

## Appendix One – October to mid November 2020

### SEND LOCAL AREA

#### Written Statement of Action

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September 2019

Version 10

## **SEND Strategy Priorities 2019-22**

<p><b>Ensure that children and families are at the heart of an effective send system</b></p>	<ul style="list-style-type: none"> <li>• Parental engagement and co-production in all areas of SEND.</li> <li>• The role of the Parent/ Carer Forum in putting forward parent voice though CaPa</li> <li>• Parent, child and young person engagement in service commissioning, Planning and delivery</li> <li>• Co-production of individual Education, Health and Care Plans (EHC Plans)</li> <li>• Pupil voice and targeted engagement work</li> <li>• Feedback via surveys and group work</li> </ul>
<p><b>Ensure every child and young person is making good progress and attends a good place to learn</b></p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Measures of individual outcomes progress through EHC Plan and SEN support and beyond academic attainment</li> <li>• Appropriate range of specialist places in place</li> <li>• SEND progress measures in schools and bases for EHC Plan and SEN support</li> <li>• Targeted monitoring and support for all vulnerable groups including SEN support, EHC Plan, LAC, CIN and Young Offenders</li> </ul>
<p><b>Ensure children and families are well supported</b></p>	<ul style="list-style-type: none"> <li>• High quality comprehensive information on all SEND services through the Local Offer</li> <li>• High quality support services in all provision to enable parents, children and young people to achieve identified outcomes</li> <li>• High quality advisory and support services through Information, Advice and Guidance services (IAGS)</li> <li>• Clear and comprehensive routes of access to Co-ordinated Health &amp; Social Care support including SEN support, CAF, Health Pathways including Emotional, Health &amp; Mental Wellbeing and EHC Plan</li> </ul>
<p><b>Ensure an effective and responsive approach to assessing and meeting the needs of children and their families</b></p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Comprehensive support for children and young people in place leading to enhanced outcomes for all children and young people</li> </ul>
<p><b>Ensure the identification of early support for children with send</b></p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Clear systems of support and advice to early years settings to ensure identification of needs and support including support from the Area SENCO</li> </ul>
<p><b>Ensure young people are well prepared for adulthood</b></p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Clear and effective systems enabling young people to transition to adult education, Employment, Health and Social Care services based on their individual needs</li> </ul>

## 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 4<sup>th</sup>-8<sup>th</sup> 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.

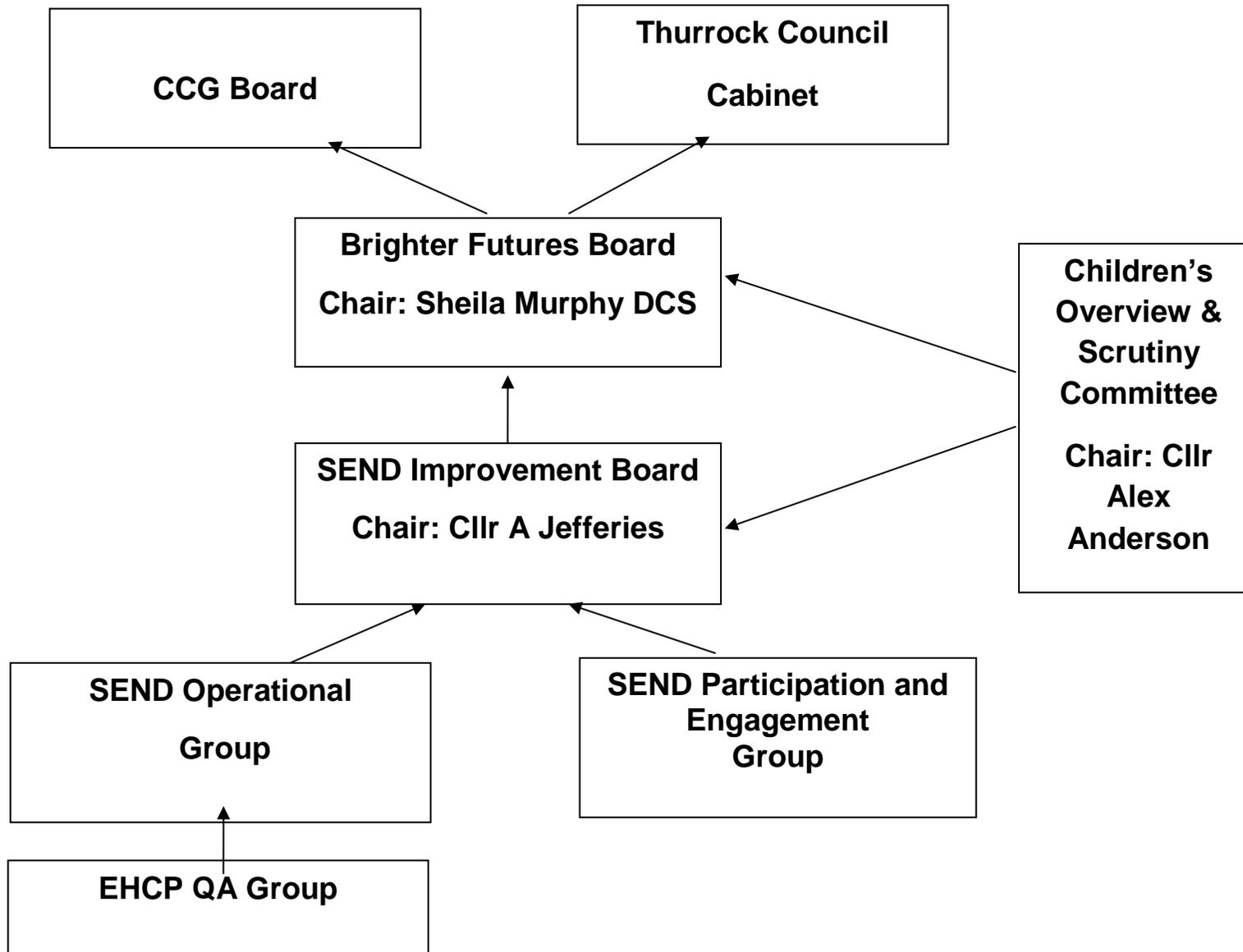
The monitoring of this statement of action will take place on a quarterly basis with the Department for Education (DfE) and NHS England, and implementation will be monitored and scrutinised through the Thurrock SEND Improvement Board, which is chaired by the Portfolio Holder for Education and Health. 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.

## Key responsible people

<b>Portfolio Holder for Education &amp; Health (PFH)</b>	Cllr Andrew Jefferies	<b>CEO Thurrock Council</b>	Lyn Carpenter
<b>Leader of the Council</b>	Cllr Rob Gledhill	<b>Portfolio Holder Children &amp; Adult Social Care</b>	Cllr James Halden
<b>Chair Children's Services Overview &amp; Scrutiny Committee</b>	Cllr Alex Anderson	<b>Corporate Director (CD)</b>	Sheila Murphy
<b>Assistant Director, &amp; Consultant in Public Health</b>	Teresa Salami-Oru	<b>Assistant Director Education &amp; Skills (ADES)</b>	Michele Lucas
<b>Assistant Director Children's Social Care</b>	Joe Tynan	<b>Strategic Lead Specialist Provision / Principal Educational Psychologist (SLSPPEP)</b>	Malcolm Taylor
<b>Strategic Lead School Effectiveness and SEND (SLSESEND)</b>	Andrea Winstone	<b>Strategic Lead Employability and Skills (SLES) previously P16SM</b>	Kate Kozlova-Boran
<b>Strategic Lead Business Intelligence (SLBI)</b>	Mandy Moore	<b>Assistant Director for Integrated Commissioning for Children, Young People &amp; Maternity</b>	Helen Farmer
<b>Chief Nurse, CCG</b>	Jane Foster-Taylor	<b>Strategic Lead for Children Services Commissioning (SLCSC)</b>	Sue Green
<b>Designated Clinical Officer (DCO)</b>	Louise Warren		

## SEND Governance Structure



## **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.

EHCP Quality Assurance Group – this group meets monthly and will oversee the QA process of EHCP's it will report into the operational group and quarterly reports will be provided to the SEND Improvement Board.

### RAG RATING KEY

<b>RED</b>	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.
<b>AMBER</b>	The action has been started but there is some delay in implementation. The action must be monitored to ensure the required improvement is delivered.
<b>GREEN</b>	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.
<b>BLUE</b>	The action has been completed and is now fully embedded.

## **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 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

**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																
<p><b>A1. Management oversight- Realignment of Education and Skills leadership so that there is an enhanced focus on quality and performance monitoring of provision</b></p> <p>a) Complete re-alignment documentation</p> <p>b) Consultation with management team members re the new structure.</p> <p>c) Realign duties to Strategic Leads and Post 16 Lead and amend job descriptions</p> <p>d) Strategic Leads and Post 16 Leads line managed by ADES</p> <p>e) Rigorous monitoring of the SEND services to ensure that outcomes and measures are met</p> <p><b>RAG rating</b></p> <table border="1" data-bbox="114 1034 752 1283"> <tr> <td>Oct 2019</td> <td>Jan 2020</td> <td>April 2020</td> <td>July 2020</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Oct 2020</td> <td>Jan 2021</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	Oct 2019	Jan 2020	April 2020	July 2020					Oct 2020	Jan 2021							<p><b>July 2019</b></p> <p><b>July 2019</b></p> <p><b>July 2019</b></p> <p><b>July 2019</b></p> <p><b>Ongoing</b></p>	<p><b>ADES</b></p> <p><b>ADES</b></p> <p><b>ADES</b></p> <p><b>ADES</b></p> <p><b>ADES</b></p>	<p><b>Outcomes</b></p> <p>Distributed leadership of service – service realigned into three areas Specialist provision, Operations and Post 16</p> <p>Service leads closely monitor and performance manage the SEND operational teams</p> <p>Service leads attend case management decision making panel</p> <p>Service leads visit each out of borough placement to QA</p> <p>There are clear lines of responsibility and reporting</p> <p>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)</p> <p>Quarterly report on performance to the SEND Board starting in October 2019</p> <p><b>And as a result:</b></p> <p>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</p> <p>Increased management capacity which will lead to closer scrutiny of all cases ensuring all children and young people are placed in appropriate provision</p>
Oct 2019	Jan 2020	April 2020	July 2020																
Oct 2020	Jan 2021																		

Progress will be governed by SEND Improvement Board

**A1 progress update – October to November 2020:**

Actions **a) - d)** around the management realignment have been completed. Action **e)** remains ongoing with evidence of current progress outlined below.

1. EHC Plans completed within 20 week timeframe for October was 70%. There is a total of 18 EHC plans that will be reported as Valid Exceptions. Valid Exceptions are granted when an EHC Plan is finalised after 20 weeks due to exceptional circumstances (schools closed for more than four weeks/ parents requesting a delay/ halt in the process/ delays due to Covid-19).
2. COVID action plan developed around delays to some actions – this has been reviewed and timelines and have amended with approval from SEND Board. This is reported back via the SEND Operational Group and then onto the SEND Improvement Board. An ongoing risk remains around the current position due to COVID 19 and the potential for further disruption with schools having to self-isolate specific year groups as a result of the pandemic. This was reviewed at the October SEND Improvement Board. The Board recognised that engagement remains a key risk and as such an update of further work will be presented to the December SEND Board.
3. Clear management oversight relating to specialist provision – QA of all provision has been undertaken and recommendations have been implemented around the plans – further report was provided to the board which outlined the schedule of visits over the coming academic year. This will identify and action any feedback around the educational offer provided keeping the clear focus on the outcomes for the child

**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 3 additional post 16 officers with careers advice and guidance qualifications and 1 tracking officer
- 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

**April 2020**

**P16SM**

**July 2019**

**P16SM**

**Feb 2020**

**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. Reporting on destinations of YP is robust.

<p>d) Commission post 16 provision using the framework developed – action date</p> <p>e) Agree KPIs with all post 16 providers to enable the officers to measure impact of provision</p> <p>f) In collaboration with South Essex College, USP and Thurrock Adult Community College improve the post 16 offer locally, ensuring information from PFA meetings/ annual reviews taken into account</p> <p>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</p> <p>h) Embed seamless pathways between Children’s and Adult Social Services through PFA monthly meetings</p> <p>i) Create new career action plans appropriate to different year groups</p>	<p>August 2020 August 2021</p> <p>Feb 2020 Oct 2020</p> <p>April 2020 Oct 2020</p> <p>Dec 2019</p> <p>Nov 2019</p> <p>Sept 2019</p>	<p>P16SM</p> <p>P16SM</p> <p>P16SM</p> <p>P16SM</p> <p>P16SM</p> <p>P16SM</p>	<p><b>And as a result:</b></p> <p>CYP welfare and quality of education is regularly assessed and monitored</p> <p>Post 16 provision is commissioned based on intelligence from PFA sections of reviews of EHCPs</p> <p><b>Evidenced by:</b></p> <p>Development of new bespoke programmes to ensure learner needs are met.</p> <p>Improvement to the curriculum; internship opportunities; careers advice and access to employment and apprenticeships for young people.</p> <p>Additions to the post 16 curriculum for young people with SEND (both with EHCPs and at SEND support) for the academic year 2020/21 compared with 2019/19.</p> <p>Increase in supported internship from baseline in the SEN2 return 2019 of 24.</p> <p>Increase in apprentices with EHCPs for the baseline in the SEN2 return 2019 of 19.</p> <p>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.</p> <p>Leaders know the whereabouts of all children and young people and what provision they have evidenced by records produced from the database/IT system.</p> <p>Young people meet their potential and have fulfilling lives and careers as evidenced by :-</p>
<p><b>RAG rating</b></p>			
Oct 2019	Jan 2020	April 2020	July 2020
■	■	■	■
Oct 2020	Jan 2021		
■	■		

			<p>Young people have access to new bespoke programmes to meet learner needs.</p> <p>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.</p>
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**A2 Progress update: - October to November 2020 :**

A number of actions [(a) (b) (g) (h) (i)] have been completed. However, we have had some issues around timescales due to COVID restrictions for actions [(c) (d) (e) (f)]. These revised timescales have been approved by the SEND improvement board in summer 2020 and below is an overview of the activity which has taken place including information around support for young people during the period of school closure.

1. Post 16 providers have established focus groups in their institutions to further imbed the voice of the YP. The development of further KPI's for post 16 providers will be within the recently reviewed partnership agreement. Information from the partnership agreements will inform practice from January 2021.
2. Current work is progressing to ensure we are able to support young people with the newly established internship opportunities that will be generated for January 2021 – which are addressing the issues around post 16 opportunities. The People's Board have approved the apprenticeship and supported internship programme which will commence in January 2021 – this will link into Kick Start programme which will offer 6 months paid work placements for young people.
3. A video has been produced around our post-16 Innovative programme delivered at Grangewaters, which incorporates team building, H&S, First Aid - programmes enhancing YP's employability skills – this is to build confidence in the programme and attract more SEND learners going forward. This will be linked to our local offer and other digital platforms.
4. The current % of SEND 16-25 year olds NEET is 9.8%, which is an increase from last year's performance of 4.8%, and higher than the statistical neighbours but the average % is 7.4% ) and higher than England figure (8.4%). Although our NEET figure is high our unknowns are significantly lower than East of England and England.

SEND 16-24	NEET/Unknown
Thurrock	17.9%
East of England	55%
England	63.4%

The NEET is high but ceasing Plans have taken place which will dramatically improve the NEET figure. A total of 17 plans are currently in the ceasing process with a further 15 identified. The Young People will have support but most do not want to enter back into education and are in employment or under social care or ill.

5. **16-25** year old SEND learners Not in Education Employment and Training is currently at 7.5% - national data is difficult to source however Thurrock has a strong tracking team which enables us to have a clear data set around where our young people are. This figure relates to a wider cohort than the 16-18 year olds.

<p><b>A3: Governance of SEND Service will be reviewed to ensure, there is effective oversight all children and young people.</b></p> <p>a) SEND Improvement Board and SEND Operational Board to be established</p> <p>b) Agree terms of reference for the boards and arrangements for communicating decisions and reporting lines</p> <p>c) Board to be Chaired by Portfolio Holder, and DCO, ADES, ADCS, CD attend board meetings</p> <p>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.</p>	<p><b>July 2019</b></p> <p><b>July 2019</b></p> <p><b>July 2019</b></p> <p><b>Jan 2020</b></p>	<p><b>ADES</b></p> <p><b>DCO</b></p> <p><b>ADCS</b></p> <p><b>CD</b></p>	<p><b>Outcomes and measures</b></p> <ul style="list-style-type: none"> <li>Increased senior management oversight</li> <li>Challenging but realistic targets are set</li> <li>Clear lines of accountability</li> <li>Poor performance is challenged and addressed</li> </ul> <p><b>And as a result:</b></p> <p>Membership agreed. The chair of the board is the PFH for Education and Health and OFSTED Regional Lead is also a member</p> <p>New board meeting on 14<sup>th</sup> June to oversee the development of the Written Statement of Action</p> <p>Board have met and signed off the re-submitted WSOA.</p> <p>The performance framework will demonstrate a system wide approach to children and young people with SEND</p>
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<p>e) The board will hold performance of SEND department to account through monthly performance data monitoring</p> <p><b>RAG rating</b></p> <table border="1" data-bbox="107 347 752 596"> <tr> <td>Oct 2019</td> <td>Jan 2020</td> <td>April 2020</td> <td>July 2020</td> </tr> <tr> <td style="background-color: #92d050;"></td> <td style="background-color: #6495ed;"></td> <td style="background-color: #6495ed;"></td> <td style="background-color: #6495ed;"></td> </tr> <tr> <td>Oct 2020</td> <td>Jan 2021</td> <td></td> <td></td> </tr> <tr> <td style="background-color: #00b0f0;"></td> <td></td> <td></td> <td></td> </tr> </table>	Oct 2019	Jan 2020	April 2020	July 2020					Oct 2020	Jan 2021							<p><b>Jan 2020</b></p>	<p><b>CD</b></p>	<p>Performance of department will improve and children and young people's experience of support arrangements for SEND will improve</p>
Oct 2019	Jan 2020	April 2020	July 2020																
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**A3 Progress update October to November 2020:**

All action points [(a) – (e)] have been completed. Governance has been strengthened with the development of the SEND operational group and the SEND Improvement Board as well as Children Overview & Scrutiny and the Health & Wellbeing Board holding the SEND Partnership to account.

1. Operational Group meetings on a monthly basis with the SEND Improvement Board meeting every 4 weeks providing support and challenge. The Board have moved to monthly meetings to ensure they are tracking progress. These groups are made up of a health, social care and schools to ensure we have a whole systems approach to monitoring progress.
2. Overview and Scrutiny are provided with regular reports and have informed changed in practice – an example of this relates to a question from O&S around one of the letters that the SEND team produce and the inclusion of a website – this has been actioned.

**Impact**

3. Monthly data returns demonstrate that the % EHCPs finalised within the 20 weeks timescales has remained above the published data for England (60%). 70% of EHC Plans were completed within the 20 week timescale in October, bringing the year to date total of 76% of EHC plans finalised within 20 weeks. Between 1 January 2020 and 31 October 2020 the SEN Service finalised 170 EHC Plans in total.

<p><b>A4: Improve the accuracy and quality of record keeping</b></p>			<p><b>Outcomes</b></p>
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<p>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.</p> <p>b) Bi-weekly training programme in place for all SEND team in the processes for annual reviews/ case work/ recording/ customer service/ practice standards</p> <p>c) Train SEND caseworkers to use all the modules on the Synergy SEND system</p> <p>d) Embed SEND Children Missing Education (CME) processes and recording through CME monthly monitoring of cases.</p> <p>e) Distribute CME reporting and recording processes to SEND/ EWS/ Admissions/ Social Care/ schools</p>	<p><b>Sep 2019</b></p> <p><b>July 2019</b></p> <p><b>Feb 2020</b></p> <p><b>Dec 2019</b></p> <p><b>Nov 2019</b></p>	<p><b>SLSESEND</b></p> <p><b>SLSESEND</b></p> <p><b>SLSESEND</b></p> <p><b>SLSPPEP</b></p> <p><b>SLSPPEP</b></p>	<p>The system at any time can produce this information readily to support Children and Young People's outcomes.</p> <p>100% Records are accurate and up to date</p> <p>Staff training has commenced and is undertaken by all staff on a Bi-weekly basis</p> <p>An accurate list of all C&amp;YP with EHC Plans:-</p> <ul style="list-style-type: none"> <li>- Where they are placed</li> <li>- Date the EHC Plan was reviewed and when next review is due</li> <li>- For those placed in residential /out of authority or home educated dates of the last monitoring visits to check welfare</li> <li>- Up to date information around children/young people who are "awaiting specialist provision"</li> </ul> <p><b>And as a result:</b></p> <p>All current data on Synergy is complete and accurate.</p> <p>CME processes are clear and understood by all</p> <p>All partner agencies have copies of the revised CME process and have undertaken training or awareness raising on the new process</p> <p>Clear processes in place to ensure we are tracking those that may be missing</p> <p>20 week timescale for completing EHCPs is met in line with the SEND code of practice 2015</p> <p>All members of the SEND team will have completed a training programme to understand the current SEN team requirements for</p>																
<p><b>RAG</b></p> <table border="1" data-bbox="107 1013 766 1264"> <thead> <tr> <th>Oct 2019</th> <th>Jan 2020</th> <th>April 2020</th> <th>July 2020</th> </tr> </thead> <tbody> <tr> <td style="background-color: #92d050;"></td> <td style="background-color: #6495ed;"></td> <td style="background-color: #6495ed;"></td> <td style="background-color: #6495ed;"></td> </tr> <tr> <td>Oct 2020</td> <td>Jan 2021</td> <td></td> <td></td> </tr> <tr> <td style="background-color: #00b0f0;"></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Oct 2019	Jan 2020	April 2020	July 2020					Oct 2020	Jan 2021									
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			<p>data recording and to understand how to input this data into Synergy</p> <p>The Synergy system can produce all required information, accurately and in a timely manner</p> <p>CYP have timely annual reviews of the EHC Plans</p>
<p><b>A4 Progress update – October to November 2020:</b></p> <p>All actions [(a) – (e)] have been completed. Please see below for an overview of the systems work that has been undertaken</p> <ol style="list-style-type: none"> <li>1. Strategic Lead has reviewed approximately 400 casefiles on Synergy – EHCP/ Children Missing Education, Elected Home Educated and Post 20. The reviews have highlighted some actions that caseworkers need to undertake – these have been followed up and actioned.</li> <li>2. Data cleansing activities are ongoing- review of anomalies ongoing and system being updated – to ensure that the data is accurate and current thus addressing some of the Ofsted concerns around data collection.</li> <li>3. Staff have undertaken training (28/10/20) from PATT- on EHCP outcomes and provision – Improvement Manager delivered EHCP 20 week process and updated letters that the workflows produce automatically. SEND Lead has delivered Making Sense of Autism (14/10/20) Autism Education Trust Person Centred Planning module to caseworkers (4/11/20)</li> </ol> <p><b>Impact:</b></p> <ol style="list-style-type: none"> <li>4. Casefiles and data is more accurate</li> <li>5. Staff have a better understanding of some of the difficulties faced by some of the children they represent. Staff have a clear understanding of the revised processes/ letters automatically generated by the system. Fewer letters are needed. More person centred approach via agreed phone calls at each step of the process and letters are more person centred for families.</li> </ol>			
<p><b>A5: SEND data integration project.</b></p> <ol style="list-style-type: none"> <li>a) Identify resources to Progress the Synergy Health Check work</li> <li>b) Recruit additional capacity for Synergy system</li> <li>c) Identify the current shortcomings in the current system</li> <li>d) Create an options appraisal for systems integration</li> </ol>	<p><b>July 2019</b></p> <p><b>Oct 2019</b></p> <p><b>Sep 2019</b></p> <p><b>Sep 2019</b></p>	<p><b>SLBI</b></p> <p><b>SLBI</b></p> <p><b>SLBI</b></p> <p><b>SLBI</b></p>	<p><b>Outcomes</b></p> <p>A fully integrated system that supports the work of the SEND service and provide better outcomes for young people.</p> <p><b>And as a result</b></p> <p>System is being used to full capacity</p> <p>Records are up to date and accurate</p> <p>Workflows in place to remind caseworkers and managers of tasks</p>

e) Identify appropriate system providers	<b>Oct 2109</b>	<b>SLBI</b>	The team performance improves																
f) Review and update data management system	<b>Oct 2019</b>	<b>SLBI</b>	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																
g) Research the introduction of Synergy or other line EHC PLAN system	<b>Dec 2019</b>	<b>SLBI</b>																	
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	<b>March 2020</b>	<b>SLBI</b>																	
<b>RAG</b>																			
<table border="1"> <thead> <tr> <th>Oct 2019</th> <th>Jan 2020</th> <th>April 2020</th> <th>July 2020</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <th>Oct 2020</th> <th>Jan 2021</th> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Oct 2019	Jan 2020	April 2020	July 2020					Oct 2020	Jan 2021									
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**A5 Progress update – October to November 2020**

Actions **[(a) – (g)]** have been completed. The systems integration project will be completed in two phases.

1. Whilst this was originally indicated red against the original timescale of March 2020 the SEN data merge is now complete and the second phase (Portals) is a new IT project in its own right. Business Analysis workshops are being arranged with the service between December 20 and February 21; this will collate the business process requirements, which will be required to inform the portal configuration. The deadline date of March 21 has therefore been applied for completion of portal implementation plan with informed portal project dates to be confirmed to the board once the business analysis workshops are complete. This has therefore been changed to ‘amber’ and will be amended to ‘green’ once the workshops are physically confirmed.

**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.

**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								
<p><b>B1: Develop a strategic performance monitoring dashboard engaging parents/carers in its development and review</b></p> <p>a) Review possible indicators and their availability</p> <p>b) Consult with stakeholders and the key indicators for inclusion in dashboard including engaging parent carers to ensure a strong ethos around co production</p> <p>c) Use an interim dashboard of key indicators and revise and finalise following consultation</p> <p><b>RAG</b></p> <table border="1" data-bbox="112 1189 772 1337"> <tr> <td>Oct 2019</td> <td>Jan 2020</td> <td>April 2020</td> <td>July 2020</td> </tr> <tr> <td style="background-color: yellow;"></td> <td style="background-color: yellow;"></td> <td style="background-color: yellow;"></td> <td style="background-color: yellow;"></td> </tr> </table>	Oct 2019	Jan 2020	April 2020	July 2020					<p><b>March 2020</b></p> <p><b>March 2020</b></p> <p><b>Sept 2020</b></p> <p><b>March 2020</b></p> <p><b>Sept 2020</b></p>	<p><b>SLSP</b></p> <p><b>SLSP</b></p> <p><b>SLSP</b></p>	<p><b>Outcomes</b></p> <p>A framework that will:</p> <p>Enable the governing bodies (and the public) to know how well the local area is discharging its duties in meeting the needs of C &amp; YP with SEND across education, health and social care.</p> <p>Identify priority areas for improvement.</p> <p><b>Evidenced by:</b></p> <p>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</p>
Oct 2019	Jan 2020	April 2020	July 2020								

Oct 2020	Jan 2021			

**B1 Progress update – October to November 2020:**

Action **(a)** has been completed. Actions **(b)** and **(c)** have been delayed due to COVID 19. We are working with partners including parents and carers to review the data sets. Outlined below is an overview of the work that has been undertaken to date.

1. The enhanced data set will be presented to the Participation and Engagement Group, SEND Operational Group and SEND Improvement Board in November. This will enable the capture of more data to inform the ongoing development of practice and included health and social care data.

<p><b>B2: Enable the voice of Parents/Carers to ensure the quality assurance of all areas of support for Children and young people with SEND</b></p> <p>a) Write, publish and complete the strategy and action plans of the Engagement and Communication Strategy informed by a range of partners.</p> <p>b) In line with the Integrated Commissioning Framework for SEND, ensure all commissioning is co-designed with children, young people and parents</p> <p>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</p> <p>d) Support the development of the Parent Carer Forum (CAPA) to increase its scope and reach</p>	<p>March 2020</p> <p>Oct 2020</p> <p>March 2020</p> <p>March 2020</p> <p>March 2020</p> <p>Dec 2020</p>	<p>SLSPPEP</p> <p>SLCSC</p> <p>SLSPPEP</p> <p>SLSPPEP</p>	<p><b>Outcomes</b></p> <p>Engagement &amp; 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 &amp; participation with parents/carers and young people</p> <p>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.</p> <p>Feedback from quality assurance activities with parents/carers children and young people leads to identified areas of improvement in SEND provision.</p> <p>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.</p> <p>The leadership/governing bodies in Thurrock are assured they are considering performance indicators that reflect aspects of service</p>
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<p>to children and young people attending mainstream as well as special schools.</p> <p>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.</p> <p><b>RAG rating</b></p> <table border="1" data-bbox="107 507 768 758"> <thead> <tr> <th>Oct 2019</th> <th>Jan 2020</th> <th>April 2020</th> <th>July 2020</th> </tr> </thead> <tbody> <tr> <td style="background-color: red;"></td> <td style="background-color: red;"></td> <td style="background-color: red;"></td> <td style="background-color: red;"></td> </tr> <tr> <td>Oct 2020</td> <td>Jan 2021</td> <td></td> <td></td> </tr> <tr> <td style="background-color: yellow;"></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Oct 2019	Jan 2020	April 2020	July 2020					Oct 2020	Jan 2021							<p><b>April 2020</b></p> <p><b>Dec2020</b></p>	<p><b>SLBI</b></p>	<p>quality that are important for parent/carers and children with SEND Improved pathways and outcomes for CYP with SEND and meaningful training and employment opportunities are accessed</p> <p><b>And as a result.</b></p> <p>There will be clear evidence of improved outcomes achieved across all aspect of the SEND system</p> <p>Services will have improvements identified and acted on based on Parent/Carer, CYP feedback.</p> <p>Post 16 bespoke programmes are designed to create innovative pathways for young adults which will lead to a greater level of independence</p>
Oct 2019	Jan 2020	April 2020	July 2020																
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B2 Progress update – October to November 2020:

Action (c) has been completed. However, actions [(a) (b) (d) and (e)] are significantly delayed due to the recent closure of CaPa the parent carer forum. More detail of this is outlined in the O&S report. Below is an outline of the work that has been completed with parents and carers.

- The September feedback from the telephone and portal consultations evidence the following. This is based on 10 respondents who all received a final EHCP in August 2020.
  - 100% of parent carers or guardians either agree or strongly agree that they were fully involved in the process
  - 100% of parent carers or guardians either agree or strongly agree that communication throughout the process was satisfactory
  - 100% of parent carers or guardians either agree or strongly agree that their child or young persons EHCP accurately reflects their needs
  - 90% of parent carers or guardians either agree or strongly agree that the provision in their child or young persons EHCP would meet their needs
- Parent Carer Forum

The work with Contact the national DfE funded organisation that supports Parent Carer Forums through the regional and national network is in place. The Associate has been appointed and has worked closely with the administrator from CaPa in closing the remaining CaPa work and transferring to a holding Facebook contact supported by Contact to develop a new Parent Carer Forum. Contact has consulted with local parent organisations including PATT the advice and support service to plan the next steps in developing a new Parent Carer Forum.

Consultation activities have taken place during November. Four virtual events have taken place and we are using this as a platform for the development of the new Parent/Carer forum. The key focus of this work has been on the Local Offer.

Post 16 programme for Autism is developed and commissioned annually and is based on the outcomes of identified needs for post 16 children and YP in Thurrock. This run with support from adult social care, health and parents/carers and young people

The Preparing for Adulthood Strategy has been reviewed with groups of parents and carers and a new plan for its development and implementation has been developed.

<p><b>B3: Engagement with children/young people</b></p> <p>a) New Pupil/Student Engagement Strategy and Implementation Plan to be written and published.</p> <p>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</p> <p>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.</p> <p>d) Participatory Joint Strategic Needs Assessment refresh looking at the lived experience of children and young people and their families</p>	<p>March 2020</p> <p>December 2020</p> <p>Nov 2019</p> <p>August 2020</p> <p>Dec 2020</p> <p>April 2021</p>	<p>SLSPPEP</p> <p>SLSPPEP</p> <p>ADES</p> <p>ADPH/ SLSPPEP</p>	<p><b>Outcomes</b></p> <p>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.</p> <p>This will include workshops with the Youth Cabinet, training and implementation of peer ambassadors and pupil workshops.</p> <p>Governed by SEND Improvement Board &amp; Thurrock's Youth Cabinet</p> <p>To gain greater clarity on how engagement with schools can be improved</p> <p><b>And as a result:</b></p> <p>CYP's voice will inform service transformation and be central to their EHC Plan</p> <p>Co-production will work at:</p> <p>a) Strategic level e.g. JSNA, Joint Commissioning strategy, Capital Programme</p> <p>b) Service level e.g. reviews and redesign of the Health , Education or care services delivery</p> <p>c) Individual Level e.g. plans will be based on individual needs identified from a person-centred approach.</p>								
<p><b>RAG rating</b></p> <table border="1"> <thead> <tr> <th>Oct 2019</th> <th>Jan 2020</th> <th>April 2020</th> <th>July 2020</th> </tr> </thead> <tbody> <tr> <td style="background-color: yellow;"></td> <td style="background-color: yellow;"></td> <td style="background-color: yellow;"></td> <td style="background-color: yellow;"></td> </tr> </tbody> </table>	Oct 2019	Jan 2020	April 2020	July 2020							
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<b>RAG rating</b>				<p>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</p> <p>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.</p>
Oct 2019	Jan 2020	April 2020	July 2020	
Oct 2020	Jan 2021			

**B4 Progress update – October to November 2020:**

Action **(b)** has been completed. Actions **(a)** and **(c)** remain ongoing with some delay due to COVID 19. An outline of the work undertaken is below.

1. Full review of out of borough placements and updated information on Synergy completed ensuring that we are clear where our children and young people are.
2. New Quality Assurance Framework for individual placements has been implemented and includes specific consultation with young people to ensure the voice of the child/young person is an integral part of this process. Feedback is being fed back into the service via training events Information from pupils where visits took place as part of the QA framework visits, led to discussions with providers where appropriate to ensure the needs of individuals were being met and any general issues for the provider are being addressed. Any key points arising from QA visits are discussed with senior management.
3. Full QA process completed on all Independent and Non-Maintained special schools completed August 2020. All issues identified in Audit actioned with providers. Examples would include ensuring provider websites include all necessary information and amendments to policies where appropriate.
4. Further work has been completed in October on the overview of all Independent School Places including Ofsted updates and pupil placement checks linked to annual review priorities.
5. New QA virtual visits are in place for prioritised schools for November and December to ensure ongoing progress in schools where Ofsted previously identified concerns

<b>B5: Commissioning of provision</b>			<b>Outcomes</b>
a) Produce and sign off with Providers new Service Level Partnership Agreements for local	<p>April 2020</p> <p>July 2020</p>	SLSPPEP	KPIs informs information re quality of provision and service delivery therefore is evidenced as meeting the needs of the CYP attending.

<p>provision - ensuring all are updated with appropriate KPI's in place.</p> <p>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.</p> <p>c) Audit of provision to be reported to SEND Improvement Board</p> <p><b>RAG rating</b></p> <table border="1" data-bbox="107 603 770 855"> <tr> <td>Oct 2019</td> <td>Jan 2020</td> <td>April 2020</td> <td>July 2020</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Oct 2020</td> <td>Jan 2021</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	Oct 2019	Jan 2020	April 2020	July 2020					Oct 2020	Jan 2021							<p><b>Aug 2020</b></p> <p><b>Oct 2020</b></p> <p><b>Aug 2020</b></p>	<p><b>SLCSC</b></p> <p><b>SLSPPEP</b></p>	<p>Governed by SEND Operational Group &amp; SEND Improvement Board</p> <p><b>As a result:</b></p> <p>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</p>
Oct 2019	Jan 2020	April 2020	July 2020																
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**B5 Progress update – October to November 2020:**

*All actions have started but we have experienced some delay due to COVID 19. Outlined below is work that has been undertaken with regards to these actions.*

1. All commissioning visits for in borough resource bases have been completed with agreements on the numbers of pupil places to be commissioned from September 2021 for 2021/2022. Increase in potential numbers of pupil places agreed for two bases, which will be allocated, based on emerging demand and funded directly in the first instance.
2. Budget allocation for commissioned places agreed with all Mainstream Resource Bases, Special Schools and Alternative Provision including an inflation increase for 2021/2022. Agreed DSG spend on commissioned places will be presented to School Forum on 19/11/20.

3. New Service Partnership Agreement structure has been agreed with schools and reported to School's Forum. General Key Performance Indicators have been agreed.
4. Interim arrangements for additional places at Treetops School prior to opening of Treetops Free School in place using new accommodation to be available from January 2020. Planning Permission in place and building project on going.

**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

**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
<p><b>C1: Quality of EHC Plans to ensure they meet the needs of children and young person and enable them to meet their identified outcomes.</b></p> <p>a) Examine current EHC Plan and Annual Review processes within the Council and identify where:</p> <ul style="list-style-type: none"> <li>• Improvements in processes can be introduced</li> <li>• Improvements in communication can be introduced</li> <li>• Improvements in timescales can be introduced</li> </ul> <p>b) Identify where additional capacity is required</p> <ul style="list-style-type: none"> <li>• Identify what is an appropriate case load for a SEND caseworkers</li> </ul> <p>c) Identify training needs of each individual caseworker/manager</p> <ul style="list-style-type: none"> <li>• All caseworkers to complete SEND Caseworker L3 and L4 courses</li> </ul>	<p><b>Dec 2019</b></p> <p><b>July 2019</b></p> <p><b>Oct 2019</b></p> <p><b>Sep 2019</b></p> <p><b>Dec 2019</b></p> <p><b>Sep 2019</b></p> <p><b>Dec 2019</b></p> <p><b>July 2020</b></p>	<p><b>SLSPPEP</b></p> <p><b>SLSESEND</b></p> <p><b>SLSESEND</b></p>	<p><b>Outcomes:</b></p> <p>EHC plans are fit for purpose</p> <p>The area delivers its statutory duties to CYP with SEND in a timely, transparent and person centred way.</p> <p>Information gathered through EHC assessments and annual reviews is shared consistently and transparently with CYP with SEND and their families</p> <p>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</p> <p>Person centred outcomes are identified by key professionals working with the child or young person</p> <p>Leaders are aware of the training and development needs of the staff and put in place appropriate and timely interventions to support their development</p> <p>Key SEND transition points are Planned in a timely manner and meet the needs of the CYP/ learner</p> <p>Baseline data captured in Autumn 2019.</p>

<ul style="list-style-type: none"> <li>Through bi-weekly training ensure all SEND team are aware of non-negotiables and appropriate training is delivered and commissioned including SEN law</li> <li>Introduce minimum practice standards to operational team based on customer service practice standards</li> </ul> <p>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</p> <ul style="list-style-type: none"> <li>Undertake Customer service quality framework assessment and produce and action plan with clear deliverable outcomes.</li> </ul> <p><b>RAG rating</b></p> <table border="1" data-bbox="107 959 768 1209"> <thead> <tr> <th>Oct 2019</th> <th>Jan 2020</th> <th>April 2020</th> <th>July 2020</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Oct 2020</td> <td>Jan 2021</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Oct 2019	Jan 2020	April 2020	July 2020					Oct 2020	Jan 2021							<p><b>Jan 2020</b></p> <p><b>Oct 2019</b></p> <p><b>Sept 2019</b></p> <p><b>July 2020</b></p>	<p><b>SLSESEND</b></p>	<p><b>And as a result:</b></p> <p>The number of complaints received by the service will be reduced from previous year</p> <p>The number of complaints upheld will be reduced from previous year</p> <p>The local authority has fewer appeals and tribunals upheld in comparison to previous years baseline for 2018</p> <p>Increase in EHC Plans completed within 20 weeks from the 2018 baseline</p> <p>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</p> <p>Survey data evidences that there is an increase from autumn 2019 baseline in percentage of parents/carers who report on the feedback form that:</p> <ul style="list-style-type: none"> <li>- They felt fully involved in the process</li> <li>- They felt the communication was good</li> <li>- They felt the EHC Plan accurately reflected their child's and young person's needs</li> <li>- They felt the outcomes were good</li> <li>- They felt the provision would meet their child's and young person's needs</li> </ul> <p><b>Feedback from education establishments: from autumn 2019 baseline</b></p> <p>Increase in % who felt the EHC Plan accurately reflected needs</p> <p>Increase in % who felt the outcomes were clear</p>
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
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**C1 Progress update – October to November 2020 :**

*All actions have been completed, except for one aspect of action (c). This has been impacted due to COVID 19 and the lack of level 3 and 4 training nationally. The quality of EHCP's was an area that Ofsted outlined in the WSoA – to address this the following work has been undertaken to ensure that the quality of EHCP plans improves.*

1. All new caseworkers have enrolled on the NASEN Casework Award. Depending on the caseworker's existing level of knowledge and skills, and they can achieve a BTEC award at level 3 or 4. This is a national qualification accredited by Edexcel/Pearson.  
The course content is:
  - Four one-day workshops over the course of the year when key knowledge and skills will be covered and assessed;
  - Technical and legal aspects of SEND assessment;
  - Review and co-ordination process, with particular reference to the Code of Practice (2015);
  - Interpersonal, communication and self-management skills required by staff for effective and excellent professional practice.
  - Most candidates take between 9 and 12 months to complete the award, with the majority of the programme being completed through daily working practices. On average, candidates estimate that they need about half a day every 4 weeks, including the workshops. Assessment for the award is by a portfolio of evidence which can be collected and annotated from their usual caseload or work priorities. These portfolios are then assessed by their award assessor, the Caseworker Supervisors.
2. SEN Staff have undertaken training (28/10/20) from Parent Advisory Team Thurrock- on EHCP outcomes and provision.
3. The SEND Improvement Manager delivered further training to SEN staff on the EHCP 20 week process and updated letters that the workflows produce automatically.
4. SEN Monitoring and Support Officer has delivered Making Sense of Autism (14/10/20) Autism Education Trust Person Centred Planning module to caseworkers and post 16 SEN team. (4/11/20)
5. The Strategic Lead has met with the Treetops Early Years SEN Service who are commissioned to hold the EHC Needs Assessment meetings on behalf of the Council. It has been agreed that in future all Early Years EHCPs will be written by Caseworkers overseen by the Supervisors. This will result in improved timescales and quality of EHCPs

<p><b>C2: Revise and Review the Annual Review Process to ensure that EHC Plans are appropriately updated.</b></p>			<p><b>Review of EHC PLANS</b></p>
<p>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</p>	<p><b>Dec 2020</b></p>	<p><b>SLSESEND</b></p>	<p><i>Increase in % of EHC Plans that were reviewed within required timescales (baseline = % for secondary transfers, % of post 16 transfers, % others) from Autumn 2019 baseline</i></p> <p><i>Increase in % of EHC Plans finalised within 12 weeks of the AR meeting where the decision taken was to amend the Plan</i></p>
<p>b) Agree joint area approach to statutory decision making- initiation and case management panels – agree and publish new terms of reference and membership</p>	<p><b>Sept 2019</b></p>	<p><b>SLSPPEP</b></p>	<p><i>Increase in % of parents/carers who reported that:</i></p> <ul style="list-style-type: none"> <li>- <i>They were fully involved in the review</i></li> <li>- <i>They were satisfied with the outcome</i></li> <li>- <i>They were fully involved in the preparing for adulthood transition</i></li> <li>- <i>Baseline established</i></li> </ul>
<p>c) Revise existing templates, process and guidance for completing multi-agency contributions to EHC needs assessment</p>	<p><b>Dec 2019</b></p>	<p><b>SLSESEND</b></p>	
<p>d) Recruit to Vacant appeals and Tribunals post</p>	<p><b>Sept 2020</b></p>	<p><b>SLSESEND</b></p>	
<p>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</p>	<p><b>Nov 2019</b></p>	<p><b>SLSPPEP</b></p>	
<p>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 senior leads.</p>	<p><b>Jan 2020</b></p>	<p><b>SLSESEND</b></p>	
	<p><b>Feb 2020</b></p>	<p><b>SLSESEND</b></p>	

<p>g) Key issues report to be used by to SL SE SEND to inform staff development needs</p> <p>h) Using Enhance training materials to implement guidance for completion of sections of EHC Plans</p> <p>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</p> <p><b>RAG rating</b></p> <table border="1"> <tr> <td>Oct 2019</td> <td>Jan 2020</td> <td>April 2020</td> <td>July 2020</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Oct 2020</td> <td>Jan 2021</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	Oct 2019	Jan 2020	April 2020	July 2020					Oct 2020	Jan 2021							<p><b>Oct 2019- July 2020</b></p>	<p><b>SLSESEND</b></p>	
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**C2 Progress update October – November 2020:**

Whilst a number of these actions **[(a) – (i)]** have been completed we are still dealing with historical delays in relation to the annual review process as a result this remains amber until we can evidence progress against the backlog of AR's but further evidence is needed to ensure the work has been fully embedded. The timeframes for annual reviews continues to be a challenge. Outlined below is work that has been undertaken to address this with a view to the backlog being cleared by Jan 2022.

1. Strategic Lead and Case Work Supervisors have begun to review every case file to ensure there is a clear understanding by management of priorities and caseworkers can be held to account
2. EHCP QA process continues and QA overarching framework developed
3. Strategic Lead's met with Enhance EHCP writing company used by Thurrock – as a result Enhance will contribute to/ participate in monthly QA meetings so that feedback is direct and timely and improvements can be made where necessary

4. Strategic Lead met with Treetops EY team who were writing EY EHCPs. Due to the increase in numbers and quality of plans it was agreed all EY plans would be written by SEN Service case workers with oversight from supervisors/ experienced EHCP writers – this will result in much improved Early Years EHCPs

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

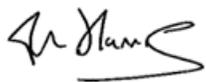
Head teachers and College Principals

SEND Improvement Board

SEND Operational Group

SEND Engagement and Participation Group

X



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Roger Harris  
Corporate Director

X



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Mandy Ansell  
Chief Officer, Thurrock Clinical Commissioni...