

EDUCATION ATTAINMENT IMPROVEMENT BOARD

Day: Tuesday
Date: 18 October 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 21 June 2022	1 - 6
4.	END OF KEY STAGE PERFORMANCE AND SCHOOLS UPDATE To consider the attached report from the Director, Education (Tameside and Stockport)	7 - 14
5.	SCHOOL ALLOCATIONS AND ADMISSIONS UPDATE To consider the attached report from the Head of Access Services	15 - 32
6.	WORKING TOGETHER TO IMPROVE SCHOOL ATTENDANCE To consider the attached report from the Head of Access Services	33 - 40
7.	TAMESIDE MUSIC AND LIBRARY SERVICE ANNUAL REPORT To consider the attached report from the Head of Access Services	41 - 44
8.	SEND WRITTEN STATEMENT OF ACTION (WSOA) UPDATE To consider the attached report from the Director, Education (Tameside and Stockport) and Executive Member for Education, Achievement and Equalities	45 - 176
9.	DATE OF NEXT MEETING To note that the next meeting of Education Attainment Improvement Board will be held on 17 January 2023	

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Agenda Item 3

EDUCATION ATTAINMENT IMPROVEMENT BOARD

21 June 2022

Commenced: 3.30pm

Terminated: 4.25pm

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

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
Ali Stathers-Tracey	Director, Children's Services
Sandra Stewart	Chief Executive
Caroline Barlow	Assistant Director, Finance

Apologies: Councillor Cooper

40 CHAIR'S OPENING REMARKS

The chair welcomed everyone to the meeting and introduced all parties. The chair expressed sincere thanks to Councillors Welsh and Smith, who had been previous Members of the Board and made valuable contributions to the meetings. Councillors Colbourne and Jackson were welcomed as new Members of the Board.

41 DECLARATIONS OF INTEREST

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

42 MINUTES

Consideration was given to the minutes of the meeting of Education Attainment Improvement Board, which was held on 8 March 2022.

RESOLVED

That the minutes of the meeting of Education Attainment Improvement Board held on 8 March 2022 be approved as a correct record.

43 EARLY YEARS UPDATE

Consideration was given to a report from the Director, Education (Tameside and Stockport), which outlined the changes already made to the early years education teams to ensure a clear focus on leadership and support for schools and settings. In addition, the report detailed the proposed, additional strategic and leadership capacity from the enhanced partnership with Stockport. The plan outlined the priority areas and activity over the last two years and going forward.

Members were informed that, in the last set of national data (2019) Tameside was four percentage points below children nationally, in terms of national expectations for five year olds, and it was clear that the impact of the pandemic on Tameside's five-year olds would be disproportionately greater than in other parts of the country.

It was stated that education outcomes for five year olds were already a pre-pandemic priority. This had been addressed through support to schools and settings, which included speech and language interventions and approaches, such as WellComm and Nuffield Early Language Intervention.

Clarity was provided for members in relation to Tameside's Early Years Education Strategy, which aimed to maximise the impact of support on education outcomes. Members were made aware that the Early Years Quality Team had been moved to Education Improvement and Partnerships. The aim of this was 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; working in close partnership with Stockport, with a single Director of Education.

It was noted that the team had already established new practices in the early years education space. These included: 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; and developing early years transition between schools and settings. It was also highlighted that one of the key priorities was increased involvement and developing communication with the early years sector. With this in mind, an Early Years Working Group had been established, which made recommendations to Schools' Forum and co-produced procedures and protocols.

Members were made aware that the next step for the early years would be to articulate a clear Early Years Education Strategy, which would be focussed on supporting settings and schools with SEND and addressing the communication and language needs of all early years' children. It was further noted that a report would be presented during the autumn, which would detail this strategy.

It was explained that a main priority would be embedding the use of WellCom, a speech and language toolkit for screening and intervention in the early years, across schools and settings. Elizabeth Turner explained how this had been utilised in Millbrook Primary School to identify areas for development and provide clear and focussed intervention. She stated that significant improvements had been seen through the use of this programme. Members were advised that this would be rolled out fully to all primary schools, making clear the strategy for how schools and settings, health, and the local authority could use this data and practice to ensure high quality language provision, early identification of difficulties and early action.

It was explained that, in addition to WellComm, Tameside had also previously supported schools to train staff and implement the evidence-based Nuffield Early Language Intervention (NELI). As part of the government's recovery support in 2021 all schools had been offered free training for NELI for implementation in Reception. In cohort one, 30 Tameside schools applied, and in cohort two, there were 18 schools. Members were advised that this was on top of the 10 schools trained in 2019 by the local authority. It was outlined that the Early Years Quality Team would 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.

An update was provided in relation to the Making it REAL programme, which had continued to be a priority programme within the early years, and was focussed on 3 to 4 year olds. It was noted that it had been difficult to keep the programme going during the restrictions imposed throughout the pandemic. This was due to the programme being relational and relying on families, children and practitioners being able to come together in groups and the home to model language and play skills. Despite these challenges, it was celebrated that Tameside had managed to keep supporting schools and settings in order to engage in and embed Making it REAL. It was also made clear that this support would continue throughout the next academic year. Members were advised that, at present, there had been eight settings trained and there was a current recruitment drive for a further eight settings and five to eight schools.

Members were made aware that a key part of the Early Years Education Strategy would be to influence strategy and practice around the teaching of phonics for PVI, childminders, and schools. In addition to the interventions outlined, there would also be a focus on improving the skills of the early years' workforce by promoting and supporting the new Early Years National Professional Qualification. It was noted that the early years training offer would also be updated and improved to ensure that this would meet the needs of all practitioners.

In relation to SEND, members were informed that the SEND Inclusion Fund (SENDIF) had recently been reviewed by a multidisciplinary team and full consultation with the sector had been undertaken. It was explained that access to the fund was focused on getting the right support to children at the right time. With this in mind, funding was now more easily accessed and the process more transparent. It was highlighted that this process was centred around cycles of plan-do-review, in order to encourage best practice and use of the Early Years Matching Provision to Need document, which supported a graduated response, but with provision for exceptional circumstances included.

Members were advised that the SENDIF was now allocated at a half-termly multi-agency meeting, which included the educational psychologist. It was further stated that children in receipt of funding were carefully monitored and transition was supported by the Early Years Quality Team. All schools were now aware of the funding available for nursery classes and children with SEND Inclusion Funding would now keep their funding should they transition to a school nursery. In addition, it was stated that more Early Years Officer time was allocated to SEND-focused activity and support.

Discussion ensued in relation to shared arrangements with Stockport Council and value for money. It was noted that working collaboratively in early years could not only bring greater opportunities for collaboration, but also shared leadership opportunities in the form of 3 additional posts. It was suggested that this would also help to maximise outcomes in the early years.

A query was raised with regard to data collection relating to the use of WellComm and Making it REAL. It was noted that information relating to what the baselines for these programme were able to tell us would be extremely useful going forwards, particularly in terms of being able to measure and track impact. In response, Members were advised that WellComm Wizard, a data collecting tool, was currently being used and that data was being collected across the borough. Members were also advised the amount of speech and language therapy support, which could be offered was being maximised.

RESOLVED

That the contents of the report be noted by the Board

44 SEND WRITTEN STATEMENT OF ACTION UPDATE

Consideration was given to a report from the Director, Education (Tameside and Stockport), and Executive Member for Lifelong Learning, Equalities, Culture and Heritage, which outlined the actions that had been taken to draft the Written Statement of Action (WSOA) and that were being taken to update it. It also outlined the additional investment, which had been agreed by the Executive Cabinet.

Members were reminded that, following the joint inspection from Ofsted and the Care Quality Commission (CQC), in October 2021, a Written Statement of Action (WSOA) had been required to be produced. This had been submitted to Ofsted on 12 April 2022, a copy of which was provided for Members. However, it was noted that the initial Written Statement of Action was not accepted by Ofsted.

Since this time, it was explained that officers had worked closely with Ofsted in order to address the issues raised. These were primarily in relation to clear specifications and measurability of the

proposed actions. Members were advised that it was anticipated that the updated statement would now be accepted and that it remained critical for those actions to be undertaken to ensure the necessary improvements in services be made for the benefit of the children and young people of Tameside.

Members were informed that, during the period since the inspection, a number of actions had been undertaken. These included:

- Shared the content with all interested parties and report added to Local Offer
- Presented to Children and Families Scrutiny Committee on 13 January
- Presented to Executive Cabinet on 9 February
- Presented to Strategic Executive Group on 16 February
- Refreshed the membership our SEND Improvement Group (SENDIG) to ensure it was inclusive of all necessary partners. SENDIG is now meeting every 2 weeks and was the key forum which would drive the drafting and implementation of WSoA
- Leads identified for each priority action and they are taking responsibility for drafting each section
- Charlotte Finch Head of SEND coordinated 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 organised stakeholder discussions to support their drafting, including 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 Working with other LAs to learn how they are managing capacity and parental expectations
- Advanced the integrated arrangements surrounding funding panels supporting the requirements of the SEND Code of Practice

In relation to investment to deliver the plan, members were made aware that the following funding was already place:

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

It was further stated that, at the February meeting of Executive Cabinet, it had been agreed to make additional investment of £98.2km in order to immediately address capacity issues within the team. At the March meeting, further investment had also been agreed, which included:

- Recognising that the SEND team was under resourced (bench marked across GM) and that the 2 year investment in staffing in the SEND assessment team (£250k over two years) was made permanent.
- Agreeing that a Designated Social Care Officer post would be established.
- Enabling additional project management capacity (two year fixed) to be sought. This post would be aligned to the new AD Early Help and Partnerships and co-ordinated with any additional health resources.

Members were made aware that, in total, this investment was £373,900. This comprised £98,200 of repurposed existing budget along with £275,700 additional budgets as outlined above. In addition to this, it was stated that the CCG had worked with T&GICFT for some time to develop a business case to increase capacity within NHS service for SEND. It was anticipated that an

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

RESOLVED

(i) That the outcome of the Ofsted and CQC joint inspection of SEND services in Tameside be noted.

(ii) That the request for amended and updated WSoA by Ofsted by 17 June 2022 be noted

(iii) That regular highlight reports on the implementation of this plan to Education Attainment Improvement Board be agreed.

(vi) That, the requirement for a further report to Strategic Commissioning Board outlining what, if any, further resource commitment is required to deliver the plan be noted.

45 DATE OF NEXT MEETING



RESOLVED

That the date of the next meeting of Education Attainment Improvement Board be held on 17 January 2023 at 3.30pm.

CHAIR

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Agenda Item 4

Report to:	EDUCATION ATTAINMENT IMPROVEMENT BOARD
Date:	18 October 2022
Reporting Officer:	Tim Bowman, Director of Education, Stockport and Tameside
Subject:	EDUCATION UPDATE - END OF KEY STAGE OUTCOMES 2022 (UNVALIDATED)
Report Summary:	The following report sets out the headline figures for Tameside at each assessment point, the issues arising, and how these issues need to be addressed.
Recommendations:	To note the contents of this report.
Corporate Plan:	The proposals contained in this report support most aspects of the corporate plan by ensuring that schools are able to offer good schools places with positive outcomes for children.
Policy Implications:	The report sets out the position in line with Council policies and the statutory framework.
Financial Implications:	There are no direct financial implications to this report.
(Authorised by the statutory Section 151 Officer & Chief Finance Officer)	
Legal Implications:	There are no immediate legal implications arising from this report, which is for information purposes.
(Authorised by the Borough Solicitor)	
Risk Management:	There are no risks raised in this report.
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: 0161 342 3247  e-mail: jane.sowerby@tameside.gov.uk

1. INTRODUCTION

- 1.1 This summer is the first time since 2019 that there have been national tests. During the pandemic national assessments and tests for primary education were not taken and for GCSEs results were awarded according to centre assessed grades in 2020 or teacher assessed grades in 2021. This summer gave the first real opportunity to see the impact of the pandemic.

2. EARLY YEARS AND KEY STAGE ONE (KS1)

2.1 Early Years:

60% of pupils in Tameside have achieved a good level of development (GLD) on the revised EYFS profile in 2022. Whilst not directly comparable to 2019, the GLD gap between Tameside and national is 5% having been 5% in 2019. The provisional North West average is 62% meaning Tameside remains 2% below. The provisional national average for achievement of GLD is 65% (though this is subject to change) the national average in 2019 for the previous EYFS profile was 72%.

All	2018 %	2019 %	2022 %
National	71	72	65
North West	69	69	62
Tameside	66	67	60

- 2.2 When broken down by gender, 67% of girls achieved a GLD compared to a provisional national average of 72%, and 54% of boys achieved a GLD compared to the provisional national average for boys of 59%. The gap between boys in Tameside and boys nationally has narrowed when compared to 2019, whereas the gap between girls in Tameside and girls nationally has increased from 2% to 5%. The provisional national average for boys suggests a 6% decrease between the previous EYFS profile and the current profile whereas, in Tameside, this decrease is 2%. For girls, the provisional national average suggests a 6% decrease between the previous EYFS profile and the current profile whereas this decrease in Tameside is 9%.
- 2.3 Tameside boys are 1% above the provisional North West average for boys with Tameside girls being 2% below the provisional North West average for girls. The gender gap between girls and boys in Tameside is 13% compared to a provisional national gap of 13%. The 2019 gender gap in Tameside was 17%.
- 2.4 Provisional data shared by North West local authorities suggests Tameside has risen to 17th from 19th in the North West (out of 23 local authorities), and to 6th in Greater Manchester (out of 10 local authorities) from 8th in 2019.
- 2.5 **Y1 Phonics:**
73% of pupils were working at the expected standard in Tameside in 2022, a decrease of 5% compared to 2019. The provisional national average has also decreased by 6% and is 76%. The provisional average for the North West is 75% - also a 6% decrease on 2019.

All	2018 %	2019 %	2022 %	% + / - on 2019
National	82	82	76	-6
North West	81	81	75	-6
Tameside	79	78	72	-5

- 2.6 The percentage of girls working at the expected standard in Y1 phonics in Tameside in 2022 is 78% with the provisional national average for girls being 79%. Whilst 78% for girls in Tameside represents a 4% decrease on 2019, the gap to national has narrowed due to the provisional national average for girls showing a 7% decrease. Girls in Tameside are at the provisional North West average for girls having been 2% below previously.
- 2.7 In contrast, the percentage of boys working at the expected standard in Y1 phonics in Tameside in 2022 is 67% with the provisional national average being 72%. Both the provisional national average and the provisional North West average are showing decreases of 6-7% on 2019's figures, with the decrease in Tameside being 7%. The gender gap between boys and girls in Tameside is wider than the gap nationally at 11%, with the provisional national gap being 7%. The gender gap previously in Tameside in 2019 was 9%.
- 2.8 Provisional data shared by North West local authorities suggests Tameside has risen to 19th from 22th in the North West, and to 8th in GM from 10th in 2019.
- 2.9 **Key Stage One (KS1):**
KS1 reading: 64% of pupils were working at the expected standard in Tameside in 2022, a decrease of 8% compared to 2019. The provisional national average has decreased by 8% and is 67%. The provisional average for the North West is 65% (also an 8% decrease on 2019). Tameside is 3% below the national average in 2022 having been 2% below in 2019. Provisional data shared by North West local authorities suggests that, in reading, Tameside has dropped to 14th from 12th in the North West, and to 6th in GM from 5th in 2019.
- 2.10 **KS1 writing:** 55% of pupils were working at the expected standard in Tameside in 2022, a decrease of 13% compared to 2019. The provisional national average has decreased by 11% and is 58%. The provisional average for the North West is 55%, a 12% decrease on 2019. Tameside is now 3% below the national average having been 2% below in 2019. Provisional data shared by North West local authorities suggests that, in writing, Tameside has dropped to 14th from 13th in the North West, and remained 6th in GM.
- 2.11 **KS1 maths:** 66% of pupils were working at the expected standard in Tameside in 2022, a decrease of 8% compared to 2019. The provisional national average has decreased by 8% and is 68%. The provisional average for the North West has also decreased by 8% and is 66%. Tameside remains 2% below the national average in 2022. Provisional data shared by North West local authorities suggests that, in maths, Tameside has dropped to 14th from 13th in the North West, and to 6th in GM from 5th in 2019.

	Reading				Writing				Maths			
	% EXS+				% EXS+				% EXS+			
	2018	2019	2022	+/- 2019	2018	2019	2022	+/- 2019	2018	2019	2022	+/- 2019
All	76	75	67	-8	70	69	58	-11	76	76	68	-8
National	74	73	65	-8	68	67	55	-12	75	74	66	-8
North West	73	73	64	-8	67	67	55	-13	73	74	66	-8
Tameside												

- 2.12 **Girls:**
KS1 reading: 70% of pupils were working at the expected standard in Tameside in 2022 – a decrease of 6% compared to 2019. The provisional national average has decreased by 8% and is 71% meaning Tameside girls are 1% below the provisional national average. The provisional average for the North West is 68% - a 10% decrease on 2019.
- 2.13 **KS1 writing:** 63% of pupils were working at the expected standard in Tameside in 2022 – a decrease of 9% compared to 2019. The provisional national average has decreased by 12%

to 64% meaning girls in Tameside are now 1% below girls nationally having been 4% below in 2019. The provisional average for the North West is 61% - a 13% decrease on 2019.

2.14 **KS1 maths:** 66% of pupils were working at the expected standard in Tameside in 2022 – a decrease of 8% compared to 2019. The provisional national average has decreased by 10% to 67% meaning girls in Tameside are now 1% below girls nationally having been 3% below in 2019. The provisional average for the North West is 65% - a 10% decrease on 2019.

2.15 **Boys:**

KS1 reading: 59% of pupils were working at the expected standard in Tameside in 2022 – a decrease of 10% compared to 2019. The provisional national average has decreased by 8% and is 63%. The provisional average for the North West is 61% - an 8% decrease on 2019. Tameside is now 4% below the national average for boys in 2022 having been 2% below in 2019.

2.16 **KS1 writing:** 47% of pupils were working at the expected standard in Tameside in 2022 – a decrease of 16% compared to 2019. The provisional national average has decreased by 11% and is 52%. The provisional average for the North West is 49% - a 12% decrease on 2019. Tameside is now 5% below the national average for boys in 2022 having been 1% below in 2019.

2.17 **KS1 maths:** 65% of pupils were working at the expected standard in Tameside in 2022 – a decrease of 8% compared to 2019. The provisional national average has decreased by 7% and is 68%. The provisional average for the North West has decreased by 7% and is now 66%. Tameside is now 3% below the national average for boys having been 2% below in 2019.

	Reading				Writing				Maths			
	% EXS+				% EXS+				% EXS+			
	2018	2019	2022	+/- 2019	2018	2019	2022	+/- 2019	2018	2019	2022	+/- 2019
Girls	80	79	71	-8	77	76	64	-12	77	77	67	-10
National	78	78	68	-10	75	74	61	-13	76	75	65	-10
North West	79	76	70	-6	76	72	63	-9	76	74	66	-8

	Reading				Writing				Maths			
	% EXS+				% EXS+				% EXS+			
	2018	2019	2022	+/- 2019	2018	2019	2022	+/- 2019	2018	2019	2022	+/- 2019
Boys	71	71	63	-8	63	63	52	-11	75	75	68	-7
National	69	69	61	-8	61	61	49	-12	73	73	66	-7
North West	66	69	59	-10	58	62	47	-16	70	73	65	-8

3. KEY STAGE TWO (KS2)

3.1 57% of pupils in Tameside achieved the expected standard in reading, writing and maths combined in 2022 – a decrease of 6% on 2019. The national average is 59% - a decrease from 65% in 2019. The North West regional average is 57% - a decrease of 8%

All	% RWM EXS+			
	2018	2019	2022	+/- 2019
National	65	65	59	-6
North West	65	65	57	-8
Tameside	64	63	57	-6

3.2 For KS2 RWM Tameside is:

- 11th out of 23 North West LAs, having been 15th in 2019
- 7th out of 11 statistical neighbour LAs, having been 9th in 2019
- 6th out of 10 Greater Manchester LAs, having been 7th in 2019.

3.3 When broken down by gender, 64% of girls achieved the expected standard in each subject in Tameside compared to 69% in 2019 and 63% of girls nationally, with the national figure for girls representing a 7% decrease on 2019. Tameside is now 3% above the North West average of 61% having been at the North West average in 2019.

3.4 In contrast, 51% of boys in Tameside achieved the expected standard in each subject compared to 58% in 2019 and 55% of boys nationally. Whilst the national average decreased 6% for boys when compared to 2019, the Tameside average for boys decreased by 7%. Tameside is now 1% below the North West average having been 2% below in 2019. The North West average for RWM EXS for each of boys and girls has declined by 8%.

3.5 **KS2 reading:**

75% of pupils were working at the expected standard in Tameside in 2022 – an increase of 3% compared to 2019's figure of 72%. The national average has remained at 74% meaning Tameside is 1% above the national average in 2022 having been 2% below in 2019.

3.6 For KS2 reading Tameside is:

- 9th out of 23 North West LAs, having been 15th in 2019
- 5th out of 11 statistical neighbour LAs, having been 8th in 2019
- 5th out of 10 Greater Manchester LAs, having been 6th in 2019.

3.7 **KS2 writing:**

68% of pupils were working at the expected standard in Tameside in 2022 – a decrease of 10% compared to 2019's figure of 78%. The national average has also decreased by 10% and is 69%. Tameside remains 1% below the national average.

3.8 For KS2 writing Tameside:

- Remains 10th of 23 North West LAs
- Is 7th out of 11 statistical neighbour LAs, having been 8th in 2019
- Remains 5th out of 10 Greater Manchester LAs.

3.9 **KS2 maths:**

70% of pupils were working at the expected standard in Tameside in 2022 – a decrease of 9% compared to 2019's figure of 79%. The national average has decreased by 8% and is 71%. Tameside is 1% below the national average in 2022 having been in line with the national average in 2019.

3.10 For KS2 maths, Tameside:

- Is 12th of 23 North West LAs, having been 9th in 2019

- Remains 8th out of 11 statistical neighbour LAs, having been 8th in 2019
- Is 7th out of 10 Greater Manchester LAs, having been 5th in 2019.

	Reading Test Exp+ Perc				Writing TA EXS+ Perc				Maths Test Exp+ Perc			
All	2018	2019	2022	+/- 2019	2018	2019	2022	+/- 2019	2018	2019	2022	+/- 2019
Tameside	73	72	75	3	79	78	68	-10	76	79	70	-9
National	76	74	74	1	79	79	69	-10	76	79	71	-8

3.11 Progress between KS1 and KS2:

KS1-KS2 progress information is now scheduled to be published in December along with the validated KS2 attainment information. We estimate that progress will be strong especially in reading and maths.

4. GCSE RESULTS

4.1 Pupils in Tameside received their GCSE results at the end of August 2022. The COVID-19 pandemic meant that most exams and assessments did not take place in the 2019/20, or 2020/21 academic years. Despite the significant impact of COVID-19 on students and schools during 2021/22, exams and assessments for GCSEs did go ahead.

4.2 The following headline figures for Tameside are based on data collected from schools on results day and are subject to change. Progress 8 figures are not yet available and will be published later in the 2022/23 autumn term. School level outcomes will be published in the 2022/23 autumn term but as this is the first year of exams taking place since 2019, the Department for Education (DfE) are strongly discouraging all users of the results from drawing comparisons to previous years.

4.3 Tameside headline figures:

- 44% of pupils achieved a strong pass in English and maths and 65% of pupils achieved a standard pass in English and maths
- 60% of pupils achieved a strong pass in English and 75% of pupils achieved a standard pass in English
- 50% of pupils achieved a strong pass in maths and 71% of pupils achieved a standard pass in maths
- Attainment 8 was 44.9 and Ebacc APS was 3.9.

4.4 Gender breakdown:

- 39% of boys achieved a strong pass in English and maths compared to 48% of girls, and 61% of boys achieved a standard pass in English and maths compared to 69% of girls
- 53% of boys achieved a strong pass in English compared to 66% of girls, and 70% of boys achieved a standard pass in English compared to 81% of girls
- 48% of boys achieved a strong pass in maths compared to 52% of girls, and 71% of boys achieved a standard pass in maths compared to 71% of girls
- Attainment 8 was 42.4 for boys compared to 47.2 for girls, and Ebacc APS was 3.6 for boys compared to 4.1 for girls.

4.5 Whilst comparison to previous years is being strongly discouraged by the DfE, these early figures are encouraging when compared to 2018/19 outcomes. That said, further analysis is needed and more information will be available once the DfE publish their GCSE statistical first release, which will enable national and regional comparison, and the local authority has received the pupil level data, known as the DfE KS4 checking file, during the autumn term -

this is anticipated for mid-October. This data will also contain Progress 8 scores. This analysis will be reported to elected members in the spring.

5. ISSUES ARISING FROM THE DATA

- 5.1 It is really important that forensic comparison with previous years' data is not made. There have been either no national assessments or grades have been awarded on teacher assessment over the last two years so the nearest comparison point is 2019 data. Comparison with previous years should only be made to understand context rather than to draw conclusions over time. Data is still unvalidated and with GCSE data there are no local or national comparisons at this time so it is particularly difficult to analyse performance at this stage.
- 5.2 It is clear that, nationally and locally, more primary age children are not reaching the expected standard from Reception to Year 6 due to the pandemic. Standards have dropped, sometimes as much as 10 percentage points nationally. However, we are overall, pleased with our performance in relation to other Councils and are expecting strong progress data to be confirmed in December.
- 5.3 It is also clear that the very youngest children in Tameside are still starting school significantly below the national standards, especially in communication and language and early reading, and are not catching up with reading until the end of KS2. We must ensure that we do more for these children earlier so that their achievements can be maximised. If more children were reaching the national standards for EYFS and for Phonics in Year 1, then it is highly likely that more children would reach and surpass the expected standard at the end of KS2 and more children would achieve stronger passes at GCSE. Given this data our priorities remain focused on early language and early reading.
- 5.4 This data is currently being analysed by DfE in liaison with the Education Team at part of the Priority Education Investment Area local planning. If we are to raise standards further it will be vital that we address the entrenched challenge in the early years and KS1.

6. CONCLUSION

- 6.1 We are working with DfE as part of the Priority Education Investment Areas to address priorities which arise from this data as well as attendance and SEND data.
- 6.2 Tameside's performance is broadly very positive given the sustained disruption to learning that Tameside endured during the pandemic. Areas of strength have continued to grow, such as reading at KS2, and areas of entrenched challenge have maintained the gaps with national data which should be seen as improvement in real terms. For this reason our rankings across the North West have frequently improved even when results have retained the same gap with national, such as GLD.
- 6.3 Work to improve the early years and phonics outcomes must continue to be a key focus. A paper on the Early Years was presented to this Committee at the June meeting and a further paper will be presented to SLT and Executive Cabinet in October outlining proposed next steps.

7. RECOMMENDATIONS


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

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Agenda Item 5

Report to:	EDUCATION ATTAINMENT IMPROVEMENT BOARD
Date:	18 October 2022
Reporting Officer:	Catherine Moseley – Head of Access Services
Subject:	SCHOOL ALLOCATIONS AND ADMISSIONS UPDATE
Report Summary:	The following report informs the Board of the successful school allocations for reception and Year 7 earlier in the Year as well as in year transfers and children placed under the Fair Access Protocol. It also shares the annual report to the School Adjudicator.
Recommendations:	<p>It is recommended that the Board:</p> <ol style="list-style-type: none">1. Notes the content of the report.2. Agrees the content and submission of the 2022 annual report to be submitted to the Office of the School Adjudicator and its publication on the Tameside Council website as required by the School Admissions Code
Corporate Plan:	The proposals contained within this report will support the theme of starting well, aspirations and hopes.
Policy Implications:	There are no policy implication arising from this report.
Financial Implications: (Authorised by the statutory Section 151 Officer & Chief Finance Officer)	This report provides an update in relation to schools admission and allocations performance. There are no direct financial implications arising from this report.
Legal Implications: (Authorised by the Borough Solicitor)	<p>School allocations and admissions is governed by The School Admissions Code ('the Code') issued under Section 84 of the School Standards and Framework Act 1998 .</p> <p>This Code came into force on 1 September 2021 and applies to admissions to all maintained schools in England.</p> <p>The Code imposes mandatory requirements and includes guidelines setting out aims, objectives and other matters in relation to the discharge of functions relating to admissions by the bodies, including:</p> <ol style="list-style-type: none">a) Admission authorities of maintained schools as defined in Section 88(1) (a) and (b) of the SSFA 19982b) Governing bodies and local authorities (when not admission authorities)c) Schools Adjudicatorsd) Admission Appeal Panels.
Risk Management:	All admission authorities are required to follow the School Admissions Code and to fail to do so would risk reputational damage to the Council.
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 Catherine Moseley, Head of Access Services

 Telephone: 0161 342 3302

 e-mail: catherine.moseley@tameside.gov.uk

1. BACKGROUND

- 1.1 The Council is the admission authority for all community and voluntary controlled schools in the borough but it is also responsible for coordinating the school admissions system for all schools in the borough.
- 1.2 The coordination scheme is published on an annual basis and is the agreed way that all applications for Reception, Year 3 (Stalyhill Junior School) and Year 7 places are allocated. This is a statutory responsibility of the local authority. The coordinated scheme also provides information on how in year transfers are dealt with.
- 1.3 All school admissions in England are guided by the School Admissions Code. As part of the responsibility, every local authority is required to submit an annual report to the School Adjudicator on how effectively the admissions systems works in their area and this needs to be submitted at the end of June each year.

2. NATIONAL OFFER DAY FOR PRIMARY SCHOOLS

- 2.1 The offer day for Tameside's primary school places was 18 April 2022. Other boroughs may have released their allocations on a different date due to the Easter weekend. This year, we received 2674 applications for a place in Reception for September 2022. This was similar to last year and in line with the predictions based on birth rates in the borough.
- 2.2 This year we have allocated 2673 places, which is 7 more places than last year reflecting the prevailing low birth rates we have seen in the borough over recent years. 93.3% (2495) of applicants received their first preference school, which was slightly less than last year. However, overall 99.1% of applicants were allocated one of their preferences compared with 98.5% last year and only 24 applicants did not receive any of their preferences. This is the highest percentage for 15 years.
- 2.3 The England average in 2021 for applicants getting their first preference primary school was 91.8%. The table below gives more detail over recent years.

OFFER DAY STATS - PRIMARY

	2022			2021			2020		
	No	%	Eng	No	%	Eng	No	%	Eng
Total applications (received by closing date)	2674			2660			3006		
1st preferences	2674			2660			3006		
2nd preferences	1280			1225			1448		
3rd and other preferences	1542			1462			1794		
Total applications from other boroughs (1st prefs)	82	3.1%		69	2.6%		111	3.7%	
Tameside residents applying extra district (1st prefs)	84	3.1%		68	2.6%		87	2.9%	

Total allocated (inc lates)	267 3	100%		266 6	100%		282 6	100%	
1st preferences	249 5	93.3%		251 5	94.3%	91.8 %	258 5	91.5%	90.2 %
2nd preferences	121	4.5%		92	3.5%	4.9%	137	4.8%	5.6%
3rd and other preferences	33	1.2%		20	0.8%	1.8%	44	1.6%	2.0%
No preference	24	0.9%		39	1.5%	1.5%	60	2.1%	2.2%

3. NATIONAL OFFER DAY FOR SECONDARY SCHOOLS

- 3.1 National offer day for secondary school places was 1 March. In 2022, we received 3231 applications compared to 3396 last year. We have offered 3207 places which is less than last year (3323) and in line with our predictions.
- 3.2 Our policy of adding places into our secondary schools continues to pay off and we have been able to offer a significant number of pupils their first preference this year with only a slight dip in the percentage from last year. We have been able to offer 85% (2725 places) first preferences compared to 85.4% (2837) first preferences last year. The England average receiving their first preference school in 2021 was 81.1%.
- 3.3 139 pupils have not received one of their preferences but 95.7% of applicants have, the England average for children receiving one of their preferences last year was 95.5%. The table below gives more detail over recent years.

NATIONAL OFFER DAY STATS - SECONDARY

	2022			2021			2020		
	No	%	Eng	No	%	Eng	No	%	Eng
Total applications (received by closing date)	3231			3396			3173		
1st preferences	3231			3396			3173		
2nd preferences	2174			2191			2225		
3rd and other preferences	2108			2270			2269		
Total applications from other boroughs (1st prefs)	293	9.1%		309	9.1%		318	10.0%	
Tameside residents applying extra district (1st prefs)	211	6.5%		168	4.9%		191	6.0%	
Total allocated (inc lates)	3207	100%		3323	100%		3167	100%	
1st preferences	2725	85.0%		2837	85.4%	81.1%	2711	85.6%	82.2%
2nd preferences	255	8.0%		254	7.6%	9.0%	266	8.4%	8.7%
3rd and other preferences	88	2.7%		91	2.7%	5.4%	92	2.9%	4.7%
No preference	139	4.3%		141	4.2%	4.5%	98	3.1%	4.4%

- 3.4 We have consistently outperformed the England average over several years and it looks like we will do the same again this year.

4. IN YEAR TRANSFERS

- 4.1 Alongside admitting pupils during the normal admission round, the School Admissions Team also administer in year admissions. The new School Admissions Code that came into force in September 2021 required all schools to opt into a local authority administered in year admissions scheme. For school year 2021/22, all schools in the borough opted in.
- 4.2 The process has been streamlined in that all applications are online and there is now an online portal for all schools to be able to see applications for places at their school immediately. This has speeded up the process of being able to make offers of places for children, particularly those moving into the borough without a school place.
- 4.3 The School Admissions Teams aims to process applications within 20 school days but the peaks and flows of applications mean that this deadline is sometimes missed due to volume of applications. This is particularly the case in the run up to the end of school terms, particularly the last half term of the year.
- 4.4 The last school year was an extremely busy year for in year admissions as illustrated in the table below:

	Applications received (with up to 3 preferences stated):	Requests (school stated as preference) processed:
Primary	1605	2529
Secondary	979	1385
TOTAL	2584	3914

- 4.5 To give some context, there are approximately 33,000 pupils in Tameside schools meaning that around 7% of pupils are moving schools annually.

5. FAIR ACCESS PROTOCOL PLACEMENTS

- 5.1 The School Admissions Code requires all local authority areas to have a Fair Access Protocol that is agreed with the majority of schools that all schools including academies and free schools must participate. The Protocol is to ensure that, outside the normal admissions round, unplaced pupils, especially the most vulnerable, are found and offered a place quickly, so that the length of time any pupil is out of school is kept to the minimum.
- 5.2 The Fair Access Protocol ensures that no school or academy, including those with available places, is asked to take a disproportionate number of children and young people who have been excluded from other schools or academies or who have challenging behaviour. The following groups of children can be placed under Fair Access:
- children either subject to a Child in Need Plan or a Child Protection Plan or having had a Child in Need Plan or a Child Protection Plan within 12 months at the point of being referred to the FAP (information may be sought from the previous LA)
 - children living in a refuge or in other Relevant Accommodation at the point of being referred to the FAP
 - children from the criminal justice system
 - children in alternative provision who need to be reintegrated into mainstream education or who have been permanently excluded but are deemed suitable for mainstream education
 - children with special educational needs (but without an education, health and care plan), disabilities or medical conditions
 - children who are carers
 - children who are homeless

- h. children in formal kinship care arrangements (as evidenced by either a child arrangements order not relating to either birth parent or a special guardianship order)
- i. children of, or who are, Gypsies, Roma, Travellers, refugees and asylum seekers
- j. children who have been refused a school place on the grounds of their challenging behaviour and referred to the FAP in accordance with paragraph 3.10 of the Code
- k. children for whom a place has not been sought due to exceptional circumstances (the local authority will decide whether a child qualifies to be placed via the FAP on this basis, based on the circumstances of the case)
- l. children who have been out of education for 4 or more weeks where it can be demonstrated that there are no places available at any school within a *reasonable distance of their home. This does not include circumstances where a suitable place has been offered to a child and this has not been accepted. (*The reasonable distance will be the statutory walking distance between home and school that the Government thinks a child should be able to walk: three miles for pupils aged 8–16 years)
- m. previously looked after children for whom the local authority has been unable to promptly secure a school place (In most cases, use of the FAP should be unnecessary for a previously looked after child. The LA is expected to secure a school place promptly for such children and for admission authorities to cooperate with this.

5.3 The number of children placed under the Protocol in the last school year are as follows:

Type of school	Number of Primary aged children admitted	Number of Secondary aged children admitted
Community and voluntary controlled	18	2
Foundation, voluntary aided and academies	31	24
Total	49	26

6. ANNUAL REPORT TO THE SCHOOL ADJUDICATOR

- 6.1 The School Admissions Code requires the Council to produce an annual report on admissions for all the schools. The Report must be published locally and sent to the School Adjudicator by 30 June each year following the admissions round.
- 6.2 The School Adjudicator has a template for the report and the report must cover as a minimum:
- Information about how admission arrangements in the area of the local authority serve the interests of looked after children and previously looked after children, children with disabilities and children with special educational needs, including any details of where problems have arisen.
 - An assessment of the effectiveness of fair access protocols and coordination in their area, including how many children were admitted to each school under them.
 - The number and percentage of lodged and upheld parental appeals.
 - Any other issues the local authority may wish to include
- 6.3 The 2022 report is attached at **Appendix 1** for information. It highlights that the school admissions system in Tameside is effective at placing pupils, particularly our most vulnerable pupils.
- 6.4 The School Adjudicator uses the information submitted by all local authorities as the basis for her annual report.

7. RECOMMENDATIONS

7.1 As set out at the front of the report.

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Office of
the Schools
Adjudicator

**Template for
Local Authority Report**

to

The Schools Adjudicator

from

Tameside Local Authority

to be provided by

31 October 2022

Report Cleared by: Name Tim Bowman

Job Title Director for Education Tameside and Stockport

Telephone number 0161 342 2050

Email: tim.bowman@tameside.gov.uk

Date submitted:

By: Name Catherine Moseley

Job Title Head of Access Services

Telephone number 0161 342 3302

Email: Catherine.moseley@tameside.gov.uk

Website: [Office of the Schools Adjudicator](#)

**Please email your completed report to: [Office of the Schools Adjudicator](#) by
31 October 2022 and earlier if possible**

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Introduction

1. Section 88P of the School Standards and Framework Act 1998 (the Act) requires every local authority to make an annual report to the adjudicator. The Chief Adjudicator then includes a summary of these reports in her annual report to the Secretary for State for Education. The School Admissions Code (the Code) sets out the requirements for reports by local authorities in paragraph 6. Paragraph 3.30 specifies what must be included as a minimum in the report to the adjudicator and makes provision for the local authority to include any other matters. Paragraphs 6 and 3.30 of the Code require that each local authority publish its report locally. Local authorities do not have to include this introduction and guidance in their locally published report.
2. In 2020 and 2021, we asked far fewer questions than in previous years, asking only for the minimum information required by the Code. This was in response to the pressures on local authorities and others in the light of the Covid-19 pandemic. This year, we have again sought to keep the information requested to the minimum. We have, at the request of the Department for Education, asked a small number of additional questions relating to the impact of the new Code which came into force on 1 September 2021.
3. The new Code also changes the period to be covered by reports to the adjudicator and the deadline for submitting reports to the adjudicator. **This year's report must cover the 2021/2022 academic year and be submitted to the Office of the Schools Adjudicator by 31 October 2022.**

Guidance on completing the template

4. In a departure from previous practice, we have included all the guidance on completing specific parts of the template in this section. We hope that this will be helpful. This is in response to feedback that including guidance and definitions in the body of the template could make the report harder for readers to follow and less accessible. There is no requirement for local authorities to include the introduction and the guidance in their published reports, but they are free to do so if they wish.
5. We should be grateful if in completing questions which ask for information about primary and secondary schools and/or pupils, local authorities would follow the approach to classification of schools used in statutory provisions and in the Department for Education Statistical First Release¹ and the Education Middle School (England) Regulations 2002².
6. Guidance on specific questions and/or meaning of specific terms in this report:
 - a. "in-year admissions": This means admission at the start of any school year to a year group which is not a normal point of entry for the school concerned (for example at the beginning of Year 2 for a five to eleven

¹ [Department for Education Statistical First Release](#)

² [The Education Middle School \(England\) Regulations 2002](#)

primary school) **and** admission during the course of any school year after the end of the statutory waiting list period (31 December) in normal years of admission.

b. Not applicable means at questions:

Section 1: B.i. - B.iv. that there were no children falling within the relevant definition.

Section 1: B.v. that there were no schools for which the local authority was the admission authority at 1 September 2021.

Section 1: B.vi. that there were no schools in the local authority's area for which the local authority was not the admission authority at 1 September 2021.

Section 2: B.i. - B.iv. that there were no children falling within the relevant definition.

Section 2: C.i. that there were no children falling within the definition.

Section 2: D.iv. that there were no hard to place children referred to the protocol.

7. We welcome all comments that local authorities make in the comment boxes and we aim to reflect those comments in the Annual Report, but we ask for the comments to be entered under the right headings. Section 3 invites comment on any other matters not specifically addressed in this template if local authorities wish to do so. The views expressed in previous years also remain a matter of public record.
8. We ask that where possible, you return the template in Word instead of PDF formatting. A number of you have commented on the formatting of the template and we have tried to make it as accessible as possible, but we are aware that some local authorities use different versions of Word.

Information requested

Section 1 - Normal point of admission

A. Co-ordination

i. How well did co-ordination of the main admissions round work?	Not well	A large number of small problems or a major problem	Well with few small problems	Very well
Reception				X
Year 7				X
Other relevant years of entry				X

ii. Please give examples to illustrate your answer if you wish:

B. Looked after and previously looked after children

i. How does the admissions system in your local authority area serve the interests of looked after children at **normal points of admission**?

Not at all Not well Well Very well Not applicable

ii. How do the admissions systems in other local authority areas serve the interests of children looked after by your local authority at **normal points of admission**?

Not at all Not well Well Very well Not applicable

iii. How does your admissions system serve the interests of children who are looked after by other local authorities but educated in your area at **normal points of admission**?

Not at all Not well Well Very well Not applicable

- iv. How does the admissions system in your local authority area serve the interests of previously looked after children at **normal points of admission**?

Not at all Not well Well Very well Not applicable

- v. Please confirm that your local authority has included children adopted from state care outside England in its definition of previously looked after children in admission arrangements for schools for which it is the admission authority

Yes No Not applicable

- vi. How confident are you that all other admission authorities in your area have included children adopted from state care outside England in their definitions of previously looked after children in admission arrangements for schools for which they are the admission authority?

Confident all have Confident some have Not aware of whether all or some have Not applicable

vii If you wish, please give examples of any good or poor practice or difficulties which exemplify your answers about the admission to schools of looked after and previously looked after children at **normal points of admission**:

Tameside has always recognised children previously in care outside the area, whether that be abroad or elsewhere in the UK, as being eligible for priority in admissions.

C. Special educational needs and/or disabilities

Please provide any comments you wish to make on the admission of children with special educational needs and/or disabilities at normal points of admission:

The admission of children with special educational needs and/or disabilities at normal points of admission relies on strong communication channels between the SEN team and the Allocations officer. This process works well and is reviewed regularly to ensure continuous improvement.

Section 2 - In-year admissions

A. Effect of Code changes on in-year admissions

Please provide any comments you wish to make on the effect of the changes to the Code's provisions for in-year admissions. It would be particularly helpful to have comments on whether you think the changes have made it easier or not for parents to secure places for children in-year?

The LA coordinates in-year admissions for all schools in the area as they all opted in to this following the change to the admissions code.

B. Looked after children and previously looked after children

- i. How does the **in-year admission** system serve children who are looked after by your local authority and who are being educated in your area?

Not at all Not well Well Very well Not applicable

- ii. How do the **in-year admission** systems in other local authority areas serve the interests of your looked after children?

Not at all Not well Well Very well Not applicable

- iii. How does your **in-year admission** system serve the interests of children who are looked after by other local authorities but educated in your area?

Not at all Not well Well Very well Not applicable

- iv. How does your **in-year admission** system serve the interests of previously looked after children?

Not at all Not well Well Very well Not applicable

- v. If you wish, please give examples of any good or poor practice or difficulties which support or exemplify your answers about **in-year admissions** for looked after and previously looked after children:

LAC, previous LAC and LAC from overseas are all afforded priority for in-year transfers. The LA and own admission authority schools routinely accept these pupils into Tameside schools in a timely fashion. Such pupils educated in other LA areas are generally given the same level of service.

C. Children with special educational needs and/or disabilities

- i. How well served are children with special educational needs and/or disabilities who have an education, health and care plan that names a school when they need to be **admitted in-year**?

Not at all well Not well Well Very well Not applicable

- ii. How well served are children with special educational needs and/or disabilities who do not have an education, health and care plan when they need to be **admitted in-year**?

Not at all well Not well Well Very well Do not know

- iii. Please give examples of any good or poor practice or difficulties which support or exemplify your answers about **in-year admissions** for children with special educational needs and/or disabilities:

Children with SEN but no EHCP are quickly placed under the Fair Access Protocol if a preferred school is unable to admit.

- iv. If you wish, please provide any comments about **in-year admissions** in respect of other children:

D. Fair access protocol

- i. Do you have a fair access protocol agreed with the majority of state-funded mainstream schools in your area?

Yes for primary
 Yes for secondary

- ii. If you have not been able to tick both boxes above, please explain why:

iii. How many children were admitted to schools in your area under the fair access protocol between 1 August 2021 and 31 July 2022?

Type of school	Number of Primary aged children admitted	Number of Secondary aged children admitted
Community and voluntary controlled	18	2
Foundation, voluntary aided and academies	31	24
Total	49	26

iv. How well do you consider hard to place children are served by the fair access protocol in your area?

Not at all well
 Not well
 Well
 Very well
 Not applicable

v. Please provide any comments you wish on the protocol not covered above. It would be particularly helpful to have any comments on the impact of the Code changes on the operation of the FAP in your area and the ability to secure places for vulnerable children:

E. Directions

How many directions did the local authority make between 1 August 2021 and 31 July 2022 to maintained schools for which the local authority is not the admission authority to admit children (including children looked after by the local authority but resident in another area)?

Total Number of children	Of which, looked after	Of which, not looked after
0	0	0

F. If you wish, please provide any other comments on the admission of children **in-year** not previously raised:

Section 3 - Other matters

Are there any other matters that the local authority would like to raise that have not been covered by the questions above?

Section 4 - Feedback

We would be grateful if you could provide any feedback on completing this report to inform our practice for 2023.

Thank you for completing this template.

Please return to [Office of the Schools Adjudicator](#) by 31 October 2022

Agenda Item 6

Report to:	EDUCATION ATTAINMENT IMPROVEMENT BOARD
Date:	18 October 2022
Reporting Officer:	Catherine Moseley – Head of Access Services
Subject:	WORKING TOGETHER TO IMPROVE SCHOOL ATTENDANCE
Report Summary:	Regular school attendance is essential to ensure our children and young people are able to attain reach their potential and recover lost learning due to the pandemic. This report informs the Board of the work that is being done to implement the new guidance issued by government of 'Working together to improve attendance'. Subject to legislation passing through parliament, this guidance will be statutory from September 2023.
Recommendations:	That the board notes the content of the report
Corporate Plan:	The proposals contained within this report will support the theme of starting well, aspirations and hopes.
Policy Implications:	None currently but the reported DfE guidance will necessitate policy change in future and further governance report will be brought to EAIB and Executive Cabinet
Financial Implications: (Authorised by the statutory Section 151 Officer & Chief Finance Officer)	<p>This change in legislation will require an full review of finances for the Access team, the team currently trade schools attendance services, if this must now be provided free of charge. The DfE have carried out an assessment of cost using HM Treasury Green book, with comparing existing work against the proposed changes. This will be considered as part of the review, it is recommended proposed changes are presented to members outlining how Tameside's proposed changes.</p> <p>The DfE's view is that the discharge of these new duties, does not require specific funding and should be delivered by integrating services to work alongside other initiatives such as supporting families and family hubs to succeed.</p> <p><i>https://www.gov.uk/government/publications/school-attendance-improving-the-consistency-of-support-new-burdens-assessment/school-attendance-improving-the-consistency-of-support-new-burdens-assessment</i></p>
Legal Implications: (Authorised by the Borough Solicitor)	<p>As this is a preparatory report in expectation of the changing legislation there are no immediate legal implications.</p> <p>In due course when the guidance become statutory the authority and schools will have to amend their policies accordingly, which will be subject to the necessary due diligence, governance and decision making at that time.</p>
Risk Management:	Without a priority around attendance, there is a risk that our children and young people will not reach their potential and catch up on lost learning due to the pandemic.

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 Catherine Moseley, Head of Access Services



Telephone: 0161 342 3302



e-mail: catherine.moseley@tameside.gov.uk

1. BACKGROUND

- 1.1 Members will recall that at the March Board meeting an update on school attendance was provided. The report provided information on a consultation on school attendance and improving the consistency of support to schools and it also provided information on the outcome of a consultation from 2019 on children not in school.
- 1.2 Earlier this year, the government published its white paper and several pieces of guidance. Many of these touched on school attendance. The main piece of guidance is [Working together to improve school attendance](#).
- 1.3 The Working together to improve attendance guidance is to help schools, academy trusts, governing bodies, and local authorities maintain high levels of school attendance including roles and responsibilities. From September 2022, this will replace all previous guidance on school attendance except for statutory guidance for parental responsibility measures.
- 1.4 The guidance makes clear the values the DfE places on school attendance. It also states that:
- securing good attendance cannot be seen in isolation;
 - effective practices for improvement must be closely linked with curriculum, behaviour, bullying, special education needs support, pastoral and mental health and wellbeing, and effective use of resources such as the pupil premium;
 - attendance cannot be improved through a single member of staff or organisation and must be a concerted effort across all school staff, the trust or governing body, the local authority and other local partners.
- 1.5 It is important to note that this guidance is non statutory. This means it is currently a set of expectations for schools, rather than legal duties. The guidance will remain in place until such time that it becomes statutory through the Schools Bill. This will be no sooner than September 2023.

2. EXPECTATIONS OF SCHOOLS

- 2.1 The guidance states that all schools have a continuing responsibility to proactively manage and improve attendance. The guidance sets out six key priorities that schools are expected to deliver on in order to manage and improve attendance effectively. These are summarised as follows:
- 2.2 Schools are expected to:
- develop and maintain a whole school culture that promotes the benefits of high attendance and is an integral part of the school's ethos;
 - have a clear school attendance policy that all staff, pupils and parents understand. This policy should be easily accessible to leaders, staff, pupils and parents;
 - accurately complete admissions and attendance registers and have effective day-to-day processes in place to follow up when absence occurs;
 - regularly monitor and analyse attendance and absence data to identify pupils or cohorts that require support with their attendance. Effective strategies then need to be put in place;
 - build strong relationships with families, seek to understand the barriers to attendance and work with families to help remove these. Schools should treat all pupils and parents with dignity. This supports the recognition that poor attendance is habitual and prevention and early intervention is critical;
 - share information and work collaboratively with other schools in the area, local authorities, and other partners when absence is at risk of becoming persistent or severe.

2.3 As this is currently non statutory guidance, schools may be working towards these expectations, rather than already meeting them and schools do not need to urgently implement new policies or procedures.

2.4 However schools may find it useful to review their current attendance policies or introduce one if a policy is not already in place. The guidance sets out some key points that should be included in school attendance policies as a minimum:

- The attendance and punctuality expectations of pupils and parents, including start and close of the day, register closing times and the processes for requesting leaves of absence and informing the school of the reason for an unexpected absence.
- The name and contact details of the senior leader responsible for the strategic approach to attendance in school.
- Information and contact details of the school staff who pupils and parents should contact about attendance on a day-to-day basis, such as a form tutor, attendance officer, etc., and for more detailed support on attendance, such as a head of year, pastoral lead or family liaison officer, etc.
- The school's day-to-day processes for managing attendance, for example first day calling and processes to follow up on unexplained absence.
- How the school is promoting and incentivising good attendance.
- The school's strategy for using data to target attendance improvement efforts to the pupils or pupil cohorts who need it most.
- The school's strategy for reducing persistent and severe absence, including how access to wider support services will be provided to remove the barriers to attendance and when support will be formalised in conjunction with the local authority.
- The point at which fixed penalty notices for absence and other sanctions will be sought if support is not appropriate (e.g. for an unauthorised holiday in term time), not successful or not engaged with.

3. EXPECTATIONS ON LOCAL AUTHORITIES

3.1 As part of the Government's drive to ensure attendance is an issue shared across all relevant organisations, the guidance sets out the expectations on local authorities. In summary, these are:

- Carefully track local attendance data to devise a strategic approach to attendance that prioritises the pupils, pupil cohorts and schools that need the most focus on which to provide support and focus its efforts on to unblock area-wide barriers to attendance.
- Have a School Attendance Support Team that provides a number of core functions free of charge to all schools. As part of this, schools should be provided with a named point of contact in the School Attendance Support Team who can support with queries and advice.
- All schools including independent schools will have a termly targeting support meeting
- Monitor and improve the attendance of children with a social worker through their Virtual School.

4. IMPLEMENTATION PLANS

4.1 There are some significant new expectations on schools and the local authority and work has already begun to implement the expectation within the guidance in time for September 2023.

4.2 We have:

- Established an initial steering group has been formed which will be expanded in the coming school year to include headteachers.
- Formulated an action plan

- Developed a programme of webinars for schools on school attendance matters and the new school attendance support services. This is being communicated to schools in the Autumn Term
- Begun to work on respective roles and responsibilities for the new School Attendance Support Service within the Council including Early Help; Youth Justice; Virtual School; Educational Psychology
- Begun work to evaluate the impact on attendance traded services and the income generated through this work
- Continued to honour service level agreements with schools
- Continued to provide training for schools on good attendance practice
- Continued to provide support and networking opportunities for schools through termly Tameside Attendance Groups
- Continue strategic engagement from the Education Welfare Service at existing networks (MARAC, early help panels Tameside Attendance Groups, governor networks)
- Begun work on developing a pilot agenda for termly meetings with schools
- Begun to evaluate the additional capacity needed for the statutory School Attendance Support Service including the need for regular data analysis of each school
- Begun to evaluate the impact of the statutory School Attendance Support Service on other statutory work undertaken by the Education Welfare Service for example, supporting children who are electively home educated; supporting children who are asylum seekers or refugees; ensuring children in employment and entertainment are safeguarded; providing safeguarding training to schools; ensuring single justice process is followed for all attendance prosecutions; supporting children with medical conditions unable to attend school
- Requested external legal advice on behalf of GM authorities on the responsibilities for education of children otherwise than at school

4.3 Activity planned for Autumn Term 2022

- Pilot termly attendance meeting with some schools
- Develop a pro forma for attendance plan for severely absent pupils
- Ensure schools are aware of the new guidance and developing plans through Tameside Attendance Groups (TAG)
- Begin to develop new Tameside multi agency attendance strategy
- Reassure schools that existing service level agreements will be honoured

4.4 Activity planned for Spring Term 2023

- Finalise a draft attendance strategy and report to Executive Cabinet and Education Attainment and Improvement Board
- Develop a register for children not in school
- Ensure communication with parents begins about the new School Attendance Support Service and Children Not in School requirements

4.5 Activity planned for Summer Term 2023

- Multi agency attendance conference to launch the new School Attendance Support Team and attendance strategy
- Review parenting order process
- Review education supervision order process
- Publicise new system to enable parents to notify the Council when they elect to home educate

4.6 Activity for September 2023

- New parental guidance on support for school attendance and children not in school published
- Develop local offer to support improved school attendance

5. OFSTED REPORT – SECURING GOOD ATTENDANCE AND TACKLING PERSISTENT ABSENCE

- 5.1 In February 2022, Ofsted published a report on attendance [Securing good attendance and tackling persistent absence - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/104144/securing-good-attendance-and-tackling-persistent-absence.pdf). The report looked at different aspects of school attendance and how schools tackle the challenges, particularly post covid lockdowns.
- 5.2 The report identified a number of common features in schools that improve attendance or maintain high levels of attendance. In these schools, leaders:
- have high expectations for every pupil's attendance at school
 - communicate these expectations clearly, strongly and consistently to parents and to pupils
 - set expectations about attendance from the outset – from Nursery onwards
 - explain to parents and pupils why good attendance is important and how it helps pupils to achieve
 - listen to parents carefully to find out why their children are not attending well enough so that they can act accordingly
 - challenge parents who do not make sure that their children attend, but also offer support where needed
 - have the right people in place to have these conversations with parents
 - ensure that attendance is always recorded accurately
 - systematically analyse attendance information so that they can see patterns and trends
 - use this analysis to target their actions, both for individuals and at a whole-school level
 - make sure that attendance is 'everyone's business' in school
 - understand that good attendance does not happen in isolation – there is an interrelationship between attendance and the quality of the school's curriculum, ethos, behaviour and inclusivity
 - do not stop pushing for whole-school improvement once attendance reaches the national average
 - see the process of securing good attendance for all pupils as an ongoing process, never something that is 'finished'
- 5.3 Schools have found that some new challenges have emerged since the start of the autumn term 2021. These include:
- higher than usual numbers of pupils with non COVID related illnesses
 - families that went to red list countries in the summer to visit family then did not return at the start of term because of the cost of isolating in hotels, or could not afford the flights back
 - families who say that they have not had a holiday for a long time, so take a holiday, or a previously cancelled holiday, in term time (though some schools are reporting fewer than normal term-time holidays)
 - parents keeping children home unnecessarily because of proximity to COVID; a relative or another child in a separate class testing positive, for example, and finding it hard to move on from the 'bubble' mentality
 - families isolating before a family event, such as a wedding or a holiday
 - pupils attending sporadically because of disaffection following the national lockdowns
- 5.4 The most recent attendance data from Tameside schools certainly illustrates that we are following the national trend.

Education Scorecard	Date updated:	01/09/2022								
Name of indicator	Latest data point	Previous data point	Previous data point	Current data point	National	SN position (if applicable)	GM position (if applicable)	Target (national averages)	Direction of travel	
Rate of EHE pupils per 1,000	July 2022	5.7	5.3	5.5	-	-	-	-	↑	
Overall absence (rolling: autumn, autumn & spring, full year)	Autumn & Spring 202122	-	3.58	7.06	6.9	1	5	6.9	↑	
Persistent absence (rolling: autumn, autumn & spring, full year)	Autumn & Spring 202122	-	8.34	20.11	23.5	1	5	23.5	↑	

- 5.5 Heads also described situations where 'possible covid' appears to be used as an excuse by some families whose children are usually poor attenders. Schools do encourage the family to test the child, however current lateral flow test availability is a problem and children can stay away from school for 10 days. Some parents still think that remote education can be provided for non covid related circumstances, such as being on holiday, which is not the case.
- 5.6 It appears that the provision of remote education during national lockdowns has negatively affected some pupils' perceptions of the need to be in school, particularly in secondary schools.
- 5.7 There are still increased requests from parents for elective home education. While these may not be as high as they were at the peak of the pandemic, they continue to be at an increased level from pre covid.
- 5.8 Conversely, some schools are now seeing pupils who were previously poor attenders attending well. Schools attribute this to the work that they did with vulnerable pupils during the national lockdowns. Some of these pupils attended school when schools were closed to most. During this time, colleagues in schools were able to work more intensively than usual with pupils individually and in smaller groups. This led to some 'poor patterns of attendance being cracked'. Many families seem just to want their children to be back at school, following such long periods of time at home.
- 5.9 The report highlights key components of securing good attendance and tackling persistent absence:
- Communicating expectations to parents
 - Communicating expectations to pupils
 - Finding out what the problem is
 - Having the right people in place

- Noticing patterns
- The importance of ambition
- The role of governors
- Getting beneath the surface
- Working with each individual

5.10 The new School Attendance Support Service will take the good practice highlighted in this report and feed it back through the attendance networking groups in the borough.

6. CONCLUSION

6.1 There is no doubt that ensuring good attendance is rightly going to be a focus for schools, the Council, partners, Ofsted and government over the coming years. Tameside has already identified attendance a priority action and historically, has good attendance that exceeds Greater Manchester and statistical neighbours. We are in a good position to take this work forward in partnership with our schools and partners and will report further on this important area of work later in the school year.

7. RECOMMENDATIONS

7.1 As set out at the front of the report.

Agenda Item 7

Report to:	EDUCATION ATTAINMENT IMPROVEMENT BOARD
Date:	18 October 2022
Reporting Officer:	Catherine Moseley, Head of Access Service
Subject:	TAMESIDE MUSIC AND LIBRARY SERVICE ANNUAL REPORT
Report Summary:	The following report sets out the role and output of the music service, including its statutory obligations and the school library service.
Recommendations:	It is recommended that the board notes the content of the report.
Corporate Plan:	The Corporate Plan outlines the priorities for improving the borough of Tameside including the quality of life for children and families.
Policy Implications:	There are no policy implications arising from this report
Financial Implications: (Authorised by the statutory Section 151 Officer & Chief Finance Officer)	<p>Annual budget for the music service is £957k, which is funded by £389k grant funding and £568k trade income. The service is currently forecasting a small overspend of £2k in the financial year 2022/23.</p> <p>Annual budget for the school library service is £60k, which is funded by traded income. The service is currently forecasting an overspend of £29k.</p> <p>The overall service plan to minimise any forecast overspend by seeking to increase traded income by the end of the financial year and operating a recruitment freeze on non-essential teaching posts. Regular monitoring will be undertaken by Finance colleagues and service managers to ensure robust monitoring of the plans.</p>
Legal Implications: (Authorised by the Borough Solicitor)	<p>This report provides Members with a helpful update on the activities and impact made by these services.</p> <p>As the service is funded in part by a grant it is important that all spending is undertaken in accordance with the terms of the grant to avoid any clawback provisions.</p> <p>It is also critical that the service continues its monitoring of the financial position as the service has to be brought in on budget.</p>
Risk Management:	The service needs to meet the requirements of the School Music Plan to ensure that grant funding from the Arts Council continues. The traded elements of the services need constant review to ensure that they are recovering their costs.
Access to Information:	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 Catherine Moseley, Head of Access Services



Telephone: 0161 342 3302



e-mail: catherine.moseley@tameside.gov.uk

1 BACKGROUND

- 1.1 TMS is part of the Greater Manchester Music Education Hub (GMMEH) along with 9 other regional Music Services and 15 partner organisations; The Halle, The Bridgewater Hall, Chetham's, Brighter Sound, Sing for Pleasure, Charanga, University of Salford, Royal Northern College of Music, Camerata, Music Unlimited, BBC Philharmonic, Manchester Metropolitan University, Voices Foundation, Music and the Deaf and the Royal Exchange theatre. The Head of School Music and Library Services chairs the Partnership meetings for the GMMEH and has overseen her recommendations for two more partnerships to be created which reflected the aspirations of students within the borough and the region; Spirit Studios and BIMM Manchester. She will continue to chair the partnership meetings in the new academic year.
- 1.2 TMS is a traded service that receives a grant from the Arts Council England (ACE), which is handled by Bolton Music Service, the Lead Service in the GMMEH. The grant accounts for approximately 37% of the annual budget. Attached to the grant, there are several conditions, which form a basis for the output of the service, such as providing excellent professional development opportunities for schools. The School Library Service is a traded, full cost recovery service and is committed to providing support and advice to schools to engage students in reading.
- 1.3 Tameside School Library Service (TSLS) was historically a two-person team comprised of a Head of School Library Service and a Senior Library Assistant. As part of the Access Service redesign which came in to effect on 1st April 2021, the School Library service merged operations with the Music Service (TMS) and came under the management of the Head of School Music and Library Services. The team retained the Senior Library Assistant position and recruited a part time Resource Assistant. The Music Service Resource Manager became the Operations Manager for both services.
- 1.4 Collectively, TM&SLS supported every school in the borough during the 21/22 Academic Year either directly or indirectly. Direct includes buying in a specific service to deliver whole class, small group or individual tuition in the case of music and Junior Librarian training, Library makeover or Nurture groups in the case of SLS. Indirect includes accessing partner opportunities or resources and attending network/briefing meetings. We have worked with approximately 8000 children across all schools.

2. TAMESIDE MUSIC SERVICE 21-22

- 2.1 The focus has been on establishing Birch Lane as a centre for music and reading and building back the service to pre-covid levels.
- 2.2 TMS worked hard to re-establish the ensemble provision for school-aged children at Birch Lane and established new Infant and Junior Choirs.
- 2.3 TMS continues to be fully involved in the GMMEH with the Head of Service chairing and facilitating Partnership Meetings and the Instrumental Manager chairing the First Access forum – both which meet termly.
- 2.4 In 2021-22, TMS worked with 11 primary, secondary and specialist schools to develop our provision for cared for children and those in receipt of free school meals and pupil premium funding LAC/FSM/PP students. We worked with students who were identified as benefiting from music tuition for numerous reasons whether it was using music as a conduit to fulfil elements of their Education, Health and Care Plan or music making in its own right. Our Business Manager worked with the school Bursar/Business Manager in each school to utilise funding given to the school for these students.

3. SCHOOL LIBRARY SERVICE 2021-22

- 3.1 The School Library Service has undergone a period of reflection, review and transformation in the last 18 months. This has included a complete stock review and extensive consultation with schools and benchmarking with other regional and national School Library Services. Operationally, savings have been made in numerous ways, such as delivering library resources to schools at the same time as musical equipment, sharing management support with the Music Service and sharing physical resources.
- 3.2 TSLs has developed a more coherent offer, which builds on the existing offer of providing Project boxes and Library Makeovers:
- Accelerated Reader Training
 - Health and wellbeing training using reading and creative writing as a way to support children's mental health and wellbeing.
 - Termly Cluster Group meetings for all Literacy/Library Leads following the TMS model for Primary and Secondary Music Lead networks
 - Junior Librarian training
 - Reading Champions – currently there are 139 children in 19 schools who are active reading champions
 - Assisted Purchase Scheme for schools and parents saving up to 30% on books, resources and instruments.
 - Book and instrument rental service which saves schools money

The feedback from schools has been unanimously positive, for example:

'Our library area is now a bright and welcoming space to entice children to read! Our Library makeover was amazing! It was completely transformed in a matter of days and it now looks fantastic. We also had training for some Young Librarians...The advice and support we were given was wonderful – thank you!'

4 BIRCH LANE CENTRE

- 4.1 2021-22 has seen the Birch Lane Centre being utilised positively for inclusive and authentic learning, such as a base for alternate provision for some students who are unable to access school. This has come about due to close working with the Virtual School team. It has also been used for school nurture groups and events such as World Book day, where we held Meet the Author events for schools. The centre has been established as an Associated Board of the Royal Schools of Music exam centre which provides an additional income stream for both services.
- 4.2 In the summer term 2022, the two services collaborated on a pilot project – a Nurture group for 6 disengaged year 5 boys from a Primary School with a high level of cared for children and those in receipt of free school meals and pupil premium funding students. The project was designed to help them develop emotional literacy and social skills as well as develop a love for reading. The sessions were held at the Birch Lane centre and the feedback from all boys and the school was extremely positive. The insights and learning from the project have been carefully documented and a report will be published in due course. The report will provide evidence and guidance for Nurture Group sessions as well as specific recommendations.

5 TRAINING

- 5.1 During the academic year, extensive consultation and feedback was sought to ensure that schools were receiving the training they needed. Consultation took place in a variety of ways including professional conversations, School Liaison Group meetings and network meetings. Specific feedback forms were also sent to Service Users and those who do not engage with

the service directly. The distinct themes that arose for each service respectively were professional development opportunities for school staff and providing students with aspirational and relevant opportunities.

- 5.2 In the Spring and Summer terms of 2022, a programme of School Support to run throughout 2022-23 was designed for each service, in the case of TMS this fulfilled the professional development expectations laid out in the ACE conditions. Two brochures were released at the end of the 2021-22 school year by way of interactive brochures with links to Eventbrite so attendance and engagement can be monitored. The link to the TMS brochure is [here](#) and the link to TSLS is [here](#).

6 CONCLUSION

- 6.1 Both Services have thrived in the new centre and have begun to re-establish themselves in the wake of the Covid pandemic. It has continued to provide support for music and reading to schools and individual children, which has been augmented by using the new centre. The service continues to set itself challenging targets but always with a passion for engaging and encouraging all children and young people to participate in music and reading.

7 RECOMMENDATION

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

Agenda Item 8

Report to:	EDUCATION ATTAINMENT IMPROVEMENT BOARD
Date:	18 October 2022
Reporting Officer:	Councillor Leanne Feeley – Executive Member for Education, Achievement and Equalities Tim Bowman – Director of Education (Tameside and Stockport)
Subject:	SEND 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>This report will update on the current resource ask for delivery of the WSOA. This report also provides an update on the progress of the Written statement of Action, providing insight into our effectiveness in delivering the content of the plan against timescales. This report will also provide a highlight summary of the first Department of Education monitoring visit, which took place on the 28th September 2022.</p>
Recommendations:	Members are asked to: <ol style="list-style-type: none">1. Note the request for further resources to Executive Cabinet.2. Note the summary of progress against the Written Statement of Action.3. Note the summary of the first formal monitoring visit, which took place on the 28th September 2022.
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)	The Written Statement of Action agreed action plan requires additional financial resources to deliver in addition to those identified in March 2022 Cabinet Report.

Description	One-Off	Continuing
Review of SEND offer content	9,000	2,250
Provision of local offer website	40,700	22,500
SEND quality first teaching CPD		1,200
SEND moderation of practice	3,000	2,000

SEND / inclusion review of practice	6,000	3,000
Provision of hard copy of Matching Provision to Needs document for all setting	4,000	
Total Additional Funding	62,700	30,950

There is not sufficient budget within the service to pay for the above identified, additional requirements. Despite this, Members have approved the request for additional funding in order to ensure that the Council's statutory duties in relation to SEND can be met. This additional funding request this will be built into the Council's Medium Term Financial plan.

Legal Implications:
(Authorised by the Borough Solicitor)

There are no immediate legal implications arising from this report, which provides an update on the progress made to date and ongoing actions.

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.

The drafting of the Written Statement of Action was overseen by the SEND Improvement Group. This group, reporting to the Health and Wellbeing Board, includes senior officers from both the Council and CCG as well as Headteachers and Clinicians. The SEND

Improvement Group will continue to meet and will provide oversight of the delivery of this plan. In addition, formal oversight will be provided by the Education Attainment and Improvement Board (EAIB) as well as via regular updates to Executive Cabinet. Effective use of data will be essential and we will work closely with the Council's Transformation Team to achieve this.

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



Telephone: 0161 342 2050



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) was required because of significant areas of weakness in the area's practice. Our initial WSOA was submitted on April 12th, but unfortunately was not accepted. In a feedback session, Ofsted advised us how to improve the plan, emphasising the need to ensure the WSOA contained more measurable metrics and outcomes and that the outcomes clearly demonstrated how our work would have a positive impact on children and families. The WSOA was redrafted with this guidance and submitted on 17 June 2022. We were very pleased when this second iteration was accepted on 1 July 2022. The local area were praised for the clear improvements noted in the second draft.
- 1.4 The final Written Statement of Action can be found [here](#).
- 1.5 On 23 March 2022, we presented a paper to Executive Cabinet, asking that the Strategic Commissioning Board and Cabinet:
- Agree that the draft Written Statement of Action could be shared with DfE and NHS Improvement Advisors for final comment.
 - Agree that a recommendation be made to Council for an additional investment of £275k
 - Agree that a report be presented to the Strategic Commissioning Board seeking permission for an additional investment of £820k to provide adequate therapy provision and address waiting times for services including physiotherapy, occupational health and speech and language.
- 1.6 All the requests above were approved.
- 1.7 A further paper was submitted to Executive Cabinet on 28 September 2022 requesting a further resource commitment. The paper sets out the request for an additional £62,700, required as a one off cost in the first year, with a remaining £30,950 recurring annually. A more detailed breakdown of all resources required to deliver the WSOA can be found in the financial document [appended](#) to this report.

2. PROGRESS OF THE WRITTEN STATEMENT OF ACTION

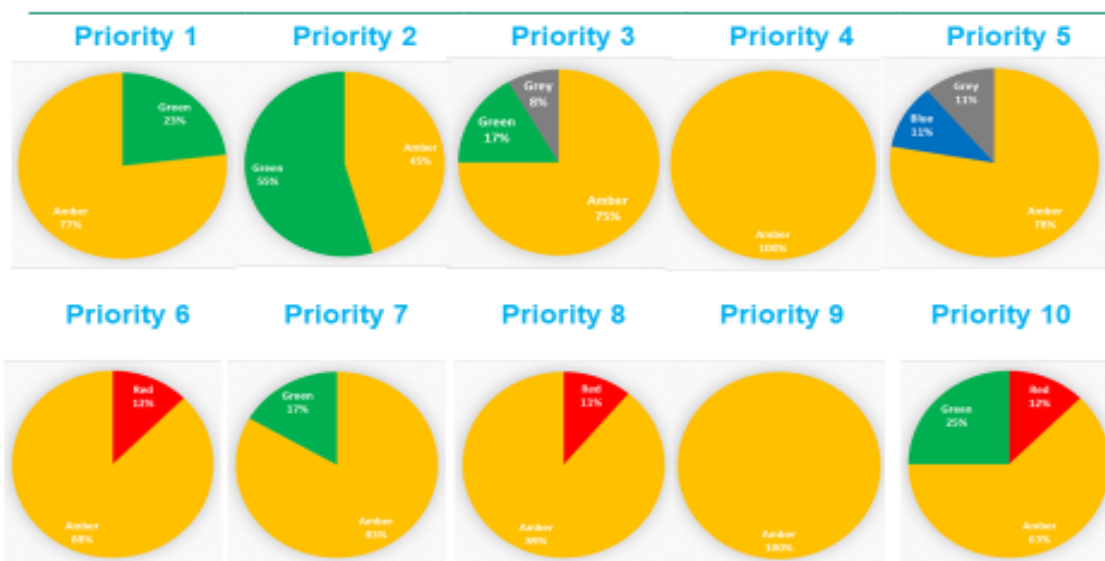
- 2.1 Highlights of the progress we have made so far are as follows:
- a. An additional c.£1.5m of investment has been secured across both the LA and Health to deliver the Written Statement of Action and provide additional capacity across teams.
 - b. Co-produced rebranding, remarketing and reorganisation of Local Offer completed. This is due to go live October 2022.
 - c. We have co-produced a parent/carer survey with support from input from a range of services and parents/ carers. This survey went live on Friday 23rd September and will provide us with key baseline data, against which we can measure our progress and inform service design. The survey can be accessed by following this link. (<https://www.surveymonkey.co.uk/r/SENDparentcarersurvey>). We are monitoring responses to the survey and within 48 hours had received 180 responses and hope to receive 3-500 over the period it is open,
 - d. The SEND assessment team Business Process Review has now been completed and the findings have been reported to Executive Cabinet, with recommendations for

- resourcing implementation underway. The Business Process Review has already led to improvements in the capture and use of data, supporting service improvement.
- e. We have scheduled our first parent/carer drop-in sessions. These are question and answer sessions where parents/ carers have the opportunity to speak directly with SEND officers and staff from across education, health and social care, raising questions and sharing their concerns. The first session is due to be held 14 October 2022 (due to be held 19/09/22 re-arranged due to additional bank holiday)
 - f. The SEND Improvement Group Terms of Reference (ToR) have now been updated and project management structure and processes agreed along with Tracking reporting on progress.
 - g. With specific reference to Health progress, additional investment has been secured for CAMHS, the Neurodevelopmental Pathways and Health Therapy Services (OT, SALT, Physio, Dietetics and Paediatrics)
 - h. There are now new support services in place for families in the process of neurodevelopment assessment/ and post assessment.
 - i. The health Navigator Service is now in place and the feedback from parents is extremely positive.
 - j. The Health Preparation for Adulthood Strategic Lead has been appointed
 - k. Health audits and a comprehensive CPD programme is now underway
 - l. We are working with customer Service teams to understand how we capture long term trends on complaints and feedback as changes become embedded across all services.
 - m. Recruitment is well underway for dedicated Project Management support and Designated Social Care Officer. The job descriptions have been written and evaluated. These are both crucial roles in the successful and efficient delivery of the Written Statement of Action.

2.2 Overall Progress of the Written Statement of Action

We are making encouraging progress in the delivery of the Written Statement of Action. 88% of actions are green or amber, whilst only 3% of actions are red. 4% of the actions are not yet started, but planned start dates will allow us to ensure these actions remain on target. Please see below, an overview of progress. Blue indicates where an action is complete and positive impact is being observed. Grey indicates an action not yet commenced.

Status by Priority



2.3 As you can see from the charts above, we have actions rated as red in three areas. These have been rated as red as they are behind schedule. The actions currently rated as red are as follows:

New Designated Social Care Officer (DSCO) role implemented

This action is currently rated red as the DSCO was scheduled to be implemented by September 2022. As this is a new role to the authority, it was necessary to write a new job description and person specification and complete a job evaluation. These processes created some delay in implementation, but the implementation is progressing. This is a vital role in terms of WSOA delivery, and it remains imperative to complete this appointment process as quickly and efficiently as possible.

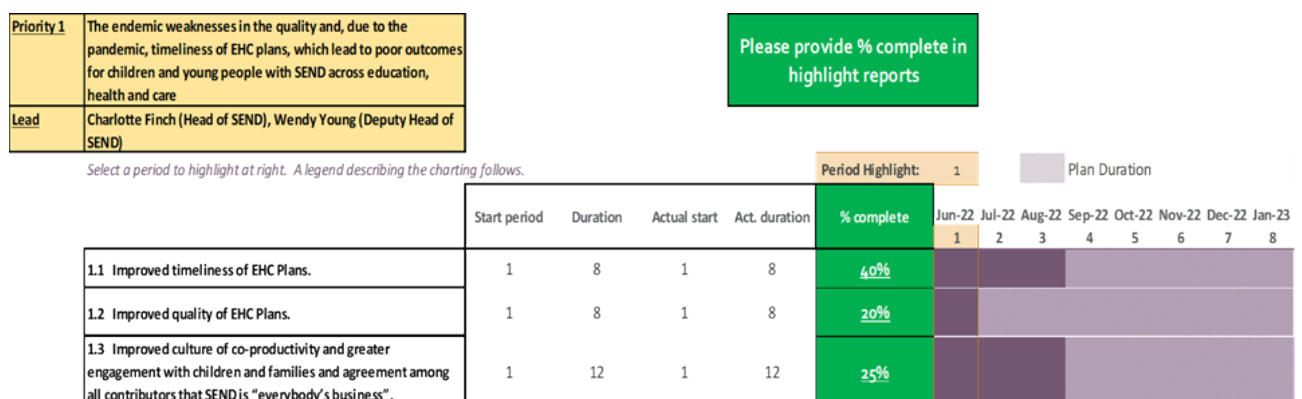
Offer training for all schools on Whole School SEND practice as part of a SEND ‘training passport’ programme.

This action is currently marked red, as this training programme was offered to the LA by the Department for Education whilst the WSOA was being drafted, but has since become unavailable. A meeting with the Department for Education has been scheduled for Monday 3rd October, where an alternative programme will be agreed. This action is therefore likely to turn amber or green following that meeting.

Source training opportunities for young adults through liaison with Department for Education and National Development Team for Inclusion, with emphasis on Preparation for Adulthood.

This action is currently marked red as it is behind schedule. A meeting with the Department for Education, scheduled for September had to be cancelled, as LA officers were participating in an ADASS peer challenge inspection on the day arranged. A further meeting with the Department for Education and the National Development Team for Inclusion to discuss support options and an implementation schedule has been arranged. This action is therefore likely to turn amber or green following that meeting.

2.4 We are in the process of developing a dynamic GANT chart, which will allow up to date and detailed oversight of all actions, including planned start and finish dates. This will form an additional part of our SENDIG tracking and highlight reporting from October 2022. The screengrab below demonstrates how the GANT chart will support us in monitoring progress and delivery:



2.5 **Next Steps**

We have a number of crucial actions to be delivered over the coming weeks and months, including:

- The Child and young person survey, due to go live in October
- The Parent / Carer consultation sessions, which will commence in October
- The refreshed Local Offer, which is due to go live in October

- The Complaints prioritisation exercise, which has been commenced, and will shortly provide us with a key baseline measure, against which we hope to show improvement
- The recruitment of DSCO and PM remains a high priority

3. OVERVIEW OF THE FIRST SEND MONITORING VISIT

3.1 Our first formal monitoring visit from the Department for Education and NHS England, took place on September 28th. The purpose of the visit is to determine whether the local area has made sufficient progress in addressing the areas of significant weakness detailed in the WSOA. Each visit is followed by the issue of a letter from the Department of Education and NHS England, appraising progress and it may also identify any other significant weaknesses identified during the visit.

3.2 The team conducting our first visit was made up of two Dept for Education advisors, Jess Haslam and Gareth Llewellyn, and Janet Wray, NW Regional SEND Lead for NHS England.

3.3 Whilst at the time of drafting this report, we had not yet received the post-visit letter, verbal feedback given immediately following the meeting indicates that the meeting was positive and that the visiting team were satisfied with the progress reported. It did not appear, based on verbal feedback provided, that any additional weaknesses had been identified. The team were however able to provide helpful advice and guidance on how to prepare for the next monitoring visit, which is scheduled for December 5th. This is set out below:

- Focus on how the actions are having an impact on children and young people. There was a clear, communicated expectation that by December we will be in a position to report positive impact on children, young people and families.
- Ensure to clearly identify all barriers, so that solutions can be explored and implemented
- Provide all appropriate data-sets and ensure data is up to date and accurate
- ensure baselines are established for all priorities, so that future progress can be effectively measured
- Provide the Annual Review recovery plan
- Provide the Timeliness Recovery plan
- Ensure the Department for Education preparation template is maintained and kept up to date. This is the document used by the Department for Education and NHS England to report our progress to more senior staff at the Department for Education; as such it is our best opportunity to report our successes, but also to transparently identify and remove barriers in a timely manner.

3.4 In light of this feedback, and based on the experience preparing for this visit, we have resolved to:

- Amend our own preparation process
- Revise the template used for priority leads to report to SENDIG. These reports inform the report for the monitoring visit. This will allow for more seamless visit preparation and data collection and more effectively provide the data and information requested.
- Expedite completion of all baseline data for each priority
- Report the outcome of the visit to all priority leads, providing them with the new SENDIG template for completion and advising them which data to include and the likely and known areas of focus.

4. CONCLUSION

4.1 There has been an additional resource request to Executive Cabinet for a further £62,700, required as a one off cost in the first year, with a remaining £30,950 recurring annually.

- 4.2 We are making good progress in delivery of the Written statement of Action, with only 3% of actions slightly behind scheduled. These actions, whilst delayed, are in progress and likely to be completed imminently.
- 4.3 The first SEND monitoring visit took place on 28th September and initial verbal feedback indicates that the visit was positive and that the Department for Education and NHS England are satisfied with current progress. In due course we will receive written feedback from the Department for Education and NHS England, which will provide more detailed insights into their assessment of our performance and progress.

5 **RECOMMENDATIONS**

- 5.1 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-Tracey 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.

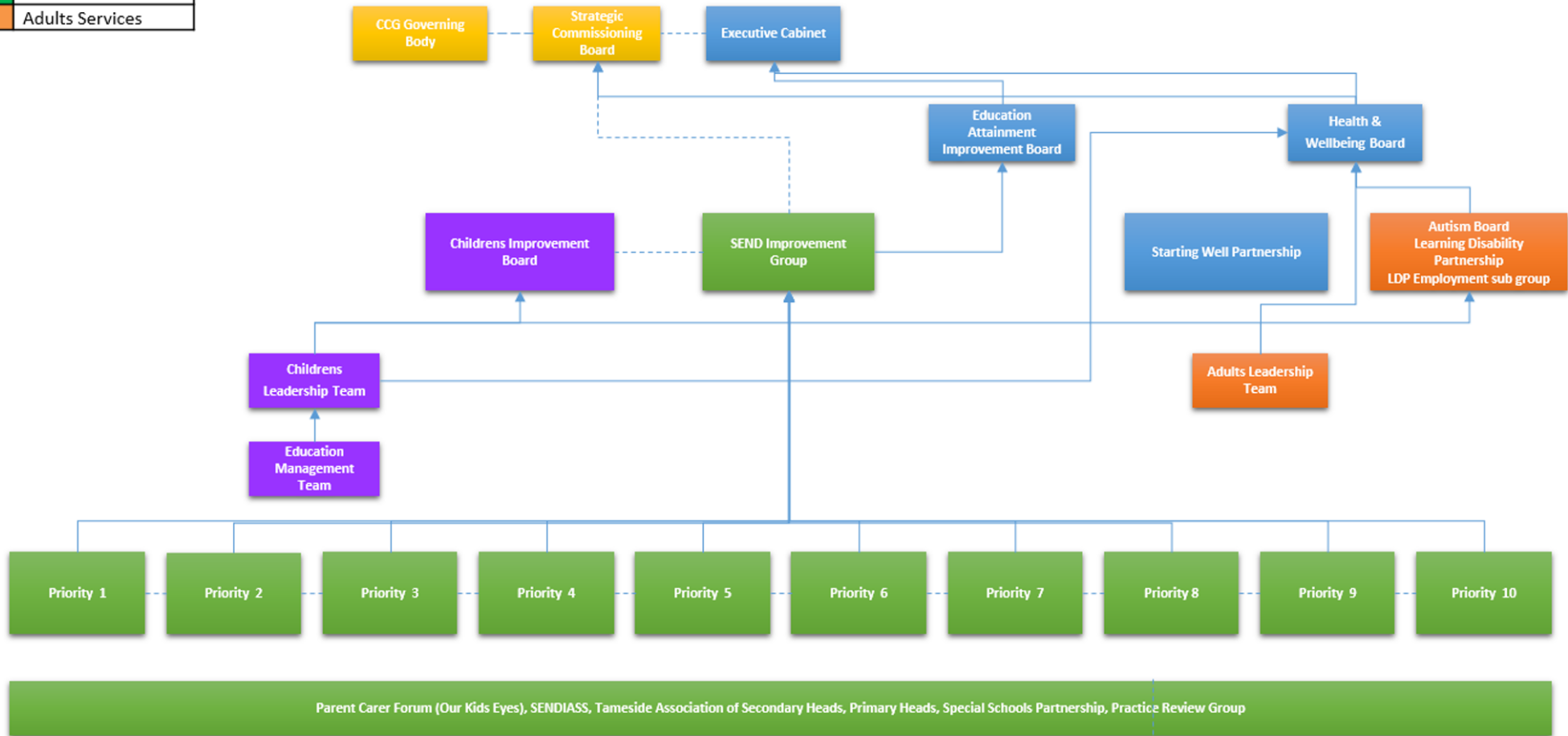
Our Kids Eyes (OKE)- a Tameside-based charity which also facilitates our parent/ carer forum, has established a SEND Inspection Engagement group for parent carers who want to be actively involved in the development and implementation of the WSOA, acting as parent carer representatives. This is supported 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 dated. 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 £1million, 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 has allocated additional financial resource to support the work on the DCO, Therapies, CAMHS and ASD pathways. Details are included in the plan.

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:

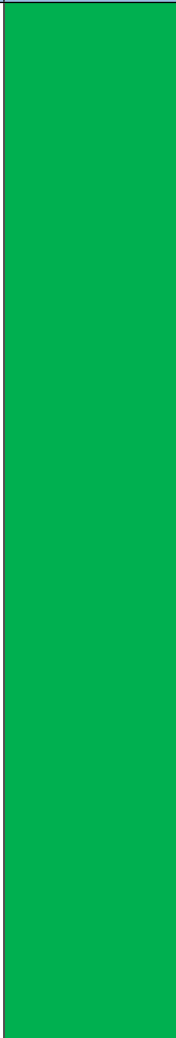
- 1.1 Improved timeliness of EHC Plans.
- 1.2 Improved quality of EHC Plans.
- 1.3 Improved culture of co-productivity and greater engagement with children and families and agreement among all contributors that SEND is “everybody’s business”.
- 1.4 Good quality health advice that accurately reflects 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:

These are the key impact measures to determine the success of Priority 1 of this plan. Further detail about the impact of each action is included in the table below.

1. An improvement in the timeliness of EHCPs to achieve an average of at least 65% within a 12 month rolling period by December 2023, (above national average).
2. Improvement in the number of positive responses of the Statutory Assessment parent / carer satisfaction survey. Following the completion of the survey to acquire an initial baseline. Comparing to baseline results (established in July 2022), 10% improvement by July 2023, 25% by July 2024, and working towards at least 51% of parents reporting a positive experience by December 2024.
3. Children & young people feel genuinely heard and able to influence outcomes, not just individual level but also on a strategic level. Following a baseline student feedback survey in October 2022 with particular reference to the voice of the child, improvement of 25% from the baseline by October 2023 with at least 51% of children & young people reporting a positive experience by October 2024.
4. An improvement in performance so that by December 2023 at least 60% of advice reports are completed and returned within the 6-week timescale.
5. 60% of the statutory assessment workforce has training in the first year, 80% in the second year and 90% of the workforce will be trained by the third year.
6. At least 60% of new EHCPs achieve a pass rate against QA tool by December 2023.

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
1.1 Improved timeliness of EHC Plans								

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
<p>1.1.1</p> <p>IM 2 & 3</p> <p>Page 62</p>	<p>Conduct a full service review of SEND assessment - considering all aspects of the service- including staffing structure and process, to improve the experience of children parents and carers.</p>	<p>July 2022</p>	<p>Charlotte Finch (Head of SEND)</p>	<p>Transformation Team, SEND Assessment Team</p>	<p>10 days</p> <p>Financial implication of external scrutiny TBD</p>	<p>SEND assessment team redesign fully implemented.</p> <p>Process maps in place.</p>	<p>Children and Families will have a positive experience of the statutory assessment service. This will be evidenced by improvement in the number of positive responses of the statutory parent /carer satisfaction survey. Following the completion of the survey to acquire an initial baseline. Comparing to baseline results, 10% improvement by July 2023, 25% by July 2024, and working towards at least 51% of parents reporting a positive experience by December 2024.</p> <p>Following a baseline student feedback survey in October 2022 with particular reference to the voice of the child,</p>	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
							improvement of 25% from the baseline by October 2023 with at least 51% of children & young people reporting a positive experience by October 2024.	
1.1.2 IM 1 & Page 63	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.	November 2022	Bunmi Lawson (DMO), Karen Kromolicki (DCO)	ICFT, PCFT	30 days ICFT IT & Business intelligence 15 days	<p>Existing and new KPIs need to be recorded and projected performance understood and monitored.</p> <p>Process to receive timely data established.</p> <p>Regular monitoring meetings to be established.</p> <p>Effective governance put in place.</p> <p>Individual organisations need to ensure that</p>	<p>Improvement in quality and timeliness of health advice to EHCPs so that an improvement in performance is seen and by December 2023 at least 60% of advice reports are completed and returned within the 6-week timescale.</p> <p>Families will have a clear understanding of when health advice has been provided in the EHCP process.</p>	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating	
Page 64						<p>appropriate internal reporting is in place.</p> <p>Quarterly reports to the SEND.</p> <p>Robust mechanism established to ensure that feedback from families is received.</p> <p>Annual report presented to the CCG Board.</p>			
	<p>1.1.3</p> <p>IM 1, 2, & 3</p>	<p>EHCP Timeliness Recovery Plan reviewed and implemented.</p>	<p>January 2023</p>	<p>Wendy Young (Deputy Head of SEND)</p>	<p>Health, Social Care, EP Service</p>	<p>30 days</p>	<p>Reviewed recovery plan and 2 weekly monitoring meeting in place.</p> <p>Monthly timeliness monitoring reporting shows improving trend with impact reported by families.</p>	<p>Reduction in the time that parents/carers are waiting for completed EHC assessment, due to reduced time for advices to be completed and returned.</p> <p>An improvement in performance so that by December 2023 at least 60% of advices are completed and returned within the 6-week timescale.</p>	
	<p>1.1.4</p>	<p>Review the process for responding to statutory requests for advice from</p>	<p>September 2022</p>	<p>Wendy Young (Deputy Head of SEND) , Karen Kromolicki (DCO)</p>	<p>ICFT, PCFT, EPS, SEND Assessment Team, CSC</p>	<p>15 days</p>	<p>Working Group to be established.</p>	<p>Completed and returned within the 6-week timescale.</p>	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
<p>IM 1, 2, & 3</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Page 65</p>	<p>all services (health, CSC, schools, EPS) that includes improving EHCP administration processes.</p>				<p>Additional staffing resource as identified in 5.1</p>	<p>Develop and implement work stream meeting documentation.</p> <p>Standard operating procedures in place.</p>	<p>An improvement in the timeliness of EHCPs to achieve an average of at least 65% within a 12 month rolling period by December 2023.</p> <p>Children and families will have faster access to assessment and better understand need as a consequence. Parents/carers also feel that as a result of improved assessment, the child's needs are better understood by their child's school.</p> <p>This will be evidenced by positive statutory parent / carer satisfaction survey responses on specific questions relating to timeliness and quality of assessment. Comparing to baseline results, 10% improvement by July</p>	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
							2023, 25% by July 2024, and working towards at least 51% of parents reporting a positive experience by December 2024.	
1.1.5 IM 4 Page 66	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	<p>Work stream needs to be established.</p> <p>Recruitment of Health EHCP administration tracker</p> <p>Standard Operating Procedures put in place.</p> <p>Timely monitoring of data to understand and ensure progress is on track.</p>	<p>Timely response for health advice in the EHCP process so that an improvement in performance is seen and by December 2023 at least 60% of advice reports are completed and returned within the 6-week timescale.</p> <p>Families will have a clear understanding of when health advice has been provided in the EHCP process.</p>	
1.2 Improved Quality of EHC Plans								
1.2.1 IM 2 & 6	EHCP Quality Improvement Schedule established and Implemented and Quality	January 2023	Wendy Young (Deputy Head of SEND)	Health, Social Care, EPS, School leaders	30 days	Statutory Assessment parent / carer surveys issued as part of QA process.	Children and families have a more positive experience of the statutory assessment process, enabling faster	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
Page 67	Assurance Audit process in place.					<p>Positive engagement from all services, improved practice observed through moderation and peer review.</p> <p>Regular reports to SENDIG.</p> <p>Regular quality reports to CCG Quality Performance & Action Group.</p>	<p>access to support and appropriate provision. This will be evidenced by improvement in the number of positive responses of the statutory parent / carer satisfaction survey. Following the completion of the baseline survey. Comparing to baseline results, 10% improvement by July 2023, 25% by July 2024, and working towards at least 51% of parents reporting a positive experience by December 2024.</p> <p>At least 60% of new EHCPs achieve a pass rate against QA tool by December 2023.</p>	
	1.2.2	Identify and secure an EHCP CPD framework, addressing all aspects of the EHC assessment - delivered to all	May 2022-repeated 3 monthly	Wendy Young (Deputy Head of SEND) [Claire Jackson (Principal	NASEN, ICFT, PCFT	Training time 2 hours sessions	Training programme promoted and attended by stakeholders with	Improved performance from all EHCP contributors, enables a more positive experience of the assessment

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
IM 2 & 5 Page 68	contributing personnel and partners. Secure agreement and delivery of a rolling training programme to assure consistency and quality and informs induction and CPD.		Educational Psychologist), Lynn Barnett (Partnership Manager), Karen Kromilicki (DCO), Daniel Murphy (Service Unit Manager, CSC), Jo Robinson (Team Manager Prep for Adulthood)]		available every 3 months	positive training evaluations. Evidence of improvements in practice via audit programmes. Reports to SENDIG. Reports to CCG Quality, Performance & Action Group.	experience for children and families. This will be evidenced by, comparing to baseline results, 10% improvement by July 2023, 25% by July 2024, and working towards at least 51% of parents reporting a positive experience by December 2024. At least 60% of the statutory assessment workforce has training in the first year, 80% in the second year and 90% in the third year.	
	1.3 Improved culture of co-productivity & greater engagement with children and families and agreement among all contributors that SEND is “everybody’s business”							
IM 2	Establish systematic co-production opportunities with parent groups to measure satisfaction levels.	September 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	Area Parent Satisfaction Survey specifically asks for a satisfaction rating on the pupil and family voice.	Children and families feel genuinely heard and able to influence outcomes, not just on a child level but also on a strategic level. Evidenced via area parent feedback survey, with particular reference	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
							to the voice of the parent/ carer/ child questions. Improvement of 10% by July 2023, 25% by July 2024, and working towards at least 51% of parents reporting a positive experience by December 2024.	
1.3.2 IM 3 Page 69	Establish 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 co-production 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.	Children & young people feel genuinely heard and able to influence outcomes, not just individual level but also on a strategic level. Following a baseline student feedback survey in October 2022 with particular reference to the voice of the child, improvement of 25% from the baseline by October 2023 with at least 51% of children & young people reporting a positive experience by October 2024.	
	1.3.3 IM 3	Annual SEND student conference established to create a celebration of achievements, success and best practice.	May 2023 and repeated annually	Mark Whitehead (Head of Operation Services, Adults)	Parent and carer forum (OKE), schools, Preparation for Adulthood, EPS	Funding required for venue hire, publicity, refreshmen	Conference established in annual calendar promoted via the Local Offer shared and reported by school leader fora.	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
Page 70					ts, transport, etc.	<p>Evaluation completed by young people following conference.</p> <p>Children and Young people actively influence and coproduce SEND Strategy. Strategy innovation leading from child/ young person voice will be clearly referenced in all documentation (SENDIG minutes, reports submitted via board etc.).</p>	There will be evidence of positive change as a result of their influence- in that strategy innovation leading from child & young person voice will be clearly referenced in all documentation (SENDIG minutes, reports submitted via board etc.).	
	1.4 To provide good quality health advice that accurately reflects the Children and Young People's needs							
1.4.1 IM 2, 4 & 6	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.	November 2022	Bunmi Lawson (DMO), Karen Kromolicki (DCO)	ICFT, PCFT	15 days [plus actual audit time]	<p>Programme established and shared.</p> <p>Procedure including recording of findings established and agreed.</p> <p>Audits carried out by appropriate personnel</p>	<p>Children & Families have a more positive experience of the statutory assessment process, enabling faster access to support and appropriate provision.</p> <p>This will be evidenced by improvement in the</p>	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
Page 71						<p>Recommendations and implications from the audits shared to the Health SEND Group to ensure good practice and any remedial actions are understood.</p> <p>Quarterly report to SENDIG and CCG Quality, Performance & Action group.</p> <p>Policies and procedures reflect audit findings.</p>	<p>number of positive responses of the statutory parent / carer satisfaction survey. Following the completion of the baseline survey. Comparing to baseline results, 10% improvement by July 2023, 25% by July 2024, and working towards at least 51% of parents reporting a positive experience by December 2024.</p> <p>An improvement in performance so that by December 2023 at least 60% of advice reports are completed and returned within the 6-week timescale.</p> <p>At least 60% of new EHCPs achieve a pass rate against QA tool by December 2023.</p>	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
1.5 Professionals are confident that the established quality assurance processes are appropriately supportive & challenging and will increase the quality of EHC Plans.								
<p>1.5.1</p> <p>IM 4, 5 & 6</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Page 72</p>	<p>Increase capacity of Designated Medical Officer role.</p>	<p>February 2022</p>	<p>Louise Rule (Head of Starting Well), Gill Gibson (Director of Nursing, Quality & Safeguarding)</p>	<p>ICFT</p>	<p>£40,000</p>	<p>Additional capacity put in place – appoint DCO.</p> <p>Ensure DCO/DMO are on all relevant meetings & networks.</p> <p>Ensure DCO/DMO are embedded as part of the Quality & Safeguarding Team.</p> <p>Ensure an effective working relationship is set up with the PCF.</p> <p>Ensure effective working relationship is established with the LA.</p> <p>Develop relevant audit and training programmes</p>	<p>An improvement in performance so that by December 2023 at least 60% of advice reports are completed and returned within the 6-week timescale.</p> <p>60% of the statutory assessment workforce has training in the first year, 80% in the second year and 90% of the workforce will be trained by the third year.</p> <p>At least 60% of new EHCPs achieve a pass rate against QA tool by December 2023. Ensure that health providers and the CCG are able to meet their SEND statutory obligations.</p>	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
<p>1.5.2</p> <p>IM 4, 5 & 6</p> <p>Page 73</p>	<p>Produce and publish guidance for health providers on the EHC needs assessment process.</p>	<p>October 2022</p>	<p>Bunmi Lawson (DMO), Karen Kromolicki (DCO)</p>	<p>ICFT, PCFT</p>	<p>15 days</p>	<p>Guidance produced.</p> <p>Guidance shared and understood.</p> <p>Quarterly Quality Assurance report to SEND Executive.</p>	<p>An improvement in performance so that by December 2023 At least 60% of advice reports are completed and returned within the 6-week timescale.</p> <p>60% of the statutory assessment workforce has training in the first year, 80% in the second year and 90% of the workforce will be trained by the third year.</p> <p>60% of new EHCPs achieve a pass rate against QA tool by December 2023. Ensure that health providers and the CCG are able to meet their SEND statutory obligations.</p>	<p style="background-color: yellow;"></p>

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

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:	
<i>These are the key impact measures to determine the success of Priority 2 of this plan. Further detail about the impact of each action is included in the table below.</i>	
Page 74	1. Parents and carers report that they are well informed and can see their feedback is reflected in all SEND improvement work. Improvement in the number of positive responses of the area parent / carer satisfaction survey. Following the completion of the survey to acquire an initial baseline (established in July 2022). Comparing to baseline results, 10% improvement by July 2023, 25% by July 2024, and working towards at least 51% of parents reporting a positive experience by December 2024. Fewer complaints received regarding SEND educational provision – complaints categorisation process to be implemented and baseline established by December 2022.
	2. 10% reduction by December 2023 in interim reviews requesting a change of placement – reporting process to be established and implemented by December 2022.
	4. Lower rates of fixed term (FT) exclusions of children and young people with EHCPs as a result of the positive impact of the SEND Sufficiency Plan so that Tameside is in line with, or better than, the national average. The most up to date published data for a full academic year indicates 8.5% of pupils with an EHCP received one or more fixed term exclusions in Tameside, which is more than pupils with an EHCP nationally.
	5. Increase SEND specialist provision across the borough, including the development of satellite bases within mainstream settings, in line with SEND sufficiency strategy to meet need (100 additional places by December 2023).

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
2.1 Increased parental satisfaction – as evidenced in survey returns								
2.1.1 IM 1	Issue and analyse the area parent / carer satisfaction survey of views of SEND network	July 2022	Charlotte Finch (Head of SEND)	Parent and carer forum (OKE)	5 days	Survey issued and responses returned	Family feedback in the area parent / carer satisfaction survey indicates that parents are having a more	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
	and systems.					<p>to establish a baseline.</p> <p>Findings reported to SENDIG.</p> <p>Realistic stretch targets established to measure improvement.</p>	<p>positive experience of the area provision for children and families. This will be evidenced by a 10% improvement by July 2023, 25% by July 2024, and working towards at least 51% of parents reporting a positive experience by December 2024.</p>	
D1.2 Age 1 & 5	Establish an area parent and family satisfaction survey schedule	December 2023	Charlotte Finch (Head of SEND) [Elaine Healey]	Parent and carer forum (OKE)	10 days	<p>Schedule and survey agreed.</p> <p>Analysis process established by December 2022.</p> <p>Complaints categorisation process in place by December 2022- data analysis of complaints relating to pupil voice.</p>	<p>Families report increased confidence, in that they are being regularly asked for their experience of the area provision. By December 2024, at least 51% of parents via area parent / carer satisfaction survey report that they feel they have good opportunity to feedback on their experiences.</p> <p>Annual reduction in complaints relating to parent voice/ experience of area provision following December 2022 baseline.</p>	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
<p>2.1.3</p> <p>IM 1</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Page 76</p>	Set up a Health system navigation post/service via.	December 2022	Karen Kromilicki (DCO); Louise Rule (Head of Starting Well) and Elaine Healey (OKE)	ICFT, PCFT, CCG	£40,000	<p>Navigator service in place – MOU in place.</p> <p>Establish links and clear lines of communication between OKE and providers</p> <p>Ongoing programme of information sessions established.</p> <p>Update Local Offer where required.</p>	Parents and carers report that they are well informed and can see their feedback is reflected in all SEND improvement work. Improvement in the number of positive responses of the area parent / carer satisfaction survey. Following the completion of the survey to acquire an initial baseline. Comparing to baseline results, 10% improvement by July 2023, 25% by July 2024, and working towards at least 51% of parents reporting a positive experience by December 2024.	
<p>2.1.4</p> <p>IM 1</p>	Establish systematic co-production opportunities with parent groups to measure satisfaction levels.	September 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 specifically asks for a satisfaction rating on the pupil and family voice.	Children and families feel genuinely heard and able to influence outcomes, not just on a child level but also on a strategic level. Evidenced via area parent / carer satisfaction survey, with particular reference to the voice of the parent/	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
							carer/ child questions. 10% improvement by July 2023, 25% by July 2024, and working towards at least 51% of parents reporting a positive experience by December 2024.	
2.2 Parents and families feel that they are communicated with well								
IM 1 & 2 Page 77	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. Complaints categorisation process in place by December 2022- data analysis of complaints relating to pupil voice.	Families’ report increased confidence in that they are being regular asked for their experience of the area provision. By December 2024, at least 51% of parents via area parent / carer satisfaction survey report that they feel they have good opportunity to feedback on their experiences. Annual reduction in complaints relating to parent voice / experience of area provision following December 2022 baseline.	
	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	Families’ report increased confidence in that they are being regular asked for their experience of the	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
Page 78						<p>membership agreed by March 2022.</p> <p>Parent and carer forum (OKE) voice captured in meeting records.</p> <p>Complaints categorisation process in place by December 2022- data analysis of complaints relating to pupil voice.</p>	<p>area provision. By December 2024 at least 51% of parents via area parent / carer satisfaction survey report that they feel they have good opportunity to feedback on their experiences.</p> <p>Annual reduction in complaints relating to parent voice/ experience of area provision following December 2022 baseline.</p>	
<p>2.2.3</p> <p>IM 1</p>	<p>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</p>	<p>September 2022</p>	<p>Karen Kromilicki (DCO), Ashleigh Smith (Directorate Manager Children & Young people), Steven Hand (Operational Manager)</p>	<p>Elaine Healey, (Our Kids Eyes)</p>	<p>20 days ongoing commitment</p>	<p>In conjunction with OKE determine what information is required.</p> <p>Produce Information in required format.</p> <p>Update Local Offer as required</p> <p>Establish generic email addresses.</p>	<p>Parents and carers report that they are well informed and can see their feedback is reflected in all SEND improvement work.</p> <p>Improvement in the number of positive responses of the area parent / carer satisfaction survey. Following the completion of the survey to acquire an initial baseline. Comparing to</p>	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
	addresses to be established across all areas so that parents and carers can easily contact services.					Monitor impact of information via ongoing feedback from OKE and Local Offer.	baseline results, 10% improvement by July 2023, 25% by July 2024, and working towards at least 51% of parents reporting a positive experience by December 2024.	
2.3 Parents and carers feel well prepared and have greater involvement in person centred planning								
2.3.1 Page 1, & 4 79	Person-centred planning CPD rolled out across all EHC contributors and SEND Service	Jan 2023	Claire Jackson (Principal Educational Psychologist) [Wendy Young (Deputy Head of SEND)]	EP Service	10-20 days	Statutory assessment parent-satisfaction survey specifically asks parents and carers if they felt their child was at the centre of the assessment process. 60% of the statutory assessment workforce has training in the first year, 80% in the second year and 90% in the third year.	Families have a greater sense of involvement and a more positive experience of the assessment and SEND experience for children and families. This will be evidenced by at least 51% of parent/ carer satisfaction survey responses indicating positive in the first year, growing to 65% in the second year. Improved performance also ensures greater accuracy in describing need and therefore a greater ability to secure the most appropriate provision.	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
Page 80							<p>10% reduction by December 2023 in interim reviews requesting a change of placement – reporting process to be established and implemented.</p> <p>Lower rates of fixed term (FT) exclusions of children and young people with EHCPs so that Tameside is in line with, or better than, the national average. The most up to date published data for a full academic year indicates 8.5% of pupils with an EHCP received one or more fixed term exclusions in Tameside, which is more than pupils with an EHCP nationally.</p>	
	<p>2.3.2 IM 1, 2 & 5</p>	<p>Parent consultation sessions (ref 2.1.4) gather parental views on optimum models of person centred planning</p>	<p>Sept 2022</p>	<p>Claire Jackson (Principal Educational Psychologist) [Charlotte Finch (Head of SEND) Elaine Healey]</p>	<p>Parent and carer forum (OKE), EP, SEND</p>	<p>2 days</p>	<p>Parents views evident in training delivery model.</p> <p>Complaints categorisation</p>	<p>Parents/carers feel greater involvement and genuinely able to shape service delivery. At least 51% by December 2024 parents/carers report via survey</p>

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
Page 84						process in place by December 2022- data analysis of complaints relating to pupil and family voice.	that they feel their families' needs are understood- in response to specific questions on understanding of family and child need. Fewer complaints received in relation to parent and child voice. Baseline to be established in December 2022 via complaints categorisation process by December 2022.	
	2.4 Successful completion and delivery of the area SEND sufficiency Plan.							
IM 3, 4, & 5	Establish a SEND Sufficiency strategy group, to create a strategic plan and monitor capacity and provision.	September 2022	Charlotte Finch (Head of SEND), Pierre Coiffait (Headteacher, Hawthorns Special School)	School leaders, EI&P, Access Service, Finance, Commissioning	15 days	<p>Membership and schedule agreed by July 2022.</p> <p>Plan agreed via SENDIG and local governance mechanism.</p> <p>Complaints categorisation process in place by December 2022- data analysis of</p>	<p>Parent/ carers and children feel increased satisfaction with the child's school placement.</p> <p>. 10% reduction by December 2023 in interim reviews requesting a change of placement – reporting process to be established and implemented. Lower rates of FT exclusions of children and YP with EHCPs as a result</p>	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
Page 82						complaints relating to school provision.	of the positive impact of the SEND Sufficiency Plan so that Tameside is in line with or better than the national average the most up to date published data for a full academic year indicates that pupils with an EHCP (8.5) in Tameside receive more fixed term exclusions than pupils with an EHCP nationally. Fewer complaints received in relation to school provision. Baseline to be established via complaints categorisation process by December 2022.	
	2.4.2 IM 1, 2, 3, & 4	Deliver Strategic SEND Sufficiency Plan	December 2023	Charlotte Finch (Head of SEND), Pierre Coiffait (Headteacher, Hawthorns Special School)	School leaders, EI&P, Access Service, Finance, Commissioning	To be delivered by SEND Project managers. 2 additional posts.	Working with Edge Analytics formulate update accurate SEND demand projections to inform SEND placement planning. Agree Capital Delivery Plans to create new places	Parent/ carers and children feel increased satisfaction with the child's school placement. Evidenced by positive feedback from Ofsted inspectors in routine school inspections. Improvement in the number of positive responses to area parent /

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
Page 83						<p>(100 additional places December 2023)</p> <p>Update reports to SENDIG every other month.</p> <p>Complaints categorisation process in place by December 2022- data analysis of complaints relating to school provision.</p>	<p>carer satisfaction survey-comparing to benchmark survey results, in specific relation to school provision. 10% improvement by July 2023, 25% by July 2024, and working towards at least 51% of parents reporting a positive experience by December 2024.</p> <p>10% reduction by December 2023 in interim reviews requesting a change of placement – reporting process to be established and implemented.</p> <p>Lower rates of fixed term (FT) exclusions of children and young people with EHCPs so that Tameside is in line with, or better than, the national average. The most up to date published data for a full academic year indicates 8.5% of</p>	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
Page 84							<p>pupils with an EHCP received one or more fixed term exclusions in Tameside, which is more than pupils with an EHCP nationally.</p> <p>Fewer complaints received in relation to school provision. Baseline to be established via the complaints categorisation process by December 2022.</p>	

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)

Key	As Progress Report
	Not On Track – Area of Risk
	On Track and Progressing
	Completed
	Impact Evidenced

Outcomes:

- 3.1 Families are aware of and use the local offer and it helps them to find the information they need
- 3.2 The local offer is helping to identify gaps in provision
- 3.3 All services clearly convey their service delivery description and outcomes via the Local Offer
- 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.
- 3.5 The Local Offer is fit for purpose for all families, services and providers.

Impact Measures:
These are the key impact measures to determine the success of Priority 3 of this plan. Further detail about the impact of each action is included in the table below.

1. An increase in site visits to the local offer pages of 25%, from 21,502 per year (excluding the coronavirus specific news pages) to c27,000 by September 2023.
2. 50% of families attending the ‘meet the local offer’ events report them as useful via satisfaction surveys.
3. At least 60% of respondents in the area satisfaction survey being aware of the local offer by September 2023.
4. At least 60% of families aware of the local offer in the survey report finding it useful by September 2023.
5. At least 80% of stakeholders report their pages are up to date when surveyed annually by December 2023.
6. Children and families feel genuinely heard and able to influence outcomes, not just on a child level but also on a strategic level. Evidenced via area parent / carer satisfaction survey, with particular reference to the voice of the parent / carer / child. Improvement on the baseline established in July 2022 of 10% by July 2023, 25% by July 2024, and working towards at least 51% of parents reporting a positive experience by December 2024.

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / 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] IM 1 & 3 Page 86	Establish a multi-agency co-production ownership board 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. 	June 2022	Adrian Rocks (Head of Education Commissioning)	SEND Team, schools, Parent and carer forum (OKE), CCG, ICFT, PCFT, Comms Team	4 days annually Funding for OKE (annual)	A board is established and a ToR agreed with governance to SENDIG. The board offers strategic oversight of the local offer to ensure it meets the 'key purposes' and requirements of SEND Code of Practice and acts as a steering group for Priority 3. The board effectively identifies gaps in the Local Offer as part of the annual report and takes action and feeds back to all stakeholders. Drive ownership of the local offer.	Children and families can access a local offer which is contains the information they need to access the services. We will know this through an increase of 25% in the use of the local offer pages (excluding coronavirus pages) by September 2023. At least 60% of respondents in the area satisfaction survey being aware of the local offer by September 2023.	Board established. Schools identified. Data collection model Sept 22

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
Page 97 3.1.2 [3.3] IM 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	A clear marketing campaign to promote the local offer will be developed to promote awareness of the local offer in its current format.	Families and children will be aware of the local offer and can use it to find the services they need. The annual survey of parents and families will show at least 60% of respondents are aware of the local offer.	Comms Plan produced
	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 developed to understand awareness and use of the Local Offer.		Initial marketing launched With
	Develop attractive family-friendly materials to promote the Local Offer which is sent with standard correspondence relating to EHCPs.	June 2022	Kristiane Sulek	Comms Team, Parent and carer forum (OKE), SEND Team	2 days Design and Print costs	Materials produced to promote the local offer which can be sent to families and children alongside standard correspondence sent by the LA to families when they make contact about their	Families and children feel encouraged to engage with the local offer at a point when they are communicating with the local authority, and can use it to find the services they need as evidenced by the annual survey of parents and families	Needs Update with new branding

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
						child, or through the assessment process.	showing at least 60% of families aware of the local offer in the survey report finding it useful by September 2023.	
3.1.5 IM 2 Page 88	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	<p>A schedule of 'meet the local offer' events is established for the year.</p> <p>Effective surveying of attendees is implemented to capture the impact of the events.</p> <p>Service providers attend and provide useful information about their services.</p>	At least 50% of families attending the 'meet the local offer' events report them as useful via satisfaction surveys.	<p>Schedule of local offer events produced.</p> <p>EH producing a survey.</p>
3.2 The local offer is helping to identify gaps in provision								
3.2.1 IM 1 & 5	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	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	<p>Offer content reviewed and agreed with stakeholders.</p> <p>Changes and redesign of Local Offer website with feedback from</p>	<p>The local offer contains the right information so families find it useful I finding services.</p> <p>We will know this through an increase of 25% in average time spent on the</p>	<p>Review of structure complete August 2022</p> <p>Restructure of pages Sept 2022</p>

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
	and professionals so that they understand what is on offer to meet their needs.					families and stakeholders. Gaps in provision are identified and reported during the review work. A report on gaps in provision is produced and sent to SENDIG.	website (excluding coronavirus pages) by September 2023 and by at least 80% of stakeholders, by December 2023, reporting their pages are up to date when surveyed annually.	List of gaps to be produced
3.2.2 Pages 1-5 IM 6	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) is used to develop proposals for a new website which better meets the needs of families and children.	Children and families feel genuinely heard and able to influence outcomes, not just on a child level but also on a strategic level. Evidenced via area parent feedback survey, with particular reference to the voice of the parent/ carer/ child questions. Improvement of 10% by July 2023, 25% by July 2024, and working towards at least 51% of parents reporting a positive experience by December 2024.	Resources included in cabinet report for October 22 Supplier indicative quotes have been obtained.
3.2.3	Develop, test and launch new local offer website	April 2023	Allan Pearce	SEND Team, schools,	12 days	A new local offer site is developed with	Children and families can access a local offer which	To start following

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
[3.1-3.5] IM 1 & 5 Page 90	including 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	more effective search, better tracking and reporting information. The content and site is co-produced.	contains the information they need to access services. This will be evidenced through an increase of 25% in average time spent on the website (excluding coronavirus pages) by September 2023 and by at least 80% of stakeholders, by December 2023, reporting their pages are up to date when surveyed annually.	cabinet paper
	3.3 All services clearly convey their offer via the Local Offer							
3.3.1 IM 5	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	The current content of the local offer is reviewed and gaps are identified. Gaps are filled through updating the site, or a report to SENDIG identifying where services are missing.	Families have access to up-to-date information on the website and have a clear opportunity to identify where there are gaps in services and have this responded to. 100% of feedback from users submitted via the local offer is captured and responded to in the annual report.	Remapping has identified a number of gaps which are being filled. OKE work to start following cabinet paper in October

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
3.3.2 IM 5 Page 91	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	A report is produced for SENDIG identifying where there are gaps in provision.	At least 80% of stakeholders report their pages are up to date when surveyed annually by December 2023.	Remapping has identified a number of gaps which are being filled. OKE work to start following cabinet paper in October
						Information from the review of the local offer, feedback from families and the PCF is used to identify where services are not available through the local offer. A report is produced for SENDIG and commissioning intentions developed if appropriate. New services will be added to the local offer, these may be commissioned.		
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 IM 3	Promote understanding, insight into and opportunities regarding	September 2023	Adrian Rocks (Head of Education Commissioning) [Mark Whitehead	Comms team, Parent and carer forum, OKE, SEND Team,	2 days	Information on the preparation for adulthood and transition are	Families and children have ready access to information they find helpful in preparing for	Not started

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
	prep for Adulthood on Local offer.		(Head of Operation Services, Adults)]	Schools, post-16 settings		improved on the local offer.	adulthood and transition evidenced by 60% positive response to specific preparation for adulthood questions in the area parent satisfaction survey by December 2023.	
3.5 The Local Offer is fit for purpose for all families, services and providers.								
3.5.1 Page 2 & 92	<p>Ownership Board for the Local Offer steers delivery and commissions an annual review of the local offer. Reviews progress and impact of Priority 3 action plan.</p> <p>Ownership Board identifies and reports where there are gaps in services</p>	October 2022 and recurring	Ownership Board	CLT, ICFT, PCFT, Adults Team, Parent and carer forum (OKE)	4 days annually	<p>Six monthly report into the Local Offer is produced and shared via SENDIG and the Local Offer.</p> <p>Progress against priority 3 is reported.</p> <p>Reports identify gaps in provision in the local offer.</p>	<p>Children and families are clear about the performance of the local offer and how their feedback is being responded to.</p> <p>The annual survey of parents and families will show at least 60% of families are aware of the local offer and at least 60% of families aware of the local offer will report finding it useful by September 2023.</p> <p>At least 80% of stakeholders report their pages are up to date when</p>	Scheduled for October 2022 Steering Group

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
							surveyed annually by December 2023.	

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)

Outcomes:

- 4.1 Successful implementation of the area SEND Sufficiency Plan.
- 4.2 Improved parental satisfaction with education provision.
- 4.3 Increased specialist capacity and capability.
- 4.4 Improved culture of inclusion across all settings.
- 4.5 Annual Review management and monitoring process in place - all Capita one IT systems fit for purpose.

Impact Measures:

These are the key impact measures to determine the success of Priority 4 of this plan. Further detail about the impact of each action is included in the table below.

1. Reduction in independent specialist placements of 20% by September 2024. Currently we have 71 students in independent specialist placements, this will reduce to 55 at the most by September 2024.
2. There is a reduction in fixed term exclusions of children and young people with EHCPs, as a result of the positive impact of the SEND Sufficiency Plan. As a result, Tameside is in line with, or better than, the national average. The most up to date published data for a full academic year indicates 8.5% of pupils with an EHCP received one or more fixed term exclusions in Tameside which is more than pupils with an EHCP nationally.
3. 50% reduction in in-year transition between settings (baseline to be established).
4. Reduction in complaints relating to school placement by September 2024 - baseline to be established by complaint audit by December 2022.

5. Improvement in the number of positive responses of area parent / carer satisfaction survey- comparing to benchmark survey result, with specific focus on school provision. At least 51% by December 2024.

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
4.1 Successful implementation of the area SEND Sufficiency Plan; 4.2 Improved parental satisfaction with education provision; 4.3 Increased specialist capacity and capability.								
4.1.1	See 2.4.1 and 2.4.2							
4.1.2 [4.2, 4.3] Pa 1, 3, 4 5	Increase SEND specialist provision places across the borough, including the expansion of existing settings, the development of satellite bases within mainstream settings and the addition of further resource bases across Tameside.	September 2023	Charlotte Finch (Head of SEND) [Catherine Moseley (Head of Access Services)]	Schools, EPS, SOSS, Access Service	£20,646,000 capital funding identified, with £12.5m allocated to the new Hawthorns School build	<p>40 new specialist places created in September 2023 with the Hawthorns new build.</p> <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>20 new secondary resource base places created in September 2022.</p>	<p>Children and families have access to greater inclusion opportunities due to increased school places in a variety of type settings. Parent/ carers and children feel increased satisfaction with the child's school placement. Evidenced by positive feedback from Ofsted inspectors in routine school inspections.</p> <p>Improvement in the number of positive responses to area parent / carer satisfaction survey-comparing to baseline survey results, in specific relation to school provision. At least 51% by December 2024.</p>	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
Page 95						<p>Complaints categorisation process in place by December 2022 - data analysis of complaints relating to school provision.</p>	<p>10% reduction by December 2023 in interim reviews requesting a change of placement – reporting process to be established and implemented.</p> <p>Lower rates of fixed term (FT) exclusions of children and young people with EHCPs so that Tameside is in line with, or better than, the national average. The most up to date published data for a full academic year indicates 8.5% of pupils with an EHCP received one or more fixed term exclusions in Tameside, which is more than pupils with an EHCP nationally.</p> <p>Reduction in complaints relating to school placement by September 2024 - baseline to be</p>	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
							established by complaint audit by December 2022.	
4.4 Improved culture of inclusion across all settings.								
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 Annual Review management and monitoring process in place - all Capita one IT systems fit for purpose.								
4.5.1 [4.2] IM 2, 3 & 5	Implement Annual Review Recovery Plan. (ref action 1.1, 9.1)	September 2023	Wendy Young (Deputy Head of SEND)	SEND Assessment, Transformation team, HR, Capita One, school leaders, health, CSC	Cost to be determined 20 days	Annual Review schedule delivered within statutory timescales. Area Parent satisfaction survey issued every 6 months, providing evidence of improved satisfaction.	Changes in need/ provision are identified quickly and action is taken quickly. Families therefore have greater confidence that their child's needs are understood and being met. Parent / carers and children feel increased satisfaction with the child's school placement. Evidenced by positive feedback from Ofsted	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
Page 97							<p>inspectors in routine school inspections.</p> <p>Improvement in the number of positive responses to area parent / carer satisfaction survey - comparing to baseline survey results, in specific relation to school provision. 10% improvement in the first year, 25% in the second year working towards at least 51% of parents reporting satisfaction with the school placement after 2 years.</p> <p>Fewer exclusions of children with EHCPs so that by December 2024 there are zero Permanent Exclusions of EHCP learners in a 12 month rolling period.</p> <p>10% reduction by December 2023 in interim</p>	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
							reviews requesting a change of placement – reporting process to be established and implemented.	

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:

These are the key impact measures to determine the success of Priority 5 of this plan. Further detail about the impact of each action is included in the table below.

1. From April 2022, an increase from 24 to 32 ASD assessment slots per month and from and 9 to 15 ADHD assessment slots per month available to meet current demand.
2. By April 2023 a 15% reduction in the number of people waiting for an ASD assessment via a waiting list initiative; currently 303.
3. By April 2023 a 25% reduction in the number of people waiting for an ADHD assessment via a waiting list initiative; currently 184.
4. By April 2023 a 25% reduction in total number of people waiting for CAMHS assessment; currently 200.
5. By April 2023 a 35% reduction in the longest wait for CAMHS assessment; current longest wait 95 weeks.
6. All Children and young people on accessing the Neurodevelopmental pathway report that they have access to effective and appropriate support both pre and post diagnosis (via baseline survey).
7. Young adults (aged 16-18) will have full access to the Neuro Development pathway (ADHD only included since April 2021)
8. By June 2023 75% of children and young people triaged within two weeks or less of referral to Therapy services. New target baseline to be established October 2022.
9. By June 2023 over 70% of Tameside families using the Therapy services report that the assessment process is timely and results in action being taken e.g. service offered and/or advice, support and signposting. New target baseline to be established this year via survey.
10. By June 2023 92% of children will have had their Physiotherapy assessment within 18 weeks. Baseline 45.95%.
11. By June 2023 92% of children will have had their Occupational Therapy assessment within 18 weeks. Baseline 30.43%.
12. By June 2023 92% of children will have had their Speech and Language Therapy assessment within 18 weeks. Baseline 43.4%.
13. By June 2023 92% of children will have had their dietetic assessment within 18 weeks. Baseline 62.38%.
14. By June 2023 92% of children referred to community paediatrics will have had their medical assessment within 18 weeks. Baseline 91.9%.

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress /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								
IM 9 Page 100, 8, 10, 11, 12 & 13	Review and align the Therapy services with the Thrive/Graduated Response to ensure they are effective.	January 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	Offer clarified in relation to Therapy services. Determine wider support available in addition to health service provision. Clarify information about Therapy Services on the Local Offer.	Over 70% of Tameside families using the Therapy service report that the assessment process is timely and results in action being taken e.g. service offered and/or advice, support and signposting.	
	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 to recruitment of staff:- Speech & language therapists Occupational Therapists Physiotherapists Assistant posts Co-ordinator and admin support. Phase 1 completed October 2022. Phase 2 completed February 2023.	By June 2023 75% of children and young people triaged within two weeks or less of referral to Therapy services. By June 2023 over 70% of Tameside EHCP families using Health services report that the assessment process is timely and results in action being taken e.g. service offered and/or advice, support and signposting.	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress /impact & RAG rating
Page 101							<p>By June 2023 92% of children will have had their Physiotherapy assessment within 18 weeks.</p> <p>By June 2023 92% of children will have had their Occupational Therapy assessment within 18 weeks.</p> <p>By June 2023 92% of children will have had their Speech and Language Therapy assessment within 18 weeks.</p> <p>By June 2023 92% of children will have had their dietetic assessment within 18 weeks.</p>	
5.1.3 IM 8 & 9	Agree standard operating procedures for the provision of therapy services across Tameside.	July 2023	Philippa Robinson (Children's Commissioning Project Manager), Ashleigh Smith, Bunmi Lawson	Schools forum / Parent Carer Forum		SOP developed and in place. SOP communicated and understood.	By June 2023 75% of children and young people triaged within two weeks or less of referral to Therapy services.	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress /impact & RAG rating
Page 102 4 & 6 IM 1, 2 & 6							By June 2023 over 70% of Tameside families using the Therapy services report that the assessment process is timely and results in action being taken e.g. service offered and/or advice, support and signposting.	
	Implement the mobilisation project plan following additional investment in CAMHS and the neuro-developmental pathway.	February 2023	Sarah Leah (Associate Director of Operations), Steven Hand (Operational Manager)		Additional resource already in place - £1,500,000.	Phased Approach to recruitment: Phase 1 - Recruitment of Psychological Wellbeing Practitioner & Team Lead staff completed by September 2022; Phase 2 – Recruitment of Mental Health Practitioners completed January 2023.	By April 2023 a 25% reduction in total number of people waiting for CAMHS assessment. By April 2023 a 35% reduction in the longest waiter for CAMHS assessment – current longest wait 95 weeks.	
	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	Additional weekend slots established. Ongoing review put in place.	From April 2022 an increase to 32 ASD assessment slots per month and 15 ADHD assessment slots per month available to meet current demand.	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress /impact & RAG rating
							By April 2023 a 15% reduction in the number of people waiting for an ASD assessment via a waiting list initiative.	
5.1.6 IM 6 Page 103	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	Establish training programme with timescales.	All Children and young people on accessing the Neurodevelopmental pathway report that they have access to effective and appropriate support both pre and post diagnosis (via baseline survey).	
1.7 IM 1, 2, 3, 4, 5 & 6	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.	August 2022	Steven Hand (Operational Manager)	PCFT Information team	None	Targets set and monitored through SENDIG, PCFT & CCG ICB Board, and reported within the CAMHS Outcomes Framework. Positive feedback collected from pre-and post-diagnostic surveys.	From April 2022 an increase to 32 ASD assessment slots per month and 15 ADHD assessment slots per month available to meet current demand. By April 2023 a 15% reduction in the number of people waiting for an ASD assessment via a waiting list initiative.	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress /impact & RAG rating
Page 104							<p>By April 2023 a 25% reduction in the number of people waiting for an ADHD assessment via a waiting list initiative.</p> <p>By April 2023 a 25% reduction in total number of people waiting for CAMHS assessment.</p> <p>By April 2023 a 35% reduction in the longest waiter for CAMHS assessment.</p> <p>All Children and young people on accessing the Neurodevelopmental pathway report that they have access to effective and appropriate support both pre and post diagnosis (via baseline survey).</p> <p>Young adults (aged 16-18) will have full access</p>	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress /impact & RAG rating
							to the Neuro Development pathway	
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 IM 6 Page 105	Increased parent carer offer for families on the Neurodevelopmental 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	Support Offer developed and communicated with families. Qualitative information collected via feedback and surveys	All Children and young people on accessing the Neurodevelopmental pathway report that they have access to effective and appropriate support both pre and post diagnosis (via baseline survey).	
5.2.2 IM 6	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.	March 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	Offer of increased support sessions established. Families identified for support.	All Children and young people on accessing the Neurodevelopmental pathway report that they have access to effective and appropriate support both pre and post diagnosis (via baseline survey).	

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) DSCO – (recruitment in process)

Outcomes:

- 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
- 6.2 Through co-produced training, develop an improved understanding of the EHC Plan process with all social care professionals
- 6.3 Shared Practice Standards for contribution from social care professionals to the EHC Plan process implemented across the service
- 6.4 All requests for statutory assessment will result in the receipt of social care advice, including those not known to social care.

Impact Measures:

These are the key impact measures to determine the success of Priority 6 of this plan. Further detail about the impact of each action is included in the table below.

- Page 106
- 1. At least 85% of social care advice as part of the EHCP assessment will be returned within statutory timescales throughout all social care departments and threshold of involvement by December 2023.
 - 2. 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 by December 2023.
 - 3. 100% of new EHCPs will be informed by appropriate social care advice by December 2023.
 - 4. Children and families have faster access to appropriate assessment. Consequently, children and families have a more positive experience of the statutory assessment service overall. Evidenced by improvement in the number of positive responses to the statutory parent / carer satisfaction survey, following the completion of the survey to acquire an initial baseline by July 2022. Comparing to baseline results, 10% improvement by July 2023, 25% by July 2024, and working towards at least 51% of parents reporting a positive experience by December 2024.

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / 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 IM 1, 3 & 4	New Designated Social Care Officer (DSCO) role implemented	September 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	Children and families will have greater confidence that the assessment is holistic and thorough and that all the	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
Page 107						<p>plans and assessments and promoting inclusive practice.</p> <p>Quarterly audit of plans in places shows improvement by January 2023.</p> <p>The DSCO will disseminate SEND best practice models and statutory requirements across social care teams, to improve contributions to the statutory assessment process.</p>	<p>child's needs are captured, ensuring appropriate provision is in place.</p> <p>Children and families have a more positive experience of the statutory assessment process overall, enabling faster access to support and appropriate provision. This will be evidenced by improvement in the number of positive responses to the statutory parent /carer satisfaction survey, following the completion of the survey to acquire an initial baseline. Comparing to baseline results, 10% improvement by July 2023, 25% by July 2024, and working towards at least 51% of parents reporting a positive experience by December 2024.</p>	
	<p>6.1.2</p> <p>IM 1, 3 & 4</p>	<p>Convene a meeting of Children's Social Care (CSC) leaders to develop and agree a shared understanding of the</p>	<p>December 2022</p>	<p>Daniel Murphy (Service Unit Manager, CSC) [Joanne Brown, David Lamb (Service Unit Manager, Cared for Children</p>	<p>Early Help, SEND Service, CSC</p>	<p>3 days</p>	<p>Meeting convened with agreed actions to address this priority area.</p>	<p>Over a two-year period, quality is improved and greater contribution from social care ensured. Families have greater confidence in the</p>

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
Page 108	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.		Services), Kim Scragg (interim Head of CIN/ CP), Wendy Young (Deputy Head of SEND) , Kerry Dalston (ISCAN Team Manager), Lorraine Hopkins (Head of Early Help, Neighbourhoods and Early Years)]			Task and finish group established and meeting schedule agreed.	assessment process as an holistic assessment, evidenced by improvement in the number of positive responses to the statutory parent / carer satisfaction survey, following the completion of the survey to acquire an initial baseline by July 2022. Comparing to baseline results, 10% improvement by July 2023, 25% by July 2024, and working towards at least 51% of parents reporting a positive experience by December 2024.	
	6.1.3 IM 1 & 4	Develop a monitoring and oversight process for timeliness and quality of social care professionals' contribution to EHC Plans (see priority 1-outcomes 1.1, 1.3, 1.4, and actions 1.2.1, 1.3.1)	January 2023	Kim Scragg (Head of Child Protection and Children in Need)	CSC, SEND Assessment Team, Nasen	10 days	Team specific weekly compliance data reported to all Team and Service Unit Managers, on completion of CSC contribution to EHC Plans within statutory timescales.	Children and families have faster access to appropriate assessment. Consequently, children and families have a more positive experience of the statutory assessment service overall. Evidenced by improvement in the number of positive responses to the statutory parent / carer satisfaction survey, following the completion of the survey to acquire an initial baseline

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
Page 109						Complaints categorisation process in place by December 2022- data analysis of complaints relating to pupil voice.	by July 2022. Comparing to baseline results, 10% improvement by July 2023, 25% by July 2024, and working towards at least 51% of parents reporting a positive experience by December 2024. Similarly there will be a reduction in the number of complaints relating to the quality of social care advice and timeliness of assessment. (Complaints baseline to be established by December 2022).	
	6.1.4 [6.4] IM 3 & 4	Implement the improved process for social care contribution to EHC Plans in both the Early Help and CSC section of LCS (Liquid Logic). This will include a process to ensure all children, including those not known to social care, receive a social	January 2023	Kim Scragg (Head of Child Protection and Children in Need)	CSC, SEND Assessment Team	20 days	There will be a single shared process across LCS and EHM (Early Help Module) for all children open to CSC. Universal advice process in place led by the DSCO.	Children and families are confident that the assessment is holistic and thorough and that all the child's needs are captured, ensuring appropriate provision is in place. Children and families have a more positive experience of the statutory assessment process overall, enabling

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
	care advice as part of the EHC assessment.						faster access to support and appropriate provision. This will be evidenced by 10% improvement by July 2023, 25% by July 2024, and working towards at least 51% of parents reporting a positive experience by December 2024.	
6.2 Through co-produced training, develop an improved understanding of the EHC Plan process with all social care professionals								
Page 11 of 11 1, 3 & 4	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.	January 2023 repeated three times a year	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. In place by January 2023 Level of understanding among CSC staff is enhanced leading to greater timeliness, compliance and	Improved performance from social care contributors, enables a more positive experience of the assessment experience for children and families. Evidenced by improvement in the number of positive responses to the statutory parent / carer satisfaction survey, following the completion of the survey to acquire an initial baseline by July 2022. Comparing to baseline results, 10% improvement by July 2023, 25% by July 2024, and working towards at least 51% of parents reporting a positive	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
Page 111						<p>improvement in quality as observed through peer review.</p> <p>Complaints categorisation process in place by December 2022- data analysis of complaints relating to pupil voice.</p>	<p>experience by December 2024.</p> <p>Improved performance also ensures greater accuracy in describing need and appropriate provision. Evidenced by a reduction of fixed term exclusions of children and young people with EHCPs. As a result, Tameside will be in line with, or better than, the national average. The most up to date published data for a full academic year indicates 8.5% of pupils with an EHCP received one or more fixed term exclusions in Tameside which is more than pupils with an EHCP nationally.</p> <p>Fewer incidents of interim reviews requesting amendment and a change of setting (baseline and metric to be established be a reduction in the number of complaints relating to quality of social</p>	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
							care advice and timeliness of assessment. (Complaints baseline to be established by December 2022).	
6.2.2 IM 4 Page 112	Every social care team to identify a SEND champion who will attend SEND events and training such as the "Meet the Local Offer" event.	December 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.	Families report greater confidence that all professionals working with/ for their family understand both SEND and their child's needs. evidenced by improvement in the number of positive responses to the area parent /carer satisfaction survey, following the completion of the survey to acquire an initial baseline, with specific reference to questions around the understanding of the child's needs. Comparing to baseline results, 10% improvement by July 2023, 25% by July 2024, and working towards at least 51% of parents reporting a positive experience by December 2024.	
6.2.3	Quality Assurance and Practice Standards	January 2023	Tony Decrop (Assistant Director of Children's Services), [DSCO]	CSC, SEND Assessment Team, Early Help	10 days	Quality assurance protocol in place.	Improved performance from social care contributors, enables a more positive	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
IM 1, 2, 3 & 4	established for CSC and Early Help.					<p>Quarterly audit of plans in places shows improvement by September 2023.</p> <p>Complaints categorisation process in place by December 2022- data analysis of complaints relating to pupil voice.</p>	<p>experience of the assessment experience for children and families and greater confidence in the process overall. This will be evidenced by improvement in the number of positive responses to the statutory parent /carer satisfaction survey, following the completion of the survey to acquire an initial baseline, with specific reference to questions around the understanding of the child’s needs. Comparing to baseline results, 10% improvement by July 2023, 25% by July 2024, and working towards at least 51% of parents reporting a positive experience by December 2024.</p> <p>In addition there will be a reduction in the number of complaints relating to the quality of social care advice and timeliness of assessments.</p>	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
							(Complaints baseline to be established by December 2022).	
6.3 Shared Practice Standards for contribution from social care professionals to the EHC Plan process implemented across the service								
6.3.1 [6.4] IM 1, 2, 3 & Page 114	Develop and implement Practice Standards for the contribution from social care professionals to the EHC Plan process.	January 2023	DSCO	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.	Improved performance from social care contributors, enables a more positive experience of the assessment experience for children and families and greater confidence in the process overall. This will be evidenced by improvement in the number of positive responses to the statutory parent / carer satisfaction survey, following the completion of the survey to acquire an initial baseline, with specific reference to questions around the understanding of the child's needs. Comparing to baseline results, 10% improvement by July 2023, 25% by July 2024, and working towards at least 51% of parents reporting a positive experience by December 2024.	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
							<p>In addition, there will be a reduction in the number of complaints relating to the quality of social care advice and timeliness of assessments. (Complaints baseline to be established by December 2022).</p>	

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)

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:

These are the key impact measures to determine the success of Priority 7 of this plan. Further detail about the impact of each action is included in the table below.

1. A baseline is established (September 2022) to measure improved outcomes for children with SEND; we will benchmark against both statistical neighbours and set a challenge target to match national outcomes by September 2024. (This will be a deliberate stretch target as outcomes achieved by authorities with the same context as Tameside are below national outcomes.)
2. Children and families will see an improvement in the confidence of teachers to support children with SEND evidenced through annual teacher surveys; 10 % improved practitioner confidence reported by September 2023 (from a baseline established by September 2022) until at least 65% confidence is realised by September 2024.
3. At least 40% of schools sign up to the Inclusion Quality Partnership (IQP) by September 2024.
4. Practice in settings is improved as a result of practice sharing between schools evident through case studies, a reduction in incidents of interim reviews requesting amendment and a change of setting - 10% reduction by December 2023 in interim reviews requesting a change of placement – reporting process to be established and implemented - and by improvement on the July 2022 baseline in the number of parents reporting a positive experience of provision in the area parent / carer satisfaction survey: 10% by July 2023, 25% by July 2024, and at least 51% by December 2024.
5. Annual reduction in complaints relating to parent experience of area provision following December 2022 baseline (complaints categorisation process to be implemented and baseline established by December 2022).

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating	
7.1 SEND data is used to understand and improve SEND provision									
Page 117	7.1.2 IM 1	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	Baseline data established Analysis report disseminated to schools annually. Schools use data to identify areas for improvement and strengths in school development plans annually in the summer. Coproduced workforce training programme in place that responds to current and future needs.	Ownership of training needs and an improved CPD offer will improve SEND provision in schools which will be seen in LA SEND end of key stage outcomes. Using the baseline established (September 2022) we will benchmark against both statistical neighbours and a challenge target to meet national outcomes by September 2024.	
	7.1.3 IM 2	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 courses,	Schools and settings aware of CPD programme and accessing it as appropriate. Incentivised by an	Practitioners working directly with children and families will have improved ownership. Teacher training will improve support for children with SEND.	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
Page 118	programme in place across all settings.				strategic oversight, and community of practice. Annual cost of £5,000.	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).	Children and families will see an improvement in the confidence of teachers to support children with SEND evidenced through annual teacher surveys; 10 % improved practitioner confidence reported by September 2023 (from a baseline established by September 2022) until at least 65% confidence is realised by September 2024.	
	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 IM 4	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	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.	Families will recognise that schools are actively engaged in a SEND practice improvement journey and will feel more confident that their child’s needs will be met by the school. This will be evidenced by improvement in the September 2022 baseline in the number of parents reporting a positive	Already engaged with these key groups

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
	through ownership and accountability.						experience of provision in the area parent / carer satisfaction survey: 10% by July 2023, 25% by July 2024, and at least 51% by December 2024.	
7.2.2 IM 4 Page 119	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 deliver this activity twice a year (£2,000 annually)	Themed moderation meetings convened and facilitated bi-annually looking at EHCP implementation, implementation of graduated approach, parent and child voice, and other themes as identified during data collections	Practice consistency is a key outcome that families will experience. Children and families will notice greater inclusion of their voice in education provision. This will be evidenced by improvement in the September 2022 baseline in the number of parents reporting a positive experience of provision in the area parent / carer satisfaction survey: 10% by July 2023, 25% by July 2024, and at least 51% by December 2024.	
7.2.3 IM 3	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	Schools identified for peer reviews through data or self-referral Whole School SEND	40% of schools will be engaged in a Peer SEND Review with actions impacting positively on SEND practice by December 2024. 10% of these will be	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
					estimated); administration (£1,000 annually); training costs £2,000 annually)	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.	captured and shared in case studies.	
7.3 SEND provision in schools and settings is effectively evaluated and LA has clear oversight								
3.1 2 & 4	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, Andrew Foord (Headteacher, Cromwell Specialist School)	Schools Inclusion Committee and T&F Group, TASH, TPC	3 days each, 12 in total	Clear minimum expectations agreed and communicated to families.	Having co-produced the charter, stakeholders (children and families, and schools and settings) will feel that it represents the offer they need. This will be evidenced by improvement on the September 2022 baseline in the number of parents reporting a positive experience of provision in the area parent / carer satisfaction survey: 10% by July 2023, 25% by July 2024, and at least 51% by December 2024; and through annual teacher surveys demonstrating at	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
							least 65% confidence of teachers to support children with SEND by September 2024.	
7.3.2 IM 1 Page 121	Incorporate a bi-annual SEND focus in the systematic review of schools in EI&P	June 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	Meeting minutes evidence SEND focus twice a year. Families will see improved outcomes for children, we will benchmark against both statistical neighbours and set a challenge target to match national SEND outcomes by September 2024.	
7.3.3 IM 4	Design and implement a SEND Data Dashboard for performance information accessible to all SEND managers and front line staff on customer satisfaction data	September 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	The dashboard will monitor improvement and lead to action being taken where improvement is not as rapid as it should be. This will give parents greater confidence in SEND education provision. This will be evidenced by improvement on the September 2022 baseline in	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
						exclusions; reduction in in-year transfers.	the number of parents reporting a positive experience of provision in the area parent / carer satisfaction survey: 10% by July 2023, 25% by July 2024, and at least 51% by December 2024.	
7.3.4 Page 4 & 122	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. Complaint categorisation process completed to allow analysis and understanding.	Parents' views and feelings are converted into meaningful data, allowing action to be taken and system to be improved. Families report increased confidence that their experience of the area provision is influencing strategy: by December 2024 at least 51% of parents report in the area parent / carer satisfaction survey that they feel that they have good opportunities to feedback on their experiences and that their voice makes a difference.	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
							There will be a reduction in complaints relating to parent voice/experience of provision (complaints categorisation process to be implemented and baseline established by December 2022).	
7.3.5 IM 3 Page 123	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 Special School), Andrew Foord (Headteacher, Cromwell 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.	By September 2024, 40% of schools are working towards IQP recognition which will impact positively on SEND practice for children and their families. 10% of these will be captured in case studies.	
7.3.6 IM 3	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 School), Bev Oldham (Headteacher, Discovery Academy); Gus Diamond (Headteacher, All Saints Catholic College), Charlotte Finch (Head of SEND), Jane	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		

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
			Sowerby (Head of Education Improvement and Partnerships)			improvement journey. 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)		
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.	Review of how Ind/NMS school placements are commissioned and the attending contract and an attendant monitoring model is signed off by SENDIG Improved quality placement agreements. Commission for Quality Framework in place. A quality assurance model for	There is greater scrutiny of the services which are delivering for children and their families by Independent and Non Maintained Special Schools. We will know this because 100% of schools will have a contractual agreement in place relating to children's needs.	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
						commissioned services is in place which will hold providers to account more effectively.		

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 The graduated approach as exemplified in Tameside’s ‘Thrive Matching Provision to Need’ (MPTN) document is embedded across Tameside and utilised by 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 training, and sharing of practice between settings.

Impact Measures:

These are the key impact measures to determine the success of Priority 8 of this plan. Further detail about the impact of each action is included in the table below.

- 85% of schools in Tameside access the SEND CPD ‘passport’ by September 2024. 60% of educational settings attend SENDCo networks and evaluations demonstrate that 85% of SENDCos are positive about the impact of the networks on practice by September 2023.
- 60% of education settings report in the annual SENDCo Survey that they use MPTN to support children with SEND in their settings by September 2024.
- Annual SENDCo surveys demonstrate improved confidence in using MPTN and the Assess-Plan-Do-Review (APDR) approach with 10 % improved practitioner confidence reported by September 2023 (from a baseline established by September 2022) until at least 65% confidence is realised by September 2024.
- 4. 40% of schools and settings have accessed the peer coaching support model and case studies demonstrate practice change by September 2024.

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
8.1 Thrive Matching provision to Need is fully embedded across Tameside								
8.1.1 IM 2	Active promotion of the Thrive Matching Provision to Need (MPTN) documents across the networks of schools, early years	November 2022	Erica Douglas-Osborn (Senior Specialist Educational Psychologist) and Claire Jackson (Principal)	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.	Consistent use of a graduated approach to SEND need will mean that children and families see an improvement in the support in schools and settings.	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
Page 12 of 27 8.1.2	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.		Educational Psychologist)			Practice models shared with schools and as part of the MPTN document. Shared at SENDCo forum. Shared at the Local Offer. Shared with school leadership forums.	This will be evidenced by 60% of education settings reporting in the annual SENDCo survey that they use the MPTN document to support children with SEND September 2024.	
	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 July 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:		Erica Douglas-Osborn (Senior Specialist	EPS, SOSS	15 days	Training logs, event registers and	Improved practitioner knowledge will mean that	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
IM 1	Emotionally Friendly Settings, ELSA, EBSA. Education settings to be supported to work towards Emotionally Friendly Settings accreditation.		Educational Psychologist)			evaluations show attendance at training.	children and families see an improvement in SEND support in schools and settings evidenced by 85% of schools in Tameside having accessed the SEND CPD 'passport' by September 2024.	
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 123 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.	Improved practitioner knowledge will mean that children and families see an improvement in SEND support in schools. Annual SENDCo surveys demonstrate improved confidence in using MPTN and the Assess-Plan-Do-Review (APDR) approach with 10 % improved practitioner confidence reported by September 2023 (from a baseline established by September 2022) until at least 65% confidence is realised by September 2024.	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
							85% of schools in Tameside have accessed the SEND CPD 'passport' by September 2024.	
8.2.2 IM 1 & 4 Page 129	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, SOSS	10 days	SEND input into Headteacher induction programme. Headteacher attendance at workshop. Feedback reviewed and used to improve the offer on a regular basis.	Leading a positive inclusive culture starts with the Headteacher and is embedded by SENDCos. Families will benefit from Headteachers accessing training on inclusion as a new leader. This will be evidenced by 85% of schools in Tameside accessing the SEND CPD 'passport' and 40% of schools participating in SEND peer coaching by September 2024.	
8.2.3 IM 1 & 4	Termly SENDCo networks 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, SOSS	5 days	Termly meetings in place, promoted clearly, and well attended. Feedback indicates that the meetings are useful and improving practice.	60% of educational settings attend SENDCo networks and evaluations demonstrate that 85% of SENDCos are positive about the impact of the networks on practice by September 2023.	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
8.2.4 IM 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.	Consistent best practice sharing around SEND will mean that children and families see an improvement in provision. This improvement will be evidenced by 40% of schools and settings have accessed the peer coaching support model and case studies demonstrate practice change by September 2024.	
8.3 Joint training programmes attended by school, setting and college staff which improve practice across the sector								
8.3.1 IM 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	Passport includes, at least: MPTN, Nasen SENDCo qualification (if SENDCo), main areas of need, Quality First practice. Schools have MPTN - 'SEND Children Thrive Action Plans' in place.	Improved practitioner knowledge will mean that children and families experience an improvement in SEND support in schools with 85% of schools in Tameside having accessed the SEND CPD 'passport' by September 2024.	
8.3.2 IM 3	OKE-led training and information days for parents with a focus on the Graduated	Sept 2023	Elaine Healey	EPS	4 days	Parental surveys demonstrate improved understanding.	Parents will feel better informed about the best practice in schools. This will be evidenced by	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
	<p>Response. Coordinated and led by parents with additional expertise from professionals, such as EPS, SOSS, School Leaders, Specialist teachers, therapists. etc.</p>						<p>improvement on the September 2022 baseline in the number of parents reporting a positive experience of provision in the area parent / carer satisfaction survey: 10% by July 2023, 25% by July 2024, and at least 51% by December 2024.</p>	

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)

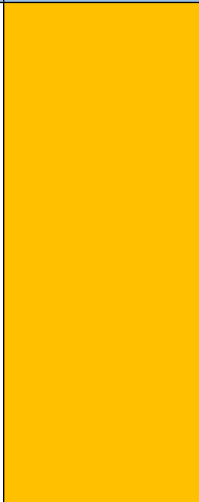
Outcomes:

- 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: *These are the key impact measures to determine the success of Priority 9 of this plan. Further detail about the impact of each action is included in the table below.*

1. 85% of 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, in place by September 2024.
Feedback from children & young people via young people’s fora demonstrates understanding of the transition process and confidence in it. Compared to a baseline of student feedback via a survey, with particular reference to transition, in October 2022 there will be an improvement of 25% by October 2023 with at least 51% of children & young people reporting a positively by October 2024.
Specific feedback on transition from families in the area parent / carer satisfaction surveys shows a more positive experience of the transition process evidenced by and by improvement on the September 2022 baseline in the number of parents reporting a positive experience of provision in the area parent / carer satisfaction survey: 10% by July 2023, 25% by July 2024, and at least 51% by December 2024.
4. LA-identified transition post filled with responsibility to ensure effective SEND transition processes are in place by July 2024.

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
9.1 Timely, strategic and effective programme for review of plans at key transition points established								

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
9.1.1 IM 1 & 3 Page 163	Annual Review recovery plan reviewed and agreed (in line with SEND Assessment Service review).	September 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.	Changes in need/ provision are identified quickly and action is taken quickly. Families therefore have greater confidence that their children's needs are understood and met. 10% reduction by December 2023 in interim reviews requesting a change of placement – reporting process to be established and implemented.	
	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.	Lower rates of fixed term (FT) exclusions of children and young people with EHCPs so that Tameside is in line with, or better than, the national average. The most up to date published data for a full academic year indicates 8.5% of pupils with an EHCP received one or more fixed term exclusions in Tameside, which is more than pupils with an EHCP nationally.	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
Page 13 of 13							Also evidenced by improvement on the September 2022 baseline in the number of parents reporting a positive experience of provision in the area parent / carer satisfaction survey: 10% by July 2023, 25% by July 2024, and at least 51% by December 2024.	
	1.3 Annual Review Recovery Plan delivered and position recovered.	May 2024	Charlotte Finch (Head of SEND)	SEND Assessment Team	150 days	Best Practice Business Review completed. SEND Service full business review completed. Training review for admin staff on use of CAPITA ONE System. Consistent use of internal review pro-forma which enables the review of evidence and	Children and families will have faster access to appropriate support services. Improvement in the timeliness of EHCPs to achieve an average of 65% within a 12 month rolling period by December 2023.	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
						<p>process for decision making to be recorded.</p> <p>Quality Assurance Framework to be developed and robustly implemented.</p>		
9.2 Clear SEND transition protocol and standardized paperwork in place and practice embedded, including targeted approaches								
<p>Page 135</p> <p>IM 2</p>	<p>9.2.1</p> <p>Transition Protocol Working Group established to oversee improved transition arrangements.</p>	July 2022	Simon Brereton (Headteacher, Holy Trinity CE Primary School), Andrew Foord (Headteacher, Cromwell Specialist School)	SEND Assessment Team, EPS, school leadership fora	5 days	<p>Working Group established.</p> <p>Terms of Reference agreed. Chair in place.</p>	Lived experiences of transition will improve. This will be evidenced through feedback from children & young people via young people's fora. Compared to a baseline of student feedback via a survey, with particular reference to transition, in October 2022 there will be an improvement of 25% by October 2023 with at least 51% of children & young people reporting a positively by October 2024.	
	<p>9.2.2</p> <p>Create schools and settings agreed transition protocols and framework across Tameside.</p>	July 2023	Jane Sowerby (Head of Education Improvement and Partnerships)	Schools, EY settings, Post -6 providers, EYQT, SOSS, EPS, PRU Outreach	Possible external programme- cost TBD 6-7 protocol cost- £675 per secondary school.)	<p>Existing transition protocols focus on SEND children.</p> <p>All schools signed up to agreed principles.</p> <p>Process for monitoring the ongoing impact of the protocols established.</p>		<p>Protocols already established on the 6into7 programme</p>

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
9.2.3 IM 2	Pre-school to school assessment documentation standardised to support more seamless transitions.	April 2023; reviewed July 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 IM 2	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 IM 2	Place-based action research projects to develop key areas of practice around transitions.	October 2023	Andrew Foord (Headteacher, Cromwell School) [Simon Brereton (Headteacher, Holy Trinity CE Primary School)]	EEF, schools, EPS	25 days	<p>Transition “best practice” protocols in place across all age ranges and discussed at and shared via children and young people fora allowing pupil voice to be captured and to influence co-production of the protocols.</p> <p>Young people present life experiences of transition at the</p>	<p>Case studies of pupil experience evidence strong transition practices.</p> <p>Compared to a baseline of student feedback via a survey, with particular reference to transition, in October 2022 there will be an improvement of 25% by October 2023 with at least 51% of children & young people reporting a positively by October 2024.</p>	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
						Annual SEND Student Conference.		
9.3 Standardised SEND transition paperwork and data sharing established								
9.3.2 IM 2 Page 137	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.	Standard data sharing process and agreement clearly outlined in a transition protocol so that parents know what to expect. This will be reflected after a baseline of student feedback via a survey, with particular reference to transition, in October 2022 there will be an improvement of 25% by October 2023 with at least 51% of children & young people reporting a positively by October 2024.	

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)

Outcomes:	
<p>10.1 Preparing for Adulthood Plan (PfA) 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 138	<p>1. An increase in % of KS4 cohort with SEND who are in Education & Employment or Training to at least be in line with national average of 89% for 2021 (Tameside at 88% in 2020).</p> <p>2. An increase in annual health checks for 14-25 year olds with a Learning Disability to be at least in line with the National Target of a minimum of 75% in 2022/23. Currently 63% 2021/22.</p> <p>3. Maintain the proportion of people (aged 18+) with LD living in own homes (ASCOF 1G) in Tameside. Ensuring we remain above NW average which was 87% in 2021.</p> <p>4. Area parent / carer satisfaction survey demonstrates an increase in the proportion of the SEND community who feel included in decisions regarding preparation for adulthood. Following the completion of the survey to acquire an initial baseline by July 2022. Comparing to baseline results, 10% improvement by July 2023, 25% by July 2024, and working towards at least 51%+ of parents reporting a positive experience by December 2024.</p> <p>5. Young people feel they have greater insight into the opportunities afforded by the PfA process, including supported internships, and complete an annual SEND survey which show improved satisfaction among learners. Following a baseline survey in October 2022, with particular reference to PfA, improvement of 25% from the baseline by October 2023 with at least 51% of young people reporting a positive experience by October 2024.</p>

Outcome Ref	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / 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/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
10.1.1 IM 4	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	Identify named lead for PFA. SEND Representative in regular attendance at Preparation for Adulthood Meetings, Tameside LD Partnership Board and Tameside Autism Partnership Board which support delivery of all age strategies across GM. Improved parent survey results by Sept 2022.	Clear leadership for Pfa. Evidenced through the area parent / carer satisfaction survey, with relation to specific questions on confidence in the PfA process and outcomes. Following completion of the survey to acquire an initial baseline, we will see 10% improvement by July 2023, 25% by July 2024, and working towards at least 51%+ of parents reporting a positive experience by December 2024 Case studies of pupil experience evidence strong transition practices.	
10.1.2 IM 4	Ensure the governance structures mean that key stakeholders and leaders are held	September 2022	Mark Whitehead (Head of Operation Services, Adults)	ASC, CCG, Education, Children's	24 hours per annum	Refresh of terms of reference and membership with regular implementation	OKE representatives will communicate to parent / carer fora that robust governance structures are in place for young	

Outcome Ref	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
Page 140	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.					<p>updates at each meeting.</p> <p>OKE representative to be invited to all relevant meetings (SENDIG etc.)</p> <p>Performance towards objectives are reported to SENDIG and formal Boards as appropriate.</p> <p>Development and implementation of a PFA Plan for Tameside.</p>	<p>people, leading to increased confidence in the processes in place to support effective PfA. Evidenced through the area parent / carer satisfaction survey, with relation to specific questions on confidence in the PfA process and outcomes. Following completion of the survey to acquire an initial baseline, we will see 10% improvement by July 2023, 25% by July 2024, and working towards at least 51%+ of parents reporting a positive experience by December 2024.</p> <p>Clear actions linked to person centred and outcomes.</p>	
	<p>10.1.3</p> <p>IM 1 & 5</p>	Source training opportunities for young adults through liaison with DfE and	April 2023	Mark Whitehead (Head of Operation Services, Adults) and Sarah Jamieson (Head of Economy,	DfE, National Development Team for Inclusion (NDTI), Economy,	£5,000 per annum conference costs	Training delivered to post-16 stakeholders	Young people feel they have greater insight into the opportunities afforded by the PfA

Outcome Ref	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
Page 141	<p>NDTI, with emphasis on Preparation for Adulthood</p> <p>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 providers for Supported internships.</p>		Employment & Skills)	Employment & Skills		<p>Annual SEND Student Conference survey shows improved satisfaction among learners re Preparation for Adulthood.</p> <p>Increase in supported internships.</p> <p>Dedicated job fairs established to promote supported employment and apprenticeship and career opportunities.</p>	<p>process, including supported internships and completing an annual SEND survey to show improved satisfaction among learners. Following a baseline student survey in October 2022 with particular reference to PfA, there will be an improvement of 25% on the baseline by October 2023 with at least 51% of young people reporting a positive experience by October 2024.</p> <p>% of KS 4 cohort with SEN in Education & Employment or training to at least be in line with national average of 89% for 2021.SEND Destinations – School Leavers Moving On Report 2021: 84.9% EET, 14.1% NEET</p>	

Outcome Ref	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
							(remainder not available). Local target to be established by end of October 2022.	
10.1.4 [see also priority page 1 & page 442]	Review the Transition Protocol and Pathway, consult on and publish in an accessible format	Spring 2023	Jo Robinson (PFA Manager)	Children's Services, Health, Adults, Schools	£3000	Design and develop a co-produced multi agency transition protocol formally agreed and published by end of May 2023. Publication of the documentation on the Adult Social Care Website and the Local Offer, and non-digital offer for those that require it.	Area parent/carer satisfaction survey demonstrates an increase in the proportion of the SEND community who feel included in decisions regarding Preparation for Adulthood and confidence in the process with specific questions relating to parent and young people's voice influencing outcomes, confidence in the process and outcomes. Following the completion of the survey to acquire an initial baseline. Comparing to baseline results, 10%	

Outcome Ref	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
Page 143							<p>improvement by July 2023, 25% by July 2024, and working towards at least 51% of parents reporting a positive experience by December 2024.</p> <p>And improvement of 25% on the baseline for the annual SEND student survey by October 2023 with at least 51% of young people reporting a positive experience by October 2024.</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							
10.2.1 IM 4	Implement a live Tracker (register) in LCS and LAS for all young people predicted to come into adult social care to inform future planning of provision and demand.	September 2022 and ongoing	Jo Robinson	Children's Services, Health, Adults, Education and Schools, Finance, Commissioning CSC and ASC, CCG	20 days	Design and develop a Tracker in LCS and LAS including staff training on the new protocol and recording system.	Young people and their families are offered the right support at the right time to promote positive outcomes. All practitioners will have access to clear information and a single record for people as	

Outcome Ref	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
Page 144							<p>they transition to adulthood.</p> <p>Young people and their families experience a seamless and positive preparation for adulthood experience. Reported via area parent / young person satisfaction survey</p> <p>Evidenced through the area parent satisfaction survey, with relation to specific question on confidence in the transition process between children's to adult services.</p> <p>Comparing to baseline results, 10% improvement by July 2023, 25% by July 2024, and working towards at least 51%+ of parents reporting a positive experience by December 2024.</p>	

Outcome Ref	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
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 IM 1, 2 & 3 Page 145	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 • SEND Improvement and Development Action Plans. 	September 2022	Mark Whitehead (Head of Operation Services, Adults)	Children's Services, Health, Adults, Schools, Employment, Probation Services, user-led groups	8 days	<p>The preparing for Adulthood Plan will form part of the quarterly scheduled reviews undertaken by both Partnership Boards and via SENDIG.</p> <p>There is a clear governance reporting structure in place for monitoring this area with ToR and clear plans.</p> <p>Coordinated multi agency support for the SEND cohort.</p>	<p>Engagement plan developed, and formally agreed, to engage and consult with Parent carers and young people and key stakeholders around setting strategic direction by Sept 2022.</p> <p>ASCOF Proportion of people (aged 18+) with LD living in own homes. The target is to remain above NW average which was 87% in 2021. Current draft performance is 95.9% in 2022. (Client level data will help us drill down to 18-25yr olds from April 2023 onwards).</p> <p>Annual health checks for 14-25 year olds to</p>	

Outcome Ref	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
Page 146							<p>be at least in line with the National Target of 75% in 2022/23. Current performance is 63% in 2021/22.</p> <p>% of KS 4 cohort with SEN in Education & Employment or Training to at least be in line with national average of 89% for 2021. Local target to be established by end of October 2022.</p>	
	10.4 Improved access to health provision that is available for those with more complex needs.							
10.4.1 IM 2	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	<p>Person identified as strategic health Lead for PfA.</p> <p>Co-production programme established to evidence impact of role which will provide baseline data for improvement.</p>	Young people and their families will feel they have been involved in strategic plans to reflect the health priorities and needs of SEND across the health system extending and impacting in to adulthood and are involved in developing them.	

Outcome Ref	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
<p>10.4.2</p> <p>IM 2</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Page 147</p>	<p>Establish robust systems to check the quality of health provision for children and young people preparing for adulthood across Tameside.</p>	<p>June 2022</p>	<p>Lynzi Shepherd (Head of Mental Health and Learning Disabilities, Adrian Rocks (Head of Education Commissioning)/Mark Whitehead (Head of Operation Services, Adults)</p>	<p>PCFT, ICFT, DCO, PARENT CARER FORUM</p>	<p>1 FTE</p>	<p>Review, develop and implement robust monitoring of health checks for children and young people preparing for adulthood across Tameside.</p> <p>Weaknesses in provision identified quickly, challenged and used to inform commissioning.</p>	<p>Young people will be able to take control of the health provision as they prepare for adulthood. This will be monitored through satisfaction with the young people and their involvement with coproducing the quality system mechanisms we will put in place.</p> <p>Families will report an increased satisfaction level with health services involvement and develop a better understanding of what is available to support them and their children throughout the preparation for adulthood.</p> <p>Survey to be carried out to establish baseline targets.</p>	<p style="background-color: yellow;"></p>

Outcome Ref	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
							Annual health checks for 14-25 year olds to be at least in line with the National Target of 75% in 2022/23. Current performance is 63% in 2021/22.	





Key Roles:














TMBC and CCG Officers:

Chief Executive TMBC and Accountable Officer Tameside and Glossop CCG	Sandra Stewart
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

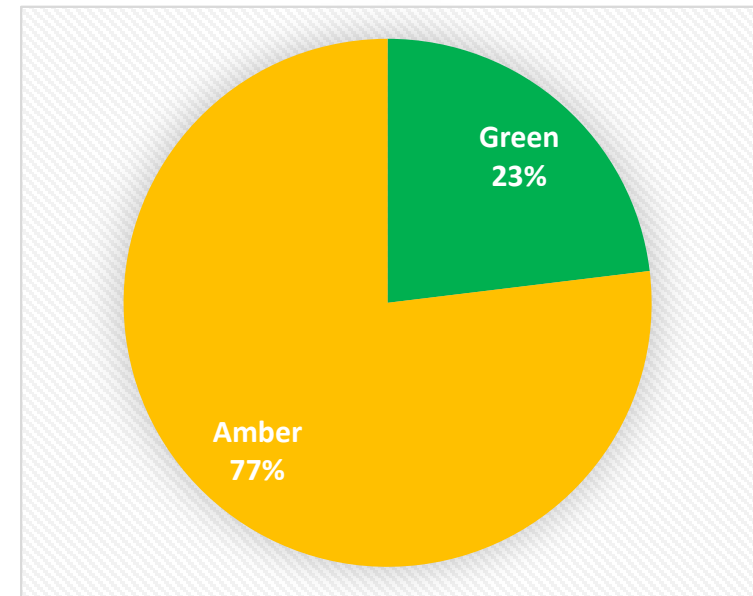
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Priority 1	The endemic weaknesses in the quality and, due to the pandemic, timeliness of EHC plans, which lead to poor outcomes for children and young people with SEND across education, health and care
Lead	Charlotte Finch (Head of SEND), Wendy Young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





Key	As Progress Report
	Not On Track – Area of Risk
	On Track and Progressing
	Completed
	Impact Evidenced












Action Reference	Planned Completion date	Progress
1.1.1	Jul-22	
1.1.2	Nov-22	
1.1.3	Jan-23	
1.1.4	Sep-22	
1.1.5	Sep-22	
1.2.1	Jan-23	
1.2.2	May-22	
1.3.1	Sep-22	
1.3.2	Jan-23	
1.3.3	May-23	
1.4.1	Nov-22	
1.5.1	Feb-22	
1.5.2	Oct-22	

On Track – No ask of SENDIG

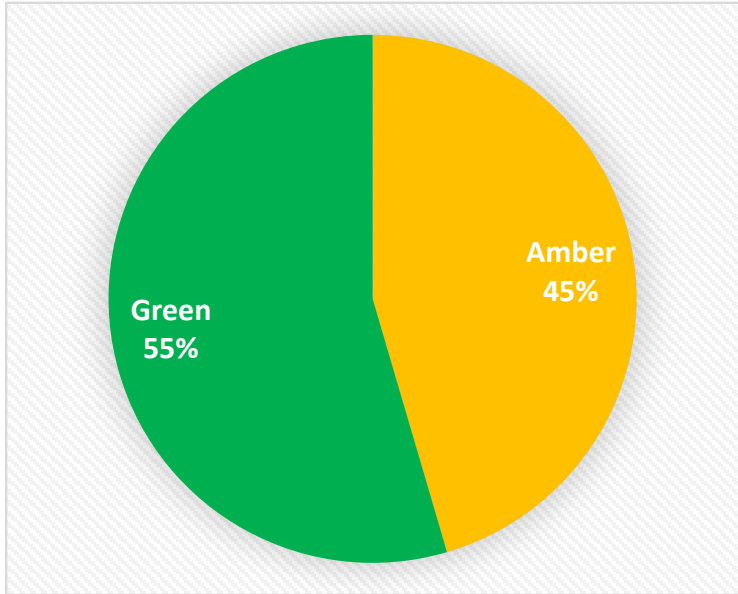


Priority 2	The high level of dissatisfaction among parents and carers with the area's provision
Lead	Charlotte Finch (Head of SEND)





Key	As Progress Report
	Not On Track – Area of Risk
	On Track and Progressing
	Completed
	Impact Evidenced









Action Reference	Planned Completion date	Progress
2.1.1	Jul-22	
2.1.2	Dec-23	
2.1.3	Dec-22	
2.1.4	Sep-22	
2.2.1	May-23	
2.2.2	Mar-22	
2.2.3	Sep-22	
2.3.1	Jan-23	
2.3.2	Sep-22	
2.4.1	Sep-22	
2.4.2	Dec-23	

On Track – No ask of SENDIG

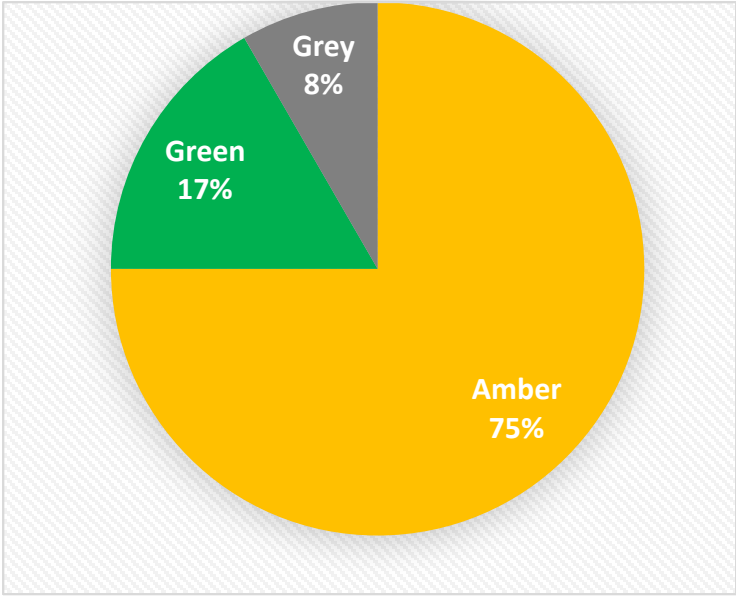


Priority 3	The local offer not being well publicised and not providing parents with the information that they need
Lead	Adrian Rocks (Head of Education Commissioning)

Key	As Progress Report
	Not On Track – Area of Risk
	On Track and Progressing
	Completed
	Impact Evidenced





Action Reference	Planned Completion date	Progress
3.1.1	Jun-22	
3.1.2	Jun-22	
3.1.3	Jul-23	
3.1.4	Jun-22	Needs updating with new branding
3.1.5	Sep-22	
3.2.1	Aug-22	Review complete restructure Sept
3.2.2	Sep-22	
3.2.3	Apr-23	
3.3.1	Aug-22	Await cabinet process Oct 2022
3.3.2	Aug-23	
3.4.1	Sep-23	Due to commence Q4 for end date Sept 2023
3.5.1	Oct-22	






On Track – No ask of SENDIG



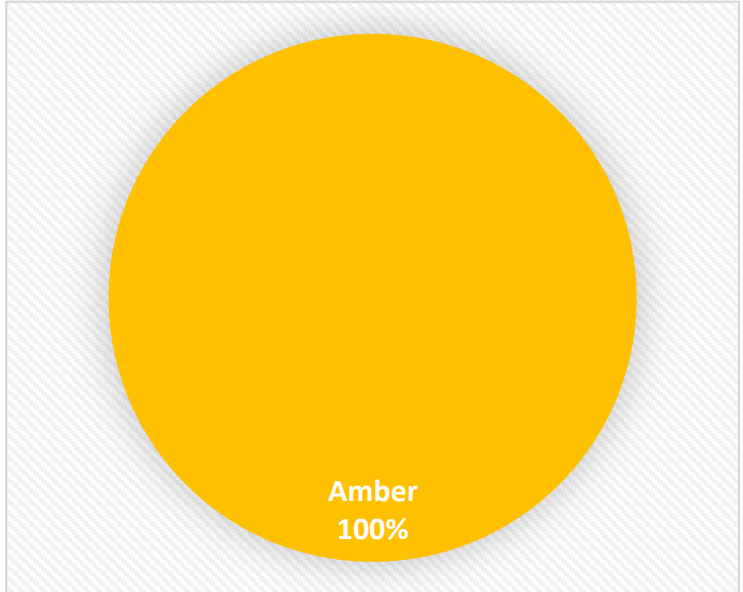
3.4.1 - Not started yet as not due to be complete until Sept 2023

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)





Key	As Progress Report
	Not On Track – Area of Risk
	On Track and Progressing
	Completed
	Impact Evidenced








Action Reference	Planned Completion date	Progress
4.1.1	Sep-23	
4.1.2	Sep-23	
4.4.1		
4.4.2		
4.5.1	Sep-23	

On Track – No ask of SENDIG

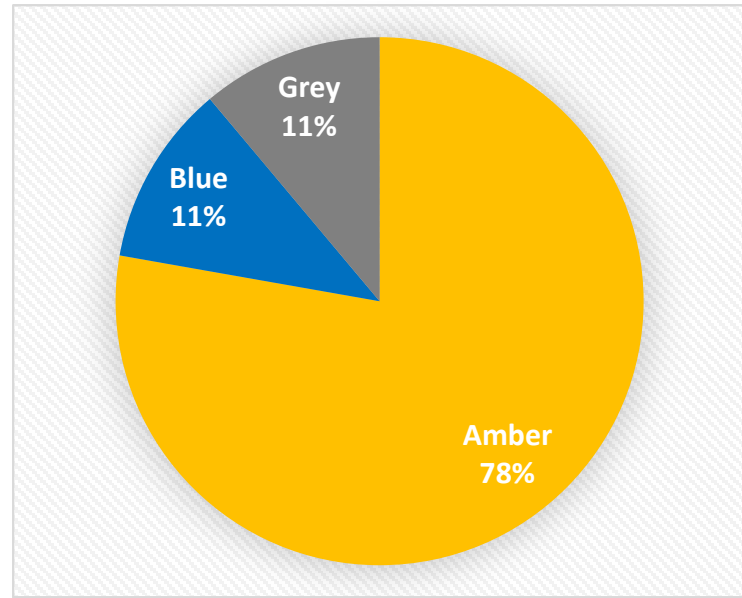


Priority 5	The unreasonable waiting times, which lead to increased needs for children and young people and their families
Lead	Louise Rule (Head of Starting Well)

Key	As Progress Report
	Not On Track – Area of Risk
	On Track and Progressing
	Completed
	Impact Evidenced

Action Reference	Planned Completion date	Progress
5.1.1	Jan-23	Due to commence Q3 with completion scheduled for end of Jan 23.
5.1.2	Feb-23	
5.1.3	Jul-23	
5.1.4	Feb-23	
5.1.5	Mar-23	
5.1.6	Mar-23	
5.1.7	Aug-22	Data now available and being used – weekly reviews of longest waiting time
5.2.1	Mar-23	
5.2.2	Mar-23	





On Track – No ask of SENDIG











5.1.1 work on schedule to start Q3 with completion scheduled for end of Jan 23.

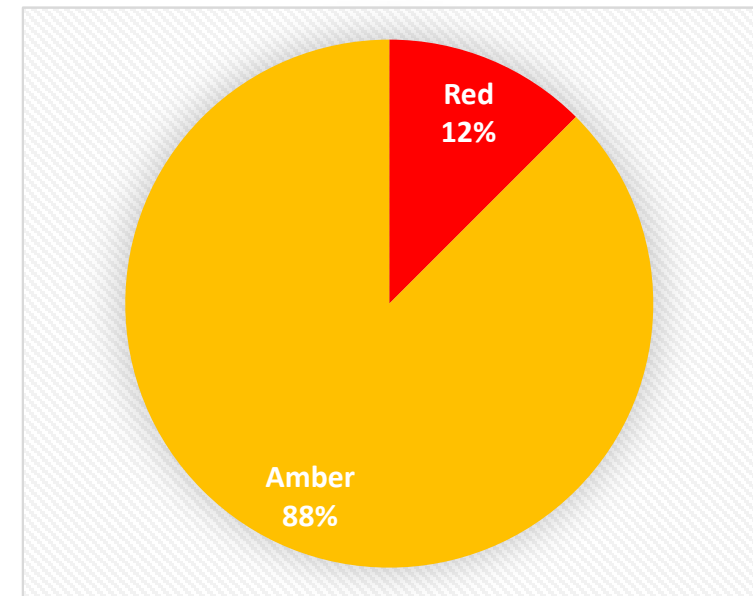
5.1.5 Commission additional Provider to assess children on ADHD pathway waiting lists

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) DSCO – (recruitment in process)

Key	As Progress Report
	Not On Track – Area of Risk
	On Track and Progressing
	Completed
	Impact Evidenced





Action Reference	Planned Completion date	Progress
6.1.1	Sep-22	
6.1.2	Dec-22	
6.1.3	Jan-23	
6.1.4	Jan-23	
6.2.1	Jan-23	
6.2.2	Dec-22	
6.2.3	Jan-23	
6.3.1	Jan-23	







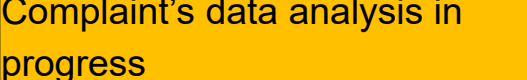



On Track – No ask of SENDIG



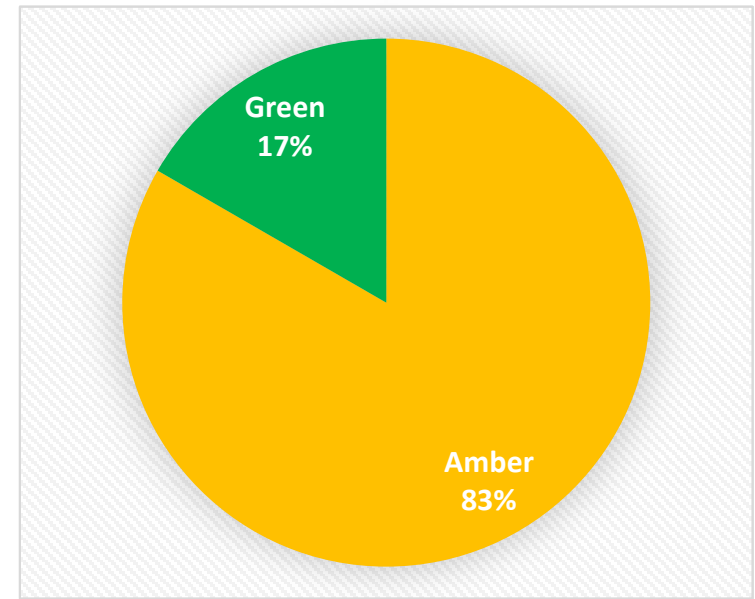
6.1.1 DSCO Job description and Job evaluation completed. Recruitment underway. Red as not in post by target date.

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)

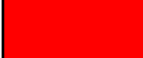



Key	As Progress Report
	Not On Track – Area of Risk
	On Track and Progressing
	Completed
	Impact Evidenced










Action Reference	Planned Completion date	Progress
7.1.2	Nov-22	
7.1.3	Sep-22	
7.2.1	May-22	
7.2.2	Mar-23	
7.2.3	Apr-23	
7.3.1	Jul-23	
7.3.2	Jun-22	
7.3.3	Sep-22	
7.3.4	Aug-22	Complaint's data analysis in progress
7.3.5	Dec-22	
7.3.6	Jun-23	
7.3.7	Dec-22	

On Track – No ask of SENDIG

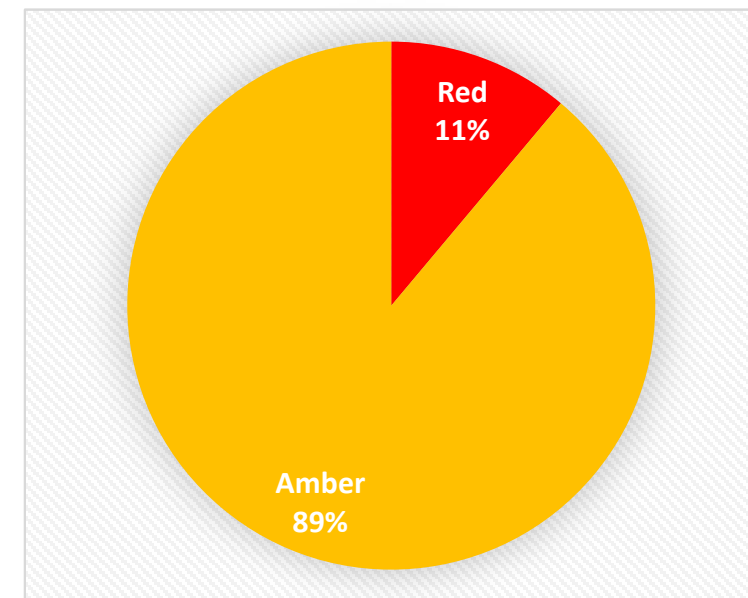


Priority 8	The inconsistent application of a graduated approach across different settings, leading to weaknesses in meeting needs across the area
Lead	Erica Douglas-Osborn (Senior Specialist Educational Psychologist) and Naomi Cartledge (Headteacher, Corrie Primary School and Specialist Resource Base)

Key	As Progress Report
	Not On Track – Area of Risk
	On Track and Progressing
	Completed
	Impact Evidenced





Action Reference	Planned Completion date	Progress
8.1.1	Nov-22	
8.1.2	Jul-23	
8.1.3	No date	
8.2.1	Oct-22	
8.2.2	Oct-22	
8.2.3	Sep-22	
8.2.4	Nov-22	
8.3.1	Jul-22	 Nasen Whole school training
8.3.2	Sept-23	










On Track – No ask of SENDIG



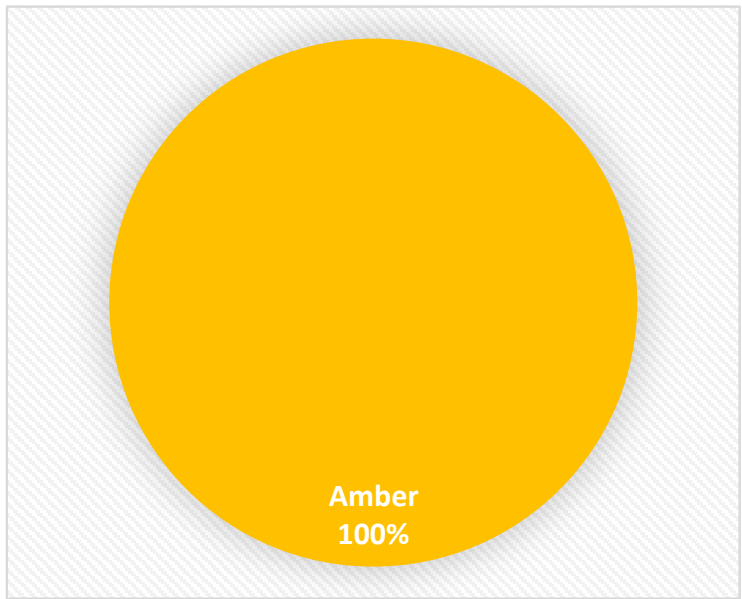
8.3.1 Nasen Whole School Training – details not yet clear. Training may need a longer delivery time to capture more settings. Charlotte is in discussion with DfE but not details are currently available for schools.

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)

Key	As Progress Report
	Not On Track – Area of Risk
	On Track and Progressing
	Completed
	Impact Evidenced





Action Reference	Planned Completion date	Progress
9.1.1	Sep-23	
9.1.2	Jul-22	
9.1.3	May-24	
9.2.1	Jul-22	
9.2.2	Jul-23	
9.2.3	Apr-23	
9.2.4	Sep-22	
9.2.5	Oct-23	
9.3.2	Oct-22	









On Track – No ask of SENDIG



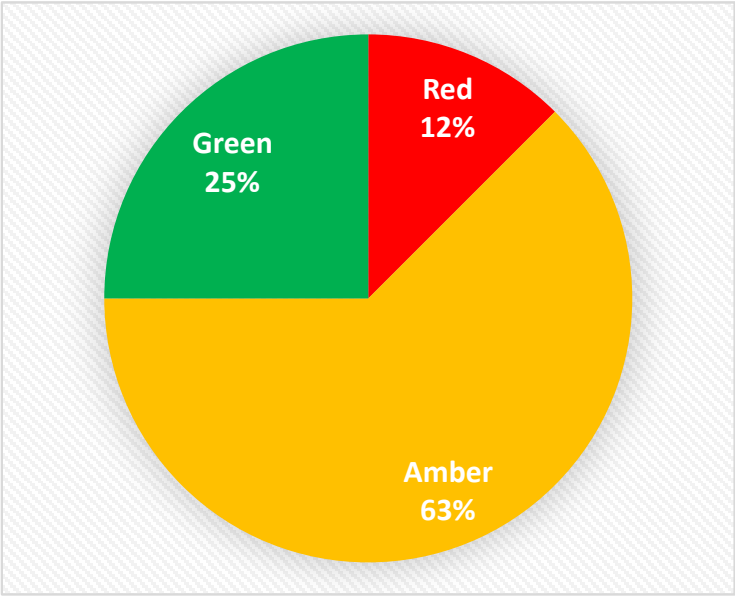
9.2.1 Transition work has been paused due to school summer holidays. This work will be picked up in the next few weeks. There are some capacity issues which will be worked through in the coming weeks.

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)

Key	As Progress Report
	Not On Track – Area of Risk
	On Track and Progressing
	Completed
	Impact Evidenced

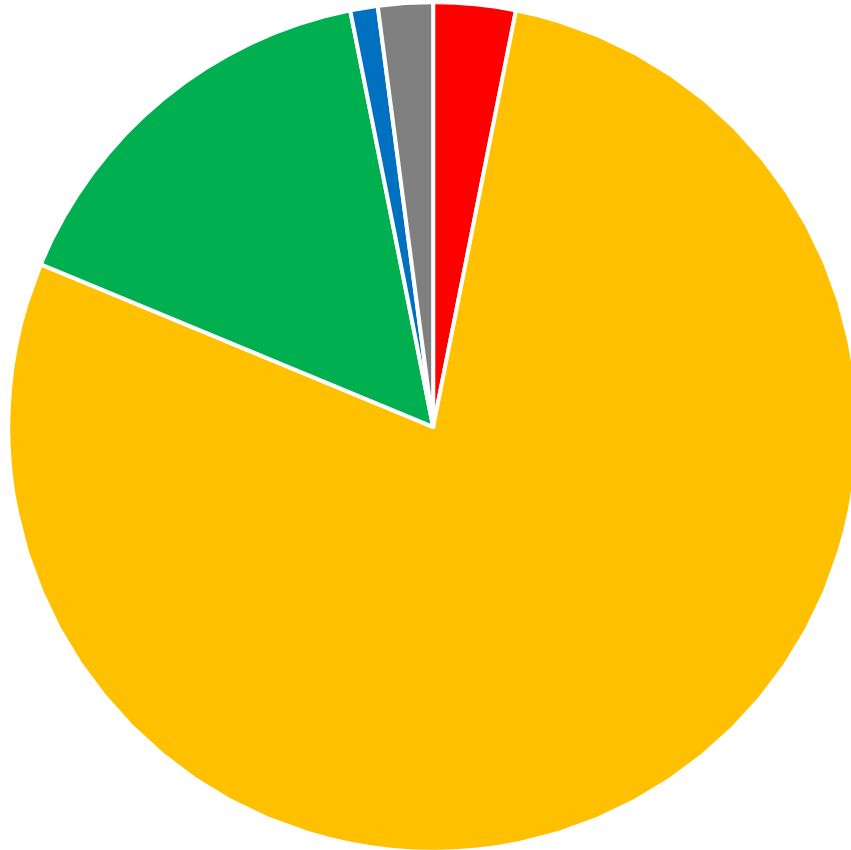
Action Reference	Planned Completion date	Progress
10.1.1	Apr-22	
10.1.2	Sep-22	
10.1.3	Apr-23	
10.1.4	Mar-23	
10.2.1	Sep-22	
10.3.1	Sep-22	
10.4.1	Apr-22	
10.4.2	Jun-22	

On Track – No ask of SENDIG



10.1.3 Had to cancel DfE meeting in September as participating in an ADASS peer challenge inspection on the day arranged.

PROGRESS



Priority Status @
28/9/2022

Red	3	3%
Amber	75	78%
Green	15	16%
Blue	1	1%
Grey	2	2%

Actions due before end December

2022	September	October	November	December
<u>PRIORITY 1</u>	1.1.4 & 1.1.5	1.5.2	1.1.2	
<u>PRIORITY 2</u>	2.1.4			2.1.2 & 2.1.3
<u>PRIORITY 3</u>		3.5.1		
<u>PRIORITY 4</u>				
<u>PRIORITY 5</u>				
<u>PRIORITY 6</u>	6.1.1 – DSCO recruit			6.1.2 & 6.2.2
<u>PRIORITY 7</u>			7.1.2	7.3.5 & 7.3.7
<u>PRIORITY 8</u>		8.2.1 & 8.2.2	8.1.1 & 8.2.4	
<u>PRIORITY 9</u>		9.3.2	1.1.2	
<u>PRIORITY 10</u>	10.1.3 & 10.4.1			

Timeline Tracking in development

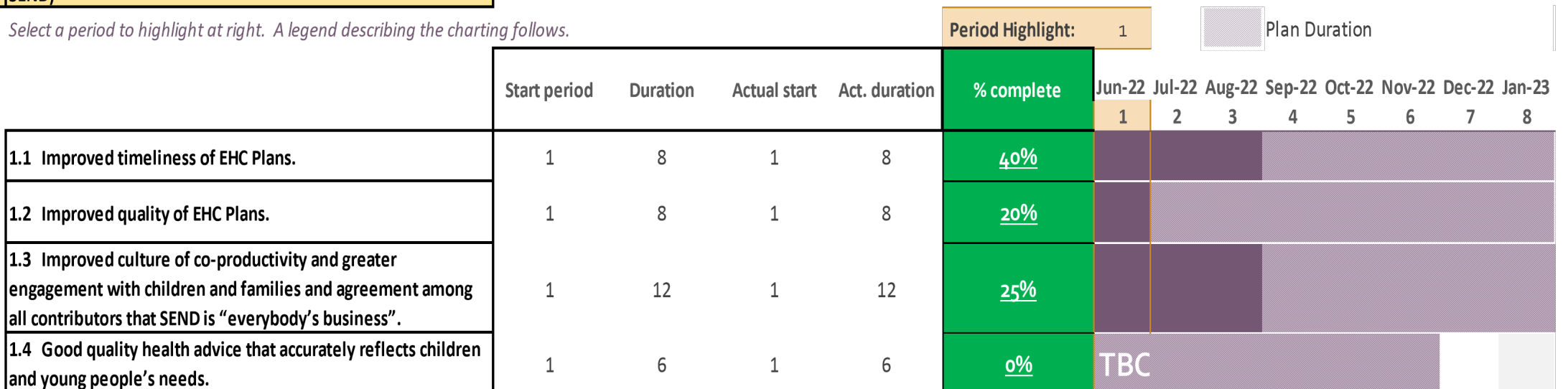
ASK: Adapt Highlight report to support GAANT view for Actions

1. Not yet started
2. % Complete now required
3. Complete
4. Impact measures

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)

Please provide % complete in highlight reports

Select a period to highlight at right. A legend describing the charting follows.



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Tameside

SEND Monitoring Visit

September 2022

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Progress Highlights (1)

- Additional c.£1.5m of investment of investment secured LA and Health to deliver [WSOA](#) and provide additional capacity across teams
 - [22nd June 2022](#)
 - [23rd March 2022](#)
 - [9th February 2022](#)
 - [28th September 2022](#)
- Co-produced rebranding, remarketing and reorganisation of Local Offer completed. This is due to go live October 2022.

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Tameside SEND Local Offer



What is the SEND Local Offer?

The purpose of the SEND Local Offer is to provide a single place where families can access information, advice, support and services for children and young people (aged 0-25) with SEND.

The Local Offer is also a resource for professionals, volunteers and anyone involved in caring for or supporting young people with SEND.

What is SEND?

A child or young person who has special educational needs and disabilities is referred to as having SEND. This means they need specific, tailored health and education support to reach their full potential.

Who is the Local Offer for?

The Local Offer is for children and young people with SEND, their families, parents and carers.

What is our aim?

Our aim is that children and young people with SEND have the tools, resources and support they need to be fully participating members of the Tameside family.

If you can't find what you are looking for or would like to tell us what you think about our Local Offer, [please click here](#) to go to our feedback page or email us at local.offer@tameside.gov.uk



I am a child or young person



I am a parent or carer



I am a professional



Progress Highlights (2)

- Co-produced parent/carer survey launched (<https://www.surveymonkey.co.uk/r/SENDparentcarersurvey>) to provide key baseline data and inform service design
- Page 168 Business Process Review completed with findings reported to Executive Cabinet (awaiting publication) with recommendations for resourcing implementation underway
 - Review has already led to improvements in the use of data to support performance improvement
- First parent carer drop ins to be held 14 October 2022 (due to be held 19/09/22 re-arranged due to additional bank holiday)
- SEND Improvement Group Terms of Reference (ToR) updated project management structure and processes agreed

Progress Highlights (3)

- Additional investment secured for CAMHS, Neurodevelopmental Pathway and Health Therapy Services (OT, SALT, Physio, Dietetics, Paediatrics)
- New support services in place for families
- Health Navigator Service in place
- Health Preparation for Adulthood Strategic Lead appointed
- Health audits and CPD programme underway

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Governance

- Governance map and overview (slide 7)
- Revised ToR for SEND Improvement Group



Adobe Acrobat
Document

- Page 170
- Papers from latest SEND Improvement Group (attached)



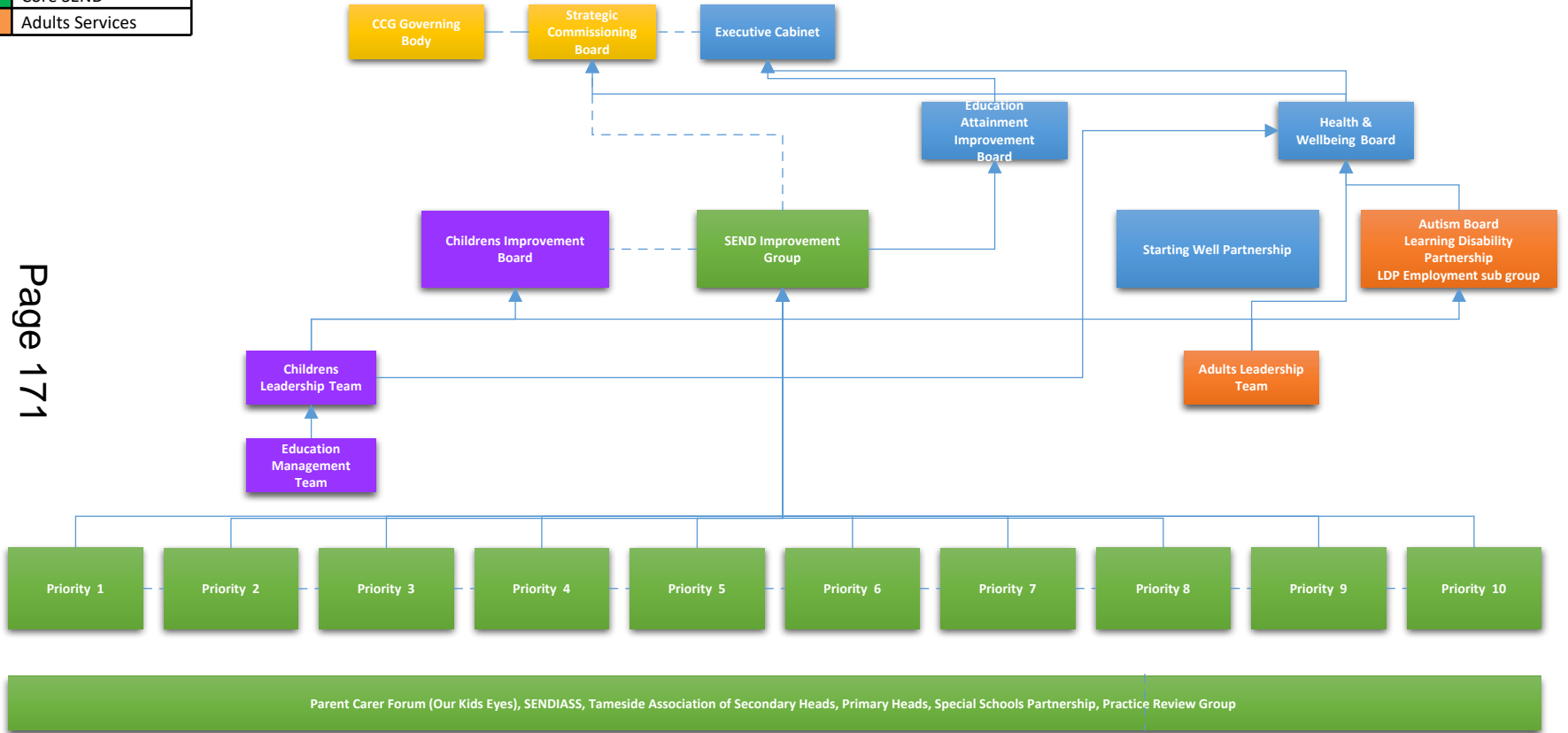
Microsoft Word
Document

- Elected Member Oversight to be provided by Education Attainment and Improvement Board (first update due 18 October 2022)

Tameside SEND Governance Structure

Corporate
Children's Services
Health
Core SEND
Adults Services

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Priority task and finish groups- update

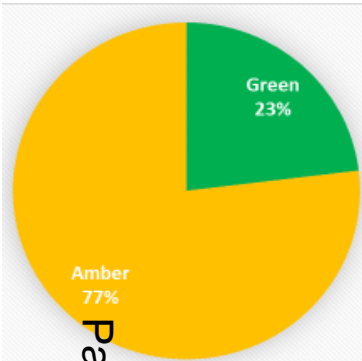
- See DfE Preparation Template
- 88% of actions are green or amber
- Only 3% of actions are red
- 4% not yet started but planned start dates will mean we meet target complete dates.
- Recruitment underway for dedicated PM support (currently supported by PM from Stockport) and DSCO

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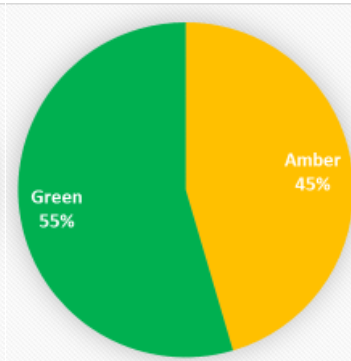


Status by Priority

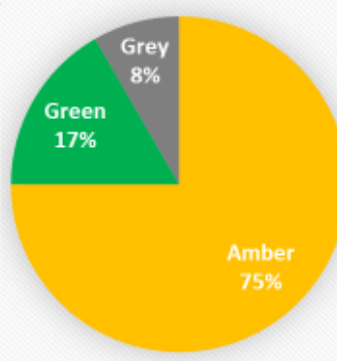
Priority 1



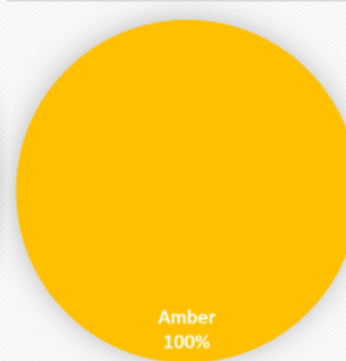
Priority 2



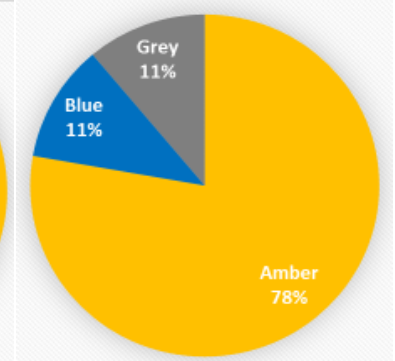
Priority 3



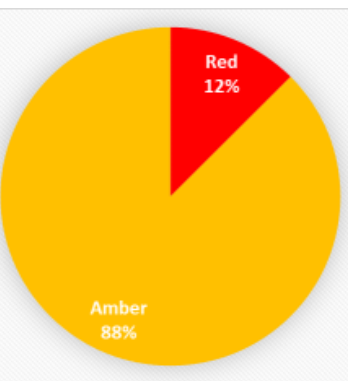
Priority 4



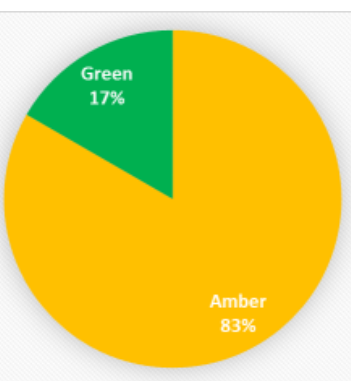
Priority 5



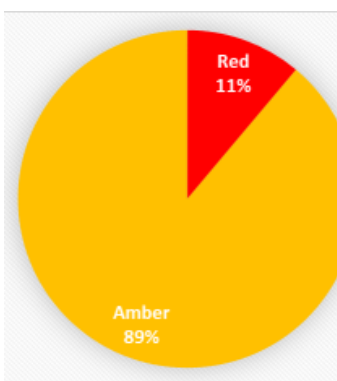
Priority 6



Priority 7



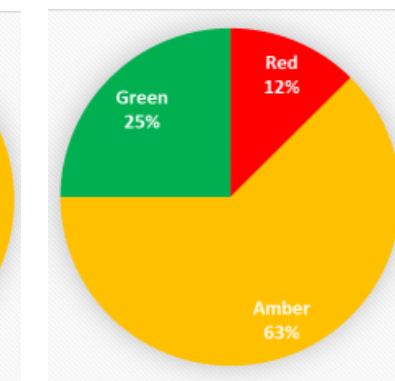
Priority 8



Priority 9



Priority 10



Actions due before Christmas

2022	September	October	November	December
<u>PRIORITY 1</u>	1.1.4 & 1.1.5	1.5.2	1.1.2	
<u>PRIORITY 2</u>	2.1.4			2.1.2 & 2.1.3
<u>PRIORITY 3</u>		3.5.1		
<u>PRIORITY 4</u>				
<u>PRIORITY 5</u>				
<u>PRIORITY 6</u>	6.1.1 – DSCO recruit			6.1.2 & 6.2.2
<u>PRIORITY 7</u>			7.1.2	7.3.5 & 7.3.7
<u>PRIORITY 8</u>		8.2.1 & 8.2.2	8.1.1 & 8.2.4	
<u>PRIORITY 9</u>		9.3.2	1.1.2	
<u>PRIORITY 10</u>	10.1.3 & 10.4.1			

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Co production & Engagement of partners

Coproduction

- Parent Consultation Sessions Established
- Local Offer
- Parent / Carer Satisfaction Survey Live
- Regular Meetings with Parent / Carer Forum
- Parent / Carer Navigation Process Established with Health
- Child and Young Person Survey due to go live

Partners

- Refreshed ToR for SENDIG
- Full partner engagement in all work streams and SENDIG

What's next?

- Summary of key actions
 - Child and young person survey due to go live
 - Parent / Carer consultation sessions
 - Refreshed Local Offer due to go live
 - Complaints prioritisation exercise commenced
 - Recruitment of DSCO and PM
 - Prioritisation of actions due before Christmas (see slide 10)

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