

# Executive Summary (1)

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**Operational relationships** between education, health and care teams are good. Many **specialist and targeted services, schools and provisions** are of a high quality. **Service leadership is well established**. Collaborative work in the **early years is good** and is setting a blueprint for collaboration across the system. **Data is increasingly well used** to target priorities for improvement and to **monitor performance**.

Implementation of the **SEND Reforms has been inconsistent** and capacity challenges and changes in leadership have negatively impacted upon this. Too few **Education, Health and Care Plans** are **completed in a timely manner**, despite significant and rapid improvement in recent months progress to improve timeliness has been too slow. Too often **children's special educational needs are not identified soon enough**.

Too many **children with special educational needs are excluded from school**, multi-agency support is not always provided swiftly enough to support young people and their families. Too many of the **most vulnerable children special educational needs are not identified early enough**.

Although improving in relation to monitoring, **data does not drive the commissioning of services** and is not always available to inform decision makers. Despite a good joint commissioning strategy having been agreed, **joint commissioning of services is not consistent**.

# Executive Summary (2)

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The following change is required:

- **Improve the timeliness of plans** – through more robust process management, administration and capacity in the SEN team and partners
- **Improve the quality of data and its use** – particularly to inform commissioning and decision making
- **Improve the consistency of practice ensuring need is identified at the earliest possible opportunity** (SEN SUPPORT)
- **Improve the oversight and management of joint decision making** and the impact of joint commissioning arrangements
- **Improve outcomes** and preparation to adulthood **for the most vulnerable children**

Enabled by:

- Coordinated **Early Help, Neighbourhood working and team around the school** approaches
- **Early intervention** multi agency approaches to support the **earliest identification of need** and reduce exclusions
- **Transition entitlements** for all vulnerable young people
- **Improved practice, pedagogy** and technical understanding