

Appendix One – July 2021 – September 2021

SEND LOCAL AREA

Written Statement of Action

Author: Michele Lucas, Assistant Director Education and Skills

September 2019

Version 10

SEND Strategy Priorities 2019-22

<p>Ensure that children and families are at the heart of an effective send system</p>	<ul style="list-style-type: none"> • Parental engagement and co-production in all areas of SEND • The role of the Parent/ Carer Forum in putting forward parent voice though the parent/carer forum • 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
<p>Ensure every child and young person is making good progress and attends a good place to learn</p>	<ul style="list-style-type: none"> • 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
<p>Ensure children and families are well supported</p>	<ul style="list-style-type: none"> • 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
<p>Ensure an effective and responsive approach to assessing and meeting the needs of children and their families</p>	<ul style="list-style-type: none"> • 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
<p>Ensure the identification of early support for children with send</p>	<ul style="list-style-type: none"> • 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
<p>Ensure young people are well prepared for adulthood</p>	<ul style="list-style-type: none"> • 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

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.

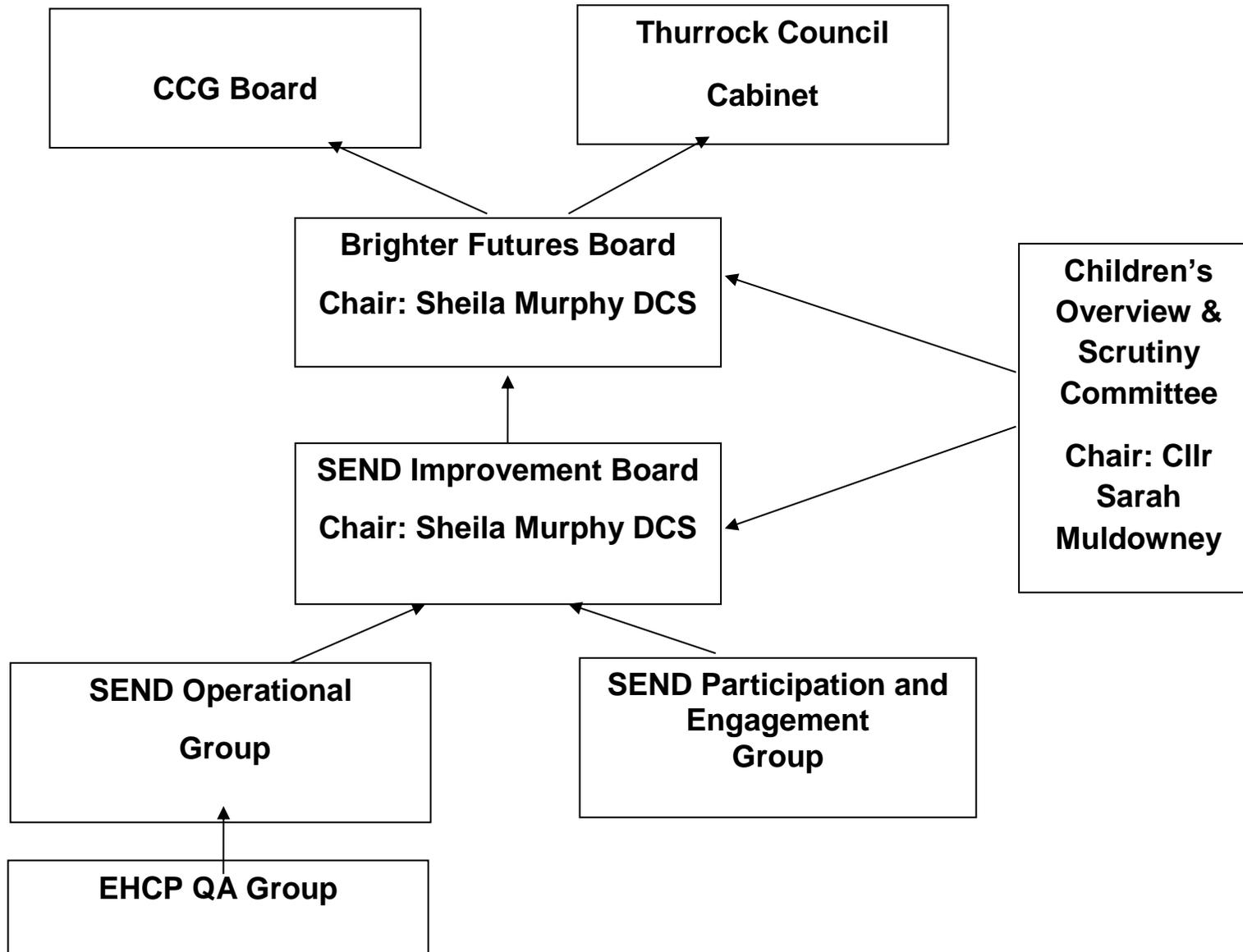
The monitoring of this statement of action will take place on a quarterly basis with the Department for Education (DfE) and NHS England, and implementation will be monitored and scrutinised through the Thurrock SEND Improvement Board, which is chaired by the Portfolio Holder for Education and Health.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

Key responsible people

Portfolio Holder for Education & Health (PFH)	Cllr Barry Johnson	CEO Thurrock Council	Lyn Carpenter
Leader of the Council	Cllr Rob Gledhill	Portfolio Holder Children & Adult Social Care	Cllr Deb Huelin
Chair Children's Services Overview & Scrutiny Committee	Cllr Sarah Muldowney	Corporate Director (CD)	Sheila Murphy
Assistant Director, & Consultant in Public Health	Teresa Salami-Oru	Assistant Director Education & Skills (ADES)	Michele Lucas
Assistant Director Children's Social Care	Janet Simon	Strategic Lead Specialist Provision / Principal Educational Psychologist (SLSPPEP)	Malcolm Taylor
Strategic Lead School Effectiveness and SEND (SLSESEND)	Andrea Winstone	Strategic Lead Employability and Skills (SLES) previously P16SM	Kate Kozlova-Boran
Strategic Lead Business Intelligence (SLBI)	Mandy Moore	Assistant Director for Integrated Commissioning for Children, Young People & Maternity	Helen Farmer
Chief Nurse, CCG	Stephen Mayo	Strategic Lead for Children Services Commissioning (SLCSC)	Sue Green
Designated Clinical Officer (DCO)	Louise Warren	Portfolio Holder for Education	Cllr Barry Johnson

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 monthly and is chaired by the Director of Children's Services. 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 monthly 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

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.
BLUE	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>A1. Management oversight- Realignment of Education and Skills leadership so that there is an enhanced focus on quality and performance monitoring of provision</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>RAG rating</p> <table border="1" data-bbox="114 1034 752 1345"> <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: #92d050;"></td> <td style="background-color: #92d050;"></td> <td style="background-color: #92d050;"></td> </tr> <tr> <td>Oct 2020</td> <td>Jan 2021</td> <td>April 2021</td> <td>July 2021</td> </tr> <tr> <td style="background-color: #92d050;"></td> <td style="background-color: #92d050;"></td> <td style="background-color: #00aaff;"></td> <td style="background-color: #00aaff;"></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	April 2021	July 2021									<p>July 2019</p> <p>July 2019</p> <p>July 2019</p> <p>July 2019</p> <p>Ongoing</p>	<p>ADES</p> <p>ADES</p> <p>ADES</p> <p>ADES</p> <p>ADES</p>	<p>Outcomes</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</p> <p>Quarterly report on performance to the SEND Board starting in October 2019</p> <p>And as a result:</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																				
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<p>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</p> <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>January 2021</p> <p>August 2020 August 2021</p> <p>Feb 2020 Jan 2021</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>P16SM</p> <p>P16SM</p>	<p>All CYP from year 9+ will have an annual PfA advisor attend their annual review, will deliver CEIAG (Career Education, Information And Guidance) to SEND YP in Year 9,11, 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> <p>And as a result:</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>Evidenced by:</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 2019/20.</p> <p>Increase in supported internship from baseline in the SEN2 return 2019 of 24.</p> <p>Increase in apprenticeship, internship and traineeship opportunities to mitigate the impact of Covid-19 on the employment offer in the borough</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>												
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						<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>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>
Oct 2021	Jan 2022	April 2022	July 2022			
<p>A2 Progress update: July 2021 to end September 2021: 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 were approved by the SEND improvement board in July 2020 and below is an overview of the activity which has taken place to support these objectives.</p> <ol style="list-style-type: none"> 1. Post 16 providers have established focus groups in their institutions to enable the voice of the YP to be heard, this has been actioned and a partnership agreement has been developed. Information from the partnership agreements has informed practice from January 2021, this has been further revised and feedback will inform work in the new academic year. 2. Current work is progressing to ensure we are able to support young people with the newly established internship opportunities that have been generated – which are looking to address some of the challenges around post 16 opportunities. 3. In response to direct feedback from parents around understanding the post 16 offer available locally, six videos have been produced around our post-16 provisions at TACC and SEC. These have been added to the Local Offer further videos have been produced including a travel training video to support young people to become independent travellers. 4. The QA framework for post 16 is in operational a monthly reports are provided to the SEND improvement Board. The QA framework forms the basis of annual conversations with Post 16 providers. These annual conversations will have an education, Social Care and Health focus thus ensuring we are looking at all aspects of the EHC Plan. 5. Following a successful QA Local Offer Meeting and a training session held by Nasen, a new sub group of the QALO Meeting has been established which will focus on training for professionals across the Thurrock partnership around EHCPs, aspirations of YP in Thurrock and having Preparing for Adulthood agenda running as the golden thread through a YP's plan. 6. A new platform has been created for Thurrock professionals with easy access to all the information on SEND in Thurrock, a hub for resources, courses and support available. 7. Further meetings between Education, Social Care and Health and PATT service have resulted in an innovative Parent Forum to provide an advocacy service, training and updates from LA and partner organisations to parents of SEND YP as well as careers delivery to SEND YP. 						

8. Similarly, a new YP's forum 'Your Choices' has been established in partnership with Southend and is used as a platform for SEND YP to get together and discuss career options and find out what is going in the area.
9. The Local Offer is being enhanced through an innovative website, Thurrock Opportunities, (funded by LA) to provide employability skills to all SEND YP in the borough with the outcome of a digital CV showcasing their soft skills promoting employability.
10. **16-18** year old SEND Not in Education Employment or Training/Unknown is currently at 11.4%.
11. **16-25** year old SEND learners Not in Education Employment and Training is currently at 12.5% - national statistic is at 49%. Such excellent performance is due to Thurrock having 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.
12. As a result of feedback from YP: 1. Inspiring You – a course at TACC for Higher Ability SEND learners at TACC starting September '21; 2. Hangout – a youth club for YP with SEND established in February '21, as a result of the success of the Hangout, we are also opening a junior Hangout from October 2021.
13. A 'You Said – We Did' leaflet (attached below) has been produced and is on the Local Offer.



You said! We did!
14092021.pdf

<p>A3: Governance of SEND Service will be reviewed to ensure, there is effective oversight all children and young people.</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>July 2019</p> <p>July 2019</p> <p>July 2019</p> <p>Jan 2020</p>	<p>ADES</p> <p>DCO</p> <p>ADCS</p> <p>CD</p>	<p>Outcomes and measures</p> <ul style="list-style-type: none"> • Increased senior management oversight • Challenging but realistic targets are set • Clear lines of accountability • Poor performance is challenged and addressed <p>And as a result:</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 14th 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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e) The board will hold performance of SEND department to account through monthly performance data monitoring				Jan 2020	CD	Performance of department will improve and children and young people's experience of support arrangements for SEND will improve
RAG rating						
Oct 2019	Jan 2020	April 2020	July 2020			
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A3 Progress update July 2021 to September 2021:

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.

- 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 robustly 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.
- Children's Overview and Scrutiny are provided with regular reports and have informed changes in practice – an example of this relates to a question from O&S around the local offer – this has been subsequently refreshed

Impact

- LAIT demonstrates that in 2020 86% of new EHC plans were issued within 20 weeks (excluding exceptions) comparing us favourably to East of England (59%), England (58%) and Statistical Neighbours (66%).

2. The year to date figures for EHC plans issued within 20 weeks is currently 84%.
3. In the last academic year 74% of annual reviews that need amending have been amended to date.

<p>A4: Improve the accuracy and quality of record keeping</p> <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>Sep 2019</p> <p>July 2019</p> <p>Feb 2020</p> <p>Dec 2019</p> <p>Nov 2019</p>	<p>SLSESEND</p> <p>SLSESEND</p> <p>SLSESEND</p> <p>SLSPPEP</p> <p>SLSPPEP</p>	<p>Outcomes</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&YP with EHC Plans:-</p> <ul style="list-style-type: none"> - 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" <p>And as a result:</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>RAG</p> <table border="1" data-bbox="107 1241 763 1362"> <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: #00b0f0;"></td> <td style="background-color: #00b0f0;"></td> <td style="background-color: #00b0f0;"></td> </tr> </tbody> </table>	Oct 2019	Jan 2020	April 2020	July 2020					
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Oct 2020	Jan 2021	April 2021	July 2021			20 week timescale for completing EHCPs is met in line with the SEND code of practice 2015
Oct 2021	Jan 2022	April 2022	July 2022			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 Synergy
						The Synergy system can produce all required information, accurately and in a timely manner
						CYP have timely annual reviews of the EHC Plans

A4 Progress update – July 2021 to September 2021

All actions [(a) – (e)] have been completed. Please see below for an overview of the systems work that has been undertaken

1. PQBI have worked with SEND service to ensure better quality reports are produced. Two new reports have been established detailing all EHCPs maintained by Thurrock/ not maintained by Thurrock as well as the development of the annual review 12 week report.
2. The new reports enable managers and leaders to see dates of annual reviews and when plans have been amended following an annual review.
3. Caseworkers have worked with Synergy and PQBI to ensure that all fields accurately reflect current provision for SEND type / school type etc.
4. Provision manager regularly triangulates pupils place planning, with finance and providers to ensure accurate records for out of borough providers.
5. There is an accurate record of all children awaiting specialist placements with clear actions in place, reviewed weekly through the Priority Grid and recorded on the individual Tribal/Synergy SEND record including details of the interim support that is in place whilst a new placement is being sought.

Impact:

1. All schools have been informed when annual reviews are due, resulting in more annual reviews being completed in a timely manner. 74% annual reviews have been completed and EHCPs amended so far. This means that most children have an up to date EHCP which accurately reflects their needs and provision.
2. SEN2 return was more accurate than in previous years as all data could be verified

A5: SEND data integration project.

a) Identify resources to Progress the Synergy Health Check work	July 2019	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
b) Recruit additional capacity for Synergy system	Oct 2019	SLBI	

<p>c) Identify the current shortcomings in the current system</p> <p>d) Create an options appraisal for systems integration</p> <p>e) Identify appropriate system providers</p> <p>f) Review and update data management system</p> <p>g) Research the introduction of Synergy or other line EHC PLAN system</p> <p>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</p>	Sep 2019	SLBI	Records are up to date and accurate																								
	Sep 2019	SLBI	Workflows in place to remind caseworkers and managers of tasks																								
	Oct 2109	SLBI	The team performance improves																								
	Oct 2019	SLBI	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.																								
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A5 Progress update – July 2021 to September 2021

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. There is a need to capture a list of requirements through key stakeholder engagement, to ensure the on-line product procured will meet those. It was requested in July 21 this be delayed until September 21 due to summer holidays. An updated timescale was presented, which will see the engagement exercise being completed by 22nd October 2021 and an options paper to be drafted for SEND Operational Group by no later than 10th December 2021; these were agreed.

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.**

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

- (iv) **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>B1: Develop a strategic performance monitoring dashboard engaging parents/carers in its development and review</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>March 2020</p> <p>March 2020</p> <p>Sept 2020</p> <p>March 2020</p> <p>Sept 2020</p>	<p>SLSP</p> <p>SLSP</p> <p>SLSP</p>	<p>Outcomes</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 & YP with SEND across education, health and social care.</p> <p>Identify priority areas for improvement.</p> <p>Evidenced by:</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>								
<p>RAG</p> <table border="1" data-bbox="112 1189 768 1329"> <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							
Oct 2019	Jan 2020	April 2020	July 2020								

Oct 2020	Jan 2021	April 2021	July 2021			
Oct 2021	Jan 2022	April 2022	July 2022			

B1 Progress update:- July 2021 to September 2021

Action **(a)** has been completed. Actions **(b)** and **(c)** have now been completed.

The enhanced data set was presented to the Participation and Engagement Group, SEND Operational Group and SEND Improvement Board in November and approved. This will enable the capture of more data to inform the ongoing development of practice and included health and social care data and goes through our internal quality data checking. We continue to work on our collection and use of data and this has informed some of the work around targeting resources – an example of this relates to the completion of annual reviews – we have identified additional resource to ensure we complete this work within the agreed timescales as approved by the SEND Improvement Board.

The sufficiency strategy has been presented to the SEND Board and this coupled with the report around what drives demand for EHCP's has enabled us to consider the provision requirements over the coming years. A report has been produced and presented to the Schools Forum to ensure we have strong partnership support around the commission of further primary autism bases within primary settings as well as further SEMH provision for secondary school pupils. This strategy, and subsequent commissioning programme, has been approved and we are currently writing the specifications to enable us to go out to the market.

We have contacted our local primary sector colleagues to identify a partner for additional primary autism resource bases. We are due to meet with secondary colleagues to discuss additional SEMH provision as outlined in our SEND Sufficiency document.

<p>B2: Enable the voice of Parents/Carers to ensure the quality assurance of all areas of support for Children and young people with SEND</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 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>RAG rating</p> <table border="1" data-bbox="107 1225 763 1353"> <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> </tbody> </table>	Oct 2019	Jan 2020	April 2020	July 2020					<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>April 2020</p> <p>Dec2020</p>	<p>SLSPPEP</p> <p>SLCSC</p> <p>SLSPPEP</p> <p>SLSPPEP</p> <p>SLBI</p>	<p>Outcomes</p> <p>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</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 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>And as a result.</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								

Oct 2020	Jan 2021	April 2021	July 2021			
Oct 2021	Jan 2022	April 2022	July 2022			
B2 Progress update: – July 2021 to September 2021						
<p>Action (c) has been completed. Whilst we had reported some delay in this area we have a newly formed parent/carer forum – we are on track to launch the newly re-refreshed SEND strategic priorities with an implementation plan monitored and reviewed the new parent/carer forum.</p> <p>1. Parent Carer Forum</p> <p>The ADES has developed, in partnership with key stakeholders, the Implementation Plan against our core strategic priorities. This will enable the new parent carer forum to hold key stakeholders accountable for the delivery of the strategy.</p> <p>The newly refreshed local offer – we are continuing to work closely with partners to ensure we have interactive videos around local educational opportunities.</p> <p>The new Thurrock Parent Carer Forum is in place and is co-chairing the SEND Engagement Group to ensure close working and co-production across all areas of SEND development.</p>						
B3: Engagement with children/young people						Outcomes
a) New Pupil/Student Engagement Strategy and Implementation Plan to be written and published.				March 2020	December 2020	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>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>RAG rating</p> <table border="1" data-bbox="107 678 768 1053"> <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>April 2021</td> <td>July 2021</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Oct 2021</td> <td>Jan 2022</td> <td>April 2022</td> <td>July 2022</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	April 2021	July 2021					Oct 2021	Jan 2022	April 2022	July 2022					<p>Nov 2019</p> <p>August 2020</p> <p>Dec 2020</p> <p>April 2021</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 & Thurrock's Youth Cabinet</p> <p>To gain greater clarity on how engagement with schools can be improved</p> <p>And as a result:</p> <p>CYP's voice will inform service transformation and be central to their EHC Plan</p> <p>Co-production will work at:</p> <ul style="list-style-type: none"> 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
Oct 2019	Jan 2020	April 2020	July 2020																								
Oct 2020	Jan 2021	April 2021	July 2021																								
Oct 2021	Jan 2022	April 2022	July 2022																								

B3 Progress update:- July 2021 to September 2021

1. Action **(b)** has been completed and action **(d)** is on track to be completed. As Report previously to Children's O&S Actions **(a)** and **(c)** have been delayed due to COVID 19. The Inspire Youth Team hosted a number of sessions during this reporting period to gather the voice of our children and young people which are outlined below. The new pupil engagement has been completed and an action plan has been developed to support this work. The work is being led by Inspire Integrated Youth Hub so that it is linked to the broader engagement work that takes place across children's

services. Work has been undertaken with the Inspire Youth Team and young people in the development of a participation and engagement strategy for children and young people to ensure there is a key focus on children with SEND.

2. Work in place with the Youth Service has continued including the completion of focus groups during this reporting period developing the plan of engagement work. These have taken place in conjunction with the Adult College with students on specialist programmes including Prince's Trust TIL and MINT (SEND post 16 programmes). This plan is being reviewed by the Youth Cabinet and will be going to the SEND Improvement Board in January.

As part of the revised EHCP QA Framework, Strategic Leads and the Assistant Director call parents following an EHCP or annual review to gather feedback from the parents/ carers and CYP.

3. The new programme of targeted focus groups is in place covering a range of key topics which have emerged from previous consultation activity. These sessions have been developed to ensure a range of key groups covering different areas of SEND are targeted and engaged in the process.

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.

RAG rating

Oct 2019	Jan 2020	April 2020	July 2020

Aug 2020

SLSPPEP

Jan 2020

SLPPEP

Aug 2020

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.

Oct 2020	Jan 2021	April 2021	July 2021			
Oct 2021	Jan 2022	April 2022	July 2022			

B4 Progress update – July 2021 to September 2021

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 undertaken on a yearly basis – reports presented to the SEND Board.
2. Currently undertaking reviews of all locally commissioned provision including both resource and inclusion units. Reports are presented to the SEND Improvement Board
3. Sufficiency document has been completed and is helping consider the strategic commissioning objectives over the coming year.
4. All Local Provision has been reviewed evidencing the service impact through the Key Performance Indicators including additional information from providers on the experience of children and their families during the pandemic.

B5: Commissioning of provision

- 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.
- 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.
- c) Audit of provision to be reported to SEND Improvement Board

April 2020

July 2020

Aug 2020

Oct 2020

Aug 2020

SLSPPEP

SLCSC

SLSPPEP

Outcomes

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

As a result:

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			
Oct 2019	Jan 2020	April 2020	July 2020
Oct 2020	Jan 2021	April 2021	July 2021
Oct 2021	Jan 2022	April 2022	July 2022

B5 Progress update:- July 2021 to September 2021

Action (a, b & c) have been completed.

1. We are commissioning places 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. Designated Schools Funding remains a key area of risk due to the high level of demand for out of borough placements and the increase year on year around requests for EHCP's. We are preparing a DSG high needs recovery plan which will be signed off by our Schools Forum in June 2021. We are taking to schools forum a full report around the current position re costs associated with out of borough placements and looking at ways in which we can ensure we continue to identify a strong local provision to stop high cost out of borough placements.
2. Commissioning officer has completed the SEND sufficiency report and this is being used to identify the types of provision going forward. Work at Treetops has continued to ensure we can offer places in September 2021 as we await the opening of the new Treetops Two at Easter 2022.
3. The numbers of places being offered at the Treetops Free School whilst the new building is being developed, has been increased through the development of further classroom accommodation and close working between the two schools to ensure the highest priority places are available from September 2021.

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>C1: Quality of EHC Plans to ensure they meet the needs of children and young person and enable them to meet their identified outcomes.</p> <p>a) Examine current EHC Plan and Annual Review processes within the Council and identify where:</p> <ul style="list-style-type: none"> • Improvements in processes can be introduced • Improvements in communication can be introduced • Improvements in timescales can be introduced <p>b) Identify where additional capacity is required</p> <ul style="list-style-type: none"> • Identify what is an appropriate case load for a SEND caseworkers <p>c) Identify training needs of each individual caseworker/manager</p> <ul style="list-style-type: none"> • All caseworkers to complete SEND Caseworker L3 and L4 courses 	<p>Dec 2019</p> <p>July 2019</p> <p>Oct 2019</p> <p>Sep 2019</p> <p>Dec 2019</p> <p>Sep 2019</p> <p>Dec 2019</p>	<p>SLSESEND</p> <p>SLSESEND</p> <p>SLSESEND</p>	<p>Outcomes:</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"> Through bi-weekly training ensure all SEND team are aware of non-negotiables and appropriate training is delivered and commissioned including SEN law Introduce minimum practice standards to operational team based on customer service practice standards <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"> Undertake Customer service quality framework assessment and produce and action plan with clear deliverable outcomes. <p>RAG rating</p> <table border="1" data-bbox="107 837 768 1212"> <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>April 2021</td> <td>July 2021</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Oct 2021</td> <td>Jan 2022</td> <td>April 2022</td> <td>July 2022</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	April 2021	July 2021					Oct 2021	Jan 2022	April 2022	July 2022					<p>July 2020</p> <p>Jan 2020</p> <p>Oct 2019</p> <p>Sept 2019</p> <p>July 2020</p>	<p>SLSESEND</p>	<p>And as a result:</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"> - 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 <p>Feedback from education establishments: from autumn 2019 baseline</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	April 2021	July 2021																								
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			Increase in % who felt the EHC Plan would improve access to teaching and learning and improve progress
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C1 Progress update – July 2021 to September 2021

- a) Engagement Officer continues to use telephone survey and portal survey to gather feedback from parents recently involved in EHCP & annual review process.
- b) As part of the revised EHCP QA Framework, Strategic Leads and the Assistant Director call parents following an EHCP or annual review to gather feedback from the parents/ carers and CYP.
- c) New person centred planning format / paperwork is being finalised for new EHCPs from Autumn term.
- d) Two SENCO forums have taken place in September 2021 to roll out new processes to all schools/ settings and colleges which will result in much better quality information gathered through improved meeting agendas. This will ultimately result in much higher quality EHCPs as demonstrated by the pilot.
- e) The revised QA framework is now in place with multi-layered QA of plans taking place by colleagues in SEN/ health and social care.
- f) New QA and Professional Development Manager is now in post and is having an impact on the reporting of the QA activity & outcomes.
- g) Fewer complaints have been received again this quarter – 4 compliments, 2 complaints.

Impact:

- h) 75% of parent carers or guardians either agree or strongly agree that they were fully involved in the process
- i) 50% of parent carers or guardians either agree or strongly agree that communication throughout the process was satisfactory
- j) 75% of parent carers or guardians either agree or strongly agree that their child or young person's EHCP accurately reflects their needs
- k) 50% of parent carers or guardians either agree or strongly agree that the provision in their child or young person's EHCP would meet their needs

<p>C2: Revise and Review the Annual Review Process to ensure that EHC Plans are appropriately updated.</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) Agree joint area approach to statutory decision making - initiation and case management panels – agree and publish new terms of reference and membership</p> <p>c) Revise existing templates, process and guidance for completing multi-agency contributions to EHC needs assessment</p> <p>d) Recruit to Vacant appeals and Tribunals post</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>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>Déc. 2020</p> <p>Sept 2019</p> <p>Déc. 2019</p> <p>Sept 2020</p> <p>Nov. 2019</p> <p>Jan 2020</p>	<p>SLSESEND</p> <p>SLSPPEP</p> <p>SLSESEND</p> <p>SLSESEND</p> <p>SLSPPEP</p> <p>SLSESEND</p> <p>SLSESEND</p>	<p>Review of EHC PLANS</p> <p>Increase in % of EHC Plans that were reviewed within required timescales (baseline = % for secondary transfers, % of post 16 transfers, % others) from Autumn 2019 baseline</p> <p>Increase in % of EHC Plans finalised within 12 weeks of the AR meeting where the decision taken was to amend the Plan</p> <p>Increase in % of parents/carers who reported that:</p> <ul style="list-style-type: none"> - 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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<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>RAG rating</p> <table border="1" data-bbox="107 611 768 983"> <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>April 2021</td> <td>July 2021</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Oct 2021</td> <td>Jan 2022</td> <td>April 2022</td> <td>July 2022</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	April 2021	July 2021					Oct 2021	Jan 2022	April 2022	July 2022					<p>Feb 2020</p> <p>Oct 2019- July 2020</p> <p>Oct 2019</p>	<p>SLSESEND</p> <p>SLSPPEP</p>	
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C2 Progress update – July 2021 to September 2021

- As at the end of August 2021, 74% (1280 of 1737) EHCP reviews due in the preceding 12 months have been completed, including an amendment to plan. This is in comparison to 276 in the previous academic year. 165 EHCPs have been amended during July and mid-August.
- All schools were reminded of when annual review dates were due for next academic year before the end of term through the sharing of the report to each individual school.

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

Children's Overview and Scrutiny

Parent Carer Forum

Director's Board

Clinical Commissioning Group

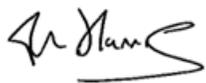
Head teachers and College Principals

SEND Improvement Board

SEND Operational Group

SEND Engagement and Participation Group

X



Roger Harris
Corporate Director

X



Mandy Ansell
Chief Officer, Thurrock Clinical Commissioni...