

SEND Improvement Plan - Overview

(February 2021)

Ref	Key strategic activities	Timescale	Lead	Meeting - Sep 20	Meeting - Feb 21	Meeting - Apr 21	Meeting - Jun 21
Priority 1 - Leading SEND (James Thomas & Warwick Tomsett)							
1.1	Increase public accountability by producing and sharing an annual report for each year of the strategy.	2020/21 Report due June 2021	James Thomas, Improvement Board Chair	AMBER	Agreed Report Structure	Draft Report	Final Report
1.2	Ensure leaders know what is working well and where remedial action is required by implementing an effective annual monitoring, evaluation and review cycle for the strategy.	Quarterly reporting in place for Q3	James Thomas, Improvement Board Chair	AMBER	Q3 Report	Q4 Report	
1.3	Pressures across the local workforce which supports children and young people with SEND are well understood and effectively addressed to reduce recruitment and capacity issues	Annual Review	Catriona Hunt / John O'Shea / Jenny Miller / Julia Moody	RED	RED		Annual Workforce Report
1.4	Parents and young people are active partners in decision-making and service development driving improvement across the SEND system	Annual Review	Jenny Miller, Manager - SENDIASS / Sam Gager - Independent Forum Chair	AMBER	AMBER		Co-production programme
1.5	The Local Offer website consistently provides accurate, timely and accessible information, which is regularly refreshed in response to feedback	Annual Review	Jenny Miller, Manager - SENDIASS	GREEN	GREEN		Develop zone's on website
1.6	Inclusion is actively promoted and championed through all partners' services, including capital programmes	Bi-Annual Review	Ann Sutcliffe	RED	RED		
Priority 2 - Early Identification and Assessment (John O'Shea w. Pauline Hoare)							
2.1	All developmental screening programmes, including the 2 and a half year integrated reviews, are evaluated to ensure that coverage levels remain high and this information is shared to plan future services	Apr-21 (COVID - dependent)	Pauline Hoare Kam Kaur	RED	AMBER	Integrated reviews restart	
2.2	Audit of children in Nursery and Reception classes with previously unidentified needs has been completed and learning used to develop actions to improve early identification. Extend audit to children attending childcare (through the IEYS Area Inclusion Team).	July-21 (COVID - dependent)	Pauline Hoare Kam Kaur (MEYWG)	AMBER	AMBER		
2.3	Take up of early learning places for eligible 2 year olds returns to the previous level and then continues to increase, ensuring that more children can benefit from good or outstanding early years education	Termly	Pauline Hoare	GREEN	AMBER	CSA review	
2.4	There are clear pathways for a range of needs, prioritising speech and language, autism and social, emotional and mental health needs	Ongoing work resuming - deadlines to come	<ul style="list-style-type: none"> Pauline Hoare Anthony Harris Diana Viscusi 	RED	AMBER		
2.5	Thresholds & criteria for categorising primary need are clear, supporting a common understanding of different types of need across the local area	March 2021	John O'Shea / James Dodd	AMBER	AMBER	Develop a training programme	Pilot the use of the Document
2.6	The timeliness of EHC improves, with the majority of cases assessed within 20 weeks; contributions to plans from all services are timely	Feb-21	John O'Shea / David Onasanya	AMBER	RED	Report to Board	Report to Board
2.7	Ensure that EHCPs are of a high quality and meet the SEND Code of Practice in all areas.	December 2020 ongoing	John O'Shea / Stuart Andrews / Anthony Harris, SEND Working Group	AMBER	AMBER		
2.8	Annual reviews are an effective tool for identifying changes in need and ensuring the correct provision is in place	Apr-21	John O'Shea / David Onasanya, SEND Working Group	RED	AMBER	Report on Annual Reviews	
Priority 3 - Commissioning effective services to respond to local needs (Warwick Tomsett w. Anthony Harris)							
3.1	Therapies: To develop a strategic, whole-system, joined-up, needs-led and outcomes focused approach to commissioning and delivering CYP therapy services in TH.	Apr-21	Michelle Williams/IT Steering Group	-	GREEN		
3.2	ASD Pathway: All services within the pathway to have a collective understanding of the immediate and long term priorities/objectives in supporting children and families from pre-diagnosis through to transition into adult services. All services to have closer dependencies and join up in meeting the agreed objectives.	Aug-21	Anthony Harris / DMO	-	AMBER		
3.3	Pooled Budgets: To make use of resources across the system through aligned or pooled budgets where this leads to better integration and improved outcomes.	Jan-22	Warwick Tomsett	-	GREEN		
3.4	Coproduction / Personal Centred Outcomes: Children, parents and families become an integral part of the commissioning process, as per the commissioning cycle in the SEND CoP where partners are engaged in all aspects of the process: understand/plan/do/review	Jan-22	Anthony Harris / SENDIASS	-	RED		
3.5	Placements: To establish a quality and cost assured placements framework for a range of SEND placements.	Sep-21	Anthony Harris	-	RED		
Priority 4 - Good quality education provision for all children (Christine McInnes w. Monica Forty)							

Ref	Key strategic activities	Timescale	Lead	Meeting - Sep 20	Meeting - Feb 21	Meeting - Apr 21	Meeting - Jun 21
4.1	Inclusive practice is routinely consistent across all mainstream schools, including the six nursery schools, particularly with regards to Sensory Impairment, ASD and SEMH	Jul-22	SEND Inclusion Advisor / Tracy Smith, Tower Hamlets Education Partnership	RED	RED		
4.2	Develop a high-quality professional development offer to further build capacity in schools so that staff can translate this expectation into practice, informed by evidence from schools about strengths and areas of need	Jul-21	John O'Shea & Tracy Smith, Tower Hamlets Education Partnership	-	AMBER		
4.3	There is clarity over the statutory, core and traded central services offer to schools	Sep-21	Christine McInnes	RED	AMBER		
4.4	Ensure sufficiency of specialist SEND places (in mainstream and special schools) across the borough to meet the needs of children and young people	Ongoing	Terry Bryan / John O'Shea	-	AMBER		
4.5	Continue to support special school outreach work where it demonstrates impact and effective investment	Feb-21	Kay Goodacre	-	GREEN		
4.6	High-quality SEND resource base provision is relevant to and meets the needs of children and young people in the borough	Sep-21	Christine McInnes	-	AMBER		
4.7	Tower Hamlets develops and offers a variety of high quality sustainable post-16 work & education options to meet the needs of all young people with SEND (<i>overlaps with priority 5</i>)	Ongoing	Tina Sode	RED	AMBER		

Priority 5 - Supporting successful transitions and promoting independence (Richard Baldwin & Claudia Brown)

5.1	Local agencies work in partnership to help effectively plan for education transitions, so that needs are accurately reflected in EHC plans and new settings are provided with the right information	Progress to be reviewed in April 2021	John O'Shea	RED	RED		
5.2	There are clear pathways into training and work experience and towards independent adulthood, for young people with SEND from age 14	To be agreed and signed off by April 2021	Claudia Brown /Richard Baldwin, Preparing for Adulthood Group	AMBER	AMBER		
5.3	All young people able to learn the skills to travel independently and safely are supported to do so	To be reviewed July 2021	Anthony Harris	AMBER	AMBER		
5.4	Local agencies work in partnership to help effectively plan for transitions from Children's to Adult Services, so that needs are accurately reflected in EHC plans and teams are provided with the right information	Apr-21	Preparing for Adulthood - Strategic Design and Pathway Group	RED	RED		

Key

Traffic light	RAG Status definition	Action
RED	There are significant issues with this area of work	The matter should be escalated to the SEND Improvement Board and SEND Progress Group immediately
	Action is taken to resolve the problem or a decision made to watch the situation	
	The work requires corrective action to meet our strategic objectives	
	The issue cannot be handled solely by the system lead or relevant service area	
	One or more aspects of this item are at risk of slipping. However, the deviation from the plan is manageable and/or unlikely to put any service users at risk	
	One or more aspects of this item have slipped. The deviation from the plan is unmanageable and/or likely to put service users at risk	
AMBER	A problem has a negative effect on this action, the system lead or relevant service areas	The SEND Improvement Board should be notified using a progress report or scheduled briefing with the sponsor
	Most aspects of this item are on track, or close to being on track. However, there might be some minimal delays	
GREEN	This area of work is performing to plan	No action needed

SEND Improvement Plan - Monitoring



Ref	Key strategic activities	Timescale	Interim actions	Lead	Meeting - Sep 2020	Meeting - Feb 2021	Commentary
Priority 1 - Leading SEND (James Thomas & Warwick Tomsett)							
1.1	Increase public accountability by producing and sharing an annual report for each year of the strategy.	February 2021 April 2021 June 2021 July 2021	Draft report structure Draft report Final report Conference	SEND Improvement Board	AMBER	AMBER	2019 report draft has been completed, it needs to be signed off and made available publicly. The 2020 report is currently being developed. It will need to be an altered, shorter report as much work has been altered or delayed by the necessary response to COVID-19.
1.2	Ensure leaders know what is working well and where remedial action is required by implementing an effective annual monitoring, evaluation and review cycle for the strategy.	February 2021 - June 2021	Establish a data group Develop 'top 10' improvement dashboard Develop annual reporting cycle Develop action tracker Establish QA forum Take stock of current QA activity Outline quality requirements Produce quarterly data report	James Thomas	AMBER	AMBER	The SEND Improvement Board is responsible for the monitoring of the Strategy and this strategic implementation plan facilitates the monitoring activity. Forward planner maps out work to cover each priority into 2021. A new data group has been established and work is in train to focus on areas of weaker performance as informed by quantitative and qualitative data.
1.3	Pressures across the local workforce which supports children and young people with SEND are well understood and effectively addressed to reduce recruitment and capacity issues	February 2021 - June 2021	Complete a training needs analysis for the local SEND workforce Develop a professional development offer Deliver SEND training to local teams Deliver learning disability (awareness raising) training to all relevant multi-agency services Assess the impact of training delivered Assess the take up of the professional development offer Develop a profile of the core SEND workforce, with strengths and pressures for future recruitment identified	Catrina Hunt / John O'Shea / Jenny Miller / Julia Moody	RED	RED	There isn't a comprehensive training plan, and a training needs analysis is required to get this area of work underway. There is a broad training offer across the borough, including SEND specific training and CPD. TH signed up to workforce development workshops from ADCS. Training has been arranged for Youth Justice team (July 2020) and for the Early Help team (November 2020 + January 2021) - delivery by the Head of SEND and the Head of SENDIASS. Learning Disability training is being organised for all relevant services - SEN, Social Care (Children's and Adults) GPs and other Health Services - this will start with awareness raising sessions and then look at more detailed surveys to improve the transition from EHCP (for learning difficulties to Learning Disabilities). SEND workforce pressures are acknowledged as a London-wide issue, but locally the recent SEND roadshows have helped to raise the profile of the workforce.
1.4	Parents and young people are active partners in decision-making and service development driving improvement across the SEND system	December 2020 - June 2021	Service users are represented on all key decision-making boards in the system Clarify interface between Improvement Board and service user groups Establish a Feedback Action Log Establish co-production programme for service users SEND Improvement Board receives regular reports from the Independent Parent Forum SEND Improvement Board receives regular reports from Our Time Young People's Forum SEND Improvement Board is clear where the views of service users have	Jenny Miller / Sam Gager	AMBER	AMBER	Parents / young people are represented on the following groups: SEND Improvement Board, Born Well Growing Well, Preparing for Adulthood Transitions Group, SEND Working Group, Children and Families Partnership Board. Parent Forum Conference was cancelled due to COVID-19. During the lockdown Head of SEND, Head of FIS and Head of SENDIASS meet remotely with the Chair of the Parents Independent Forum to discuss any concerns and to look at moving forward from the Lockdown. A member of Our Time Youth Forum now attends the SEND Improvement Board as a standing young persons' representative, enabling the forum to have a vehicle for expressing opinions on strategic SEND decisions and to raise issues and ideas for system improvement. The representative is also a trained young person SEND Ambassador.
1.5	The Local Offer website consistently provides accurate, timely and accessible information, which is regularly refreshed in response to feedback	Ongoing	Develop Young People's Zone Develop Professional's Zone	Jill McGinley / Jenny Miller	GREEN	GREEN	A questionnaire and outreach programme with schools facilitated by Parent Ambassadors has taken place 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. The Advisory Group with parents and young people to meet this term to support the development of the Local Offer 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. On line questionnaire / form to be developed alongside the paper based document 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.
1.6	Inclusion is actively promoted and championed through all partners' services, including capital programmes	TBA		Ann Sutcliffe	RED	RED	This area of work has not yet been sufficiently scoped out.

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Priority 2 - Early Identification and Assessment (John O'Shea w. Pauline Hoare)							
2.1	All developmental screening programmes, including the 2 and a half year integrated reviews, are evaluated to ensure that coverage levels remain high and this information is shared to plan future services	Apr-21 (COVID - dependent)	<ul style="list-style-type: none"> CCG and IEYS to review and report on screening by health visitors and children centre staff Refresh of cross service shared training to enhance partnership working and relationships 	Pauline Hoare Kam Kaur	RED	AMBER	Discussions January 2021 (IEYS/CCG) - laying the groundwork for deepened and broadened shared service delivery - to ensure partnership working in getting the screening programmes back up and better than pre-COVID levels (using the COVID emergency as a springboard to delivery improvement). The timescales will be determined by the date lockdown is lifted. For example, we will need to be in tier 3 before the integrated reviews can recommence in the way described.
2.2	Audit of children in Nursery and Reception classes with previously unidentified needs has been completed and learning used to develop actions to improve early identification. Extend audit to children attending childcare (through the IEYS Area Inclusion Team).	July-21 (COVID - dependent)	<ul style="list-style-type: none"> Present analysis to Board at July 2020 meeting (Public Health) Identify / agree next steps to implement learning 	Pauline Hoare Kam Kaur (MEYWG)	AMBER	AMBER	Build on previous audit, include any covid impact issues. The work on this was originally being led by PH and has been delayed due to the pandemic. New timescales to be agreed for the steps to implement learning from the audit. The timescales will be determined by the date lockdown is lifted. Schools will need to be fully open to all children. The audit would normally be in October/November.
2.3	Take up of early learning places for eligible 2 year olds returns to the previous level (64% 31.01.20) and then continues to increase, ensuring that more children can benefit from good or outstanding early years education	Termly	<ul style="list-style-type: none"> Review through the Childcare Sufficiency Assessment (CSA) scorecard 	Pauline Hoare	GREEN	AMBER	Autumn 2020 - CSA Snapshot completed and distributed. Take up of childcare places has fallen to 42% during the pandemic. IEYS Children's Centres in contact with the remaining 58% of families and are offering virtual sessions, or 1:1 face to face where needed (by invitation). Closure of schools has impacted upon takeup of EL2 places. However, in terms of support from the council, all eligible families are accessing support through children's centres.
2.4	There are clear pathways for a range of needs, prioritising speech and language, autism and social, emotional and mental health needs.	Ongoing work resuming - deadlines to come	<ul style="list-style-type: none"> Develop speech & language pathway based on PHE ELIM approach Develop ASD pathway Develop SEMH pathway Identify gaps in provision for each of the pathways Review processes for referral and assessment to reduce waiting times Develop QA framework for each pathway 	Pauline Hoare Anthony Harris Diana Viscusi	RED	AMBER	
2.5	Thresholds & criteria for categorising primary need are clear, supporting a common understanding of different types of need across the local area	<ul style="list-style-type: none"> December 2020 January 2021 February 2021 June 2021 March 2021 	<ul style="list-style-type: none"> Develop a SEND needs assessment framework/banding document to clarify thresholds & criteria for categorising primary need Publish to schools/SENCOs Run dedicated SENCO Forum to introduce the framework Pilot the use of the Document Develop a training programme for schools on identification and support 	John O'Shea / James Dodd	AMBER	AMBER	This work was delayed by the COVID-19 lockdown, however, SLCN criteria, universal and SEN Support for Cognition and learning, and criteria for Hearing Impaired and Visually Impaired have been produced - SEMH criteria and ASD criteria as well as Physical Disability is underway.
2.6	The timeliness of EHC improves, with the majority of cases assessed within 20 weeks; contributions to plans from all services are timely	<ul style="list-style-type: none"> October 2020 - February 2021 February 2021 February 2021 	<ul style="list-style-type: none"> Develop a recovery plan to clear the backlog of EHCPs Review all processes related to EHC Needs Assessment with clear monitoring and tracking in place for all key deadlines Development of Service dashboard, to include timeliness of advices from all services Monthly reporting of EHCP performance reported to BWGW Bimonthly reporting to SEND Improvement Board 	John O'Shea David Onasanya	AMBER	RED	Due to a combination of long-term staff absence, creating staffing capacity issues and delays in responses to requests for advice from some services, as well as the impact of the pandemic on key posts in the lockdown, the completion rate for the 2020 calendar year was 7%. This is unsatisfactory. The full backlog of EHCP cases was identified in September 2020 and a plan for clearing the backlog was put in place in October 2020. Additional capacity within casework team was introduced in November 2020 and management capacity in January 2021. Weekly tracking of EHCP completion in place to monitor the backlog of Plans – and is being reported fortnightly to the SEND Progress Group. 30% of all plans in the back log have been finalised and issued and 25% have a draft plan ready to be issued with parental agreement. This 25% will be cleared before the end of February. The restructure of the SEN Service has restarted and will be completed in February 2020. Impact of this additional capacity is being monitored to show progress on new assessments agreed since October. This should begin to show in data in February 2020. All processes and paperwork are being reviewed and a training programme for the casework team is being put in place to ensure compliance at all steps.

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2.7	Ensure that EHCPs are of a high quality and meet the SEND Code of Practice in all areas.	December 2020 ongoing	<ul style="list-style-type: none"> Develop EHCP Quality Assurance Framework Quality Assurance audit process for EHCP health input is in place All services carry out QA processes according to agreed criteria reporting into the SEND Working Group Learning from assessments that do not result in a plan 	SEND Working Group John O'Shea Stuart Andrews Anthony Harris	AMBER	AMBER	<ul style="list-style-type: none"> Quality assurance work was delayed by the pandemic but the SEND Working Group resumed this work in the Autumn 2020 school term. A range of exemplar QA tools were discussed and trialled. Terms of reference and criteria for QA have been developed and agreed. Health providers to develop audit plan as part of QA process at 3 levels: Individual Services – Medicals, therapies and CAMHS (Nursing to follow in future once referrals commence) Training and reporting to be considered in next steps.
2.8	Annual reviews are an effective tool for identifying changes in need and ensuring the correct provision is in place	March 2021 - April 2021	<ul style="list-style-type: none"> Review all processes and paperwork for carrying out annual reviews Develop QA process for improving the quality, co-production and compliance of ARs Report on AR's completed to support Phase Transitions, including Preparation for Adult Life outcomes. Develop Annual review reporting tool for Service Dashboard 	SEND Working Group John O'Shea David Onasanya	RED	AMBER	<ul style="list-style-type: none"> Logging process has begun to monitor and track the numbers of annual reviews being completed. Primary function of the SEND Working Group is to support the Education, Health and Care planning process by establishing a quality assurance framework. The objective of the framework is to increase the quality of EHCPs, support effective and meaningful annual reviews and aid planned transitions into adult services. SEND Working group to pick up QA work as next step in their QA agenda. Review of the resource needed in SEND Service to quality assure (QA) ARs received from schools in order to negate potential issues at all phase transfers, including the post-16 transition. Year AR 9 co-production pilot impacted by pandemic – some training with SENCOs and review of proforma for AR's to include preparation for adulthood has happened. Service dashboard to include data for AR's but will also need to develop a system for recording progress on outcomes.

Ref	Key strategic activities	Timescale	Interim actions	Lead	Meeting - Sep 2020	Meeting - Feb 2021	Commentary
Priority 3 - Commissioning effective services to respond to local needs (Warwick Tomsett w. Anthony Harris)							
3.1	Therapies: To develop a strategic, whole-system, joined-up, needs-led and outcomes focused approach to commissioning and delivering CYP therapy services in TH.	01/04/2021 01/09/2021	LA/CCG through their respective governance routes will need to agree the integrated approach with the framework.	Michelle Williams/IT Steering Group	-	GREEN	<p>Cross organisational steering group has convened with reps from across CCG, Providers, LA, Schools and parents/parent reps.</p> <p>Mapping of all existing therapies delivery across LBTH has been completed, gaps and needs analysis in progress and benchmarking with geographical (WEL/NEL) has begun to understand LBTH position.</p> <p>Steering group are tasked with producing a commissioning framework from 01/04/2021 that promotes and provides the infrastructure to jointly commission therapies, with a driver to commission services where there will be most impact.</p> <p>Upon completion of the commissioning framework has been developed it will require governance sign off and 'buy in' from both LA and CCG, as well as schools.</p>
3.2	ASD Pathway: All services within the pathway to have a collective understanding of the immediate and long term priorities/objectives in supporting children and families from pre-diagnosis through to transition into adult services. All services to have closer dependencies and join up in meeting the agreed objectives.	01/08/2021	Improvement Plan in place for ASDAS waiting times, although significant impact through Covid.	Anthony Harris / DMO	-	AMBER	<p>Whilst there is a clear priority in regards to ASD diagnostic waiting times, there are a number of factors that need further consideration both in regards to demand for the service, the support families can access whilst waiting for a diagnosis, then the services provided if and when a diagnosis of ASD is confirmed.</p> <p>The transition from Children's into Adult service needs to be effectively managed to ensure preparedness for Children and families as they transition through to new services.</p>
3.3	Pooled Budgets: To make use of resources across the system through aligned or pooled budgets where this leads to better integration and improved outcomes.	04/01/2022	Some aligned and pooled budgets already exist through BCF and S75 agreements.	Warwick Tomsett	-	GREEN	<p>A review of the BCF is underway as is a THT - led work to identify further opportunity for aligned and pooled budgets. This will need to develop alongside the ICS developments across NEL and any new BCF guidance, and also reflect priorities in the SEND commissioning plan</p>
3.4	Coproduction / Personal Centred Outcomes: Children, parents and families become an integral part of the commissioning process, as per the commissioning cycle in the SEND CoP where partners are engaged in all aspects of the process: understand/plan/do/review	04/01/2022	The SEND Commissioning Plan creates a structure whereby CYP and family engagement is built in to the structure of the programme of work. This ensures all new commissioning of SEND is aligned to an existing CYP/Parent/Family forum	Anthony Harris / SENDIASS	-	RED	<p>The Review aspect of the commissioning cycle presents immediate challenges with long term solutions, both in recognition that health outcomes are less tangible, and that current reporting conflict with some parents experience of services.</p> <p>The long term objective is to have a subset of the LBTH OBA framework focused on SEND outcomes, informed by families that better capture the experiential outcomes of families interactions with services/processes/pathways/organisations</p>
3.5	Placements: To establish a quality and cost assured placements framework for a range of SEND placements.	01/09/2021		Anthony Harris	-	RED	<p>Tower Hamlets does not have enough market influence to achieve this as a single local area, therefore joining an existing framework, through an existing partnership is the preferred option, so long as it can be proven to be effective in meeting the needs of LBTH CYP's to a greater degree than current practise.</p> <p>WLA have agreed to carry out a number of benchmarking exercises comparing cost, quality and location of LBTH placements in comparison to what members benefit by leveraging the economies of scale that can be realised through regional commissioning arrangements.</p>

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Priority 4 - Good quality education provision for all children (Christine McInnes w. Monica Forty)							
4.1	Inclusive practice is routinely consistent across all mainstream schools, including the six nursery schools, particularly with regards to Sensory Impairment, ASD and SEMH	Jul-22	<ul style="list-style-type: none"> Develop a clear inclusion benchmarking tool for mainstream schools, which recognises strengths and areas for development Support schools to gain 'autism aware' accreditation 	SEND Inclusion Advisor / Tracy Smith, Tower Hamlets Education	RED	RED	Work on the benchmarking tool is completed and is being piloted in schools. A training programme on implementation will be rolled out through THEP in the summer term. SENCO training has been integrated into the THEP leadership training offer.
4.2	Develop a high-quality professional development offer to further build capacity in schools so that staff can translate this expectation into practice, informed by evidence from schools about strengths and areas of need	Jul-21	Statutory requirements, Ofsted requirements, needs assessment & pupil place planning projects are all used to inform training and development offer.	John O'Shea & Tracy Smith, Tower Hamlets Education Partnership	-	AMBER	THEP holds responsibility for the SENCO network and SEN training in schools. The SENCO training is up and running. The training programme for other staff is currently under development.
4.3	There is clarity over the statutory, core and traded central services offer to schools	Sep-21	<ul style="list-style-type: none"> Complete restructure of the Support for Learning Service and SEND Service to ensure compliance with SEND Code of Practice requirements 	Christine McInnes	RED	AMBER	CD and DD have agreed a 12 month RESET programme with the Headteacher Consultative Chairs – which incorporates clarifying statutory/discretionary/traded services; roles and responsibilities in respect of Finance, HR and other support services; and more systematic feedback loops from all schools on the quality of services provided, which will include SEND.
4.4	Ensure sufficiency of specialist SEND places (in mainstream and special schools) across the borough to meet the needs of children and young people	Ongoing	<ul style="list-style-type: none"> Informed by needs analysis & future predictions work with Mastadon C and JSNA, including triangulation / analysis by SEND data working group 	Terry Bryan / John O'Shea	-	AMBER	Expansion of Pheonix completed. Expansion of Beatrice Tate and London East Alternative Provision planning well underway. Creation of new primary ASD and SEMH resource bases agreed for opening Sept-2021. Mastadon-C are being commissioned to refresh special school pupil projections.
4.5	Continue to support special school outreach work where it demonstrates impact and effective investment	Feb-21	<ul style="list-style-type: none"> Complete review of finances in Special Schools to provide information on the current value for money. 	Kay Goodacre	-	GREEN	Current arrangements for outreach in ASD has been expanded and in PMLD has been maintained. Re-modelling of SEMH provision has been completed.
4.6	High-quality SEND resource base provision is relevant to and meets the needs of children and young people in the borough	Sep-21	<ul style="list-style-type: none"> Conduct Re-modelling of SEMH provision and outreach Plan provision for children with high functioning autism Plan provision for girls with SEMH 	Christine McInnes	-	AMBER	New Primary resource bases for ASD and SEMH due to open September 2021.
4.7	Tower Hamlets develops and offers a variety of high quality sustainable post-16 work & education options to meet the needs of all young people with SEND (overlaps with priority 5)	Ongoing	Education and Partnerships develops closer working with THEP Head of Secondary and Economic Development division to publish the post-16 offer and identify gaps in provision	Tina Sode	RED	AMBER	The percentage of YP undertaking apprenticeships in Tower Hamlets is 2nd nationally at 4.5% of the cohort. 40 young people are undertaking an supported internship, that is 5.3% of the cohort, putting Tower Hamlets 14th nationally. 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 Quay to provide a broader vocational offer to address this issue. From September 2020 - Post-19 College provision at the new Phoenix College. Post-16 SEMH provision with London East AP. Continuing work with New City College Tower Hamlets to look at the post-16 needs and how they can best support these as the local post-16 provider. Work with mainstream schools to develop/improve post-16 options for learners in mainstream school settings.

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Priority 5 - Supporting successful transitions and promoting independence (Richard Baldwin & Claudia Brown)							
5.1	Local agencies work in partnership to help effectively plan for education transitions, so that needs are accurately reflected in EHC plans and new settings are provided with the right information	Progress to be reviewed in April 2021	• Convene 'Strategic Design and Pathway Group' to consider and recommend a model / structure to effectively manage transitions in Tower Hamlets.	Claudia Brown / Richard Baldwin	RED	AMBER	Transitions strategic group is now meeting - new meetings for 2020-21 are scheduled. Work is being undertaken to look at the transition to adult services for young people with learning disabilities. Group is co-chaired by Divisional Directors for Children's and Adult's Social Care. It is focused upon Children to Adult transition, but also looks at transitions between the Council and Health.
5.2	Primary schools are provided with the right information to support children as they start school	Ongoing - Statutory requirement	• Review process of Reception transition to ensure that systems are in place to meet deadlines in relation to annual reviews and applications to Reception. • Learning from EY SEND audit implemented	Pauline Hoare	-	AMBER	• EY SEND audit conducted in response to concerns raised by schools about a cohort of children entering statutory education provision in Reception with a range of previously unidentified needs. Analysis now completed by Public Health. This was last presented at the July 2020 Board meeting. • Additional 3-4 year universal review planned to identify children whose needs may have changed over time. It will help to reduce numbers of children starting school with unidentified and unmet needs.
5.3	Secondary schools are provided with the right information to support children as they start school	Ongoing - Statutory requirement	• Review process of Reception transition to ensure that systems are in place to meet deadlines in relation to annual reviews and applications.	For EHCPs - SEND Team / John O'Shea For SEN Support - Headteachers	-	RED	• Guidelines on the process for transfer of children with EHCPs from primary to secondary school have been produced. Year 5 pilot being undertaken with schools. • The process of Reception transition is being reviewed to ensure that systems are in place to meet deadlines in relation to annual reviews and applications. • Secondary Headteachers consultative have asked to work jointly with SEN Service to look at the increasing numbers moving from Y6 to Y7 and to ensure all schools are viable options for parents at transition. • There have been 3 remote Y5 transitions meetings for parents where messaging has been to ensure visits to schools in September and to make choices based on criteria other than just the Ofsted report.
5.4	Post-16 settings are provided with the right information to support children as they start education programmes	Sep-21	Need to firmly establish systems that are signed off by Schools and Colleges and Council that provides updates and link to Annula review process.	John O'Shea, Preparing for Adulthood Group	-	RED	• 14-25 Team conducting annual review pilot from year 9 focussing on preparing for adulthood and part of this work will be to ensure that information for colleges is as accurate as possible. • Many YP with EHC plans are enrolled at New City College – monthly meetings are being explored to ensure that the right support is in place.
5.5	Young people, parents and carers are routinely consulted about the support and advice they need from Year 9, as they prepare for their child becoming an adult	Apr-21	Strengthen the pathways and processes so that parents are routinely involved in annula review process and that their contributions are recorded accurately in both the EHCP plan and the annual review at Year 9	Claudia Brown / Richard Baldwin	-	AMBER	• An Annual review co-production pilot with year 9 pupils has begun and will engage key partners at an early stage.
5.6	There are clear pathways into training and work experience and towards independent adulthood, for young people with SEND from age 14	To be agreed and signed off by April 2021	• Local Offer website offers clear information for parents and carers about training opportunities and resources available for young people with SEND (from 14-25 years old)	Preparing for Adulthood Group	AMBER	AMBER	information was reviewed and updated on LO in May 2019. Providers contacted to ensure data is accurate. Requests for more information on PfA strategy group and Young Workpath made Sept, followed up Oct. Information will be uploaded as soon as received. The new YP zone agreed work will be completed by December 2019 and as requested by YP there will be more information on training, courses, apprenticeships and internships.
5.7	All young people able to learn the skills to travel independently and safely are supported to do so	To be reviewed July 2021	• Travel Assistance Plan approved by Cabinet and implemented	Anthony Harris	AMBER	GREEN	Cabinet approval of Travel Assistance Plan expected Oct 2020
5.8	Uptake of independent travel training is increased	To be reviewed July 2021	Plan being developed to increase effectiveness of travel plans, and to review progress of plans to reduce drift.	Anthony Harris	-	AMBER	Monitoring and updating of plans will be routinely undertaken by the team supervisor to review progress and where appropriate support reduced so that new work can be allocated.
5.9	Review current systems for carrying out assessments for adult health and social care services to ensure these take place early enough and are linked to the young person's ambitions and outcomes as set out in their EHC plan	Apr-21	Work within the Transitions Group has been undertaken to review these pathways and changes have been made to strengthen over-sight and simplify processes.	Preparing for Adulthood - Strategic Design and Pathway Group	-	AMBER	The new pathways have been reviewed and approved by the Transitions Group. These will be reviewed in March 2021
5.10	Ensure all young adults with SEND are invited to attend their annual health check with their GP and all those with complex needs have an up-to-date healthcare plan	Jul-21	Progress in regard to this action is reviewed by the SEND Progress group as part of inspection preparation.	SEND Progress Group / Tanja Satterwhaite / Julia Moody	-	RED	Numbers of young people on GP LD register from age 14+ is still very low and needs joint approach with education to improve. Process starts at year 9 annual review. Work to explore how the current approach can be improved is being explored as part of SEND Transitions Discussion group Activity. Liaising with LBTH CCG to find out what their approach is. • In September 2018 the number of 14-17 year olds on GP register for learning disabilities was 56. As at August 2019, this figure had increased to 100. • Next Steps - Build on current incentive scheme to increase referral numbers to GPs from LA and subsequent health checks. DMO will discuss with SEND team (John and Dan) how can we ensure that GPs get EHCPs (I am copying them in the email). We (Specialist Children's Services) are getting the final EHCPs now and they should be uploaded on Emis but not sure if GPs can access them. James, our newly appointed DCO will be working on setting up coding on Emis using BACD diagnostic list so this should be accessible to GPs as well? if we start thinking about the training for GPs to cover LD and SEND, we should be able to move things forward.
5.11	Local agencies work in partnership to help effectively plan for transitions from Children's to Adult Services, so that needs are accurately reflected in EHC plans and teams are provided with	Apr-21	• Convene 'Strategic Design and Pathway Group' to consider and recommend a model / structure to effectively manage transitions in Tower Hamlets.	Preparing for Adulthood - Strategic Design and Pathway	RED	AMBER	• There is more work to be done on ensuring that pathways and criteria are well understood by services users and professionals. The SEND transitions Discussions group is bringing together key practitioners and officers from across the local area (including CSC, ASC, NHS and CCG) to identify work ongoing and planned to clarify pathways. A One Minute Guide to the transition between CSC and ASC is being produced. • Transition into adult social care has been identified as presenting a challenge for young people with ASD who do not meet thresholds for the

Ref	Key strategic activities	Timescale	Interim actions	Lead	Meeting - Sep 2020	Meeting - Feb 2021	Commentary
5.12	There is a clear, shared understanding of the pathway into supported and independent living for 19-24 year olds with EHC plans in place	Apr-21	Provisional pathway and resource packs shared with Transitional Group, and approved.	Preparing for Adulthood Group / Mary Marcus	-	GREEN	<ul style="list-style-type: none"> • CLDS Resource pack developed. • CLDS has locally commissioned supported living schemes • 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. • Reduce number of young people placed outside the borough as part of the supporting independence project and service transformation agenda. • CLDS to better understand accommodation and support needs of all clients and use this intelligence to better inform commissioning. • CLDS to move away from residential care model and explore grouping young people in supported housing with floating support, to promote development of independent living skills • Cultural factors amongst families identified as a barrier for some young people to independent living and progression to employment. Parents and young people to be engaged via schools / SENCOs at an earlier stage (year 9 annual review) to prompt discussions, identify reservations and publicise offer, as well as scope for bespoke arrangements • CLDS – development of shared lives scheme – in progress • CLDS to develop dialogue around local provision for young people in education and reduce need to use out of borough placements