SEND LOCAL AREA

Written Statement of Action

Author: Michele Lucas, Assistant Director Education and Skills

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Version 10

SEND Strategy Priorities 2019-22

Ensure that children and families are at the heart of an effective send system	• Parental engagement and co-production in all areas of SEND. • The role of the Parent/ Carer Forum in putting forward parent voice though CaPa • Parent, child and young person engagement in service commissioning, Planning and delivery • Co-production of individual Education, Health and Care Plans (EHC Plans) • Pupil voice and targeted engagement work • Feedback via surveys and group work
Ensure every child and young person is making good progress and attends a good place to learn	• A comprehensive range of high quality SEND services available in mainstream and special early years settings, schools and colleges for children and young people at SEN support and EHC Plan • Measures of individual outcomes progress through EHC Plan and SEN support and beyond academic attainment • Appropriate range of specialist places in place • SEND progress measures in schools and bases for EHC Plan and SEN support • Targeted monitoring and support for all vulnerable groups including SEN support, EHC Plan, LAC, CIN and Young Offenders
Ensure children and families are well supported	• High quality comprehensive information on all SEND services through the Local Offer • High quality support services in all provision to enable parents, children and young people to achieve identified outcomes • High quality advisory and support services through Information, Advice and Guidance services (IAGS) • Clear and comprehensive routes of access to Co-ordinated Health & Social Care support including SEN support, CAF, Health Pathways including Emotional, Health & Mental Wellbeing and EHC Plan
Ensure an effective and responsive approach to assessing and meeting the needs of children and their families	• High quality and efficient SEN assessment, delivery, monitoring and administration at early years settings, schools and college provision with effective Local Authority, Health and Social Care contributions • Comprehensive support for children and young people in place leading to enhanced outcomes for all children and young people
Ensure the identification of early support for children with send	• Comprehensive early identification and support systems including Early Support, Portage, Outreach services and co-ordinated support in Early Years settings incorporating Health, Social Care and Education systems under a single co-ordinated system • Clear systems of support and advice to early years settings to ensure identification of needs and support including support from the Area SENCO
Ensure young people are well prepared for adulthood	• Clear and timely Preparing for Adulthood (PFA) Planning ensuring young people have a wide range of opportunities and achieve across all six areas of PFA • Clear and effective systems enabling young people to transition to adult education, Employment, Health and Social Care services based on their individual needs

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Introduction

This document outlines the commitment of Thurrock Council and Thurrock's Clinical Commissioning Group (CCG) to address the areas of concern, which were identified in Thurrock's Local Area SEND Inspection, which took place 4th-8th March 2019.

The document highlighted three key areas:

- **Area of Concern 1:** Inaccurate and incomplete records and ineffective oversight meant that leaders did not know the whereabouts of some children and young people and what provision they have.

- **Area of Concern 2:** Quality assurance is not rigorous enough to ensure effective governance and oversight across the provision and services for 0 to 25-year-olds with SEND. Leaders are reliant on working relationships rather than processes. Leaders are over reliant on the limited information given to them by educational providers about the quality of the provision they purchase.

- **Area of Concern 3:** Education Health and Care Plans (EHC Plans) and the annual review process are of poor quality. The local authority has no system in place to make sure that relevant professionals and services are notified when EHC Plans need reviewing or updating. Professionals are not routinely informed of requests to submit written information within specified timescales. Too often EHC Plans are out of date and do not accurately reflect the needs or views of children and young people, or the views of the families. The information from EHC Plans and annual reviews is not used to inform the commissioning of services, particularly, but not exclusively, for young people between the ages of 19 and 25 years.

Our Written Statement of Action has been produced in partnership with the Thurrock Council, CCG and Public Health to ensure that all key partners are working together to address the weaknesses identified in the recent inspection. In addition, we have shared the document with our Children's Overview and Scrutiny board, young people, our parent groups, and a focus group of parents and carers recognising the importance of shared ownership and commitment to children and young people with SEND.
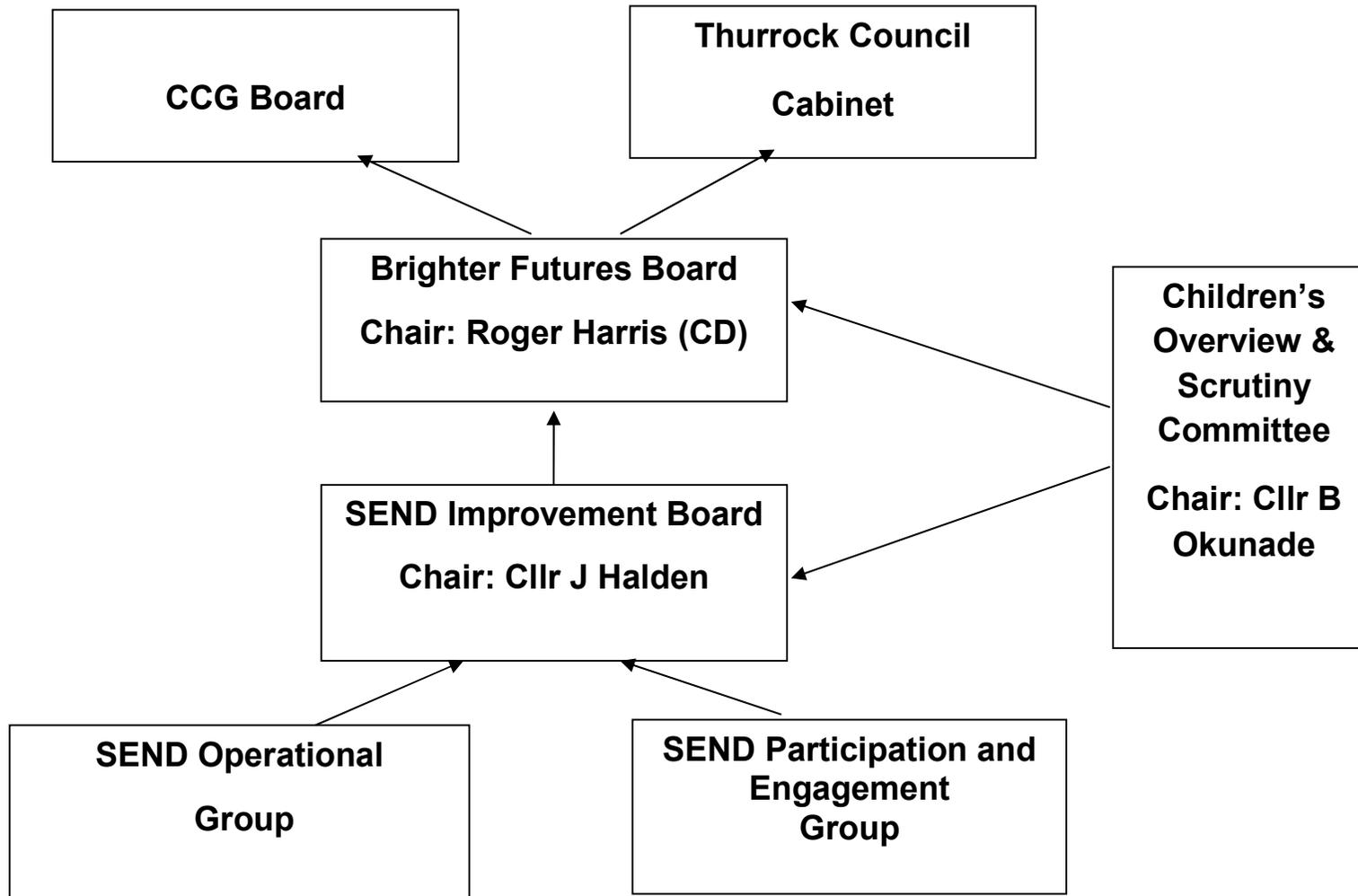
The monitoring of this statement of action will take place on a quarterly basis with the Department for Education (DfE) and NHS England, and implementation will be monitored and scrutinised through the Thurrock SEND Improvement Board, which is chaired by the Portfolio Holder for Education and Health. Our Operational SEND Group will oversee our work Plans and monitor internal performance measures to ensure we have a robust system of quality assurance in place.

Thurrock has a long standing commitment to an inclusive system of education health care and support that actively enables access and full participation to all aspects of community life. This is in compliance with the Salamanca Statement and Framework for action on Special Needs (1994), the UN Convention on the Rights of the Child and is embedded in the Equality Act 2010.

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Key responsible people

Portfolio Holder for Education & Health (PFH)	Cllr James Halden	**CEO Thurrock Council**	Lyn Carpenter
Leader of the Council	Cllr Rob Gledhill	**Portfolio Holder Children & Adult Social Care**	Cllr Susan Little
Chair Children's Services Overview & Scrutiny Committee	Cllr Bukky Okunade	**Corporate Director (CD)**	Roger Harris
Assistant Director, & Consultant in Public Health	Teresa Salami-Oru	**Assistant Director Education & Skills (ADES)**	Michele Lucas
Director Children's Social Care (DCSC)	Sheila Murphy	**Strategic Lead Specialist Provision / Principal Educational Psychologist (SLSPPEP)**	Malcolm Taylor
Strategic Lead School Effectiveness and SEND (SLSESEND)	Andrea Winstone	**Post 16 Service Manager (P16SM)**	Kate Kozlova-Boran
Strategic Lead Business Intelligence (SLBI)	Jackie Groom	**Assistant Director for Integrated Commissioning for Children, Young People & Maternity**	Helen Farmer
Chief Nurse, CCG	Jane Foster-Taylor	**Strategic Lead for Children Services Commissioning (SLCSC)**	Sue Green
Designated Clinical Officer (DCO)	Louise Warren		

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SEND Governance Structure

CCG Board	**Thurrock Council Cabinet**

Brighter Futures Board

Chair: Roger Harris (CD)

Children's Overview & Scrutiny Committee

Chair: Cllr B Okunade

SEND Improvement Board

Chair: Cllr J Halden

SEND Operational Group

SEND Participation and Engagement Group

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Governance Structure

Thurrock Council working in partnership with Thurrock CCG and Parent Carer Forum has undertaken a review of its Governance of the SEND work across the Local Area.

Children's Overview and Scrutiny will monitor the impacts associated with this plan on bi-monthly basis.

Brighter Futures – Children's Partnership provides the overarching governance arrangements for SEND, work to address the issues within the written statement of action and the wider SEND strategy will be reported to the Brighter Futures – Children's Partnership on a six monthly basis.

SEND Improvement Board meets six weekly and is chaired by the Portfolio Holder for Education and Health. The membership is made up of senior management from across the Partnership including the CCG and Public Health and the Parent Carer Forum.

SEND Operational Group meets six weekly to ensure the work programme set out in the written statement of action and the wider SEND improvement priorities are on track ensuring effective action. This group reports to the SEND Improvement Board. Membership of this Group is cross partnership and includes operational leads from the LA, CCG, Public Health and Parent Carer representation.

The SEND Participation and Engagement group meets quarterly co-chaired with the Parent Carer Forum to enable a wide range of co-production including Health Education and Social Care across all areas of SEND improvement.

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RAG RATING KEY	
RED	**The action has not yet started or there is significant delay in implementation. The action must be prioritised to bring it back on track to deliver.**
AMBER	**The action has been started but there is some delay in implementation. The action must be monitored to ensure the required improvement is delivered.**
GREEN	**The action is on track to be completed by the agreed date. Evidence is required to show that the improvement has been embedded and sustained.**

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Written Statement of Action

Area of concern 1: Inaccurate and incomplete records and ineffective oversight meant that leaders did not know the whereabouts of some children and young people and what provision they have.

Aim of this programme of work:

To ensure that the Local Authority knows where all children and young people are placed and what provision they are accessing. To develop processes to confirm the quality of provision and the welfare of children and young people placed in different settings particularly those placed by the out of the authority.

We will undertake a review of SEND, EHC Plan records and ensure that they are updated by the SEN team. This will be audited monthly by members of the senior manager team and reported through our performance management framework to Directors Board and the SEND Improvement Board.

KPIs / Targets for assessing overall success of the programme

- All EHC Plans are reviewed and quality assured to meet statutory assessment timelines

  The system at any time can produce this information readily.

An accurate list of all C&YP with EHC Plans:-

- Where they are placed

- Date the EHC Plan was reviewed and when next review is due

- For those placed in residential /out of authority or home educated dates of the last monitoring visits to check welfare

- Up to date information around children/young people who are "awaiting specialist provision"

- Clear processes in place to ensure we are tracking those that may be missing education

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Area of Concern 1: Inaccurate and incomplete records and ineffective oversight meant that leaders did not know the whereabouts of some children and young people and what provision they have			
Aims: To ensure that the Local Authority knows where all children and young people are placed and what provision they are accessing. To develop processes to confirm the quality of provision and the welfare of children and young people placed in different settings particularly those out of the authority.			

Actions	Action completed by	Responsible Officer	Outcomes and measures
A1. Management oversight- Realignment of Education and Skills leadership so that there is an enhanced focus on quality and performance monitoring of provision a) Complete re-alignment documentation b) Consultation with management team members re the new structure. c) Realign duties to Strategic Leads and Post 16 Lead and amend job descriptions d) Strategic Leads and Post 16 Leads line managed by ADES e) Rigorous monitoring of the SEND services to ensure that outcomes and measures are met **RAG rating** | Oct 2019	Jan 2020	April 2020	July 2020 | | --- | --- | --- | --- | | | | | | | Oct 2020	Jan 2021 | | --- | --- | | | |	Completed July 2019 Completed July 2019 Completed July 2019 Completed July 2019 Ongoing	ADES ADES ADES ADES ADES	**Outcomes** Distributed leadership of service – service realigned into three areas Specialist provision, Operations and Post 16 Service leads closely monitor and performance manage the SEND operational teams Service leads attend case management decision making panel Service leads visit each out of borough placement to QA There are clear lines of responsibility and reporting Rigorous monitoring improves performance of SEND team measured by timescales, feedback from parents and education establishments, % of plans audited that comply with the QA framework, % of annual reviews completed on time (see section 3) Quarterly report on performance to the SEND Board starting in October 2019 **And as a result:** Local Authority (ADES) has effective oversight of where all children and young people with SEND are placed and the provision they are accessing thus ensuring they are achieving their outcomes Increased management capacity which will lead to closer scrutiny of all cases ensuring all children and young people are placed in appropriate provision

			Progress will be governed by SEND Improvement Board
A2. Records and oversight of all Post 16 provision for CYP with SEND to be reviewed to ensure accuracy of placement for the young person in line with Ofsted Written Statement of Action a) Identify additional funding stream for additional capacity through a business case to Director's Board b) Recruit 2 additional post 16 officers with careers advice and guidance qualifications c) Create a quality assurance framework for post 16 provision using regional guidance to be developed further with Children , Young People, Parents /Carers and Partners d) Commission post 16 provision using the framework developed e) Agree KPIs with all post 16 providers to enable the officers to measure impact of provision f) In collaboration with South Essex College and Thurrock Adult Community College improve the post 16 offer locally, ensuring information from PFA meetings/ annual reviews taken into account g) The Action Plans for Young People undergoing transition with EHC Plans are collated by the Preparing for Adulthood Officer on a termly basis to inform the future provision h) Embed seamless pathways between Children's and Adult Social Services through	**April 2020** **Completed July 2019** **Feb 2020** **Aug 2020** **Feb 2020** **April 2020** **Dec 2019** **Nov 2019**	**P16SM** **P16SM** **P16SM** **P16SM** **P16SM** **P16SM** **P16SM** **P16SM**	**Outcomes** Increased capacity in Post 16 team to address areas of identified concern in the Ofsted Inspection. New learning pathways and courses are developed locally for Preparing for Adulthood(PfA) building on current provision for young people All CYP from year 9+ have will have an annual PfA advisor attend their annual review will deliver CEIAG (Career education, information and guidance) to SEND YP in Year 9,10,11, 12, 13 and 14 to identify needs early on, consistently work on SMART career targets using the Careers Action Plan as the golden thread throughout the YP's journey. **And as a result:** CYP welfare and quality of education is regularly assessed and monitored Post 16 provision is commissioned based on intelligence from PfA sections of reviews of EHCPs **Evidenced by**: Development of new bespoke programmes to ensure learner needs are met. Improvement to the curriculum; internship opportunities; careers advice and access to employment and apprenticeships for young people. Additions to the post 16 curriculum for young people with SEND (both with EHCPs and at SEND support) for the academic year

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PfA monthly meetings i) Create new career action plans appropriate to different year groups	**Sept 2019**	**P16SM**	2020/21 compared with 2019/19. Increase in supported internship from baseline in the SEN2 return 2019 of 24.

PfA monthly meetings

i) Create new career action plans appropriate to different year groups — **Sept 2019** — **P16SM**

2020/21 compared with 2019/19.

Increase in supported internship from baseline in the SEN2 return 2019 of 24.

Increase in apprentices with EHCPs for the baseline in the SEN2 return 2019 of 19.

Changes in the levels of YP aged 16-19 with EHCPs NEET from 2019 baseline. Changes in the overall level of YP who are NEET from 2019 baseline.

Leaders know the whereabouts of all children and young people and what provision they have evidenced by records produced from the database/IT system.

Young people meet their potential and have fulfilling lives and careers as evidenced by :-

Young people have access to new bespoke programmes to meet learner needs.

Improved access to the curriculum; internship opportunities; positive transitions from children to adult health services; careers advice and access to employment and apprenticeships; positive transitions from children's to adult's social care, access to housing and support for independent living.

RAG rating

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A3: Governance of SEND Service will be reviewed to ensure, there is effective oversight all children and young people.		ADES DCO ADCS CD	Outcomes and measures

A3: Governance of SEND Service will be reviewed to ensure, there is effective oversight all children and young people.

a) SEND Improvement Board and SEND Operational Board to be established — **Completed July 2019**

b) Agree terms of reference for the boards and arrangements for communicating decisions and reporting lines — **Completed July 2019**

c) Board to be Chaired by Portfolio Holder, and DCO, ADES, ADCS, CD attend board meetings — **Completed July 2019**

d) Embed the operational aspects of governance structures, working groups and forums established by WSoA and already in existence in order to ensure aligned and effective implementation of WSoA. — **Jan 2020**

e) The board will hold performance of SEND department to account through monthly performance data monitoring — **Jan 2020**

ADES

DCO

ADCS

CD

Outcomes and measures

- Increased senior management oversight
- Challenging but realistic targets are set
- Clear lines of accountability
- Poor performance is challenged and addressed

And as a result:

Membership agreed. The chair of the board is the PFH for Education and Health and OFSTED Regional Lead is also a member

New board meeting on 14th June to oversee the development of the Written Statement of Action

Board have met and signed off the re-submitted WSOA.

The performance framework will demonstrate a system wide approach to children and young people with SEND

Performance of department will improve and children and young people's experience of support arrangements for SEND will improve

RAG rating

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Oct 2020	Jan 2021		

A4: Improve the accuracy and quality of record keeping			Outcomes
A4: Improve the accuracy and quality of record keeping a) Update all data currently held on the Synergy SEN Data base system to ensure annual review dates, placements/ schools/ year groups and other information is correct. b) Bi-weekly training programme in place for all SEND team in the processes for annual reviews/ case work/ recording/ customer service/ practice standards c) Train SEND caseworkers to use all the modules on the Synergy SEND system d) Embed SEND Children Missing Education (CME) processes and recording through CME monthly monitoring of cases. e) Distribute CME reporting and recording processes to SEND/ EWS/ Admissions/ Social Care/ schools	**Completed Sep 2019** **Completed July 2019** **Feb 2020** **Dec 2019** **Nov 2019**	SLSESEND SLSESEND SLSESEND SLSPPEP SLSPPEP	**Outcomes** The system at any time can produce this information readily to support Children and Young People's outcomes. 100% Records are accurate and up to date Staff training has commenced and is undertaken by all staff on a Bi-weekly basis An accurate list of all C&YP with EHC Plans:- - Where they are placed - Date the EHC Plan was reviewed and when next review is due - For those placed in residential /out of authority or home educated dates of the last monitoring visits to check welfare - Up to date information around children/young people who are "awaiting specialist provision" **And as a result:** All current data on Synergy is complete and accurate. CME processes are clear and understood by all All partner agencies have copies of the revised CME process and have undertaken training or awareness raising on the new process Clear processes in place to ensure we are tracking those that may be missing 20 week timescale for completing EHCPs is met in line with the SEND code of practice 2015 All members of the SEND team will have completed a training programme to understand the current SEN team requirements for data recording and to understand how to input this data into

RAG

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			Synergy
			The Synergy system can produce all required information, accurately and in a timely manner
			CYP have timely annual reviews of the EHC Plans
A5: SEND data integration project. a) Identify resources to Progress the Synergy Health Check work b) Recruit additional capacity for Synergy system c) Identify the current shortcomings in the current system d) Create an options appraisal for systems integration e) Identify appropriate system providers f) Review and update data management system g) Research the introduction of Synergy or other line EHC PLAN system h) Introduce an online EHC Plan system that is user friendly for parents/ CYP/ stakeholders- ensuring training is in place for all from system provider	**Completed July 2019** **Completed Oct 2019** **Completed Sep 2019** **Completed Sep 2019** **Completed Oct 2109** **Completed Oct 2019** **Dec 2019** **March 2020**	**SLBI** **SLBI** **SLBI** **SLBI** **SLBI** **SLBI** **SLBI** **SLBI**	**Outcomes** A fully integrated system that supports the work of the SEND service and provide better outcomes for young people. **And as a result** System is being used to full capacity Records are up to date and accurate Workflows in place to remind caseworkers and managers of tasks The team performance improves The system to include views and wishes of parents/carers/ CYP is on line and user friendly and enables all to give feedback to inform service development

RAG

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Area of Concern 2: Quality assurance is not rigorous enough to ensure effective governance and oversight across the provision and services for 0 to 25-year-olds with SEND. Leaders are reliant on working relationships rather than processes. Leaders are over reliant on the limited information given to them by educational providers about the quality of the provision they purchase.

Aim of this programme of work:-

(i)   **Ensure relevant governing bodies (e.g. SEND Improvement Board and Health and Wellbeing Board) have access to a range of indicators relating to outcomes, service quality and performance to assess how well the local area is meeting the needs of C&YP with SEND**

(ii)   **Ensure the development and application of the performance framework engages children and young people with SEND and their parents**

(iii)   **Ensure there is a robust quality assurance framework for those children and young people with EHCPs placed outside Thurrock that ensures they make progress, promotes their independence and ensures their wellbeing and safety.**

(iv)   **Strengthen the quality assurance arrangements for the provision of post 16 education for students with SEND and specialist school provision**

(v)   **Ensure key services for C&YP operate within a high quality QA framework that embeds co-production – particularly with regard to the drafting and review of EHCPs (section 3 below, post 16 provision, provision for children and young people placed out of borough. This will be compliant with the SEND Code of Practice (2015).**

KPI's/Targets for assessing overall success of the programme:-

a) Developing a strategic data dashboard covering education, health and social care provision which includes outcomes and indicators of service quality and performance for use by strategic managers and governing bodies responsible for overseeing the provision of services of C&YP with SEND and taking policy/commissioning decisions (see area concern 1)

b) Developing a QA framework for key aspects of service delivery with a range of partners with priority being given to the following:

- EHC Plans include the views, wishes and feelings of children, young people, their families and carers
- EHC Plans are clear, concise, understandable and accessible
- EHC Plans set out how partners will co-ordinate and work together to support the child, young person, parent and carers
- EHC Plans clearly identify need and include specific outcomes

    The framework will also be inclusive of those placed in independent/non maintained/residential settings and special circumstances.

c) Reviewing post 16 local offer and how it links into the adult social care transitional pathway.

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Area of Concern 2: Quality assurance is not rigorous enough to ensure effective governance and oversight across the provision and services for 0 to 25-year-olds with SEND. Leaders are reliant on working relationships rather than processes. Leaders are over reliant on the limited information given to them by educational providers about the quality of the provision they purchase.

Aims: Ensure relevant governing bodies (e.g. SEND Improvement Board and Health and Wellbeing Board) have access to a range of indicators relating to outcomes, service quality and performance to assess how well the local area is meeting the needs of C&YP with SEND and key services for C&YP operate within a newly refreshed QA framework.

Ensure the development and application of the performance framework engages children and young people with SEND and their parents.

Ensure there is a robust quality assurance framework for those children and young people with EHCPs placed outside Thurrock that ensures they make progress, promotes their independence and ensures their wellbeing and safety.

Strengthen the quality assurance arrangements for the provision of post 16 education for students with SEND and specialist school provision.

Actions	Action Completed by	Responsible Officer	Outcomes and measures
B1: Develop a strategic performance monitoring dashboard engaging parents/carer in its development and review a) Review possible indicators and their availability b) Consult with stakeholders and the key indicators for inclusion in dashboard including engaging parent carers to ensure a strong ethos around co production c) Use an interim dashboard of key indicators and d) revise and finalise following consultation **RAG**	March 2020 March 2020 March 2020	SLSP SLSP SLSP	**Outcomes** A framework that will: Enable the governing bodies (and the public) to know how well the local area is discharging its duties in meeting the needs of C & YP with SEND across education, health and social care. Identify priority areas for improvement. **Evidenced by:** The notes of the SEND Participation and Engagement Group, and other governing bodies that the indicators are regularly reviewed and any implications are discussed and used to guide service improvements

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B2: Enable the voice of Parents/Carers to ensure the quality assurance of all areas of support for Children and young people with SEND			**Outcomes** Engagement & participation Plan in place with the action plans evidencing partnership with parents/carers and young people. Established links in place with key partners identifying priorities to inform the new engagement strategy. Strategy will enable the engagement & participation with parents/carers and young people
a) Write, publish and complete the strategy and action plans of the Engagement and Communication Strategy informed by a range of partners.	**March 2020**	**SLSPPEP**	
b) In line with the Integrated Commissioning Framework for SEND, ensure all commissioning is co-designed with children, young people and parents	**March 2020**	**SLCSC**	There is a clear offer in place for all children and young people focussed on achieving meaningful outcomes, which has been developed through joint commissioning and co-production with CYP and their parents/carers. Feedback from quality assurance activities with parents/carers children and young people leads to identified areas of improvement in SEND provision.
c) New SEND Inclusion Support officer recruited whose role is to use the feedback from parents/carers children and young people to embed our quality assurance framework	**March 2020**	**SLSPPEP**	Increase in the engagement from parents/carers of CYP attending mainstream provision as well as Special Schools. Evidenced by membership numbers of the parent carer forum from January 2019 baseline.
d) Support the development of the Parent Carer Forum (CAPA) to increase its scope and reach to children and young people attending mainstream as well as special schools.	**March 2020**	**SLSPPEP**	The leadership/governing bodies in Thurrock are assured they are considering performance indicators that reflect aspects of service quality that are important for parent/carers and children with SEND Improved pathways and outcomes for CYP with SEND and
e) Ensure parent/carers are involved in the development and review of the multi-agency performance dashboard to ensure it reports on areas they feel are most important to their children.	**April 2020**	**SLBI**	meaningful training and employment opportunities are accessed **And as a result.** There will be clear evidence of improved outcomes achieved across all aspect of the SEND system

RAG rating							Services will have improvements identified and acted on based on Parent/Carer, CYP feedback.

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Post 16 bespoke programmes are designed to create innovative pathways for young adults which will lead to a greater level of independence

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B3: Engagement with children/young people

a) New Pupil/Student Engagement Strategy and Implementation Plan to be written and published. — **March 2020** — **SLSPPEP**

b) Collect the views of parents/carers/ CYP with SEND through the new engagement portal as a baseline and continue to measure throughout the service transformation — **Nov 2019** — **SLSPPEP**

c) PFH and ADES will host a minimum of four engagement events a year for parents/carers/ CYP to gain feedback in relation to service development. — **July 2020** — **ADES**

d) Participatory Joint Strategic Needs Assessment refresh looking at the lived experience of children and young people and their families — **April 2021** — **ADPH/ SLSPPEP**

RAG rating

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Outcomes

Strategy, Engagement Plan will be co-produced by young people will be in place and demonstrate the impact of children/young people's views on services.

This will include workshops with the Youth Cabinet, training and implementation of peer ambassadors and pupil workshops.

Governed by SEND Improvement Board & Thurrock's Youth Cabinet

To gain greater clarity on how engagement with schools can be improved

And as a result:

CYP's voice will inform service transformation and be central to their EHC Plan

Co-production will work at:

a) Strategic level e.g. JSNA, Joint Commissioning strategy, Capital Programme

b) Service level e.g. reviews and redesign of the Health , Education or care services delivery

c) Individual Level e.g. plans will be based on individual needs identified from a person-centred approach.

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B4: Quality of provision – Non Maintained Special Schools and Independent Special schools. Process of out of borough visits and quality assurance of placements to be reviewed and strengthened via rigorous QA visits and QA framework a) Commissioning activity for individual placements include the voice of the child/young person within each specification b) Ensure there is an up to date record of placements containing a planning schedule to ensure all placements are monitored annually including quality assurance process. **c)** Introduce new KPI monitoring framework for all independent schools through a commissioning framework.	**Aug 2020** **Jan 2020** **Aug 2020**	**SLSPPEP** **SLPPEP** **SLCSC**	**Outcomes** 100% of all out of borough provisions are visited utilising the quality assurance framework developed by Health, Social Care and Education. Planning schedule of monitoring visits in place, updated on a monthly basis All out of borough placements will be visited once a year ensuring that all provision is meeting the needs of the children and young people attending. More frequent visits will be undertaken where there is a need KPI's developed linking with national best practice **As a result**: Provision is identified as meeting the KPI and appropriate actions taken with providers to address any identified underperformance as evidenced by notes of visit and records of follow up actions All CYP with SEND attend a good or better educational provision – no RI and inadequate providers will be used as new placements as evidenced by department records on placement.

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B5: Commissioning of provision			Outcomes
a) Produce and sign off with Providers new Service Level Partnership Agreements for local provision - ensuring all are updated with appropriate KPI's in place.	**April 2020**	**SLSPPEP**	KPIs informs information re quality of provision and service delivery therefore is evidenced as meeting the needs of the CYP attending. Governed by SEND Operational Group & SEND Improvement Board
b) Implement the Integrated Commissioning Framework for SEND, which will ensure there is a fully planned and consistent approach to the commissioning of all special school placements.	**Aug 2020**	**SLCSC**	**As a result:**
c) Audit of provision to be reported to SEND Improvement Board	**Aug 2020**	**SLSPPEP**	QA of provision has senior management oversight and the children and young people are accessing appropriate quality provision monitoring reviews and feedback from children, young people, carers and parents

RAG rating

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Area of Concern 3: EHC Plans and the annual review process are of poor quality. The local authority has no system in place to make sure that relevant professionals and services are notified when EHC Plans need reviewing or updating. Professionals are not routinely informed of requests to submit written information within specified timescales. Too often EHC Plans are out of date and do not accurately reflect the needs or views of children and young people, or the views of the families. The information from EHC Plans and annual reviews is not used to inform the commissioning of services, particularly, but not exclusively, for young people between the ages of 19 and 25 years.

Aim of this programme of work

To ensure that the Local Authority and other partners produce a Plan that clearly articulate the needs of the child/young person having taking into consideration the voice of children/young people developed in partnership with Education. Health and Social Care. Annual review to be completed within timeframes and clearly reflect the views of children/young people, parents/carers and educational providers.

KPI's / Targets for assessing overall success of the programme

EHC PLANs:

- Improved staffing capacity to meet statutory requirements
- Strengthening management oversight to ensure that we are clearly sited on EHC PLAN progress
- Developing or revising the QA framework (to include practice standards and parent feedback and feedback from children and young people)
- Skills audit and training Plan being developed this will include Leadership Skills.
- Training of staff to include:
  (i)   caseworkers in the SEND team on how to successfully bring out the key point from specialist and other assessments to ensure this information is an integral part of the Plan as well as being included in the appendices)
  (ii)   social care staff
  (iii)   health staff
  (iv)   SENCOs

Increase in EHC Plans completed within 20 weeks from the 2018 baseline to be at least at the national average

Increase in new EHC Plans that meet standards established in the new QA framework (baseline date January 2020) when the QA framework will be operational

% of parents/carers who report on the feedback form that:

- They felt fully involved in the process

- They felt the communication was good

- They felt the EHC Plan accurately reflected their child's and young person's needs

- They felt the outcomes were good

- They felt the provision would meet their child's and young person's needs

- Baseline established autumn 2019

Feedback from education establishments:

% who felt the EHC Plan accurately reflected needs

% who felt the outcomes were clear

% who felt the EHC Plan would improve access to teaching and learning and improve progress

Baseline established December 2019

Review of EHC PLANs

% of EHC Plans that were reviewed within required timescales (baseline = % for secondary transfers, % of post 16 transfers, % others)

% of EHC Plans finalised within 12 weeks of the AR meeting where the decision taken was to amend the Plan

% of parents/carers who reported that:

- They were fully involved in the review

- They were satisfied with the outcome

- They were fully involved in the preparing for adulthood transition

- Baseline established

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Area of Concern 3: EHC Plans and the annual review process are of poor quality. The local authority has no system in place to make sure that relevant professionals and services are notified when EHC Plans need reviewing or updating. Professionals are not routinely informed of requests to submit written information within specified timescales. Too often EHC Plans are out of date and do not accurately reflect the needs or views of children and young people, or the views of the families. The information from EHC Plans and annual reviews is not used to inform the commissioning of services, particularly, but not exclusively, for young people between the ages of 19 and 25 years.

Aims: To ensure that the Local Authority and other partners produce a Plan that clearly articulate the needs of the child/young person having taking into consideration the voice of children/young people developed in partnership with Education. Health and Social Care. Annual review to be completed within timeframes and clearly reflect the views of children/young people, parents/carers and educational providers

Actions	Action Completed by	Responsible Officer	Outcomes and measures
C1: Quality of EHC Plans to ensure they meet the needs of children and young person and enable them to meet their identified outcomes. a) Examine current EHC Plan and Annual Review processes within the Council and identify where: • Improvements in processes can be introduced • Improvements in communication can be introduced • Improvements in timescales can be introduced b) Identify where additional capacity is required • Identify what is an appropriate case load for a SEND caseworkers c) Identify training needs of each individual caseworker/manager • All caseworkers to complete SEND Caseworker L3 and L4 courses • Through bi-weekly training ensure all	**Dec 19** Completed July 2019 Completed Oct 2019 Completed Sep 2019 **Dec 2019** Completed Sep 2019 **Dec 2019** **July 2020** **Jan 2020**	**SLSPPEP** **SLSESEND** **SLSESEND**	**Outcomes:** EHC plans are fit for purpose The area delivers its statutory duties to CYP with SEND in a timely, transparent and person centred way. Information gathered through EHC assessments and annual reviews is shared consistently and transparently with CYP with SEND and their families Children and young people and their families confirm that their views and aspirations are shared across services within the area to ensure that they only have to tell it once Person centred outcomes are identified by key professionals working with the child or young person Leaders are aware of the training and development needs of the staff and put in place appropriate and timely interventions to support their development Key SEND transition points are Planned in a timely manner and meet the needs of the CYP/ learner Baseline data captured in Autumn 2019.

			And as a result:
SEND team are aware of non-negotiables and appropriate training is delivered and commissioned including SEN law			The number of complaints received by the service will be reduced from previous year
• Introduce minimum practice standards to operational team based on customer service practice standards	**Completed Oct 2019**		The number of complaints upheld will be reduced from previous year
d) Complete audit of SEN output/ team and write business case for increasing the number of caseworkers in order that caseworkers have a manageable case load	**Completed Sept 2019**	**SLSESEND**	The local authority has fewer appeals and tribunals upheld in comparison to previous years baseline for 2018
			Increase in EHC Plans completed within 20 weeks from the 2018 baseline
• Undertake Customer service quality framework assessment and produce and action plan with clear deliverable outcomes.	**July 2020**		Increase in new EHC Plans that meet standards established in the new QA framework (baseline date January 2020) when the QA framework will be operational

Survey data evidences that there is an increase from autumn 2019 baseline in percentage of parents/carers who report on the feedback form that:

- They felt fully involved in the process

- They felt the communication was good

- They felt the EHC Plan accurately reflected their child's and young person's needs

- They felt the outcomes were good

- They felt the provision would meet their child's and young person's needs

Feedback from education establishments: from autumn 2019 baseline

Increase in % who felt the EHC Plan accurately reflected needs

Increase in % who felt the outcomes were clear

RAG rating

Oct 2019	Jan 2020	April 2020	July 2020

Oct 2020	Jan 2021

			Increase in % who felt the EHC Plan would improve access to teaching and learning and improve progress
C2: Revise and Review the Annual Review Process to ensure that EHC Plans are appropriately updated. a) Refresh and co-produce the annual review process for CYP with EHC Plans to ensure it gathers information on progress towards outcomes and informs joint commissioning decisions and that annual reviews take place within timescales and where necessary Plans are amended	**Dec 2020**	**SLSESEND**	**Review of EHC PLANs** Increase in % of EHC Plans that were reviewed within required timescales (baseline = % for secondary transfers, % of post 16 transfers, % others) from Autumn 2019 baseline Increase in % of EHC Plans finalised within 12 weeks of the AR meeting where the decision taken was to amend the Plan Increase in % of parents/carers who reported that:
b) Agree joint area approach to statutory decision making- initiation and case management panels – agree and publish new terms of reference and membership	<mark>**Completed Sept 2019**</mark>	**SLSPPEP**	- They were fully involved in the review - They were satisfied with the outcome - They were fully involved in the preparing for adulthood transition
c) Revise existing templates, process and guidance for completing multi-agency contributions to EHC needs assessment	**Dec 2019**	**SLSESEND**	- Baseline established
d) Recruit to Vacant appeals and Tribunals post	**Sept 2020**	**SLSESEND**	
e) Establish EHC Plan quality assurance process, schedules for quality assurance of EHC Plan, which allows the area to evaluate the strengths and weaknesses of EHC Plans (new and amended) quarterly quality assurance of EHC Plan to be undertaken by SEND Operational Board	**Nov 2019**	**SLSPPEP**	
f) Put in place protocols that ensure prompt and appropriate contributions are received when drafting EHC Plans from Education, Health and Care. This will include compliance and escalation to relevant service managers and	**Jan 2020**	**SLSESEND**	

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senior leads.		
g) Key issues report to be used by to SL SE SEND to inform staff development needs	**Feb 2020**	**SLSESEND**
h) Using Enhance training materials to implement guidance for completion of sections of EHC Plans	**Oct 2019- July 2020**	**SLSESEND**
i) Using engagement portal survey parents/carers/ CYP on their experience of the EHC Plan/ annual review process- gather a baseline in Autumn 19 and then repeat quarterly to evidence improvements/ direction of travel	**Oct 2019**	**SLSPPEP**

RAG rating

Oct 2019	Jan 2020	April 2020	July 2020

Oct 2020	Jan 2021

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This Written Statement of Action has been written in consultation with:

Children's Overview and Scrutiny

Parent Carer Forum - CaPa

Director's Board
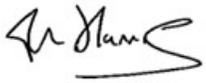
Clinical Commissioning Group

Head teachers and College Principals

SEND Improvement Board

SEND Operational Group
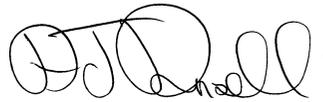
SEND Engagement and Participation Group

X _____

Roger Harris
Corporate Director

X _____

Mandy Ansell
Chief Officer, Thurrock Clinical Commissioni...

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