

Education and Young People Overview & Scrutiny Committee

Thursday, 18 January 2024

ADDENDA

6. Update on the Priority Action Plan (Pages 1 - 42)

The Committee requested an update on the Priority Action Plan arising from the Local Area SEND Inspection. Cllr Kate Gregory, Cabinet member for SEND Improvement, has been invited to attend to present the report and to answer the Committee's questions as have Stephen Chandler, Executive Director: People, Lisa Lyons, Corporate Director: Children's Services, and Ian Smart, SEND & Children's Services Improvement Lead.

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Divisions Affected - All

EDUCATION & YOUNG PEOPLE OVERVIEW AND SCRUTINY COMMITTEE 18 January 2024

An update on the Special Education Needs and Disability Priority Action Plan

Report by Lisa Lyons, Corporate Director (DCS), Children,
Education & Families

RECOMMENDATION

1. **The Education and Young People Overview & Scrutiny Committee is RECOMMENDED to**
 - a) **NOTE** the progress made to date on implementation of the Priority Action Plan (PAP).
 - b) **AGREE** to receive further updates on a quarterly basis, the next being in April 2024.

Executive Summary

2. The purpose of this report is to provide an update on progress against the Priority Action Plan (PAP).
3. The requirement for the PAP arose from the Ofsted/CQC local area SEND inspection report, dated 15 September 2023, to address the five areas of priority action and four areas of improvement.
4. Ofsted/CQC reviewed the draft plan and on 12th December confirmed that it met the criteria set out in paragraph 149 of the Area SEND inspections framework and handbook (14 April 2023). The PAP was subsequently published on the Oxfordshire County Council's (OCC) and the Integrated Care Board's (ICB) respective websites.
5. The PAP focuses on the action and improvement needed by February 2025 against the five priority areas. It is likely that this will be followed by an Ofsted monitoring visit in the Spring of 2025. In the intervening period the Local Area Partnership (LAP) will receive scheduled stocktake visits and deep dive reviews every 3 months approximately.
6. The LAP comprises:
 - Oxfordshire County Council

- NHS Buckinghamshire, Oxfordshire, and Berkshire West (BOB) Integrated Care Board (ICB)
 - Oxford Health NHS Foundation Trust
 - Oxford University Hospitals NHS Foundation Trust
 - Parent Carer Forum (PCF), the official body for the voice of parent carers
7. While the PAP is a key document, progress against which the LAP will be assessed, the overarching approach to improvement has been to implement a comprehensive transformation programme that addresses the ‘widespread and/or systemic failings’ identified in the Ofsted/CQC report¹. Co-production is being embedded within the programme workstreams with the support of the PCF.
 8. The programme governance arrangements have been established and include a SEND Improvement & Assurance Board (SAIB) that is independently chaired.
 9. The transformation programme is now being mobilised and resourced with a blend of service and programme professionals and support including Finance, Communications & Engagement, Data Analysts, and parent carers.

Priority Action Plan

10. An Improvement Notice was issued to Oxfordshire County Council by the DfE on 09 November 2023 following the Ofsted and Care Quality Commission (CQC) Area SEND Inspection, published on 15 September 2023 and in response to the areas of priority action and improvement highlighted in the report.
11. The notice was given to address the five areas of priority action and four areas of improvement identified in the report of the Ofsted/CQC local area SEND inspection dated 15 September 2023.
12. In response, a PAP was co-produced by the LAP, which focused on addressing the five priority areas for action:
 - a) **PAP 1.** Systems to gather the **voice and views** of children and young people (CYP) with SEND effectively and use these views to inform their strategic planning for, and evaluation of, SEND services that improve the outcomes and experiences of children and young people with SEND and their families.
 - b) **PAP 2.** Develop **communication systems** across the LAP to improve the efficiency and quality of information-gathering processes to ensure that CYP’s needs are understood and met effectively through coordinated approaches.
 - c) **PAP 3.** Establish rigorous processes to help ensure the improved **timeliness and quality assurance of EHC plans** and use the learning to improve the quality of new and existing EHC plans.
 - d) **PAP 4.** Improve the **commissioning of services** to ensure that CYP and their families receive sufficient support to better meet their needs and improve parental confidence in the SEND system.

¹ [Oxfordshire Area SEND Full Inspection Report Jul 23](#)

- e) **PAP 5.** Identify the steps that will be taken to collectively monitor and measure the **impact of their strategy and actions**. These plans should be **co-produced** with and communicated clearly to CYP and their families so that their **experiences and outcomes improve**.
13. Under each of the five priority areas there are a total of 34 measurable objectives, along with statements on the expected impacts and measurement.
14. Additionally, the PAP addresses four Areas for Improvement (Afi):
- **Afi 1:** Evaluate the quality and impact of services and joint working more effectively to inform improvements that lead to better outcomes and experiences for CYP with SEND.
 - **Afi 2:** Improve their strategic approach to transition planning at all ages so that CYP receive the right help and support they need to lead successful lives.
 - **Afi 3:** Develop their oversight, strategy, and commissioning arrangements of suitable alternative provision so that there is sufficient suitable provision that meets the needs of CYP with SEND.
 - **Afi 4:** Address the long waiting times for CYP requesting support from health services. The LAP should ensure that support is in place from health services for children and young people who are awaiting assessments.

Progress to date

15. Programme delivery is at an early stage and much of the work being undertaken is the essential groundwork necessary to achieve sustainable change and improved outcomes.
16. Additionally, as integral part of the groundwork, the programme team is reviewing the milestone delivery dates within the PAP to ensure they are achievable. This work is being undertaken with the knowledge and support of the DfE advisors and as such it is expected that an updated PAP will be issued in due course.
17. Specific progress on the PAP (with references) is as follows:
- a) PAP5A:1. A clear and transparent leadership and governance framework has been established that includes wide stakeholder representation. The SIAB last met on 20th December 2024 and the independent chair's blog following the meeting can be read [here and is appended to this report: \(https://www.oxfordshire.gov.uk/sites/default/files/file/special-educational-needs/20_December_2023_steve_blog_SEND_improvement.odt \)](https://www.oxfordshire.gov.uk/sites/default/files/file/special-educational-needs/20_December_2023_steve_blog_SEND_improvement.odt)
 - b) PAP1:2. A definition of and framework for co-production, including monitoring and evaluation has been created, shared, and understood across the partners. Aim is to approve by end of January 2024.
 - c) PAP1:4. A framework and system for measuring outcomes and experiences of CYP and parents is being developed and is current due to be in place by April 2024.

- d) PAP2A:1. A co-produced inter-service/partnership communication and information sharing strategy is being developed and due to be in place by April 2024.
 - e) PAP3A:1. The workstream to map and improve the five core processes relating to statutory EHCPs is being mobilised with solutions currently expected to be identified by April 2024.
 - f) PAP3B:1. The work to review and embed an updated Multi-Agency Quality Assurance Framework is underway and it is expected to be in place by July 2024.
 - g) PAP3B:4. The workstream to implement effective monitoring of achievement of outcomes and delivery of provision through the annual review process, is being mobilised with solutions expected to be identified by April 2025.
 - h) PAP4A:1. The Local Offer of services for CYP with SEND has been undergoing a phased launch, starting with 0–4 year-olds and will include contact details, referral pathways and links that are easy to follow.
 - i) PAP4A:3. Work is being mobilised to map and consolidate existing LAP joint forums to ensure that there are sufficient opportunities for joint working to build relationships.
18. It should be noted that alongside the PAP specific work, there are four workstreams related to the Delivering Better Value programme that are underway and are integral to the wider transformation programme.

Financial Implications

19. Work is in progress to understand the financial implications.

NAME	Lisa Lyons
Background papers:	Oxfordshire SEND LAP Priority Action Plan
Other Documents:	Nil
Contact Officer:	Ian Smart Transformation Programme Director 07786 620002 ian.smart@oxfordshire.gov.uk

January 2024

[referred to in paragraph 17 a\)](#)

Reflections from Steve Crocker: 20 Dec 2022

Hello, welcome to this blog and a happy new year to all of you. I am the recently appointed independent chair for the Oxfordshire SEND Strategic Improvement and Assurance Board. The board is made up of senior leaders from Oxfordshire's local area partnership – spanning health, education, children's services – and the parent carer forum (PCF) and, yesterday, we met for the third time, the second under my chairing.

The board has been set-up to drive the action required to deliver better services for children with special educational needs and disabilities (SEND). This follows Ofsted and the Care Quality Commission's local area partnership inspection of SEND services in July. You already know the [outcome of the inspection](#) and the need for rapid and collaborative action to improve and deliver services that children and young people deserve.

My role is to help to bring all the partners together to focus on the needs of our children with SEND and to help them to drive the necessary improvements to their services for those children. My role will not duplicate or replace in any way the key statutory roles such as the director of children's services or the chief nursing officer as examples.

Part of this is [keeping people informed on progress](#) and, where appropriate, involved in designing solutions. Following our last meeting, I was thinking of the best way to keep a number of our partners and councillors, as well as parents and carers of SEND children, up to date and informed on what is being discussed at the board, and crucially what decisions are being made and action taken, and by whom.

So I thought I'd try my hand at a blog. An attempt at highlighting the key discussion points, next steps and any decisions made. Do bear with me as I try this and let me have any constructive feedback.

To the agenda. It was a full one. I was keen to make sure we have a collective understanding around the key challenges we need to address as a partnership to affect change. Getting the issues on to the table so to speak.

Commissioning

First up was a focus on commissioning. Health colleagues outlined the current pathways, the processes and assessments, that children and young people with mental health and neurodevelopmental conditions (and their parents and carers) go through to access support.

There were discussions on the challenges, mainly around the time it takes to get help due to demand outweighing overall resources to both process referrals and then provide support and plans to address these. This included how help can be provided while children are on waiting lists; investment into recruiting and retaining people to

[referred to in paragraph 17 a\)](#)

help those most in need access support quicker; and the use of digital technology and artificial intelligence to speed up some processes.

A strong theme, however, was around the importance of investing more in early intervention – to help children and young people at the earliest opportunity to prevent needs escalating. To do this it was agreed that identifying both the strengths and needs of children as soon as possible, and revisiting these over time, was key to each child getting the right support at the right time.

Health colleagues referenced the children and young people emotional wellbeing and mental health strategy and outlined the priority areas in train to deliver that. Examples such as a digital mental health app, improvements to family learning and support offers, training for frontline staff in the early identification of mental health issues, and a whole school wellbeing resilience programme were discussed as opportunities for joint partnership work to deliver overall service improvements. While strategic plans are well laid, it was clear that this is an area that we will need to revisit to gauge progress and impact for children.

School places and support

Next on the agenda was school places and support for children with SEND. We discussed the importance of building a programme of support to make all schools inclusive, across state funded and independent schools. There was a strong consensus that continuing to build more special schools (and one is opening in 2024) could not be the only solution to growing need and demand.

We recognised the different needs of children and what support can be provided for each child with an education, health and care plan. This included enhancing support within a school with some additional teaching; having a mix of mainstream classes and those from a separate unit called a resource base within a school; and having specialist provision in special schools for those whose needs cannot be met elsewhere.

The board noted and approved of the funding for two dedicated project posts to help scope and deliver new resource bases, in existing schools as well as new schools.

SEND transformation programme

Finally, we discussed our SEND transformation programme. Transformation programmes can take many guises but for us, it is essential to giving us the framework and accountability to measure our outputs and progress following the inspection. So what does it mean? Well, we have taken the five priority areas of the partnership's [priority action plan](#) recently published and aligned them with three main challenges that we need to address to transform what we do.

We want to provide the:

1. **Right support at the right time:** The right educational support is provided to children and young people in mainstream schools and early years settings.
2. **Right plan, and get this right first time, every time:** EHCPs are child centred and strengths-based, meet the needs of children and young people

[referred to in paragraph 17 a\)](#)

and are produced in a timely manner to a high standard and are reviewed annually.

3. **Right provision at the right time, looking to adulthood:** Where children require a special school setting to meet their needs, this is provided at the right time. Children and young people are also given options and routes into further education and employment, helping them to transition into adulthood.

The board agreed the direction of the programme and gave the green light for development of data benchmarks for what we can then measure success against – what does good and improved look like. These will be developed together with the PCF and reported back to the board as soon as possible.

That's it from me for now, I hope this is useful. We next meet on 31 January 2024 and will continue to discuss the gap between demand and service availability and how we can close that, including through alternative provision. We will also focus on how we can ensure we have the voice of children and young people at the heart of our programme of improvement.

If you are a parent or carer and have any thoughts or comments, please share with the PCF by emailing info@oxpcf.org.uk. If you are a partner, please do feedback through your organisation.

Until next time.

Steve Crocker

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Oxfordshire

SEND Local Area Partnership

Priority Action Plan

v1.0 15.12.23



**Buckinghamshire, Oxfordshire
and Berkshire West**
Integrated Care Board



Oxford Health
NHS Foundation Trust



Oxford University Hospitals
NHS Foundation Trust



**OXFORDSHIRE
COUNTY COUNCIL**

The Priority Action Plan (PAP) for the SEND Local Area Partnership (LAP) has been influenced and shaped by partners following the judgement by Ofsted that there are widespread and/or systemic failings leading to significant concerns about the experiences and outcomes of children and young people with special educational needs and/or disabilities in Oxfordshire.

Introduction

The local partnership is required to prepare and submit a Priority Action Plan (PAP) by 23rd November 2023, to address concerns identified following the recent Ofsted Inspection (13-21st July 2023). The partnership is committed to working collaboratively to improve the lived experience of, and outcomes for, Oxfordshire's children and young people with SEND, and those of their parents/ carers and families.

As partners in health, education, and social care we recognise the need to reset and refresh the way that we work with each other. Our senior leadership are committed to ensuring that we build a new culture of transparency, trust, and collaboration across the Local Area Partnership (LAP).

The PAP sets out this commitment and the steps we will take to achieve it. It is supported by senior leaders across the partnership and by strong political commitment, through both the Leader and the newly formed Cabinet Member post for SEND to ensure that sufficient priority, resource, and local leadership will be given to deliver the plan.

The PAP details partnership actions to address the 5 priority areas and 4 areas for improvement identified during the inspection. It also details the expected impact of each action on children, young people, parents/carers and professionals, the key indicators of success, the measures we will take to monitor progress, and the evidence we will gather to demonstrate impact and outcomes. Both the PAP, and our progress against it, will be publicly shared and available, ensuring both transparency and accountability.

The views and voices of children, young people, their parents/carers and professionals are crucial in both shaping and delivering the plan, and to build trust in the systems and services designed to support them. As a partnership, we are committed to engaging and communicating with them at all stages, to ensure that the plan delivers for them. The PAP has been co-produced with parent/ carer representatives and professionals, and they are also members of both the Partnership Delivery Group (PDG) and Task & Finish Groups (see Governance and Accountability below).

The local area partnership SEND Priority Action Plan (PAP) will sit alongside the Education Commission report and the Delivering Better Value (DBV) work that is being undertaken, and we will ensure that all three strategies will be aligned in order to support efficient, effective, and timely implementation. Central to our plans is the mutual understanding that the needs of children and parents/carers will be met by listening and working together as a partnership in a caring and compassionate way.

We know there is much to do. These actions are rightly ambitious. We are also confident that they are realisable and that through working together we can improve the lives of children and young people with SEND in Oxfordshire.

Response from Dr Martin Reeves (Chief Executive, Oxfordshire County Council),
Cllr Kate Gregory (Portfolio Holder for SEND), and Dr Nick Broughton
(Chief Executive, Buckinghamshire Oxfordshire & Berkshire West
NHS Integrated Care Board)

Partners in Oxfordshire recognise that there needs to be fundamental change and improvement in how we work together and provide support and services to children and young people with special educational needs and disabilities and their families. In response to this inspection the local area partnership has taken stock and has collaboratively developed this priority action plan which has been informed by wider stakeholder engagement through a number of workshops that included parent, carer and school representation. We have established a SEND Improvement Board, which will have an Independent Chair (Steve Crocker, recent past-President of Association of Directors of Children's Services (ADCS)). The Improvement Board will have oversight of a Partnership Delivery Group. A key task of the Delivery Group will be to create a robust dashboard that will enable us to measure our current performance and the tangible impact that we will have upon the lives of children and young people with SEND, and their parents/carers.

We recognise the task ahead will not be easy, but we have a resolute commitment as a local area partnership to improving the lives of children and young people with SEND and ensuring they can access the services they need at the right time in the right place. Our ambition is for Oxfordshire to be a great place to live for children and young people with SEND and to work together with children, young people and their families to improve their lived experience.

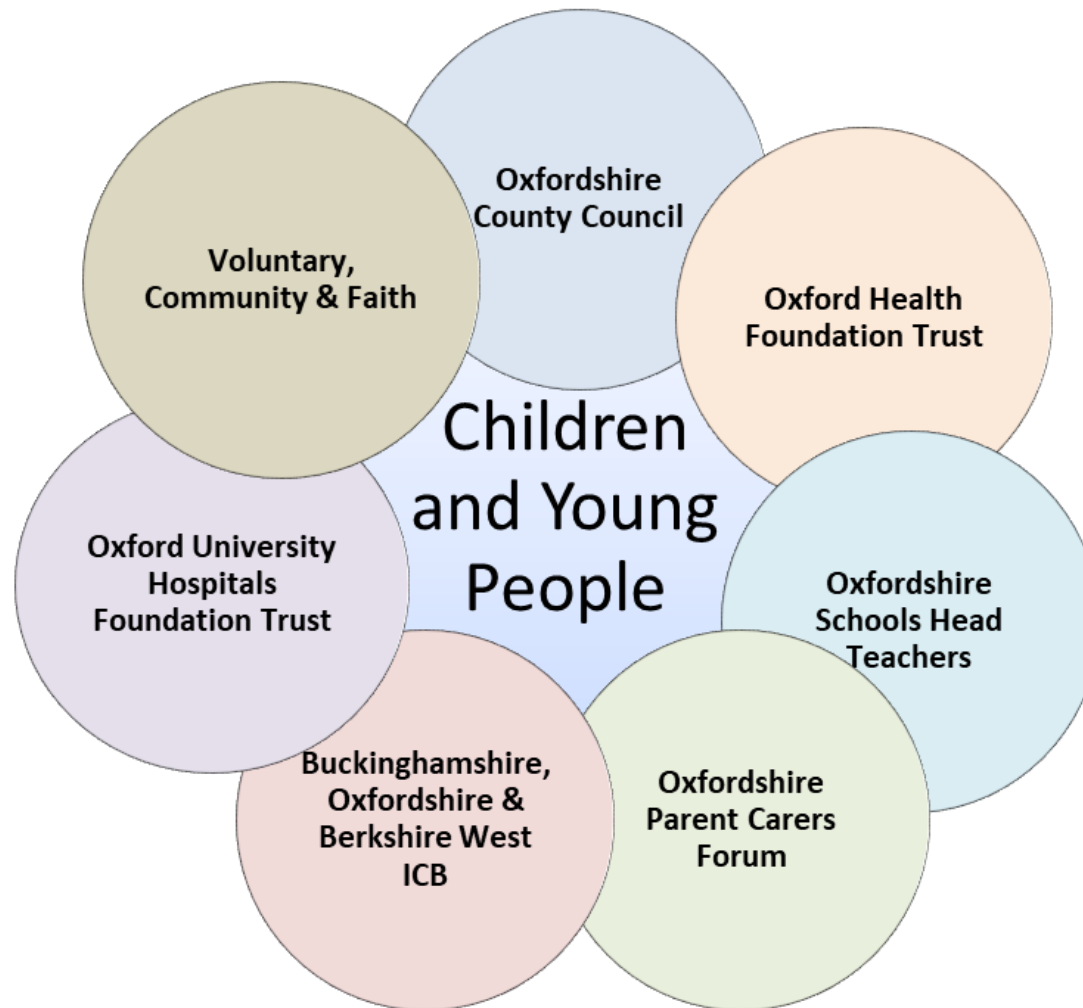


Dr Martin Reeves
Chief Executive
Oxfordshire County Council



Dr Nick Broughton
Chief Executive
BOB NHS Integrated Care Board

Our Partnership

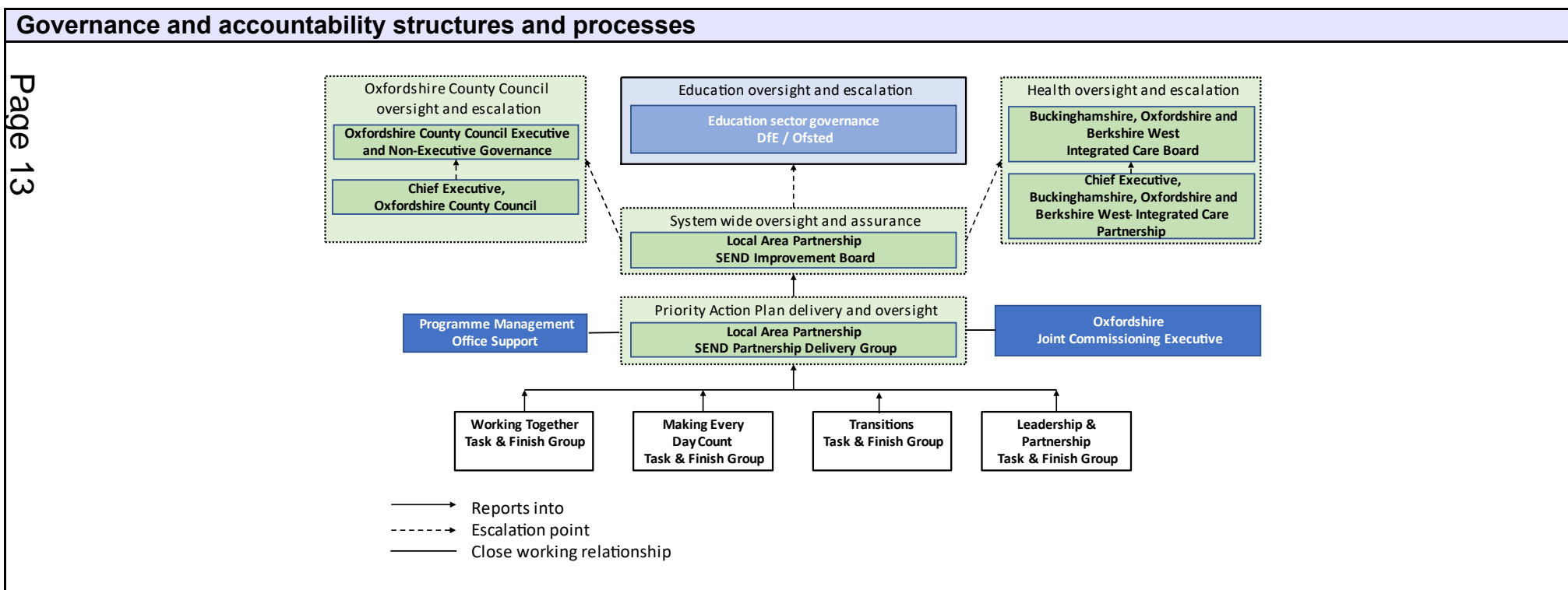


Governance and Accountability

Since the Ofsted/CQC inspection, we have reviewed Oxfordshire's governance and accountability structures and processes, as below. We believe that these arrangements ensure the right actions are identified and progressed in a timely manner, and that the partnership delivers for the children, young people, and families of Oxfordshire.

Oversight and assurance of the PAP will be through the Oxfordshire SEND Improvement Board (SIB). The Oxfordshire SEND Partnership Delivery Group (PDG) will be collectively responsible for providing detailed oversight of progress and impact on the plan and co-ordinate the mapping, tracking, and planning of partnership actions. This will be reflected in a monthly assurance report to SIB. The PDG will be co-chaired by the Director of Children's Services and the Place Director for Oxfordshire – BOB ICB. This strengthens our governance arrangements to work together as a system towards shared strategy, direction, planning and communication.

The Partnership Delivery Group is supported by four Task and Finish Groups, who will oversee operational delivery of agreed actions: Working together, Making Every Day Count, Transitions, and Leadership & Partnership. The Oxfordshire Joint Commissioning Executive, which plays a key role in the delivery of many Priority Action Plan actions, will also report into the Partnership Delivery Group.



Delivery of the SEND Priority Action Plan – Task and Finish Groups

Four Task & Finish groups will be established to deliver the actions identified in the PAP, jointly chaired by named individuals in Local Authority and NHS Organisations. Representatives on these groups will be from a variety of stakeholders that will include Local Authority; health, schools; parents/carers; and voluntary, community, and faith sectors. Each Task & Finish Group also has responsibility for delivering actions relating to an Area of Improvement as described in the Areas of Improvement section of this document.

Task & Finish Group	Group Leads	Areas of Focus
Working Together	Nathan Thomas, CEO Acer Trust	<ol style="list-style-type: none"> 1. Views and influence of children, young people, and families 2. Communication 3. Engagement and participation 4. Young ambassadors' advisory group, led by the Principal Social Worker <p>Also, within the remit of this Task & Finish group are any actions identified by stakeholders relating to:</p> <ol style="list-style-type: none"> 4. Workforce development
Making Every Day Count	Deborah Smit, Acting Head of SEND Karen Fern, Designated Clinical Officer, BOB ICB	<ol style="list-style-type: none"> 1. Identification of children and young people who would require an Education, Health, and Care Needs Assessment 2. Assessment 3. Service provision 4. Quality assurance and management oversight across the partnership
Transitions	Clinical / Operational Lead, Oxford Health Foundation Trust Delia Mann, Interim Assistant Director, Family	<ol style="list-style-type: none"> 1. Transition points in the journey of the child <ul style="list-style-type: none"> • Nursery / EYFS • Primary School • Secondary School • Further Education and Employment 2. Transition points in the journey of the young person <ul style="list-style-type: none"> • Post-16 education • Post-19 education

	Help, Education, and Partnerships	<ul style="list-style-type: none"> • Moving into adult social services • Moving into adult health services <p>Also, within the remit of this Task & Finish group are any actions identified by stakeholders relating to:</p> <ol style="list-style-type: none"> 3. Housing 4. Employment
Leadership and Partnership	<p>Chris Wright, Assistant Director of Partnership Development, BOB ICB</p> <p>Kate Reynolds Deputy Director Education</p>	<ol style="list-style-type: none"> 1. Strategy and vision 2. Integrated Commissioning 3. Integrated Intelligence (outcome monitoring, quality assurance, performance management) <p>Also, within the remit of this Task & Finish group are any actions identified by stakeholders related to:</p> <ol style="list-style-type: none"> 4. Finance 5. JSNA <p>Note: Leadership and partnership will be the 'golden thread' that will cut across each Task & Finish Group</p>

Priority Action Plan Actions

Oxfordshire's Priority Action Plan (PAP) sets out the partnership actions we are progressing across the five areas for priority action and the four areas for improvement to improve outcomes for children, young people, and families with SEND.





The Partnership Delivery Group is responsible for oversight of the delivery of the actions within the PAP, reviewing the monthly monitoring information to provide challenge and escalations on any areas of concern to the Strategic Improvement and Assurance Board monthly.

We will assign a Task and Finish group to lead on Area of Improvement who will provide professional expertise and challenge for their Areas, including leading commentary in assurance reporting and working with responsible officers for individual actions.

For each priority action the plan identifies:

- The sub-themes which address key parts of the Area SEND inspection of Oxfordshire Local Area Partnership
- The actions we are taking to achieve improvement.
- The timescales for completing actions
- How we intend to capture the evidence of our impact for children, young people, and their parents/carers – this will be further developed as we deliver the PAP and shared with DfE as part of the ongoing review process.
- The Key Performance Indicators (KPIs) we are using to measure the success/impact of the actions.

We will use BRAG ratings (Blue, Red, Amber, Green) to demonstrate progress on the action and impact of the action on children and young people:

Red		Actions delayed and impact not being delivered
Amber		Actions on track and expected impact on track
Green		Action completed and early evidence of impact
Blue		Change is embedded, sustainable and ongoing evidence of impact

Children and young people with SEND will be cared for by a wide variety of people including parents, carers, siblings and wider family members. For simplicity the phrase "parents/carers" is used throughout this document, but this is not meant to exclude anyone else who provides this role.

Within this document most measures of impact will refer "increased/decreased percentage" without specifying the actual target. This is intentional as the Task & Finish groups will be required to recommend specific targets once baselines have been established and proportional change agreed, which will then be approved by the SEND Improvement Board.

Priority Action Area

1. Leaders in the local authority, ICB and education, health and care providers should urgently prioritise systems to gather the views of children and young people with SEND effectively. Leaders should use these views to inform their strategic planning for, and evaluation of, SEND services that improve the outcomes and experiences of children and young people with SEND and their families.

Our response: PAP 1	Views of children, young people, and their families are sought, listened to, and acted on effectively.
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What are our intended outcomes?	Children, young people, and their families' views are heard and acted upon.
What will this look like for children, young people, and their families?	<p>We will know we have made an impact when:</p> <ul style="list-style-type: none"> - Children, young people, and their families tell us they are happy with the support they receive and that it had a positive impact on their lived experience

Objective	Task & Finish Group	What will the impact be?	How will we measure the impact?	Completion Date
PAP1:1 By April 2024, we will have systems and processes that will gather the views of children, young people, their parents/carers, and professionals around them that advocate for them.	Working Together	<p>Systems and processes have been mapped, gaps identified, and actions put in place to address these gaps</p> <p>The views of all children, young people, and their parents/carers (including disadvantaged groups) are easily recognised within the child's record, strategic plans, etc.</p>	<ul style="list-style-type: none"> • Evidence that effective systems and processes are in place to capture the views of children, young people, individual parents/carers and the Parent Carers Forum, and professionals across all services in the partnership, and being used. • Increased number of children, young people, individual parents/carers, the Parent Carers Forum and professionals report that their opinions have impact. 	6 months, April 2024

			<ul style="list-style-type: none"> • The local area partnership is increasingly well informed about the opinions of children and young people with regards to the services that they access • Representation of children and young people’s view is increasingly inclusive of those within Oxfordshire • Increased percentage of Annual Reviews and SEN Support plans informed by the views of children, young people, individual parents/carers, the Parent Carers Forum and professionals 	
<p>PAP1:2 By January 2024, an agreed definition of co-production (including monitoring and evaluation) is created by, shared, and understood across all partners, parents, and carers.</p>	<p>Leadership & Partnership</p>	<p>Embedded co-production across our services</p> <p>A culture of co-production is evident in commissioning, and services are more responsive to children, young people, and families’ needs</p> <p>Co-production is seen as a cyclical process and not just a one-off event and feeds into the LAP annual self- evaluation processes</p> <p>Care for children and young people with SEND is co-produced at all levels across the Local Area Partnership</p>	<ul style="list-style-type: none"> • The Local Area Partnership and stakeholders (including individual parents/carers, PCF) have, and follow, an agreed co-production charter. • All new service plans will detail how the views of children, young people, individual parents/carers, the Parent Carers Forum and professionals has been used to inform the commissioning and related implementation plan • Increased percentage of children, young people, individual parents/carers and the Parent Carers Forum report that there is a consistent experience of co-production with them across agencies. • Increased percentage of care plans evidence personalised care planning 	<p>3 months, January 2024</p> <p>From February 2025</p> <p>12 months, October 2025</p>

<p>PAP1:3 By April 2024, there will be an agreed approach and system in place that ensures children, young people and their parents/carers views are used to inform strategic planning.</p>	<p>Working Together</p>	<p>The views of parents/carers and the children and young persons' advocate are used to inform SEND strategies across the partnership</p> <p>Partners will be able to demonstrate that they have sought and understood the views of children, young people, and parents / carers, and used them to inform strategic plans and service delivery</p> <p>Families report that strategic priorities are well aligned to addressing the challenges that they and their children are experiencing and that progress towards addressing these is being made effectively</p>	<ul style="list-style-type: none"> • Outcomes measures will follow on from PAP1:2, but also include: • An improvement in the percentage children, young people, individual parents/carers and the Parent Carers Forum who agree that their views are recognised and reflected in strategies 	<p>6 months, April 2024</p>
<p>PAP1:4 By April 2024, the local area has an established system for measuring outcomes and experiences of children, young people, and their parents/carers in order to inform strategic planning and implementation.</p>	<p>Working Together</p>	<p>Systems for capturing and measuring outcomes and lived experiences for children and young people are effective and result in all children, young people and their families being included.</p>	<ul style="list-style-type: none"> • Agreed Local Area Partnership metrics are outlined in the Lived Experience Dashboard • Outcome measures are used to inform strategic planning and service improvement to demonstrate improved responsiveness to children, young people, individual parents/carers and the Parent Carers Forum's views. 	<p>6 months, April 2024</p>
<p>PAP1:5 By October 2024, the views of children, young people, and their parents/carers are captured effectively and are evident in their influence on strategic planning and implementation</p>	<p>Leadership & Partnership</p>	<p>The partnership collaborates effectively to ensure joint decision making and sustainable improvement. Children and young people with SEND and their parents/carers benefit as a consequence of the Strategic Improvement Board functioning effectively.</p> <ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • An increased percentage of children, young people, individual parents/carers and the Parent Carers Forum who agree that their views are represented in strategies • An increased percentage of children, young people, individual parents/carers and the Parent Carers Forum who support the priorities and objectives within strategic plans in response to their feedback 	<p>12 months, October 2024</p>

2. Leaders in the local authority, ICB and education, health and care providers should develop communication systems across the partnership to improve the efficiency and quality of information-gathering processes to ensure that children’s and young people’s needs are understood and met effectively through coordinated approaches.

**Our response:
PAP 2A**

Cohesive communication systems between services across the partnership that supports joined-up working

What are our intended outcomes?

To have developed and embedded a co-produced communication strategy which ensures communication between all agencies, children, young people and parents/carers is timely, accurate, and leads to clear actions which allow children and young people with SEND to make good progress.

What will this look like for children, young people, and their families?

We will know we have made an impact when:

- Parents, children, and young people get regular updates on progress against specific actions and their impact.
- Parents, children, and young people are clear on who the named workers are and how to contact them. If there are changes these are immediately well communicated.
- If communication is not timely and accurate, then there is a clear escalation procedure.
- All agencies working with children and young people are sharing the same information and are kept informed as to which other agencies are working with the children, young people, and parents.
- All system partners are responsive to children, young people, and their parent/carers as well as professionals that advocate for them
- Professionals have access to and are alerted to involvement across agencies on an individual casework basis in a timely manner.
- Electronic system to allow all professionals access to the most current documentation.
- Clear and precise actions are shared so that teams can be held accountable for their timely completion.

Objective	Task & Finish Group	What will the impact be?	How will we measure the impact?	Completion Date
PAP2A:1 By April 2024, we will co-produce an inter-service communication and information sharing strategy so that all parents/carers and stakeholders' queries are dealt with in a timely manner	Working Together	All agencies will have all the information they need to support children and young people effectively. Communication will be timely, accurate and supportive.	<ul style="list-style-type: none"> • A reduction in complaints and increase in compliments, that communication is timely and supportive. • Increased percentage of children, young people, individual parents/carers, the Parent Carers Forum and professionals report improved communication across system partners via polls and surveys within routine feedback mechanisms. • Reduction in the delays for children and young people accessing support due to a lack of required information. • Increased percentage of formal complaints are responded to within statutory timescales. • Increased percentage of formal correspondence from parents and carers is responded to within statutory timescales. 	6 months, April 2024
PAP2A:2 By July 2024, we will implement a local area system oversight process to support the application of strategy and policy	Working Together	Confidence from all stakeholders in an ever evolving and improving system.	<ul style="list-style-type: none"> • A reduction in complaints across all services within the SEND system for children and young people with SEND. • Increased positive feedback on services within the SEND system from children, young people, individual parents/carers, the Parent Carers Forum and professionals. 	9 months, July 2024

**Our response:
PAP 2B**

Knowledge of children, young people, and their families is connected across services efficiently and effectively

What are our intended outcomes?

Joint effective working across all services supporting children and young people with SEND and their families

What will this look like for children, young people, and their families?

We will know we have made a difference when:

- Feedback from families tells us that they feel supported through the SEND system
- Information sharing processes across services are embedded
- Information relating to children and young people is shared easily and appropriately
- Electronic system to allow all professionals access to the most current documentation.

Objective	Task & Finish Group	What will the impact be?	How will we measure the impact?	Completion Date
<p>PAP2B:1 By April 2024, Parents/carers and children and young people with SEND can easily access all the information they need. This will include support at the earliest point of need and an EHCP, information about the agreed actions in place to support children, and young people's progress and the impact of these actions.</p>	<p>Making Every Day Count</p>	<p>Information will be readily available to those who need it.</p> <p>Users of the system report they can access accurate information which leads to more children and young people with SEND receiving earlier, well targeted interventions.</p> <p>There will be clarity about the key actions which need to be carried out and agencies will ensure that agreed actions are implemented and having an impact.</p> <p>Children and young people will be making good progress.</p>	<ul style="list-style-type: none"> • 100% of EHCPs (Education Health Care Plans) are accurate and available electronically or through parents' preferred method • Increase in usage of Strengths and Needs approach • Increase in usage of well targeted early intervention support • Professionals report increased clarity around the key actions that need to be carried out 	<p>6 months, April 2024</p>

<p>PAP2B:2</p> <p>By July 2024, named workers will be identified, fully trained, and supported to be the conduit between children, young people, and parents and all agencies.</p>	<p>Making Every Day Count</p>	<p>Effective training and support to ensure named workers have the capacity to effectively support their caseloads.</p> <p>Children and young people who would most benefit from a named worker will have assigned support.</p> <p>Improved recruitment and retention of staff across SEND services who are responsible for supporting improved outcomes for children and young people.</p>	<ul style="list-style-type: none"> • Increased percentage of children, young people, individual parents/carers who know who their named worker is • Increased percentage of professionals know who the named worker for the child/young person is • Parents and carers report an increased level of confidence in the competence of their named worker • Increased percentage of statutory and mandatory training completed by named workers 	<p>9 months, July 2024</p>
<p>PAP2B:3</p> <p>By April 2025, partner systems and processes support children, young people, and their parents/carers to experience a joined-up approach to meeting their child/young person's needs.</p>	<p>Making Every Day Count</p>	<p>Professionals, parents, and carers will be able to access simple and effective system for support with SEND which will increase parental and school confidence that cases are being triaged and assigned in a timely manner.</p> <p>Electronic systems to allow all professionals access to the most current documentation and reduce time wasted on 'retelling their story.'</p>	<ul style="list-style-type: none"> • Reduction in the number of changes of named worker for a child with an EHCP. • Increased percentage of children, young people, individual parents/carers, the Parent Carers Forum and professionals who report that: <ul style="list-style-type: none"> ○ services across the system are working better together ○ agencies share relevant information with other agencies in a timely way and according to statutory timescales ○ they do not have to repeat themselves at every encounter with a professional 	<p>18 months, April 2025</p>

3. Leaders across the partnership should establish rigorous processes to help ensure the improved timeliness and quality assurance of EHC plans. Leaders should use this learning to improve the quality of new and existing EHC plans.

**Our response:
PAP 3A**

Children and young people’s needs are consistently identified accurately and assessed in a timely and effective way from the outset

What are our intended outcomes?
What will this look like for children, young people, and their families?

The local area partnership will consistently assess and accurately identify the needs of children and young people within statutory timeframes.
We will know we have made a difference when:
- EHCs are co-produced to ensure the needs and views of children and young people are consistently and accurately identified and EHCs are finalised within statutory timeframes.

Objective	Task & Finish Group	What will the impact be?	How will we measure the impact?	Completion Date
PAP3A:1 By April 2024 process map all timelines relating to statutory EHCP processes to identify clearly causes of delay, and identify solutions	Making Every day Count / Transitions	Statutory Assessments will be completed within statutory timeframes Annual Reviews will be completed within statutory timeframes Preparations for transitions are completed in a timely manner and by statutory deadlines	<ul style="list-style-type: none"> Improved compliance with statutory timeliness across the system 	6 months, April 2024
PAP 3A:2 By September 2024 Improve the timeliness of contributions from all agencies who are required to input to any EHCP process	Making Every Day Count	Contributions from all agencies to the EHCNA process will be submitted by week 12 at the latest Contributions from all agencies who support a child or young person will be requested at least 6 weeks prior to the AR meeting to be submitted for circulation 2 weeks before meeting	<ul style="list-style-type: none"> Improved compliance with statutory timeliness across the system 	9 months, September 2024

<p>PAP3A:3 By September 2024, ensure that the system to communicate progress of new and existing EHCPs is understood and accessible to partners, parents, and carers</p>	<p>Making Every Day Count</p>	<p>Parents and carers will be fully informed of any processes and decision making in relation to their child's EHCP particularly through setting meeting dates, timely sharing of reports relaying outcomes of decisions</p> <p>Partners will have access to assessment portal to track progress of assessments</p>	<ul style="list-style-type: none"> • Increased percentage of children, young people, individual parents/carers, the Parent Carers Forum and professionals agreed that they received clear, accurate and timely communication throughout the EHC needs assessment / annual review process • Reduced percentage of complaints relating to EHCP processes • All stakeholders report satisfaction with the digital portal • Increased percentage of formal decision letters during the EHC needs assessment and annual reviews are issued within statutory timescales. 	<p>9 months, September 2024</p>
<p>PAP3A:4 By April 2024, ensure that co-production is embedded throughout the EHCP processes, so that children and young people, parents and carers and all relevant professionals are included.</p>	<p>Making Every Day Count</p>	<p>Children, young people, and their parents/carers are routinely offered opportunities to meaningfully contribute into the draft of the EHCP.</p> <p>Views of children, young people and their parents/carers are routinely sought and updated as part of the annual review process</p> <p>Children, young people, and their parents/carers are part of the coproduction of outcomes during the EHC needs assessment and annual review process.</p>	<ul style="list-style-type: none"> • Increased percentage of children, young people, individual parents/carers, the Parent Carers Forum and relevant professionals agreed that: <ul style="list-style-type: none"> ○ They were offered the opportunity to discuss the draft EHCP ○ The EHCP accurately reflects the child / young person's SEND needs and the provision required to meet those needs • Increased percentage of EHCPs demonstrate the views of the child, and that those views have been used to inform the plan which is outcome focussed and needs led. 	<p>6 months, April 2024</p>

**Our response:
PAP 3B**

Improve the quality of EHCPs so that contributions from education, health and social care are thorough and describe the child or young person accurately enough to ensure their needs are met effectively, particularly at the point of transition

What are our intended outcomes?

Children and young people's needs are consistently identified accurately and assessed in a timely and effective way from the outset

What will this look like for children, young people, and their families?

We will know we have made a difference when:

- Quality Assurance processes and feedback from families and settings demonstrate that EHC plans include contributions from all agencies (where appropriate) working with children and young people and plans describe children and young people accurately to ensure their needs are met.
- Plans are updated effectively, in a timely manner and secure successful transitions, particularly between phases of education
- Children and young people and their parents/carers confidently report their EHCP reflects them/their child

Objective	Task & Finish Group	What will the impact be?	How will we measure the impact?	Completion Date
PAP3B:1 By July 2024, review and embed an updated Multi-Agency Quality Assurance Framework so that the quality of reports feeding into plans and ultimately the plans themselves reflect the needs of each child	Making Every Day Count	All plans will accurately reflect the needs of the child or young person <ul style="list-style-type: none"> - LAP coproduced Quality Assurance Framework quarterly auditing cycle 	<ul style="list-style-type: none"> • Case file audits show an increase in percentage of good and outstanding EHC plans • Increased percentage of children, young people and individual parents/carers confidently report their EHCP reflects them/their child • Increased percentage of children, young people, their parents/carers and professionals agreed that the EHCP accurately reflects the child / young person's SEND needs 	9 months, July 2024
PAP3B:2 By April 2024, improve the quality of advice and identification of specific provision from education, health, and social care	Making Every Day Count	Description of needs will be specific and sufficiently detailed within all sections of the EHCP and reflect all agencies' contributions Where appropriate, the provision to meet need in all sections of the children and young people's EHCP plan will be specific and quantifiable and address the child / young person's unique needs LAP co-produced Quality Assurance Framework which drives improved quality of EHCPs	<ul style="list-style-type: none"> • Case File audits show an increase in the percentage of good and outstanding EHC plans • An increased percentage of children, young people, their parents/carers and professionals agreed that the EHCP has led to the child / young person getting the help and support they need 	6 months, April 2024
PAP3B:3 By July 2024, audits of plans demonstrate advice from health,	Making Every Day Count /	Where there is a contribution to needs identified, outcomes planning and provision from more than one education provider and	<ul style="list-style-type: none"> • Increased percentage of children, young people, their parents/carers and professionals agreed that: 	9 months, July 2024

social care, and education leads to accurate assessment of child's needs	Working together	health and social care partners this is reflected within the EHCP provision required and outcomes LAP co-produced Quality Assurance Framework which drives improved quality of EHCPs	<ul style="list-style-type: none"> ○ the EHCP accurately reflects the child / young person's SEND needs ○ different services (education, health, and care) worked together in the development of EHCP 	
PAP3B:4 By April 2025, processes will be in place to effectively monitor the achievement of outcomes and delivery of provision, as detailed in section F, G and H, through the annual review process	Making Every Day Count / transitions	Provision is delivered as per plan and oversight of this is in place. Children and young people make expected progress towards meeting their outcomes.	<ul style="list-style-type: none"> ● Case studies of Annual Reviews evidence an increasing level of progress towards the child / young person achieving agreed outcomes. 	18 months, April 2025

4. Leaders across education, health and care should improve the commissioning of services to ensure that children young people and their families receive sufficient support to better meet their needs and improve parental confidence in the SEND system.

Our response: PAP 4A	Partners know registered providers well and there are strong relationships with commissioned providers
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What are our intended outcomes?	Partners and providers across the system know our area well and have an agreed co-produced vision to work together to meet needs of children and young people. There is improved commissioning of health and care services to improve the capacity to meets the demand and needs of children, young people, and their families.
What will this look like for children, young people, and their families?	<p>We will know we have made a difference when:</p> <ul style="list-style-type: none"> - Parents/carers are confident that their children's needs will be met holistically, they will report on effective partnership within the SEND Service - Parents/carers and the Parent Carer Forum reports that commissioning is timely, accurate, supportive and they feel listened to.

Objective	Task & Finish Group	What will the impact be?	How will we measure the impact?	Completion Date
PAP4A:1 By April 2024, services for children and young people with SEND are clearly listed on the Local Offer and contact details, referral pathways and links are easy to follow. This information will be co-produced, relevant, up to date and regularly updated by a dedicated resource.	Leadership & Partnership	Children, young people, parents and carers, and professionals will be able to easily access up to date information, help, support, and signposting to relevant agencies in accessible formats (website, helpdesk, leaflets).	<ul style="list-style-type: none"> • Increased percentage of individual parents/ carers, the Parent Carers Forum and professionals reporting satisfaction with ease of use to find the necessary information of the Local Offer • Increased percentage of parents/carers, the Parent Carers Forum and professionals reporting satisfaction with the content of the Local Offer • Feedback is captured on the use of the Local Offer for children and young people with SEND, individual parents/ carers, the Parent Carers Forum and professionals. 	6 months, April 2024

			<ul style="list-style-type: none"> Local Offer information is reviewed (in partnership with PCF) at least every 6 months and evidenced in a performance dashboard. The local area partnership is provided with performance data on the use of the local offer, including click rate, pages viewed per visit to enable reviews and improvements to be made. 	
<p>PAP4A:2</p> <p>By July 2024, we will develop a robust system for ongoing monitoring and quality assurance of providers across the system. This will drive quality improvement and inform commissioning plans.</p>	Leadership & Partnership	<p>Provision for children and young people with SEND is commissioned with high quality providers.</p> <p>The system is able to manage provider performance using a performance management dashboard which measures agreed KPIs.</p> <p>Quality of provision is assessed regularly, and actions are taken should quality concerns arise</p>	<ul style="list-style-type: none"> Increased number of providers who are assessed as delivering a high-quality service (which will be defined by the Task & Finish groups) in line with regulatory requirements The performance data dashboard will measure the performance of provision across the system. The quality of providers will be assessed and reported on in the performance data dashboard. 	9 months, July 2024
<p>PAP4A:3</p> <p>By April 2024, we will map and consolidate existing Local Area Partners joint forums to ensure that there are sufficient opportunities for joint working to build relationships.</p>	Leadership & Partnership	<p>Professional forums across all services are effective, efficient and lead to meaningful improvement for children and young people with SEND and their parents/carers, by helping to hold the system to account and identify areas for further improvement.</p> <p>The forums are valued and bring value to members.</p>	<ul style="list-style-type: none"> There are an agreed set of meetings and forums with clear Terms of Reference, the right partners are invited, attendance is monitored and identified outcomes are achieved Increased percentage of children, young people, individual parents/carers, the Parent Carers Forum and professionals that agreed that: <ul style="list-style-type: none"> different services worked together agencies shared relevant information with other agencies 	3 months, April 2024

**Our response:
PAP 4B**

Commissioning arrangements support timely decision making and transition arrangements

What are our intended outcomes?

Children and young people’s needs will be identified as early as possible and will be met in a timely manner

What will this look like for children, young people, and their families?

We will know we have made a difference when:

- An increased number of children, young people and their families report that they are receiving effective intervention that is able to meet their needs.
- There are clear pathways at transition points which are clearly communicated to children and young people with SEND and their families.

Objective	Task & Finish Group	What will the impact be?	How will we measure the impact?	Completion Date
<p>PAP4B:1</p> <p>By Oct 2024, we will ensure there are robust joint commissioning arrangements in place to meet children and young people with SEND needs across the system.</p>	Leadership & Partnership	<p>Clear joint processes and channels to enable effective joint commissioning practices.</p> <p>Transformation programmes are set up to support effective and timely joint commissioning.</p> <p>Service specifications are reviewed and updated jointly with stakeholders, including children, young people, and their parents/carers to improve the experience of children and young people with SEND.</p>	<ul style="list-style-type: none"> • Development of an Integrated Local Area Partnership SEND dashboard based on partnership KPIs • All new jointly commissioned contracts (that include Health) will have a Section 76 Agreement that defines the joint commissioning arrangements • Increased number of jointly commissioned services evidence improved experience, outcomes and access for children, young people, individual parents/carers, the Parent Carers Forum and professionals 	12 months, October 2024
<p>PAP4B:2</p> <p>By July 2024, we will ensure early identification and timely decision-making processes are embedded within all services to ensure</p>	Leadership & Partnership/ Transitions	Transparent decision making will ensure that children and young people’s needs will be met appropriately and in a timely manner.	<ul style="list-style-type: none"> • Increased percentage of children and young people with EHCPs that have transition plans in place 	9 months, July 2024

<p>appropriate interventions are put in place for children of all ages, particularly at key transition points</p>			<ul style="list-style-type: none"> • Increased percentage of children and young people with SEN Support have transition plans in place • Increased percentage of children, young people, individual parents/carers and the Parent Carers Forum that agreed that their transition plans met their needs • Increased utilisation of Strengths & Needs approach (early help) across the local area to meet children’s needs at the earliest point 	
<p>PAP4B:3 By Jan 2025, ensure service provision is responsive and timely to meeting the needs of children and young people with SEND.</p> <p>Page 32</p>	<p>Leadership & Partnership</p>	<p>Children and young people receive the right help at the right time in line with a graduated response delivered by providers and partners across universal, targeted and specialist levels.</p> <p>Reduction in the amount of time children currently wait to receive the right support</p> <p>AP strategy will increase the availability and use of registered AP places. Unregistered AP will be available via a new open framework.</p> <p>New template implemented in SEND to improve recording of AP, why it is being used, for how long and intended outcomes.</p>	<ul style="list-style-type: none"> • Reduction in waiting times for identification of needs and intervention • System capacity is better aligned with system demand • Improved compliance with statutory timeliness reporting across the system • Through the development of an Integrated Local Area Partnership SEND dashboard based on partnership KPIs: <p>Increased percentage of children, young people, individual parents/carers, the Parent Carers Forum and professionals that agreed that they could access more targeted information / advice in a timely way and that it was useful</p>	<p>18 months, January 2025</p>

**Our response:
PAP 4C**

There is a multi-agency approach to effectively meeting the needs of children and young people with a high risk of admission for mental health concerns and / or placement breakdown.

What are our intended outcomes?

- To support children and young people with complex needs to thrive in the community.
- Children and young people with SEND will be involved in the decisions about their care
- Families will be actively considered as part of the formulation process and particular attention paid to their understanding and participation in any resulting plan.
- Multi-agency community support will be given to enable children and young people with SEND to remain in the home setting where appropriate.

What will this look like for children, young people, and their families?

We will know we have made a difference when:

- Multi-agency early intervention support will reduce escalation of need resulting in fewer Tier 4 admission and/or avoidable A&E attendances.

Objective	Task & Finish Group	What will the impact be?	How will we measure the impact?	Completion Date
<p>PAP4C:1 By October 2024, a local area pathway is agreed for children and young people with emotional wellbeing and mental health concerns</p>	<p>Leadership & Partnership</p>	<p>The i-THRIVE framework (an integrated, person-centred, and needs-led approach to delivering mental health services for children, young people, and their parents/carers) is collectively owned across the local area partnership, linked to Early Help Strategy and Team Around the Family (TAF) to progress outcome led plans with families.</p> <p>Children and young people with emotional wellbeing and mental health concerns receive ‘the right support at the right time and in the right place’.</p> <p>Children and young people’s needs are identified at the earliest stage to avoid escalation to crisis point.</p> <p>The local area partnership responds to cases of Emotionally Based School Avoidance with a consistent approach</p>	<ul style="list-style-type: none"> • Improving the results on the Anna Freud Maturity index tool (I-THRIVE) • Increase in the appropriate and proportional use of on reintegration timetables • Reduction in the numbers of children and young people with SEND with severe and persistent absence from school • Reduction in number of children and young people presenting at the Emergency Department with self-harm • Increased utilisation of Strengths & Needs approach (early help) 	<p>12 months, October 2024</p>

			across the local area to meet children's needs at the earliest point	
PAP4C:2 By April 2024, embed effective protocols (including Care and Education Treatment Review (CETR) and Dynamic Support Register (DSR)) for children and young people with SEND to ensure a multi-agency approach for those at risk of admission to in-patient mental health unit	Leadership & Partnership	<p>Children and young people with a learning disability, autism, or both receive the right treatment and support at the right time in the right place.</p> <p>A range of community-based services are available to support children and young people at the earliest point of identification of need</p> <p>Review the process pathway for the CETR and DSR to identify improvements</p> <p>The DSR will be held in an appropriate place that facilitates multi agency working and ensuring accountability.</p>	<ul style="list-style-type: none"> Reduction in the number of inappropriate admissions of children in in-patient beds Reduction in number of discharges delayed by lack of community support 100% quoracy attendance at CETRs and LAEPs by relevant stakeholders 	6 months, April 2024
PAP4C:3 By April 2024, ensure the partnership has a multi-agency approach for children and young people at risk of a placement or familial breakdown	Leadership & Partnership	<p>Children and young people with a learning disability, autism, or both receive the right treatment and support at the right time in the right place.</p> <p>A range of community-based services are available to support children and young people at the earliest point of identification of need</p> <p>Systems are in place that support multi-agency preventative working</p>	<ul style="list-style-type: none"> Reduction in the percentage of children with a placement or familial breakdown 	6 months, April 2024

**Our response:
PAP 4D**

School staff are well supported to understand and meet the different needs of children and young people with SEND

What are our intended outcomes?

School staff have access to a range of support across universal, targeted and specialist levels

What will this look like for children, young people, and their families?

We will know we have made a difference when:

- Staff are confident, knowledgeable, and skilled in meeting a range of SEND needs within all settings
- Parents/carers are confident that the setting can meet their child’s needs

Objective	Task & Finish Group	What will the impact be?	How will we measure the impact?	Completion Date
PAP4D:1 By October 2024, develop a clear graduated response, which includes resources, which will help support mainstream education settings to meet the different needs of children and young people with SEND	Making Every Day Count	Increased professional knowledge and understanding of need will lead to practitioners being more competent and confident in identifying and meeting needs of children and young people with SEND Consistent application of a strong graduated approach across setting Continued increase of appropriate enquiries to the SENDCO helpdesk supporting SENDCOs with their universal offer School staff have access to online resources and tools to support implementation of strong universal offer The learning environment should be universally inclusive for all Single point of access of support for schools to ensure consistency of approach	<ul style="list-style-type: none"> • Annual professional survey shows an improvement in practitioner competence • APDR cycles (assess plan, do review) are effective and lead to improved outcomes for children • Increased percentage of school staff that say they have been positively supported to meet the needs of the child 	12 months, October 2024

		<p>Staff across the LAP access free training and support opportunities offered via DfE initiatives</p> <p>Whole school SEND reviews</p> <p>Improved SENCo network offer of support alongside DBV work and DfE/NASEN training offers</p> <p>Local area priorities are identified and evident within whole school SEND review action plans</p>		
<p>PAP4D:2</p> <p>By September 2024, EHCPs fully detail the child and young person's needs and the level of support necessary to meet those needs in the right setting at the right time</p>	<p>Making Every Day Count</p>	<p>EHCPs are accurate and detailed with Needs and provision specific and quantified (where appropriate)</p> <p>New high needs element 3 top up banding system is in place and support decision making at all levels</p> <p>Schools and settings will feel supported to deliver the provision detailed in Section F of EHCPs</p> <p>Updated and published AP and SEND sufficiency strategy</p>	<ul style="list-style-type: none"> • Increased percentage of individual parent/carers, the Parent Carers Forum and schools that agree their confidence in the locally available provision has increased • Increased percentage of children, young people, individual parents/carers and the Parent Carers Forum that agreed: EHCP has led to my child getting the help and support they need • The needs of more children and young people with SEND are met appropriately within the continuum of provision in Oxfordshire leading to reduced need for Independent and Non-Maintained Special Schools (INMSS) 	<p>11 months, September 2024</p>

5. Leaders, including education, health and care providers should identify the steps that they will take to collectively monitor and measure the impact of their strategy and actions. These plans should be co-produced with and communicated clearly to children, young people, and their families so that their experiences and outcomes improve.

Our response: PAP 5A	The Oxfordshire local area partnership is supported by consistent leadership in important roles within the SEND system.
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What are our intended outcomes?	Strategies and action plans are implemented, and progress is maintained
What will this look like for children, young people, and their families?	<p>We will know we have made a difference when:</p> <ul style="list-style-type: none"> – children and their families are assured that there is strong, effective leadership in place to drive forward the action plan, to monitor performance, and that any barriers to success are addressed. – Through parents/ carers representation at decision making boards, their views are heard and taken into consideration throughout the local partnership at all levels.

Objective	Task & Finish Group	What will the impact be?	How will we measure the impact?	Completion Date
PAP5A:1 By January 2024, establish a clear and transparent leadership and governance framework that includes wide stakeholder representation	Leadership and Partnership	<p>Parents and Carers will know who the leaders are in the local partnership and their roles and responsibilities.</p> <p>Partners and stakeholders will have more confidence in the decision-making process.</p> <p>Strengthened confidence in joint planning and decision making across the partnership.</p> <p>Increase acceptance of strategic direction and decisions across the partnership due to decisions being made jointly.</p>	<ul style="list-style-type: none"> • Increased percentage of individual parents/ carers, the Parent Carers Forum and professionals that agree their views are used to inform decision making • Increased percentage of individual parents/ carers, the Parent Carers Forum and professionals that agree that they have confidence in the 	3 months, January 2024

		Assurance that we are jointly delivering our action plan.	decision-making process and know who the key leaders are	
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**Our response:
PAP 5B**

There is clear alignment between strategic thinking and operational practice that supports the partnership’s ability to undertake transformation and make sustainable change

What are our intended outcomes?
What will this look like for children, young people, and their families?

There is clear alignment between strategic thinking and operational practice.
Operational staff have a clear understanding of the strategy and their role in delivering the strategy.

We will know we have made a difference when:

- Children and their families can help shape the strategic direction for SEND in Oxfordshire. The services they receive from the Local Partnership are delivered in-line with the agreed strategy.
- The Oxfordshire SEND Local Offer is accurate, relevant, and accessible.

Objective	Task & Finish Group	What will the impact be?	How will we measure the impact?	Completion Date
PAP5B:1 By December 2023, publish a reviewed and updated co-produced SEND strategy and implementation plan, which has been informed by the recommendations from the Ofsted inspection and learning from the implementation of the priority action plan	Leadership & Partnership	Strategic leaders across the partnership work well together to set a consistent direction for SEND improvement, find effective solutions to system problems, and ensure operational structures are effective in supporting joint working across area services. Revised priorities based on most recent feedback from parent carers and Ofsted. Priorities agreed, known, and understood, by the partnership.	<ul style="list-style-type: none"> • A refreshed SEND strategy, implementation plan and vision are agreed and published. • Increased percentage of individual parents/ carers, the Parent Carers Forum and professionals reporting that they understand the vision and priorities for the SEND partnership • Increased percentage of individual parents/ carers, the Parent Carers Forum and professionals reporting that the local area partners work well together 	2 months, December 2023
PAP5B:2 By September 2024, Oxfordshire will have finalised and published their SEND	Leadership & Partnership	Schools are able to meet the needs of children and young people with SEND at an earlier stage.	<ul style="list-style-type: none"> • Sufficiency Strategy is published 	12 months, September 2024

<p>Sufficiency Strategy to meet the needs of children and young people in Oxfordshire</p>		<p>Improved early planning at key transition points between all stakeholders.</p> <p>Improved support for SEND students out of core school hours.</p> <p>Improved collaboration across partnership – including schools.</p> <p>Children and young people in enhanced pathway provision are having their needs met in their local mainstream school.</p>	<ul style="list-style-type: none"> • Increase availability of specialist provision within mainstream schools by September 2024 • Increase the number of children and young people whose needs are appropriately met within mainstream provision • Reduce over-representation of children and young people with SEND in permanent exclusions and fixed-term suspensions • Increase the capacity of specialist provision to meet the needs of children with SEND whose needs cannot be met within a mainstream provision in Oxfordshire 	
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**Our response:
PAP 5C**

Early intervention support in place to provide support to children, young people, and families before an EHC Plan has been produced.

What are our intended outcomes?

Children and young people are provided with the right support at the earliest opportunity

What will this look like for children, young people, and their families?

We will know we have made a difference when:

- Children, young people, and their families, have access to the right support at the right time. There is no longer a sense that an EHC is required for needs to be met.

Objective	Task & Finish Group	What will the impact be?	How will we measure the impact?	Completion Date
PAP5C:1 By April 2024, to co-produce the local area partnership early help and early intervention strategy	Making Every Day Count	<p>Revised strategy in place and aligned with related/ interdependent strategies (e.g., revised SEND Strategy).</p> <p>Strategy agreed, known, and understood, by partner agencies.</p> <p>Partners working together towards common objectives.</p> <p>Children and young people with complex needs makes accelerated progress against set criteria</p> <p>Clear shared vision agreed across local partnership.</p> <p>Early intervention data will be incorporated into the integrated Local Area Partnership SEND dashboard</p> <p>Progress against Key Performance Indicators, agreed by partnership, can be measured/ monitored (and acted upon where required).</p> <p>Performance information is used to inform decision making and planning for children and young people with SEND</p>	<ul style="list-style-type: none"> • Early Intervention Strategy has been published • Increase in number of children having needs met in a mainstream school setting <p>Lower proportion of children requiring AP or Specialist setting</p>	6 months, April 2024

Our response:
PAP 5D

Staff across the partnership have access to training and development opportunities, which equip them to identify and meet the needs of children, young people, and their families

What are our intended outcomes?

All staff who work with children and young people with SEND and their families will have the necessary skills and training appropriate to their role

What will this look like for children, young people, and their families?

We will know we have made a difference when:

- Children, young people, and their families, are supported by a skilled workforce, who can intervene early and provide the right support at the right time.

Objective	Task & Finish Group	What will the impact be?	How will we measure the impact?	Completion Date
<p>PAP5D:1</p> <p>All staff who work with children and young people with SEND and their families will undergo regular training and Continuing Professional Development opportunities appropriate to their role, resulting in a highly effective workforce</p> <p>Page 41</p>	<p>Working Together</p>	<p>All Staff who work with children and young people with SEND have the relevant skills and confidently communicate decisions to them and their parents/carers</p> <p>Children, young people, and their parents/carers, are more able to access effective early support, and to have their needs met in a timely manner.</p> <p>Increased professional knowledge and understanding of need will lead to practitioners more confident in identifying and meeting needs of children and young people with SEND</p> <p>Consistent application of a strong graduated approach across settings.</p>	<ul style="list-style-type: none"> • Increased percentage of children and young people have their needs met • Increased percentage of staff saying they feel more competent as a result of CPD they have completed • Annual professional survey shows an improvement in practitioner competence 	<p>Ongoing</p>

Areas for Improvement

In addition to the Priority Action Areas the Local Partnership are committed to making improvements in the four additional areas identified to improve outcomes for children, young people, and families with SEND. Many of the actions in the Priority Action Plan (PAP) will contribute to improvements in these areas, the table below cross-references actions in the PAP with the Areas for Improvement (Afi).

	PAP1					PAP2					PAP3							PAP4								PAP5									
	1:1	1:2	1:3	1:4	1:5	2a:1	2a:2	2b:1	2b:2	2b:3	3a:1	3a:2	3a:3	3a:4	3b:1	3b:2	3b:3	3b:4	4a:1	4a:2	4a:3	4b:1	4b:2	4b:3	4c:1	4c:2	4c:3	4d:1	4d:2	5a:1	5b:1	5b:2	5c:1	5d:1	
Afi1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓		✓	✓				✓	✓	✓			✓	✓		✓	✓		
Afi2			✓		✓			✓														✓								✓					
Afi3				✓	✓										✓				✓			✓					✓			✓	✓				
Afi4						✓	✓	✓			✓	✓	✓										✓	✓	✓					✓			✓		

Task & Finish Group has also been assigned to each Area for Improvement and will be responsible for developing and delivering further actions that will give improvement in these areas. Progress reporting on these Areas for Improvement will be the same as that for the Priority Action Areas.

Area for Improvement 1: The local area partnership should evaluate the quality and impact of services and joint working more effectively in order to inform improvements that lead to better outcomes and experiences for children and young people with SEND. **Task & Finish Group: Working Together**

Area for Improvement 2: Leaders should improve their strategic approach to transition planning at all ages so that children and young people receive the right help and support they need to lead successful lives. **Task & Finish Group: Transitions**

Area for Improvement 3: Leaders must continue to develop their oversight, strategy, and commissioning arrangements of suitable alternative provision so that there is sufficient suitable provision that meets the needs of children and young people with SEND. **Task & Finish Group: Leadership & Partnership**

Area for Improvement 4: Leaders across the partnership should continue to address the long waiting times for children and young people requesting support from health services. The local area partnership should ensure that support is in place from health services for children and young people who are awaiting assessments. **Task & Finish Group: Making Every Day Count**