

Tower Hamlets

Special Educational Needs and Disabilities

Written Statement of Action

Introduction

We are committed to ensuring that every child in Tower Hamlets is supported to meet their full potential regardless of their additional needs and vulnerabilities. The support that we offer to children who have Special Educational Needs and Disabilities, and their families has been at the forefront of our improvement journey and we were very glad that these improvements were recognised during our two most recent inspections (Children’s Social Care 2019 and SEND in 2021) especially that the pace of our improvement had accelerated.

Our SEND Strategy 2020-24 outlines this commitment and articulates the approach that the local area is taking to ensuring that children with SEND receive the best support possible. Our existing improvement plan follows the priorities within the strategy and are reflected within this Written Statement of Action. We absolutely recognise that there is more to be done. Our Self-Assessment highlighted many of the strengths and weaknesses that were included in our published outcome letter and this strong understanding of our own practice means that this Written Statement of Action reflects a large amount of work that was already underway through the implementation of the SEND Strategy.

Both the Local Authority and Clinical Commissioning Group fully accept the findings of the inspection and are committed to ensuring that the support and services we provide to children and young people with SEND and their families are excellent. This Written Statement of Action addresses the four areas of significant weakness identified during the inspection

- The poor quality and oversight of Education, Health and Care Plans including the annual review process.
- The lengthy waiting times for an Autistic Spectrum Disorder assessment
- Fragmentation in the provision of speech and language therapy which means that too many children and young people do not get the specialist help and support they need.
- Weaknesses in communication between area leaders and parents leading to misunderstandings. Many families are not aware of services that they could access and have no knowledge of area’s plans to improve.

Children and families have been integral to the development of our improvement plan and this Written Statement of Action and we will continue to work with our SEND Independent Parent and Carer's Forum, our SEND Ambassadors, the Our Time Youth Forum and other groups to ensure that our improvement journey truly meets the needs of those who most need our services.

James Thomas

Corporate Director, Children and Culture

Tower Hamlets Council

Siobhan Harper

Transitions Director

North East London, Clinical Commissioning Group

Our Vision

We want every child or young person with SEND to have every chance to thrive. We have ensured that our system is driven by an understanding of local needs and a thorough understanding of our strengths and areas for development across different services and agencies, with the broad aim of tackling health inequalities for children and young people in the local population.

Tower Hamlets Special Educational Needs and Disability Strategy 2020-24

How the Written Statement of Action was developed

Workstream leads were tasked with developing a core set of actions for each area of significant weakness. These were discussed and challenged by a working group of officers from within the local authority and Clinical Commissioning Group as well as the chair of the Independent Parent and Carers Forum. Once a draft had been agreed, further input and discussion was sought from local system leaders, via the SEND Improvement Board. We also had sessions with parents and carers to ensure that the actions reflected their experiences and that they understood the process of improvement. Further engagement and consultation is planned throughout the period of improvement via a number of themed “Let’s Talk SEND” events.

Workstreams

The workstreams have been assigned two lead officers, one from the local authority and one from the CCG, this is to ensure that there is a joined-up approach as well maintaining momentum in the case of absence. The workstream leads are responsible for leading and chairing workstream meetings; overseeing the action and activity of workstream members and reporting on this through highlight reports to SEND Improvement Board on a bi-monthly basis. Workstream membership is drawn from across the SEND community including education, health and social care representatives as well as parents and carers, and other stakeholders with arrangements for representation from young people being in place.

Actions are delivered by a broad range of professionals, parents, young people and other stakeholders which include the core work stream membership and where necessary a broader range of invited stakeholders.

At the heart of this system sits the SEND Improvement Board, chaired by the Director of Children's Services and the deputy chair being the Joint Director of Integrated Commissioning for the CCG and LA which interrogates the data and holds each part of the system accountable for how it is delivering on behalf of local residents. The SEND Improvement Board has overall responsibility for monitoring and overseeing the Written Statement of Action, alongside the improvement plan and overall SEND Strategy.

Written Statement of Action

Workstream 1 – Education, Health and Care Plans and Annual Reviews

Workstream Leads – Head of SEN (LA) & Designated Clinical Officer (CCG)

Area of Significant Weakness - The poor quality and oversight of EHC plans including the annual review process.

Progress since the inspection

Throughout 2021 there has been a Local Area focus on improving the timeliness and quality of Education, Health and Care Plans due to delays experienced for children, young people and families during the pandemic. This work continues to be a focus in line with the areas for improvement identified during the inspection, with at least monthly monitoring of the figures at a senior level. As part of this work a restructure of the service was completed, increasing the capacity of the casework team and the management of the service.

Although inspectors could see improvements in more recent Education, Health and Care Plans they found that too many children and young people had outdated outcomes and aspirations. There were plans completed on conversion templates that needed to be transferred to the most recent template. Following the inspection, the multi-agency Quality Assurance working group have looked at the process for ensuring that both the advices received from professionals during the assessment process and the final Education Health and Care Plans are consistent and of a high quality. The group have audited a selection of EHCP's looking at strengths and areas for improvement and have developed a common single template for advice and will deliver a draft Quality Assurance Matrix in December 2021. This latter work has been supported by the Local Authority's Social Work Academy. All ongoing work will be supported by workshops arranged with parents/carers and young people to ensure that their views on the quality of EHCP's issued by the Local Authority are part of the improvement process.

Casework staff have undergone training, both one to one and in small group sessions, to ensure that they can write their own plans, amend Education Health and Care Plans to a high quality following annual reviews, and deliver co-production meetings. Service managers are supervising and coaching staff through these processes and quality assuring the work that they are doing. This process is modelling the annual review process for service staff and for settings.

A growth bid for additional staffing capacity of 12 posts was developed post-inspection and has been submitted to senior leaders within the council, these staff will be in place from January 2022. This will enable the review of all current Education Health and Care Plans maintained by the Local Authority through the annual review process, across the 2021/22 academic year and ensure that improvements made during this time are sustainable into the future. Prior to receiving a decision on the growth bid approval has been given to increase capacity on an interim basis.

An Annual Review tracker has been developed and is being used to monitor and track annual reviews. Initially, the focus has been on phase transfer year groups to ensure that we can review the data that is being collected is in line with what is required for reporting processes. This will ensure that the quality of the plans and reviews going to settings for consultation are of a high quality. The information in the tracker is being inputted into the Management Information System (MIS) to ensure ongoing consistent monitoring methods.

Following the inspection, the multi-agency Transitions Board, jointly chaired by senior staff in adults' and children's social care has been reconvened to ensure that similar processes are being followed for young people, post-16 and is also focussing on tracking and ensuring that transitions to adult health and care services are completed as part of the annual review process and in a timely way.

Strategic Objective 1 - Ensure that EHCP's are of a high quality and meet the SEND Code of Practice in all areas.					
Ref	SEND I P	Action	Success Measures	Deadline	Accountable Lead(s)
1.1	2	Implement the current Action Plan to improve co-production and the quality of Education, Health and Care Plans (EHCP), including those amended at Annual Review	<p>Agreed single advice template in use</p> <p>Review of EHCP template and guidance will be completed.</p> <p>Training and guidance on co-production provided and completed for services contributing to EHC advices.</p> <p>Service quality assurance (QA) shows that 90% of newly issued plans accurately reflect the advice from professionals</p> <p>Every EHCP has a golden thread running through it of personal aspirations, strengths and needs, leading to SMART outcomes and provision.</p>	<p>January 2022</p> <p>February 2022</p> <p>May 2022</p> <p>July 2022</p> <p>January 2023</p>	<p>Head of SEN</p> <p>SEN Service Manager</p>
1.2	1 & 2	The SEND Quality Assurance Group to agree a Local Area Quality Assurance Process that provides regular	The local area has an agreed quality assurance matrix in place for assessing the quality of EHCP's.	January 2022	<p>Head of SEN</p> <p>DMO and/or DCO</p>

		reporting and review of emerging improvement themes and monitoring of all QA processes.	<p>Services are aware of and using the Quality Assurance (QA) process – reporting results to the SEND QA group.</p> <p>Improved triaging of advice requests and information sharing results in clearly defined care needs in every EHCP.</p> <p>All services contribute to the ongoing improvement of EHCP’s and will reflect improvement in the use of their advice within the plan evidenced through the QA process.</p> <p>QA confirms that at least 85% newly issued EHC plans meet the quality threshold.</p> <p>Regular reporting of QA data is embedded to ensure that SEND leaders will know of areas for improvement emerging from QA and further actions needed.</p>	<p>March 2022</p> <p>May 2022</p> <p>July 2022</p> <p>July 2022</p> <p>July 2022</p>	
1.3	2	SEN Service to submit an action plan for improving the monitoring, oversight and tracking of the annual review process to ensure that all	<p>The plan will be ratified by the SEND improvement Board</p> <p>SEN Service capacity increased to ensure that annual review processes are embedded and sustainable</p>	<p>July 2021 (complete)</p> <p>January 2022</p>	<p>Head of SEN</p> <p>SEN Service Manager</p>

		statutory duties and timescales are met.	Regular progress reporting to the SEND Improvement Board in place and progress is evidenced	Bi-monthly from November 2021	
1.4	2	Implement action plan to improve the monitoring and tracking of annual reviews to ensure that all statutory duties are met	<p>The annual review process reviewed using feedback from young people, parents, and other stakeholders</p> <p>All documentation and guidance in relation to annual reviews amended and updated</p> <p>Implementation of an interim annual review tracker completed</p> <p>Management Information System (MIS) in place for recording and tracking all annual reviews.</p> <p>All Annual Review dates are recorded on the MIS</p> <p>100% of annual reviews received have a decision made to maintain, amend or cease plans within 12 months of the initial plan, or the last annual review</p>	<p>December 2021</p> <p>February 2022</p> <p>October 2021 (complete)</p> <p>October 2021 (complete)</p> <p>September 2022</p> <p>March 2023</p>	Head of SEN

			60% of decisions made to maintain, amend or cease a plan are made within 4 weeks of the date of the annual review	March 2023	
1.5	2	Review and update all existing EHCP's to ensure that they reflect current need, that they are amended in line with the Quality Assurance matrix and accurately reflect the current views of children, young people and their families and that all plans are on the most up to date template.	<p>Increased capacity within the service enables all phase transfers to be quality assured at Annual Review and amended where required.</p> <p>100% of plans produced on the original conversions template, are updated to the newest template.</p> <p>Outcomes within plans reflect the current need and provision for all children and young people.</p> <p>Reporting and tracking of progress is accurate and Local area SEND leaders have improved oversight of annual reviews and confidence that the annual review process is sustainable going forward.</p>	<p>January 2023</p> <p>March 2023</p> <p>March 2023</p> <p>March 2023</p>	Head of SEN
1.6	2&5	Improve the process of reviewing and amending EHCP's for children and young people, and their families, who are going through phase transfer,	<p>100% of all phase transfer reviews completed by the 2022 deadlines:</p> <ul style="list-style-type: none"> • Pre-16 children and young people • Post-16 young people <p>Audit of current provision and plans for all post-19 completed EHCP's</p>	<p>February 2022</p> <p>March 2022</p> <p>January 2022</p>	<p>Head of SEN</p> <p>SEN Service Manager</p> <p>SEN 14-25 Manager</p>

		including those preparing for adult life from Year 9.	Local Area SEND Leaders are well informed of the pathways available to young people post-16 and the numbers on each progression pathway.	January 2023	
1.7	2 & 5	Planning for transition to adult health and care services is timely and accurately reflected in the annual review process and amendments made to plans for young people.	<p>The reconvened Multi- agency Transitions Board's strengthened arrangements secure seamless transfer between children's and adults' services for all young people.</p> <p>Preparing for Adulthood transition booklet updated and will inform young people's awareness of the support available in the Local Area as they progress into adulthood.</p> <p>Transitions data is shared across Education, Health and Social Care.</p> <p>100% of young people who require transition plans to adult services will have these in place before their 18th birthday.</p>	<p>September 2022</p> <p>August 2022</p> <p>June 2022</p> <p>January 2023</p>	<p>Chair of the SEND Transitions Board</p> <p>Head of SEN</p>
1.8	1 & 2	Implement and collate regular feedback from parents and young people on their experiences of the EHC Needs assessment process, the quality of final	Young people and parents actively feedback on their experiences of EHC Needs Assessment and Annual Reviews. This feedback is gathered, analysed and reported.	April 2022	<p>Head of SEN</p> <p>SEN Service Manager</p>

		<p>EHCP's and the annual review process.</p> <p>Further work to utilise existing forums to ensure the voice of children and parents is heard and informs the assessment and annual review process.</p>	<p>Young people and parents confirm that 75% of new and amended plans reflect current needs and future aspirations</p> <p>At least 75% of parents and young people reporting satisfactory involvement in the processes of assessment and review</p> <p>Leaders understand the issues arising from feedback and actions being taken to address this through regular reporting to the SEND Improvement Board.</p>	<p>March 2023</p> <p>March 2023</p> <p>Ongoing from March 2023</p>	
1.9	1 & 2	<p>Publish all reviewed documentation on the Local Offer to ensure that all families and stakeholders are aware of and have access to high quality advice and guidance.</p>	<p>All reviewed documentation and guidance will be published on the Local Offer</p> <p>Settings report that they understand new processes and documents</p> <p>Themed review of information collected will enable regular updating of information on the Local Offer.</p>	<p>May 2022</p> <p>May 2022</p> <p>May 2022</p>	<p>Head of SEN</p> <p>SEN Service Manager</p>

Workstream 2 – Assessment and Diagnosis of Autistic Spectrum Disorder (ASD)

Workstream Leads –Head of Children’s Integrated Commissioning (LA/CCG) & Interim Head of Early Help & Children and Families Service (LA), General Manager Paediatrics at Barts Health.

Area of Significant Weakness - The lengthy waiting times for an assessment and diagnosis of ASD

Progress since the inspection

Prior to the COVID-19 pandemic there was an improvement plan in place from Barts Health to reduce the Autistic Spectrum Disorder (ASD) assessment waiting time. This delivered investment in clinical staffing to increase activity and capacity within the service, but this did not deliver a long-term sustainable solution. The gains accomplished during this short period were impacted and superseded during the pandemic and national restrictions.

In early 2021, two sets of stakeholders met to discuss the local issues with ASD diagnostic assessment waiting times and general support for children, young people and their families/carers who use the ASD Diagnostic Pathway. It was agreed that a ASD Pathway Review Group would be established with broad representation from across all key stakeholders, including clinicians and parents/families. The group’s remit focused on improving the ASD pathway in the borough, including access for families at different stages of the pathway- pre, during, and post ASD Diagnostic Assessment¹.

The group is underpinned by a quality improvement framework and works to collectively understand/address challenges in the pathway. The first two subgroups established reporting into the overarching group focused on the system priorities- the Diagnostic Pathway and the Family Support.

¹ See Appendix 1 for detailed figures.

Ref	SEND IP	Action	Success Measures	Deadline	Accountable Lead(s)
2.1	3	Secure investment to boost the diagnostic capacity of the ASD Assessment Service	Secure approval for Business Case for 2.0 WTE Therapists and 0.5 WTE administrator at the Tower Hamlets, Newham and Waltham Forest Finance and Performance Committee	July 2021 (complete)	Head of Children's Integrated Commissioning
2.2	3	Barts Health to launch additional ASD Diagnostic clinics and submit updated recovery plan for ASD diagnostic waiting times/back log	Recruit to therapist/administrator posts following successful recruitment process. New post holders' complete training/observations Launch additional ASD Diagnostic Clinics and ASD Diagnostic Pathway change is delivered to boost diagnostic capacity and address waiting times/backlog.	October 2021- (complete) December 2021- (complete) January 2022	General Manager Paediatrics
2.3	3	ASD Pathway Review Group to monitor and track the implementation of the recovery plan	Within two years, ASD diagnostic waiting times are within the NICE/best practice recommended range- in line with recovery planning <ul style="list-style-type: none"> Average of 25 children and young decisions about ASD diagnosis made 	December 2023 with evidence of quarterly progress from January 2022	Head of Children's Integrated Commissioning

			<p>each month on average (up from an average of 8).</p> <ul style="list-style-type: none"> The caseload waiting for a diagnostic decision is less than 150 from a high of over 300. 	against agreed milestones	General Manager Paediatrics
2.4	3	Review support pathways for pre/post ASD Assessment Service diagnostic assessment.	<p>Map local support services through ASD Pathway- establishing eligibility criteria, information on access, and identifying any significant issues.</p> <p>Agree action plan for addressing issues identified by ASD support service mapping exercise, including how the service offer is communicated to families and local services.</p> <p>Family Support Task and Finish Group, with broad local partner and family representation, to meet monthly to direct progress in the spirit of co-production and ensuring local involvement</p>	<p>January 2022</p> <p>February 2022</p> <p>Monthly meetings in place</p>	<p>0-19 Service Director</p> <p>Deputy Head of Early Help</p>
2.5	3	Publish a clear support pathway for families pre/during and post diagnosis on the Local Offer	Clear family friendly guidance published on the Local Offer, including key information on support services and a guide to navigate the service offer	February 2022	<p>Head of TH GP Care Group</p> <p>Deputy Head of Early Help</p>

			<p>Guidance is promoted to families through partners communication and engagement channels- ensuring that local families know of improvements.</p> <p>Collate feedback from the Let's Talk Send sessions and parent forums to confirm parents/carers are clear on the support offer at each stage of the pathway</p>	<p>February 2022</p> <p>August 2022</p>	
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Workstream 3 – Speech and Language Therapy (SLT)

Workstream Leads –Head of Children’s Integrated Commissioning (LA/CCG) & Designated Clinical Officer (CCG)

Area of Significant Weakness - Fragmentation in the provision of speech and language therapy which means that too many children and young people do not get the specialist help and support they need.

Progress since the inspection

The Children’s Integrated Therapies Steering Group was initiated pre-pandemic to develop a systemwide model to integrate therapies across the borough. The aim was to improve and clarify the service offer for children and families as they move from identification, intervention, treatment, and transition into Adult Services. The model focused on upskilling specific workforces including Early Years, Health Visiting and Education with a view to earlier identification and early intervention, to support children and families to achieve improved outcomes in the long term.

The group continues to develop a tiered systemwide model. The initial focus will be on addressing the identified gap in treatment for under 5s and then embedding this into a wider integrated pathway that addresses all therapy needs for children and young people with SEND.

Ref	SEND IP	Action	Success Measures	Deadline	Accountable Lead(s)
3.1	3	The Children's Integrated Therapies Group will produce a joined-up commissioning model for all therapies (OT, Physio and SLT) from 0-25 (including SEND)	<p>Develop a costed integrated therapy that details a clear collectively commissioned pathway- covering the range of need: universal, universal plus, specialist, targeted.</p> <p>Define the monitoring and measurement processes- outputs, outcomes, and impact and continuous improvement.</p> <p>Secure sign off for draft plans for pathway including roles, responsibilities and governance arrangements for new model and pathways</p>	<p>April 2022</p> <p>April 2022</p> <p>April 2022</p>	CCG Snr Commissioning Manager
3.2	3	Take the integrated model through the respective governance structures across the LA/CCG and begin phased implementation to ensure learning moves from one part of the pathway through to the entirety	<p>Secure sign off for Phase 1 of the integrated therapies model at the following stakeholder meetings:</p> <ul style="list-style-type: none"> • Children and Young People Integrated Therapies Steering Group • SEND Improvement Board • Local Residents/Family Forums (as appropriate) 	September 2022	CCG Senior Commissioning Manager

			<ul style="list-style-type: none"> Tower Hamlets, Newham and Waltham Forest Finance and Performance Committee 		
3.3	3	Secure sign off from CCG/LA for proposal to address the gap in provision of SLT for 3-5 years old	<p>Develop costed proposal for SLT provision for 3-5 years old that addresses the gap with sufficient SLT capacity and reflects the level of need locally</p> <p>Draft service specification/summary to provide clear details on service's remit, eligibility criteria and performance expectations</p> <p>Secure sign off of an option details in the cost proposal from senior CCG/LA stakeholders</p>	<p>December 2021</p> <p>January 2022</p> <p>February 2022</p>	<p>Head of Children's Integrated Commissioning</p> <p>Head of Community Children's Therapies</p>
3.4	3	Implement the 3-5 SLT intervention model(s)	<p>Agree mobilisation plan Launch 3-5 SLT Intervention Model</p> <p>Deliver an increase in the proportion of children who are meeting the communication and language expectations at the end the reception year as part of the Early Years' Foundation Stage 2019²</p>	<p>February 2022</p> <p>May 2022</p> <p>Yearly tracking of outcomes</p>	<p>Head of Children's Integrated Commissioning</p> <p>Head of Community Children's Therapies</p>

² DfE have removed the Early Years Foundation Stage Profile as a statutory reporting requirement for schools. Tower Hamlets will work with schools to ensure local measures are in place to gauge progress. However, currently it presents challenges with quantifying an improvement.

Workstream 4 – Communication between local area leaders and parents

Workstream Leads – Director of Education (LA) & Joint Director of Integrated Commissioning (CCG)

Area of Significant Weakness - Weaknesses in communication between area leaders and parents leading to misunderstandings. Many families are not aware of services that they could access and have no knowledge of area's plans to improve.

Progress since the inspection

The chair of the SEND Independent Parent/Carer Forum is a core member of the SEND Improvement Board and Every Chance for Every Child Forum. The SEND Independent Parent/Carer Forum (SIPCF) is an integral part of the SEND strategic system. The Forum's involvement has had a positive effect in highlighting the independent voice of parents and carers. The SIPCF also runs regular informal coffee mornings for parents to share information and gather feedback about the local area's services for children with SEND.

Local area leaders have committed to attending termly Let's Talk SEND sessions with parents and carers to hear feedback and address weaknesses in communication as identified in the joint area SEND inspection.

The engagement with local children, young people, parents, and carers through the jointly commissioned SEND IASS is improving. Prior to the Covid 19 pandemic in partnership with Parent and Young People Ambassadors a series of events took place to promote and consult on the Local Offer including the Tower Hamlets Annual Parent Conference, Health & Wellbeing Fair, SENCO Conference, Integrated Early Years event and Community Safety Event. The positive steps made were impacted by the pandemic and subsequent outreach events were cancelled. Despite the challenges of information and consultation sessions in a virtual world this service has established positive relationships with parents, carers, and young people throughout the borough, actively promoting engagement and participation opportunities. Engagement is

also supported by a termly Families Matter magazine distributed through schools, early years and community settings and online, Bite size e bulletin, Parent and Carer Council and training for parents to act as SEND Ambassadors. However, an overarching Parental Engagement Strategy is needed.

Throughout 2021 there has been a Local Area focus on improving the Local Offer. A new front page was launched, a Young Peoples Zone introduced and improved search and feedback functions.

The Local Offer Steering Group has been convened to bring together key stakeholders to monitor and review the Local Offer and interface with relevant strategic and service developments. This group will continue to monitor consultation and feedback processes ensuring stakeholders and partners are engaged in on-going review and improvement in line with the areas for improvement identified during the inspection. Young people and parents actively feedback on their current experiences of EHC Needs Assessment and Annual Reviews. This feedback is gathered, analysed and reported.

Ref	SEND IP	Action	Success Measures	Deadline	Accountable Lead(s)
4.1	1	Develop Let's Talk SEND listening events (with Director of Education, Designated Medical Officer, Designated Clinical Officer, SEND Independent Parent and Carer Forum, Parent and Family Support Service, SEND Information Advice Support Service) with parents/carers, children and young people to continuously update them on services available and provide progress reports on the local area's strategic plans.	<p>Let's Talk SEND listening events established as part of a termly cycle</p> <p>Parents/carers participating increases by at least 10% per year from November 2021 baseline</p> <p>Regular opportunities for parents/carers to engage with local area leaders posted on the Local offer and social media platforms</p> <p>Parents/carers survey via the Local Offer and feedback from Let's Talk sessions indicates increasing awareness and understanding of the local area's services and priorities</p>	<p>December 2021</p> <p>November 2022</p> <p>Tracked termly 2022/23</p> <p>October 2022</p>	Director of Education
4.2	1	Develop a clear communication strategy which encompasses the Local Offer, social media, Families Matter magazine, Let's Talk SEND, SEND Newsletter (with spotlight	<p>Draft Parental engagement /communication strategy co- produced and completed</p> <p>Termly Families Matter magazine/ SEND Newsletter (with spotlight contributions from parents/carers, system leaders) established</p>	<p>April 2022</p> <p>July 2022</p>	<p>Director of Education</p> <p>Head of Parent and Family Support</p>

		contributions from parents/carers)	Number of followers on Social media / Twitter increases.	Tracked Termly 2022/23	
4.3	1	<p>Engage with parents on a regular and informal basis to get feedback and suggestions for continuously improving engagement and communication.</p> <p>Hold coffee mornings or similar sessions in schools, community/health settings, early years settings, Children’s and Family Centres parent/carers in smaller groups focussed on “issues and results”</p>	<p>Increase in the number of parents involved in SEND Independent Parent/Carer Forum year on year by at least 5% from baseline of 400.</p> <p>Parents and carers participation in the engagement opportunities offered indicates decline in the number of issues raised over time</p>	<p>September 2022</p> <p>January 2023</p>	Director of Education
4.4	1	<p>Provide regular reports and feedback from the SEND Improvement Board to include progress on the areas for development in the Written Statement of Action (WSoA)</p>	<p>Increased and regular attendance at local area engagement activities with local area leaders</p> <p>Parents/carers aware of the local area’s improvement plans and progress</p>	<p>Tracked termly 2022/23</p> <p>July 2022</p>	Director of Education

			Feedback from SEND parent and YP ambassadors indicate improved engagement and access to local area leaders	December 2022	
4.5	1	SEND Parent Ambassadors promote the Local Offer and inform parents of local developments and services	SEND parent ambassador feedback from families indicate increased awareness of services available and improvements in the lived experiences of families	July 2022	Manager, Family Information, Advice and Support Service
4.6	1	Capture the progress of engagement activities through 'You said - We did', and share with parents/carers at least termly	Increase in parents/carers reporting that online information and directories up to date, accessible and useful	Tracked termly 2022/23	Head of Parent and Family Support Manager, Family Information, Advice and Support Service
4.7	1	Promote the Local Offer across the Local Area and all partners. Gather and analyse feedback on the quality of the Local Offer from parents and young people's focus groups	Number of Local Offer website page views increase by 1% monthly from current 16,600 page views Satisfaction levels improve to 75% based on feedback from the EHCP and Annual review processes Feedback from parents/carers and young people participating in focus groups indicates easier access to information, news and guidance on the local offer	Tracked quarterly 2022/23 March 2023 Tracked quarterly 2022/23	Head of Parent and Family Support Manager, Family Information, Advice and Support Service

			Evidence from website metrics shows an increase in the number of user sessions (8000 baseline) and individual user sessions (3,320 baseline)	Tracked quarterly 2022/23	
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Appendix 1 - ASD Assessment Diagnostic Recovery Planning- Summary Table

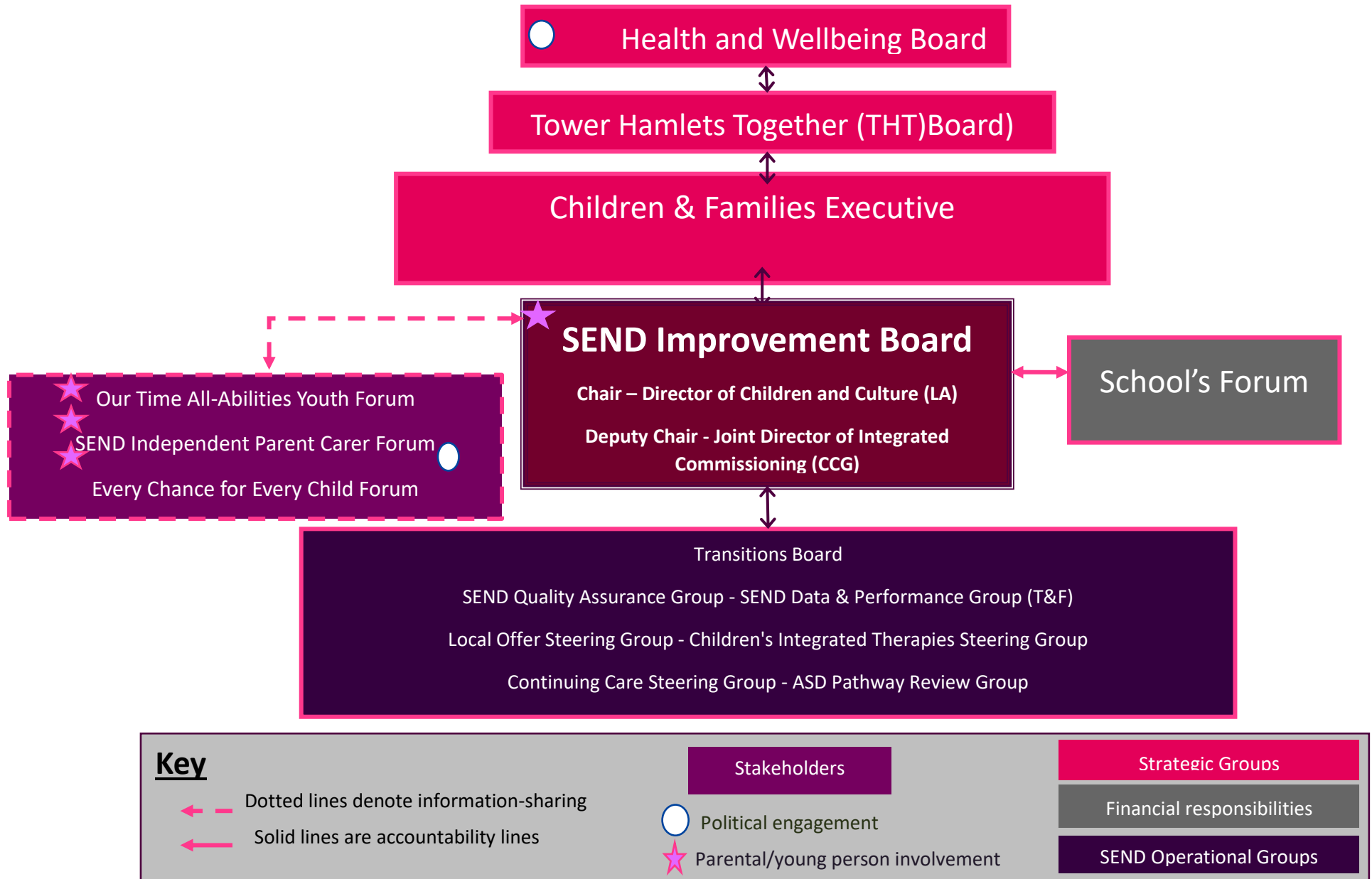
2021/22

	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22
Additions	16	16	16	16	16	16	16	16	16	16	16	16
Discharged	-8	-8	-8	-8	-8	-8	-8	-8	-8	-8	-8	-8
Additional discharges	-17	-17	-17	-17	-17	-17	-17	-17	-17	-17	-17	-17
Impact on volume waiting	346	337	328	319	310	301	292	283	274	265	256	247

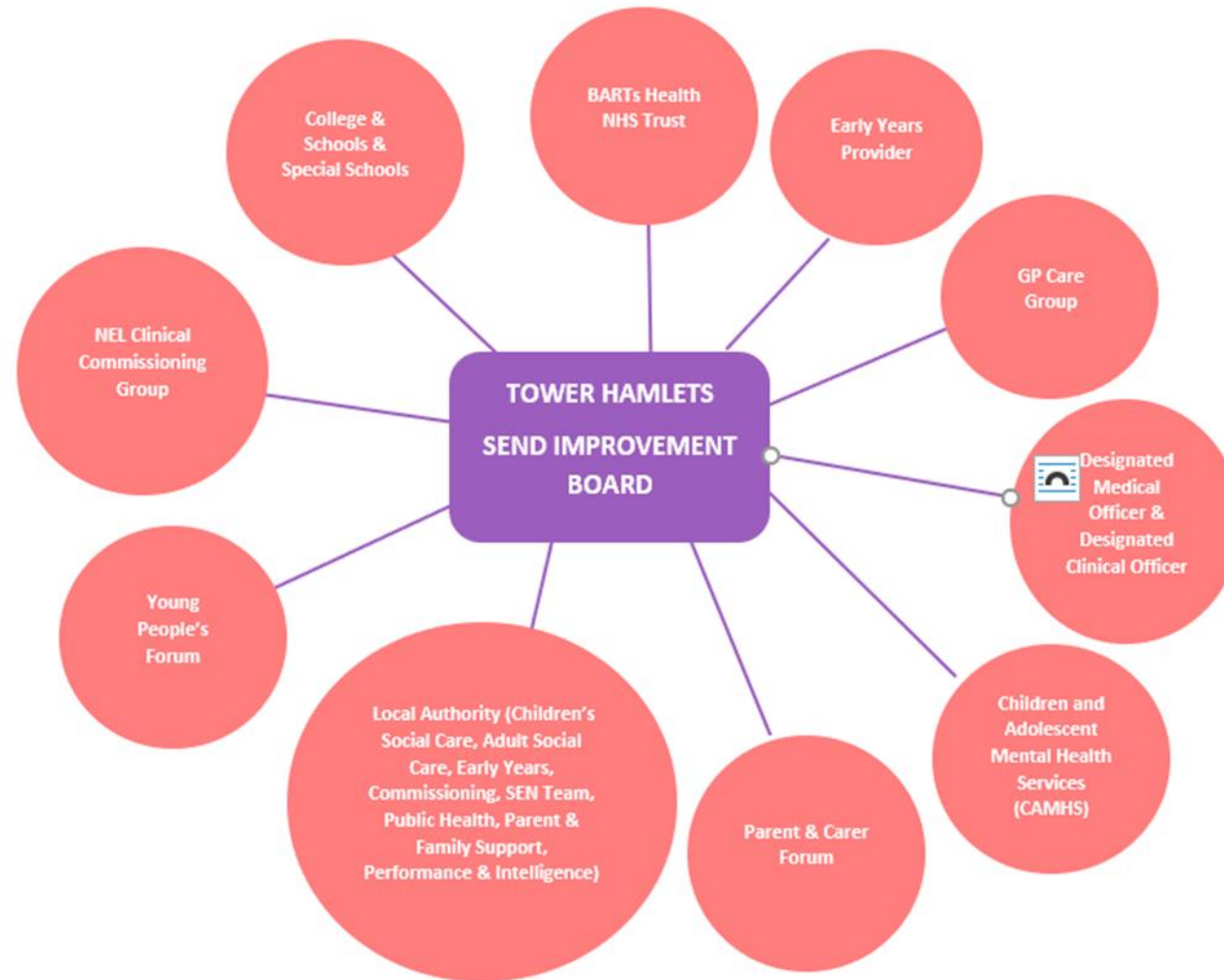
2023

	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23
Additions	16	16	16	16	16	16	16	16	16	16	16	16
Discharged	-8	-8	-8	-8	-8	-8	-8	-8	-8	-8	-8	-8
Additional discharges	-17	-17	-17	-17	-17	-17	-17	-17	-17	-17	-17	-17
Impact on volume waiting	238	229	220	211	202	193	184	175	166	157	148	139

Appendix 2 - Governance and Accountability



Appendix 3 - SEND Improvement Board



Appendix 4 – SEND Improvement Board Membership

Chair: Corporate Director, Children and Culture

Deputy Chairs: Joint Director of Integrated Commissioning (LBTH/THCCG) / Director of Education (LBTH)

Chair of the SEND Independent Forum for Parents & Carers

Member of Our Time-All Abilities Youth Forum and Young People Ambassador

Associate Director of Public Health (LBTH)

CAMHS Lead for SEND in Tower Hamlets, East London Foundation Trust

Chief Operating Officer, Tower Hamlets GP Care Group

Service Manager, Community Learning Disability Service (Adults) (LBTH)

General Manager, Bart's Health NHS Trust

Primary School Headteacher

Secondary School Headteacher

Special School Headteacher

Colleges Representative

Nursery Schools Representative

Director, Adult Social Care (LBTH)

Programme Lead for Maternity & Early Years, PH, LBTH

Deputy Head of Early Help & Children and Families Service (LBTH)

Director of Supporting Families Directorate (LBTH)

Designated Medical Officer, Bart's Health NHS Trust

Designated Clinical Officer, Barts' Health NHS Trust

Head of Special Educational Needs (LBTH)

Head of Parent and Family Support (LBTH)

Senior Intelligence & Performance Manager (LBTH)