



Your aspirations, our priority

Appendix One – October 2021 – November 2021

SEND LOCAL AREA

Written Statement of Action

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September 2019

Version 10

SEND Strategy Priorities 2020 - 2023

<p>Ensure that children and families are at the heart of an effective SEN system co-producing and working in partnership to ensure that the child/young person remains at the heart of the decision making process</p>	<ul style="list-style-type: none"> • Embed the new engagement & participation strategy for children and young people to ensure they are fully engaged in all aspects of SEND developments, including the joint commissioning strategy focussing on the experience of the child/young person. • Ensure that comprehensive feedback is obtained from children and young people with regard to the services they are currently accessing and that this directly drives future service developments. • Continue to develop a broad representation of child and young person's views on all areas of Local Area support, through targeted activities with different age groups and with service users reviewing the Local Offer. • Further developed the partnership approach when working with the Parent Carer Forum and support its development through a range of new engagement activities to ensure they have a voice in ongoing developments • Use the comprehensive feedback gathered through engagement activities, the Local Offer engagement portal and meetings with parents and young people on the EHCP and annual review process, ensuring parents, children and young people are listened to and valued. Thus allowing further development of programmes to meet child/young people's needs.
<p>Ensure every child and young person is making good progress and attends a good place to learn and develop life skills</p>	<ul style="list-style-type: none"> • Review and imbed the Joint Strategic Needs Assessment to review the current and future predicted need of SEND resources and placements; leading to the introduction of a capital programme of development of high needs placements based on the review to ensure appropriate placements are in place to meet any needs. • Implement and develop best practice through quality assurance framework for out of borough specialist placements that ensures all settings are providing a high quality service to young people accessing them and that there is a clear accountability framework to ensure pupils are fully supported and are making good progress. • Implement the newly refreshed Quality Assurance framework with all educational settings to ensure the whole system partnership approach is further developed with clear process around Assess, Plan Do, and Review cycle at all levels of SEND identification. • Develop the Autism Education Trust (AET) Hub and ensure that all educational establishments are Autism friendly and employ the AET framework and guidance as part of their universal offer. Ensure we consider how we can include other areas of disability going forward e.g. ADHD. • Ensure that the processes and systems used by the Council allow for accurate tracking of children's provision, data generated by the system is accurate and validated. Provide systems that enable all key

	<p>partners to be involved including our commitment to ensure we have strong communication systems in place for parents/carers.</p>
<p>Ensure children and families are well supported</p>	<ul style="list-style-type: none"> • Continue the work linked to the communication & engagement strategy for child/young people. Co-design new web site platform to improve the accessibility and engagement of children/young people in accessing the Local Offer. • Undertake a comprehensive review of Local Offer content, School and Setting SEN information and implement an ongoing programme of 'update and advice' as part of the Local Offer Development Plan. • Review the Information Advice and Support Service to ensure the ongoing availability of high quality advice and support services to parents • Review with parents and carers the offer of support to Disabled Children including access to the Sunshine Centre, short breaks and personal budgets including access to any other support services included under Brighter Futures and develop new arrangements to ensure these are included in the EHC Plan.
<p>Ensure an effective and responsive approach to assessing and meeting children and families' needs</p>	<ul style="list-style-type: none"> • Explore the development of an online EHCP hub that allows for better co-production of EHCPs and Annual Reviews. • Ensure the Statutory SEND Service is high performing and works in partnership with educational settings, parents, children and young people to deliver high quality Education, Health & Care Plans within statutory timescales that effectively meet the needs of all CYP and allow their outcomes to be met through the most appropriate provision. • Continue to imbed the quality assurance process to ensure the quality of EHC plans improves thus enabling children and young people to meet their aspirations and long term goals. • Develop a partnership SEND training programme ensuring we are using a person centred planning approach.
<p>Ensure the early identification and early support for children with SEND</p>	<ul style="list-style-type: none"> • Quality assurance our outreach services and targeted programme of development activity to ensure that services are focussed on appropriate needs leading to maximum impact on outcomes. • Review the offer of specialist early years placements to ensure all children with SEND have access to the appropriate specialist support in their education. • Ensure staff in all settings have access to high quality continuing professional development, information and advice on all aspects of SEND through face to face, e-learning and bespoke training.
<p>Ensure young people are well prepared for adulthood</p>	<ul style="list-style-type: none"> • Ensure the service is focusing on the voice of young people enabling them to have choice and control. We aim to ensure that young people are excited and ambitious about their futures. • Develop high quality Post-16 provision working in partnership with training providers implementing innovative solutions for provision to be OFSTED rated good or above, developed in consultation with young people and

focussed on developing independence, budgeting, communication, and relationship skills. Ensuring that Young people are prepared for the world of work and independent living.

- Ensure all EHCPs are of high quality reflecting the voice of the young person who are aware of their EHC plans and their career choices which are aspirational.
- Ensure excellent support during transition by delivering high quality career advice from Year 9 onwards enabling young people to be aware of the significant regeneration opportunities in Thurrock and be supported to make sound choices about their future.
- Further develop apprenticeship and supported internship offers that is reflective of young people's ambitions, ambitious in its outcomes for the young people, instrumental in decreasing NEET figures in Thurrock and providing a sound foundation for the career progression of young people.
- Develop comprehensive arrangements with the Disabled Children's Team, the Transition Team and the Personal Advisors to ensure that the Transition Planning includes all elements of Preparing for Adulthood and leads to clear measurable improvements to outcomes for young people undergoing transition to adult services.
- Strengthen the offer to young people with SEND aged 16-25 years through consultation on appropriate programmes of education and support in colleges including access to Educational Psychology and specialist outreach services.
- Review the specialist programmes of support and implement a targeted programme of co-produced specialist options for young people over 19 years old wishing to access a range of learning activities.
- Deliver a comprehensive Health Offer to young people with SEND supporting clarity of routes of transfer into adult services and enabling continuity and high quality support for Health 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.

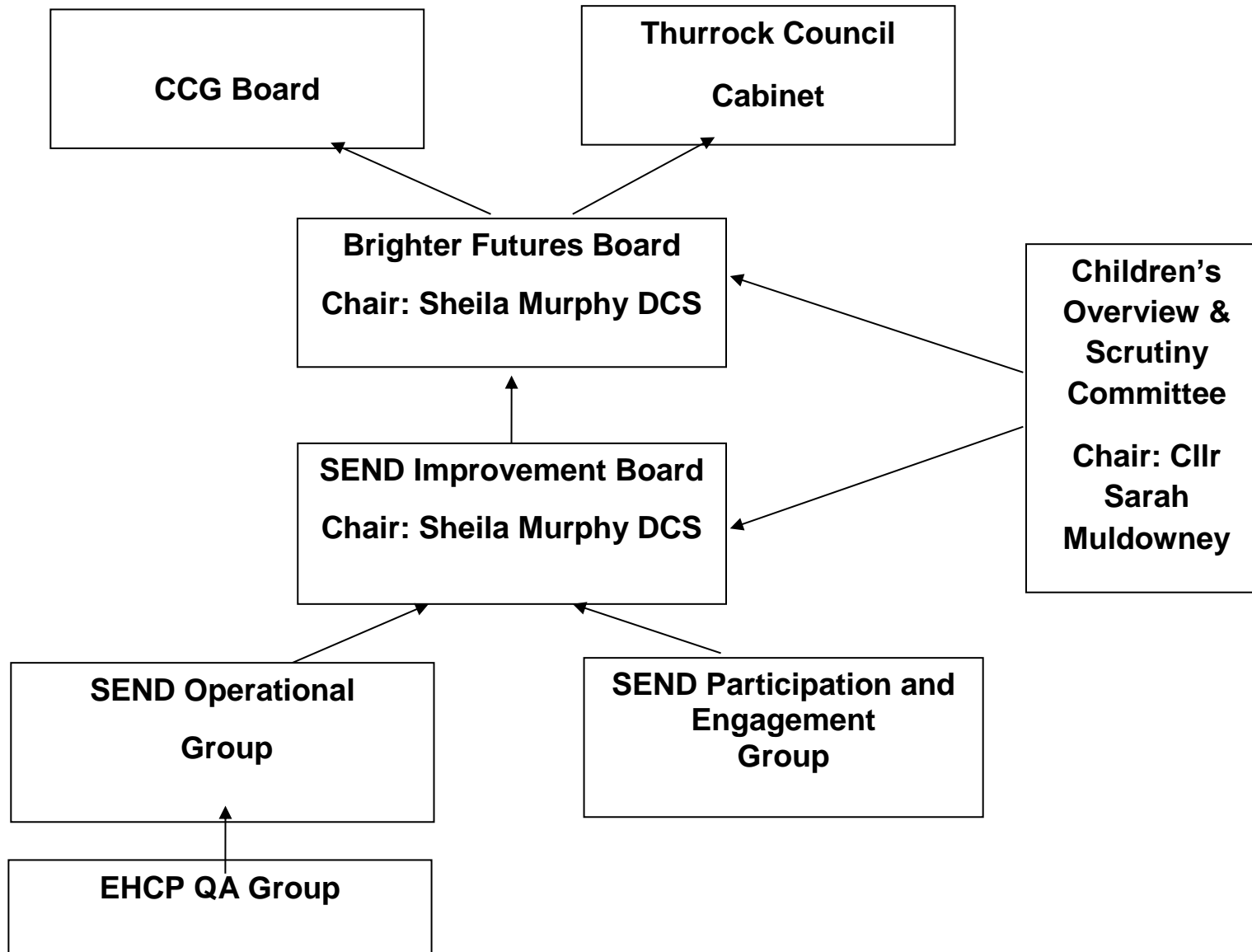
The monitoring of this statement of action will take place on a quarterly basis with the Department for Education (DfE) and NHS England, and implementation will be monitored and scrutinised through the Thurrock SEND Improvement Board, which is chaired by the Portfolio Holder for Education and Health. 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 6 weekly 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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Oct 2021	Jan 2022	April 2022	July 2022			Progress will be governed by SEND Improvement Board

A1 progress update – October 2021 to November 2021:

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

1. LAIT (Local Authority Interactive Tool) 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. We have finalised 218 new EHCPs. The year to date figures for EHC plans issued within 20 weeks is currently 82% (25/10/21).
3. School and colleges are notified termly and annually of annual review due dates.
4. The QA of EHCPs continues monthly with multi-agency panel members undertaking quality assurance of new EHCPs. The outcomes are shared with schools and caseworkers. The latest report from the SEND QA lead states that 63% of plans were considered to be good or outstanding.
5. We have seen a slight increase in the number of Apprenticeships being offered in Thurrock, Inspire continues to work with our SEND cohort in partnership with the adult community college to ensure SEND young people are ready for apprenticeship opportunities. The partnership with both USP and SEC local FE providers also provides a range of supported internship opportunities the latest figure as at end October was 26 young people in supported internships.

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			Outcomes
a) Identify additional funding stream for additional capacity through a business case to Director's Board	April 2020	P16SM	Increased capacity in Post 16 team to address areas of identified concern in the Ofsted Inspection.
b) Recruit 3 additional post 16 officers with careers advice and guidance qualifications and 1 tracking officer	July 2019	P16SM	New learning pathways and courses are developed locally for Preparing for Adulthood (PfA) building on current provision for young people. New strategic partnerships are formed to maximise quality of P16 provision using YPs' feedback and injecting preparing for adulthood themes into the provision and delivery. 'Presumption of Employability' is at the heart of the service

<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>RAG rating</p> <table border="1"> <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: #ffc107;"></td> <td style="background-color: #ffc107;"></td> </tr> <tr> <td>Oct 2020</td> <td>Jan 2021</td> <td>April 2021</td> <td>July 2021</td> </tr> </table>	Oct 2019	Jan 2020	April 2020	July 2020					Oct 2020	Jan 2021	April 2021	July 2021	<p style="text-align: center;">January 2021</p> <p style="text-align: center;">August 2020 August 2021</p> <p style="text-align: center;">Feb 2020 Jan 2021</p> <p style="text-align: center;">April 2020 Oct 2020</p> <p style="text-align: center;">Dec 2019</p> <p style="text-align: center;">Nov 2019</p> <p style="text-align: center;">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>
	Oct 2019	Jan 2020	April 2020	July 2020											
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						<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>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			

A2 Progress update: October 2021 to November 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.

1. Preparing for Adulthood Team (PFA) has been expanded from one adviser in 2019 to five advisers therefore reducing caseloads to below 100.
2. PfA team is committed to completing career interviews in Year 11 and 9 this academic year thus giving SEND YP good opportunities for progression and making their journey person centred – SEND YP will have the same PfA adviser throughout the life journey of their EHCP.
3. LO QA Strategy Group has been established and embedded into the Thurrock partnership of P16 Providers; it is very active focussing on QA of provision, quality of extra curriculum provision and enhanced by the attendance of Regional PfA Lead. This term the group is focussing on independent living skills and independent living supported accommodation.
4. Current work is progressing to ensure we are able to support young people with EET opportunities: 7 SEND YP are now engaged on Kickstart programme across the council with a further 27 SEND YP in supported internships, often within Thurrock Council Green and Clean and School Catering teams – these are addressing the challenges around post 16 opportunities.
5. In response to direct feedback from parents around understanding the post 16 offer available locally, ten 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. Videos of the PfA team and the Transitions Team have been placed on the LO.
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 this continues to show positive responses.

7. 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.
8. **16-18** year old SEND Not in Education Employment or Training/Unknown is currently at 8.5%.
9. **16-25** year old SEND learners Not in Education Employment and Training is currently at 17.9% - national statistic is at 49%. The strong performance under this indicator is a result of Thurrock having a strong tracking team which enables us to have a clear data set around where our young people are.
10. 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 have opened a junior Hangout from October 2021.
11. A 'You Said – We Did' leaflets (attached below) have been produced and are on the Local Offer for Post 16 learners developed from direct feedback from young people.



You said! We did!
14092021.pdf



You said! We did!
(2).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 RAG rating				Jan 2020	CD	Performance of department will improve and children and young people's experience of support arrangements for SEND will improve
Oct 2019	Jan 2020	April 2020	July 2020			
Oct 2020	Jan 2021	April 2021	July 2021			
Oct 2021	Jan 2022	April 2022	July 2022			

A3 Progress update October 2021 to November 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, Brighter Futures Children's Partnership as well as Children Overview & Scrutiny and the Health & Wellbeing Board holding the SEND Partnership Board 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 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.
2. 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
3. Regular feedback is provided to the Brighter Futures Children's Partnership.

Impact

1. 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 82%.
3. In the last academic year 74% of annual reviews that need amending have been amended.

<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>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					<p style="text-align: center;">Sep 2019</p> <p style="text-align: center;">July 2019</p> <p style="text-align: center;">Feb 2020</p> <p style="text-align: center;">Dec 2019</p> <p style="text-align: center;">Nov 2019</p>	<p style="text-align: center;">SLSESEND</p> <p style="text-align: center;">SLSESEND</p> <p style="text-align: center;">SLSESEND</p> <p style="text-align: center;">SLSPPEP</p> <p style="text-align: center;">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>
Oct 2019	Jan 2020	April 2020	July 2020								

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 – October 2021 to November 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. There are regular data quality maintenance checks undertaken and the caseworkers/ Kickstart employees regularly update missing information.
2. The new reports enable managers and leaders to see dates of annual reviews and when plans have been amended following an annual review. These will continue to be used to check the quality of the data and further imbed the ongoing maintenance work around our data sets.
3. Caseworkers have worked with Synergy and PQBI to ensure that all fields accurately reflect current provision for SEND type / school type etc. Any missing fields are scrutinised by the Casework Supervisors and caseworkers update them accordingly.
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. This is now automated within Synergy. Children are recorded as CME if there is no school in place and caseworkers work with supervisors to identify and consult with appropriate schools.

1. All schools have been informed when annual reviews are due, resulting in more annual reviews being completed in a timely manner. As at the end of August 2021 74% annual reviews due in the previous 12 months have been completed and EHCPs amended. This means that most children have an up to date EHCP which accurately reflects their needs and provision to support educational outcomes.
2. SEN2 return had a limited number of errors due to the accuracy and the verification of data within the system.

A5: SEND data integration project.

- a) Identify resources to Progress the Synergy Health Check work
- b) Recruit additional capacity for Synergy system

July 2019

SLBI

SLBI

Oct 2019

Outcomes

A fully integrated system that supports the work of the SEND service and provide better outcomes for young people.

And as a result

<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> <p>RAG</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: #FFC000;"></td> <td style="background-color: #FFC000;"></td> <td style="background-color: #FFC000;"></td> <td style="background-color: #FFC000;"></td> </tr> <tr> <th>Oct 2020</th> <th>Jan 2021</th> <th>April 2021</th> <th>July 2021</th> </tr> <tr> <td style="background-color: #90EE90;"></td> <td style="background-color: #90EE90;"></td> <td style="background-color: #90EE90;"></td> <td style="background-color: #90EE90;"></td> </tr> <tr> <th>Oct 2021</th> <th>Jan 2022</th> <th>April 2022</th> <th>July 2022</th> </tr> <tr> <td style="background-color: #90EE90;"></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>Sept 2019</p> <p>Sept 2019</p> <p>Oct 2109</p> <p>Oct 2019</p> <p>Dec 2021</p> <p>TBC</p>	<p>SLBI</p> <p>SLBI</p> <p>SLBI</p> <p>SLBI</p> <p>SLBI</p> <p>SLBI</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> <p>The team performance improves</p> <p>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.</p>
	Oct 2019	Jan 2020	April 2020	July 2020																							
	Oct 2020	Jan 2021	April 2021	July 2021																							
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A5 Progress update – October 2021 to November 2021			
<p>Actions [(a) – (g)] have been completed. The systems integration project will be completed in two phases.</p> <ol style="list-style-type: none"> 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. 2. A range of stakeholders have been contracted and a report around the business requirements has been presented to the SEND Board – this will lead to a full options appraisal which will be presented to the SEND Improvement Board in December. 			

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:- October 2021 to November 2021

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

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. A meeting with our secondary colleagues to discuss additional SEMH provision as outlined in our SEND Sufficiency document has been held and we have a range of potential partnership opportunities to address this area of need. As outlined in the covering report a consultation exercise has been undertaken with parents around the requirements for further primary autism places. The key areas of feedback were ensuring strong communication between the school and parent and allowing children to have the opportunity of mixing with children who do not have additional needs. This feedback will be used in the commissioning of further primary autism bases.

<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: – October 2021 to November 2021

Action (c) has been completed. Whilst we had reported some delay in this area we have a newly formed parent/carer forum – we have launched the newly re-refreshed SEND strategic priorities with an implementation plan monitored and reviewed by the new parent/carer forum.

The Communication & Engagement Strategy (a) was approved at SEND Improvement Board in April 2021 with a plan in place that evidences partnership working with parents, carers, children and young people. The six priorities within the Plan include a range of timetabled engagement activities throughout the year. These include tailored focus groups, with actions being taken forward and updates being evidenced on the Local Offer. All feedback from focus groups and other engagement events outlined within the strategy are managed in line with the Quality Assurance Framework.

The SEND Improvement Board has just received the 6 monthly reports around both strategies outlined above – within these reports are examples of the work that has been undertaken. Key highlights include the development of podcasts, and a young inspector’s programme which will enable our young people to be trained in inspecting provision and providing feedback.

B3: Engagement with children/young people

- a) New Pupil/Student Engagement Strategy and Implementation Plan to be written and published.
- b) Collect the views of parents/carers/ CYP with SEND through the new engagement portal as a baseline and continue to

March 2020
December 2020
Nov 2019

Outcomes

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

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

<p>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="107 576 768 951"> <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>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> </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>August 2020</p> <p>Dec 2020</p> <p>April 2021</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:- October 2021 to November 2021

1. Actions **(a)(b)(c)(d) have been completed.**

The Engagement Portal (b) is receiving some feedback from parents, carers and young people however this is not at the rate that the service would like. However, all feedback is considered and taken forward in line with the Quality Assurance Framework and is visible on the 'We are Listening' zone. The service has also developed other creative and innovative ways of gaining feedback which include focus groups, the pupil voice project and tailored events (c) with the Assistant Director and Portfolio Holder for Education & Skills. The service have recently introduced competitions across school settings as a means of engagement and are in the early stages of introducing podcasts which will be promoted on the Local Offer.

<p>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</p> <p>a) Commissioning activity for individual placements include the voice of the child/young person within each specification</p> <p>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.</p> <p>c) Introduce new KPI monitoring framework for all independent schools through a commissioning framework.</p> <p>RAG rating</p> <table border="1" data-bbox="107 927 763 1299"> <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>Aug 2020</p> <p>Jan 2020</p> <p>Aug 2020</p>	<p>SLSPPEP</p> <p>SLPPEP</p> <p>SLCSC</p>	<p>Outcomes</p> <p>100% of all out of borough provisions are visited utilising the quality assurance framework developed by Health, Social Care and Education.</p> <p>Planning schedule of monitoring visits in place, updated on a monthly basis</p> <p>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</p> <p>KPI's developed linking with national best practice</p> <p>As a result:</p> <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	April 2021	July 2021																								
Oct 2021	Jan 2022	April 2022	July 2022																								

B4 Progress update – October 2021 to November 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 is undertaken on a yearly basis – reports presented to the SEND Operational Group and Board
2. Recent report on one of the locally commissioned bases was presented to both the SEND operational group and Board – this included feedback and recommendations are fed back to the schools.
3. Sufficiency document has been completed and is helping consider the strategic commissioning objectives over the coming year – this has led to the work around new primary autism bases and SEMH for secondary pupils. Expressions of interest have been received from the primary sector and these are in the process of being reviewed. Members of the SEND management team have met with secondary headteachers to discuss the development of an SEMH provision.
4. Commissioning team are working on the SEND specification as approved in the July O&S meeting, the timeframe for this work to be completed is May 2022 and has been agreed by the SEND Improvement Board.

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:- October 2021 to November 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 this is meeting our objective of trying to keep more of our children locally based.

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 – October 2021 to November 2021

- 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.
- New documentation has been shared with schools and SEN Team (Provisions & outcomes planning template, Professionals template, EHCNA template, Annual review discussion record, EHCP V29 template). This is all available for SENCOS to download from SLA website document store
- SENCOS are now using the person centred meeting format to hold annual reviews and EHCP needs assessments meetings.
- The revised QA framework is now in place with multi-layered QA of plans taking place by colleagues in SEN/ health and social care.
- The average time for a new plan to be finalised in August was 17.6 weeks. This is an improvement from the previous 3 month of 18.6.

- **Impact: Outcomes of digital survey August & September 2021**
- 83% of parent carers or guardians either agree or strongly agree that they were fully involved in the process
- 83% of parent carers or guardians either agree or strongly agree that communication throughout the process was satisfactory
- 83% of parent carers or guardians either agree or strongly agree that their child or young person's EHCP accurately reflects their needs
- 83% 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

- **QA of EHCPs**
- There has been an improvement in the percentage of EHCPs that have been quality assured and judged to be good or better using the QA framework (63% for July & August combined).
- The Strategic Lead & AD have moderated EHCPs judged to be inadequate and have taken actions to get those EHCPs reviewed sooner. In one case it was agreed that the plan was not inadequate and the AD is meeting with the Quality Assurance auditor to understand why it was thought it was.

- **Single Agency Audit- Health**
- The Designated Clinical Lead (DCO) has been an integral member of the EHCP QA programme and has been undertaking audits on draft entries and the health elements of the plan.
- A total of 9 plans have been audited and identified that the health advice information received in time for the draft entries were of a good standard. The two areas that require improvement were in relation to the voice of the child and ensuring the wishes of the CYP were considered in the report.

<p>C2: Revise and Review the Annual Review Process to ensure that EHC Plans are appropriately updated.</p>			<p>Review of EHC PLANS</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>Déc. 2020</p>	<p>SLSESEND</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>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>Sept 2019</p>	<p>SLSPPEP</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
<p>c) Revise existing templates, process and guidance for completing multi-agency contributions to EHC needs assessment</p>	<p>Déc. 2019</p>	<p>SLSESEND</p>	
<p>d) Recruit to Vacant appeals and Tribunals post</p>	<p>Sept 2020</p>	<p>SLSESEND</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>Nov. 2019</p>	<p>SLSPPEP</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>Jan 2020</p>	<p>SLSESEND</p>	
		<p>SLSESEND</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>RAG rating</p> <table border="1"> <tr> <td>Oct 2019</td> <td>Jan 2020</td> <td>April 2020</td> <td>July 2020</td> </tr> <tr> <td style="background-color: orange;"></td> <td style="background-color: orange;"></td> <td style="background-color: orange;"></td> <td style="background-color: orange;"></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: lightgreen;"></td> <td style="background-color: lightgreen;"></td> <td style="background-color: lightblue;"></td> <td style="background-color: lightblue;"></td> </tr> <tr> <td>Oct 2021</td> <td>Jan 2022</td> <td>April 2022</td> <td>July 2022</td> </tr> <tr> <td style="background-color: lightblue;"></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					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 – October 2021 to November 2021

- Processes have been revised and shared with all stakeholders.
- 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.
- Latest available data shows 74% of annual reviews have been completed in the last 12 months. There is a plan in place to prioritise the annual reviews not completed within the last 12 months.

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...