

EDUCATION ATTAINMENT IMPROVEMENT BOARD

Day: Tuesday
Date: 21 June 2022
Time: 3.30 pm
Place: Zoom Meeting

| Item No. | AGENDA | Page No |
|----------|--|---------|
| 1. | APOLOGIES FOR ABSENCE To receive any apologies for the meeting from Members of the Board | |
| 2. | DECLARATIONS OF INTEREST To receive any declarations of interest from Members of the Board | |
| 3. | MINUTES To receive the minutes of the previous meeting, which was held on 8 March 2022 | 1 - 10 |
| 4. | EARLY YEARS UPDATE To consider the attached report from the Director, Education (Tameside and Stockport) | 11 - 16 |
| 5. | SEND WRITTEN STATEMENT OF ACTION (WSOA) UPDATE To consider the attached report from the Director, Education (Tameside and Stockport) | 17 - 82 |
| 6. | DATE OF NEXT MEETING To note that the next meeting of Education Attainment Improvement Board will be held on 18 October 2022 | |

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Agenda Item 3

EDUCATION ATTAINMENT IMPROVEMENT BOARD

8 March 2022

Commenced: 3.30pm

Terminated: 5.00pm

Present: Councillors Feeley (Chair), Fairfoull, Boyle and Smith
Paul Jacques, Elizabeth Turner, Andrea Radcliffe

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| In Attendance: | Catherine Moseley | Head of Access Services |
| | Tim Bowman | Director, Education (Tameside and Stockport) |
| | Jayne Sowerby | Lead Primary School Performance and Standards Officer |
| | Charlotte Finch | Head of SEND |
| | Jacqueline Nurney | Early Education Funding and School Organisation Manager |
| | Maxine Carroll | Senior Education Welfare Officer |
| | Julie Waterhouse | Access Manager |

Apologies: Councillors Welsh and Cooper

32 CHAIR'S OPENING REMARKS

The chair welcomed everyone to the meeting and introduced all parties.

33 DECLARATIONS OF INTEREST

There were no declarations of interest submitted by Members of the Board.

34 MINUTES

Consideration was given to the minutes of the meeting of Education Attainment Improvement Board, which was held on 18 January 2022.

RESOLVED

That the minutes of the meeting of Education Attainment Improvement Board held on 18 January 2022 be approved as a correct record.

35 SCHOOLS UPDATE

Consideration was given to a report from the Director, Education (Tameside and Stockport), which provided an update from schools since the last report was presented, in October 2021. The report included information about the likely future direction of the schools landscape with insight into what the new Schools White Paper would contain. It also provided updates on Ofsted, Phonics outcomes, exclusions, and changes to the support for Early Years providers.

Despite national restrictions being stepped down on 26 January 2022, it was noted that Tameside was still very much impacted by the spread of the Omicron variant, which had meant that headteachers, school leaders, early years' leaders and staff across Tameside were still dealing with significant challenges. It was explained that support for settings, schools and colleges continued to be available, and a borough wide approach to identifying collective processes, which supported safe and sensible, local decision-making continued.

In relation to Ofsted, Members were informed that, during this academic year, there had been two 'Good' secondary school inspections, three 'Good' primary school inspections, one primary school which Ofsted judged to 'Require Improvement' that was previously 'Good' and one secondary school that had moved out of 'Inadequate' and into 'Requires Improvement'. They were also informed that, in January, two primary school inspections were deferred due to the schools being in active outbreak.

An update was provided in relation to the Year One Phonics Check, which had been undertaken in the autumn term of Year 2, following cancellation from the summer, when it would have usually been undertaken. It was noted that the percentage of children in Tameside achieving this had remained the same as in 2021 (77.4%) with 79.7% achieving this nationally. The panel were informed that 67.4% of children eligible for Free School Meals achieved the standard, which was 1% above this figure nationally.

Members were made aware that end of key stage national assessments at KS1 and 2 would go ahead this summer, along with the new Year 4 multiplication check and the Year 1 phonics screen. GCSEs would also go ahead this summer and the Early Years Foundation Stage would be required to submit data in line with the new national framework.

An update was provided in relation to work being undertaken to reduce exclusions. Members were informed that, in summer 2020, Education Improvement and Partnerships worked with the Tameside PRU Management Committee to redesign the role of the leadership of the TPRS (Tameside Pupil Referral Service) and recruited to this post in November 2020.

The new role required an executive headteacher, sourced from a mainstream background, who also had responsibility for transforming the wider system around more inclusive practice. This additional responsibility was funded through School Improvement monies. A key priority for the new executive headteacher was to engage mainstream secondary headteachers in co-producing a strategy for achieving better outcomes for this vulnerable group of children and one of the central initiatives to achieve this had been a new TPRS Outreach Offer.

It was noted that the unpublished data for the autumn 2021 suggested an improved picture on 2019. However, it was acknowledged that there remained a significant distance still to travel. The valuable work, which had been undertaken towards reducing permanent exclusions across the borough was outlined for Members.

Members were made aware that Education Investment areas (EIAs) had recently been announced as part of the government's levelling up agenda. It was noted that there were 55 EIAs, including Tameside and they would focus on two main Government priorities:

- 90% of children to achieve the expected standard at the end of KS2 in Reading, Writing and Maths
- A measure to judge the progress made in secondary schools relating to accessing successfully high quality post-16 placements

It was also noted that, in these EIAs, schools, which Ofsted had judged to be 'Requires Improvement' or worse, in their last two inspections, could be moved into strong academy trusts

Members were informed that the Government's Schools White paper was due to be published and that this would likely focus on four main strategies:

- The quality of teacher training and CPD as a tool for recruiting and retaining teachers with a focus on literacy and numeracy
- Curriculum, behaviour and attendance
- Targeted support for those, who need it most
- A strengthened school system: stronger MATs; clarity about the roles of LAs, Ofsted, DfE, and funding.

It was noted that a detailed report on the implications for Council and schools would be provided,

once the paper was published; this was likely to be in summer 2022.

The reduction in the School Improvement Monitoring and Brokerage Grant was explained to Members and they were informed that Schools' Forum had agreed to de-delegate funding to cover the 50% shortfall during the next financial year. It was outlined that the Head of Service for Education Improvement and Partnerships would work alongside sector representatives to develop a strong and future proof model, which would continue to support all schools and academies.

It was acknowledged that the biggest change to the school system during the last decade had been the rise in academies and multi-academy trusts. The importance of embracing the academies agenda was emphasised alongside the need for effective partnership between all schools and the Local Authority and, critically, strong partnerships between schools.

RESOLVED

That the contents of the report be noted by the Board

36 CHILDCARE SUFFICIENCY ANNUAL REPORT

Consideration was given to a report from the Director, Education (Tameside and Stockport), which included an analysis of the supply and demand for childcare within the borough collated during 2021 and outlined changes from the previous year.

The report included a detailed analysis of places for 2, 3 and 4 year olds and Out of School clubs, which included places available at the time of the snapshot, the take up of places and the number of vacancies available within each ward within the borough.

Members were reminded that a previous report had been presented in the January meeting, which provided detailed information relating to school place planning for the borough. This report concluded that birth rates in the borough had fallen significantly in the last two years and this would inevitably impact early provision before impacting schools. It was noted that the Childcare Sufficiency Assessment for 2022 would need to reflect the potential for the need to reduce places and impact on viability for some providers as the falling population numbers moved through the year groups.

It was acknowledged that the childcare market in Tameside had remained stable and, despite a small reduction of places in certain sectors, overall the number of childcare places available across the borough had increased since the previous assessment. This impacted positively on parental choice.

The report did not highlight any major gaps in provision within the borough, based on the data available during the snapshot period. However, it did provide brief recommendations for action, which included:

- To continue to work with childcare providers to improve the quality of the annual data provided, to inform on the assessment of childcare available for all age ranges. In addition, to use this data to monitor the longer term impact of the Covid 19 pandemic and how this affects childcare sufficiency. This would be achieved by supporting providers to provide accurate and timely information as this forms the basis of the assessment and the ability to analyse the market place.
- Continue to monitor the number of 2 year places across the borough to address any identified gaps. To follow up on the actions identified which would inform any future place creation required. This would be achieved by data analysis, collecting termly data on 2 year eligibility, take up and monitoring progress and any trends. In addition to work collaboratively with Families Information Service to capture information to assist with the collation of the report.
- Review place take up of 30 hours and analyse any trends or shifts in the market place and the sufficiency of the number of places available. Achieved by Data Analysis using termly

headcount data, monitoring take up and any trends.

RESOLVED

That the contents of the report be noted by the Board and approved for publication on the Council's website

37 UPDATE ON SCHOOL ATTENDANCE

Consideration was given to a report from the Head of Access Services, which provided an update on school attendance across the borough. The report also provided information on the work being undertaken to support families, children and schools and identified future priorities.

The report emphasised the strong link between attendance and attainment and set out the importance of this during the recovery phase. It was noted that children in Tameside had always attended well and that levels of absence in Tameside schools had been below average for several years.

Members were informed that initiatives to improve school attendance were made up of a number of factors, not just getting children into school but also ensuring the exclusions were kept to a minimum, that children missing education were tracked effectively, and that parents choosing to home educate their children were supported to offer suitable education.

It was noted that persistent absence was defined as missing more than 10% of school and that, although Tameside had been achieving better than national averages for persistent absence, work had continued with partner agencies to ensure best practice throughout the pandemic period and into the recovery phase.

Attendance data was provided for Members. It was stated that the percentage of pupils on site in schools had consistently been around 91% for the 2021-22 academic year, despite significant number of pupils missing school due to Covid-19. These figures were in line or above the Greater Manchester average, with those students with an Education Health Care Plan EHCP and social workers consistently above corresponding national averages.

It was noted that school census data for 2020-21 academic year had demonstrated an increase in overall attendance from the previous year. However, it was acknowledged that levels of persistent absence had increased. This had been particularly the case in special schools and was due to the high amounts of authorised absence amongst children with an EHCP during the 2021 spring term lockdown, in line with DfE requirements.

The impact of Covid-19 on lost learning was again highlighted, with Tameside primary school pupils having missed more than a quarter of school and secondary schools missing more than a third of school during the autumn and spring terms 2020-21.

A snapshot of some of the support available for families, children and schools, since September 2021 was provided or members. This included:

- Planning and Communication – all Education Welfare Officers had acted as link officers talking to schools. This had allowed for deeper understanding of individual school issues.
- Ensuring immediate referrals to Early Help Service where schools had identified concerns about vulnerable pupils not attending.
- Back to School – Tameside Loves School campaign. Two campaigns ran over pandemic period and a digital campaign was scheduled for spring term 2022. Reassurance posters were shared in public spaces; banners were placed in each town in the borough; local media campaign; compendium of age appropriate resources sent to schools.
- Guidance on good attendance practice for schools had been refreshed and reissued to all schools. Advice on supporting the education of pupils with medical conditions; children

missing education; elective home education; the use of penalty notices and register codes had all been refreshed.

- Networking events to promote good attendance practice ran for all schools and partner agencies with around half of schools attending. Webinars, in person training and prosecution drop-ins had been made available to all schools. Attendance networking events established for all cluster areas.
- Annual register audits continued to take place to support good attendance practice and identify children who are potentially missing education; for example, identifying those on part time timetables, absent through illness that haven't been referred through the medical policy; subject of unofficial exclusions and register coding compliance with coding legislation.
- Analysis of attendance data to better target support for schools and geographical clusters.
- Support for Youth Justice Service to support young people with school attendance issues by attending at education surgeries and the out of court panels.
- Children with medical conditions protocol updated and enhanced to better support schools and families. Four new case notifications received and supported.
- Focused work with headteachers on identifying and tracking children stuck abroad in second lockdown.
- Frequent advice to all schools on attendance codes through the weekly email.
- Wellbeing for education return project established and linked to emotionally based school avoidance project.
- Tameside implemented Emotionally Based School Avoidance strategy with several partner agencies including early help teams; educational psychology services and CAMHS. There had been training for identified schools and school staff as part of the programme to help address issues for pupils and reintegrate them back into learning.
- Multi Agency Risk Assessment Conference (MARAC) attended to discuss high-level domestic abuse cases to put safety plans in place for the victim. The education rep liaised with schools to ensure the conference had up to date information regarding the children. 67 pupils have been discussed since September 2021.
- Attendance at twice weekly early help panels sharing education information on pupils being supported. This enabled good multi agency information sharing and ensured all agencies involved with the young person were aware of the plan.
- Attendance at monthly education surgery to support Youth Justice Service officers with cases where there were issues with education.
- Attendance at Out of Court Panels sharing education information on young people.
- Three families had arrived in Tameside from the Afghanistan re-settlement program and were being supported to secure school places. Once the pupils are allocated schools an Education Welfare Officer will work in school with the children and provide some family support. The support will continue for 12 months. Further families are expected to arrive in Spring term.

Members were also informed that, in line with advice from DfE, Tameside Council had reinstated the issuing of penalty notices. The procedures relating to this process were outlined.

Members were advised that communication with elective home-educated families had been maintained throughout the pandemic in a variety of ways. It was noted that the numbers of electively home educated pupils had increased significantly since 2015-16, with a peak in September 2021, where a total of 195 pupils were being home educated across the borough. However, it was explained that although there had been an increase, Tameside remained amongst the lowest in the North West (between 4.4 and 5.0 per 1,000).

It was stated that, in the second half of the autumn terms, the Children Missing in Education (CME) Officer had opened 55 new cases and closed 17 cases. It was noted that, as of the end of December 2021, there were 156 open cases where children were actively being sought. Members were informed that robust procedures were in place to ensure the whereabouts of all children were known and, where pupils were not attending regularly, schools were expected to follow their attendance procedures, including having regular contact with parents and carrying out home visits,

where appropriate.

In relation to children with medical conditions, which prevent them from attending school, Members were made aware that colleagues in the Education Welfare Service work alongside schools, health professionals and parents to provide an alternative provision which will meet a pupil's individual needs, including social and emotional needs to enable them to thrive and prosper in the education system. It was stated that the Council has a protocol for supporting pupils at school with medical conditions and that all schools should have their own medical protocol for supporting pupils with medical needs. It was noted that there had been 4 new referrals and details of the outcomes were provided for members.

It was noted that there was still much to do to support children, families and schools with good attendance practice. With this in mind, the following priorities had been identified:

- Further develop Tameside school attendance pathway and relaunch to ensure all schools are aware when developing individual school attendance policies
- Develop guidance on school attendance policies to be included in headteacher guidance with particular focus on attendance of vulnerable pupils
- Ensure all schools have robust and current attendance policies and ensure schools receive feedback through register audits
- Ensure all schools have an active relationship with their attendance link officer and are aware of their area attendance network
- Develop a robust attendance data dashboard for all schools. Use live attendance data to inform the setting of attendance targets and to include targets for vulnerable pupils and reducing persistent absence
- Continue to maintain a focus on improving attendance for vulnerable children and young people across Children's Services and partners
- Ensure on going social media campaign to promote school attendance to children and parents
- Respond to current national initiatives.

Members were advised that the government had recently published its response to the outcome of a consultation entitled 'Children Not in School'. It was explained that the proposals in the consultation had broadly been agreed and that new legislation was to be brought forward, which would aim to ensure that:

- Local authorities have a register of children who are being home educated (which will be subject of inspection)
- Parents have to register with a local authority if they intend to home educate
- Providers of support for home educators (illegal schools) have a duty to provide info on relevant children to local authorities
- Local authorities to have a duty to provide support to home educators if requested

It was also noted that a consultation on school attendance and consistency of support had been undertaken from 25 January 2022 to 28 February 2022. This was seeking views on proposals to build on existing work on attendance and improving the consistency of attendance support for families and focussed on 4 main proposals:

- Requiring schools to have an attendance policy, and have regard to statutory guidance on the expectations of schools, academy trusts and governing bodies of maintained schools on attendance management and improvement.
- Introducing guidance on the expectations of local authority attendance services.
- A clearer more consistent national framework for the use of attendance legal intervention, including a new regulatory framework for issuing fixed penalty notices for absence.
- Bringing the rules for granting leaves of absence in academies in line with other state funded schools.

Revised Behaviour in Schools Guidance was also discussed, with details of consultation on proposed changes to this guidance and the suspension of permanent exclusion guidance outlined

for Members.

RESOLVED

That the contents of the report be noted by the Board

38 SEND WRITTEN STATEMENT OF ACTION UPDATE

Consideration was given to a report from the Director, Education (Tameside and Stockport), which outlined the findings of the Ofsted and Care Quality Commission (CQC) inspection, October 2021.

Members were made aware that the outcome of the inspection was that a Written Statement of Action (WSOA) was required because of significant areas of weakness in the area's practice. HMC1 had also determined that the Local Authority and the area's Clinical Commissioning Group(s) (CCG) were jointly responsible for submitting the written statement to Ofsted. It was noted that this Written Statement of Action (WSOA) must be submitted for approval no later than April 12 2022.

Members were informed that Inspectors had identified 10 areas that the WSOA must address. These were outlined as:

- The endemic weaknesses in the quality and, due to the pandemic, timeliness of EHC plans, which lead to poor outcomes for children and young people with SEND across education, health and care
- The high level of dissatisfaction among parents and carers with the area's provision
- The local offer not being well publicised and not providing parents with the information that they need
- The placement of some children and young people in unsuitable education provision
- The unreasonable waiting times, which lead to increased needs for children and young people and their families
- The lack of contribution from social care professionals to the EHC plan process
- The limited oversight of the quality of SEND provision for children and young people's education
- The inconsistent application of a graduated approach across different settings, leading to weaknesses in meeting needs across the area
- The poor transition arrangements across all stages of education
- The lack of strategic direction in the support for children and young people to prepare them effectively for adulthood.

Despite the weaknesses identified by inspectors, it was explained that they had also noted the following areas of strength:

- Since 2018, the new leadership team had started to make the changes needed to address historical weaknesses. However, these had been affected by the pandemic.
- Since 2018, leaders had established a clear and accurate view of the area's strengths and weaknesses. They had drawn up suitable plans to resolve endemic issues. Parents, carers and professionals recognised some improvements, but believed there was still a long way to go.
- Leaders had set a clear vision for the future. Leaders had developed SEND strategies to prioritise planned improvements and joint commissioning. This was starting to bring services together to work more collaboratively. However, these strategies had been hampered by the pandemic and so they had not been fully implemented.
- Parents were quick to cite the positive difference made by the excellent front-line staff who worked with them and their children.

Following the inspection, a number of actions had been undertaken, a summary of which was provided for Members, including:

- Sharing the content with all interested parties. The report had been added to the Local Offer.

- Arranged and conducting, in partnership with parent carer forum, two parent engagement sessions.
- Presenting to Children and Families Scrutiny Committee on Thursday 13 January.
- Refreshing the membership of the SEND Improvement Group (SENDIG) to ensure it is inclusive of all necessary partners. SENDIG had been established since the SEND Strategy was agreed. The group brings together senior leaders in education, health and care and includes parent representative.
- SENDIG have been identified to be the key forum, which will drive the drafting and implementation of WSOA. To do this the SENDIG are now meeting every two weeks.
- Via the SEND Improvement Group, a process has been agreed and a strategy developed to design the Written Statement of Action.
- Increased Designated Medical Officer (DMO) oversight by agreeing to appoint a new Designated Clinical Officer in addition to the DMO.
- Established a working relationship with the Transformation Team who are offering support with the production of the WSOA.
- Reviewed a number of WSOA plans completed by other LAs. Agreed an initial draft template for our WSOA.
- Health Colleagues have completed two task and finish meetings to agree actions in response to their areas of the WSOA. Their conclusions will be shared with LA colleagues to be incorporated into the final WSOA.
- A focus meeting has taken place with school leaders from Tameside Specialist Schools and School Resource Bases. Contributions were recorded and where appropriate added to the WSOA.
- A task and finish meetings with school leaders from all sectors in Tameside was convened on 17 February. Contributions were recorded and where appropriate added to the WSOA.
- SEND Conference has been scheduled for 3 March. This will allow parents and representatives from multiple agencies to feed into the drafting of the WSOA and ensure this is a genuinely co-constructed piece of work.

With regard to investment, Members noted that further options to expand capacity within the SEND service were being considered and work had been undertaken, alongside the Finance Business Partner, to identify the initial investment required to achieve this. It was noted that £98.2k of permanent budget had been identified from re-profiled budget savings and that 3 additional posts had been proposed within the team. It was anticipated that this would provide additional capacity to help address ongoing issues relating to the timeliness of initial plans and annual reviews.

In conclusion, it was acknowledged that there would be many challenges ahead and the areas for development, which had been outlined were accepted. With this in mind, there was a commitment expressed in relation to responding swiftly and positively to the inspection findings. It was acknowledged that the production of a WSOA would be an important opportunity to redefine improvement plans and ensure that these would be sufficient to meet the challenges.

RESOLVED

- (i) That the contents of the report be noted**
- (ii) That the requirement of the Local Authority and the Clinical Commissioning Group(s) (CCG) to submit a written statement of action by 12 April 2022 be noted**
- (iii) That an additional investment of £98.2k for staffing within SEND team be noted**

39 EDUCATION ATTAINMENT IMPROVEMENT BOARD FORWARD PLAN 2022-23

Consideration was given to a report from the Director, Education (Tameside and Stockport), which outlined proposals for a structured approach to the work of Education Attainment Improvement Board and addressed the strategic priorities for education and lifelong learning in Tameside.

Members were asked to consider the proposed forward plan and it was acknowledged that opportunities would remain for any appropriate amendments throughout the course of the year.

| Date | Item | Lead |
|----------------------------|--|---|
| 8 th March 2022 | Written Statement of Action (WSoA) Update Schools Update Childcare Sufficiency Forward Plan 2022-23 | Charlotte Finch Jane Sowerby Catherine Moseley Tim Bowman |
| June 2022 | Written Statement of Action (WSoA) Update Early Years Update School Adjudicator Annual Report | Charlotte Finch Jane Sowerby Catherine Moseley |
| October 2022 | Written Statement of Action (WSoA) Update End of Key Stage Performance and Schools Update School Allocations and Admissions Update Tameside Music and Library Service Annual Report | Charlotte Finch Jane Sowerby Catherine Moseley Catherine Moseley |
| January 2023 | Written Statement of Action (WSoA) Update Admission Arrangements 2024 Virtual School and College Annual Report | Charlotte Finch Catherine Moseley Amanda Aylward |
| March 2023 | Written Statement of Action (WSoA) Update Schools Update Childcare sufficiency | Charlotte Finch Jane Sowerby Catherine Moseley |

RESOLVED

That the contents of the report be noted by the Board

40 DATE OF NEXT MEETING

RESOLVED

That the date of the next meeting of Education Attainment Improvement Board be provisionally held on Tuesday 21 June 2022 (subject to confirmation).

CHAIR

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Agenda Item 4

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| Report to: | EDUCATION ATTAINMENT IMPROVEMENT BOARD |
| Date: | 21 June 2022 |
| Reporting Officer: | Tim Bowman – Director, Education (Tameside and Stockport) |
| Subject: | EARLY YEARS EDUCATION IMPROVEMENTS |
| Report Summary: | <p>This report outlines the changes already made to the early years education teams to ensure a clear focus on leadership and support for schools and settings is developed and articulated. In addition the report details the proposed additional strategic and leadership capacity from our enhanced partnership with Stockport. The plan outlines the priority areas and activity over the last two years and going forward.</p> |
| Recommendations: | <p>It is recommended that the Board notes and supports the content of the report.</p> |
| Corporate Plan: | <p>The content of this report supports most aspects of the corporate plan by ensuring that schools and settings are able to provide high quality early years education for children and thus ensure that they have the best chances of starting well and living well in Tameside.</p> |
| Policy Implications: | <p>The report sets out the position in line with Council policies and the statutory framework.</p> |
| Financial Implications: (Authorised by the statutory Section 151 Officer & Chief Finance Officer) | <p>The proposed arrangements and restructure are estimated to be affordable within the existing financial envelope. Further detailed work needs to take place with Stockport in relation to the allocation of costs between both authorities and to ensure the costs reflect the activity appropriately for both parties.</p> <p>It is critical that the financial arrangements and any further changes to the shared service / structure are kept under close review due to the reducing budget envelope for early years as a result of reducing birth rates. Any further changes to the structure will need to be taken through the relevant governance processes.</p> <p>Funding is identified for the WellComm resources and governance will be followed to draw down this funding as it is currently in reserve. Making it REAL and the SEN Inclusion Fund are both funded from the Early Years DSG and again will be kept under close review due to the reducing budget envelope.</p> |
| Legal Implications: (Authorised by the Borough Solicitor) | <p>Work is ongoing with Stockport Council to explore the opportunities for working collaborative in order to drive up standards of services and educational attainment for the residents of Tameside.</p> <p>This work will include the necessary due diligence and options appraisals which will be presented to Cabinet for Members to decide on their preferred approach in relation to the future delivery of the education services.</p> <p>Pending the operational decisions by cabinet some interim changes to the services have been made as detailed in the main body of this report.</p> <p>The Board may wish to consider whether some clear criteria should be identified at this stage to assist analysing the benefits and</p> |

anticipated improvements these posts have brought together with an agreed time line for reporting back the anticipated improvements.

Risk Management:

There are potential future budget pressures associated with the impact of the future reduction in birth rate on Early Years DSG which will be closely monitored.

Access to Information:

NON CONFIDENTIAL

This report does not contain information, which warrants its consideration in the absence of the Press or members of the public

Background Information:

The background papers relating to this report can be inspected by contacting Jane Sowerby



Telephone:

 e-mail: jane.sowerby@tameside.gov.uk

1. INTRODUCTION

- 1.1 The early years of a child's education are hugely important to establishing the foundations for future learning and success in life. We know that children who do not reach the nationally expected levels by the age of five years old are very unlikely to reach national expectations at 11 years old and at 16 years old. This impacts negatively on future earnings, mental health and physical health in adulthood. Children who are economically disadvantaged experience disproportionately poorer outcomes than more advantaged children and have been adversely affected by the pandemic more than their better off peers.
- 1.2 In the last set of national data (2019) Tameside was four percentage points below children nationally and it is clear that the impact of the pandemic on Tameside's five-year olds will be disproportionately greater than in other parts of the country. Tameside was already prioritising education outcomes for five year olds before the pandemic. This was through support to schools and settings with speech and language interventions and approaches such as WellComm (a speech and language toolkit for screening and intervention in the early years) and Nuffield Early Language Intervention (a programme for Five year olds which has been found to improve children's language and early literacy skills). However it is clear that more needs to be done. Investing in and supporting schools and settings in the early years will have a positive impact on the outcomes of older children and is the best way to prioritise support and investment if improved outcomes at all stages of education are to be achieved.
- 1.3 There is new evidence that in primary schools, younger year groups (Key Stage 1 pupils) have been the most significantly affected by the pandemic, with lower attainment than previous cohorts across all subjects (EEF, May 2022).

2. DEVELOPING AN EARLY YEARS EDUCATION STRATEGY

- 2.1 The challenge for Tameside is to maximise the impact of support on education outcomes whilst not increasing the financial envelope. Until November 2021, Tameside's Early Years Quality Team was positioned in the Early Years, Early Help and Neighbourhoods Service in Children's Services. As part of a strategy for more effective and efficient service delivery, the Early Help Service underwent a redesign (ECG, December 2021) and the Early Years Quality Team was moved to Education Improvement and Partnerships under review, in order to support the Council to have a greater impact on school outcomes in the early years by working more closely with schools and education colleagues and by exploring opportunities to achieve this by working in partnership with Stockport (Executive Cabinet, Shared Service Paper, February 2022).
- 2.2 The Education Improvement and Partnerships service sits in Children's Services and is focused on providing support and challenge to schools and early years settings across Tameside. Ensuring good school and childcare places and developing partnerships to support continuous quality improvement of the education offer. In line with Tameside's Schools Strategy, the focus of school improvement activity is through effective partnerships with successful schools and MATs and education providers both locally and nationally.
- 2.3 In March 2021, Executive Cabinet agreed to establish an 'enhanced partnership' with Stockport Council. This partnership was included to explore and bring forward proposals for a model of integrated service delivery between the two authorities. The partnership is focused on Education services. The agreement also established a single Director of Education working across both Local Authorities to lead this work.
- 2.4 This programme explores a model of education improvement and partnerships across both authorities which will increase leadership capacity and realise opportunities across the breadth of the teams' responsibilities. The purpose of this work is to build on existing strengths, sharing best practice wherever possible. We are clear that our teams must be able

to offer support to all schools and settings, regardless of their governance, and ensure that we continue to focus on high quality relationships and partnerships with school and setting leaders and managers. This strengthening of our offer will enable integrated knowledge and local experience to improve services to children and their families.

- 2.5 The ambition of these changes is to influence practice in settings and schools to support improved outcomes for children and to give children the best start in life possible. By achieving better at five years old, children will have greater life chances and have the potential to achieve better outcomes and earnings in later life. Historically, the team supports PVIs and childminders but not early years classes in schools, so it is important to develop the skills and capacity of the team to reach this sector and influence practice.
- 2.6 The service is working towards this ambition with the additional pressure of reducing birth rate across the authority and consequently there is a reducing budget (Early Years DSG). The restructure had to focus on increasing strategic leadership and the remit and impact of the Early Years Quality Team within a reduced financial envelope. The redesign therefore focused on maximising strategic and operational leadership in education early years with the development of the Improvement and Partnership roles and shared leadership roles across Stockport and Tameside.
- 2.7 Stockport and Tameside share the ambition to develop their strengths in early years practice. A shared leadership model provides the opportunity to draw from a larger pool of practitioners, utilising the skills and best practice across the two authorities and nurturing innovation that is created from collaborative working. This will encourage broader thinking, encourage the sharing of ideas and support a culture of mutual challenge which in turn should enable us collectively to develop more creative solutions to common problems.
- 2.8 The changes to the Early Years team were detailed in a paper to ECG in February 2022 with implementation from 1 April 2022. The new model includes three shared leaderships posts with Stockport and new posts for Early Years Officers with QTS (Qualified Teacher Status). The Primary Lead post has been deleted to create a shared Early Years and KS1 Lead post with Stockport. This is because the main needs across Tameside's primary school sector sit within Nursery to Year 1. It makes sense to refocus this post around this age phase therefore. There are two further shared leadership posts which have been created: a PVI and Childminder Leader which has been filled by a Tameside post holder and a Schools Early Years Leader which will be filled by a Stockport post holder.
- 2.9 Although the number of frontline staff has not reduced, a small number of vacant Early Years Quality Officer posts have been deleted to create QTS posts giving the team the capacity to provide more support to schools. This will provide the new team with the right balance of QTS expertise and experience over time to meet needs.
- 2.10 The shared leadership posts will be co-funded by each authority and take account of existing leadership posts. The early years officers will continue to serve their own authorities, with the Shared Leadership Team working across both authorities.
- 2.11 The team has already established new practices in the early years education space including: multi-agency working with the Early Years Educational psychologist; a new process for SEND Inclusion Funding for children in settings and school nursery classes; new processes around tracking vulnerable children so that they are not lost in the system; and developing early years transition between schools and settings.
- 2.12 One of the key priorities since November is developing the involvement and developing communication with the early years sector. We have established an Early Years Working Group, which makes recommendations to Schools' Forum and co-produces procedures and protocols.

3. DEVELOPING AN EARLY YEARS EDUCATION STRATEGY

- 3.1 Once the shared strategic and leadership posts are in place, the next step for the early years is to articulate a clear early years education strategy focused on supporting settings and schools with SEND and addressing the communication and language needs of all children in the early years both of which have increased during the pandemic. A report to EAIB in the autumn will detail the strategy once it has been produced.
- 3.2 The need for focused language and communication support is ongoing. The priority is to embed the use of WellComm, a speech and language toolkit for screening and intervention in the early years, across schools and settings. Over the past four years all settings and 30 schools with the highest levels of socio-economic deprivation, have been provided with a WellComm pack each. Many settings and schools have made excellent use of this diagnostic tool and intervention but this has not been systematic. We will provide the remaining primary schools with WellComm packs and roll out fully, making clear the strategy for how schools and settings, health, and the local authority can use this data, and practice to ensure high quality language provision, early identification of difficulties, and early action to address difficulties.
- 3.3 In addition to WellComm, Tameside had previously supported schools to train staff and implement the evidence-based Nuffield Early Language Intervention (NELI). NELI is a programme for five year olds which has been found to improve children's language and early literacy skills. As part of the government's recovery support in 2021 all schools have been offered free training for NELI for implementation in Reception. In cohort one, 30 Tameside schools applied for this and in cohort two, there were 18 schools, this is on top of the 10 schools trained in 2019 by the local authority. The Early Years Quality Team will work with these schools to support them to implement this effective programme and to provide additional training should the government scheme no longer be available. Again we will work systematically with schools through the capacity provided by the new QTS posts in the early years team.
- 3.4 Making it REAL has continued to be a priority programme in the early years focused at 3 to 4 year olds. It has been difficult to keep the programme going during the restrictions imposed during the pandemic as this programme is relational and relies on families, children and practitioners being able to come together in groups and in the home to model language and play skills. Despite these difficulties Tameside has managed to keep supporting schools and setting to engage in and embed Making it REAL. We will continue to support settings and schools in the next academic year and the impact that this important programme is having. 11 schools and eight settings have been trained to date with recruitment drive currently for a further eight settings and five to eight schools.
- 3.5 A key part of the early years education strategy will be to influence strategy and practice around the teaching of phonics for PVI's and childminders, and schools.
- 3.6 In addition to interventions, the focus will also be on improving the skills of the early years workforce by promoting and supporting the new Early Years National Professional Qualification which is a government-funded national initiative. The early years training offer will also be updated and improved so that it meets the needs of all practitioners.
- 3.7 SEND is another key area for investment to ensure Tameside children have the best chance of getting ahead in life. The SEND Inclusion Fund (SENDIF) has been reviewed by a multi-disciplinary team and there has been full consultation with the sector. Access to the fund is focused on getting the right support to children at the right time. Funding is more easily accessed and the process is more transparent. The process is centred around cycles of plan-do-review to encourage best practice and use of the Early Years Matching Provision to Need document, which supports a graduated response, but with provision for exceptional circumstances included. The fund is now allocated at a half-termly multi-agency meeting

including the educational psychologist; children in receipt of funding are monitored and transition is supported by the Early Years Quality Team. Schools are now aware of the funding available for nursery classes and children with SEND Inclusion Funding will now keep their funding should they transition to a school nursery. In addition, more Early Years Officer time is allocated to SEND-focused activity and support.

- 3.8 The strategy aims to raise standards in the early years by providing strategic educational leadership and high quality support from a skilled team of practitioners. The strategy aims to ensure coherence across the early years education landscape and ensure improved outcomes for our five year olds and beyond.

4. CONCLUSION

- 4.1 Through redesigning the workforce supporting early years education, we have developed capacity and direction which focuses on children's outcomes and establishing strong early years strategic leadership across the Borough.
- 4.2 Schools have not always had the support that they have needed to improve outcomes in the early years, this increased support and strategic clarity will support schools and settings to improve practice across the Borough.
- 4.3 Practice and outcomes in the early years were already a priority for the authority prior to the pandemic and given the challenges of the impact of the pandemic and government targets stated in the School White Paper (March 2022), focus and investment in this area continue to be a priority.

5. RECOMMENDATIONS

- 5.1 As set out at the front of the report.

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| Report to: | EDUCATION ATTAINMENT IMPROVEMENT BOARD |
| Date: | 21 June 2022 |
| Reporting Officer: | Councillor Leanne Feeley – Executive Member (Lifelong Learning, Equalities, Culture and Heritage) Tim Bowman – Director of Education (Tameside and Stockport) |
| Subject: | WRITTEN STATEMENT OF ACTION UPDATE |
| Report Summary: | <p>Between 18 and 22 October 2021, Ofsted and the Care Quality Commission (CQC) conducted a joint inspection of the local area of Tameside to judge the effectiveness of the area in implementing the special educational needs and/or disabilities (SEND) reforms as set out in the Children and Families Act 2014.</p> <p>The outcome of the inspection was that a Written Statement of Action (WSOA) is required because of significant areas of weakness in the area's practice. Her Majesty's Chief Inspector (HMCI) has also determined that the local authority and the area's clinical commissioning group(s) (CCG) are jointly responsible for submitting the written statement to Ofsted.</p> <p>The WSOA was submitted for approval on 12 April. The WSOA was not approved by Ofsted on first submission and we have been asked to update the paper by 17 June.</p> <p>The paper outlines the actions that were taken to draft this WSOA and that are being taken to update it. It also outlines the additional investment that has been agreed by Executive Cabinet.</p> |
| Recommendations: | <p>Members are asked to:</p> <ol style="list-style-type: none">1. Note the outcome of the Ofsted / CQC joint inspection of SEND services in Tameside.2. Discuss the WSOA as first submitted to Ofsted in April 2022.3. Note that Ofsted have requested the WSOA be updated and amended and that the deadline for this is 17 June.4. Agree the format for updates to EAIB on the implementation of this plan as outlined at 4.1 of this report.5. Note that as agreed by Executive Cabinet a further report be provided to Strategic Commissioning Board following the submission of the Written Statement of Action outlining what if any further resource commitment is required to deliver the plan. This report will be drafted following the sign off of the WSOA. |
| Corporate Plan: | Early identification of high quality support for children and young people with special education needs and / or disabilities is a vital part of our living well and starting well objectives. |
| Policy Implications: | The recommendations support the Council's SEND Strategy and starting well priority. Furthermore, they will ensure the Council is better able to meet its statutory obligations. |
| Financial Implications: (Authorised by the statutory Section 151 Officer & Chief Finance Officer) | Financial resources have been agreed by Executive Cabinet of £373,900 at January and March meetings 2022. A detailed review of the final approved WSOA will need to be carried out which may require further investment as outlined in recommendation 5. |

**Legal Implications:
(Authorised by the
Borough Solicitor)**

As set out in the main body of the report, the initial Written statement of Actions was not accepted by Ofsted. Officers have worked closely with Ofsted in order to address the issues raised that were primarily in relation to clear specifications and measurability of the proposed actions.

It is anticipated that the updated statement will now be accepted. It remains critical for those actions to be undertaken to ensure the necessary improvements in services are made for the benefit of the children and young people of Tameside.

Risk Management:

Failure to meet statutory obligations in relation to SEND could result in poor outcomes for children and young people and significantly increase the risk of poor inspection outcomes for the Borough.

Access to Information:

NON-CONFIDENTIAL

This report does not contain information, which warrants its consideration in the absence of the Press or members of the public.

Background Information:

The background papers relating to this report can be inspected by contacting Tim Bowman



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e-mail: tim.bowman@tameside.gov.uk

1. INTRODUCTION

- 1.1 Between 18 and 22 October 2021, Ofsted and the Care Quality Commission (CQC) conducted a joint inspection of the local area of Tameside to judge the effectiveness of the area in implementing the special educational needs and/or disabilities (SEND) reforms as set out in the Children and Families Act 2014.
- 1.2 We received the findings report on 11 January 2022. A link to the report is available [here](#) and is also available on our [Local Offer webpage](#).
- 1.3 The outcome of the inspection was that a Written Statement of Action (WSOA) is required because of significant areas of weakness in the area's practice. HMCI has also determined that the local authority and the area's clinical commissioning group(s) (CCG) are jointly responsible for submitting the written statement to Ofsted.
- 1.4 We had 70 days to produce a written statement of action (WSOA). Our WSOA was submitted to Ofsted on 12 April. A copy of the plan submitted to Ofsted is contained at Appendix One to this report.
- 1.5 We received notification from Ofsted on 18 May that our WSOA had not been accepted. We have been asked to improve the plan by amending the specificity of the actions and success measures contained within it.
- 1.6 Specifically, inspectors noted that "many the planned actions lack meaningful measures... For example in the impact measures for priority 1, the plan states: 'an improvement of 40% in the timeliness of EHCPs'. This does not indicate any benchmarking which would help to measure a 40% gain in timeliness from a specific baseline. Action point 1.5.1 states, 'DCO in post for 3 days per week', but there is no information about the impact that this increased capacity of the DCO will have."
- Furthermore, it was noted that "some of the planned actions lack specificity. For example, action point 1.1.2 states, 'performance information is reviewed regularly' without any further detail of when performance information will be reviewed. Action point 3.4.1 states, 'promote understanding, insight into and opportunities regarding prep for adulthood on local offer'.
- 1.7 Senior officers have met with HMCI and with DfE Officials to discuss the improvements required. We have until 17 June to update the plan.

2. WHAT ACTION HAVE WE TAKEN SINCE THE INSPECTION?

- 2.1 Since the inspection we have taken forward a number of actions:
- We have shared the content with all interested parties. The report has been added to our Local Offer.
 - Presented to Children and Families Scrutiny Committee on Thursday 13 January.
 - Presented to Executive Cabinet on 09 February.
 - Presented to Strategic Executive Group Wednesday 16 February.
 - Refreshed the membership our SEND Improvement Group (SENDIG) to ensure it is inclusive of all necessary partners. SENDIG is now meeting every 2 weeks and is the key forum which will drive the drafting and implementation of WSoA.
 - Leads have been identified for each priority action and they are taking responsibility for drafting each section.
 - Charlotte Finch Head of SEND is coordinating the response working closely with CCG and NHS Provider colleagues.
 - Held two parent engagement events organised in partnership with the parent carer forum (OKE).
 - Held a workshop organised via PEN and with the parent carer forum (OKE).

- Priority leads have organised stakeholder discussions to support their drafting this has included engagement with Headteachers and Clinicians.
- Increased Designated Medical Officer time by agreeing to appoint a new Designated Clinical Officer under the direction of the CCG Director of Nursing, Quality & Safeguarding in addition to the DMO (action already completed).
- Further increased capacity in the SEND team (3x posts) to ensure the Head of SEND can lead work on the WSoA. Recruitment underway.
- Development of a CCG business case to significantly increase capacity in NHS services for SEND.
- Agreed that ongoing oversight from Elected Members will be provided by the Education Attainment Improvement Board.
- We are working with other LAs to learn how they are managing capacity and parental expectations.
- Advance the integrated arrangements surrounding funding panels supporting the requirements of the SEND Code of Practice.

2.2 We have provided two papers to Executive Cabinet 09 February and 26 March 2022. These papers provided updates on the SEND Local Area Inspection, progress in producing the WSOA and included requests for additional investment.

3. WHAT INVESTMENT IS REQUIRED TO DELIVER THE PLAN

3.1 Before inspectors visited Tameside in October of 2021. Tameside already had in place a SEND Strategy, agreed by Executive Cabinet. This Strategy was complemented by a number of improvement plans. Inspectors in their letter noted, *“leaders have set a clear vision for the future. Leaders have developed SEND strategies to prioritise planned improvements and joint commissioning. This is starting to bring services together to work more collaboratively.”*

3.2 These improvement plans, which were already in place, were supported by notable additional investment. This included:

- £750k in CAMHS.
- £250k for additional staffing in the SEND assessment team (2 year commitment).

3.3 At the February Executive Cabinet meeting, it was agreed to make a further investment of £98.2k in order to immediately address capacity issues within the team

3.4 At the March Executive Cabinet meeting, further investments were agreed these investments were as follows:

- Recognising that the SEND team is under resourced (bench marked across GM) that the 2 year investment in staffing in the SEND assessment team (£250k over two years) is made permanent.
- To deliver serious weakness priority 6 “the lack of contribution from social care professionals to the EHC plan process” that a Designated Social Care Officer post is established. We propose that this is done by review existing posts and job descriptions.
- That additional project management capacity (two year fixed) is sought to support delivery of this Written Statement of Action. This post would be aligned to the new AD Early Help and Partnerships. We will ensure this is coordinated with any additional health resources.

3.5 In total this investment is £373,900. £98,200 of repurposed existing budget £275,700 additional budgets as outlined above.

3.6 In addition to this the CCG has worked with T&GICFT for some time to develop a business case to increase capacity within NHS service for SEND. It is anticipated that an additional

investment of £820k is required to provide adequate therapy provision and address waiting times for services including physiotherapy, occupational health and speech and language.

- 3.7 It has also been agreed that a further report be provided to Strategic Commissioning Board following the submission of the Written Statement of Action outlining what if any further resource commitment is required to deliver the plan. This report will be drafted following the sign off of the WSOA.
- 3.8 Finally we have committed to undertaking a business process review firstly in the SEND assessment team and then subsequently of our whole systems. This will look in detail at the use of Capita systems, business processes and staffing in the team. We propose that this review inform a service redesign. Any subsequent decisions about resources would be brought back to Executive Cabinet. This review is scheduled for June and will be conducted by the Council's Transformation Team.

4. MONITORING OF IMPLEMENTATION

- 4.1 Executive Cabinet have agreed that ongoing monitoring of the WSOA be provided by this committee. As such a WSOA update will be provided at each meeting. We propose that this will take the form of a highlight report on the progress of the WSOA as well as a narrative update.
- 4.2 This governance structure is described at page six of the WSOA.

5. CONCLUSION

- 5.1 As we noted in the update provided to Executive Cabinet in March, we recognise the challenges outlined by inspectors and accept the areas of development that have been outlined. We are committed to responding swiftly and positively to the inspection findings. This Written Statement of Action is an important opportunity to redefine our improvement plans and to ensure that are sufficient to meet the challenges we face.
- 5.2 It is disappointing that our WSOA was not accepted by inspectors at the first opportunity but we will respond positively to their feedback as we are extremely keen to ensure the plan is of the highest quality.
- 5.3 The additional investment made in the SEN team is extremely welcome and we look forward to the agreement of further additional investment in health services.

6. RECOMMENDATIONS

- 6.1 As set out at the front of the report.

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INTRODUCTION:

The Tameside Local Area SEND inspection took place in October 2021. Inspectors identified a number of areas for development which must be addressed to secure necessary improvements, which will lead to better outcomes for Tameside children and young people with SEND.

The outcome of the inspection is that the Tameside local area has been requested to produce a Written Statement of Action (WSOA). The WSoA will focus on the following 10 areas of significant concern identified during the Local Area SEND inspection:

1. The endemic weaknesses in the quality and, due to the pandemic, timeliness of EHC plans, which lead to poor outcomes for children and young people with SEND across education, health and care
2. The high level of dissatisfaction among parents and carers with the area's provision
3. The local offer not being well publicised and not providing parents with the information that they need
4. The placement of some children and young people in unsuitable education provision
5. The unreasonable waiting times, which lead to increased needs for children and young people and their families
6. The lack of contribution from social care professionals to the EHC plan process
7. The limited oversight of the quality of SEND provision for children and young people's education
8. The inconsistent application of a graduated approach across different settings, leading to weaknesses in meeting needs across the area
9. The poor transition arrangements across all stages of education
10. The lack of strategic direction in the support for children and young people to prepare them effectively for adulthood.

Our WSoA identifies those actions that the partnership will take to secure improvements, how we will measure our success and what difference we expect our actions to make to the Tameside SEND community. It is our ambition to make this a dynamic process, responsive to the changing needs of the Tameside SEND Community and we acknowledge the need to develop and refine our actions as we drive forward to secure improvement. We will therefore produce an annual report to share the success of the actions that we have taken; identify any new challenges and clearly describe our progress in relation to the positive change we are aiming to achieve.

Tameside Council and Tameside and Glossop CCG are jointly responsible for submitting the WSoA. We will work with our Parent Carer Forum and Our Kid's Eyes (OKE), our schools, colleges, health providers and other stakeholders and together we will own this plan, utilising principles of co-construction and joint working to address all areas requiring improvement.

Joint working will mean that Tameside Council and Tameside and Glossop CCG commit to a shared vision for the Tameside SEND community and accept equal responsibility for delivering the agreed outcomes for children and young people with SEND. Embedding co-production means that the voice of the Tameside SEND Community will be present in all strategic discussions that will impact on this community. Representatives from the Tameside SEND Community will sit alongside statutory leadership, to inform and shape strategic planning from the earliest point. We will set the agenda together and agree what needs to be talked about, what are the important issues and what we need to achieve. We will put in place the necessary structures so that this ethos of joint working and co-production will be present throughout the Tameside SEND system and will be reflected in the experience of individual children, young people and families so that they are empowered to be fully involved in planning how their support will be delivered and what outcomes will be achieved.

We know that there is much more to do, to ensure that the offer for children and young people with special educational needs in Tameside is good enough. Inspectors found too many weaknesses in our offer and our practice. We were particularly disappointed to have highlighted the poor experience of children and families across the borough. We are committed to addressing every weakness identified and improving the experience and outcomes of children and families, ensuring that the services in place to support them are fit for purpose and effective. Despite these challenges, inspectors noted that leaders have established a clear and accurate view of the area's strengths and weaknesses and drawn up suitable plans to resolve issues. Inspectors also noted Leaders have set a clear vision for the future and have developed SEND strategies to prioritise planned improvements and joint commissioning. However, we agree with inspectors that there is still a long way to go. We are pleased that parents are quick to cite the positive difference made by the excellent front-line staff.

Meeting this challenge and resolving these significant weaknesses will require urgent action. We are committed to improving practice wherever that is required, and also building on, securing and embedding the good practice that already exists across Tameside. We will therefore continue to develop our action plan based on our SEND Strategy and our self- assessment alongside those actions identified within the WSoA.

"I would like to thank everyone who has been involved in the development of the Written Statement of Action. We recognise the areas of concern identified by Ofsted and the Care Quality Commission, and we are committed to working closely with our Parent Carer Forum and other partners such as schools and health providers to make a swift, positive and lasting difference. While we know that there is much work ahead of us, I am confident that the Written Statement of Action gives us a solid foundation on which to begin our improvement journey. An annual report will also be produced to share our successes, identify any new challenges, and ensure that residents can follow our progress in improving the services that we provide to children and young people with Special Educational Needs and Disabilities"

Councillor Leanne Feeley, Executive Member (Lifelong Learning, Equalities, Culture and Heritage)

"Our Kid's Eyes & Tameside's Parent Carer Forum – believes that the parent carer voice must be central to all activity and decision making on provision of SEND services in Tameside. Representatives of parent carers have been actively involved in the development of this Written Statement of Action, and their efforts have seen the principles of

co-production start to be embedded through dialogue with senior health decision-makers and engagement at strategic meetings. All children and young people, no matter what their circumstances, deserve the chance to live happy and fulfilled lives. Our focus must now move to building on this positive start, and working with Tameside Council, Tameside & Glossop Clinical Commissioning Group and other partners to make our joint vision of high-quality and co-produced services a reality. As the voice of Parent Carers locally, we will ensure that the voice of the child and the family is front-and-centre of any progress going forward"

Elaine Healey Chair of Tameside's Parent Carer Forum

"Following the Tameside Local Area SEND inspection in October 2021, Tameside Council and its partners have agreed this Written Statement of Action. As well taking into account all ten priority areas identified within the Inspection Report, we are also resolved to strengthening our commitment to co-production. This will ensure that the aspirations and concerns of Tameside's SEND community and service users are recognised and incorporated into everything we do. Our focus now will be on working closely with service users, the local voluntary sector, and education, health and social care practitioners to co-produce a realistic and ambitious timeframe to deliver and embed improvement. This will be supported by additional funding and resourcing to expand our specialist school capacity, statutory assessment and service pathways. Together, we will make sure that every child and young person with Special Educational Needs and Disabilities in Tameside can achieve their potential"

Ali Stathers-Tracy Director of Children's Services

"Tameside & Glossop Clinical Commissioning Group welcomes the publication of the Written Statement of Action. We remain committed to providing the right services, in the right place, at the right time to ensure that every child and young person with Special Educational Needs and Disabilities can expect and have the same opportunities in life as anybody else. Since the local area inspection last year, together with Tameside Council and our partners, we have undertaken work to start addressing the concerns highlighted in the Inspection Report, including reflecting on our perceived strengths and areas of improvement, reviewing existing action plans, and promoting shared ownership and co-production of any solutions. Progress will be monitored by the CCG's Quality, Performance and Action group to ensure that we are responsive to the changing needs of the local SEND community, and that our actions can be developed and refined as we drive forward to secure all necessary improvements"

Dr Christine Ahmed Tameside & Glossop CCG Governing Body Lead for Starting Well

OUR STRATEGIC AIM:

Our SEND strategy was refreshed in 2020. Our strategy has grown from the collective voices of our SEND community and supports all partners to work together to achieve our shared priorities for development. We aim to work together so that the aspiration of our children and young people becomes not only a possibility for some but the *expectation for all...*

“ We want to enable Tameside’s children and young people to have better education, health and emotional wellbeing outcomes. We want to ensure that we provide the right service in the right place, at the right time, supporting children & young people to have a good quality of life, live healthily and to achieve their full potential. The delivery of good and outstanding education to every one of our resident children is a key priority for Tameside MBC. This is because together with support in their early years and to parents and through addressing poverty, the future life chances of those who are currently children will in large part be determined by their educational outcomes as a means to reducing inequality. So our focus is not just upon our formal statutory responsibilities, important though those are, but upon providing effective strategic leadership to ensure that all those partners with a role to play are delivering effectively for our children and young people.”

Tameside Special Education Needs and Disabilities Strategy 2020 – 2023

STATEMENT OF INTENT:

As equal partners we are committed to addressing our areas of improvement and will work with practitioners and leaders from across education, health, and social care, as well as parent carers and young people and the voluntary sector to:

- Improve and address all 10 of the areas identified by the inspectors as being of significant concern
- Agree a realistic and ambitious timeframe to secure improvement
- Build on, achieve and embed our vision so that we can evidence that children and young people with SEND can have and expect the same opportunities in life as others.

To achieve this we will:

- Commit to identify and better understand the significant challenges that we face across the local area
- Secure the commitment and support of all agency decision-makers to overcome these challenges
- Embed co-production across all aspects of our work, including the development, implementation and monitoring of the WSoA, so that parent carers and children and young people with SEND are recognised as equal partners in this work and are fully involved in decision making
- Challenge preconceived expectations where these may place a limitation on what can be achieved
- Embrace and develop new ways of working to support innovative practice, learning from other places delivering better outcomes for children and young people.

- Continue to work in partnership across all services, promoting transparency and consistency in decision making and delivery of support and amend any areas where partnership working can be improved
- Commit to the principles of personalisation and embed these across all aspects of SEND commissioning so that the Tameside SEND system is informed by accurate data; can effectively respond to local need; provide a diversity of choice, is financially sustainable and makes best use of all resources available.

We recognise that SEND is everybody's business and the priorities within our WSoA will be the responsibility of all partners and stakeholders who make up the Tameside local area.

OUR PROGRESS:

Since the local area inspection we have continued to work on our SEND priorities and have made a good start addressing the concerns identified by Ofsted/CQC in October 2021. We have, with parents, colleagues and stakeholders, reflected on our perceived strengths as well as the areas for improvements. We have reviewed our existing action plans and the overall strategic direction to ensure that our longer-term priorities are the right ones and also to promote shared ownership of the SEND agenda and a mutual understanding of our responsibilities to the Tameside SEND community. We have strengthened our commitment to co-production and can evidence increased understanding of the principles of co-production. We have also engineered many more opportunities to gather and reflect the voice of the child and family.

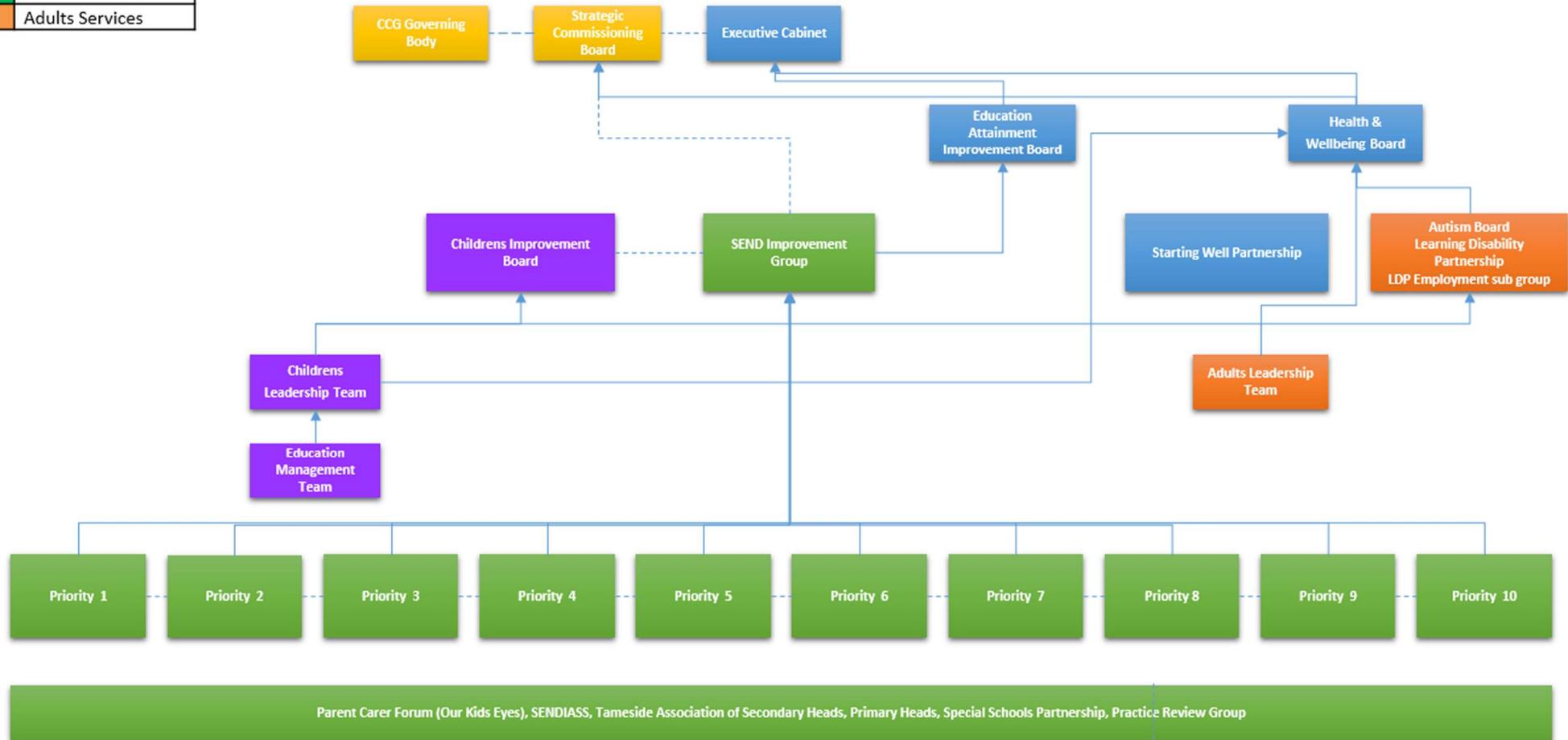
Our Kids Eyes (OKE)- a Tameside-based charity which also facilitates our parent/ carer forum, has established a SEND Inspection Engagement group for parent carers who want to be actively involved in the development and implementation of the WSOA, acting as parent carer representatives. This is supported by information about the WSOA process on the Local Offer, and both daytime and evening online meetings. Regular communications about the development of the WSOA have been shared with the wider SEND community via parent engagement network events.

Parent and carer forum (OKE) has been fully involved in the development of the WSoA, with representation at a number of meetings. OKE is starting to experience improved engagement in health strategic meetings, now providing parent carer representation on the Learning Disability and Autism Board. Access to senior health decision-makers is reported as starting to improve.

SEND GOVERNANCE:

Tameside SEND Governance Structure

| |
|---------------------|
| Corporate |
| Children's Services |
| Health |
| Core SEND |
| Adults Services |



OUR PRIORITIES:

Priorities will be assigned to improvement work streams. Named leads have been identified for each priority and it is the responsibility of the person undertaking this role to ensure that all work is co-produced; that progress toward securing improvement is timely and that information is provided to the SEND strategic board (known locally as the SEND Improvement Group - SENDIG). This will ensure appropriate challenge and scrutiny can enable the local area to meet its statutory responsibility and address the significant concerns identified through the local area SEND inspection October 2021. Formal oversight of the implementation of this WSOA will be undertaken by the Education Attainment Improvement Board (EAIB) and Health and Well Being Board. These formal committees, chaired by elected members, will ensure transparent and robust governance.

In addition to the specific key performance indicators (KPIs) that have been identified within the priorities below, additional KPIs will be identified for each priority and work stream to measure the extent of progress across all priorities. KPIs are evident within all action plans for each area of work. The identification and collation of comprehensive baseline data that will enable progress to be accurately evaluated and reported on will be an immediate priority of the local area and will be reviewed by the SEND strategic board (SENDIG) quarterly. A comprehensive and co-produced survey to capture baseline data will be undertaken. This will be completed by the end of May 2022. In addition, a work stream will be allocated to each of the priority areas and each work stream lead will be responsible for ensuring that appropriate impact data is identified and collected and that progress against impact as well as progress against outcomes is collated and presented to SENDIG monthly. The SENDIG will review progress against impact quarterly to ensure actions and milestones are achieved and delivered in line with our shared ambition. We will also report formally to the EAIB and Health and Well Being board. Completion dates identified alongside each action may indicate a timeframe for completion rather than a specific completion date. This is to ensure that work is initiated at the earliest opportunity whilst also acknowledging that an action may have multiple elements to it that require a longer time period in order to ensure that an action is embedded so that impact can be measured effectively. Some actions will be ongoing, where this is the case, this is indicated within the table below.

Alongside these priorities we will continue to develop the work that we had identified as ongoing and incomplete, this will enable us to continue to work on those areas that our parent carers, children and young people had identified are important to them.

Funding

As well as drawing on existing resources from a range of initiatives and funding streams to focus on the priorities within this plan, significant additional financial resources, in excess of one million pounds, have been secured and directed towards supporting the implementation of the actions in this plan. In addition, more than £20 million of capital funding has been identified to expand and improve on the specialist school offer across Tameside. This will ensure that the Local Area makes a real impact on the lives of children and young people with SEND and their families. Importantly, the CCG and Tameside Council have committed additional resources to co-fund a project officer to support the SENDIG in driving the improvements forward to work alongside local area leaders to establish and embed the principles of co-production. Tameside

Council is investing heavily to implement our SEND Sufficiency Plan and also to secure additional capacity to support improvements across statutory assessment; the CCG is adding additional financial resource to support the work on the DCO, Therapies, CAMHS and ASD pathways. Details are included in the plan.

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|-------------------|---|
| Priority 1 | The endemic weaknesses in the quality and, due to the pandemic, timeliness of EHC plans, which lead to poor outcomes for children and young people with SEND across education, health and care |
| Lead | Charlotte Finch (Head of SEND), Wendy Young (Deputy Head of SEND) |

Outcomes:

- 1.1 Improved timeliness of EHC Plans
- 1.2 Improved quality of EHC Plans
- 1.3 Improved culture of co-productivity and greater engagement with children and families and agreement among all contributors that SEND is “everybody’s business”
- 1.4 Good quality health advice that accurately reflects children and young people’s needs
- 1.5 Professionals are confident that the established quality assurance processes are appropriately supportive and challenging and will increase the quality of EHC Plans.

Impact Measures:

- An improvement of 40% in the timeliness of EHCPs
- Improvement in the number of positive responses of parent survey- comparing to benchmark survey results. 10% improvement in the first year, 25% in the second year working towards the majority of parents reporting a positive experience after 2 years
- An improvement in performance so that within 2 years all requests for advice are completed within the 6-week timescale. 50% improvement in the first 12 months
- 60% of the statutory assessment workforce has training in the first year, 80% in the second year and 90% in the third year
- 60% pass rate against QA tool increasing by 10% each year.

| Outcome Ref | Actions | Completion Date | Lead | Delivery Partners | Resource (cost and/or time) | How will we know? | Progress against actions/ impact & RAG rating |
|---|---|-----------------|--------------------------------|---------------------------|---|--|---|
| 1.1 Improved timeliness of EHC Plans | | | | | | | |
| 1.1.1 | Conduct a full service review of SEND assessment - considering all aspects of the service- including staffing structure and process, to | July 2022 | Charlotte Finch (Head of SEND) | Transformation Team, SEND | 10 days Financial implication of | SEND assessment team redesign fully implemented. Process maps in place. | |

| Outcome Ref | Actions | Completion Date | Lead | Delivery Partners | Resource (cost and/or time) | How will we know? | Progress against actions/ impact & RAG rating |
|-------------|--|-----------------|--|---------------------------------|---|---|---|
| | improve the experience of children parents and carers | | | Assessment Team | external scrutiny TBD | | |
| 1.1.2 | Further develop the SEND Health data set to include training uptake, timeliness, QA progress and ensure data systems and flow are robust from CCG, ICFT and Pennine Care | September 2022 | Bunmi Lawson (DMO), Karen Kromolicki (DCO) | ICFT, PCFT | 30 days ICFT IT & Business intelligence 15 days | <p>The SEND data set will give a timely and accurate picture of the quality and timeliness of health advice, assessment & support.</p> <p>Performance information from the shared system is reviewed regularly by the DMO and the DCO and action is taken by managers in health and care services to improve timeliness of response.</p> <p>Quarterly reports to the SEND Improvement Group, Annual Survey of SEND Population.</p> <p>Annual report presented to the CCG Board.</p> | |
| 1.1.3 | EHCP Timeliness Recovery Plan implemented | January 2023 | Wendy Young (Deputy Head of SEND) | Health, Social Care, EP Service | 30 days | Monthly timeliness monitoring reporting shows improving trend with impact reported by families. | |

| Outcome Ref | Actions | Completion Date | Lead | Delivery Partners | Resource (cost and/or time) | How will we know? | Progress against actions/ impact & RAG rating |
|--|---|---|--|--|--|--|---|
| Page 33 1.1.4 | Review the process for responding to statutory requests for advice from all services (health, CSC, schools, EPS) that includes improving EHCP administration processes. | September 2022 | Wendy Young (Deputy Head of SEND) , Karen Kromolicki (DCO) | ICFT, PCFT, EPS, SEND Assessment Team, CSC | 15 days Additional staffing resource as identified in 5.1 | Work stream meeting documentation. Standard operating procedures in place. Reduction in waiting time for EHCP advice | |
| | 1.1.5 | Establish and embed a new sustainable EHCP health administration tracking team. | September 2022 | Ashleigh Smith (Directorate Manager Children and Young People), Karen Kromolicki (DCO) | PCFT | Additional staffing resources as identified 5.1 & as identified 1.1.2 | Work stream meeting documentation. Standard Operating Procedures. Recruitment of Health EHCP administration tracker. Reduction in waiting time for EHCP advice |
| 1.2 Improved Quality of EHC Plans | | | | | | | |
| 1.2.1 | EHCP Quality Improvement Schedule established and Implemented and Quality Assurance Audit process in place | January 2023 | Wendy Young (Deputy Head of SEND) | Health, Social Care, EPS, School leaders | 30 days | Improved feedback from parent/ carer surveys. Positive engagement from all services, improved practice | |

| Outcome Ref | Actions | Completion Date | Lead | Delivery Partners | Resource (cost and/or time) | How will we know? | Progress against actions/ impact & RAG rating |
|--|---|------------------------------|---|-------------------|---|--|---|
| | | | | | | <p>observed through moderation and peer review.</p> <p>Regular reports to SENDIG.</p> <p>Regular quality reports to CCG Quality Performance & Action Group.</p> | |
| Page 34 2.2 | Identify and secure an EHCP CPD framework, addressing all aspects of the EHC assessment - delivered to all contributing personnel and partners. Secure agreement and delivery of a rolling training programme to assure consistency and quality and informs induction and CPD | May 2022- repeated 3 monthly | <p>Wendy Young (Deputy Head of SEND)</p> <p>[Claire Jackson (Principal Educational Psychologist), Lynn Barnett (Partnership Manager), Karen Kromilicki (DCO), Daniel Murphy (Service Unit Manager, CSC), Jo Robinson (Team Manager Prep for Adulthood)]</p> | NASEN, ICFT, PCFT | <p>Training time</p> <p>2 hours sessions available every 3 months</p> | <p>Improved Parent Satisfaction Performance Survey outcome.</p> <p>Training programme promoted and attended by stakeholders with positive training evaluations.</p> <p>Evidence of improvements in practice via audit programmes.</p> <p>Reports to SENDIG.</p> <p>Reports to CCG Quality, Performance & Action Group.</p> | |
| <p>1.3 Improved culture of co-productivity & greater engagement with children and families and agreement among all contributors that SEND is “everybody’s business”</p> | | | | | | | |

| Outcome Ref | Actions | Completion Date | Lead | Delivery Partners | Resource (cost and/or time) | How will we know? | Progress against actions/ impact & RAG rating | |
|-------------|---------|--|---|---|---|---|--|--|
| Page 35 | 1.3.1 | Establish systematic consultation opportunities with parent groups to measure satisfaction levels. | April 2022, repeated monthly for 2 hour session | Charlotte Finch (Head of SEND) | SEND Assessment, Health, Social Care, Educational Psychology, Our Kids Eyes- Parent Carer Forum | 2 hours every month from senior managers, Admin support | Improved Parent Satisfaction Survey outcome- in particular in the area of pupil and family voice. Training uptake data. | |
| | 1.3.2 | Establish a Student Fora schedule enabling young people's voice to influence service delivery and create consultation opportunities with young people to measure satisfaction levels. [Five primary schools, five secondary schools, two Post-16 settings to establish a SEND student consultation forum]. | January 2023 | Andrew Foord (Headteacher, Cromwell Specialist School), Naomi Cartledge (Headteacher, Corrie Primary School and Specialist Resource Base) | Schools, Social Care, Health | Total two days of time from school time per month. | Membership of fora established. Annual schedule agreed including monthly meetings and annual conference. Leads feedback and influence through standing item at SENDIG. Evidence of positive change as a result of their influence | |
| | 1.3.3 | Annual SEND student conference established to create a celebration of achievements, success and best practice. | May 2023 and ongoing | Mark Whitehead (Head of Operation Services, Adults) | Parent and carer forum (OKE), schools, Preparation | Funding required for venue hire, publicity, | Conference established in annual calendar promoted via the Local Offer shared and reported by school leader fora. | |

| Outcome Ref | Actions | Completion Date | Lead | Delivery Partners | Resource (cost and/or time) | How will we know? | Progress against actions/ impact & RAG rating |
|--|--|-----------------|--|--------------------|----------------------------------|--|---|
| | | | | for Adulthood, EPS | refreshments, transport, etc. | | |
| 1.4 To provide good quality health advice that accurately reflects the Children and Young People's needs | | | | | | | |
| 1.4.1 | Establish a programme of audits across health to address shortfalls to ensure that EHCPs are holistic, timely and accurate and ensure that appropriate input is captured at all stages of the process. | September 2022 | Bunmi Lawson (DMO), Karen Kromolicki (DCO) | ICFT, PCFT | 15 days [plus actual audit time] | <p>Recommendations and implications from the audits will be shared by the DCO to the Health SEND Group to ensure actions agreed.</p> <p>Quarterly report to SENDIG and CCG Quality, Performance & Action group.</p> <p>Policies and procedures reflect audit findings.</p> | |
| 1.5 Professionals are confident that the established quality assurance processes are appropriately supportive & challenging and will increase the quality of EHC Plans. | | | | | | | |
| 1.5.1 | Increase capacity of Designated Medical Officer role. | February 2022 | Louise Rule (Head of Starting Well), Gill Gibson (Director of Nursing, Quality & Safeguarding) | ICFT | £40,000 | DCO in post for 3 days/week | |
| 1.5.2 | Produce and publish guidance for health providers on the EHC needs assessment process. | September 2022 | Bunmi Lawson (DMO), Karen Kromolicki (DCO) | ICFT, PCFT | 15 days | Quarterly Quality Assurance report to SEND Executive. | |

| Outcome Ref | Actions | Completion Date | Lead | Delivery Partners | Resource (cost and/or time) | How will we know? | Progress against actions/ impact & RAG rating |
|-------------|---|-----------------|------|-------------------|-----------------------------|---|---|
| | Review the current input from CAMHS at the Health Sub group | | | | | Revised health and social care advice template following QA findings. Implement improved systems and processes to support CAMHS advice | |

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| Priority 2 | The high level of dissatisfaction among parents and carers with the area's provision |
| Lead | Charlotte Finch (Head of SEND) |

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| Outcomes: | |
| <p>2.1 Increased parental satisfaction – as evidenced in survey returns</p> <p>2.2 Parents and families feel that they are well informed and listened to in a timely manner</p> <p>2.3 Parents and carers feel well prepared and have greater involvement in person centred planning</p> <p>2.4 Successful completion and delivery of the area SEND sufficiency Plan.</p> | |
| Impact Measures: | |
| <ul style="list-style-type: none"> Parents, carers and children and young people are kept up-to-date and can see their feedback is reflected in all SEND improvement work Improvement in the number of positive responses of parent survey- comparing to benchmark survey results. 10% improvement in the first year, 25% in the second year working towards the majority of parents reporting a positive experience after 2 years Fewer complaints received regarding educational provision Fewer in-year transitions between mainstream and specialist settings Lower rates of exclusions of children and YP with EHCPs and SEN Support as a result of the positive impact of the SEND Sufficiency Plan. PEX dropping to 0.25%. FT dropping below 5%(combined) Annual increase of at least 10% per annum of parent/carers and children and young people report they feel engaged and listened to about their priorities (via baseline survey) Increase SEND specialist provision across the borough, including the development of satellite bases within mainstream settings, to meet need. | |

| Outcome Ref | Actions | Completion Date | Lead | Delivery Partners | Resource (cost and/or time) | How will we know? | Progress against actions/ impact & RAG rating |
|---|--|------------------------|--------------------------------|------------------------------|------------------------------------|---|--|
| 2.1 Increased parental satisfaction – as evidenced in survey returns | | | | | | | |
| 2.1.1 | Issue and analyse Benchmark Survey of parent and family views of SEND network and systems. | June 2022 | Charlotte Finch (Head of SEND) | Parent and carer forum (OKE) | 5 days | Survey issued and responses returned to establish a baseline. Findings reported to SENDIG. | |

| Outcome Ref | Actions | Completion Date | Lead | Delivery Partners | Resource (cost and/or time) | How will we know? | Progress against actions/ impact & RAG rating |
|---|---|-----------------|--|------------------------------|-----------------------------|---|---|
| 2.1.2 | Establish a parent and family satisfaction survey schedule | May 2022 | Charlotte Finch (Head of SEND) [Elaine Healey] | Parent and carer forum (OKE) | 10 days | Schedule and survey agreed. Analysis process established. | |
| 2.1.3 | Set up a Health system navigation post/service via. | December 2022 | Karen Kromilicki DCO); Louise Rule (Head of Starting Well) and Elaine Healey | ICFT, PCFT, CCG | £40,000 | Navigator service in place. Information sessions take place. Positive Local Offer feedback. Positive families' feedback through satisfaction survey. | |
| 2.1.4 | Establish and deliver regular, virtual and in-person, consultation opportunities with parent groups to measure satisfaction levels. | May 2022 | Charlotte Finch (Head of SEND) [Elaine Healey] | Parent and carer forum (OKE) | 12 days | Attendance schedule agreed for parent consultation events by May 2022 | |
| 2.2 Parents and families feel that they are communicated with well | | | | | | | |
| 2.2.1 | Establish monthly meeting between the parent and carer forum (OKE), SEND and Health representatives. Ensure open communication channels and opportunity for information to be communicated to parents and parents views heard | May 2023 | Charlotte Finch (Head of SEND) [Louise Rule (Head of Starting Well) and Elaine Healey] | SEND, CCG, ICFT, PCFT, | 12 days | Monthly meeting schedule established by May 2022. Report submitted every 3 months to SENDIG. | |

| Outcome Ref | Actions | Completion Date | Lead | Delivery Partners | Resource (cost and/or time) | How will we know? | Progress against actions/ impact & RAG rating |
|--|--|-----------------|---|---|-----------------------------|--|---|
| 2.2.2 | Parent and carer forum (OKE) Chair to join SENDIG membership and participate monthly. | March 2022 | Elaine Healey | SEND, Parent and carer forum (OKE) | 12 days | Annual SENDIG schedule and membership agreed by March 2022. Parent and carer forum (OKE) voice captured in meeting records. | |
| 2.2.3 | Health to provide clear information for families on what to expect from services, including information about waiting times and service offer. A range of bite-size information products such as factsheets will be developed to give families an overview of conditions and common themes. Generic email addresses to be established across all areas so that parents and carers can easily contact services. | September 2022 | Karen Kromilicki (DCO), Ashleigh Smith (Directorate Manager Children & Young people), Steven Hand (Operational Manager) | Our Kids Eyes in their capacity as parent Carer Forum | 20 days ongoing commitment | Parents and carers report, through the health navigator role and Local Offer feedback, that they understand services and feel well informed. The Local Offer has easily accessible contact information. | |
| 2.3 Parents and carers feel well prepared and have greater involvement in person centred planning | | | | | | | |
| 2.3.1 | Person-centred planning CPD rolled out across all EHC contributors and SEND Service | Jan 2023 | Claire Jackson (Principal Educational Psychologist) | EP Service | 10-20 days | Parent-satisfaction survey shows a greater sense of involvement and influence with the EHC process | |

| Outcome Ref | Actions | Completion Date | Lead | Delivery Partners | Resource (cost and/or time) | How will we know? | Progress against actions/ impact & RAG rating |
|--|---|-----------------|--|--|---|--|---|
| | | | [Wendy Young (Deputy Head of SEND)] | | | | |
| 2.3.2 | Parent consultation settings (ref 2.1.4) to include sessions to invite parental views on optimum models person centred planning | Sept 2022 | Claire Jackson (Principal Educational Psychologist) [Charlotte Finch (Head of SEND) Elaine Healey] | Parent and carer forum (OKE), EP, SEND | 2 days | Parents views evident in training delivery model. | |
| 2.4 Successful completion and delivery of the area SEND sufficiency Plan. | | | | | | | |
| 2.4.1 | Establish a SEND Sufficiency strategy group, to create a strategic plan and monitor capacity and provision. | July 2022 | Charlotte Finch (Head of SEND), Pierre Coiffait (Headteacher, Hawthorns Primary Special School) | School leaders, EI&P, Access Service, Finance, Commissioning | 15 days | Membership and schedule agreed by April 2022. Plan agreed via SENDIG and local governance mechanism. | |
| 2.4.2 | Deliver Strategic SEND Sufficiency Plan | September 2023 | Charlotte Finch (Head of SEND), Pierre Coiffait (Headteacher, Hawthorns Primary Special School) | School leaders, EI&P, Access Service, Finance, Commissioning | To be delivered by SEND Project managers. 2 additional posts. | Update reports to SENDIG every other month. Sufficiency established across the Borough – increased places to meet growth demand (see SEND Sufficiency Strategy for additional information). | |

| Outcome Ref | Actions | Completion Date | Lead | Delivery Partners | Resource (cost and/or time) | How will we know? | Progress against actions/ impact & RAG rating |
|-------------|---------|-----------------|------|-------------------|-----------------------------|---|---|
| | | | | | | Reduction in the number of exclusions (further links in priority 4 and 8) | |

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| Priority 3 | The local offer not being well publicised and not providing parents with the information that they need |
| Lead | Adrian Rocks (Head of Education Commissioning) |

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| Outcomes: | |
| <p>3.1 Families are aware of and use the local offer and it helps them to find the information they need</p> <p>3.2 The local offer is helping to identify gaps in provision</p> <p>3.3 All services clearly convey their service delivery description and outcomes via the Local Offer</p> <p>3.4 Young people, families / carers and professionals have access to clear and accessible information including the Transition Pathway and Protocol that accurately reflects the transition journey.</p> <p>3.5 The Local Offer is fit for purpose for all families, services and providers.</p> | |
| Impact Measures: | |
| Page 48 | <ul style="list-style-type: none"> Increased number of people using the local offer as measured by website hits. An increase in use by 25% (excluding the coronavirus specific news pages) of the local offer pages. |
| | Number of families reporting positive feedback on the 'meet the local offer' events via satisfaction surveys |
| | Positive feedback received through the local offer inbox demonstrates good communication with parents reported in the annual review of the local offer |
| | Awareness of the local offer in the annual parental survey increasing to at least 50% of respondents in the survey being aware of the local offer |
| | Satisfaction with the local offer in the annual parental survey at least a majority of families aware of the local offer have found it useful in the survey |
| | <ul style="list-style-type: none"> Stakeholders access resources and information that they report are helpful and valuable to them. A majority of stakeholders report that information is accessible and helpful in the annual review of the local offer. Stakeholders report all content is up to date and a positive user experience. A majority of stakeholders report that information is up to date in the parent survey, and in the annual review of the local offer. |

| Outcome Ref | Actions | Completion Date | Lead | Delivery Partners | Resource (cost and/or time) | How will we know? | Progress against actions/ impact & RAG rating |
|--|--|-----------------|-----------------------|---------------------|-----------------------------|--|---|
| 3.1 Families are aware of and use the local offer and it helps them to find the information they need | | | | | | | |
| 3.1.1 [3.2-3.5] | Establish a multi-agency co-production ownership board | June 2022 | Adrian Rocks (Head of | SEND Team, schools, | 4 days annually | The board effectively identifies gaps in the Local Offer as part of the annual | |

| Outcome Ref | Actions | Completion Date | Lead | Delivery Partners | Resource (cost and/or time) | How will we know? | Progress against actions/ impact & RAG rating | |
|-------------|---|---|--------------------------|---|--|---|---|--|
| Page 44 | for the Local Offer responsible for: <ul style="list-style-type: none"> The implementation plan for Priority 3 Ensuring it is up to date It is useful to families, providers and schools Commissioning the annual review of the Local Offer Identifying gaps in services and identifying commissioning solutions to meet them. | | Education Commissioning) | Parent and carer forum (OKE), CCG, ICFT, PCFT, Comms Team | Funding for OKE (annual) | report and takes action and feeds back to all stakeholders. Positive feedback received through the Local Offer website. Parent Carer Forum feedback on the annual report. | | |
| | 3.1.2 [3.3] | Develop a marketing and communication plan for the Local Offer based around the current Local Offer. | June 2022 | Kristiane Sulek | Comms Team, Parent and carer forum (OKE), SEND Team, schools | 1 day | Annual parental survey and metrics show increased awareness and use of the Local Offer and greater social media engagement. | |
| | 3.1.3 [3.3] | Deliver an ongoing marketing plan which promotes the current offer, and the relaunch of the offer following improvement work. | July 2023 | Kristiane Sulek | Comms Team, Parent and carer forum (OKE), SEND Team, schools | 5 days Marketing Budget | Annual parental survey and metrics show increased awareness and use of the Local Offer and greater social media engagement. | |
| | 3.1.4 | Develop attractive family-friendly materials to promote the Local Offer which is sent with standard | June 2022 | Kristiane Sulek | Comms Team, Parent and carer forum | 2 days Design and Print costs | Materials produced and distributed and feedback reviewed and acted upon – ‘you said, we did’ responsive approach. | |

| Outcome Ref | Actions | Completion Date | Lead | Delivery Partners | Resource (cost and/or time) | How will we know? | Progress against actions/ impact & RAG rating | |
|---|--|---|----------------|--|--|--|--|--|
| | correspondence relating to EHCPs. | | | (OKE), SEND Team | | | | |
| 3.1.5 | Further develop and embed the 'Meet the Local Offer' virtual and in-person events. | September 2022 | Elaine Healey | Parent and carer forum, SEND Team | see 3.1.1 | Number of families 'attending' events. Feedback from event evaluations. Increased awareness seen in parental survey. | | |
| 3.2 The local offer is helping to identify gaps in provision | | | | | | | | |
| Page 45 | 3.2.1 | Review the current content of the Local Offer with all partners and Parent and carer forum (OKE) to ensure it is fit for purpose, well publicised and accessible to parents, young people and professionals so that they understand what is on offer to meet their needs. | August 2022 | Adrian Rocks (Head of Education Commissioning) | Comms Team, Parent and carer forum (OKE), CCG, ICFT, PCFT, SEND Team, schools, Ownership Board | 5 days Additional resource to OKE per 3.1.1 | Offer content agreed with stakeholders. Changes and redesign of Local Offer website with feedback from families and stakeholders. Annual parental survey and metrics show increased awareness, use of and satisfaction with the Local Offer. | |
| | 3.2.2 [3.1-3.5] | Develop proposals and business cases to move local offer website to its own domain to allow for better search, tracking and reporting of use and gaps. | September 2022 | Allan Pearce | Ownership Board | Market currently being tested. Costs likely to include one off fee plus annual fees. | Feedback from co-production with Parent and carer forum (OKE). | |
| | 3.2.3 | Develop, test and launch new local offer website including | April 2023 | Allan Pearce | SEND Team, schools, | 12 days | Feedback on local offer quality. | |

| Outcome Ref | Actions | Completion Date | Lead | Delivery Partners | Resource (cost and/or time) | How will we know? | Progress against actions/ impact & RAG rating |
|--|--|-----------------|--|--|---|---|---|
| [3.1-3.5] | co-production of functionality with children and families (this will include user access testing). | | [Elaine Healey, Kristian Sulek] | Ownership Board | additional resources as captured in 3.1.1 and 3.2.2 | Website analytics and metrics. | |
| 3.3 All services clearly convey their offer via the Local Offer | | | | | | | |
| 3.3.1 | Identify provision which is currently missing from the local offer. [An output of the review of the existing content 3.2.1] | August 2022 | Adrian Rocks (Head of Education Commissioning) | Parent and carer forum, OKE, CCG, ICFT, PCFT, SEND Team, Adults Team, schools, Ownership Board | 2 days Additional resource to OKE as per 3.1.1 | Wider range of services captured Changes and redesign of Local Offer website with feedback from families and stakeholders. Annual parental survey and metrics show increased awareness, use of and satisfaction with the Local Offer. | |
| 3.3.2 | Develop and implement a plan to target provision that is not properly captured or omitted on the local offer site | August 2023 | Adrian Rocks (Head of Education Commissioning) | Parent and carer forum, OKE, CCG, ICFT, PCFT, SEND Team, Adults Team, schools, Ownership Board, Comms Team | 5 days | Wider range of services captured Annual parental survey and metrics show increased use of and satisfaction with the Local Offer. | |

| Outcome Ref | Actions | Completion Date | Lead | Delivery Partners | Resource (cost and/or time) | How will we know? | Progress against actions/ impact & RAG rating |
|---|---|----------------------------|--|---|-----------------------------|---|---|
| 3.4 Young people, families / carers and professionals have access to a clear and accessible information including the Transition Pathway and Protocol that accurately reflects the transition journey. | | | | | | | |
| 3.4.1 | Promote understanding, insight into and opportunities regarding prep for Adulthood on Local offer. | September 2023 | Adrian Rocks (Head of Education Commissioning) [Mark Whitehead (Head of Operation Services, Adults)] | Comms team, Parent and carer forum, OKE, SEND Team, Schools, post-16 settings | 2 days | Annual parental survey and metrics show increased awareness, use of and satisfaction with the Local Offer. | |
| 3.5 The Local Offer is fit for purpose for all families, services and providers. | | | | | | | |
| 3.5.1 | Ownership Board for the Local Offer steers delivery of and commissions annual review of the local offer. Reviews progress and impact of Priority 3 action plan Ownership Board identifies and reports where there are gaps in services | October 2022 and recurring | Ownership Board | CLT, ICFT, PCFT, Adults Team, Parent and carer forum (OKE) | 4 days annually | Six monthly report into the Local Offer is produced and shared via SENDIG and the Local Offer. Progress against priority 3 is reported. Reports which identify gaps in provision in the local offer. Feedback and satisfaction from families in the annual survey. | |

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| Priority 4 | The placement of some children and young people in unsuitable education provision |
| Lead | Wendy Young (Deputy Head of SEND) and Pierre Coiffait (Headteacher, Hawthorns Primary Special School) |

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| Outcomes: | |
| <p>4.1 Successful implementation of the area SEND sufficiency Plan</p> <p>4.2 Improved parental satisfaction with education provision</p> <p>4.3 Increased specialist capacity and capability</p> <p>4.4 Improved culture of inclusion across all settings</p> <p>4.5 Annual Review management and monitoring process in place - all Capita one IT systems fit for purpose</p> | |
| Impact Measures: | |
| Page 48 | <ul style="list-style-type: none"> - Reduction in out of borough specialist placements 20% - 30% increase in positive response to parental satisfaction survey - 15% reduction in exclusions of learners with EHCPs - 50% reduction in in-year transition between settings - 50% reduction in complaints relating to school placement - Improvement in the number of positive responses of parent survey- comparing to benchmark survey results. 10% improvement in the first year, 25% in the second year working towards the majority of parents reporting a positive experience after 2 years |

| Outcome Ref | Actions | Completion Date | Lead | Delivery Partners | Resource (cost and/or time) | How will we know? | Progress against actions/ impact & RAG rating |
|------------------|---|-----------------|--|------------------------------------|---|--|---|
| 4.1.1 | See 2.4.1 and 2.4.2 | | | | | | |
| 4.1.2 [4.2, 4.3] | Increase SEND specialist provision places across the borough, including the expansion of existing settings, the development of satellite bases within mainstream settings and the | September 2023 | Charlotte Finch (Head of SEND) [Catherine Moseley | Schools, EPS, SOSS, Access Service | £20,646,000 capital funding identified, with £12.5m | 40 new specialist places created in September 2023 with the Hawthorns new build. | |

| Outcome Ref | Actions | Completion Date | Lead | Delivery Partners | Resource (cost and/or time) | How will we know? | Progress against actions/ impact & RAG rating |
|-------------|---|--|----------------------------|---------------------|--|---|---|
| Page 49 | addition of further resource bases across Tameside. | | (Head of Access Services)] | | allocated to the new Hawthorns School build | <p>10 new specialist SEMH places created in September 2022 via Thomas Ashton satellite</p> <p>20 new generic specialist places created in September 2022 via placement increase at Samuel Laycock.</p> <p>40 new secondary resource base places created in September 2022.</p> <p>10 new primary resource base places created in September 2022</p> | |
| | 4.4.1 [4.2] | Implement an inclusion charter across all schools to secure improved practice across all settings (see priority 7- action 7.3.1). | | | | | |
| | 4.4.2 [4.2] | 'SEND Children Thrive: Matching Provision to Need' fully embedded across all settings (see priority 8 – actions 8.1.1, 8.1.2, 8.2.1) | | | | | |
| | 4.5.1 [4.2] | Implement Annual Review Recovery Plan. (ref action 1.1, 9.1) | September 2023 | Wendy Young (Deputy | SEND Assessment, Transformation team, HR, Capita | Cost to be determined 20 days | Annual Review schedule delivered within statutory timescales Improved parental satisfaction evidence in Parent satisfaction surveys. |

| Outcome Ref | Actions | Completion Date | Lead | Delivery Partners | Resource (cost and/or time) | How will we know? | Progress against actions/ impact & RAG rating |
|-------------|---------|-----------------|---------------|----------------------------------|-----------------------------|---|---|
| | | | Head of SEND) | One, school leaders, health, CSC | | Improvement in the number of positive responses of parent survey-comparing to benchmark survey results. 10% improvement in the first year, 25% in the second year working towards the majority of parents reporting a positive experience after 2 years | |

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| Priority 5 | The unreasonable waiting times, which lead to increased needs for children and young people and their families |
| Lead | Louise Rule (Head of Starting Well) |

Outcomes:

- 5.1 Children and young people are seen and assessed in a timely way so that they can receive appropriate intervention and therapy**
- 5.2 Effective, transparent and accessible support offer for children, young people and families whilst waiting for assessment and therapy**

Impact Measures:

1. From April 1st an increase to 32 ASD assessment slots per month and 15 ADHD assessment slots per month available to meet current demand
2. Within 12 months 15% reduction in the number of people waiting for an ASD assessment via a waiting list initiative
3. Within 12 months 25% reduction in the number of people waiting for an ADHD assessment via a waiting list initiative
4. Within 12 months 25% Reduction in total number of people waiting for CAMHS assessment
5. Within 12 months Reduce longest waiter for CAMHS assessment by 35%
6. Children and young people on accessing the pathway report that they have access to effective and appropriate support both pre and post diagnosis.
7. Young adults (aged 16-18) will have full access to the Neuro Development pathway
8. 75% of children and young people triaged within two weeks or less of referral to Therapy services
9. Over 70% of Tameside families using the service report that the assessment process is timely and results in action being taken e.g. service offered and/or advice, support and signposting.
10. By June 2023 92% of children will have had their Physiotherapy assessment within 18 weeks
11. By June 2023 92% of children will have had their Occupational Therapy assessment within 18 weeks
12. By June 2023 92% of children will have had their Speech and Language Therapy assessment within 18 weeks
13. By June 2023 92% of children will have had their dietetic assessment within 18 weeks
14. By June 2023 92% of children referred to community paediatrics will have had their medical assessment within 18 weeks

| Outcome Ref | Actions | Completion Date | Lead | Delivery Partners | Resource (cost and/or time) | How will we know? | Progress against actions/impact & RAG rating |
|--|--|-----------------|---|--------------------------------------|--|--|--|
| 5.1 Children and young people are seen and assessed in a timely way so that they can receive appropriate intervention and therapy | | | | | | | |
| 5.1.1 | Review and align the Therapy services with the Thrive/Graduated Response to ensure they are effective. | Jan 2023 | Amy Brierley (Divisional Director Surgery, Women's & Children's Services), Ashleigh Smith (Directorate Manager Children & Young people) | Bumni Lawson (DMO), Karen Kromolicki | 28 days | Improved waiting times for therapy provision. Waiting times reduced. Parental surveys show improved satisfaction. Clear information for Therapy Services on the Local Offer | |
| 5.1.2 | Recruit to provide additional capacity to enable delivery of identified needs in line with the capacity and demand review. | February 2023 | Amy Brierley (Divisional Director Surgery, Women's & Children's Services). Ashleigh Smith (Directorate Manager Children & Young people) | | Additional investment resource of approx. £820,000 | Phased approach – Phase 1 complete October 2022 Phase 2 – February 2023 | |
| 5.1.3 | Agree standard operating procedures for the provision of therapy services across Tameside. | July 2023 | Philippa Robinson (Children's Commissioning Project Manager), | Schools forum / Parent Carer Forum | | SOP in place. Professionals and Parents & Families have clear information about the service offer. | |

| Outcome Ref | Actions | Completion Date | Lead | Delivery Partners | Resource (cost and/or time) | How will we know? | Progress against actions/impact & RAG rating |
|-------------|---|-----------------|--|--------------------------------------|--|--|--|
| | | | Ashleigh Smith, Bunmi Lawson | | | | |
| 5.1.4 | Implement the mobilisation project plan following additional investment in CAMHS and the neuro-developmental pathway. | January 2023 | Sarah Leah (Associate Director of Operations), Steven Hand (Operational Manager) | | Additional resource already in place - £1,500,000. | <p>Phased Approach - Phase 1 complete July 2022 Phase 2 - January 2023</p> <p>Improved waiting times for neuro-developmental assessment and post diagnostic support.</p> <p>Additional staffing in place.</p> <p>Improved communication about the support offer while waiting for diagnosis.</p> <p>Families and professionals report via survey and navigator role that the CAMHS and ASD assessment and diagnosis pathway is clear and consistent across Tameside.</p> | |
| 5.1.5 | Commission additional Provider to assess children on ADHD pathway waiting lists. | November 2022 | Philippa Robinson (Children's Commissioning Project Manager) | Sarah Leah/ Steven Hand Pennine Care | £140,000 | <p>Additional assessments being carried out each month, ongoing commission.</p> <p>Reduction in the number of people waiting for diagnosis.</p> | |

| Outcome Ref | Actions | Completion Date | Lead | Delivery Partners | Resource (cost and/or time) | How will we know? | Progress against actions/impact & RAG rating |
|-------------|---|-----------------|--|----------------------------|--|--|--|
| 5.1.6 | Waiting List Initiative to reduce number of people waiting for ASD assessment with additional weekend slots over the next 12 months | March 2023 | Sarah Leah | Steven Hand, Amanda Harris | Additional weekend slots will require ongoing review | Reduction in number of people waiting measured by waiting list review and outcomes framework | |
| 5.1.7 | Increased awareness and understanding of neurodiversity for professionals through training programme | March 2023 | Philippa Robinson (Children's Commissioning Project Manager) | Katie Charlton (Starling) | £18,000 allocated | Increased numbers of staff who have received training and from a variety of sectors. Feedback and surveys pre and post training on knowledge. | |
| 5.1.8 | Establish and embed feedback mechanisms to provide dynamic data on impact of additional investment and continuously review waiting times and referral numbers to ensure in line with projected targets. | July 2022 | Steven Hand (Operational Manager) | PCFT Information team | None | <p>Targets set and monitored through SENDIG, PCFT & CCG Board, and reported within the CAMHS Outcomes Framework</p> <p>Professionals report that, following assessments, children and young people with Autism have a personalised plan that has been developed and implemented in partnership with the child and young person, their family and carers (if appropriate) and the Autism team.</p> <p>Positive feedback collected from pre-and post-diagnostic surveys.</p> | |

| Outcome Ref | Actions | Completion Date | Lead | Delivery Partners | Resource (cost and/or time) | How will we know? | Progress against actions/impact & RAG rating |
|---|--|-----------------|--|-----------------------------------|-----------------------------|---|--|
| 5.2 Effective, transparent and accessible system-wide support offer in place for children, young people and families whilst waiting for assessment and therapy | | | | | | | |
| 5.2.1 | Increased parent carer offer for families on the pathway to access information and support sessions and tailored activities.(in conjunction with action for Navigator Post action 2.1.3) | March 2023 | Philippa Robinson (Children's Commissioning Project Manager) | Elaine Healey (Our Kids Eyes) | £10,000 allocated | Increased number of families benefited and qualitative information via feedback and surveys | |
| 5.2.2 | Family Support Offer for families who may have difficulties with emerging neurodiversity, who may or may not be on a diagnostic pathway but who may need additional peer support, help with strategies or additional services input. | April 2023 | Philippa Robinson (Children's Commissioning Project Manager) and Lorraine Hopkins (Head of Early Help, Neighbourhoods and Early Years) | Active Tameside / TMBC Early Help | £96,000 | Increased number of people supported earlier Reduced number of people contacting Early Help for advice Improved family satisfaction | |

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| Priority 6 | The lack of contribution from social care professionals to the EHC Plan process |
| Lead | Daniel Murphy (Service Unit Manager, Children’s Social Care) |

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| Outcomes: |
| <p>6.1 Improvement in the quality of social care contributions to EHC Plans, and in the timeliness of contributions from social care professionals to the EHC plan process</p> <p>6.2 Through co-produced training, develop an improved understanding of the EHC Plan process with all social care professionals</p> <p>6.3 Shared Practice Standards for contribution from social care professionals to the EHC Plan process implemented across the service</p> <p>6.4 All requests for statutory assessment will result in the receipt of social care advice, including those not known to social care.</p> |
| Impact Measures: |
| <ul style="list-style-type: none"> 50% Increase in contribution to EHCP from social care professionals within agreed timescales throughout all social care departments and threshold of involvement 100% of children open to an EHC needs assessment will be contacted by the Early Help Access Point and offered information about the Local Offer, and to be offered an Early Help Assessment 50% improvement in the timeliness of social care contribution to EHCP. |

| Outcome Ref | Actions | Completion Date | Lead | Delivery Partners | Resource (cost and/or time) | How will we know? | Progress against actions/ impact & RAG rating |
|--|--|------------------------|---|--------------------------|------------------------------------|---|--|
| 6.1 Improvement in the quality of social care contributions to EHC Plans, and in the timeliness of contributions from social care professionals to the EHC plan process | | | | | | | |
| 6.1.1 | New Designated Social Care Officer (DSCO) role implemented | June 2022 | Tony Decrop (Assistant Director of Children’s Services) | SEND Assessment Team | £58,000 | Post holder in post and driving improvement co-ordination across all plans and assessments and promoting inclusive practice. Quarterly audit of plans in places shows improvement by September 2022. | |

| Outcome Ref | Actions | Completion Date | Lead | Delivery Partners | Resource (cost and/or time) | How will we know? | Progress against actions/ impact & RAG rating |
|-------------|---|-----------------|--|----------------------------------|-----------------------------|---|---|
| 6.1.2 | Convene a meeting of Children’s Social Care (CSC) leaders to develop and agree a shared understanding of the challenges in this priority area, and to form a task and finish group whose purpose is to agree the actions required and oversee their implementation. | April 2022 | Daniel Murphy (Service Unit Manager, CSC) [Joanne Brown, David Lamb (Service Unit Manager, Cared for Children Services), David Goldsworthy (Head of Child Protection and Children in Need), Wendy Young (Deputy Head of SEND) , Kerry Dalston (ISCAN Team Manager), Lorraine Hopkins (Head of Early Help, Neighbourhoods and Early Years)] | Early Help, SEND Service, CSC | 3 days | Meeting convened with agreed actions to address this priority area. Task and finish group established and meeting schedule agreed. | |
| 6.1.3 | Develop a monitoring and oversight process for timeliness and quality of social care professionals’ contribution | September 2022 | David Goldsworthy (Head of Child Protection and | CSC, SEND Assessment Team, Nasen | 10 days | Team specific weekly compliance data reporting on completion of | |

| Outcome Ref | Actions | Completion Date | Lead | Delivery Partners | Resource (cost and/or time) | How will we know? | Progress against actions/ impact & RAG rating |
|---|---|---------------------------------------|---|---------------------------|-----------------------------|--|---|
| | to EHC Plans (see priority 1- outcomes 1.1, 1.3, 1.4, and actions 1.2.1, 1.3.1) | | Children in Need) | | | CSC contribution to EHC Plans within agreed timescales. | |
| 6.1.4 [6.4] | Implement the improved process for social care contribution to EHC Plans in both the Early Help and CSC section of LCS. This will include a process to ensure all children, including those not known to social care, receive a social care advice as part of the EHC assessment. | September 2022 | David Goldsworthy (Head of Child Protection and Children in Need) | CSC, SEND Assessment Team | 20 days | There will be a single shared LCS process for all children open to CSC. Universal advice process in place led by the DSCO. | |
| 6.2 Through co-produced training, develop an improved understanding of the EHC Plan process with all social care professionals | | | | | | | |
| 6.2.1 | Develop and deliver regular bespoke training to social care professionals, co-produced with SEND and social care staff and families and children with EHC Plans. | July 2022 repeated three times a year | Kerry Dalston (ISCAN Team Manager)/ DSCO | SEND Service, Early Help | 6 days | Regular co-produced training will take place three times a year. CDC Online e-learning completed by new-starters within their first two months Level of understanding among CSC staff is enhanced leading to greater timeliness compliance and improvement in quality as observed through peer review. | |

| Outcome Ref | Actions | Completion Date | Lead | Delivery Partners | Resource (cost and/or time) | How will we know? | Progress against actions/ impact & RAG rating |
|---|---|-----------------|---|---------------------------------------|-----------------------------|--|---|
| 6.2.2 | Every social care team to identify a SEND champion who will attend SEND events and training such as the “Meet the Local Offer” event. | June 2022 | Daniel Murphy (Service Unit Manager, CSC), DSCO | All social care team managers | ½ day | Each team to have an identified SEND champion. Social care staff attending events. | |
| 6.2.3 | Quality Assurance and Practice Standards established for CSC and Early Help. | December 2022 | Tony Decrop (Assistant Director of Children’s Services), [DSCO] | CSC, SEND Assessment Team, Early Help | 10 days | Quality assurance protocol in place. Quarterly audit of plans in places shows improvement by September 2023. | |
| 6.3 Shared Practice Standards for contribution from social care professionals to the EHC Plan process implemented across the service | | | | | | | |
| 6.3.1 [5.4] | Develop and implement Practice Standards for the contribution from social care professionals to the EHC Plan process. | September 2022 | Daniel Murphy (Service Unit Manager, CSC) | SEN Assessment Team, CSC, Early Help | 20 days | Set of practice standards developed and implemented with flowcharts to give clear instruction for expected social care involvement in EHC process. | |

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| Priority 7 | The limited oversight of the quality of SEND provision for children and young people's education |
| Lead | Jane Sowerby (Head of Education Improvement and Partnerships) Andrew Foord (Headteacher, Cromwell Specialist School) ; Bev Oldham (Headteacher, Discovery Academy); Gus Diamond (Headteacher, All Saints Catholic College); Tina Tray (Headteacher, Oakdale Primary Special School) |

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| Outcomes: | |
| 7.1 SEND data is used to understand and improve SEND provision | |
| 7.2 Best practice SEND provision is identified and effectively shared to ensure that children are prepared for the next stage of their education or life journey | |
| 7.3 SEND provision in schools and settings is effectively evaluated and LA has clear oversight | |
| Impact Measures: | |
| Page 60 | <ul style="list-style-type: none"> The majority of stakeholders report that communication is good: they know what plans are in place, have been involved in creating them, and understand what difference the actions will make |
| | SEND data is systematically reported, analysed and monitored across all stakeholder groups |
| | A baseline established to show improved outcomes for children with SEND in line with statistical neighbours on the pathway to national outcomes or better |
| | SEND provision in education settings is systematically monitored and support and challenge offered where it is needed |
| | Practice sharing is evident and case studies show that practice in settings is improved as a result |
| | Reduced number of complaints in the system; increased compliments; stakeholder voice is improved |
| <ul style="list-style-type: none"> The majority of schools sign up to the Inclusion Quality Partnership (IQP) | |

| Outcome Ref | Actions | Completion Date | Lead | Delivery Partners | Resource (cost and/or time) | How will we know? | Progress against actions/ impact & RAG rating |
|---|---|-----------------|-------------------------------------|------------------------------|-----------------------------|---|---|
| 7.1 SEND data is used to understand and improve SEND provision | | | | | | | |
| 7.1.1 | Schools Information Report (SIR) is used to identify patterns of need, provision, and to provide practice information across schools. | September 2022 | Dean McDonagh (Education Data Lead) | Schools, SEN Team, EI&P Team | 3 days | Matrix of schools established Annual report and future CPD programme proposals based on information collected to | Overview of identified expertise across the Borough |

| Outcome Ref | Actions | Completion Date | Lead | Delivery Partners | Resource (cost and/or time) | How will we know? | Progress against actions/ impact & RAG rating |
|------------------|---|-----------------|--|---|---|--|---|
| | | | | | | <p>Education Attainment and Improvement Board (which includes school leader oversight) and SENDIG.</p> <p>Meeting minutes show how information is positively influencing practice.</p> | |
| 7.1.2 Page 61 | Complete and communicate to schools detailed annual analysis of SEND Census information regarding EHCP and SEN Support numbers, incidence, areas of primary need and use this information to improve provision in all education settings to inform future training programmes coproduced with education settings and oversight. | November 2022 | Dean McDonagh (Education Data Lead) and Charlotte Finch (Head of SEND) | Schools, Schools Inclusion Committee | Capacity provided by Education Data Team | <p>Baseline data established</p> <p>Analysis report disseminated to schools annually.</p> <p>Schools use data to identify areas for improvement and strengths in school development plans annually in the summer.</p> <p>Coproduced workforce training programme in place that responds to current and future needs.</p> | |
| 7.1.3 | Joined up SEND Quality First Teaching CPD programme for classroom/subject practitioners. "Whole School SEND" training | September 2022 | EPS, SOSS, Resource Bases, SSSP | EPS, SSOS, SSSP, Resource Base Schools, NASEN | Schools charged for training with subsidy to cover development of | Schools and settings aware of CPD programme and accessing it as appropriate. Incentivised | |

| Outcome Ref | Actions | Completion Date | Lead | Delivery Partners | Resource (cost and/or time) | How will we know? | Progress against actions/ impact & RAG rating |
|-------------|--|-----------------|---|--------------------------|--|--|---|
| Page 62 | programme in place across all settings. | | | | courses, strategic oversight, and community of practice. Annual cost of £5,000 | by an annual SEND celebration event. Programme mirrors best practice in CPD such as follow-up support, links to effective outreach options, and access to a community of practice SEND CPD 'passport' established as part of the IQP (see 7.3) | |
| | 7.2 Best practice SEND provision is identified and shared to ensure that children are prepared for the next stage of their education or life journey | | | | | | |
| 7.2.1 | Identify and utilise existing school groups [Tameside Primary Consortium (TPC) Inclusion Committee and Task and Finish Group; Tameside Association of Secondary Heads (TASH); Special School Heads (SSSP)] to ensure culture and practice change through ownership and accountability. | May 2022 | Jane Sowerby (Head of Education Improvement and Partnerships) | Identified school groups | Meeting time | WSoA co-produced and effectively disseminated with many priorities co-led by school leaders | Already engaged with these key groups |
| 7.2.2 | Establish a model of 'moderation' of SEND practice and policy across all education settings. | March 2023 | EPS; Head of SEN Assessment Team | Schools | (£3,000 estimated) to create the framework and | Themed moderation meetings convened and facilitated bi-annually looking at EHCP implementation, | |

| Outcome Ref | Actions | Completion Date | Lead | Delivery Partners | Resource (cost and/or time) | How will we know? | Progress against actions/ impact & RAG rating |
|---|--|-----------------|--|--|--|---|---|
| | | | | | deliver this activity twice a year (£2,000 annually) | implementation of graduated approach, parent and child voice, and other themes as identified during data collections | |
| 7.2.3 Page 63 | Develop and establish peer SEND/Inclusion reviews of practice with an ambitious delivery schedule. | April 2023 | Jane Sowerby (Head of Education Improvement and Partnerships) | Schools | Cost of developing the review process and training (£6,000 estimated); administration (£1,000 annually); training costs £2,000 annually) | Schools identified for peer reviews through data or self-referral Whole School SEND Timeline in place to engage all schools in SEND peer review Progression to an inclusion quality mark or similar is embedded, including an annual SEND celebration event. | |
| 7.3 SEND provision in schools and settings is effectively evaluated and LA has clear oversight | | | | | | | |
| 7.3.1 | Co-produce a SEND Charter/Pledge for Tameside which outlines the provision and opportunities that children with SEND and their families can expect 0-25. | July 2022 | Charlotte Finch (Head of SEND), Jane Sowerby (Head of Education Improvement and Partnerships) , Elaine Healey, | Schools Inclusion Committee and T&F Group, TASH, TPC | 3 days each, 12 in total | Clear minimum expectations agreed and communicated to families. | |

| Outcome Ref | Actions | Completion Date | Lead | Delivery Partners | Resource (cost and/or time) | How will we know? | Progress against actions/ impact & RAG rating |
|-------------|---|-------------------------------|--|---|-----------------------------|--|---|
| | | | Andrew Foord (Headteacher, Cromwell Specialist School) | | | | |
| 7.3.2 | Incorporate a bi-annual SEND focus in the systematic review of schools in EI&P | May 2022 repeated bi-annually | Jane Sowerby (Head of Education Improvement and Partnerships) | Education Directorate | ½ day | SEND Systematic Review of schools dovetails with the autumn categorisation process mirroring categorisation, schools which may require challenge and support are identified and schools which can offer support are identified | |
| 7.3.3 | Design and implement a SEND Data Dashboard for performance information accessible to all SEND managers and front line staff on customer satisfaction data | July 2022 updated bi-monthly | Charlotte Finch (Head of SEND) and Dean McDonagh (Education Data Lead) | SEND Service, Complaints and Information Team | 5 days | Dashboard supports identification of systemic issues and evidences improvement, seen in metrics such as completion and return of Annual Review documentation; reduction in exclusions; reduction in in-year transfers. | |
| 7.3.4 | Establish a model for reporting qualitative feedback from complaints and compliments to understand system health | August 2022 | Charlotte Finch (Head of SEND) and Wendy Young (Deputy Head of SEND) | SEND Service, Complaints and Information Team | 3 days | Report publishing process agreed, including opportunities for public scrutiny via the Local Offer, and implemented influencing improved performance across SEND. | |

| Outcome Ref | Actions | Completion Date | Lead | Delivery Partners | Resource (cost and/or time) | How will we know? | Progress against actions/ impact & RAG rating |
|-------------|--|-----------------|---|--|---|---|---|
| 7.3.5 | Design and agree a delivery and monitoring plan for a dynamic Inclusion Quality Partnership (IQP) (this will work like a Quality Mark) | December 2022 | Jane Sowerby (Head of Education Improvement and Partnerships) , Charlotte Finch (Head of SEND), Pierre Coiffait (Headteacher, Hawthorns Primary Special School), Andrew Foord (Headteacher, Cromwell Specialist School) | Education Improvement & Partnerships Service, School Leaders | 3 days | Plan co-produced with schools and settings and shared with schools and settings. Led by headteachers | |
| 7.3.6 | Design and implement a dynamic Inclusion Quality Partnership (IQP) and secure sign up from all educational settings with a co-produced delivery and monitoring plan in place | June 2023 | Andrew Foord (Headteacher, Cromwell Specialist School), Bev Oldham (Headteacher, Discovery Academy); Gus | School, college and setting leaders | As this is a new initiative this needs to be fully costed and funding sources identified. | Inclusion Quality Partnership (IQP), which works like a Quality Mark, launched to change culture and practice. It will dynamically as it will link to priorities we are measuring on our SEND improvement journey | |

| Outcome Ref | Actions | Completion Date | Lead | Delivery Partners | Resource (cost and/or time) | How will we know? | Progress against actions/ impact & RAG rating |
|-------------|---------|--|---|--|--|--|--|
| Page 66 | | | Diamond (Headteacher, All Saints Catholic College), Charlotte Finch (Head of SEND), Jane Sowerby (Head of Education Improvement and Partnerships) | | | IQP starts with a peer review (see 7.2.3) and includes Peer Coaching (see Priority 8) and incorporates the SEND CPD 'passport' (see 7.2.2) | |
| | 7.3.7 | Implement more effective brokerage and monitoring of commissioned Independent and Non-Maintained school placements to ensure value for money and delivery aligns with Tameside's performance framework | December 2022 | Adrian Rocks (Head of Education Commissioning) and Wendy Young (Deputy Head of SEND) | SEND Team, Brokerage and Monitoring, GM SEND Group, Virtual School & College | Work to be undertaken by placement officer (within the brokerage team). Brokerage team capacity requires review. | Programme of monitoring. Monitoring reports which identify performance of settings. Improved quality placement agreements. Commission for Quality Framework in place |

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| Priority 8 | The inconsistent application of a graduated approach across different settings, leading to weaknesses in meeting needs across the area |
| Lead | Erica Douglas-Osborn (Senior Specialist Educational Psychologist) and Naomi Cartledge (Headteacher, Corrie Primary School and Specialist Resource Base) |

Outcomes:

- 8.1 Thrive Matching Provision to Need (MPTN) is fully embedded across Tameside and utilised by all educational settings.**
- 8.2 Positive change in attitude, ethos, skills and knowledge across education settings shown in an increase of inclusive practices (e.g. increase in breadth of support provided within mainstream settings / reduction in permanent exclusions etc.)**
- 8.3 An improvement in practice across the sector, generated by access to workshops and sharing of practice between settings. training**

Impact Measures:

- All schools in Tameside to have SEND CPD ‘passport’ which is implement as part of Inclusion Quality Partnership (IQP). This to be posted on their educational settings website
- More education settings report that they use MPTN to support the children with SEND in their settings and be referenced within the SEND CPD ‘passport’
- Effective use of APDR evident in requests for statutory assessment, including appropriate use of MPTN being included is evident. in requests for statutory assessment
- SENDCo surveys demonstrate improved confidence in using MPTN and Assess-Plan-Do-Review (APDR). Includes SENDCo attendance being recorded at SENDCo induction training - provided annually
- Educational settings attendance at termly SENDCo network being recorded. Evaluations of termly SENDCo networks conductedn
- Educational settings attendance at MPTN SEND LA workshops being recorded. Evaluations of workshops conducted.
- Educational settings voicing that they feel more supported and heard by LA
- Effective use of APDR evident in requests for statutory assessment
- Peer coaching support model in place with case studies to demonstrate practice change
- SEND CPD ‘passport’ implemented as part of Inclusion Quality Partnership (IQP).

| Outcome Ref | Actions | Completion Date | Lead | Delivery Partners | Resource (cost and/or time) | How will we know? | Progress against actions/ impact & RAG rating |
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8.1 Thrive Matching provision to Need is fully embedded across Tameside

| Outcome Ref | Actions | Completion Date | Lead | Delivery Partners | Resource (cost and/or time) | How will we know? | Progress against actions/ impact & RAG rating |
|-------------|---|--|---|--|--|--|---|
| 8.1.1 | Active promotion of the Thrive Matching Provision to Need (MPTN) documents across the networks of schools, early years settings, and post-16 providers. Schools to identify and share good practice models for the different areas of need in order to support clear expectations for what mainstream settings should provide and how the physical environment should look to meet needs. | November 2022 | Erica Douglas-Osborn (Senior Specialist Educational Psychologist) and Claire Jackson (Principal Educational Psychologist) | Schools, Educational Psychology Service (EPS), SOSS, EI&P, schools | TBD 20 days | Use of MPTN will be evidenced in SEND practice and paperwork such as EHCP and SENIF requests. Practice models shared with schools and as part of the MPTN document. Shared at SENCO forum. Shared at the Local Offer. Shared with school leadership forums. | |
| 8.1.2 | Delivery of training around the SEND Children Thrive: MPTN documents alongside the parent created leaflet. Sessions delivered in pairs in order to collect feedback and impact from the initial training. All educational settings to receive a hard copy of the MPTN document. | June 2022 to June 2023 then annual programme | Erica Douglas-Osborn (Senior Specialist Educational Psychologist) | EPS, SOSS | Print costs for MPTN document c£4,000 20 Days | Training logs, event registers and evaluations show attendance at training. Positive training evaluation feedback recorded and improvement points acted on. | |
| 8.1.3 | Linked training sessions to include: Emotionally Friendly Settings, ELSA, EBSA. Education settings to be supported to work | | Erica Douglas-Osborn (Senior Specialist) | EPS | 15 days | Training logs, event registers and evaluations show attendance at training. | |

| Outcome Ref | Actions | Completion Date | Lead | Delivery Partners | Resource (cost and/or time) | How will we know? | Progress against actions/ impact & RAG rating |
|--|--|---|---------------------------|---|---|-------------------|--|
| | towards Emotionally Friendly Settings accreditation. | | Educational Psychologist) | | | | |
| 8.2 Positive change in attitude, ethos, skills and knowledge across education settings shown in an increase of inclusive practices (e.g. increase in breadth of support provided within mainstream settings / reduction in permanent exclusions etc.) | | | | | | | |
| Page 69 | 8.2.1 | Development of 'SENDCo Induction Training' for all new SENDCos including developing 'SEND Children Thrive Action Plans' and workshops for experienced SENDCos | October 2022 | Erica Douglas-Osborn (Senior Specialist Educational Psychologist) and Naomi Cartledge (Headteacher, Corrie Primary School and Specialist Resource Base) | EPS, SOSS, Health, schools | 12 days | Assess-plan-do-review (APDR) practice embedded in schools and settings evidenced in peer reviews and moderation. SENDCos report that they know where to go for different services/support and feel they are supported by other SENDCos in the LA. |
| | 8.2.2 | Develop and deliver SEND workshop for all headteachers and included as part of induction programme for all new headteachers annually. | October 2022 | Erica Douglas-Osborn (Senior Specialist Educational Psychologist) | EPS, Education Improvement & Partnerships | 10 days | SEND input into headteacher induction programme. Headteacher attendance at workshop. Feedback reviewed and |

| Outcome Ref | Actions | Completion Date | Lead | Delivery Partners | Resource (cost and/or time) | How will we know? | Progress against actions/ impact & RAG rating |
|---|---|------------------------|---|----------------------------|---|---|---|
| | | | | | | used to improve the offer on a regular basis. | |
| 8.2.3 | Termly SENDCo networks (primary and secondary for all SENDCos that will include LA updates, national updates and having different speakers from schools and other services sharing good practice. | September 2022 ongoing | Erica Douglas-Osborn (Senior Specialist Educational Psychologist) | EPS, SEND Service, schools | 5 days | Termly meetings in place, promoted clearly, and well attended. Feedback indicates that the meetings are useful and improving practice. | |
| 8.2.4 | Develop and implement a model of school-led peer coaching, support and training based on a form of peer review | November 2022 | Jane Sowerby (Head of Education Improvement and Partnerships) and Naomi Cartledge (Headteacher, Corrie Primary School and Specialist Resource Base) | Schools | As this is a new initiative this needs to be fully costed and funding sources identified. | Identification of good practice in schools is recorded and shared to support the model. School-based coaches identified and trained. Linked to the good practice shared in the MPTN documents. | |
| 8.3 Joint training programmes attended by school, setting and college staff which improve practice across the sector | | | | | | | |

| Outcome Ref | Actions | Completion Date | Lead | Delivery Partners | Resource (cost and/or time) | How will we know? | Progress against actions/ impact & RAG rating |
|-------------|--|-----------------|--------------------------------|-------------------|-----------------------------|--|---|
| 8.3.1 | Offer training for all schools on Whole School SEND practice as part of a SEND 'training passport' programme. | July 2022 | Charlotte Finch (Head of SEND) | DfE/NASEN | Nil | <p>Passport includes, at least: MPTN, Nasen SENDCo qualification (if SENDCo), main areas of need, Quality First practice.</p> <p>Schools have MPTN - 'SEND Children Thrive Action Plans' in place.</p> | |
| 8.3.2 | OKE-led training and information days for parents with a focus on the Graduated Response. Coordinated and led by parents with additional expertise from professionals, such as EPS, School Leaders, Specialist teachers, therapists. etc | Sept 2023 | Elaine Healey | EPS | 4 days | Parental surveys demonstrate improved understanding. | |

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| Priority 9 | The poor transition arrangements across all stages of education |
| Lead | Jane Sowerby (Head of Education Improvement and Partnerships) , Mel Wicks (Executive Principal Stamford Park Trust), Peter Taylor (Principal, Audenshaw Boys Academy), Jane Martin (Ashton Sixth Form College) |

Outcomes:

- 9.1 Timely, strategic and effective programme for review of plans at key transition points established
- 9.2 Clear SEND transition protocol and standardized paperwork in place and practice embedded, including targeted approaches, resulting in improved understanding of the transition protocols among children and families
- 9.3 Standardised SEND transition paperwork and data sharing established

Impact Measures:

- Annual reviews in place for key transition points in early years, 6 to 7, and KS4 to 5 at least one year in advance of regular transition activity
- Agreed transition protocols in place and used by all schools
- LA team has identified transition posts with responsibility to ensure effective SEND transition processes are in place
- Feedback from children and families via young people’s for a demonstrates improved understanding of the transition pathway and process
- Feedback from children and families shows a more positive experience of the transition process

| Outcome Ref | Actions | Completion Date | Lead | Delivery Partners | Resource (cost and/or time) | How will we know? | Progress against actions/ impact & RAG rating |
|---|--|-----------------|--------------------------------|--|--|---|---|
| 9.1 Timely, strategic and effective programme for review of plans at key transition points established | | | | | | | |
| 9.1.1 | Annual Review recovery plan reviewed and agreed (in line with SEND Assessment Service review) | May 2022 | Charlotte Finch (Head of SEND) | SEND Assessment Team, Schools, Health, CSC Transformation team | 20 days Business process review to be undertaken. Costs TBD. | Plan agreed, co-produced and signed off by all parties. Review process trialled and scheduled. Monthly updates provided to SENDIG to demonstrate progress and identify areas not on track. | |

| Outcome Ref | Actions | Completion Date | Lead | Delivery Partners | Resource (cost and/or time) | How will we know? | Progress against actions/ impact & RAG rating |
|--|--|-----------------|--|---|-----------------------------|---|---|
| 9.1.2 | Annual Review Recovery Plan delivered and position recovered. | May 2024 | Charlotte Finch (Head of SEND) | SEND Assessment Team | 150 days | Backlog of Annual Reviews fully recovered by September 2023: 25% achieved by September 2022 50% achieved by May 2023 75% achieved by September 2023 100% achieved by May 2024 | |
| 9.1.3 | Establish a protocol for Annual Reviews of EHCPs in Y5 and Y10 attended by LA representative | July 2022 | Wendy Young (Deputy Head of SEND) | EPS, SEN Assessment Team, SOSS, SSSP School leaders | 15 days | LA representation at key reviews. Increased capacity in the SEN Assessment Team. | |
| 9.2 Clear SEND transition protocol and standardized paperwork in place and practice embedded, including targeted approaches | | | | | | | |
| 9.2.1 | Transition Protocol Working Group established to oversee improved transition arrangements. | May 2022 | Simon Brereton (Headteacher, Holy Trinity CE Primary School), Andrew Foord (Headteacher, Cromwell Specialist School) | SEND Assessment Team, EPS, school leadership fora | 5 days | Working Group established. Terms of Reference agreed. Chair in place. | |
| 9.2.2 | Create schools and settings agreed transition protocols and framework across Tameside | July 2022 | Jane Sowerby (Head of Education) | Schools, EY settings, Post - 6 providers, | Possible external | Existing transition protocols focus on SEND children. | Protocols already established on |

| Outcome Ref | Actions | Completion Date | Lead | Delivery Partners | Resource (cost and/or time) | How will we know? | Progress against actions/ impact & RAG rating |
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| | | | Improvement and Partnerships) | EYQT, SOSS, EPS, PRU Outreach | programme-cost TBD 6-7 protocol cost- £675 per secondary school.) | All schools signed up to agreed principles. Process for monitoring the ongoing impact of the protocols established. | the 6into7 programme |
| 9.2.3 | Pre-school to school assessment documentation standardised to support more seamless transitions | May 2022; reviewed summer 2023 | Charlotte Finch (Head of SEND) [Chairs of TASH, TPC and SSSP] | Schools, EY settings, Post 16 providers, EPS | 25 days | Standardised suite of documentation in place. | Build on existing documentation – EY, 6into7, KS4 to 5 |
| 9.2.4 | Ensure all transition support services or equivalent are available to Post-16 providers | September 2022 | Charlotte Finch (Head of SEND) | Post-16 providers, SOSS | 15 days | Arrangements in place across Post-16 settings. | |
| 9.2.5 | Place-based action research projects to develop key areas of practice around transitions | October 2023 | Andrew Foord (Headteacher, Cromwell Specialist School) [Simon Brereton (Headteacher, Holy Trinity CE Primary School)] | EEF, schools, EPS | 25 days | Transition “best practice” protocols in place across all age ranges and discussed at and shared via children and young people for a allowing pupil voice to be captured and to influence co-production of the protocols. Young people present life experiences of transition at the Annual SEND Student Conference. | |

| Outcome Ref | Actions | Completion Date | Lead | Delivery Partners | Resource (cost and/or time) | How will we know? | Progress against actions/ impact & RAG rating |
|--|--|-----------------|---|---------------------------------|-----------------------------|---|---|
| 9.3 Standardised SEND transition paperwork and data sharing established | | | | | | | |
| 9.3.1 | SEN Support primary need information sharing process for key transition points | July 2022 | Dean McDonagh (Education Data Lead) | TPC, TASH | 10 days | Tameside standard approach to information sharing at transition points | |
| 9.3.2 | Data-sharing agreement across all Tameside schools re SEND needs | October 2022 | Dean McDonagh (Education Data Lead) and Tina Tray (Headteacher, Oakdale Primary Special School) | Send Assessment Team, TPC, TASH | 5 days | All schools signed up to the agreement. Consistent paperwork in place. | |

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| Priority 10 | The lack of strategic direction in the support for children and young people to prepare them effectively for adulthood |
| Lead | Mark Whitehead (Head of Operation Services, Adults) and Sarah Jamieson (Head of Economy, Employment & Skills) |

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| Outcomes: | |
| <p>10.1 Preparing for Adulthood Plan refresh is co-produced with all stakeholders including those with lived experience. The plan provides clear strategic direction, clear multi-disciplinary governance, oversight of the plan, staff development and improved processes</p> <p>10.2 Updated Tracker (register) to capture all young people with EHCPs in need of social care from aged 14+ effectively linked with housing and support planning within Adult Social Care, and informing joint commissioning decisions regarding future delivery models for young people</p> <p>10.3 The Learning Disability and Autism Strategies align to the Preparing for Adulthood Plan objectives and that these are monitored via the established Tameside Partnership Board, the Greater Manchester Delivery Group and the Greater Manchester Health and Social Care Partnership governance and reporting structure</p> <p>10.4 Improved access to health provision that is available for those with more complex needs.</p> | |
| Impact Measures: | |
| Page 76 | <ul style="list-style-type: none"> The Preparing for Adulthood Plan is a jointly agreed plan of action that captures the views and aspirations of stakeholders including people with lived experience and includes a pledge, signed by all key stakeholders and leaders, making a commitment to Tameside’s aspirations for children and young people Performance towards objectives are reported to SENDIG and the Autism and Learning Disability Partnership Boards and corrective actions undertaken when there are exceptions Reduction in unscheduled care usage for young people preparing for adulthood Overall increase in annual health checks for 14-25 year olds to a minimum of 75% in 2022/23 Parent/carer satisfaction survey demonstrates an increase in the proportion of the SEND community who feel included in decisions regarding preparation for adulthood. |

| Outcome Ref | Actions | Completion Date | Lead | Delivery Partners | Resource (cost and/or time) | How will we know? | Progress against actions/ impact & RAG rating |
|---|---------|-----------------|------|-------------------|-----------------------------|-------------------|---|
| 10.1 Preparing for Adulthood Plan refresh is co-produced with all stakeholders including those with lived experience. The plan provides clear strategic direction, clear multi-disciplinary governance, oversight of the plan, staff development and improved processes | | | | | | | |

| Outcome Ref | Actions | Completion Date | Lead | Delivery Partners | Resource (cost and/or time) | How will we know? | Progress against actions/ impact & RAG rating |
|-------------|--|-----------------|---|---|-----------------------------------|--|---|
| 10.1.1 | Identify SEND professional/s to liaise with all partner agencies and parents and families to support processes around Preparation for Adulthood | April 2022 | Wendy Young (Deputy Head of SEND) | PFA, SEND Assessment Team | 1 day | SEND Representative in regular attendance at Preparation for Adulthood Meetings Improved parent survey results by Sept 2022. | |
| 10.1.2 | Ensure the governance structures mean that key stakeholders and leaders are held accountable for the implementation of the plan and key objectives and that these are monitored on a quarterly basis enabling senior leaders across agencies to evaluate effectiveness of PfA arrangements | June 2022 | Mark Whitehead (Head of Operation Services, Adults) | CCG, Education, Children's | 10 hours per annum | Evidence of meetings: minutes, TOR etc. | |
| 10.1.3 | Source training opportunities through liaison with DfE and NDTI, with emphasis on Preparation for Adulthood Plan and deliver an annual SEND student conference focusing on Preparation for Adulthood, with engagement from a wide range of stakeholder. Secure sign-up from | July 2022 | Mark Whitehead (Head of Operation Services, Adults) and Sarah Jamieson (Head of Economy, Employment & Skills) | DfE, National Development Team for Inclusion (NDTI), Economy, Employment & Skills | £5,000 per annum conference costs | Training delivered to post-16 stakeholders Annual SEND Student Conference survey shows improved satisfaction among learners re Preparation for Adulthood. | |

| Outcome Ref | Actions | Completion Date | Lead | Delivery Partners | Resource (cost and/or time) | How will we know? | Progress against actions/ impact & RAG rating |
|------------------|---|-----------------|---|---|--|--|---|
| | providers for Supported internships. <i>November 2022</i> | | | | | Increase in supported internships. Dedicated job fairs established to promote supported employment and apprenticeship and career opportunities. | |
| Page 78 0.1.4 | Review the Preparing for Adulthood Plan and consult with all key stakeholders including young people, family, and carers on content priorities and actions. | August 2022 | Mark Whitehead (Head of Operation Services, Adults) | Education providers, Health, Adults, School Leaders, Children’s social care including LAC and ISCAN | Delivery Manager 1FTE. Transition Social Worker 1FTE. Preparing for Adulthood lead officers to be identified in LAC and SEN to lead on programme work. | Production of refreshed plan with clear measurable milestones and agreed actions. | |

| Outcome Ref | Actions | Completion Date | Lead | Delivery Partners | Resource (cost and/or time) | How will we know? | Progress against actions/ impact & RAG rating |
|--|---|-----------------|---|---|-----------------------------|---|---|
| 10.1.5 | Review current membership and ToR for the Preparing for Adulthood Strategic Group and schedule quarterly meetings. This group will provide oversight of plan implementation by senior leaders from key agencies. | May 2022 | Mark Whitehead (Head of Operation Services, Adults) | Children's Services, Health, Adults, schools and Post-16 providers | 12 days | Launch of new group – Minutes of meetings – Programme of reviews of key milestones within the plan. | |
| 10.1.6 See also page 79 Priority | Review the Transition Protocol and Pathway, consult on and publish in an accessible format | June 2022 | Reyhana Khan | Children's Services, Health, Adults, Schools | £5,000 | Publication of the documentation on the Adult Social Care Website and the Local Offer | |
| 10.2 Updated Tracker (register) to capture all young people with EHCPs in need of social care from aged 14+ effectively linked with housing and support planning within Adult Social Care, and informing joint commissioning decisions regarding future delivery models for young people | | | | | | | |
| 10.2.1 | Implement a live Tracker (register) in LCS for all young people predicted to come into adult social care to inform housing and support planning. | June 2022 | Jo Robinson | Children's Services, Health, Adults, Schools | 10 days | Evidence of Tracker – Due to data protection laws this is not available to view by public. | |
| 10.3 The Learning Disability and Autism Strategies align to the Preparing for Adulthood Plan objectives and that these are monitored via the established Tameside Partnership Board, the Greater Manchester Delivery Group and the Greater Manchester Health and Social Care Partnership governance and reporting structure | | | | | | | |
| 10.3.1 | Align the Preparing for Adulthood Plan strategically with the: <ul style="list-style-type: none"> Tameside Learning Disability Strategy Tameside Autism Strategy SEND Joint Commissioning Plan | June 2022 | Mark Whitehead (Head of Operation Services, Adults) | Children's Services, Health, Adults, Schools, Employment, Probation | 2 days | The preparing for Adulthood Plan will form part of the quarterly scheduled reviews undertaken by both | |

| Outcome Ref | Actions | Completion Date | Lead | Delivery Partners | Resource (cost and/or time) | How will we know? | Progress against actions/ impact & RAG rating |
|--|--|--|------------|---|-------------------------------------|---|--|
| | <ul style="list-style-type: none"> SEND Improvement and Development Action Plans. | | | Services, user-led groups | | Partnership Boards and via SENDIG. There is a clear governance reporting structure in place for monitoring this area. | |
| 10.4 Improved access to health provision that is available for those with more complex needs. | | | | | | | |
| Page 88 | PO.4.1 | Strategic Preparation for Adulthood lead for Health identified | April 2022 | Lynzi Shepherd (Head of Mental Health and Learning Disabilities) | PCFT/ICFT/DCO/ Parent Carer Forum | No additional resource requirements | Person identified as strategic lead for PfA. |
| | PO.4.2 | Establish robust systems to check the quality of health provision for children and young people preparing for adulthood across Tameside. | June 2022 | Lynzi Shepherd (Head of Mental Health and Learning Disabilities, Adrian Rocks (Head of Education Commissioning)/Mark Whitehead (Head of Operation Services, Adults) | PCFT, ICFT, DCO, PARENT CARER FORUM | 1 FTE | Weaknesses in provision identified quickly, challenged and used to inform commissioning. |

Key Roles:

TMBC and CCG Officers:

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| Chief Executive TMBC and Accountable Officer Tameside and Glossop CCG | Steven Pleasant MBE |
| Director of Children's Services (DSC) | Ali Stathers-Tracey |
| Director of Education | Tim Bowman |
| Head of SEND | Charlotte Finch |
| Director of Nursing, Quality and Safeguarding | Gill Gibson |
| Director of Commissioning (CCG) | Jess Williams |
| Designated Medical Officer (DMO) | Dr Bunmi Lawson |
| Head of Starting Well | Louise Rule |
| Head of Mental Health and Learning Disabilities | Lynzi Shepherd |
| Assistant Director Children's Social Care | Tony Decrop |
| Head of Service, Adult Social Care | Mark Whitehead |

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