AMBER	Current review of the SLS should consider the relationship between SALT, provision schools and the SLS Language and Communication Team in order to best coordinate provision and training.	Cheryl Rehal / Anne Corbett
25	Ensure provision needs in individual EHC plans inform individual-level commissioning decisions	SEND Review		John O'Shea					John O'Shea
26	Ensure effective pooling of funding to meet provision identified in EHC plans	SEND Review		Cheryl Rehal				Next Steps: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> o Speech and Language Therapy, Occupational Therapy and Physiotherapy services o Child and Adolescent Mental Health Services 	Ronke Martins – Taylor Warwick Tomsett
Priority 4 - Clear Information and Involvement									
1	SEND Charter drafted and consulted on	SEND Strategy	Oct-19				RED	A lead has not been identified and the work has yet to begin.	
9	All local schools, colleges, health and care settings have committed themselves to the Charter.	SEND Strategy	2023				RED	A lead has not been identified and the work has yet to begin.	
2	Communications strategy for children, young people and their families developed.	SEND Strategy	Oct-19				RED	A lead has not been identified and the work has yet to begin.	

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3	Consistent links between the Local Offer website and the SEND pages on all school and college sites	SEND Strategy	Oct-19	Jill McGinley					Jenny Miller / Jill McGinley
4	Local Offer website is a central feature of effective communication with parents and carers across Tower Hamlets.	SEND Strategy	2023	Jill McGinley					Jenny Miller / Jill McGinley
5	A range of media, including SMS, social media and video-sharing will be used to engage users of the Local Offer site.	SEND Strategy	2023	Jill McGinley					Jenny Miller / Jill McGinley
6	Involve parents, carers and young people in a review of the current Local Offer website	SEND Review		Jill McGinley	AMBER	AMBER	AMBER	MARCH: Progress: • A questionnaire and outreach programme with schools facilitated by Parent Ambassadors has taken place this term to inform the review of the Local Offer. • Parents and carers attending the Annual parent Conference, SENCO Conference and Transition Event have also been consulted and participated in the review and development of the current website. Next Steps: • The Advisory Group with parents and young people to meet this term to support the development of the Local Offer • Feedback from parents carers and young people to be uploaded and available on the Local Offer	Jenny Miller / Jill McGinley
7	Local Offer is easy to navigate, up-to-date and informative	SEND Review		Jill McGinley	AMBER	AMBER	AMBER	MARCH: Strengths: • Focused resource identified within CIS to support development of the LO. • Feedback on LO development from stakeholders / parents / carers is positive.	Jenny Miller / Jill McGinley
8	Local Offer explains the difference between universal, targeted and specialist services	SEND Review		Jill McGinley	AMBER	AMBER	AMBER	MARCH: Progress • Service provider information is currently being refreshed. Next Steps: • Self – Service provider portal is in progress.	Jenny Miller / Jill McGinley
9	Local Offer is developed and reviewed with a cross-section of young people and parents and carers	SEND Review		Jill McGinley	AMBER	AMBER	AMBER	MARCH: Progress: • The Send Ambassadors have raised awareness of the Local Offer during outreach and information sessions and collected parent / carer views and feedback. A short paper based questionnaire has also been developed. Areas for improvement: • On line questionnaire / form to be developed alongside the paper based document Next Steps: • Parent, carer and young people feedback to be made available on the Local Offer website. • The Local Offer steering group for parents and young people will meet during the spring term.	Jenny Miller / Jill McGinley
10	Families who do not use the Internet have suitable access to information about the local offer	SEND Review		Jill McGinley	GREEN	GREEN	GREEN	MARCH: Strengths: • The Family Information & Advice Service provide a 9.00-5.00 telephone helpline and call back facility. Drop-in sessions take place at the Parent Advice Centre weekly and an outreach programme takes place across the borough. Information is shared through the Families Matter newsletter 3 times a year and in schools and public buildings on plasma welcome screens. Progress: • The Parent Ambassadors have increased capacity for outreach to raise awareness of the Local Offer and support families access information. The current team can provide information in English Bengali and Somali. Next Steps: • Refresh / wider distribution / publicity campaign to promote the Local Offer	Jenny Miller / Jill McGinley
11	Produce a baseline of views about schools, early years, LBTH services and health services across Tower Hamlets	SEND Strategy	Oct-19	Victoria Beard					Jenny Miller / Jill McGinley / Juanita Haynes / Victoria Beard
12	Parents Advice Centre linksgrowing network of parent and carer support groups, to SEND decision-making groups and with special school groups	SEND Strategy	Oct-19	Jill McGinley					Jenny Miller / Jill McGinley
13	Coordinated arrangements for complaints about SEND across LBTH and the NHS	SEND Strategy	Oct-19	???					
14	Mediation is coordinated across the NHS and LBTH.	SEND Strategy	Oct-19	John O'Shea					
15	Strategy and vision will have been communicated to all residents in Tower Hamlets.	SEND Strategy	Oct-19	John O'Shea	GREEN	GREEN	GREEN	The Strategy was launched in November 2018 where information on the Strategy and vision were communicated to residents. The information on the launch was shared on the local Offer, LBTH and CCG websites. It was also cascaded through the Families Matter newsletter and Head teachers bulletin.	
16	Parent and carer volunteers regularly carry out 'mystery shopper' activities to maintain quality of services	SEND Strategy	2023	Jill McGinley					
17	Training and online information linked to all of the 'life course' pathways is accessible to parents and carers	SEND Strategy	2023						
18	Parents and carers are represented throughout the governance arrangements and at decision-making Panels.	SEND Strategy	2023	John O'Shea			AMBER	There is now a parent and carer representative on the SEND Improvement Group, and at each of the sub-groups which report into it. An agreement is now in place for parents and carers to be made aware of SEND items when they are reported to the BWGW and the HWBB, so that a parent or carer can attend and inform the strategic discussion.	Tricia Boahene
19	Resource statements set out the different support budgets in all EHC plans.	SEND Strategy	2023	John O'Shea					

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20	An independent parent and carer forum is in place	SEND Review		Jill McGinley		AMBER	AMBER	MARCH Strengths: • The PAC has extensive reach and engagement with parents and carers through services delivered at PAC and the Parent and Carer Council, a borough wide forum for all parents and carers which meets regularly and actively promotes engagement and participation opportunities. • Positive relationships with stakeholders and the broad range of support available ensure parents are informed and encouraged to participate in the SEND Independent Forum facilitated by Contact.	Jenny Miller / Jill McGinley
21	The parent carer forum has an effective approach to capturing the views of a cross section of parents and carers of children and young people who have SEND	SEND Review		Jill McGinley	AMBER	AMBER	AMBER	MARCH: Strengths: • The views of Tower Hamlets parents & carers of children & young people with SEND are captured through a range of mechanisms such as: the Annual Parent Carer Survey, Tower Hamlets Parent Conference, the PAC Outcomes evaluation and the Parent Ambassador programme. Progress: • The SEND Parent Ambassadors have started an outreach/ workshop programme and facilitated sessions for parents and carers in 7 schools over the term. They have also contributed to the SENCO conference, Annual Parent Conference and a Family Learning Day. • Ambassadors have shared information, promoted and consulted on the Local Offer and encouraged parents to join and participate in network activities and events. • More than 150 parents and carers have been reached. Areas for improvement: • The Forum is still forming supported by Contact as this needs to be independent of the Local Authority and partners Next Steps: • To agree a mechanism for parent and carer contributions and attendance at strategic meetings once Governance and meeting schedule has been agreed by SEND Improvement Board. • A new steering group for the Parents Advice Centre and Young people Advice Centre will meet during the spring term. Parents and young people have agreed to attend.	Jenny Miller / Jill McGinley
22	Ensure that existing and emerging parent networks are linked in to the parent carer forum	SEND Review		Jill McGinley	AMBER	AMBER	AMBER	MARCH: Strengths: • The SEND Parent Ambassadors have started an outreach/ workshop programme. Building links with schools and raising awareness of the Parent Network, development of the Independent Forum, the Parent Ambassador programme and the Local Offer. Progress: • Outreach sessions have taken place in 7 schools over the term with more than 150 parents and carers reached. Further sessions have been booked by schools for the summer term. Next Steps: • To develop a mechanism to follow up any parent who expresses interest in the forum – develop more opportunities for parents to attend meetings in schools and the wider community.	Jenny Miller / Jill McGinley
23	The views of Our Time Youth Forum and other relevant youth forums are used to inform service improvements	SEND Review		Jill McGinley	AMBER	AMBER	AMBER	MARCH: Strengths: • The Our Time Forum continues to meet and support a proactive group of young people. Progress: • Our Time has identified a number of young people to attend strategic groups to contribute to the development of services Areas for improvement: • Governance for young people to contribute at a strategic level needs to be agreed while young people identified are still keen to contribute. Next Steps: • To clarify governance and mechanism for meaningful participation to improve services.	Jenny Miller / Jill McGinley
Priority 5 - Moving On									
1	Preparation for Adulthood Group is up and running	SEND Strategy	Oct-19	Preparing for Adulthood Group	GREEN	GREEN	GREEN	WHEN DID IT GET STARTED AND HOW MANY MEETINGS HAVE TAKEN PLACE?	Tina Sode
2	Preparation for Adulthood Group improves planning and coordination for transitions to adult services for young people with SEND	SEND Strategy	Oct-19	Preparing for Adulthood Group					Tina Sode
3	Clear, 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	SEND Review		Mary Marcus		AMBER	AMBER	Strengths: • CLDS is a MDT service, including Psychiatrist, Nurses, Psychologist, Physiotherapist, OT and SALT. There is a health action plan in place for our service users and CLDS work closely with GP and local hospital. • Well-established service Progress: • CLDS – for young people with complex health needs eligibility assessment takes place at 17 to ensure CCG can be informed of future health needs and identify/transfer health care packages in a timely way. • 14-25 SEN / High needs - 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.	CLDS Transition Team / Tina Sode / Sami Haider

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4	Annual reviews are consistently timely to enable a smooth well planned for transition	SEND Review		John O'Shea		AMBER	AMBER	<p>Strengths:</p> <ul style="list-style-type: none"> CLDS has links with colleges and local schools pre 18 years of age and aim to attend all relevant reviews and assess prior to 18th birthday to determine eligibility for CLDS service <p>Progress:</p> <ul style="list-style-type: none"> CLDS – is a well-established service <p>Areas for improvement:</p> <ul style="list-style-type: none"> CLDS – There is currently a backlog of reviews which the team aims to clear by April 2019 CLDS – to develop more integrated health and social care reviews 14-25 SEN / High needs – Although timelines are sent to schools in December providing a reminder to carry out AR's in-between April and December (to ensure the consultation process for post 16 education can efficiently begin in January) this process is often delayed and disrupted due to young people missing the deadline or changing their minds. This results in a 'spikey' transition. 14-25 SEN / High needs – limited placements / provision for level 1 and 2. Matching young people to placements can be challenging, bad matches can result in poor attendance and new placement consultation being initiated. Service is in talk with 'South Key' to provide a broader vocational offer to address this issue. <p>Next Steps:</p> <ul style="list-style-type: none"> CLDS to further develop transition pathways and integrated working 	Sami Haider / CLDS Transition Team / Tina Sode / Mary Marcus
5	Suitable provision is in place to meet need during and immediately following transition	SEND Review		John O'Shea		AMBER	AMBER		Sami Haider / CLDS Transition Team / Tina Sode / Mary Marcus
6	Settings routinely receive timely and helpful information about children and young people who have SEND joining them	SEND Review		John O'Shea		AMBER	AMBER	<p>Strengths:</p> <ul style="list-style-type: none"> CLDS has well-established tracking system in place to gather information for year-9, including all special schools, SEND, Career Services and Children's Service 14-25 SEN / High needs - 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>Areas for improvement:</p>	Sami Haider / CLDS Transition Team / Tina Sode / Mary Marcus
7	Audit post-16 destinations and achievement of Tower Hamlets young people with SEND	SEND Strategy	Oct-19	Victoria Beard					Mick Pask
8	Identify how the local area can increase the number of supported internships, apprenticeships and work experience places offered by employers in Tower Hamlets	SEND Strategy	Oct-19	Preparing for Adulthood Group					Tina Sode
9	Clear and well-understood pathways for independence into training and work experience are in place, from age 14.	SEND Strategy	2023	Preparing for Adulthood Group				GAP project?	Lisa Mathews / Belinda Haswell
10	Clear shared understanding of the pathway into supported and independent living 19-24 year olds with EHC plans in place	SEND Review		Mary Marcus		AMBER	AMBER	<p>Strengths:</p> <ul style="list-style-type: none"> CLDS has locally commissioned supported living schemes <p>Progress:</p> <ul style="list-style-type: none"> CLDS is running a 'Supporting Independence' project which supports individuals to become more independent. 38 young people have been identified for this project and the CLDS are undertaking an in-depth 'Progression Model' assessment. CLDS is developing a 'Shared Lives Scheme' and exploring general housing options available to younger people. 	Joyce Dickson / Maryum Rouf / Sami Haider
11	Secure funding for one new supported housing project for young adults with high levels of learning disability	SEND Strategy	Oct-19	Preparing for Adulthood Group					Tina Sode / Sami Haider
12	30 additional, supported housing units are on stream and available for young adults in Tower Hamlets	SEND Strategy	2023	Preparing for Adulthood Group					Mary Marcus / Lisa Mathews / Stuart Andrews
13	All young people with complex SEND will be identified to primary care and adult health services	SEND Strategy	Oct-19	Preparing for Adulthood Group					Mary Marcus / Lisa Mathews
14	Timely assessment for adult services for all identified young people is in place	SEND Strategy	2023	Preparing for Adulthood Group					Mary Marcus / Lisa Mathews / Stuart Andrews
15	Young adults with SEND routinely attend annual health check with their GP.	SEND Strategy	2023	Preparing for Adulthood Group					Mary Marcus / Lisa Mathews / Stuart Andrews
16	New City College / South Quay College access health advice to ensure up-to-date health planning is in place for students with an EHC plan.	SEND Strategy	Oct-19	Preparing for Adulthood Group					Mary Marcus / Lisa Mathews
17	Young adults with complex needs have up-to-date healthcare plans	SEND Strategy	2023	Preparing for Adulthood Group					Mary Marcus / Lisa Mathews / Stuart Andrews
18	Clear offer of information and training for parents and carers of young people with SEND (from 14-25 years old) is available via the Local Offer website.	SEND Strategy	2023	Jill McGinley					Jenny Miller / Tina Sode
19	Parents and carers consulted about the support and advice they need as they prepare for their child becoming an adult.	SEND Strategy	Oct-19	Preparing for Adulthood Group					Jill McGinley / Jenny Miller

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20	Produce an 'easy to follow' guide about the local area's procedures and thresholds for identification, referral, assessment, planning and review	SEND Review		John O'Shea / Mary Marcus		AMBER	AMBER	Areas for improvement and next steps <ul style="list-style-type: none"> Criteria for progression to CLDS not currently well known CLDS is developing a paper resource pack which will help to provide information to parents and young people regarding the support available and CLDS criteria. A web-based or app version would aid accessibility but funding for this not yet available. 	CLDS Transition Team / John O'Shea / Tina Sode
21	Plan in place to extend the number of families being reached and accessing developmental screening	SEND Strategy	Oct-19	Katie Cole					Simon Twite / Abdul Quddus