

EDUCATION ATTAINMENT IMPROVEMENT BOARD

Day: Tuesday
Date: 17 January 2023
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 18 October 2022	1 - 12
4.	SEND WRITTEN STATEMENT OF ACTION (WSOA) UPDATE To consider the attached report from the Director, Education (Tameside and Stockport)	13 - 172
5.	SCHOOL ADMISSION ARRANGEMENTS AND SCHOOL PLACE PLANNING To consider the attached report from the Head of Access Services	173 - 196
6.	VIRTUAL SCHOOL ANNUAL REPORT To consider the attached report from the Director, Education (Tameside and Stockport)	197 - 214
7.	DATE OF NEXT MEETING To note that the next meeting of Education Attainment Improvement Board will be held on 14 March 2023	

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Agenda Item 3

EDUCATION ATTAINMENT IMPROVEMENT BOARD

18 October 2022

Commenced: 3.30pm

Terminated: 5.10pm

Present: Councillors Feeley (Chair), Fairfoull, 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
Sandra Stewart	Chief Executive
Caroline Barlow	Assistant Director, Finance
Maxine Carroll	Senior Education Welfare Officer
Julie Waterhouse	Access Manager
Kate Campbell-Green	Head of School Music and Library Services

Apologies: Councillor Cooper
Councillor Boyle
Ali Stathers-Tracey Director, Children's Services

46 CHAIR'S OPENING REMARKS

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

47 DECLARATIONS OF INTEREST

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

48 MINUTES

Consideration was given to the minutes of the meeting of Education Attainment Improvement Board, which was held on 21 June 2022.

RESOLVED

That the minutes of the meeting of Education Attainment Improvement Board held on 21 June 2022 be approved as a correct record.

49 END OF KEY STAGE PERFORMANCE AND SCHOOLS UPDATE

Consideration was given to a report from the Director, Education (Tameside and Stockport), which set out the headline figures for Tameside (unvalidated) at each assessment point, the issues arising, and how these issues need to be addressed.

Members were informed that this summer was the first time, since 2019, where national tests had taken place and that results would, therefore, not be comparable with recent years.

With regard to Early Years outcomes. Members were advised that 60% of pupils in Tameside had achieved a good level of development (GLD) on the revised profile in 2022. It was highlighted that

the provisional North West average was 62% and the provisional national average was 65%, though it was noted that this would be subject to change.

It was explained that, in relation to Early Years outcomes, the gap between boys in Tameside and boys nationally had narrowed, whereas the gap between girls in Tameside and girls nationally had increased from 2% to 5%. It was noted that there had been a 6% decrease in the national average for boys, whilst Tameside had only seen a 2% decrease. In relation to the national average for girls, Members were advised that there had been a 6% decrease nationally between the previous EYFS profile and the 2022 profile, whereas in Tameside this decrease had been 9%. It was further suggested that Tameside boys were to be 1% above the provisional North West average. However, Tameside girls were 2% below the North West average.

With regard to the provisional data for Early Years, which had been shared by North West colleagues, it was suggested that Tameside had risen to 17th from 19th out of the 23 North West local authorities. This placed Tameside now 6th out of the 10 GM local authorities; moving up from 8th in 2019.

When looking at Key Stage 1 data, it was explained that 73% of pupils were working at the expected standard in phonics. This represented a decrease of 5% when compared to 2019 data. However, it was noted that the national average and provisional North West average had also seen a decrease of 6%.

The results for both boys and girls were discussed and Members were made aware that the percentage of girls reaching the expected standards in Year 1 phonics was 78%, compared to 79% nationally. It was highlighted that the gap between Tameside and national figures had narrowed and that girls in Tameside were now in line with North West averages, having previously been 2% below. In contrast, boys performance in relation to the Y1 phonics screening check suggested that outcomes were 7% below the national average. However, it was also noted that national and North West averages had decreased by 6-7% when compared to performance in 2019. It was noted that the gender gap in Tameside (11%) was wider than nationally (7%) and that the gap in Tameside had increased from 9% in 2019.

In relation to Year 1 Phonics Screening, it was stated that Tameside had risen to 19th (previously 22nd out of 23 local authorities) in the North West and to 8th (10th in 2019) across GM.

Provisional outcomes for Key Stage 1 were shared with Members, who were informed that 64% pupils were working at the expected standard in reading (a decrease of 8% compared to 2019), and 55% pupils were working at the expected standard in writing (a decrease of 13% compared to 2019). 66% were working at the expected standard in maths (a decrease of 8% compared to 2019). Girls and boys comparison data for key Stage 1 was also discussed, alongside national averages.

In relation to outcomes at Key Stage 2, Members were advised that 57% of pupils in Tameside achieved the expected standard in reading, writing and maths combined in 2022. This represented a decrease of 6% on 2019. It was noted that the national average was 59% (a decrease from 65% in 2019) and that the North West regional average was 57% (a decrease of 8%). This combined data placed Tameside 11th out of North West local authorities, having previously been 15th in 2019. With regard to statistical neighbours, Tameside was now placed 7th out of 11 (having previously been 9th) and 6th out of the 10 Greater Manchester authorities (7th in 2019).

Comparisons between boys and girls data at Key Stage 2 was also presented and discussed and breakdowns for reading, writing and maths data was provided for Members.

Members were made aware that, despite the significant impact of Covid-19 on students and schools throughout 2021/22, GCSE examinations had gone ahead for 2022. The following headline figures based on data collected from schools on results day was provided, although it was

noted that this was subject to change. It was also noted that Progress 8 data was not yet available and would be published later in the autumn term:

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.

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.

It was noted that these figures were encouraging when compared to 2018/19 outcomes. However, it was also suggested that comparison to previous years had been discouraged by DfE and that further analysis was required. More detailed and validated data would be provided for members in the Spring term.

Overall, it was suggested that performance was broadly very positive given the sustained disruption to learning that Tameside endured during the pandemic. It was noted that areas of strength had continued to grow, such as reading at KS2, and areas of entrenched challenge had maintained the gaps with national data, which represented an improvement in real terms. As a result, rankings across the North West had frequently improved even when results had retained the same gap with national data.

Members were informed that both nationally and locally, more primary age children were not reaching the expected standard from Reception to Year 6 due to the pandemic. It was noted that standards had dropped sometimes as much as 10 percentage points nationally. However, performance data in relation to other Councils was pleasing and it was expected that strong progress data would be confirmed in December.

It was highlighted that the very youngest children in Tameside were still starting school significantly below the national standards, especially in communication and language and early reading, and were often not catching up with reading until the end of KS2. As a result, it was noted that early intervention must ensure that these children's achievements could be maximised. If more children were reaching the national standards for EYFS and for Phonics in Year 1, then it was highly likely that more children would reach and surpass the expected standard at the end of KS2 and would achieve stronger passes at GCSE.

Given the data presented, Members were informed that priorities remain focused on early language and early reading and that work to improve early years and phonics outcomes must continue to be a key focus. Members were also advised that work was being undertaken alongside DfE as part of the priority Education Investment Areas to address the issues arising from this data, alongside attendance and SEND data.

Discussion ensued and Members expressed congratulations to teaching and support staff, who had worked exceptionally hard under very challenging circumstances. It was suggested that a

formal expression of gratitude and congratulations would be shared with all schools across the borough in recognition of the hard work and dedication of staff during this period.

Members enquired as to what additional support, advice and opportunities would be provided for schools to help address issues arising from the data and were informed that focus would continue to be very heavily based on recovery. Phonics, Early Years and Key Stage 1 would remain priority areas and much work was being undertaken alongside DfE to address these areas. It was also noted that an extended offer for NELI had been provided, which would help support schools to be able to ensure that the right provision was out in place for children post-pandemic.

RESOLVED

That the contents of the report be noted by the Board

50 SCHOOL ALLOCATIONS AND ADMISSIONS UPDATE

Consideration was given to a report from the Head of Access Services, which informed 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. The annual report to the School Adjudicator was also shared.

Members were informed that there had been 2674 applications for places in Reception classes for September 2022. This was similar to last year's figure and was in line with predictions based on birth rates across the borough.

It was explained that 2673 places were allocated, which was 7 more places than last year reflecting the prevailing low birth rates in the borough over recent years. Members were advised that 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 was the highest percentage for 15 years.

With regard to secondary school places, members were made aware that 3231 applications to start Year 7 in September 2022 were received compared to 3396 last year. 3207 places had been offered which was less than last year (3323) and in line with predictions.

It was noted that a significant number of pupils had been offered their first preference this year with only a slight dip in the percentage from last year. 85% (2725 places) first preference offers were made, compared to 85.4% (2837) of first preferences last year. It was also noted that the England average receiving their first preference school in 2021 was 81.1%.

Detailed statistics were provided for members and it was noted that Tameside had consistently outperformed the England average over several years and was likely to be the case again this year.

The process for in-year transfers was outlined for Members and they were made aware that all but one school had opted into the local authority administered admissions scheme as outlined in the School Admission Code. It was explained that this process had been streamlined, which had speed up the process of being able to offer places, particularly for those children moving onto the borough without a school place.

The Fair access Protocol was outlined for Members, alongside the criteria for consideration under this scheme. Members were informed that, during the last school year, 75 children had been allocated school places under fair access (49 primary and 26 secondary).

The Annual Report for the Schools Adjudicator was presented for Members. This highlighted that the school admissions system in Tameside was effective at placing pupils, particularly the most vulnerable.

RESOLVED

(i) That the contents of the report be noted

(ii) That the contents of the 2022 annual report be agreed, submitted to the Office of the School Adjudicator and published on the Tameside Council website, as required by the School Admissions Code

51 WORKING TOGETHER TO IMPROVE SCHOOL ATTENDANCE

Consideration was given to a report from the Head of Access Services, which informed the Board of the work that was being done to implement the new guidance issued by Government of 'Working together to improve attendance'. Members were advised that, subject to legislation passing through parliament, this guidance would become statutory from September 2023 and would replace all previous guidance on school attendance except for statutory guidance for parental responsibility measures.

It was explained that the guidance made clear the values the DfE placed on school attendance. It also stated 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.

Members were informed that the guidance set out 6 key priorities, which schools were expected to deliver on in order to manage and improve attendance effectively. These were summarised as follows:

- 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.

It was noted that schools may find it useful to review their current attendance policies or introduce one, if not currently in place. Key points which should be (as a minimum) included in school attendance policies were set out as:

- 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

A summary of expectations on local authorities were outlined for Members, including:

- 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.

With regard to the significant new expectations on schools and the local authority, members were made aware that work had already been done prior to September 2023. It was noted that the following actions had already been undertaken and further activity was planned for this academic year:

- 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

Members attention was drawn to the Ofsted report on Securing good attendance and tackling persistent absence, which was published in February 2022. This had focussed on different aspects of school attendance and how schools had tackled the challenges, particularly post Covid lockdowns. It was also suggested that the most recent attendance data from Tameside schools, demonstrated that they were following the national trend.

It was emphasised that ensuring good attendance was going to be a focus for schools, the Council, partners, Ofsted and Government over the coming years. Members were reassured that Tameside had already identified attendance a priority action and historically, and had good attendance that exceeded Greater Manchester and statistical neighbours. With this in mind, it was suggested that Tameside was in a good position to take this work forward in partnership with schools and partners. It was also noted that a further report on this important area of work would be presented later in the school year.

A discussion ensued in relation to the balance of responsibilities with regard to attendance and the additional resources, which may need to be provided to support this. It was emphasised that this would need to be a partnership based approach and that resources would need to be prioritised. However, with no additional funding to support these changes, it was acknowledged that the impact on traded services would need to be evaluated.

A question was raised in regard to the increased in persistent absenteeism. It was noted that there was still an element of anxiety with regard to Covid-19 but that strong links with Early Help was helping to address this. It was also suggested that this could be examined in greater detail in a future report.

RESOLVED

That the contents of the report be noted by the Board

52 TAMESIDE MUSIC AND LIBRARY SERVICE ANNUAL REPORT

Consideration was given to a report from the Head of Access services, which outlined the role and output of the Music Service, including its statutory obligations and the School Library Service.

It was acknowledged that this service had faced a period of significant disruption. However, Members were informed that the service was now building back better and that there were many positives to report.

Members were made aware that, as part of the Access Service redesign, which came in to effect on 1st April 2021, the School Library Service had merged operations with the Music Service (TMS) and came under the management of the Head of School Music and Library Services. It was stated that direct and indirect support was offered to schools across the borough and that the service had worked with approximately 8000 children across all schools.

Priorities for 2021/22 were outlined as establishing Birch lane as a centre for music and re-establishing the ensemble provision for school-age children. In addition, new Infant and Junior choirs were formed. Provision for cared for children, those in receipt of free school meals and pupil premium funding was also prioritised and the Music Service had worked with 11 primary, secondary and specialist schools in order to develop this provision.

Members were informed that the School Library Service had undergone a period of reflection, review and transformation during the last 18 months, which had included extensive consultation

with schools. A more coherent offer had been established, which built on the existing offer of project boxes and library makeovers and had received much positive feedback. This now included:

- 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 (139 children in 19 schools who were active reading champions)
- Assisted Purchase Scheme for schools and parents (saving up to 30% on books, resources and instruments)
- Book and instrument rental service

It was explained that close working partnerships had been established with Virtual School and that the Birch Lane centre had been used to provide inclusive and authentic learning, such as a base for alternate provision for some students who were unable to access school or for nurture groups and events, which promoted a love of reading.

Members were informed that a pilot project, which involved collaboration from both services, had been introduced during the summer term. This had provided a range of opportunities for a group of disengaged year 5 boys in order for them to develop emotional literacy and social skills, alongside a love of reading. Feedback from this project had been very positive and would be shared in a future report.

In terms of training, it was noted that extensive consultation and feedback had been sought in order to develop this offer. As a result, professional development opportunities for school staff had been enhanced and opportunities to provide students with aspirational and relevant opportunities had been further developed.

In conclusion, it was stated that the service continued to set itself challenging and was extremely committed to engaging and encouraging all children and young people to participate in music and reading.

Members acknowledged the hard work and dedication of the service and strongly believed that the provision provided extremely valuable opportunities to bring together many young people in schools and across the wider community. They acknowledged the importance of having a dedicated centre in the form of Birch Lane and the valuable opportunities, which were also provided from being part of the GM Hub.

RESOLVED

That the contents of the report be noted by the Board

53 SEND WRITTEN STATEMENT OF ACTION UPDATE

Consideration was given to a report from the Director, Education (Tameside and Stockport), and Executive Member for Education, Achievement and Equalities, which provided an update on the progress of the Written statement of Action. The report also provided a summary of the first DfE monitoring visit, which took place on the 28th September 2022.

Following on from the previous update, Members were informed that a further report had been submitted to Executive Cabinet on 28 September 2022 requesting additional resource commitment. This request was for a further £62,700, which was required as a one-off cost in the first year, with a remaining £30,950 recurring annually. A detailed breakdown of all resources required to deliver the WSOA had been included in the report and was outlined for Members.

A summary of the progress made to date was provided, as follows:

- An additional £1.5m of investment had been secured across both the LA and Health to deliver the Written Statement of Action and provide additional capacity across teams.
- A co-produced rebranding, remarketing and reorganisation of Local Offer had been completed. and was due to go live October 2022.
- A co-produced parent/carer survey with support from input from a range of services and parents/ carers had gone live on Friday 23rd September and would provide key baseline data, against which progress could be measured and service design informed.
- The SEND assessment team Business Process Review had been completed and the findings reported to Executive Cabinet, with recommendations for resourcing implementation underway.
- The Business Process Review had already led to improvements in the capture and use of data, supporting service improvement.
- The first parent/carer drop-in sessions had been scheduled – these would be question and answer sessions, where parents/ carers had the opportunity to speak directly with SEND officers and staff from across education, health and social care, raising questions and sharing their concerns.
- The SEND Improvement Group Terms of Reference (ToR) had been updated and project management structure and processes agreed along with tracking reporting on progress.
- Additional investment had been secured for CAMHS, the Neurodevelopmental Pathways and Health Therapy Services (OT, SALT, Physio, Dietetics and Paediatrics)
- New support services were in place for families in the process of neurodevelopment assessment/ and post assessment.
- The Health Navigator Service was in place and the feedback from parents had been extremely positive.
- The Health Preparation for Adulthood Strategic Lead had been appointed
- Health audits and a comprehensive CPD programme was underway
- Work had been undertaken with customer Service teams to understand how to capture long term trends on complaints and feedback as changes become embedded across all services.
- Recruitment was well underway for dedicated Project Management support and Designated Social Care Officer; both crucial roles in the successful and efficient delivery of the Written Statement of Action

Overall progress on the written Statement of action was provided for Members with 88% of actions now rated as green or amber and only 3% of actions red (behind schedule). Those actions which were highlighted as behind schedule were outlined as follows:

New Designated Social Care Officer (DSCO) role implemented

This action was currently rated red as the DSCO was scheduled to be implemented by September 2022. As this was 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 was 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 had been scheduled, where an alternative programme would be agreed. This action was, 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 was currently marked red as it was 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 had since been arranged. This action was, therefore, likely to turn amber or green following that meeting.

It was stated that a GANT chart was currently being developed, which would provide up to date and detailed oversight of all actions and would support monitoring progress and delivery. In addition, there were a number of crucial actions, which were due to be delivered over the coming weeks and months, these included:

- The Child and young person survey, which was due to go live in October
- The Parent / Carer consultation sessions, which would commence in October
- The refreshed Local Offer, which was due to go live in October
- The Complaints prioritisation exercise, which had been commenced, and would shortly provide a key baseline measure, against which to demonstrate improvement
- The recruitment of DSCO and PM also remained a high priority

Members were informed that the first formal monitoring visit from DfE had taken place on 28 September 2022 and that, whilst no post-visit letter had yet been received, verbal feedback had indicated that the meeting was positive and that the visiting team had been satisfied with the progress reported. Advice and guidance had been provided on how to prepare for the next visit, which was scheduled for 5 December 2022. This had included:

- Focus on how the actions are having an impact on children and young people. There was a clear, communicated expectation that by December, the team would 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 DfE preparation template is maintained and kept up to date.

In light of this feedback, it was outlined that the following actions would be taken in preparation for the next visit:

- Amend the preparation process
- Revise the template used for priority leads to report to SENDIG in order to allow for more seamless visit preparation and data collection
- 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.

Discussion ensued in response to the report. Members were particularly interested to explore the bridge between the local authority and families and ensuring that families were up to date and engaged in processes. It was acknowledged that capturing the voice of families had not been a previous strength. However, members were assured that this was a key priority, as was capturing the voice of young people. It was explained that an effective channel between service users and the improvement group had been established so that all parties have the opportunity to shape service design and strategy moving forwards. Virtual School, SEND Councils and Parent-Carer Forums had all been valuable tools in establishing these improvements. It was also noted that procedures in relation to learning from complaints would be a key focus.

RESOLVED

(i) That the request for further resources to Executive Cabinet be noted

- (ii) That the summary of progress against the Written Statement of Action be noted.**
- (iii) That the summary of the first formal monitoring visit, which took place on the 28th September 2022 be noted.**

54 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:	17 January 2023
Reporting Officer:	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>We received the findings report on 11 January 2022. 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 WSOA was signed off by OFSTED on 01 July 2022.</p> <p>This report provides the regular update to Education Attainment Improvement Board on progress in implementing Tameside's Written Statement of Action (WSOA).</p>
Recommendations:	Members are asked to note the summary of progress against the Written Statement of Action provided in the appendices to this report.
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 report provides an update on progress against the Written Statement of Actions (WSOA). There are no direct financial implications included within this update report. Executive Cabinet agreed additional one-off financial resources of £62.7K and recurrent additional financial resources of £31K in September 2022 to support the WSOA.
Legal Implications: (Authorised by the Borough Solicitor)	This report provides the Board with a helpful update on progress against the Written Statement of Actions. The Board will particularly note the RAG rated attachment which identifies areas where further action remains outstanding.
Risk Management:	<p>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.</p> <p>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 Headteachers and Clinicians.</p> <p>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</p>

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

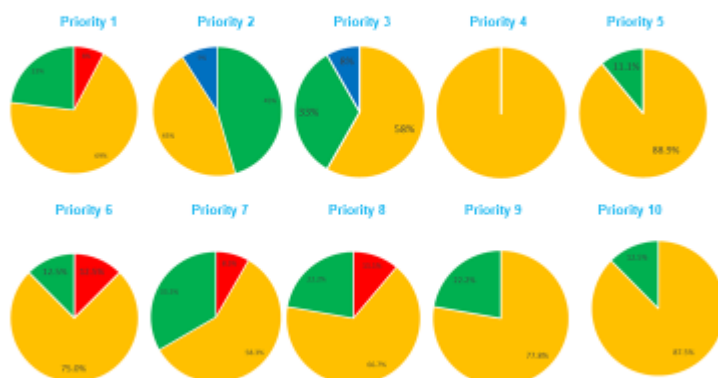
1. INTRODUCTION

- 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. 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 WSAO was signed off by OFSTED on 1 July 2022.
- 1.3 Progress in implementing the WSOA is overseen by the SEND Improvement Group, which is chaired by the Director of Education, with updates provided to this committee.
- 1.4 DfE and NHS England SEND Advisors also meet regularly with Council and ICS Officers to monitor progress. So far, two monitoring meetings have been held (September and December 2022).

2. UPDATE ON PROGRESS OF THE WRITTEN STATEMENT OF ACTION

- 2.1 To provide an update on progress, three documents are attached as appendices to this report:
 - The report compiled for DfE and NHS England Advisors at our December monitoring meeting, this report provides a detailed overview of progress.
 - The presentation which was given to DfE and NHS England Advisors at our December monitoring meeting
 - The most up to date and RAG rated WSOA.
- 2.2 Since our last update to the EAIB the following actions have been completed:
 - Local Offer Rebrand Completed. Soft Launch Live from October 2022
 - Local Offer Working Group - new lead assigned and working groups established and convened
 - Co-produced parent/carer survey now completed and results shared with parents/carers and Primary Heads
 - Business Process Review completed with findings reported to Executive Cabinet
 - First parent carer engagement session has taken place- feedback given re PC survey
 - SEND Scorecard devised and all schools provided with their own individual data
 - EHCP Quality Assurance Framework in place
 - Annual Review Recovery Plan in place
 - Timeliness Recovery Plan in place
 - Child/ Young Person Survey Live
 - SENDco Survey Live
 - Health Navigator Service in place - impact being measured
 - Health audits and CPD programme well underway
 - Significant Improvement in Timeliness in Health Advice (end of September 100% for CAMHS, 92% ISCAN, 63% Paediatrics)
 - Recruitment well underway for additional investment in Health Therapy and CAMHS
 - Health Preparation for Adulthood Strategic Lead appointed
- 2.3 Implementation is progressing well. 88% of actions are green or amber and only 3% of actions are red, with 4% not yet started. However, planned start dates will mean we are on track to meet target completion dates.

Overall Status by Priority – November 2022



- 2.4 Four actions are RAG rated as red. An update on each of these is outlined in **Appendix 1** to this paper.

3. CONCLUSION

- 3.1 The attached papers provide a detailed overview of progress against all the actions in the WSOA.
- 3.2 Progress in delivering the WSOA is good. Whilst implementation is at the early stage, a number of actions are already completed, including the initial baseline survey of parents. This will enable the impact of improvements to be clearly evidenced. Furthermore, a dedicated project manager has now been recruited to support implementation of the plan.

4. RECOMMENDATIONS

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

Tameside Preparation WSOA Review Meeting 05.12.2022

General update on governance, progress or areas of significant impact on the local area eg staffing

Overall Governance

Governance is provided via the SEND Improvement Group. Membership and terms of reference are established.

Meetings monthly.

Numerous groups feed into this board, including SSSP

Inclusion Group

WSOA Tracker and GANT chart in place

Health Governance

Regular SEND Steering Groups.

Internal provider SEND monitoring meetings

All WSOA KPIs monitored and projected forwards – full data dashboard.

Gantt Progress chart in place aligned to WSOA deadlines

Action Log reviewed and updated

Progress

Priority Status @ 05/12/2022

Red 4= 4.2%

Amber 67=69.8%

Green 23=24%

Blue 2= 2%

Total 96

Previous Status @ 28/09/22

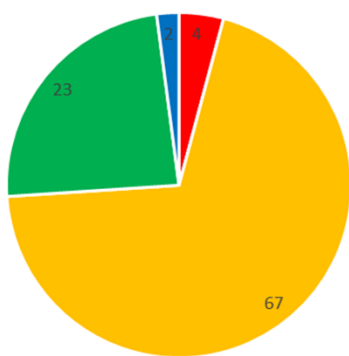
Red 5 = 5.2%

Amber 74= 77%

Green 16= 17%

Blue 1= 1.04%

Total 96



An increase in green and blue actions, indicates that progress is being made. Similarly, fewer amber actions, reflects that work is moving on across all priority areas. A slight increase in red areas, where one action (1.1.4) has become delayed, due to staffing capacity (more detail below).

Staffing

The DSCO role has not yet been recruited to, which has created some delay in priority 6. This recruitment process remains underway. New lead identified for p 6 and progress has been made.

The project manager role has not yet been recruited to, which has the potential to create delays in several areas going forward, although has not, as yet. Mitigated by PM support from Stockport LA, which has allowed progress to continue on track. PM recruitment process well underway. Currently shortlisting for interview. New leads identified in P3,6 and 10 due to staff changes.

Areas of Significant Impact on Local Area

Continued growth of EHCP requests. Projections indicate that we will have received over 600 requests for statutory assessment this year, the highest ever received. Data indicates a negative impact on timeliness performance, due to processing 50-60 requests for SA per month. Capacity analysis and benchmark exercise commenced to explore solutions and mitigate impact, although insufficient feedback from other LAs to make a meaningful analysis.

Ongoing challenges in relation to NHS recruitment of psychologists and occupational therapists reflecting the national picture. Recruitment campaigns in place to resolve this.

WSoA Actions/timescale check		
Are there any actions behind schedule?		Y
Action	Reason	Mitigation/remedial action
1.1.4 Review the process for responding to statutory requests for advice from all services (health, CSC, schools, EPS) that includes improving EHCP administration processes.	Some delays due to capacity. Need to embed the process for training and liaison between send assessment team and social care team.	However, appropriate liaison link now in place to allow this to happen. New revised date of Jan 23 Health – DCO attends multi agency monthly timeliness meetings. Since Inspection significant improvement has been made in relation to the timeliness of Health Advice into EHCPs. Mental health advice is currently at 100%, Therapy advice at 99% and Paediatric advice up to 46% from 13% at Inspection. Progress will continue to be made in this area.
6.2.3 Quality Assurance and Practice Standards established for CSC and Early Help.	DSCO not in post. Two rounds of recruitment undertaken- unsuccessful.	Next recruitment round in progress

7.3.7 Implement more effective brokerage and monitoring of commissioned Independent and Non-Maintained school placements to ensure value for money and delivery aligns with Tameside's performance framework	The Dsco is not yet in post. The recruitment processes are underway	This has been prioritised for fast track recruitment
8.3.1 Offer training for all schools on Whole School SEND practice as part of a SEND 'training passport' programme.	Nasen Whole School Training – details not yet clear. Training may need a longer delivery time to capture more settings. Scoping meeting set for October 3 rd did not resolve	Moving to quality Mark and whole school passport in absence of DfE NASEN training offer

Support received in this reporting period		
WSoA area of work	All areas	
Support/Activity	Project management support from Stockport	Provider Stockport MBC
Impact/Outcomes from the activity	Increased oversight and programme management capacity	

WSoA Strand Progress

Area 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
Outcomes to Achieve 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.	

Are baseline measures in place? Outline any that are not yet in place

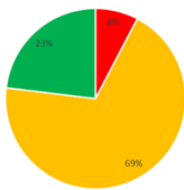
Complaint reporting process in place- this will also provide a metric to measure baseline. However, numbers are very low comparatively. It remains uncertain that this will provide a useful metric to measure against with such low numbers.

Measures derived from the Parent/Carer survey - The Parent/Carer satisfaction survey has just been completed. Analysis has started and baseline measures are being compiled from the resulting data. This will provide metrics on numerous priority areas.

C&YP survey underway at present.

New EHCP QA tool only just finalised

Progress on key actions



Action Reference	Planned Completion date	Actual completion date	RAG	% complete	Progress
1.1.1 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.	Jul-22	Jun-22	G	100%	
1.1.2 Further develop the SEND Health data set to include training uptake, timeliness, QA progress and ensure data systems and flow are robust from CCG, ICFT and Pennine Care.	Nov-22	Nov-22	A	75%	Data set in place & being monitored via fortnightly health meetings. Health 6 week timeliness data Quarter 2 CAMHS 100% ISCAN 94% Paeds 62.9% There is a new tracking team with start dates any time now. These have been recruited by ICFT. EHCP tracking team now live

1.1.3 EHCP Timeliness Recovery Plan reviewed and implemented.	Jan-23	Jan-23	A	50%	Timeliness recovery plan now in place. Too early to show impact.
1.1.4 Review the process for responding to statutory requests for advice from all services (health, CSC, schools, EPS) that includes improving EHCP administration processes	Sep-22	Jan-23	R	10%	Delays due to capacity - and liaison link now in place- revised date
1.1.5 Establish and embed a new sustainable EHCP health administration tracking team.	Sep-22	Nov-22	A	75%	An EHCP tracking team and system is being established and has started to have an impact on timeliness. (update?) EHCP tracking team about to commence their service. Health navigator service now in in place 253 New families have registered with OKE 502 families have contacted the Navigator service 2128 enquiries to the Navigator service from parents & professionals
1.2.1 EHCP Quality Improvement Schedule established and Implemented and Quality Assurance Audit process in place.	Jan-23	Jan-23	A	65%	QA framework developed but assessing online tool which may accerlate progress A DCO EHCP heath advice quality audit programme has begun using a health quality framework. The findings of these audits will inform future training priorities. EHCP QA tool developed. However, considering an alternative online tool which may be preferable. On track

					Tool shared with multi agency operational group and excellent feedback received.
1.2.2 Identify and secure an EHCP CPD framework, addressing all aspects of the EHC assessment - delivered to all contributing personnel and partners. Secure agreement and delivery of a rolling training programme to assure consistency and quality and informs induction and CPD.	May-22	sustain		A	50%
					1.2.2 Identify and secure an EHCP CPD framework, addressing all aspects of the EHC assessment - delivered to all contributing personnel and partners. Secure agreement and delivery of a rolling training programme to assure consistency and quality and informs induction and CPD. Health CPD framework is now established and first cohort have accessed this training. CDC e – learning has been agreed as first cycle of training to ensure all staff have good basic training. Health guidance for professionals on the EHC needs assessment process has been completed. Training has been rolled out internally to SEND assessment team. 46% of therapy staff have completed Level 1 and 2 of CDC E – learning. This percentage figure has reduced as the number of staff recruited to ISCAN has increased! HV and SN received training from Educational Psychology on Graduated Response at last development day. CDC Training next. Being CPD, this is an ongoing piece of work which has already started regarding wider EHCP contributors. Training sessions have been delivered to cover part of the statutory assessment process.

					Staff have also accessed customer care and complaints training. All staff were asked to complete a pre/post evaluation form. Next steps is delivery of training session on writing a legally compliant EHCP, which will coincide with introduction and launch of the QA framework. Capacity challenges in SEND assessment team is a challenge in terms of training delivery. Training for sensory support team scheduled for spring term 2023. Training matrix in development.
1.3.1 Establish systematic co-production opportunities with parent groups to measure satisfaction levels.	Sep-22	Nov-22		100%	First session has taken place and thematic schedule established. Ongoing monthly A VCSE Health Navigator Service has been established provided by OKE. This has seen improved engagement between health and support to parents. Closer engagement between therapy/CAMHS services and parent/carer forum now happens. Work is currently underway to carry out baseline surveys for 2 satisfaction KPIs in WSOA. Parent Carer Forum attends fortnightly health system wide SEND meetings.
1.3.2 Establish Student Fora schedule enabling young people's voice to influence service delivery and create consultation	Jan-23	Aug-23		10%	This work has now started, but in early stages-on track

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].					
1.3.3 Annual SEND student conference established to create a celebration of achievements, success and best practice.	May-23	May-23	A	10%	New lead in place.
1.4.1 Establish a programme of audits across health to address shortfalls to ensure that EHCs are holistic, timely and accurate and ensure that appropriate input is captured at all stages of	Nov-22	Nov-22	A	75%	A DCO EHCP health advice quality audit programme has begun using a health quality framework. The findings of these audits will inform future training priorities. Health advice only audited. 36% achieved 'good' rating in Quarter 2
1.5.1 Increase capacity of Designated Medical Officer role.	Feb-22	Feb-22	G	100%	
1.5.2 Produce and publish guidance for health providers on the EHC needs assessment process.	Oct-22	Oct-22	A	80%	Health guidance for professionals on the EHC needs assessment process has been written and is being circulated. 46% of therapy staff have completed Level 1 and 2 of CDC E – learning. This percentage figure has reduced as the number

				of staff recruited to ISCAN has increased! HV and SN received training from Educational Psychology on Graduated Response at last development day. CDC Training next.
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Any barriers to progress

Capacity in SEND assessment team and social care creating some delays to progress in 1.4

Key next steps

Capacity analysis and benchmark exercise- ongoing.
 Analyse and publish results of parent/carer survey results- some results shared with parents via first parent engagement session and with Primary Headteachers
 Recruitment of project manager and DSCO
 Child/YP survey results to be collated and analysed
 To feedback findings to staff and partners on a regular basis to inform the improvement cycle.
 To liaise with LA colleagues to share findings from audits.
 To plan/deliver workshop to improve health advices from CAMHS and Paediatrics.
 Liaison with Greater Manchester ICB and Council for Disabled Children
 Plan out EHCP CPD schedule to be shared and delivered to all contributors

Area 2	The high level of dissatisfaction among parents and carers with the area's provision
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Outcomes to Achieve

- 2.1 Increased parental satisfaction – as evidenced in survey returns
- 2.2 Parents and families feel that they are well informed and listened to in a timely manner
- 2.3 Parents and carers feel well prepared and have greater involvement in person-centered planning
- 2.4 Successful completion and delivery of the area SEND sufficiency Plan.

Are baseline measures in place? Outline any that are not yet in place

Measures derived from the Parent/Carer survey - The Parent/Carer satisfaction survey has just been completed. See Appendix 1

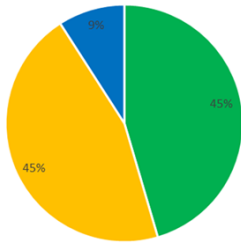
10% reduction by December 2023 in interim reviews requesting a change of placement – a significant amount of data cleansing work in relation to reviews is currently taking place in order to be able to report on this accurately.

Parent/ carer survey is now complete to establish baseline measures- these will provide a metric on numerous priority areas.

Child/Yp survey live.

Complaint reporting process in place- this will also provide a metric to measure baseline
 All baseline measures/ metrics will be established by November 2022

Progress on Key Actions



WSOA Action	Due date	Completion date	RAG Rate	% complete	Comments
2.1.1 Issue and analyse the area parent / carer satisfaction survey of views of SEND network and systems.	Jul-22	Jul-22	G	100%	Complete - analysis ongoing
2.1.2 Establish an area parent and family satisfaction survey schedule	Dec-23	Dec-22	G	100%	Agreed 6 monthly April-May and Oct to Nov
2.1.3 Set up a Health system navigation post/service via.	Dec-22	Oct-22	B	100%	Navigator impact is v positive. 253 New families have registered with OKE0
2.1.4 Establish systematic co-production opportunities with parent groups to measure satisfaction levels.	Sep-22	Nov-22	G	100%	Themed monthly co-production plan agreed
2.2.1 Establish monthly meeting between the parent and carer forum (OKE), SEND and Health representatives.	May-23	May-23	A	75%	On track On track. SEND now attending parent carer forum monthly. Health colleagues have a full programme of meetings and sessions in place.

Ensure open communication channels and opportunity for information to be communicated to parents and parents views heard					
2.2.2 Parent and carer forum (OKE) Chair to join SENDIG membership and participate monthly.	Mar-22	Mar-22	G	100%	OKE chair attends SENDIG
2.2.3 Health to provide clear information for families on what to expect from services, including information about waiting times and service offer. A range of bite-size information products such as factsheets will be developed to give families an overview of conditions and common themes. Generic email addresses to be established across all areas so that parents and carers can easily contact services.	Sep-22	Sep-22	A	50%	<p>Therapy Team leaders have met with parent carer forum to listen to feedback. Therapies microsite coproduced and developed and QR codes for ease of communication.</p> <p>Links between therapies, CAMHS and external agencies have been intensified to capture the views of families in order to gather feedback and suggestions. Links with families have increased and improved communication, such as improvements to the acceptance and discharge letters for CAMHS and Therapies. CAMHS have a generic email address system for each service provided (core/Neuro etc.) that professionals can access. Parents ring the duty system if urgent. Wellbeing calls are ongoing to discuss any concerns whilst on the waiting list. The MHST are in place in 40 schools allowing for another route for children to access CAMHS. Schools have a direct link in to the neuro team via the neuro duty call system when required. Fact sheets have been developed and shared. Waiting list numbers are shared with parents and parents often ring in to service to ask questions on current position. Ongoing work with OKE and parent navigator service with parents on communication to reduce concern and also to reduce complaints through lack of information. .</p> <p>ISCAN</p>

					<p>All teams now have generic email addresses.</p> <p>The ISCAN/Health Child Programme microsite has now been built and has been launched. It is still being populated but eventually will contain webinars, bite size information from all services, hints and tips while families are waiting for appointments.</p> <p>A generic sentence is being added to all documentation sent out by the team, directing families to oke and the navigator service if they need support or advice whilst they are waiting.</p> <p>The tracker team has been recruited and is in the induction phase. There is an ISCAN team leader meeting on the 30th November to review the EHCP advice process.</p>
2.3.1 Person-centred planning CPD rolled out across all EHC contributors and SEND Service	Jan-23	Jan-23	A	75%	On track and progressing well. Working group including parents to develop the training and some pilots currently happening and focus groups planned for the new year.
2.3.2 Parent consultation sessions (ref 2.1.4) gather parental views on optimum models of person centred	Sep-22	Sep-22	A	75%	Started and on track
2.4.1 Establish a SEND Sufficiency strategy group, to create a strategic plan and monitor capacity and provision.	Sep-22	Sep-22	G	90%	Annual schedule to be established
2.4.2 Deliver Strategic SEND Sufficiency Plan	Dec-23	Dec-23	A	50%	On track

Any barriers to progress

None identified

Key next steps

Collect, analyse and publish parent/carer survey results
 Recruitment of project manager
 Child/YP survey results to be collated, analysed and published
 SENDCO survey results to be collated, analysed and published

Area 3 | The local offer not being well publicised and not providing parents with the information that they need

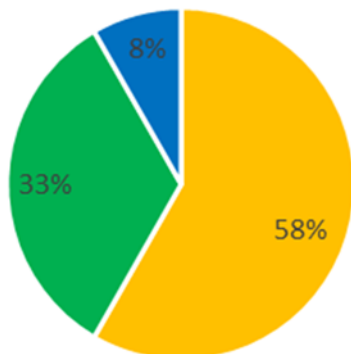
Outcomes to Achieve

- 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.

Are baseline measures in place? Outline any that are not yet in place

Measures derived from the Parent/Carer survey - The Parent/Carer satisfaction survey has just been completed. Analysis has started and baseline measures are being compiled from the resulting data. **See Appendix 1**

Progress on key actions



WSOA Action	Due date	Completion date	RAG Rate	% complete	Comments
3.1.1 Establish a multi-agency co-production ownership board for the Local Offer responsible for: 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	Jun-22	Complete	B	100%	Board established meeting regularly- New Lead from EH

gaps in services and identifying commissioning solutions to meet them.					
3.1.2 Develop a marketing and communication plan for the Local Offer based around the current Local Offer.	Jun-22	Complete	G	100%	
3.1.3 Deliver an ongoing marketing plan which promotes the current offer, and the relaunch of the offer following improvement work.	Jul-23	Jul-23	A	50%	Light touch marketing launched with social media and article. Full launch of marketing plan with full website relaunch to be created to include social media. Flyers, and launch meetings with Parents, carers, Young People and Professionals.
3.1.4 Develop attractive family-friendly materials to promote the Local Offer which is sent with standard correspondence relating to EHCPs.	Jun-22	Complete	G	100%	
3.1.5 Further develop and embed the 'Meet the Local Offer' virtual and in-person events.	Sep-22	Dec-22	G	100%	Meet the local offer events monthly and Local Offer day in April 2023
3.2.1 Review the current content of the Local Offer with all partners and Parent and carer forum (OKE) to ensure it is fit for purpose, well publicised and accessible to parents, young people and professionals so that they understand what is on offer to meet their needs.	Aug-22	Dec-22	A	90%	Progress but timeline underestimated democratic process - delayed but on track.
3.2.2	Sep-22	Sep-22	G	100%	Cabinet approved funding for bespoke Local offer website

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.					
3.2.3 Develop, test and launch new local offer website including co-production of functionality with children and families (this will include user access testing).	Apr-23	Apr-23	A	0%	Steering group has new lead from EH and Neighbourhoods and family Hubs. Agreed to aim to have a "1 stop shop" for families to access help – and the local offer will sit within the help advice given. Task and Finish group will be responsible for Website development and mapping using GROW as the model Comms plan needed to ensure parents, children and YP and professionals have a "one stop shop"
3.3.1 Identify provision which is currently missing from the local offer. [An output of the review of the existing content 3.2.1]	Aug-22	Feb-23	A	20%	Timescales underestimated time needed for democratic process-OKE to take deeper review
3.3.2 Develop and implement a plan to target provision that is not properly captured or omitted on the local offer site	Aug-23	Aug-23	A	0%	Depends on 3.3.1
3.4.1 Promote understanding, insight into and opportunities regarding prep for Adulthood on Local offer.	Sep-23	Sep-23	A	0%	Adult Lead now in place.
3.5.1 Ownership Board for the Local Offer steers delivery and commissions an annual	Oct-22	Nov-23	A	0%	Parent survey shows low awareness (30%) of Local offer website-and those that are aware use it infrequently.

review of the local offer. Reviews progress and impact of Priority 3 action plan.					
Ownership Board identifies and reports where there are gaps in services					

Any barriers to progress

New lead in place-transition may take some time.

Key next steps

Collect, analyse and publish parent/carer survey results
Recruitment of project manager
Child/Yp survey to go live in October

Area 4 The placement of some children and young people in unsuitable education provision

Outcomes to Achieve

- 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

Are baseline measures in place? Outline any that are not yet in place

Measures derived from the Parent/Carer survey - The Parent/Carer satisfaction survey has just been completed. Baseline available see appendix 1
50% reduction in in-year transition between settings - baseline has not yet established due to a significant amount of data cleansing work currently being undertaken in order to report this accurately.

Progress on key actions



WSOA Action	Due date	Completion date	RAG Rate	% complete	Comments
4.1.1 (see 2.4.1 and 2.4.2)	Sep-23	Sep-24	A	60%	SEND projections used but made need validation and challenge on model assumptions. Reduce OOB specialist places to 55 by sept 24. Current number of children in

					OOb placements 71 Sufficiency group membership established. First meeting has taken place. Annual schedule to be established. Send projections obtained in place up until 2023. Powerpoint available. sufficiency tracker drafted showing plans for placement growth in line with actual pupil number growth in place. 65% growth in specialist places in the last 4 years .120 additional places due to be secured by sept 23. (RB and specialist growth)
4.1.2 (Also incorporating and 4.3) Increase SEND specialist provision places across the borough, including the expansion of existing settings, the development of satellite bases within mainstream settings and the addition of further resource bases across Tameside.	Sep-23	Sep-23	A	50%	Sufficiency group established.- SEND projections models needs recap
4.4.1 Same as 7.3.1		see 7.3.1	A		
4.4.2 Same as 8.1.1		see 8.1.1 etc	A		
4.5.1 (same as 1.1) Implement Annual Review Recovery Plan. (ref action 1.1, 9.1)	Sep-23	Sep-23	A	60%	Following business process review annual recovery plan v2 now refreshed and in place. Positive impact being felt. Significant amount of backlog has been recovered. However, next term 160 reviews per caseworker- risk to recovery plan due to volume and capacity.

Any barriers to progress

Timescales for Send sufficiency are long term and subject to numerous internal and external factors. Cost of living may be a factor. SEND sufficiency will be permanent part of our long term strategic planning.

Annual review recovery plan on track, but high numbers of reviews scheduled for spring term pose a significant challenge and may risk timescales.

Key next steps

SEND Sufficiency Strategy finalised
 SEND Sufficiency Group next meeting – October
 Collect, analyse and publish parent/carer survey results
 Recruitment of project manager
 Child/Yp survey to go live in October

Area 5 The unreasonable waiting times, which lead to increased needs for children and young people and their families

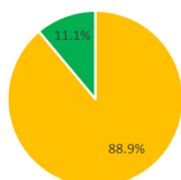
Outcomes to Achieve

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

Are baseline measures in place? Outline any that are not yet in place

Yes – all baselines are in place and monitored on a fortnightly, monthly and quarterly basis as appropriate to ensure target is controlled and on track for achievement.

Progress on key actions



WSOA Action	Due date	Completion date	RAG Rate	% complete	Comments
5.1.1 Review and align the Therapy services with the Thrive/Graduated Response to ensure they are effective.	Jan-23	Jan-23	A	50%	Therapy pathways review complete to streamline offer and prioritise
5.1.2 Recruit to provide additional capacity to enable delivery of identified needs in line with the capacity and demand review.	Feb-23	Feb-23	A	75%	Recruitment ongoing- using external agency
5.1.3 Agree standard operating procedures for the provision of therapy services across Tameside.	Jul-23	Jul-23	A	50%	
5.1.4 Implement the mobilisation project plan following additional investment in CAMHS	Feb-23	Feb-23	A	50%	Recruitment challenges ongoing

and the neuro-developmental pathway.					
5.1.5 Waiting List Initiative to reduce number of people waiting for ASD assessment with additional weekend slots over the next 12 months	Mar-23	Nov-22	A	75%	Tgt 32/mnth - act 42/mnth
5.1.6 Increased awareness and understanding of neurodiversity for professionals through training programme	Mar-23	Mar-23	A	50%	200 attended Neurodiversity training
5.1.7 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.	Aug-22	Aug-22	G	100%	Ongoing process
5.2.1 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)	Mar-23	Mar-23	A	75%	OKE Health navigator impact positive
5.2.2 Family Support Offer for families who may have difficulties with emerging neurodiversity, who may or may not be on a diagnostic pathway but who may need additional peer support, help with strategies or additional services input.	Mar-23	Apr-23	A	50%	MENCAP pilot EY Parent engagement

Overview

A multi agency health operational and steering group has been put in place to monitor Area 5. The parent carer forum is a member of the operational group and the steering group has decision makers in it from across the health system who can resolve any issues quickly.

In Therapy services there has been an additional investment of £1.3m. This provides additional capacity in Occupational Therapy, SALT, Physiotherapy, Dietetics and Paediatrics. A full mobilization plan is in place and being monitored at senior leadership level within the ICFT. Recruitment is well underway. Once additional staff are in place impact will begin to be seen on waiting times and quality of offer. National challenges in relation to recruitment of OTs.

In CAMHS an additional Investment of £1.5m has been made that also gives a comprehensive CAMHS service up to age 18. This provides additional staffing capacity. Recruitment has been a challenge, in line with the National picture in this area, and is ongoing.

CAMHS has introduced live management of waiting lists to ensure staffing levels are adapted to suit pressured areas of the service. Staff continue to manage and cleanse data and caseload numbers. Overtime opportunities in place for staff, including weekend clinics to manage pressures on the pathways, and also to increase choice and flexibility for families.

There is now a weekly review of longest waiters, with actions being taken to support those families and a wellbeing call process is in place to check on families. Data coming through is starting to show that actions are having an impact and in particular the longest waiting time has reduced from 125 weeks at the time of Inspection down to 76 in September Internally in CAMHS and Therapies a review of pathways has taken place, to streamline offers, and understand clinical priority.

Effective, transparent and accessible support offer for children, young people and families whilst waiting for assessment and therapy.

The commissioning of a Health Navigator service in the VCSE with OKE is working well.

Work has been done by the Navigator service to listen to families and an expanded offer of training, support and activities for families who have been diagnosed and are waiting for a diagnosis has been put in place.

The 'Sky High' short break activity benefits the whole family. Siblings, parents & grandparents are welcome and activities include climbing wall, soft play, leap of faith and indoor caving. Resources include lego and books that are specifically relevant to children with Neuro conditions. Parents/Carers have access to a wide range of relevant information, advice and signposting at the short break activities. Parent to parent peer support is also available.

In the first 6 months of 22 'Sky High' benefitted

- 215 parents/carers
- 308 children (includes siblings)
- 193 SEND children (Pre pathway – Pathway – Post Pathway)

Navigator workshops have included 'Understanding Neurodiversity' and 'Sleep', and coffee mornings have been held in communities to support families.

Additional parent workshops on Understanding Autism, Understanding ADHD, Sensory Processing, Selective Mutism and Deputyship/POA have taken place through September to November 2022.

These workshops are shared through OKE newsletters and with partners.

The workshops are jointly funded between the VCSE provider, OKE and Health (formerly CCG)

The Family Support Offer is being developed to help families in a graduated response from advice to targeted support. The team consists of Activity Participation Workers and Family Intervention Workers, and supports families with emerging neurodiversity, connecting them into community activities and helping them to thrive. Workers have been recruited and mapping is underway.

Tameside recently became a pilot area for Greater Manchester for the Mencap Early Years Parent Engagement Programme. This will provide peer support for families of children 0 – 5 years at the point of identification of additional need/diagnosis. The first groups took place w/c 1/11/22

Barnardo's Key Worker Project is in the process of being established in Tameside. This is intended to provide support for children and young people on the Disability Support Register, who are at risk of placement breakdown or hospital admission.

Links between therapies, CAMHS and external agencies have been intensified to capture the views of families in order to gather feedback and suggestions. Links with families have increased and improved communication, such as improvements to the acceptance and discharge letters for CAMHS and Therapies linking into the Navigator service have been put in place.

Duty calls to CAMHS have reduced with the introduction of the OKE Health Navigator service, as the services work closely together. In Sept 575 families contacted the Navigator service.

ISCAN therapies Local offer information microsite has been launched. It is still being refined and in the process of providing links to waiting time information, while you wait information, pathway information, online resources useful for individual therapies and sign posting for CYPF.

A training offer is underway around 'Understanding Neurodiversity', and so far there have been 200 people from backgrounds in education, health and social care attending the online sessions, with good feedback. Each person made a pledge in how to embrace neurodiversity in their role or workplace and the outcomes so far showed that

- 89% increased their knowledge and understanding of neurodiversity
- 86% increased their knowledge and understanding of neuro-inclusive practice
- 83% felt more able to adapt their work to better include neurodivergent individuals

Any barriers to progress

Ongoing challenges remain in relation to recruitment in CAMHS and with OTs – this reflects the national recruitment picture. Additional recruitment drives are focusing efforts in this area.

Key next steps

- Continue to publicise services and the therapies microsite through coffee mornings and launch events, and stakeholder collaboration
- Continue the recruitment process in CAMHS and Therapies, and actively manage the waiting lists on a weekly basis adapting to service and patient need.
- Waiting list initiatives to increase clinic capacity.
- Acknowledgement letters to be sent to all CYPF on waiting lists with waiting time pathway information and redirection to Microsite
- Launch of family satisfaction questionnaire from the health perspective.

Area 6	The lack of contribution from social care professionals to the EHC Plan process
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Outcomes to Achieve

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

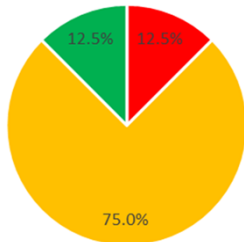
6.4 All requests for statutory assessment will result in the receipt of social care advice, including those not known to social care.

Are baseline measures in place? Outline any that are not yet in place

Measures derived from the Parent/Carer survey - The Parent/Carer satisfaction survey has just been completed. See Appendix 1

Annual reduction in complaints relating to parent experience of area provision - Complaint reporting process in planning phase

Progress on key actions



WSOA Action	Due date	Completion date	RAG Rate	% complete	Comments
6.1.1 New Designated Social Care Officer (DSCO) role implemented	Sep-22	Dec-22	A	75%	Interviewing for candidates on 02/12/2022
6.1.2 Convene a meeting of Children's Social Care (CSC) leaders to develop and agree a shared understanding of the challenges in this priority area, and to form a task and finish group whose purpose is to agree the actions required and oversee their implementation.	Dec-22	Dec-22	A	50%	Date in diaries for December

<p>6.1.3 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)</p>	Jan-23	Mar-23	A	50%	Progress made for Threshold 3 and 4 – however, EH needs to start this process
<p>6.1.4 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 care advice as part of EHC assessment</p>	Jan-23	Mar-23	A	50%	As above
<p>6.2.1 Develop and deliver regular bespoke training to social care professionals, co-produced with SEND and social care staff and families and children with EHC Plans.</p>	Jan-23	Jan-23	A	75%	First booked with CSC. EH, Adults – co-delivered by ISCAN and SEND

6.2.2 Every social care team to identify a SEND champion who will attend SEND events and training such as the "Meet the Local Offer" event.	Dec-22	Dec-22	G	100%	SEND champions identified for every team in CSC and adults - 1st event Dec 15
6.2.3 Quality Assurance and Practice Standards established for CSC and Early Help.	Jan-23	Mar-23	R	0%	DSCO not in post - 3rd round of i/v 2/12/2022
6.3.1 Develop and implement Practice Standards for the contribution from social care professionals to the EHC Plan process.	Jan-23	Mar-23	A	50%	In progress draft practice standards and flow charts have been developed

Any barriers to progress

6.1.1 Delay in appointment of DSCO.

3rd attempt at recruitment - Interview for DSCO on 2nd December. Plan to have in post by March 2023

Not having the DSCO in place, and new HoS service just started for CiN/CP November 2022

Key next steps

Recruitment of DSCO

New lead identified in SC to support. New DSCO in post to support with this also.

SEND champions to meet and EHC training to be delivered.

Area 7 | The limited oversight of the quality of SEND provision for children and young people's education

Outcomes to Achieve

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

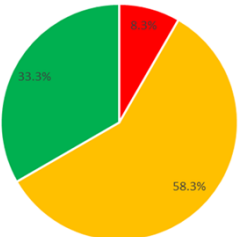
Are baseline measures in place? Outline any that are not yet in place

Measures derived from the Parent/Carer survey - The Parent/Carer satisfaction survey has just been completed. Baseline available See Appendix 1

Annual reduction in complaints relating to parent experience of area provision - Complaint reporting process in planning phase -this will provide a metric on numerous priority areas.

Complaint reporting process in planning phase- this will also provide a metric to measure baseline

Progress on key actions

 <p>WSOA</p> <p>Action</p>	Due date	Completion date	RAG	% Rate complete	Comments
<p>7.1.2 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.</p>	Nov-22	Nov-22	G	100%	
<p>7.1.3 Joined up SEND Quality First Teaching CPD programme for classroom/subject practitioners. "Whole School SEND" training programme in place across all settings.</p>	Sep-22	Mar-23	A	0%	DfE training did not match needs. Now identifying new provider to match need.
<p>7.2.1 Identify and utilise existing school groups [Tameside Primary Consortium (TPC) Inclusion Committee and Task and Finish Group; Tameside Association of Secondary Heads (TASH); Special School Heads (SSSP)] to ensure culture and practice change</p>	May-22	Complete	G	100%	

through ownership and accountability.					
7.2.2 Establish a model of 'moderation' of SEND practice and policy across all education settings.	Mar-23	Mar-23	A	0%	Start Dec/Jan for event March 2023
7.2.3 Develop and establish peer SEND/Inclusion reviews of practice with an ambitious delivery schedule.	Apr-23	Apr-23	A	15%	Brief written & item on Inclusion committee
7.3.1 Co-produce a SEND Charter/Pledge for Tameside which outlines the provision and opportunities that children with SEND and their families can expect 0-25.	Jul-22	Apr-23	A	15%	Shared Charter Examples with OKE- Parent consultation Nov
7.3.2 Incorporate a bi-annual SEND focus in the systematic review of schools in EI&P	Jun-22	Complete	G	100%	2nd meet 9/11/22
7.3.3 Design and implement a SEND Data Dashboard for performance information accessible to all SEND managers and front line staff on customer satisfaction data	Sep-22	Nov-22	A	90%	Dashboard almost ready - waiting parent caer baseline
7.3.4 Establish a model for reporting qualitative feedback from complaints and compliments to understand system health.	Aug-22	Complete	G	100%	Quantative and Qualitative reports now available for SENDIG
7.3.5 Design and agree a delivery and monitoring plan for a dynamic Inclusion Quality Partnership (IQP) (this will work like a Quality Mark)	Dec-22	Jan-23	A	20%	Lead briefed Nov 22
7.3.6 Design and implement a dynamic Inclusion Quality Partnership (IQP) and secure sign up from all educational settings with a	Jun-23	Jul-23	A	10%	As above

co-produced delivery and monitoring plan in place					
7.3.7 Implement more effective brokerage and monitoring of commissioned Independent and Non-Maintained school placements to ensure value for money and delivery aligns with Tameside's performance framework	Dec-22	Not yet started	R	0%	Change in Head of commissioning – Lead now identified

Any barriers to progress

7.3.7 Not yet started due to a change in head of commissioning. New head identified – Dave Leadbetter

Key next steps

Surveys completed and analysis completed and shared at heads and SENCo networks in January.
 Parent Charter draft completed and ready for consultation with more parents and with schools.
 Identify training providers and whole school programme.

Key outcomes to be delivered in next 12 weeks?

Work on the planning of the IQP. Consulting stakeholders on the IQP plans. Accessing specialist support for the IQP lead.

Area 8 | The inconsistent application of a graduated approach across different settings, leading to weaknesses in meeting needs across the area

Outcomes to Achieve

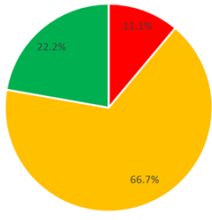
- 8.1 The graduated approach as exemplified in Tameside's 'Thrive Matching Provision to Need' (MPTN) document is embedded across Tameside and utilised by educational settings.
- 8.2 Positive change in attitude, ethos, skills and knowledge across education settings shown in an increase of inclusive practices (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.

Are baseline measures in place? Outline any that are not yet in place

Parent Survey has is complete and is closed. Analysis ongoing. Baseline available for all priorities **See Appendix 1**
 SENDCo Survey launched 2 November 2022, closing date 25 November. 65 schools out of 99 have responded.
 Children and young people Survey live, closing date 16 December.

 Feedback form attached to the Graduated report document is live but need further promotion.

Progress on key actions

 WSOA	Due date	Completion date	RAG Rate	% complete	Comments
Action					
8.1.1 Active promotion of the Thrive Matching Provision to Need (MPTN) documents across the networks of schools, early years settings, and post-16 providers. Schools to identify and share good practice models for the different areas of need in order to support clear expectations for what mainstream settings should provide and how the physical environment should look to meet needs.	Nov-22		G	90%	Launched documents positive feedback. SENCOs report using it. Tameside Local Offer
8.1.2 Delivery of training around the SEND Children Thrive: MPTN documents alongside the parent created leaflet. Sessions delivered in pairs in order to collect feedback and impact from the initial training. All educational settings to receive a hard copy of the MPTN document.	Jul-23		A	25%	Workshops have been launched
8.1.3 Linked training sessions to include: Emotionally Friendly Settings, ELSA, EBSA. Education settings to be supported to work towards Emotionally Friendly Settings accreditation.	Rolling		G	100%	EBSA,EFS,ELSA shared
8.2.1 Development of 'SENDCo Induction Training' for all new SENDCOs including developing 'SEND Children Thrive Action Plans' and	Oct-22		A	50%	SENCO Workshops sheduled

workshops for experienced SENDCos.					
8.2.2 Develop and deliver SEND workshop for all Headteachers and included as part of induction programme for all new Headteachers annually.	Oct-22		A	15%	HT SEND workshop scheduled
8.2.3 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.	Sep-22		A	30%	Termly SENDco meets set up - excellent feedback from kick off event
8.2.4 Develop and implement a model of school-led peer coaching, support and training based on a form of peer review	Nov-22		A	20%	In development - presented to inclusion committee
8.3.1 Offer training for all schools on Whole School SEND practice as part of a SEND 'training passport' programme.	Jul-22		R	0%	Moving to quality Mark and whole school passport in absence of DfE NASEN training offer
8.3.2 OKE-led training and information days for parents with a focus on the Graduated Response. Coordinated and led by parents with additional expertise from professionals, such as EPS, SOSS, School Leaders, Specialist teachers, therapists. etc.	Sep-23		A	10%	OKE and EPS co production offer on Local offer

Any barriers to progress

8.3.1 Not yet started as not due; it needs to build on the peer review

We are also promoting a whole school approach to mental health that will complement the SEND framework but may be too much to expect schools to complete both simultaneously.

Key next steps

- Surveys completed and analysis completed and shared at heads and SENCo networks in January.

- Parent Charter draft completed and ready for consultation with more parents and with schools.
- Identify training providers and whole school programme

Area 9 | The poor transition arrangements across all stages of education

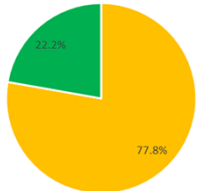
Outcomes to Achieve
 9.1 Timely, strategic and effective programme for review of plans at key transition points established.
 9.2 Clear SEND transition protocol and standardized paperwork in place and practice embedded, including targeted approaches, resulting in improved understanding of the transition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

Are baseline measures in place? Outline any that are not yet in place
 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 - Data cleansing taking place in order to be able to report accurately on this.

Measures derived from the Parent/Carer survey - The Parent/Carer satisfaction survey has just been completed and baseline available.

Child/YP survey launch October- closes December 2022.
 Complaint reporting process in planning phase- this will also provide a metric to measure baseline

Progress on key actions



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.

WSOA Action	Due date	Completion date	RAG Rate	% complete	Comments
9.1.1 Annual Review recovery plan reviewed and agreed (in line with SEND Assessment Service review).	Sep-23	Dec-22	A	95%	Recovery plan Version 1 developed - to be enhanced to align to WSOA

9.1.2 Establish a protocol for Annual Reviews of EHCPs in Y5 and Y10 attended by LA representative.	Jul-22	Dec-22	A	80%	Risk around capacity - prioritisation of CLA, Significant changes and OOB Transitions.
9.1.3 Annual Review Recovery Plan delivered and position recovered.	May-24	May-24	A	45%	Risk due to capacity- workflow and priority to be set - Also consider REED to support with backlog.
9.2.1 Transition Protocol Working Group established to oversee improved transition arrangements.	Jul-22	Jul-22	G	100%	
9.2.2 Create schools and settings agreed transition protocols and framework across Tameside.	Jul-23	Jul-23	A	30%	Transition 6-7 paperwork agreed
9.2.3 Pre-school to school assessment documentation standardised to support more seamless transitions.	Apr-23	Apr-23	A	25%	Pre school assessment docs needs review
9.2.4 Ensure all transition support services or equivalent are available to Post-16 providers.	Sep-22	Sep-22	G	100%	
9.2.5 Place-based action research projects to develop key areas of practice around transitions.	Oct-23	Oct-23	A	0%	Use surveys to inform practice development and process

9.3.2 Data-sharing agreement across Tameside schools re SEND needs.	all	Oct-22	Jan-23	A	90%	
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Any barriers to progress

9.1.1 Annual review recovery plan has been redrafted and will be shared with DfE on 5/12/22. Capacity and sheer volume of new EHCP and annual reviews is a challenge.

9.1.2 It is not yet possible to commit attendance at all transition reviews due to capacity constraints. The officer however will liaise with the school to determine if attendance should be prioritised; this decision is made on a case by case basis. The team is working to establish data to determine a baseline percentage of reviews that have been attended, which looks to be around 46%. The current review allocation for the spring term is 140 cases per officer, this is a significant risk factor to progressing the annual review recovery plan and our ability to increase attendance at reviews.

9.1.3 Annual review position recovery. Following business process review, systems significantly improved. School alerts in place and the backlog position significantly improved. However, caseloads for spring term (140 reviews per case worker) seem unmanageable so need to monitor impact and risk. Prioritizing transition year pupils to mitigate plus may utilize agency support via REED.

9.2.3 Pre-school to school assessment documentation standardised needs more attention. Good work has been done around SENDIF processes, EHCP assessment. This may address the identified need in this action but it is unclear. A meeting has been arranged in December to unpick this action. This will not negatively affect the completion date for this action.

9.3.2 Data sharing for SEND. In hindsight the completion date should have had a later date with as the SEND profiles needed to be created and distributed first, which was completed W/C 7 Nov. We are checking with Risk whether an agreement is needed as there is no pupil identifiable data in the profiles. We do not think an agreement will be needed as most of the information is in the public domain. All profiles have been sent out to schools and schools have been notified that a request to share is to follow.

What Timescale risks are there?

9.1.3 Annual Review position recovery is the biggest risk to timescales.

Key next steps

- Use parent carer results to ensure we prioritise critical themes for development : Local Offer, Transition planning and PFA
- Spotlight on Yr 6 yr 11 transition cohort for Sept 2023 AND get ahead for Yr5 Yr 10 transition cohort for SEPT 2024
- Recruitment of project manager
- Child/Yp survey analysis and additional transition/PFA focus groups – survey closes Dec

Area 10	The lack of strategic direction in the support for children and young people to prepare them effectively for adulthood
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Outcomes to Achieve

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.

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.

10.3 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.

10.4 Improved access to health provision that is available for those with more complex needs.

Are baseline measures in place? Outline any that are not yet in place

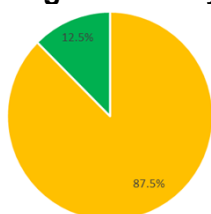
Measures derived from the Parent/Carer survey - baseline measures now available.

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 - There is a pupil survey currently live and open until 16 December 2022. Initially, this baseline survey was expansive and long. There were some concerns about this and it was felt there would be better ways to engage with children and YP around key topics.

Therefore, for the initial survey it was agreed to go with a short survey and PFA/Transitions questions were omitted. There would be more meaningful ways to engage with the cohort most affected and in need for PFA (Year 9 above) directly.

The mechanism and timeline for this is to be established but will link with partners such as Active Tameside, and PFA colleagues.

Progress on key actions



WSOA Action	Due date	Completion date	RAG Rate	% complete	Comments
10.1.1 Identify SEND professional/s to liaise with all partner agencies and parents and families to support processes around Preparation for Adulthood	Apr-22	Dec-22	A	50%	Management changes impact
10.1.2 Ensure the governance structures mean that key stakeholders and leaders are held accountable for the implementation of the plan and key objectives and that these are monitored on a	Sep-22	Mar-23	A	25%	PfA plan needs development collaboratively

quarterly basis enabling senior leaders across agencies to evaluate effectiveness of PfA arrangements.					
10.1.3 Source training opportunities for young adults through liaison with DfE and NDTI, with emphasis on Preparation for Adulthood. Plan and deliver an annual SEND student conference focusing on Preparation for Adulthood, with engagement from a wide range of stakeholder. Secure sign-up from providers for Supported internships.	Apr-23	Apr-23	A	50%	
10.1.4 Review the Transition Protocol and Pathway, consult on and publish in an accessible format	Mar-23	Mar-23	A	25%	
10.2.1 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.	Sep-22	Ongoing	A	50%	Ongoing Initial tracker developed but linking different partner systems difficult without unique identifiers – work underway.
10.3.1 Align the Preparing for Adulthood Plan strategically with the: •Tameside Learning Disability Strategy •Tameside Autism Strategy •SEND Joint Commissioning Plan •SEND Improvement and Development Action Plans.	Sep-22	Jan-23	A	50%	NEET aspirations now end Jan
10.4.1 Strategic Preparation for Adulthood lead for Health identified.	Apr-22	Apr-22	G	100%	
10.4.2	Jun-22	Mar-23	A	60%	Work with GP cont'd

Establish robust systems to check the quality of health provision for children and young people preparing for adulthood across Tameside.

Any barriers to progress

- Winter pressures across the system – social care, primary care etc.
- Capacity and resources to deliver this area remains a challenge to progress actions and within timescales.
- Funding needs to be reviewed and clearly understood.

Key next steps

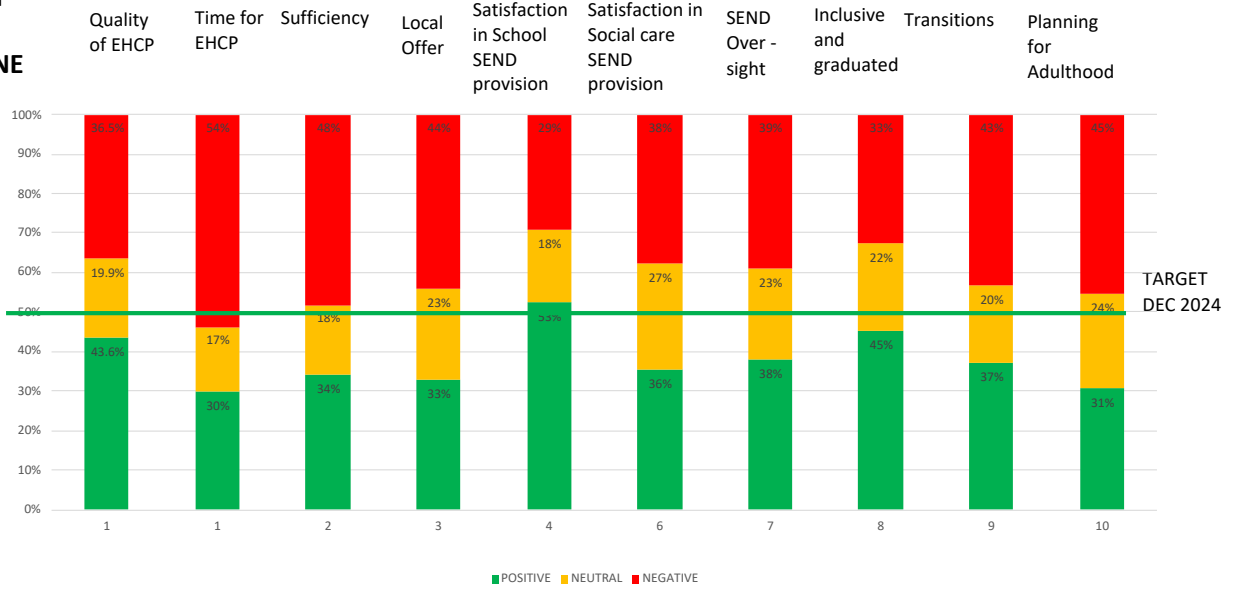
- Complete analysis and obtain baseline on Parent Carer Survey.
- Meeting to consider young person’s PfA engagement
- Progress work on establishing Transitions Panel, Transitions Steering Group and continue to further refine the Tracker.
- Meet with NDTi to establish work around supported internships.
- Transitions Protocol, wider enhancement of PfA plan, aligning and strengthening pathways.
- Ensuring PfA is strengthened on ECHP documentation, and advice sheets
- Future NEET aspirations agreed with partners
- Workshops/focus groups with young people, and parent carers

Impact	Evidence
<p>1. NEET</p> <ul style="list-style-type: none"> • 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). • SEND Destinations – School Leavers Moving On Report 2021: 84.9% EET, 14.1% NEET 	<ul style="list-style-type: none"> • Remained 88% in 2021 (DfE LAIT) <p>However, the most recent local data shows an improvement on the same measure and a positive direction of travel:</p> <ul style="list-style-type: none"> • The percentage of KS4 cohort with SEN in an EET destination currently stands at 90.4%, an improved position from 84.9% in the 2021 Moving On report.
<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>Q2 figures for uptake of annual health checks for 14-15 year olds is 17% - compared to less than 10% in 21/22.</p> <p>Whilst the % looks low against a target of 75% (by March 2023) this is very usual for this time of year and not a cause for concern- as it is an annual health check some individuals are not due them until Q3 & Q4. We always see a significant rise in the final two quarters as this is how many practices</p>

	<p>plan their clinics- they also combine the check with flu vaccinations & covid vaccinations for eligible patients. The comparison between 21/22 to this year shows a promising trajectory.</p> <p>An additional focus is being given to 14-18 year olds following some feedback to date suggesting this age group are less likely to go to their GP for an annual health check when they are more involved in health services e.g. under consultant led care plan. More feedback required to understand this which will be picked up in the below action however discussions in hand with ISCAN and the Paediatric consultant to raise more awareness of GP AHC with them and discuss collaborative approached to connecting the families and young people to their GP to help them transition away from C&YP services and into adulthood.</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>NWADASS Q2 2022/23 94.34% (unpublished data)</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>Baseline survey results are currently being analysed. Overall metric available PFA Significant work to be done to achieve the target baseline metric by DECEMBER 2024. See appendix 1 image</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>	<p>There is a pupil survey currently live and open until 16 December 2022.</p> <p>Initially, this baseline survey was expansive and long. There were some concerns about this and it was felt there would be better ways to engage with children and YP around key topics.</p> <p>Therefore, for the initial survey it was agreed to go with a short survey and PFA/Transitions questions were omitted.</p> <p>There would be more meaningful ways to engage with the cohort most affected and in need for PFA (Year 9 above) directly. The mechanism and timeline for this is to be established.</p>

APPENDIX 1 – BASELINE MEASURES

PARENT CARER BASELINE Update



	48%	33%	37%	36%	58%	39%	42%	50%	41%	34%	+10%
Jul-23 – plus 10%	48%	33%	37%	36%	58%	39%	42%	50%	41%	34%	+10%
Jul-24 – Plus 25%	55%	37%	43%	41%	66%	44%	48%	56%	47%	39%	+25%
Delta to 51% target	Ontrack	14%	8%	10%	On track	7%	3%	On track	4%	12%	Shortfall

Tameside

SEND Monitoring Visit

December 2022

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Progress Highlights (1)

- Local Offer Rebrand Completed. Soft Launch Live from October 2022.
- Local Offer Working Group - new lead assigned and working groups established and convened.

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Tameside SEND Local Offer



Welcome to the Tameside SEND Local Offer

If you would like to see this information in another language or in audio, click the Accessibility Toolbar in the top left of the screen.

What is the Tameside SEND Local Offer?

The purpose of the Tameside 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.

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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 Tameside SEND Local Offer for?

The Send 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 Tameside SEND Local Offer, [please click here](#) to go to our feedback page or email us at local.offer@tameside.gov.uk

[The SEND Children Thrive: Matching Provision to Need Document](#) includes the basic principles of supporting children and young people with SEND and what ideas, approaches and interventions could be appropriate to put in place. It aims to support excellent practice across educational provision and promote positive outcomes for children and young people who have been identified as having additional needs, to ensure that all SEND children THRIVE. Please click to link to find out more:



Health and Wellbeing



News and Things To Do



Information, Advice and Support



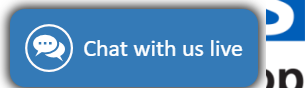
Transport and Travel



Education and Learning



Contact Us

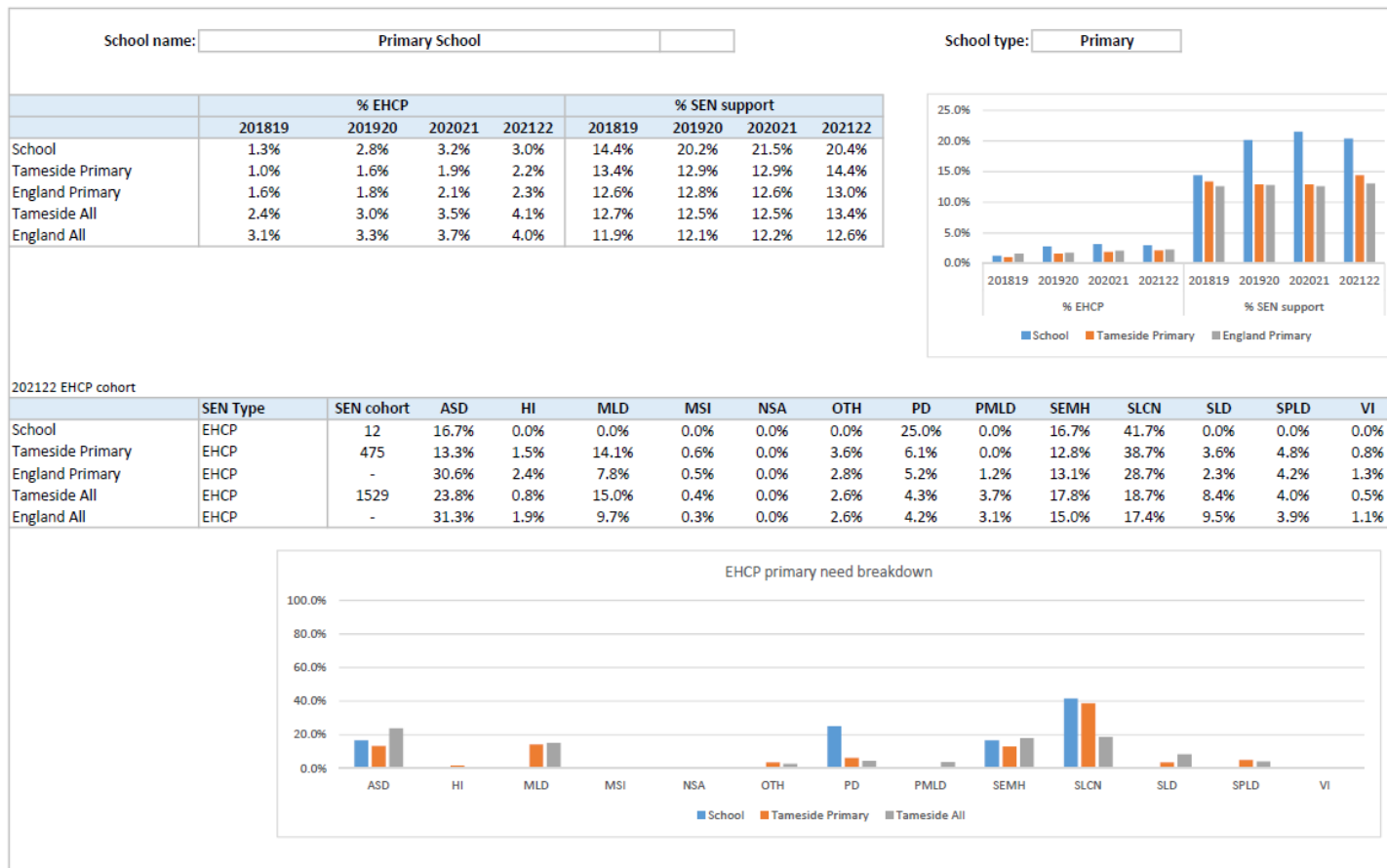


Progress Highlights (2)

- Co-produced parent/carer survey now completed and results shared with parents/carers and Primary Heads.
- Business Process Review completed with findings reported to Executive Cabinet
- First parent carer engagement session has taken place- feedback given re PC survey
- SEND Scorecard devised and all schools provided with their own individual data
- EHCP Quality Assurance Framework in place
- Annual Review Recovery Plan in place
- Timeliness Recovery Plan in place
- Child/ Young Person Survey Live
- SENDco Survey Live



SEND Scorecard exemplar



SEND Scorecard Exemplar

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School name:		Primary School				
Name	DfE number	Phase	Absence - all pupils			
			Number of enrolments			
			201617	201718	201819	202021
Primary School		Primary	316	327	342	344
Tameside		Primary	18370	18400	18623	18496
England		Primary	3909500	3968042	3985705	3956727
Name	DfE number	Phase	Overall absence			
			201617	201718	201819	202021
Primary School		Primary	4.4	4.2	3.8	4.4
Tameside		Primary	4.0	4.1	3.8	3.1
England		Primary	4.0	4.2	4.0	3.6
Name	DfE number	Phase	Authorised absence			
			201617	201718	201819	202021
Primary School		Primary	2.2	1.7	1.3	2.5
Tameside		Primary	2.8	2.7	2.4	2.2
England		Primary	3.0	3.0	2.9	2.7
Name	DfE number	Phase	Unauthorised absence			
			201617	201718	201819	202021
Primary School		Primary	2.2	2.5	2.5	1.9
Tameside		Primary	1.2	1.4	1.4	1.0
England		Primary	1.1	1.1	1.1	0.9
Name	DfE number	Phase	Persistent absence			
			201617	201718	201819	202021
Primary School		Primary	10.4	9.2	7.6	11.9
Tameside		Primary	8.7	8.6	7.7	6.5
England		Primary	8.3	8.7	8.2	8.8

School type:		Primary							
		Exclusions - all pupils							
		Headcount							
		201718	201819	201920	202021				
		388	389	392	409				
		22668	22818	22732	22468				
		4716244	4727089	4714772	4660682				
		Number of permanent exclusions				% of Tameside's permanent exclusions			
		201718	201819	201920	202021	201718	201819	201920	202021
		0	0	1	0	0%	0%	17%	0%
		17	8	6	3	-	-	-	-
		1210	1067	739	392	-	-	-	-
		Fixed term suspension rate				% of Tameside's fixed term suspensions			
		201718	201819	201920	202021	201718	201819	201920	202021
		4.6	3.6	1.3	0.2	4%	3%	2%	0%
		2.2	1.9	1.1	1.2	-	-	-	-
		1.4	1.4	1.0	1.0	-	-	-	-
		Pupils with 1+ fixed term suspension rate				% of Tameside's pupils with 1+ fixed term suspensions			
		201718	201819	201920	202021	201718	201819	201920	202021
		2.1	1.0	1.0	0.2	4%	2%	3%	1%
		0.9	0.9	0.6	0.6	-	-	-	-
		0.6	0.6	0.5	0.5	-	-	-	-

Progress Highlights (3)

- Health Navigator Service in place - impact being measured
- Health audits and CPD programme well underway
- Significant Improvement in Timeliness in Health Advice (end of September 100% for CAMHS, 92% ISCAN, 63% Paediatrics)
- Recruitment well underway for additional investment in Health Therapy and CAMHS.
- Health Preparation for Adulthood Strategic Lead appointed

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Priority task and finish groups- update

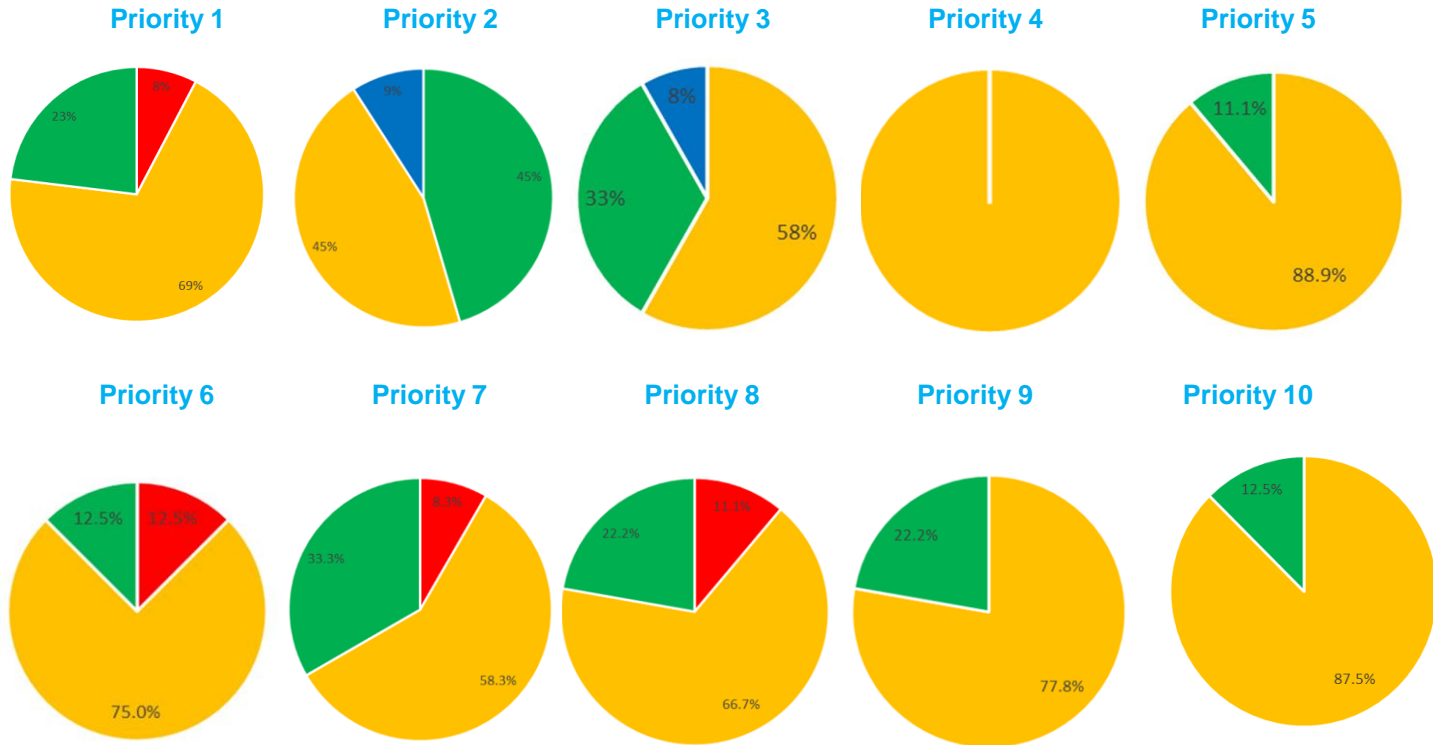
- See DfE Preparation Template
- 88% of actions are green or amber
- Only 3% of actions are red
- 4% not yet started but planned start dates will mean we meet target complete dates.
- Recruitment underway for dedicated PM support (currently supported by PM from Stockport) and DSCO

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Overall Status by Priority – November 2022

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Actions due before end March

(Note no actions due to complete in the period for priority 4 & 8)

2022/23	December	January	February	March
<u>PRIORITY 1</u>		1.1.3 50% 1.2.1 65% 1.3.2 – 10% - now Aug 23		
<u>PRIORITY 2</u>	2.1.3 100%	2.3.1 75%		
<u>PRIORITY 3</u>	3.2.1 90% new end date			
<u>PRIORITY 5</u>		5.1.1 50%	5.1.2 75% 5.1.4 50%	5.1.5 75% 5.1.6 50% 5.2.1 75% 5.2.2 50%
<u>PRIORITY 6</u>	6.1.2 50%	6.1.3, 6.1.4, 6.3.1 50% now Mar 23 6.2.3 0% TBC DSCO		
<u>PRIORITY 7</u>	7.3.5 20% new lead Jan 23 7.3.7 0% New Head of commissioning			7.2.2 0%
<u>PRIORITY 9</u>	9.1.1 95% 9.1.2 80%	9.3.2 90% now Jan 23 was Oct 23		
<u>PRIORITY 10</u>	10.1.2 25% & 10.4.2 60% now Mar 23	10.3.1 50% & 50% now Jan 23		10.1.4 25%

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Co production & Engagement of partners

Coproduction

- Parent Consultation Sessions Established
- Local Offer rebranded and updated
- Parent / Carer Satisfaction Survey complete
- Regular Meetings with Parent / Carer Forum in place
- Parent / Carer Health Navigation Process in place
- Child and Young Person Survey completed

Partners

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

What's next?

- Summary of key actions
 - Parent/ carer survey results to be published and shared
 - Child and young person survey results to be analysed and published
 - SENDCO survey results to be analysed and published
 - Recruitment of DSCO and PM
 - Prioritisation of actions due before Easter (see slide 10)

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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.

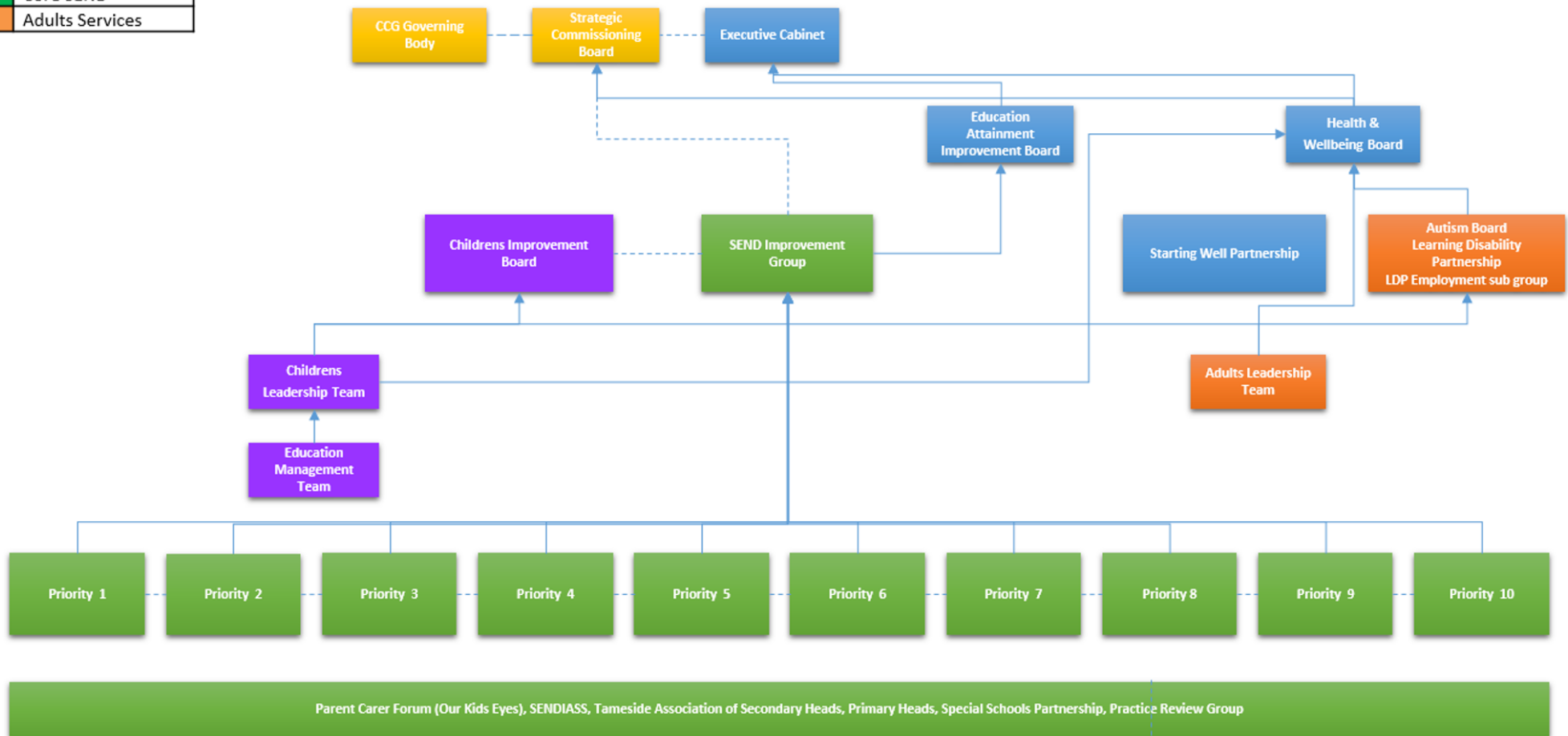
Our Kids Eyes (OKE)- a Tameside-based charity which also facilitates our parent/ carer forum, has established a SEND Inspection Engagement group for parent carers who want to be actively involved in the development and implementation of the WSOA, acting as parent carer representatives. This is supported 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:

Corporate
Children's Services
Health
Core SEND
Adults Services

Tameside SEND Governance Structure



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.

- Page 75
- 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								
1.1.1 IM 2 & 3 Page 76	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.	July 2022	Charlotte Finch (Head of SEND)	Transformation Team, SEND Assessment Team	10 days Financial implication of external scrutiny TBD	SEND assessment team redesign fully implemented. Process maps in place.	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.	100%

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 77							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.	
1.1.2 IM 1 & 4	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	Existing and new KPIs need to be recorded and projected performance understood and monitored. Process to receive timely data established. Regular monitoring meetings to be established.	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. Families will have a clear understanding of when health advice has	75%

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>Effective governance put in place. Individual organisations need to ensure that appropriate internal reporting is in place. Quarterly reports to the SEND. Robust mechanism established to ensure that feedback from families is received. Annual report presented to the CCG Board.</p>	<p>been provided in the EHCP process.</p>	
	<p>1.1.3 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</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>

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
						trend with impact reported by families.	An improvement in performance so that by December 2023 at least 60% of advices are completed and returned within the 6-week timescale.	
1.1.4 IM 1, 2 & 3 Page 79	Review the process for responding to statutory requests for advice from all services (health, CSC, schools, EPS) that includes improving EHCP administration processes.	September 2022	Wendy Young (Deputy Head of SEND) , Karen Kromolicki (DCO)	ICFT, PCFT, EPS, SEND Assessment Team, CSC	15 days Additional staffing resource as identified in 5.1	Working Group to be established. Develop and implement work stream meeting documentation. Standard operating procedures in place.	An improvement in the timeliness of EHCPs to achieve an average of at least 65% within a 12 month rolling period by December 2023. 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.	10%

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>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 2023, 25% by July 2024, and working towards at least 51% of parents reporting a positive experience by December 2024.</p>	
1.1.5 IM 4	Establish and embed a new sustainable EHCP health administration tracking team.	September 2022	Ashleigh Smith (Directorate Manager Children and Young People), Karen	PCFT	Additional staffing resources as identified 5.1 & as identified 1.1.2	Work stream needs to be established. Recruitment of Health EHCP administration tracker	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	75%

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 8			Kromolicki (DCO)			Standard Operating Procedures put in place. Timely monitoring of data to understand and ensure progress is on track.	and returned within the 6-week timescale. Families will have a clear understanding of when health advice has been provided in the EHCP process.	
	1.2 Improved Quality of EHC Plans							
42.1 IM 2 & 6	EHCP Quality Improvement Schedule established and Implemented and Quality Assurance Audit process in place.	January 2023	Wendy Young (Deputy Head of SEND)	Health, Social Care, EPS, School leaders	30 days	Statutory Assessment parent / carer surveys issued as part of QA process. Positive engagement from all services, improved practice observed through moderation and peer review. Regular reports to SENDIG.	Children and families have a more positive experience of the statutory assessment process, enabling faster 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.	65%

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						Regular quality reports to CCG Quality Performance & Action Group.	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 new EHCPs achieve a pass rate against QA tool by December 2023.	
1.2.2 IM 2 & 5	Identify and secure an EHCP CPD framework, addressing all aspects of the EHC assessment - delivered to all contributing personnel and partners. Secure agreement and delivery of a rolling training programme to assure consistency and quality and informs induction and CPD.	May 2022-repeated 3 monthly	Wendy Young (Deputy Head of SEND) [Claire Jackson (Principal Educational Psychologist) , Lynn Barnett (Partnership	NASEN, ICFT, PCFT	Training time 2 hours sessions available every 3 months	Training programme promoted and attended by stakeholders with positive training evaluations. Evidence of improvements in practice via audit programmes. Reports to SENDIG. Reports to CCG Quality,	Improved performance from all EHCP contributors, enables a more positive experience of the assessment experience for children and families. This will be evidenced by, comparing to baseline results, 10% improvement by July 2023, 25% by July	50%

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			Manager), Karen Kromilicki (DCO), Daniel Murphy (Service Unit Manager, CSC), Jo Robinson (Team Manager Prep for Adulthood)]			Performance & Action Group.	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”							
1.3.1 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 to the voice of the parent/ carer/	100%

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 8 of 13							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	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.	10%
	1.3.3 IM 3	May 2023 and repeated annually	Mark Whitehead (Head of Operation)	Parent and carer forum (OKE), schools,	Funding required for venue hire,	Conference established in annual calendar promoted via the		10%

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 85	success and best practice.		Services, Adults)	Preparation for Adulthood, EPS	publicity, refreshments, transport, etc.	Local Offer shared and reported by school leader fora. Evaluation completed by young people following conference. 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.).	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	November 2022	Bunmi Lawson (DMO), Karen	ICFT, PCFT	15 days [plus actual audit time]	Programme established and shared.	Children & Families have a more positive experience of the statutory assessment	75%

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 86	holistic, timely and accurate and ensure that appropriate input is captured at all stages of the process.		Kromolicki (DCO)			<p>Procedure including recording of findings established and agreed.</p> <p>Audits carried out by appropriate personnel</p> <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>process, enabling faster access to support and appropriate provision.</p> <p>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>An improvement in performance so that by December 2023 at least 60% of advice reports</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
						Policies and procedures reflect audit findings.	are completed and returned within the 6-week timescale. At least 60% of new EHCPs achieve a pass rate against QA tool by December 2023.	
4.5 Professionals are confident that the established quality assurance processes are appropriately supportive & challenging and will increase the quality of EHC Plans.								
IM 4, 5 & 6	Increase capacity of Designated Medical Officer role.	February 2022	Louise Rule (Head of Starting Well), Gill Gibson (Director of Nursing, Quality & Safeguarding)	ICFT	£40,000	Additional capacity put in place – appoint DCO. Ensure DCO/DMO are on all relevant meetings & networks. Ensure DCO/DMO are embedded as part of the Quality & Safeguarding Team. Ensure an effective working relationship	An improvement in performance so that by December 2023 at least 60% of advice reports are completed and returned within the 6-week timescale. 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.	100%

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 88						<p>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>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>	
	<p>1.5.2 IM 4, 5 & 6</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</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 89							<p>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>	

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

Outcomes:

- 2.1 Increased parental satisfaction – as evidenced in survey returns
- 2.2 Parents and families feel that they are well informed and listened to in a timely manner
- 2.3 Parents and carers feel well prepared and have greater involvement in person centred planning
- 2.4 Successful completion and delivery of the area SEND sufficiency Plan.

Impact Measures:

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.

- Page 96
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	July 2022	Charlotte Finch (Head of SEND)	Parent and carer forum (OKE)	5 days	Survey issued and responses returned to	Family feedback in the area parent / carer satisfaction survey indicates that	100%

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 91 1.2 IM 1 & 2	SEND network and systems.					establish a baseline. Findings reported to SENDIG. Realistic stretch targets established to measure improvement.	parents are having a more 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.	
	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	Schedule and survey agreed. Analysis process established by December 2022. 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 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.	100%

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 reduction in complaints relating to parent voice/ experience of area provision following December 2022 baseline.	
2.1.3 IM 1 Page 92	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	100%

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
							positive experience by December 2024.	
2.1.4 IM 1	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/ 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.	100%
2.2 Parents and families feel that they are communicated with well								
2.2.1 IM 1 & 2	Establish monthly meeting between the parent and carer forum (OKE), SEND and Health representatives. Ensure open communication	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.	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	75%

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 94 2.2 IM 1 & 2	channels and opportunity for information to be communicated to parents and parents views heard					Complaints categorisation process in place by December 2022- data analysis of complaints relating to pupil voice.	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.	
	Parent and carer forum (OKE) Chair to join SENDIG membership and participate monthly.	March 2022	Elaine Healey	SEND, Parent and carer forum (OKE)	12 days	Annual SENDIG schedule and membership agreed by March 2022. Parent and carer forum (OKE) voice captured in meeting records. Complaints categorisation process in place by December 2022- data analysis of complaints	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	100%

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
						relating to pupil voice.	parent voice/ experience of area provision following December 2022 baseline.	
2.2.3 IM 1 Page 95	Health to provide clear information for families on what to expect from services, including information about waiting times and service offer. A range of bite-size information products such as factsheets will be developed to give families an overview of conditions and common themes. Generic email addresses to be established across all areas so that parents and carers can easily contact services.	September 2022	Karen Kromilicki (DCO), Ashleigh Smith (Directorate Manager Children & Young people), Steven Hand (Operational Manager)	Elaine Healey, (Our Kids Eyes)	20 days ongoing commitment	In conjunction with OKE determine what information is required. Produce Information in required format. Update Local Offer as required Establish generic email addresses. Monitor impact of information via ongoing feedback from OKE and Local Offer.	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.	50%
2.3 Parents and carers feel well prepared and have greater involvement in person centred planning								

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
2.3.1 IM 1, 3, & 4	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	<p>Statutory assessment parent-satisfaction survey specifically asks parents and carers if they felt their child was at the centre of the assessment process.</p> <p>60% of the statutory assessment workforce has training in the first year, 80% in the second year and 90% in the third year.</p>	<p>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.</p> <p>Improved performance also ensures greater accuracy in describing need and therefore a greater ability to secure the most appropriate provision.</p> <p>10% reduction by December 2023 in interim reviews requesting a change</p>	75%

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>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</p> <p>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)</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 process in place by December</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 that they</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 98			Elaine Healey]			2022- data analysis of complaints relating to pupil and family voice.	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.							
2.4.1 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	Membership and schedule agreed by July 2022. Plan agreed via SENDIG and local governance mechanism. Complaints categorisation process in place by December 2022- data analysis of	Parent/ carers and children feel increased satisfaction with the child's school placement. 10% reduction by December 2023 in interim reviews requesting a change of placement – reporting process to	90%

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 99						complaints relating to school provision.	<p>be established and implemented.</p> <p>Lower rates of FT exclusions of children and YP 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 that pupils with an EHCP (8.5) in Tameside receive more fixed term exclusions than pupils with an EHCP nationally.</p> <p>Fewer complaints received in relation to school provision.</p> <p>Baseline to be established via complaints categorisation process by December 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
2.4.2 IM 1, 2, 3, & 4 Page 100	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 (100 additional places December 2023) Update reports to SENDIG every other month. Complaints categorisation process in place by December 2022- data analysis of complaints relating to school provision.	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 / 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. 10% reduction by December 2023 in interim reviews	50%

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>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>Fewer complaints received in relation to school provision. Baseline to be established via the complaints</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
							categorisation process by December 2022.	

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
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3.1 Families are aware of and use the local offer and it helps them to find the information they need

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
3.1.1 [3.2-3.5] IM 1 & 3	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.	100%

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
3.1.2 [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.	100%
3.1.3 [3.3] IM 3	Deliver an ongoing marketing plan which promotes the current offer, and the relaunch of the offer following improvement work.	July 2023	Kristiane Sulek	Comms Team, Parent and carer forum (OKE), SEND Team, schools	5 days Marketing Budget	Annual parental survey developed to understand awareness and use of the Local Offer.		50%
3.1.4 IM 3	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 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	100%

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
						families when they make contact about their child, or through the assessment process.	need as evidenced by the annual survey of parents and families showing at least 60% of families aware of the local offer in the survey report finding it useful by September 2023.	
1.5 Page 106	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.	100%
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	August 2022	Adrian Rocks (Head of Education Commissioning)	Comms Team, Parent and carer forum	5 days Additional resource to	Offer content reviewed and agreed with stakeholders.	The local offer contains the right information so	90%

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 3.2.2 [3.1-3.5] IM 6	forum (OKE) to ensure it is fit for purpose, well publicised and accessible to parents, young people and professionals so that they understand what is on offer to meet their needs.			(OKE), CCG, ICFT, PCFT, SEND Team, schools, Ownership Board	OKE per 3.1.1	Changes and redesign of Local Offer website with feedback from 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.	families find it useful in finding services. We will know this 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.	
	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	100%

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
							working towards at least 51% of parents reporting a positive experience by December 2024.	
3.2.3 [3.1-3.5] IM 1 & 5	Develop, test and launch new local offer website including co-production of functionality with children and families (this will include user access testing).	April 2023	Allan Pearce [Elaine Healey, Kristian Sulek]	SEND Team, schools, Ownership Board	12 days additional resources as captured in 3.1.1 and 3.2.2	A new local offer site is developed with more effective search, better tracking and reporting information. The content and site is co-produced.	Children and families can access a local offer which 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.	0%
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.	August 2022	Adrian Rocks (Head of Education Commissioning)	Parent and carer forum, OKE, CCG, ICFT,	2 days Additional resource to	The current content of the local offer is reviewed	Families have access to up-to-date information on the website and have a	20%

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	[An output of the review of the existing content 3.2.1]			PCFT, SEND Team, Adults Team, schools, Ownership Board	OKE as per 3.1.1	and gaps are identified. Gaps are filled through updating the site, or a report to SENDIG identifying where services are missing. A report is produced for SENDIG identifying where there are gaps in provision.	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. At least 80% of stakeholders report their pages are up to date when surveyed annually by December 2023.	
	3.3.2 IM 5	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	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	

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
						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.								
IM 3	Promote understanding, insight into and opportunities regarding prep for Adulthood on Local offer.	September 2023	Adrian Rocks (Head of Education Commissioning) [Mark Whitehead (Head of Operation Services, Adults)]	Comms team, Parent and carer forum, OKE, SEND Team, Schools, post-16 settings	2 days	Information on the preparation for adulthood and transition are improved on the local offer.	Families and children have ready access to information they find helpful in preparing for adulthood and transition evidenced by 60% positive response to specific preparation for adulthood questions in the area parent satisfaction survey by December 2023.	0%
3.5 The Local Offer is fit for purpose for all families, services and providers.								
IM 2 & 5	Ownership Board for the Local Offer steers delivery and commissions an annual review of the	October 2022 and recurring	Ownership Board	CLT, ICFT, PCFT, Adults Team, Parent and	4 days annually	Six monthly report into the Local Offer is produced and shared via	Children and families are clear about the performance of the local offer and how	0%

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	local offer. Reviews progress and impact of Priority 3 action plan.			carer forum (OKE)		SENDIG and the Local Offer.	their feedback is being responded to.	
	Ownership Board identifies and reports where there are gaps in services					Progress against priority 3 is reported. Reports identify gaps in provision in the local offer.	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. At least 80% of stakeholders report their pages are up to date when 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							60%
4.1.2 [4.2, 4.3] IM 1, 2, 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	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	40 new specialist places created in September 2023 with the Hawthorns new build. 10 new specialist SEMH places created in September 2022	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	50%

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 style="writing-mode: vertical-rl; transform: rotate(180deg);">Page 113</p>	<p>bases across Tameside.</p>					<p>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>Complaints categorisation process in place by December 2022 - data analysis of complaints relating to school provision.</p>	<p>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> <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</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 114							<p>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 established by complaint audit by December 2022.</p>	
	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).							

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
4.4.2 [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] Page 2, 3 & 5 Page 115	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 inspectors in routine school inspections. Improvement in the number of positive	60%

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 style="writing-mode: vertical-rl; transform: rotate(180deg);">Page 116</p>							<p>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 reviews requesting a change of placement – reporting process 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
							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:	
<i>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.</i>	
Page 18	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.
	By April 2023 a 15% reduction in the number of people waiting for an ASD assessment via a waiting list initiative; currently 303.
	By April 2023 a 25% reduction in the number of people waiting for an ADHD assessment via a waiting list initiative; currently 184.
	By April 2023 a 25% reduction in total number of people waiting for CAMHS assessment; currently 200.
	By April 2023 a 35% reduction in the longest wait for CAMHS assessment; current longest wait 95 weeks.
	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								
5.1.1 IM 9 Page 119	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.	50%
	5.1.2 IM 8, 9, 10, 11, 12 & 13	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 &		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	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

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 120			Young people)			completed February 2023.	<p>process is timely and results in action being taken e.g. service offered and/or advice, support and signposting.</p> <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>	

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 June 2023 92% of children will have had their dietetic assessment within 18 weeks.	
5.1.3 Page 121	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. 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.	50%
5.1.4 IM 4 & 5	Implement the mobilisation project plan following additional investment	February 2023	Sarah Leah (Associate Director of Operations),		Additional resource already in	Phased Approach to recruitment: Phase 1 - Recruitment of Psychological	By April 2023 a 25% reduction in total number of people	50%

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 122 IM 1, 2 & 6 5.1.6 IM 6	in CAMHS and the neuro-developmental pathway.		Steven Hand (Operational Manager)		place - £1,500,000.	Wellbeing Practitioner & Team Lead staff completed by September 2022; Phase 2 – Recruitment of Mental Health Practitioners completed January 2023.	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. By April 2023 a 15% reduction in the number of people waiting for an ASD assessment via a waiting list initiative.	75%
	Increased awareness and understanding of neurodiversity for	March 2023	Philippa Robinson (Children's Commissioni	Katie Charlton (Starling)	£18,000 allocated	Establish training programme with timescales.	All Children and young people on accessing the Neurodevelopmental	50%

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
	professionals through training programme		ng Project Manager)				pathway report that they have access to effective and appropriate support both pre and post diagnosis (via baseline survey).	
1.7 1, 3, 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. By April 2023 a 25% reduction in the number of people waiting for an ADHD	100%

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 124							<p>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). Young adults (aged 16-18) will have full</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
							access 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 Page 6 Page 125	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).	75%

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
5.2.2 IM 6 Page 126	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).	50%

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.

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 plans and assessments and promoting inclusive practice. Quarterly audit of plans in places shows improvement by January 2023.	Children and families will have greater confidence 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 faster access	75%

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 128						The DSCO will disseminate SEND best practice models and statutory requirements across social care teams, to improve contributions to the statutory assessment process.	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.	
	6.1.2 IM 1, 3 & 4	Convene a meeting of Children's Social Care (CSC) leaders to develop and agree a shared understanding of the challenges in this priority area, and to form a task and finish group whose purpose is to agree	December 2022	Daniel Murphy (Service Unit Manager, CSC) [Joanne Brown, David Lamb (Service Unit Manager, Cared for Children Services), Kim Scragg (interim Head of CIN/	Early Help, SEND Service, CSC	3 days	Meeting convened with agreed actions to address this priority area. Task and finish group established and meeting schedule agreed.	Over a two-year period, quality is improved and greater contribution from social care ensured. Families have greater confidence in the assessment process as an holistic assessment, evidenced by improvement in the number of 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 10 1.3 1 & 4	the actions required and oversee their implementation.		CP), Wendy Young (Deputy Head of SEND) , Kerry Dalston (ISCAN Team Manager), Lorraine Hopkins (Head of Early Help, Neighbourhoods and Early Years)]				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.	
	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. Complaints categorisation process in place	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,	50%

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 130						by December 2022- data analysis of complaints relating to pupil voice.	<p>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>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).</p>	
	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	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.	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.

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 131	will include a process to ensure all children, including those not known to social care, receive a social care advice as part of the EHC assessment.					Universal advice process in place led by the DSCO.	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 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							
6.2.1 IM 1, 3 & 4	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	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,	75%

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 style="writing-mode: vertical-rl; transform: rotate(180deg);">Page 132</p>						<p>place by January 2023</p> <p>Level of understanding among CSC staff is enhanced leading to greater timeliness, compliance and 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>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>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</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 133							<p>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 care advice and timeliness of assessment. (Complaints baseline to be established by December 2022).</p>	
	<p>6.2.2</p> <p>IM 4</p>	<p>Every social care team to identify a SEND champion who will attend SEND events and training such as the "Meet the Local Offer" event.</p>	<p>December 2022</p>	<p>Daniel Murphy (Service Unit Manager, CSC), DSCO</p>	<p>All social care team managers</p>	<p>½ day</p>	<p>Each team to have an identified SEND champion.</p> <p>Social care staff attending events.</p>	<p>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,</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 134							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 IM 1, 2, 3 & 4	Quality Assurance and Practice Standards established for CSC and Early Help.	January 2023	Tony Decrop (Assistant Director of Children's Services), [DSCO]	CSC, SEND Assessment Team, Early Help	10 days	Quality assurance protocol in place. Quarterly audit of plans in places shows improvement by September 2023. Complaints categorisation process in place by December 2022- data analysis of	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,

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 135						complaints relating to pupil voice.	<p>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. (Complaints baseline to be established by December 2022).</p>	
	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]	Develop and implement Practice Standards for the	January 2023	DSCO	SEN Assessment Team,	20 days	Set of practice standards developed and	Improved performance from social care contributors, enables a	50%

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 & 4</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Page 136</p>	<p>contribution from social care professionals to the EHC Plan process.</p>			<p>CSC, Early Help</p>		<p>implemented with flowcharts to give clear instruction for expected social care involvement in EHC process.</p>	<p>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.</p> <p>In addition, there will be a reduction 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
							number of complaints relating to the quality of social care advice and timeliness of assessments. (Complaints baseline to be established by December 2022).	

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:	
<i>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.</i>	
Page 138	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.)
	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								

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
7.1.2 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.	100%
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, strategic	Schools and settings aware of CPD programme and accessing it as appropriate. Incentivised by an annual SEND celebration event.	Practitioners working directly with children and families will have improved ownership. Teacher training will improve support for children with SEND.	0%

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 140	programme in place across all settings.				oversight, and community of practice. Annual cost of £5,000.	<p>Programme mirrors best practice in CPD such as follow-up support, links to effective outreach options, and access to a community of practice.</p> <p>SEND CPD 'passport' established as part of the IQP (see 7.3).</p>	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	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.	<p>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.</p> <p>This will be evidenced by</p>	100%

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 14 2.2 4	(SSSP)] to ensure culture and practice change through ownership and accountability.						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.	
	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	0%

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
							satisfaction survey: 10% by July 2023, 25% by July 2024, and at least 51% by December 2024.	
7.2.3 IM 3 Page 142	Develop and establish peer SEND/Inclusion reviews of practice with an ambitious delivery schedule.	April 2023	Jane Sowerby (Head of Education Improvement and Partnerships)	Schools	Cost of developing the review process and training (£6,000 estimated); administration (£1,000 annually); training costs £2,000 annually)	Schools identified for peer reviews through data or self-referral Whole School SEND Timeline in place to engage all schools in SEND peer review. Progression to an inclusion quality mark or similar is embedded, including an annual SEND celebration event.	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 captured and shared in case studies.	15%
7.3 SEND provision in schools and settings is effectively evaluated and LA has clear oversight								
7.3.1 IM 2 & 4	Co-produce a SEND Charter/Pledge for Tameside which outlines the provision and opportunities that	July 2022	Charlotte Finch (Head of SEND), Jane Sowerby (Head of Education Improvement and	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	15%

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 143	children with SEND and their families can expect 0-25.		Partnerships) , Elaine Healey, Andrew Foord (Headteacher, Cromwell Specialist School)				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 least 65% confidence of teachers to support children with SEND by September 2024.	
	7.3.2 IM 1	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	Meeting minutes evidence SEND focus twice a year. Families will see improved outcomes for children, we will benchmark against

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
						may require challenge and support are identified and schools which can offer support are identified	both statistical neighbours and set a challenge target to match national SEND outcomes by September 2024.	
7.3.3 4 Page 144	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 exclusions; reduction in in-year transfers.	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 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,	90%

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 at least 51% by December 2024.	
7.3.4 IM 4 & 5	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. There will be a reduction in complaints relating to	100%

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
							parent voice/experience of provision (complaints categorisation process to be implemented and baseline established by December 2022).	
7.3.5 IM 3 Page 146	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.	20%
7.3.6 IM 3	Design and implement a dynamic Inclusion Quality Partnership (IQP) and secure	June 2023	Andrew Foord (Headteacher, Cromwell School), Bev Oldham	School, college and setting leaders	As this is a new initiative this needs to be fully costed and	Inclusion Quality Partnership (IQP), which works like a Quality Mark, launched to		10%

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 147	sign up from all educational settings with a co-produced delivery and monitoring plan in place		(Headteacher, Discovery Academy); Gus Diamond (Headteacher, All Saints Catholic College), Charlotte Finch (Head of SEND), Jane Sowerby (Head of Education Improvement and Partnerships)		funding sources identified.	change culture and practice. It will dynamically as it will link to priorities we are measuring on our SEND 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)		
	7.3.7	Implement more effective brokerage and monitoring of commissioned Independent and Non-Maintained school placements to ensure value for money and delivery aligns with Tameside's	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	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

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 148	performance framework					<p>Improved quality placement agreements. Commission for Quality Framework in place.</p> <p>A quality assurance model for commissioned services is in place which will hold providers to account more effectively.</p>	schools will have a contractual agreement in place relating to children's needs.	

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	November 2022	Erica Douglas-Osborn (Senior Specialist Educational Psychologist)	Schools, Educational Psychology Service (EPS), SOSS, EI&P, schools	TBD 20 days	Use of MPTN will be evidenced in SEND practice and paperwork such as EHCP and SENIF requests.	Consistent use of a graduated approach to SEND need will mean that children and families see an improvement in the	90%

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 150 8.1.2 IM 2	years settings, and post-16 providers. Schools to identify and share good practice models for the different areas of need in order to support clear expectations for what mainstream settings should provide and how the physical environment should look to meet needs.		and Claire Jackson (Principal 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.	support in schools and settings. 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.		25%

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
8.1.3 IM 1	Linked training sessions to include: Emotionally Friendly Settings, ELSA, EBSA. Education settings to be supported to work towards Emotionally Friendly Settings accreditation.		Erica Douglas-Osborn (Senior Specialist Educational Psychologist)	EPS, SOSS	15 days	Training logs, event registers and evaluations show attendance at training.	Improved practitioner knowledge will mean that 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.	100%
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.)								
8.2.1 IM 1 & 3	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	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	50%

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 8.2.2 IM 1 & 4						SENDCos in the LA.	established by September 2022) until at least 65% confidence is realised by September 2024. 85% of schools in Tameside have accessed the SEND CPD 'passport' by September 2024.	
	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.	15%
	Termly SENDCo networks for all SENDCos that will include LA updates, national updates and having different speakers from	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		30%

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
	schools and other services sharing good practice.					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.	
8.2.4 IM 4 Page 153	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.	20%
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	July 2022	Charlotte Finch (Head of SEND)	DfE/NASEN	Nil	Passport includes, at least: MPTN, Nasen SENDCo qualification (if SENDCo), main	Improved practitioner knowledge will mean that children and families experience an improvement in SEND	0%

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
	passport' programme.					<p>areas of need, Quality First practice.</p> <p>Schools have MPTN - 'SEND Children Thrive Action Plans' in place.</p>	support in schools with 85% of schools in Tameside having accessed the SEND CPD 'passport' by September 2024.	
3.2 Page 3 154	OKE-led training and information days for parents with a focus on the Graduated Response. Coordinated and led by parents with additional expertise from professionals, such as EPS, SOSS, School Leaders, Specialist teachers, therapists. etc.	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 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.	10%

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.
 2. 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.
- 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
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9.1 Timely, strategic and effective programme for review of plans at key transition points established

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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	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.	95%
9.1.2 IM 1 & 3	Establish a protocol for Annual Reviews of EHCPs in Y5 and Y10 attended by LA representative.	July 2022	Wendy Young (Deputy Head of SEND)	EPS, SEN Assessment Team, SOSS, SSSP School leaders	15 days	LA representation at key reviews. Increased capacity in the SEN Assessment Team.	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	80%

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 157							fixed term exclusions in Tameside, which is more than pupils with an EHCP nationally. 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.	
	9.1.3 IM 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	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
Page 158						System. Consistent use of internal review pro-forma which enables the review of evidence and process for decision making to be recorded. Quality Assurance Framework to be developed and robustly implemented.		
	9.2 Clear SEND transition protocol and standardized paperwork in place and practice embedded, including targeted approaches							
9.2.1 IM 2	Transition Protocol Working Group established to oversee improved transition arrangements.	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	Working Group established. Terms of Reference agreed. Chair in place.	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	100%

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
9.2.2 IM 2	Create schools and settings agreed transition protocols and framework across Tameside.	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.)	Existing transition protocols focus on SEND children. All schools signed up to agreed principles. Process for monitoring the ongoing impact of the protocols established.	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.	30%
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.		25%
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.		100%
9.2.5	Place-based action research projects	October 2023	Andrew Foord (Headteacher,	EEF, schools, EPS	25 days	Transition “best practice”	Case studies of pupil experience evidence	0%

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	to develop key areas of practice around transitions.		Cromwell School) [Simon Brereton (Headteacher, Holy Trinity CE Primary School)]			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. Young people present life experiences of transition at the Annual SEND Student Conference.	strong transition practices. 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.	
	9.3 Standardised SEND transition paperwork and data sharing established							
9.3.2 IM 2	Data-sharing agreement across all Tameside schools re SEND needs.	October 2022	Dean McDonagh (Education Data Lead) and Tina Tray (Headteacher, Oakdale Primary	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	90%

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
			Special School)				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:

- 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.**
- 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.**
- 10.3 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.**
- 10.4 Improved access to health provision that is available for those with more complex needs.**

Impact Measures:

- 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).
- 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.
- 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.
- 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.
- 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.

Outco me Ref	Actions	Completi on 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								
10.1.1 IM 4	Identify SEND professional/s to liaise with all partner agencies and	April 2022	Wendy Young (Deputy Head of SEND)	PFA, SEND Assessment Team	1 day	Identify named lead for PFA.	Clear leadership for PfA.	50%

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 163	parents and families to support processes around Preparation for Adulthood					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.	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 accountable for the implementation of	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 updates at each meeting.	OKE representatives will communicate to parent / carer fora that robust governance structures are in place for young people, leading to increased confidence in the

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 164	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>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>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>	
	10.1.3 IM 1 & 5	Source training opportunities for young adults through liaison with DfE and NDTI, with emphasis on	April 2023	Mark Whitehead (Head of Operation Services, Adults) and Sarah	DfE, National Development Team for Inclusion (NDTI), Economy,	£5,000 per annum conference costs	<p>Training delivered to post-16 stakeholders</p> <p>Annual SEND Student Conference survey shows improved satisfaction among</p>	<p>Young people feel they have greater insight into the opportunities afforded by the PfA process, including supported internships and</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 165	<p>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>		Jamieson (Head of Economy, Employment & Skills)	Employment & Skills		<p>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>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 (remainder not available).</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
							Local target to be established by end of October 2022.	
10.1.4 [see also priority 3.1] IM 1 & Page 166	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% improvement by July 2023, 25% by July 2024, and working	25%

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
10.2 IM 4	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							
	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 they transition to adulthood. Young people and their families	50%

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 168							experience a seamless and positive preparation for adulthood experience. Reported via area parent / young person satisfaction survey Evidenced through the area parent satisfaction survey, with relation to specific question on confidence in the transition process between children's to adult services. 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.	
	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	Align the Preparing for Adulthood Plan strategically with the:	September 2022	Mark Whitehead (Head of Operation)	Children's Services, Health, Adults,	8 days	The preparing for Adulthood Plan will form part of the quarterly scheduled	Engagement plan developed, and formally agreed, to	50%

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 169	<ul style="list-style-type: none"> Tameside Learning Disability Strategy Tameside Autism Strategy SEND Joint Commissioning Plan SEND Improvement and Development Action Plans. 		Services, Adults)	Schools, Employment, Probation Services, user-led groups		<p>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>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 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 &</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
							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.	
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	Person identified as strategic health Lead for PfA. Co-production programme established to evidence impact of role which will provide baseline data for improvement.	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.	100%
10.4.2 IM 2	Establish robust systems to check the quality of health provision for children and young people preparing for adulthood across Tameside.	June 2022	Lynzi Shepherd (Head of Mental Health and Learning Disabilities, Adrian Rocks (Head of Education Commissioning)/Mark	PCFT, ICFT, DCO, PARENT CARER FORUM	1 FTE	Review, develop and implement robust monitoring of health checks for children and young people preparing for adulthood across Tameside. Weaknesses in provision identified	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	60%

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 171			Whitehead (Head of Operation Services, Adults)			quickly, challenged and used to inform commissioning.	<p>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. 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.</p>	

Key Roles:

TMBC and CCG Officers:

Chief Executive TMBC and Accountable Officer Tameside and Glossop CCG
Director of Children's Services (DSC)
Director of Education
Head of SEND
Director of Nursing, Quality and Safeguarding
Director of Commissioning (CCG)
Designated Medical Officer (DMO)
Head of Starting Well
Head of Mental Health and Learning Disabilities
Assistant Director Children's Social Care
Head of Service, Adult Social Care

Sandra Stewart
Ali Stathers-Tracey
Tim Bowman
Charlotte Finch
Gill Gibson
Jess Williams
Dr Bunmi Lawson
Louise Rule
Lynzi Shepherd
Tony Decrop
Mark Whitehead

Agenda Item 5

Report to:	EDUCATION ATTAINMENT IMPROVEMENT BOARD
Date:	17 January 2023
Reporting Officer:	Catherine Moseley - Head of Access Services
Subject:	SCHOOL ADMISSION ARRANGEMENTS AND SCHOOL PLACE PLANNING
Report Summary:	<p>The report sets out the proposed admission arrangements for Tameside community, and voluntary controlled schools for admission in September 2024 following a public consultation exercise. There are proposed changes to the Published Admission Number at two community high schools. The latest information on school place planning is presented which concludes that there are currently sufficient places to meet expected demand. The school place planning process must continue to be dynamic particularly in view of significant housing development that is predicted within the borough and the impact that will have on demand and travel to learn patterns. Consideration also needs to be given to predicted rising levels of surplus capacity in some areas of the borough and the need to consider reducing admission numbers in future years. The report concludes that there is a need to continue to develop capacity for specialist places given the predicted continuing rise in demand.</p> <p>The report will be presented to Executive Cabinet of the Council on 25 January 2023.</p>
Recommendations:	It is recommended that the Board note the contents of the report
Corporate Plan:	The proposals contained within this report will support the delivery of the Community Strategy, through the delivery of sufficient and suitable places in 2024/25
Policy Implications:	The admission arrangements for 2024/25 academic year for all voluntary controlled and community schools are broadly similar to those for 2023/24 as determined on 26 January 2022.
Financial Implications: (Authorised by the statutory Section 151 Officer & Chief Finance Officer)	<p>All schools places are funded from the ring-fenced Dedicated Schools Grant which must be fully allocated to all schools and Academies in the borough.</p> <p>Mainstream Schools and Academies are funded on a per pupil basis, any schools with falling numbers of pupils on roll face financial pressures, which will need be managed.</p> <p>The continued demand for Specialist Provision is creating further financial pressures on the High Needs budget that is already significantly in deficit and subject to a deficit recovery plan. The Local Authority is working with the Department of Education as part of the Delivering Better Value Programme to seek to address the deficit.</p>
Legal Implications: (Authorised by the Borough Solicitor)	<p>The Council has a statutory duty to provide sufficient school places to meet the needs of the residents of Tameside. Failure to meet this duty ultimately can result in intervention by the Secretary of State.</p> <p>This duty requires the Council to predict future demand for places as a result of demographic changes in Tameside but also taking into</p>

account other factors such as demand for places arising from housing developments.

Officers consider that there are currently sufficient places to meet expected demand to meet the statutory duty. There is work to do however to meet the demand for Specialist Places. Actions outlined in the SEN Sufficiency Strategy will be subject to further governance reports.

Risk Management:

Failure to determine admission arrangements and a coordinated admissions scheme by 15 March 2023 could result in the Secretary of State imposing admissions arrangements on the Council and lead to the displacement of children from community high schools.

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



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

1. INTRODUCTION

- 1.1 All admission authorities are required to consult on their coordinated admission scheme and on changes to admission arrangements. Where no changes are proposed to the coordinated admissions scheme or admission arrangements, there is no requirement to consult. Admission authorities must ensure that their determined admission arrangements comply with the mandatory requirements of the School Admissions Code 2021.
- 1.2 Admission authorities must consult once every seven years as a minimum.

2. CONSULTATION ON PROPOSED CHANGES TO THE ADMISSION ARRANGEMENTS AND ADMISSION NUMBERS IN COMMUNITY AND VOLUNTARY CONTROLLED SCHOOLS

- 2.1 For entry to school in September 2024 a consultation took place on a change to published admission numbers (PAN) at Hyde High School and Denton Community School as outlined below. The proposed PAN change will only affect two community high schools and will not affect any academies, voluntary aided or free schools who are responsible for their own admission arrangements.
- 2.2 There was also a consultation on changes to the definition of the child's home address and to update all arrangements to improve alignment with the Admissions Code for the definition and procedure for admission outside of normal age range.

Proposed changes to published admission numbers

- 2.3 Since 2005, the birth rate in Tameside has been gradually increasing with births peaking in 2012. Due to the increase in the birth rates, this required an increase in school places to meet demand, firstly in the primary sector and subsequently in high schools as children moved from year 6 into secondary education.
- 2.4 Additional places were added at a number of high schools across the borough with a mix of temporary and permanent places. The peak of births has now passed and the birth rate has reduced and has sustained at lower levels over the last 2 years, with rates predicted to remain at these lower levels over the next few years. In light of this, there is a need to remove the additional places created to meet this higher demand and the council consulted on a reduction to the published admission number at two community high schools.
- 2.5 Following agreement with Hyde High school, it was agreed to consult on a reduction in the published admission number from 240 to 210.
- 2.6 Following agreement with Denton Community College, it was agreed to consult on a reduction in the published admission number from 330 to 270.

Proposed change to the wording of home address in the admission arrangements

- 2.7 To provide further clarity on the definition of wording on home address where parents have shared responsibility for a child, each for part of week, it was proposed to amend the wording to change from:
- 'Where a child lives with parents with shared responsibility, each for part of a week, the home address is the address from which the child travels to school for the majority of school days per week
- and amend the definition to:
- 'Where a child lives with parents with shared responsibility, each for part of a week, the home address is the address from which the parent receives the child benefit'
- 2.8 The following documents are proposed to be updated to reflect this change:

- Admission Arrangements for Community and Voluntary Controlled Primary Schools
- Admission Arrangements for Community High Schools
- Coordinated Admissions for Schools in Tameside for 2024-25
- Admission Arrangements for Stalyhill Junior School

Admission outside Normal Age Group

- 2.9 It is proposed that this section of the admission arrangements be updated to improve the wording to align with the Admissions Code and to ensure further clarity on the example reasons a parent may seek a place for their child outside of their normal age group.
- 2.10 The following documents are proposed to be updated to reflect this change:
- Admission Arrangements for Community and Voluntary Controlled Primary Schools
 - Admission Arrangements for Community High Schools
 - Coordinated Admissions for Schools in Tameside for 2024-25

Consultation

- 2.11 On 3 November 2022, the Local Authority circulated the proposed published admission numbers and admission arrangements for community and voluntary controlled schools for consultation. The closing date for the consultation was 15 December 2022.
- 2.12 The following organisations were consulted:
- The Headteacher and Governors of all Tameside maintained schools;
 - Parents;
 - Derbyshire Local Authority;
 - Manchester Local Authority;
 - Oldham Local Authority;
 - Stockport Local Authority;
 - Tameside Local Authority;
 - Chester Diocese;
 - Manchester Diocese;
 - Salford Diocese;
 - Shrewsbury Diocese; and
 - Local MPs

2.13 A Public Notice was also published in the Tameside Reporter on 3 November 2022 in order to notify parents and other groups in the area of their rights to be consulted and the consultation was posted on the Tameside MBC website.

2.14 No responses were received to the consultation and it will be recommended to Executive Cabinet on 8 February 2023 that the changes outlined above are implemented for September 2024.

3. SCHOOL PLACE PLANNING

3.1 School place planning in the borough is reviewed on an annual basis and forms part of the annual report on admission arrangements that is reported to Executive Cabinet in February. **Appendix 1** sets out the latest information.

3.2 All local authorities have a statutory duty to ensure that there are sufficient school places to meet demand in the area. These may be school places available at provision maintained by the local authority, academies, or other non-maintained schools. In order to carry out this statutory duty, Councils need to carry out school place planning and forecasting.

3.3 Planning for fluctuations in demand for school places is an important function which needs to be carried out at a local level and will differ depending on the phase of learning, for

example, pupils will travel further to secondary schools than primary schools. The compact geography of the borough and the mix of types of school eg single sex means that place planning happens at a level higher than wards or towns.

- 3.4 School place planning is a complex process, that takes account a range of factors including the number of births in the borough, in year movement and cohort survival rates as well as parental preference and planned housing development. With rapid shifts in economic conditions for families and changing patterns of migration, planning for basic need for school places requires a proactive approach to best respond to both short and medium-term demand for places.
- 3.5 By being proactive and working in partnership with all our schools over a number of years, the Council has been able to meet the demand for places in spite of significant variations in pupil numbers.
- 3.6 After the sustained period of growth, data indicates the need to consider reducing levels of surplus that are predicted to increase in primary and secondary schools over the next few years.
- 3.7 There is a need to engage in dialogue with primary school leaders to begin to consider options to reduce projected levels of surplus capacity. Whilst levels of surplus in secondary schools are not expected to increase for a number of years, dialogue will begin to ensure that temporary places added to cope with the increase in pupils over recent year are removed first.
- 3.8 Whilst there are currently sufficient places to meet expected demand in mainstream provision, this is not the case for specialist places. The school place planning process must continue to be dynamic particularly in view of significant housing development and predicted increases in children and young people requiring support for their additional needs within the borough and the impact that will have on demand and travel to learn patterns.

4. RECOMMENDATION

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

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TAMESIDE SCHOOL PLACE PLANNING ANNUAL REPORT - JANUARY 2023

1. FUTURE SCHOOL PLACES REQUIREMENTS IN TAMESIDE

Context

- 1.1 All local authorities have a statutory duty to ensure that there are sufficient school places to meet demand in the area. These may be school places available at provision maintained by the local authority, academies, or other non-maintained schools. In order to carry out this statutory duty, Councils need to carry out school place planning and forecasting.
- 1.2 Planning for fluctuations in demand for school places is an important function which needs to be carried out at a local level and will differ depending on the phase of learning, for example, pupils will travel further to secondary schools than primary schools. The compact geography of the borough and the mix of types of school eg single sex means that place planning happens at a level higher than wards or towns.
- 1.3 School place planning is a complex process, that takes account a range of factors including the number of births in the borough, in year movement and cohort survival rates as well as parental preference and planned housing development. With rapid shifts in economic conditions for families and changing patterns of migration, planning for basic need for school places requires a proactive approach to best respond to both short and medium-term demand for places.

Strategic Planning

- 1.4 Planning school places is a dynamic process. Tameside Council has taken the view that, in the current situation of fluctuating demand for places, our strategy needs to be refreshed on a regular basis to be responsive to fluid and contemporaneous data. In order to do this, the Council's Executive Cabinet receives recommendations on an annual basis through the annual determination of admission arrangements process. The annual report highlights current issues and potential solutions in advance of the annual consultation on admission arrangements that includes consultation on changes to published admission numbers.

Factors affecting demand

- 1.5 The main factors affecting demand for school places are birth rates, in year movements within and without the borough, travel to learn patterns of pupils into schools in other local authorities, and equally pupils travelling to schools in Tameside from other boroughs, housing developments and availability of social housing and parental preference. Many of these are subject to quite short-term uncertainty and are difficult to plan for on a long-term basis.
- 1.6 In July 2022, the Department for Education published its latest national projections for the number of pupils in schools. The table below gives the headline figures for primary and secondary age children. Similar to the pattern in Tameside, the overall trend is down for primary age pupils but the rate of increase for secondary age pupils is slowing down.

	Actual population in 2022	Projection for 2028
Primary age children	4,597,370	4,064,902
Secondary age children	3,125,863	3,163,175
Source	DfE national pupil projections 2022	

Factors affecting supply

- 1.7 The main factors affecting the supply of school places are the availability of capital funding, land and premises. Expansion of existing schools is affected by the capacity of premises, the size of sites as well as wider considerations of their location. Establishing any new schools requires a longer lead in time through the competition framework. Equally, additional places can be introduced into the system through expansion proposals by governing bodies or

admission authorities that increase admission numbers into a school and the establishment of Free Schools that receive approval by central government.

Challenges affecting planning to meet demand

- 1.8 The main issues that can affect the Council’s strategic plans are late applications and in-year admissions that complicate planning both at school and at local authority level. Previously well-understood trends are changing and are proving difficult to predict, including short term tenancies, mobile populations and other changes in the housing market. Patterns of parental preference are also difficult to predict.

Tameside track record

- 1.9 The Council has been proactive in tackling the issue of rising births over the last 15 years. The Published Admission Number (PAN) increased by almost 18% in primary and 14% in secondary schools to accommodate increased demand. The number of places available is now beginning to decrease as illustrated in the table below.

Tameside primary school places – total places for reception entry								
16/17	17/18	18/19	19/20	20/21	21/22	22/23	23/24	24/25
3195	3175	3175	3160	3145	3140	3110	3065	3065
Tameside secondary school places - total places for Year 7 entry								
16/17	17/18	18/19	19/20	20/21	21/22	22/23	23/24	24/25
2806	2818	3035	3080	3172	3269	3224	3199	3074

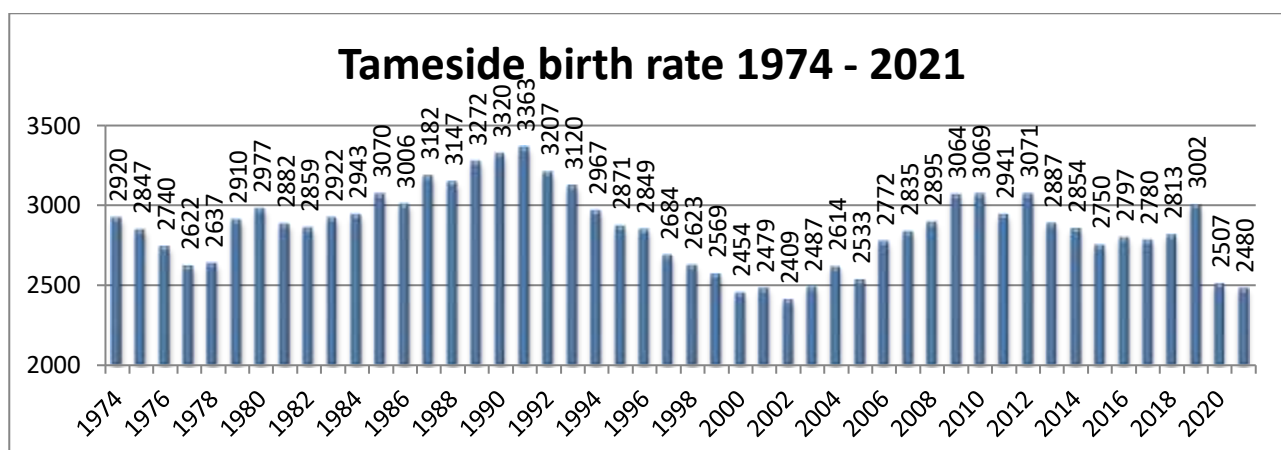
- 1.10 By being proactive, the Council has been able to meet its statutory duty to provide sufficient school places. This has been done whilst also managing to maintain high levels of meeting parental preference and usually, at a higher level than the national average.

Preference allocations on national offer day	2018		2019		2020		2021		2022	
	SECONDARY SCHOOLS									
	T’side	Eng	T’side	Eng	T’side	Eng	T’side	Eng	T’side	Eng
% 1st preference	84.6%	82.1%	83.9%	80.9%	85.6%	82.2%	85.4%	81.1%	85.0%	83.5%
% any preference	96.6%	95.5%	95.8%	94.9%	96.9%	95.6%	95.8%	95.5%	95.7%	96.4%
PRIMARY SCHOOLS										
% 1st preference	93.5%	91.0%	91.5%	90.6%	91.5%	90.2%	94.3%	91.8%	93.3%	92.2%
% any preference	98.6%	98.1%	97.8%	98.0%	97.9%	97.8%	98.5%	98.5%	99.1%	98.5%

2 Current demand

- 2.1 In common with many areas of the country, Tameside experienced a surge in births between 2002 and 2012. The birth rate rose from a low of 2,409 in 2002 to a high of 3,071 in 2010, a 27% increase. The birth rate fell by 9% from 2010 to 2018 with a blip increase in 2019 but fell significantly again in 2020 and 2021 to 2480 births.
- 2.2 As can be seen from the graph below, over the last 47 years, the birth rate in the borough has followed a distinct cycle which appears to repeat over a 25 year period. The peak of births in the borough was reached in 1991 when 3,363 babies were born. The most recent peak was in 2012 with 3,071 babies born. There followed a relatively stable seven year period. Birth rates form the basis for any school place planning model. This led to a practice

of having a mix of permanent and temporary places when increases were needed to try and avoid significant levels of surplus places when the birth rate decreased.



2.3 A number of factors are used to predict how many year 7 places will be needed in the borough and to some extent planning to meet secondary needs is easier as pupils are in primary schools already. These include birth rates, the number of pupils in primary schools, in year pupil movement and planned housing developments. These factors give a range within which demand for school places need to be assessed. For many years, the Council has used an average of Year 6 numbers plus 5% to give an indication of demand; however, this increased to 6% for several years but has now fallen back to less than 4%.

In year transfers

2.4 The School Admissions Team in the Council deal with approximately 3,000 transfer movements every year. Around 2,000 are primary school movements and 1,000 are secondary. This is in common with most areas of the country where house moves are the commonest reason for moving schools. The tables below shows pupil numbers in each year group from 2004 onwards. As can be seen the number of children in Tameside primary schools reached a peak in 2018/19 but is now decreasing. Similarly, the overall number of children in secondary schools is increasing steadily as the numbers feed through from primary schools.

January census numbers								
	R	Y1	Y2	Y3	Y4	Y5	Y6	TOTAL
2009/10	2549	2589	2499	2411	2404	2461	2531	17444
2010/11	2681	2549	2600	2453	2414	2397	2473	17567
2011/12	2760	2690	2574	2581	2467	2420	2369	17861
2012/13	2908	2770	2701	2544	2544	2430	2394	18291
2013/14	2926	2953	2773	2699	2567	2581	2465	18964
2014/15	3104	2929	2931	2761	2692	2597	2580	19594
2015/16	3002	3128	2929	2942	2790	2725	2606	20122
2016/17	3066	3029	3127	2936	2951	2789	2727	20625
2017/18	2998	3089	3009	3118	2917	2926	2779	20836
2018/19	2873	3012	3094	3027	3110	2923	2938	20977
2019/20	2878	2894	2993	3088	3024	3127	2918	20922
2020/21	2787	2874	2896	2982	3073	3008	3119	20739
2021/22	2792	2804	2891	2901	2988	3062	3004	20442

- 2.5 The table below shows the percentage change in numbers due to in year transfers from one year to the next in Tameside. This shows that, despite the amount of in year transfers that occur each year, the numbers in each year group remain relatively stable as they progress through the year groups.

Change in numbers year to year									
	R	Y1	Y2	Y3	Y4	Y5	Y6	Overall R to Y6	Overall % change
2004/05									
2005/06		12	-12	-2	-3	-6	6		
2006/07		-1	-9	3	7	-4	-11		
2007/08		-22	33	-6	-18	21	6		
2008/09		10	16	-2	13	1	-2		
2009/10		3	36	11	-23	-9	-5		
2010/11		0	11	-46	3	-7	12	13	0.5%
2011/12		9	25	-19	14	6	-28	-28	-1.1%
2012/13		10	11	-30	-37	-37	-26	-12	-0.5%
2013/14		45	3	-2	23	37	35	12	0.5%
2014/15		3	-22	-12	-7	30	-1	-6	-0.3%
2015/16		24	0	11	29	33	9	57	2.4%
2016/17		27	-1	7	9	-1	2	46	1.9%
2017/18		23	-20	-9	-19	-25	-10	19	0.7%
2018/19		14	5	18	-8	6	12	30	1.2%
2019/20		21	-19	-6	-3	17	-5	-8	-0.3%
2020/21		-4	2	-11	-15	-16	-8	15	0.5%
2021/22		17	17	5	6	-11	-4	2	0.1%

- 2.6 For secondary schools, the overall pupils numbers are as follows:

January census numbers							
	Y6	Y7	Y8	Y9	Y10	Y11	TOTAL
2009/10	2531	2714	2705	2829	2830	2876	13954
2010/11	2473	2582	2712	2713	2813	2819	13639
2011/12	2369	2519	2582	2710	2721	2809	13341
2012/13	2394	2438	2504	2581	2697	2683	12903
2013/14	2465	2538	2445	2528	2580	2686	12777
2014/15	2580	2538	2553	2431	2513	2551	12586
2015/16	2606	2677	2552	2548	2429	2475	12681
2016/17	2727	2694	2701	2549	2517	2411	12872
2017/18	2779	2791	2680	2674	2506	2496	13147
2018/19	2938	2870	2778	2648	2646	2474	13416
2019/20	2918	2957	2888	2747	2620	2640	13852
2020/21	3119	2960	2949	2889	2724	2604	14126
2021/22	3004	3141	2957	2912	2850	2707	14567

- 2.7 The table below shows the percentage change in numbers due to in year transfers from one year to the next in secondary schools in Tameside. This shows that, again, even with high levels of in year transfers, the numbers in each year group decrease as they progress through the year groups.

Change in numbers year to year							
	Y7	Y8	Y9	Y10	Y11	Overall Year 7-11	Overall % change
2004/05							
2005/06	172	-7	-11	-28	-62		
2006/07	138	-3	-1	-25	-26		
2007/08	179	-7	-20	-27	-27		
2008/09	95	-13	0	6	-14	-49	-1.7%
2009/10	97	-7	-32	-21	-25	-42	-1.5%
2010/11	51	-2	8	-16	-11	-39	-1.4%
2011/12	46	0	-2	8	-4	-65	-2.3%
2012/13	69	-15	-1	-13	-38	-29	-1.1%
2013/14	144	7	24	-1	-11	-28	-1.0%
2014/15	73	15	-14	-15	-29	-31	-1.2%
2015/16	97	14	-5	-2	-38	-44	-1.8%
2016/17	88	24	-3	-31	-18	-27	-1.1%
2017/18	64	-14	-27	-43	-21	-42	-1.7%
2018/19	91	-13	-32	-28	-32	-64	-2.6%
2018/20	19	18	-31	-28	-6	-37	-1.4%
2020/21	42	-8	1	-23	-16	-90	-3.3%
2021/22	22	-3	-37	-39	-17	-84	-3.0%

2.8 The data in the tables shows that whilst there might be a large number of transfers in any given year, the overall change in pupil numbers is relatively small.

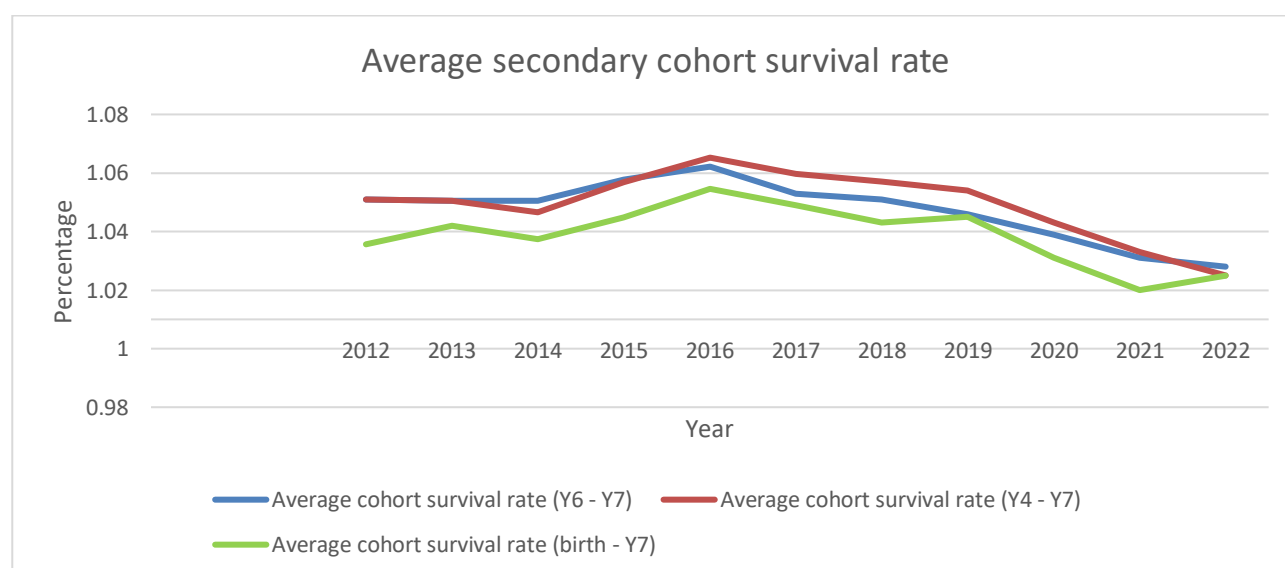
Cohort survival rate

- 2.9 When taken together, all of the above factors give a cohort survival rate. This is the ratio of the relationship of number of pupils from one point in time to another, for example, the birth rate number compared to the number of pupils allocated a place in Reception or the number of pupils in Year 6 in a Tameside school compared to the number of pupils allocated a place in Year 7.
- 2.10 In order to effectively plan for changes to school places in secondary schools, which starts two years in advance of entry into Year 7, a cohort survival rate based on year 4 numbers is also calculated. A five year rolling average of this ratio is the method used in Tameside to predict the number of places needed in any particular intake year.
- 2.11 Planning for primary school places is somewhat harder than secondary school place planning as the only constant source of data are the ward level birth rate information. A five year rolling average of birth rates to primary intake is calculated but unlike secondary schools where seven years of data are available from primary schools, only two years of data are available prior to planning commencing.
- 2.12 The cohort survival rate for Year 7 is shown in the table below:

YEAR 7 ACTUALS						
	2017	2018	2019	2020	2021	2022
Total on time applications	2949	3008	3148	3173	3396	3231
Tameside schools 1st preferences inc SEN	2739	2613	2948	2982	3396	3231
Tameside resident out of borough 1st prefs	244	203	200	191	168	211
Out of borough 1st prefs for Tameside schools	327	340	304	318	309	293
Total allocated - Sept	3069	3125	3247	3260	3466	3392
Total allocated for Tameside schools - Sept	2824	2906	3001	3004	3190	3059
Total allocated to out of borough and independent	201	174	237	170	190	195
Primary school Year 6	2727	2779	2938	2918	3119	3004
Cohort survival rate (Y6 - Y7)	103.6%	104.6%	102.1%	102.9%	102.3%	101.8%
Primary school Year 4	2692	2790	2951	2917	3110	3024
Cohort survival rate (Y4 - Y7)	104.9%	104.2%	101.7%	103.0%	102.6%	101.2%
Birthrate	2772	2835	2895	3064	3069	2940
Cohort survival rate (birth - Y7)	101.9%	102.5%	103.7%	98.0%	103.9%	104.0%

2.13 The five-year rolling cohort survival rate for entry into secondary schools over the last six years can be seen to have declined to its present level of 103%. The decrease in the birth – Y7 cohort survival rate mirrors the in-year changes to primary numbers.

Five years rolling average to	2017	2018	2019	2020	2021	2022
Average cohort survival rate (Y6 - Y7)	105.3%	105.1%	104.6%	103.9%	103.1%	102.8%
Average cohort survival rate (Y4 - Y7)	106.0%	105.7%	105.4%	104.3%	103.3%	102.5%
Average cohort survival rate (birth - Y7)	104.9%	104.3%	104.5%	103.1%	102.0%	102.5%

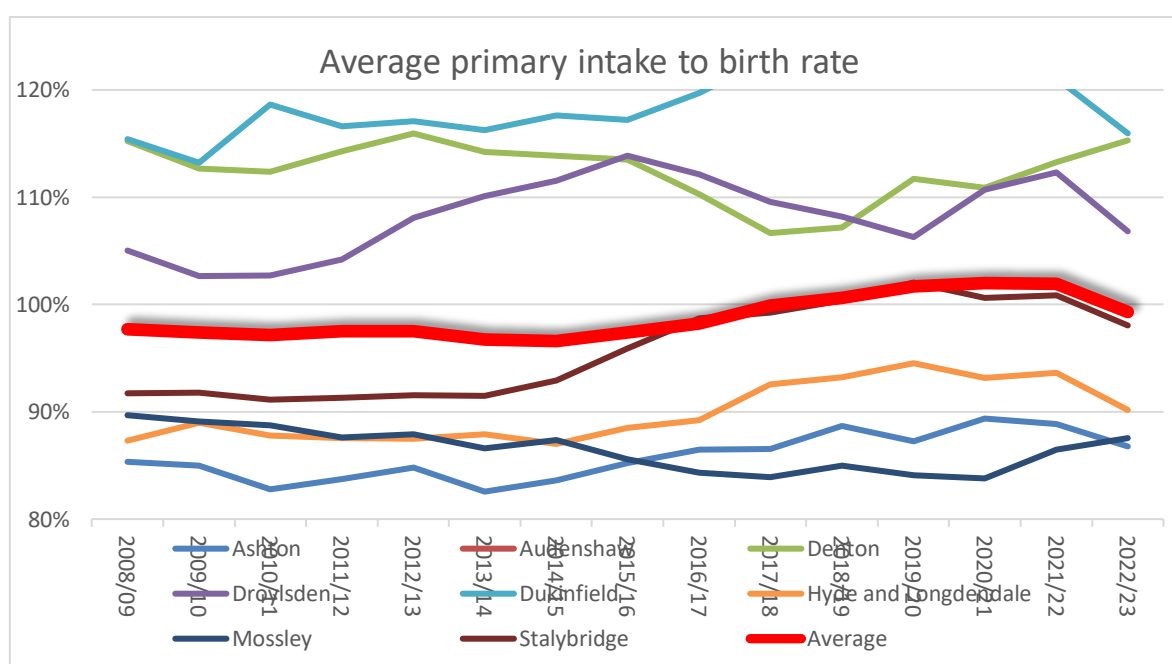


2.14 As can be seen from the graph above, the cohort survival rate is at its lowest level for ten years and is currently at 102.5%. Taking a five-year rolling average of the cohort survival rate from Year 6 to Year 7; from Year 4 to Year 7 and from birth to Year 7 is very similar and so current secondary school place predictions are based on 104% of Year 4 pupils. The

additional 1 - 2% gives some surplus capacity for in year transfers. This may need to be revised given the downward trend for the last six years.

2.15 The five-year rolling cohort survival rate for entry into primary schools over the last nine years can be seen to have fluctuated between 97% and 102%. It now appears to be on a downward trend. This pattern mirrors the changes in the birth rate nationally. As birth rates drop in Tameside and neighbouring boroughs, less non-Tameside resident applicants are being allocated places as they are able to secure places in their own boroughs.

Average Reception intake to birth rate	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Ashton	84%	85%	86%	87%	89%	87%	89%	89%	87%
Audenshaw	153%	152%	150%	158%	157%	145%	143%	146%	133%
Denton	114%	114%	110%	107%	107%	112%	111%	113%	115%
Droylsden	112%	114%	112%	110%	108%	106%	111%	112%	107%
Dukinfield	118%	117%	120%	123%	122%	127%	124%	121%	116%
Hyde and Longdendale	87%	88%	89%	93%	93%	95%	93%	94%	90%
Mossley	87%	86%	84%	84%	85%	84%	84%	86%	88%
Stalybridge	93%	96%	99%	99%	100%	102%	101%	101%	98%
Average	97%	97%	98%	100%	101%	102%	102%	102%	99%



Housing development

2.16 Another core factor in planning school places, is the amount of new housing development being planned in the borough. Tameside’s Core Strategy is the key compulsory Local Development document. Every Local Development document is built on the principles set out in the Core Strategy, regarding the development and use of land in Tameside’s planning area. The Core Strategy is currently being reviewed and it is predicted that an additional 8,000 houses, will be built in the borough, over the next 15 years.

2.17 The Council undertakes a housing yield analysis on a regular basis. The analysis looks at ten new development sites and matches new housing development postcodes to new pupil data from the annual school census together with housing information from the Land Registry

and Royal Mail to give intelligence on house move statistics and geographical distribution of the population movement into new development postcodes.

2.18 The ten development sites have been categorised based upon the type of housing present at each location, with pupil yield statistics generated for each category. The categorisation is as follows:

- Category A: Market housing, mostly semi-detached and terraced properties
- Category B: Market housing, larger proportion of detached properties
- Category C: Social housing

2.19 The estimation of the number of pupils resulting from new housing developments is a key element of the school place planning process for Tameside Council. Over the next ten years, housing growth is anticipated in each of Tameside’s nineteen wards.

2.20 Planning for school places will also need to take account of significant areas of proposed new development including sites in Hyde South and Godley Green and work has been undertaken to determine the level of need for additional school places in these areas. Education is a statutory planning consultee and as such has submitted responses to the planning applications.

2.21 Using all of the above, pupil yield is anticipated to be:

- **Category A: Market housing, mostly semi-detached and terraced properties**
The school census data suggests a primary pupil yield of 0.15–0.36 per new home and a secondary pupil yield of 0.07–0.12 per new home. An estimated 44% of moves to these developments originate from outside Tameside.
- **Category B: Market housing, larger proportion of detached properties**
The primary pupil yield averages 0.33 per new home. The secondary pupil yield averages 0.12 per new home. An estimated 45% of moves to these developments originate from outside Tameside.
- **Category C: Social housing**
The school census data suggests a primary pupil yield of 0.41 – 0.60 per new home and a secondary pupil yield of 0.26 – 0.34 per new home. However, it is estimated that only 20% of moves to these new developments originate from outside Tameside.

2.22 As an overall model for calculating pupil yield and developer contributions, the Council uses a pupil yield per new home of 0.23 for primary aged pupils; 0.1 for secondary aged pupils and 0.01 for specialist places. This is predicted to lead to the following number of additional pupils:

	Housing numbers	Primary Places	Secondary Places	Specialist places
22/23	522	120	52	5
23/24	537	124	54	5
24/25	540	124	54	5
25/26	421	97	42	4
26/27	247	57	25	2
27/28	352	81	35	4
28/29	336	77	34	3
29/30	656	151	66	7
30/31	513	118	51	5
31/32	336	77	34	3
32/33	189	43	19	2

	Housing numbers	Primary Places	Secondary Places	Specialist places
33/34	198	46	20	2
34/35	301	69	30	3
35/36	552	127	55	6
36/37	409	94	41	4
TOTAL	6109	1405	611	61
			Source 2022 SHELAA	

2.23 Taking all the above into consideration, projected demand for places is shown in the tables below:

Primary school places

Primary school planning area		2021/22	2022/23	2023/24	2024/25	2025/26
357001 (Ashton, Droylsden, Mossley)						
Actual intake	Predicted intake	1017	929	1103	924	913
Places available		1170	1170	1140	1140	1140
357002 (Audenshaw/ Dukinfield / Stalybridge)						
Actual intake	Predicted intake	812	843	873	755	680
Places available		885	855	855	855	855
357003 (Denton / Hyde/ Longdendale)						
Actual intake	Predicted intake	982	959	1120	898	878
Places available		1085	1085	1070	1070	1070
Total						
Actual intake	Predicted intake	2811	2731	3096	2577	2471
Places available		3140	3110	3065	3065	3065
Surplus capacity			379	-31	488	594

Secondary school places

SECONDARY SCHOOL PREDICTIONS 4% COHORT SURVIVAL 2023 - 2032 (JAN 22 PUPIL CENSUS)										
	Sep-23	Sep-24	Sep-25	Sep-26	Sep-27	Sep-28	Sep-29	Sep-30	Sep-31	Sep-32
Primary numbers	3088	2993	2894	2878	2763	2792	2890	3107	2578	2489
Predicted intake	3212	3113	3010	2993	2874	2904	3006	3231	2681	2589
Places available	3199	3074	3074	3074	3074	3074	3074	3074	3074	3074
Balance of places	-13	-39	64	81	200	170	68	-157	393	485

3 SUPPLY

Primary places supply

3.1 The Council plans primary places using three geographical planning areas. The planning areas are based on linked towns, specific geography and travel to learn patterns. The number of primary school places increased substantially through a mixture of permanent and temporary places to take account of increasing pupil numbers. However, as numbers coming into Reception have decreased over recent years, the number of places has reduced to avoid large levels of surplus capacity in some schools and to reduce the number of schools with mixed age classes.

- 3.2 As shown in 2.23 above, taking into account the demand for primary school places combined with a predicted declining birth rate there are sufficient school places for another 10 to 15 years. However, consideration also needs to be given to the increasing levels of surplus capacity in some areas of the borough and in particular to significant surplus predicted from 2024 onwards. The significant increase in births in 2019 that will come in to primary schools in 2023 makes reducing surplus capacity difficult as it will be needed for September 2023. Action needs to be taken to reduce admission numbers and therefore surplus capacity for September 2024.
- 3.3 As there is an increasing diversity of types of school in the borough, it is imperative that colleagues in Education begin to work with primary headteachers to identify opportunities to reduce Published Admission Numbers in the borough. Large amounts of surplus capacity will impact on the financial viability of schools and could lead to increased levels of deficit budgets for schools.
- 3.4 In 2022, there have been a number of awareness raising sessions with primary headteachers in the borough to alert them to the issues of rising levels of surplus places. Further support has been offered to geographical clusters to identify where surplus capacity can be reduced. As yet, no proposals to reduce admission numbers have come forward for consultation in future years. This will be kept under review annually through the report to Executive Cabinet.

Secondary places supply

- 3.5 The Council plans secondary school places in a single borough wide planning area. The demographics of the borough are complicated with 16 high schools of which:
- 12 out of 16 are voluntary aided or academies
 - 11 out of the 16 being on the outskirts of the borough leading to high levels of cross local authority area travel to learn patterns
 - three Roman Catholic high schools
 - two single sex boys schools
 - one single sex girls school
 - a free school
- 3.6 All of these factors mean that ensuring sufficient places for secondary schools is challenging.
- 3.7 Due to the rise in numbers of pupils in primary schools, the focus of increasing places over the last few years has been on the secondary phase. Tameside has used a mixture of permanent and temporary places in primary schools to accommodate the increase in population. Being proactive in discussions with secondary headteachers has resulted in an increased number of secondary places being available and has increased by 16% from its lowest point of 2796 in 2010 to 3239 in September 2021.
- 3.8 The peak of secondary school numbers was reached for September 2021. September 2023 is expected to be high numbers again but we expect there to be sufficient places. As at the closing date (31 October 2022), the School Admissions Team had received **** applications for places in Tameside schools with 3199 places available.
- 3.9 The increased places that have been determined and /or agreed with our secondary schools means that supply was able to meet predicted demand. However, similarly to the primary phase, schools and academy trusts are now beginning to look at removing the temporary surplus places that have been created to avoid schools facing financial pressures with falling numbers coming into schools.
- 3.10 For September 2023, the following reductions to Published Admission Numbers have been implemented which are a mix of temporary and permanent:

Published Admission Numbers	Previous PAN	PAN for Sept 23
Audenshaw School	240	210
Droylsden Academy	195	180
Laurus Ryecroft	220	210

- 3.11 For entry in September 2024, the following consultations have taken place in the Autumn Term of 2022 to reduce PANs permanently:

	Current PAN	Proposed PAN for Sept 24
Denton Community College	330	270
Hyde High School	240	210
All Saints Catholic College	180	160

- 3.12 Secondary place numbers will be kept under review annually through the report to Executive Cabinet.

4 SPECIALIST PROVISION

Outline of expected future growth in EHCPs

- 4.1 Tameside currently (as at end Nov 2022) maintains 2482 Education Health and Care Plans (EHCPs). The number of plans maintained has been rising steadily since 2017. The number of EHCPs in Tameside has more than tripled since 2017, when the Local Authority maintained 823 plans. Tameside is now more in line with our statistical neighbours, with EHCPs representing approximately 3.64% of the population.

- 4.2 The recent growth in EHCP's was appropriate and necessary. It has however, placed significant additional strain on specialist providers and resource bases across Tameside. The rapid rate of the growth in EHCPs in Tameside has been such that it was never going to be possible to plan and deliver provision sufficiency at the same rate. This has inevitably created pressure on placements for children with EHCPs, and particularly across the specialist sector, where all schools are currently oversubscribed. This is also true of our specialist resource bases.

- 4.3 Work to establish additional SEND capacity is underway, but recently acquired data demonstrates the ongoing imperative to create additional SEND provision in Tameside, in order to appropriately accommodate our most vulnerable learners in line with future growth.

SEND provision/ sufficiency planning

- 4.4 An over reliance on out of area provision, has undoubtedly contributed to current budget pressures. It is therefore vital that we take a strategic approach to planning provision driven by need, and invest available capital funding towards the creation of more local places, where necessary and appropriate.

- 4.5 Changing an established pattern of provision is a long-term process rather than a rapid change, given the importance of continuity for children and young people. We are therefore taking a strategic approach, by focusing on key areas of anticipated growth across SEND, and ensuring that appropriate local provision is available for these learners. Parents are a key partner in this work who will continue to be consulted and engaged throughout.

- 4.6 In response to the challenge this growth poses, and in order to ensure that we have appropriate quality provision for Tameside children and young people with SEND, we are now developing a comprehensive SEND Sufficiency Strategy 2021-2031. This strategy builds on key pieces of work (such as the SEND Forward Plan 2019-22) undertaken over the past 3 years and is written with the benefit of newly acquired data and intelligence commissioned

from data-science company, Edge Analytics. Edge Analytics is a data science company, specialising in demographic data analysis; who combine demographic intelligence, technology, local relevant data and analytical models to provide forecasting data. This has provided us with reliable SEND data, regarding population growth, trends and patterns for the next 10 years.

4.7 In order to aid Tameside forecasting, the Edge Analytic SEND model used SEN pupil data for years Reception to Y14 from 2018 onwards. It used this data, along with housing information (from pupil projections information) and population estimates to project EHCP numbers for Reception to Y14 until 2030-31. Edge Analytics has calibrated its Edge-ucate SEN model for Tameside using the latest available evidence on pupils with special education needs (SEN) and the schools they attend, together with key evidence on demographic change and planned housing developments. Historical evidence on SEN pupils has been used to generate forecasts of future SEN need for Tameside (in total),

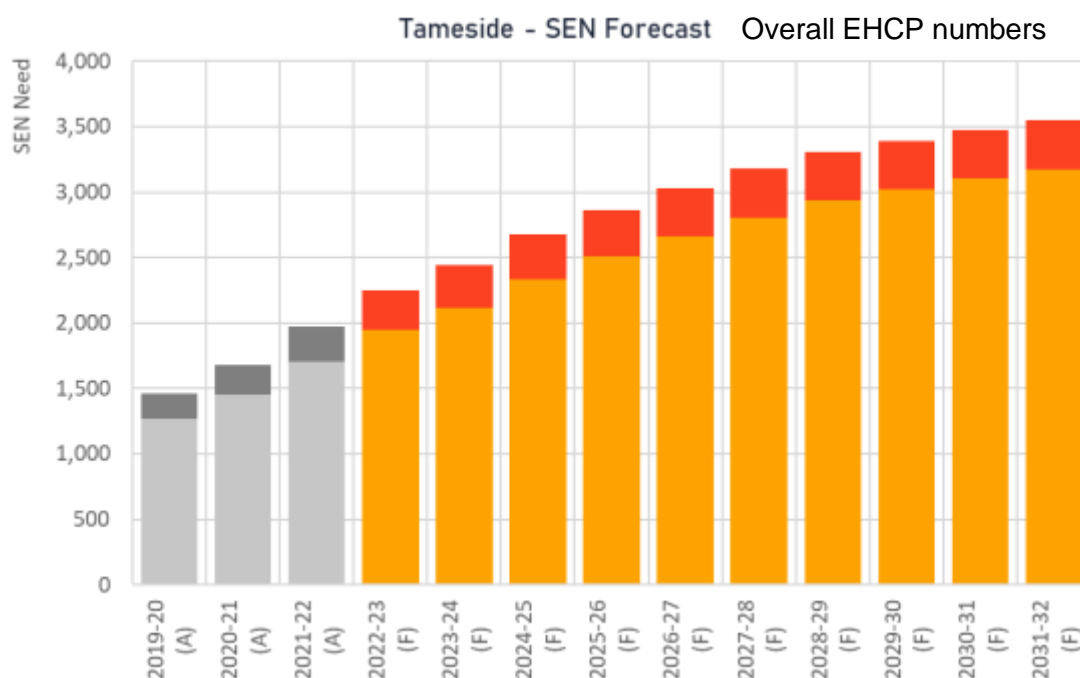
4.8 Breaking down this data by sector, age-range and areas of need and drilling down into these statistics, allows us to confidently plan SEND sufficiency across Tameside, and highlights priority areas for expanded capacity.

Key areas of growth

4.9 Recently acquired intelligence and data around SEND in Tameside provides us with the following growth projections: The data set below shows the anticipated percentage growth across all areas of need and sector between 2019 and 2032, in year groups R -14:

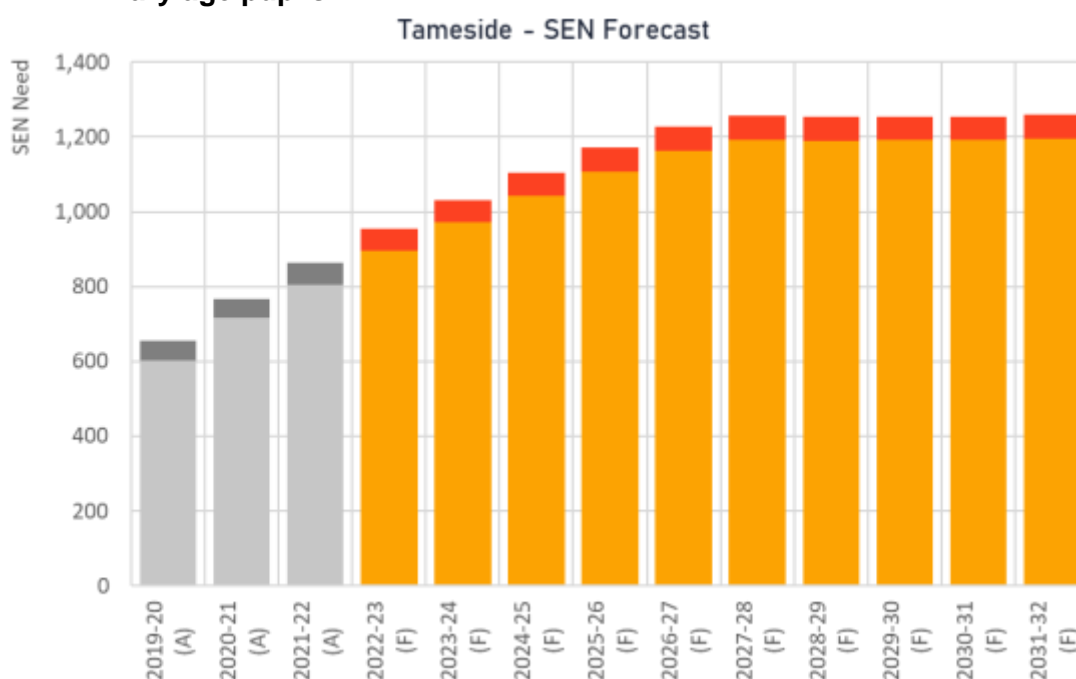
Percentage growth year on year

-2	-1	0	+1	+2	+3	+4	+5	+6	+7	+8	+9	+10
19-20	20-21	21-22	22-23	23-24	24-25	25-26	26-27	27-28	28-29	29-30	30-31	31-32
Actuals			Forecast									
-	14.5%	17.6%	14.2%	9.0%	10.2%	7.5%	6.2%	5.3%	4.6%	2.9%	2.7%	2.3%
-	19.5%	15.0%	12.2%	8.3%	5.6%	1.5%	4.9%	1.5%	-0.2%	0.6%	0.9%	-0.7%
-	15.2%	17.2%	13.9%	8.9%	9.5%	6.7%	6.0%	4.8%	4.0%	2.6%	2.5%	2.0%



- 4.10 The Edge-ucate model projects that there will be over 1,500 more pupils with an EHCP in years R-14 by 2030-31. This averages out at more than 150 new EHCPs amongst R-14 (in and out of borough) a year.
- 4.11 The years 2022-23 and 2024-25 are projected to be the largest 2 years of growth with 274 (22-23) and 234 (24-25) places projected. Growth figures then decrease year on year. The projected % increase between 2021-22 and 2031-32 is 80%.
- 4.12 89% of these pupils are projected to be in Tameside settings (mainstream, specialist centres, specialist schools or other) compared to 86% now.

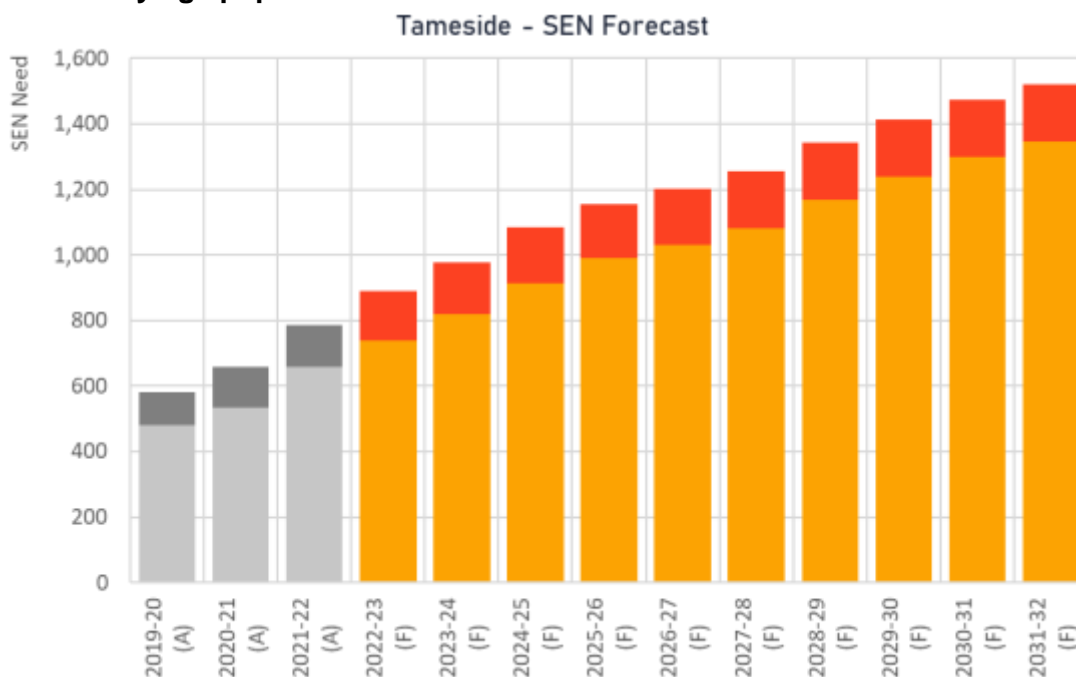
Primary age pupils



- 4.13 Between Reception and Year 6, Edge-ucate projects just under 400 additional pupils by 2031-32, an increase of 46% on 2021-22. The total number of pupils is projected to be 1260

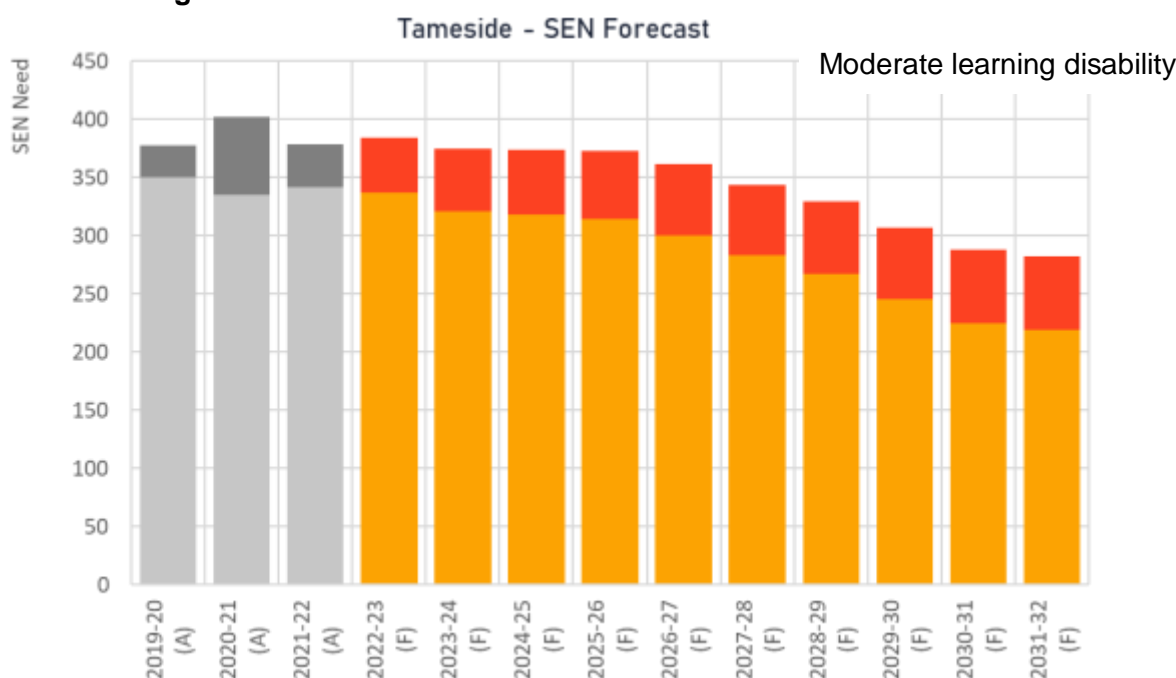
from the current figure of 865, with growth predicted to be relatively stagnant from around 2028-29 onwards. 95% of these pupils are projected to be in Tameside settings (mainstream, specialist centres, specialist schools or other) compared to 93% now.

Secondary age pupils



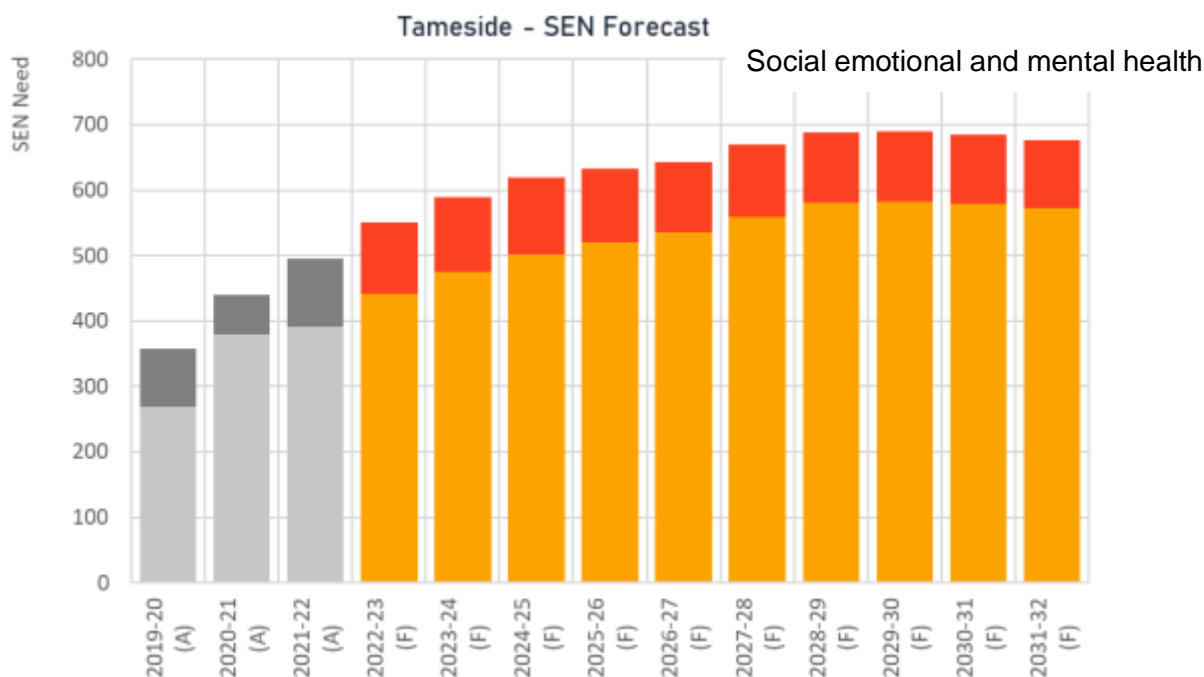
4.14 Between Years 7 and 11, Edge-ucate projects an additional 733 pupils by 2031-32, an increase of 93% on 2021-22. The number of pupils is projected to be 1519 from the current figure of 786, with growth predicted to decline from 2025-26 onwards. 89% of these pupils are projected to be in Tameside settings (mainstream, specialist centres, specialist schools or other) compared to 84% in 2021-22.

Learning needs

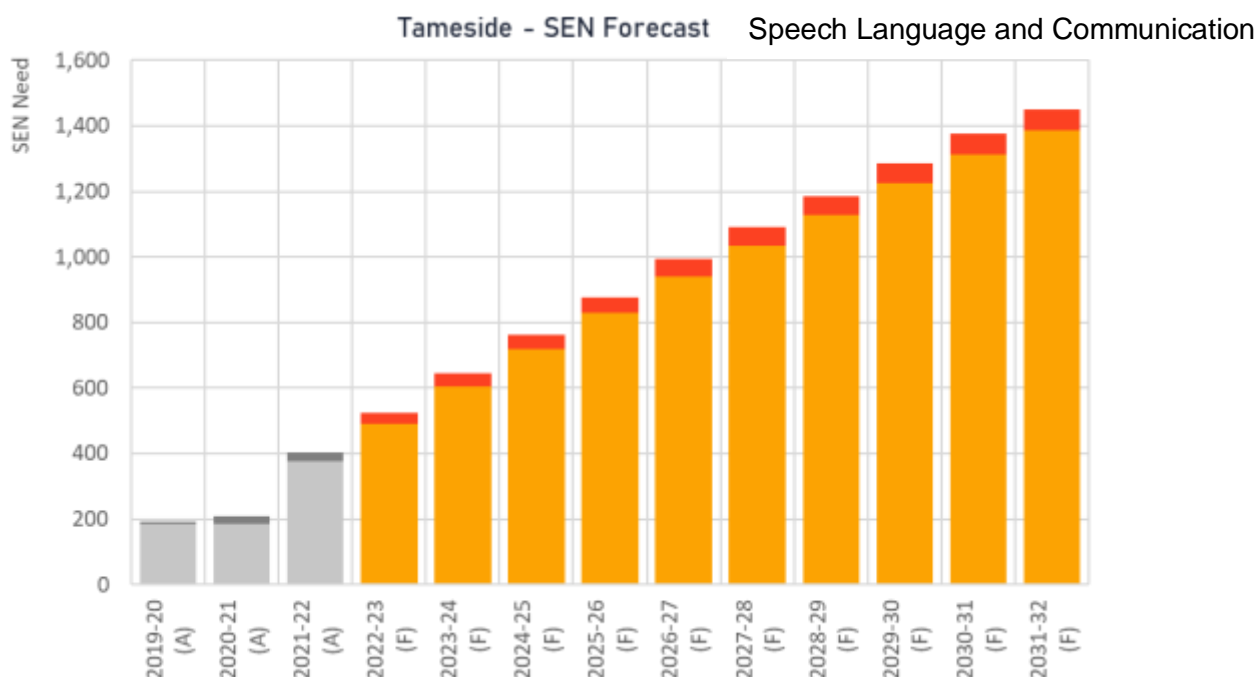


4.15 As shown in the graph above, the number of pupils with mild and/or moderate learning disability (MLD) as their primary need are projected to reduce by 25% between 2021-22

(379) and 2031-32 (283). These numbers are projected to decline from 2022-23 onwards. When broken down by setting type, numbers of MLD pupils are projected to decrease by 27% in mainstream schools and 26% in specialist schools and settings from 2021-22 to 2031-32.

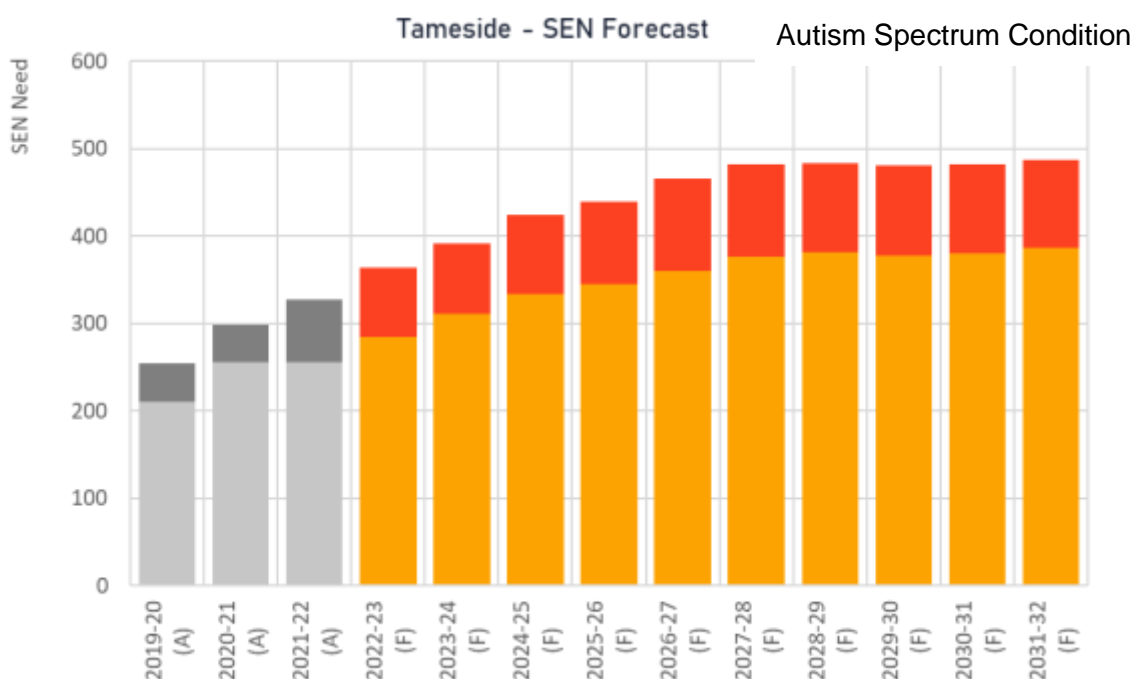


4.16 As shown in the graph above, the number of pupils with Social, emotional and / or mental health (SEMH) needs as their primary need are projected to increase by 37% between 2021-22 (495) and 2031-32 (676). These numbers are projected to start to show a small decline from 2029-30 onwards. When broken down by setting type, numbers of SEMH pupils are projected to increase by 30% in mainstream schools and 32% in specialist schools and settings from 2021-22 to 2031-32.



4.17 As shown in the graph above, the number of pupils with speech, language and communication needs (SLCN) as their primary need are projected to increase by 260% between 2021-22 (403) and 2031-32 (1,451). These numbers are projected to increase

significantly between 2021-22 and 2026-27 with growth rates year on year starting at 29.9% and reducing year on year to 13.5%. The projected rate of increase reduces to below 10% in 2027-28 and continues to reduce to 2031-32 (5.5%). When broken down by setting type, numbers of SLCN pupils are projected to increase by 219% in mainstream schools and 305% in specialist schools and settings from 2021-22 to 2031-32.



- 4.18 As shown in the graph above, the number of pupils with autism spectrum condition (ASC) as their primary need are projected to increase by 49% between 2021-22 (327) and 2031-32 (488). The projected rate of increase remains relatively static between 2028-29 and 2031-32. When broken down by setting type, numbers of ASC pupils are projected to increase by 53% in mainstream schools and 47% in specialist schools and settings from 2021-22 to 2031-32.
- 4.19 The growth in EHCP numbers represents a significant financial risk to the Local Authority. Over reliance on out of area provision, is undoubtedly a contributing to current budget pressure. It is therefore vital that the Council takes a strategic approach to planning provision driven by need, and invest available capital funding towards the creation of more local places, where necessary and appropriate. Having access to this data gives a clear footing from which to plan. The SEND Sufficiency Strategy contains a range of proposals, which suggests ways that we can meet these needs and mitigate the risk of expensive out of borough placement.
- 4.20 In the last few years, there has been significant growth in the number of specialist places available in the borough to meet the needs of children and young people with an EHCP:

EHCPs in Special Schools & Resourced Units				
Special	Sep-18	Sep-22	Increase No's	Increase %
Hawthorns	106	194	88	83%
Thomas Ashton	56	92	36	64%
Cromwell	72	138	66	92%
Samuel Laycock	141	215	74	52%
Oakdale	117	148	31	26%
TPRS	18	36	18	100%
Totals	510	823	313	61%

EHCPs in Special Schools & Resourced Units				
Resourced places	Sep-18	Sep-22	Increase No's	Increase %
Corrie	0	9	9	0%
Greenside	0	16	16	0%
Hyde	1	5	4	400%
Linden Road	5	2	-3	-60%
Oakfield	9	17	8	89%
Rosehill	0	13	13	0%
Russell Scott	1	3	2	200%
St John Fisher	11	10	-1	-9%
St Thomas More	16	16	0	0%
Totals	43	91	48	112%

4.21 In spite of this, there is still more to do which will be overseen by the SEN Improvement Group and its SEN Sufficiency sub group. Further actions outlined in the SEN Sufficiency Strategy include:

- An escalation of the resource base development programme.
- Continue with the move to a new Hawthorns building creating a 220 place school
- Consider options, which would retain the original Hawthorns building as an additional specialist setting for primary-aged learners.
- Work with Thomas Ashton School to consider its role in supporting the increasing numbers of learners with SEMH difficulties.
- Explore options for the development of a Specialist Free School.
- Working in partnership with schools, invest and develop support to mainstream settings to promote ongoing inclusion of their SEND students.

4.22 These action will be subject to further governance reports.

5 CONCLUSION

5.1 School place planning is a complex process that requires almost constant review to ensure that the Council is able to meet its statutory duty to provide sufficient places.

5.2 By being proactive and working in partnership with all our schools over a number of years, the Council has been able to meet the demand for places in spite of significant variations in pupil numbers.

5.3 After the sustained period of growth, data indicates the need to consider reducing levels of surplus that are predicted to increase in primary and secondary schools over the next few years.

5.4 There is a need to engage in dialogue with primary school leaders to begin to consider options to reduce projected levels of surplus capacity. Whilst levels of surplus in secondary schools are not expected to increase for a number of years, dialogue will begin to ensure that temporary places added to cope with the increase in pupils over recent year are removed first.

5.5 Whilst there are currently sufficient places to meet expected demand in mainstream provision, this is not the case for specialist places. The school place planning process must continue to be dynamic particularly in view of significant housing development and predicted increases in children and young people requiring support for their additional needs within the borough and the impact that will have on demand and travel to learn patterns.

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Agenda Item 6

Report to:	EDUCATION ATTAINMENT IMPROVEMENT BOARD
Date:	17 January 2023
Reporting Officer:	Tim Bowman - Director Education (Tameside and Stockport)
Subject:	VIRTUAL SCHOOL ANNUAL REPORT
Report Summary:	This report provides information regarding the education provision of cared for children and children with a social worker during the academic year 2021-2022
Recommendations:	The Board are recommended to note the contents of the report.
Corporate Plan:	The report supports three elements of the Community Strategy - Prosperous, Learning and Supportive Tameside.
Policy Implications:	There are none arising from this report.
Financial Implications: (Authorised by the statutory Section 151 Officer & Chief Finance Officer)	The work of the virtual schools team is funded by a ring fenced LAC pupil premium support grant and Virtual School Heads Grant. The allocations for 2022-23 are £1.236m for LAC Pupil Premium and £148k for Virtual Schools Heads Grant. The work and team costs will be contained within this financial envelope.
Legal Implications: (Authorised by the Borough Solicitor)	<p>The council has a statutory duty under 22(3A) of the Children Act 1989 to promote the educational achievement of looked-after children. That includes those children placed out of authority.</p> <p>The Children and Families Act 2014 amended section 22 of the Children Act 1989 to require every local authority in England to appoint an officer employed by the authority, or another authority, to make sure that its duty to promote the educational achievement of its looked-after children is properly discharged.</p> <p>In addition under 23ZZA of the Children Act 1989 (added by section 4 of the Children and Social Work Act 2017) the council has a duty to promote the educational achievement of previously looked after children.</p> <p>That duty can be discharged, where appropriate via a Virtual School. This report provides a summary of the work under taken and outcomes achieved by the council's virtual school team over the last academic year.</p>
Risk Management:	There is a risk of our looked after children not achieving their potential if statutory functions are not carried out.
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 Amanda Aylward, Head of Virtual School.



Telephone: 0161 342 4057



e-mail: Amanda.aylward@tameside.gov.uk

1 INTRODUCTION

- 1.1 There have been significant changes within the Virtual School and College team to enable a proactive service for cared for children and children with a social worker. Further details of this work is detailed within the report but, operationally, this has been facilitated by a redesign and recruitment process, which is now complete.
- 1.2 As Head teacher of Tameside Virtual School, I am excited to lead this new and highly skilled team into the next phase of our expanding service and secure positive outcomes for vulnerable children within education collaboratively with our schools, social care colleagues, foster carers, youth justice service, and most importantly alongside our young people themselves.
- 1.3 It is a privilege to lead this work and I am delighted to report on some significant improvements during Academic Year 2021-2022 as well as the planning for 2022-2023.

2 IMPACT OF VIRTUAL SCHOOL AND COLLEGE 2021-22

- 2.1 The impact of Virtual School and College 2021-22 included:
- An increase in 4+ and 5+ English and Maths GCSE results for 2022 cohort in comparison to 2019
 - Increase of cared for children having SEND identified and EHCPs awarded
 - Consistently high level of PEPs completed and returned termly (around 98%)
 - Increased numbers attending further and higher education
 - Total of 3361 hours school led grant tuition completed
 - Wider coverage of children's services giving advice to social workers and schools supporting children in need and preventing permanent exclusions of vulnerable children through the intervention of our service

3 PRIORITIES FOR 2022 – 2023

- 3.1 Priorities for 2022-23 included the following:
- Reduction of suspensions
 - Attendance
 - Earlier identification of SEND needs
 - Establishing the new training programme
 - Post 16 EET engagement

4 VIRTUAL SCHOOL AND COLLEGE TEAM

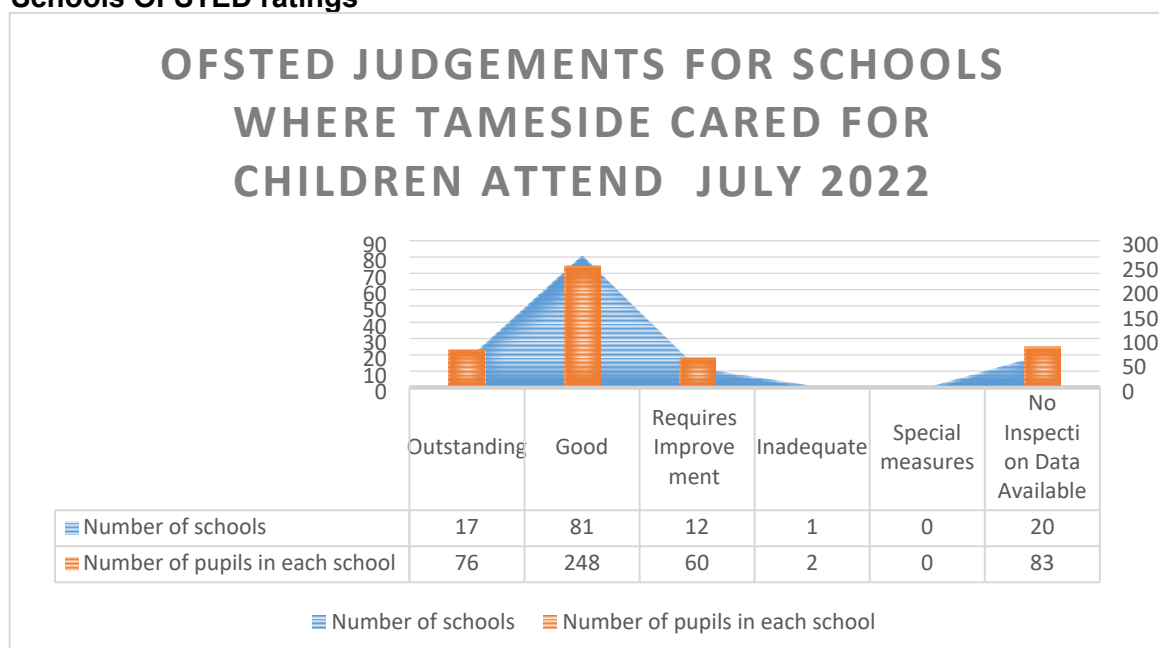
Head Teacher	Amanda Aylward
Managers	Kath Hankinson Rachael Weeden
Education Welfare Officer	Rosie Spiers
Education Welfare Officer	Jack Andrews
Education Welfare Officer	Molly Marsden
Education Welfare Officer	Sue Toke
Post 16 Learning Advisor	Kelly Taylor
Finance and Information Officer	Helen O'Connor

- 4.1 The Virtual School and College has undertaken a redesign and increased in capacity over the last twelve months. The new structure includes two new manager roles and an increase in the number of Education Welfare Officers. This expansion allows us to deliver our service priorities more efficiently and increase our impact on the outcomes of cared for children and children with a social worker. The Virtual School Head teacher reports directly to the Director of Education and is part of the wider children’s leadership team as well as part of the education management team.
- 4.2 The Virtual School and College has also developed a close working relationship with Stockport Virtual School, with the Head Teacher taking on the role of interim Head Teacher at Stockport Virtual School. This has led to increased partnership working, sharing of resources and collaboration on training initiatives.
- 4.3 **Moving Forward**
All existing and new Virtual School staff are to be encouraged to be on governing bodies in Tameside schools alongside personal CPD training around specific areas such as attendance and SEND legislation which will be cascaded throughout the team.

“I want to be a writer and make my own poems. Maybe make my own script for a play. I’m interested in going to drama school”
Year 10 – Samuel Laycock School

5 2021-22 - SCHOOL INFORMATION DATA

- 5.1 The following data is taken from a snapshot of a day in July 2022. This data may appear differently in DfE publications as this is based on a day in time and represents children who have been in care for more than 12 months. Data is taken from Looked After Call and LCS, it is reliable but un-validated.
- 5.2 **Schools OFSTED ratings**



- 5.3 The chart above shows the Ofsted ratings of schools Tameside cared for children attend (both in and out of Tameside). It clearly demonstrates that the vast majority of Tameside cared for children attend schools which are either Good or Outstanding. Where schools have an RI or

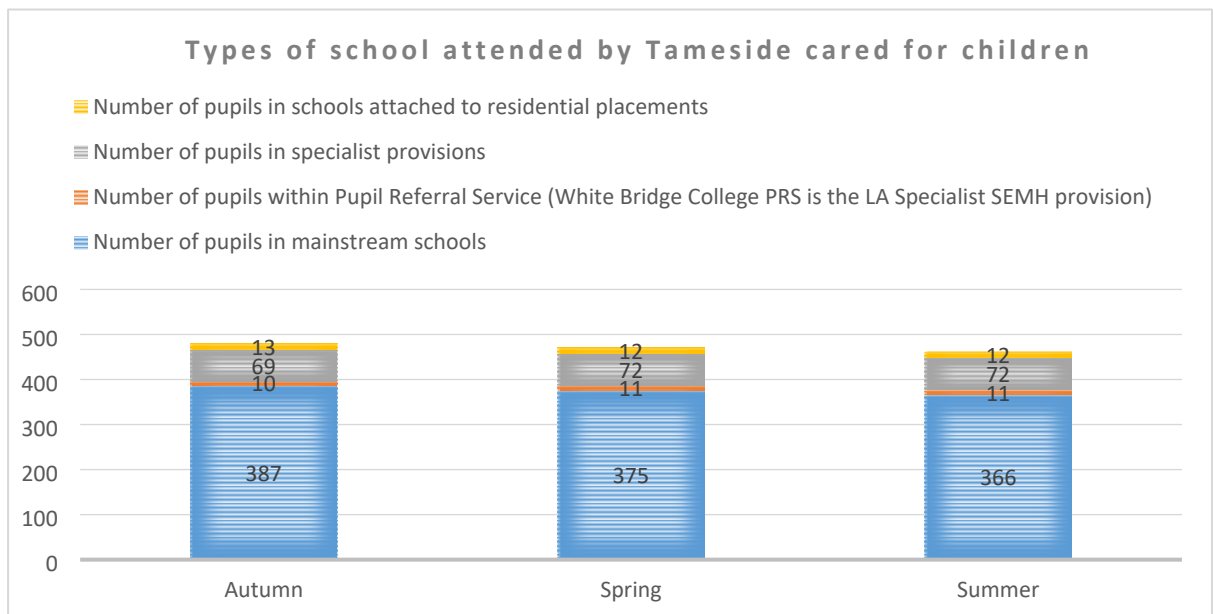
lower judgment Virtual School team attend PEPs, ensure that it is still an appropriate provision and support school to support the child attending.

5.4 Moving Forward

We continue to ensure any movement of school is discouraged unless absolutely necessary and ensure that school location is considered in care planning with social workers prior to any move being agreed

5.5 Types of School

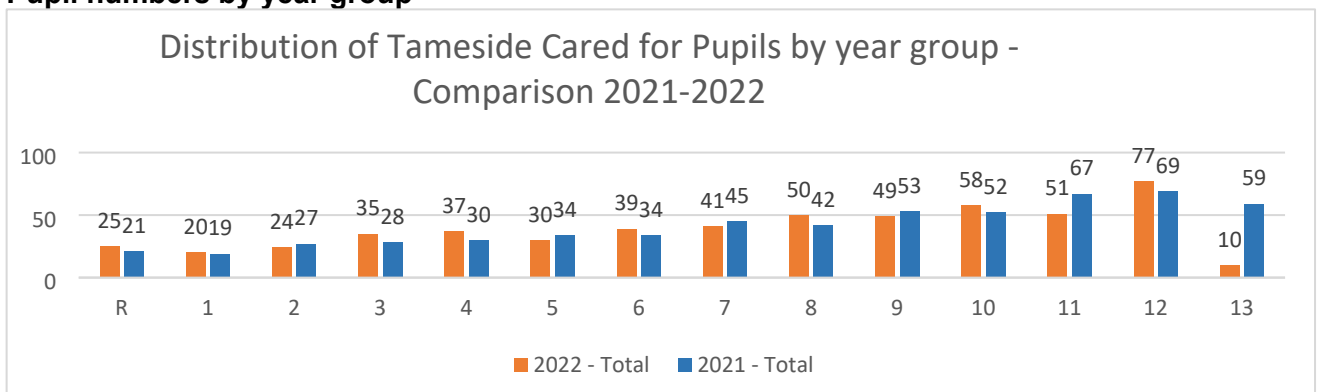
As of July 2022 we had 459 cared for children in Reception to Year 11. The chart below shows the distribution of cared for children from Reception to Year 11 by establishment type in each term. The number of children in each establishment type has remained broadly stable over the three terms.



5.6 Moving Forward

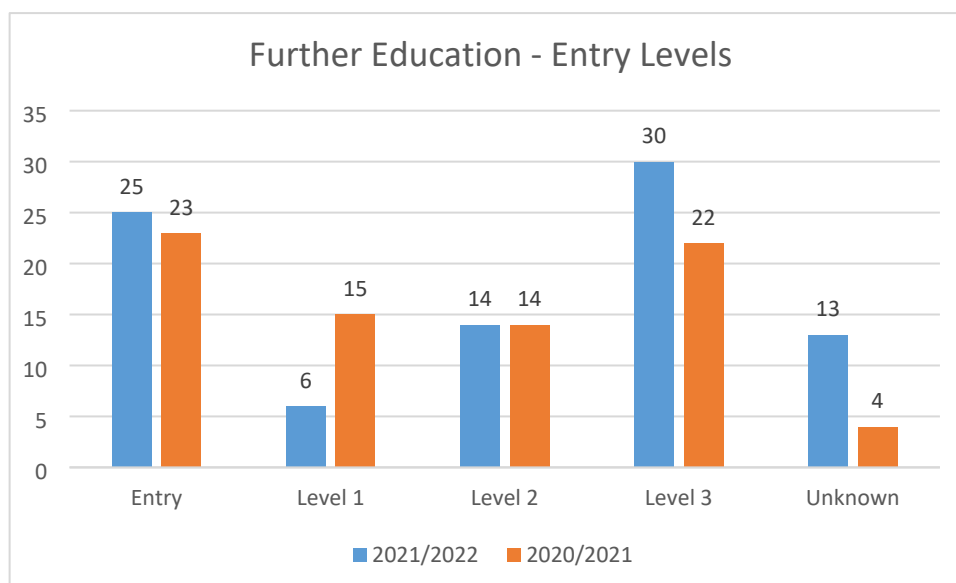
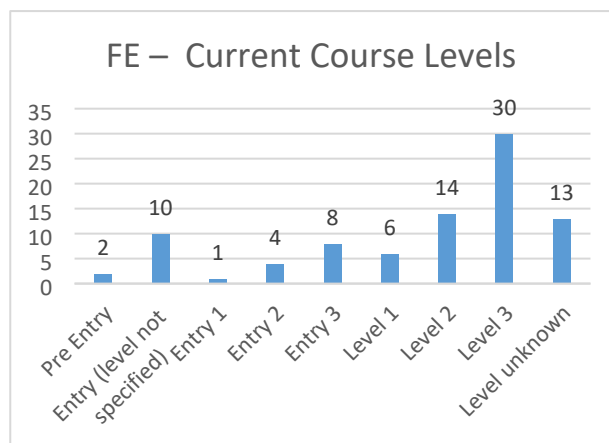
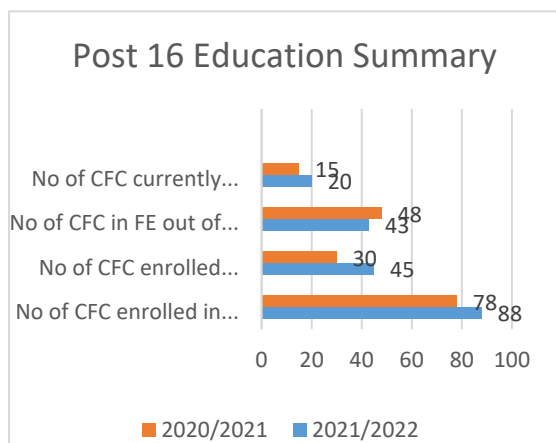
All children in residential care provisions are treated as a distinct cohort within Virtual School and their attendance and progress monitored as a distinct group.

5.7 Pupil numbers by year group



5.8 As of July 2022 - Tameside has 546 cared for children Reception to Year 13. It is important to note that the 2022, Year 13 figure does not include Year 13 students aged 18+.

5.9 Pupils in Further and Higher Education



5.10 This academic year we are delighted to have cared experienced Tameside young people at new (to us) Universities including Leeds Becket, University of Westminster and University of York.

5.11 We have been working closely with our colleagues in Economy, Employment and Skills directorate and established a young person’s hub and the YES programme. Both schemes with the direct intention of offering opportunities and support into EET have been successful for many individuals finding and sustaining work. A separate paper is reporting on this work with a full evaluation of EET for our post 16 cohort.

5.12 **Moving Forward**

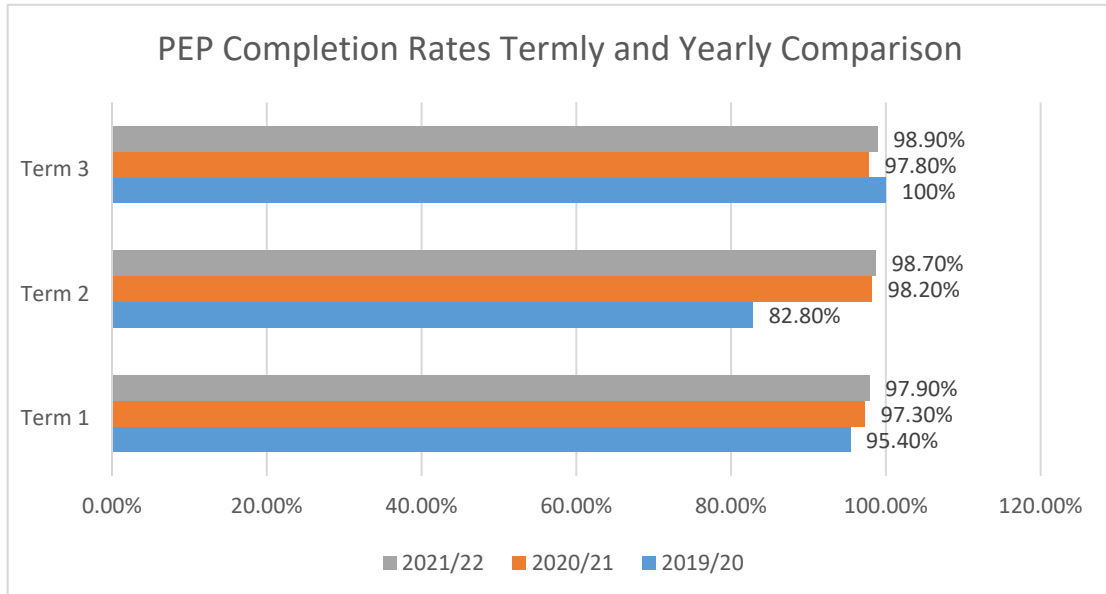
Continued partnership work with Tameside College (a Virtual School worker is based within the college). Collaborative work with the “House Project” and cross directorate working with employment and skills team within Tameside Council.

“I would like to be a scientist and do experiments”

Year 1 – St Joseph’s RC Primary School

6 2021-2022 PEP INFORMATION

6.1 We have a consistently high termly return of PEP documents. PEP meetings are held regularly and the paperwork is returned appropriately demonstrating pupil premium spending.



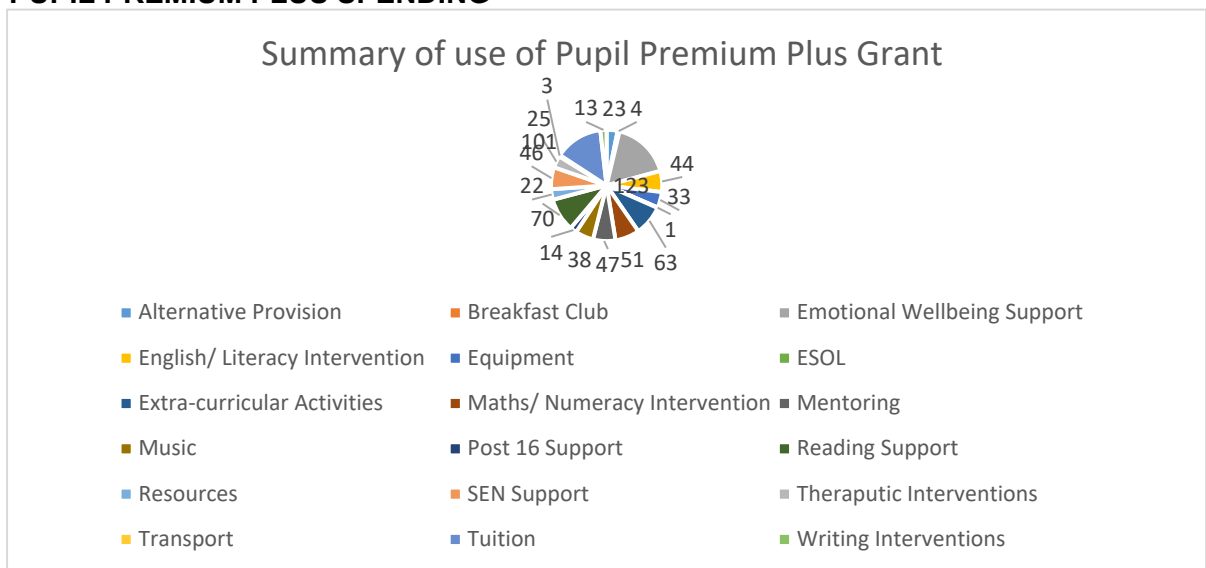
6.2 Moving Forward

We strive to improve the quality of information and consistency of quality of PEPs. We work with designated teachers to offer advice around PEP completion including targets and appropriate monitoring of progress; we have published tutorials on our website around how to complete PEPs as well as offering individual meetings with designated teachers.

“Everything is good. I like handwriting best because it is fun and I also like quick maths. I maybe want to be a professional horse rider”

Year 3 – Flowery Field Primary School

7 PUPIL PREMIUM PLUS SPENDING



7.1 Moving Forward

All uses of pupil premium are quality assured and validated by ourselves in Virtual School before releasing funds. We will continue to monitor the impact of all interventions and challenge appropriately where necessary if not thought to be of the greatest value to our young people.

"I would like to be either a dancer, show-jumper or a lawyer"

Year 7 – Hyde High School

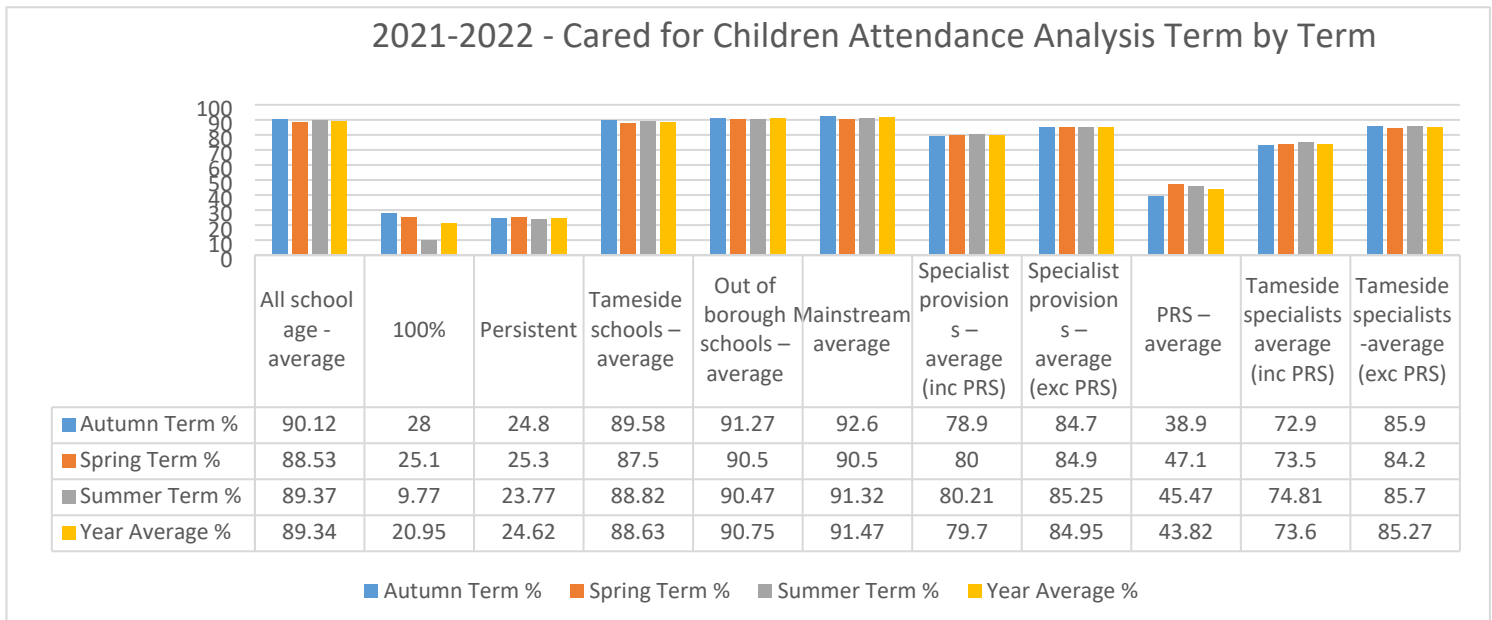
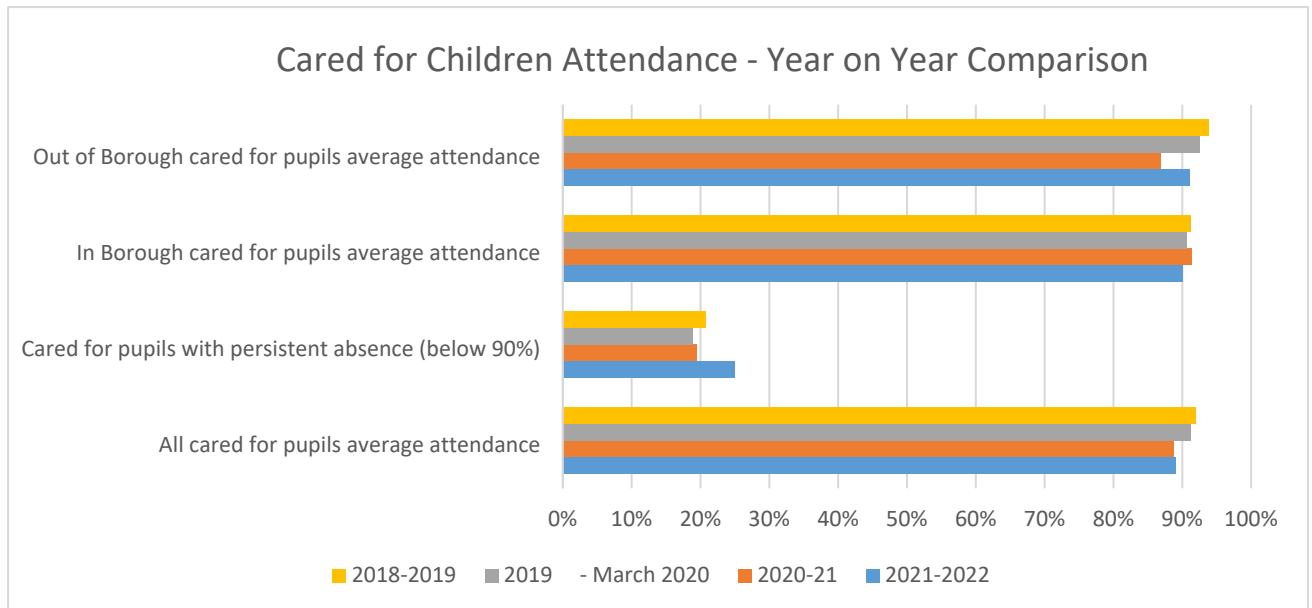
8 SCHOOL LED TUTORING GRANT

8.1 Tameside Virtual School and College have been able to utilise the School Led Tutoring Grant (which is part of the National Tutoring Programme) to provide tutoring intervention to support catch-up for lost education due to the pandemic, for Tameside cared for children. Tuition was sourced by schools directly and also by Tameside Virtual School through a tuition partner agency. 1:1 and group tuition was provided in a range of subjects to help pupils catch-up with their lost learning. Use of the School Led Tutoring Grant was demonstrated in the termly PEPs of cared for children, which are quality assured by managers in the Virtual School.

	Total No of cared for pupils (Mainstream)	Total No of cared for pupils (Specialist)	Total No of cared for pupils		Total No of Hours (Mainstream)	Total No of Hours (Specialist)	Total No of Hours
Autumn	63	3	66		816	57	873
Spring	66	3	69		1099	47	1146
Summer	72	2	74		1194	44	1238
Summer Holiday Programme	2	1	3		24	80	104
				Total Hours	3133	228	3361

9 2021-22 – CARED FOR CHILDREN ATTENDANCE

9.1 The charts below summarise the attendance of Tameside cared for children with both termly and yearly comparisons. Termly attendance comparisons are broadly similar, however average attendance continues to be marginally below pre Covid levels and there has been an increase in persistent absenteeism. Attendance at specialist provisions is also lower than at mainstream.



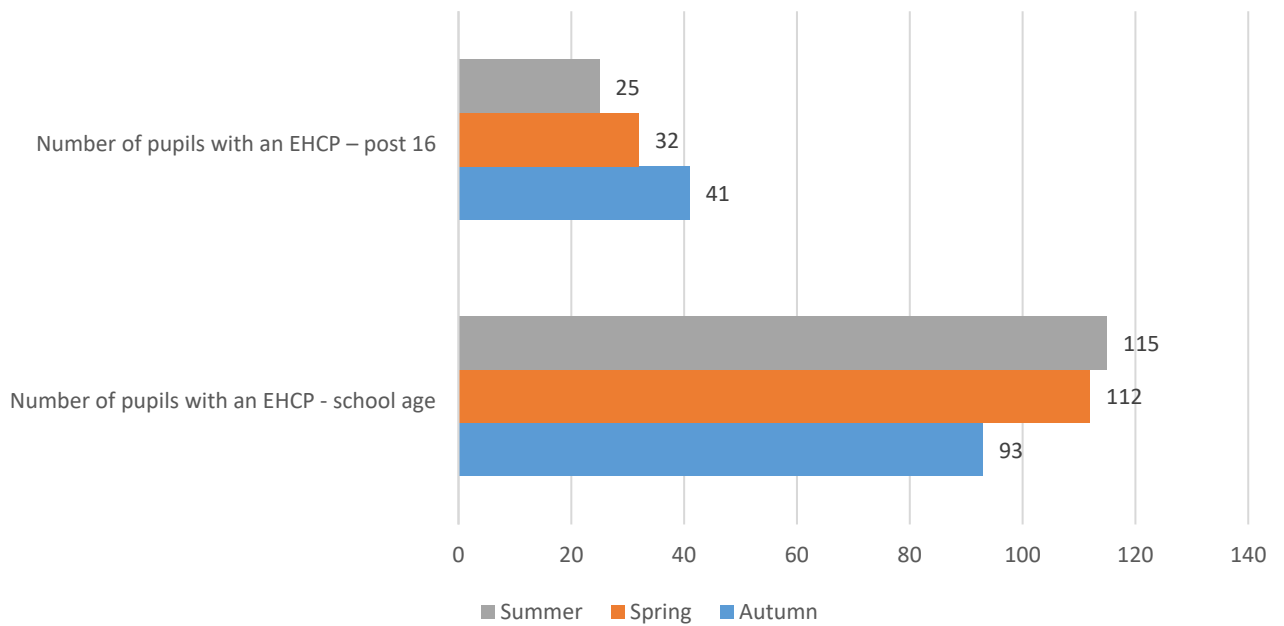
9.2 Moving Forward

Attendance continues to be a key focus area and, with the greater capacity created in our restructure we will continue to work with schools and social care services proactively to address attendance worries at the earliest stage possible.

10 2021-22 – CARED FOR CHILDREN SEND INFORMATION

10.1 As the charts below demonstrate, the number of cared for children being issued with an EHCP continues to increase. The primary area of need for cared for children with an EHCP also continues to be social, emotional and mental health. Although there has been a drop in the number of pupils with this identified need from last year, it has significantly increased since 2019. This is likely due to improved identification of need and our close working relationship with the SEND team allowing us to ensure cared for children’s needs are rapidly and accurately identified.

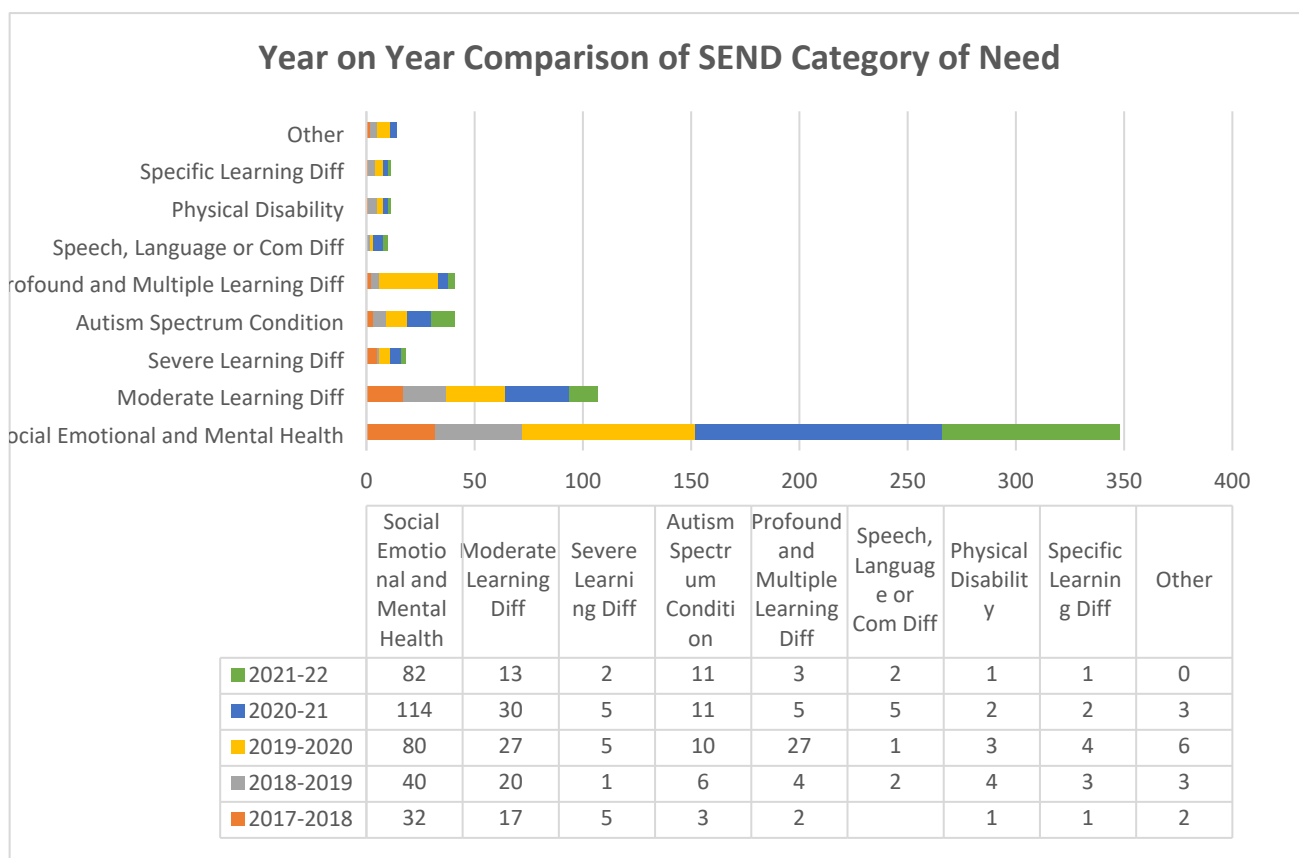
Cared for Children with EHCP by School Phase - Termly Comparison -2021-22



The Identified Primary Need or Cared for Children with an EHCP August 2022

- Autistic Spectrum Condition
- Moderate Learning Difficulty
- Physical Disability
- Profound & Multiple Learning Difficulty
- Severe Learning Difficulty
- Social Emotional & Mental Hlth
- Speech,Lang or Comm Difficulty
- Specific Learning Difficulty





10.2 Moving Forward

We will continue to work collaboratively with SEND colleagues both within the Local Authority and within schools to ensure cared for children's needs are identified rapidly are being met effectively.

11 2021-2022 – KS2 DATA

11.1 The table below outlines the attainment data for Tameside cared for children in KS2 2021-22, compared to national figures. The data relates to children who had been in care for more than 12 months. This data has been taken from NCER NEXUS and has the following category descriptors.

"<Exp: Scaled score lower than 100 in tested subjects and performance category lower than EXS in Writing TA | Exp+: Scaled score of 100 or higher in tested subjects and performance category of EXS or GDS in Writing TA | High: Scaled score at or above higher threshold in tested subjects and performance category of GDS in Writing TA"

	Reading Tameside	Reading National	Writing (TA*) Tameside	Writing (TA*) National	Maths Tameside	Maths National	GPS* Tameside	GPS* National
Less than expected (<EXP)	51.6%	46%	/	/	54.8%	53%	51.6%	51%
Expected or higher (EXP+)	48.4%	52%	35.5%	43%	45.2%	45%	48.4%	48%
High	12.9%	13%	/	/	6.5%	7%	6.5%	11%

TA = Teacher assessment

GPS = Grammar, Punctuation and Spelling

12 2021-2022 GCSE ATTAINMENT

	2022 12 month +		2021 12 months + cohort	2019 Results (last formal exam series)
	Number	%	%	%
Number of year 11s cared for 12 months +	48		60 young people in care	
At least 1 grade 1-9	28	58.3	63.3	
at least 1 grade 4+	26	54.2	48	
at least 1 grade 5+	12	25	33	
Grade 4+ Eng. or Maths	18	37.5	50	22
Grade 4+ Eng. & Maths	10	20.8	30	18
Grade 5+ Eng. or Maths	9	18.8		12
Grade 5+ Eng. & Maths	4	8.3		8
1 or more grade 6+	6	12.5	16.7	
1 or more grade 7+	1	2.1	6.7	
EHCP	22	45.8	35	
Number not entered for GCSE exams	17	35.4	35	

These figures show an increase in the 4+ and 5+ English & Maths and English/ Maths measure for 2022 when compared to the last year that formal exams were sat.

These figures show an increase in the number of grade 4's achieved between 2022 and 2021.

This shows the significant increase in the number of cared for children with EHCPs.

- 12.1 In addition to the achievements of our whole cohort of young people it is also important to recognise that some of our cared for children achieved excellent individual results, despite facing difficult personal circumstances. For example, one young person achieved 6 grade 4s, including maths and a grade 5 in English. Another young person achieved 4 grade 7s, 3 grade 5s and 2 grade 4s. This includes grade 5+ in English and Maths. Two young people achieved 5 grade 5s, both also achieved at least a grade 4 in English and Maths. Regardless of the levels of qualifications achieved by our young people, we are proud of their efforts and wish them every success in their post 16 endeavours.

“When I grow up I want to be a post-man because I like saying hi to everyone in the morning. I love Maths and like doing time with the clock. I like doing geography and looking at Maths I think being able to read a map will help me when I am a post man”

Longford Park School

13 2021-22 – CONTINUED RESPONSE TO COVID

- 13.1 The impact of Covid and the pandemic has not gone away and our response to the lost learning and isolation during the period of Covid has not halted.
- 13.2 During the pandemic, many cared for children still attended schools when they were smaller and quieter environments. Since the full return of all children to schools this has unfortunately impacted negatively on some of our young people as they are understandably struggling to reconnect and share their time and space with much bigger cohorts. This has been reflected in attendance and suspensions and is something we are monitoring closely to offer swift support in partnership with schools and carers.
- 13.3 Tuition has been a big part of recovering lost learning for our young people and we have continued to offer this into further education where requested. Full breakdown of school led tutoring has been detailed previously in this report.
- 13.4 **Moving Forward**
We are mindful that the impact of Covid will be with us for years to come and we will continue to be responsive to any emerging needs such as school readiness, speech and language development and anxieties around school attendance.

What is going well at school? "Reading - still! Fiction books are my favourite"
Year 5 - Endeavour Academy


14 COLLABORATIVE WORKING

- 14.1 Tameside Virtual School and College believe the key to successful outcomes for cared for children is to work collaboratively with all agencies involved in their lives to encourage a seamless and cohesive approach. We also embrace regional and national partnerships to ensure our practice is fully informed and relevant to local and national situations.
- 14.2 A summary of partnership working across agencies within Tameside and National organisations is as follows:-
- VSH Youth Justice Board, Tameside and Stockport
 - VSH education representative in DV Strategy Group
 - VS representation on SEN assessment panel
 - VSH PRS Governor
 - VS representation as a Tameside Primary School Governor
 - VS representation at social care placement tracking panel, legal gateway, permanence and residential panels
 - VSH member of NAVSH
 - VSH active member of North West Virtual Head network
 - VSH member of Education Management Team and Children's Wider Leadership Team
 - VSH member of Tameside Association Secondary Heads
 - Provide induction training for all social care new starters

15 TRAINING

- 15.1 A priority for this academic year was to create and implement a more comprehensive training programme. The programme consists of:-
- Half termly bulletins to social carers, foster carers and schools with similar focuses but different approaches (follow the link in the picture below for an example)

- Training delivered to individual social work teams
- Designated teacher training
- School Governor training
- Foster carer training



OUR VIRTUAL SCHOOL AND COLLEGE
 Working in partnership, in Tameside, to support care-experienced children and young people
 Young People • Parents • Carers • Schools • Social Care

Tameside Virtual School Bulletin for Parents & Carers – Autumn Half Term 2022

Attendance
As a parent or carer, it is important to understand how your child's attendance can impact on their attainment, progress and outcomes.

So how much learning time does your child miss out on?

- If your child has 100% attendance, it means they are attending every day – fantastic!
- 90% attendance - this actually equates to missing around 4 weeks of school per year
- If they have 80% attendance, this results in them missing more than half a term each year – very worrying!
- 70% attendance – more than a quarter of the school year missed – shocking when you think of the amount of lessons they will have missed in this time!
- Lateness - if your child is 5 minutes late every day, they will miss three days of learning each year. If your child is 15 minutes late every day, they will miss 2 weeks of learning each year


School Admissions: It's time to start applying!

- If you haven't done so already, you must start applying for a school placement if your child is reaching a key transition phase (reception, secondary school or college)
- Start visiting the different schools' open days to help you ensure it is the right school setting for your child

Key dates:

- The closing date for submitting a Year 7 2023 school application is 31 October 2022.
- The closing date for submitting a Reception 2023 school application is 15 January 2023.

- If your child has an EHCP, an SEN caseworker will support in ensuring a school, which can meet your child's needs is identified. This will take place via the annual review process
- Starting a new school is an important time for children and young people and all school moves should be considered very carefully. We understand that at times school transfers are necessary, however, we do encourage you to avoid this if possible



Please contact us if you require any further support or guidance...
 Telephone: 0161 342 4057
 Email: admin.virtualschool@tameside.gov.uk

PEP Guidance

- Although schools and social workers are responsible for completing a PEP meeting each term for your child, to discuss their educational needs, it is essential for parents or carers to be part of this meeting
- If you have not been invited to attend a PEP meeting, ensure you contact the social worker or designated teacher to request an invite
- You will have a good understanding of the child and may be able to offer more information as to how they are feeling surrounding their education and learning
- You should also encourage the young person to attend the meeting as well, if they feel comfortable
- Pupil voice and contribution throughout the meeting is an important aspect to a termly PEP to make sure the child's views are accurately reflected

Produced in collaboration with Stockport Virtual School

15.2 Our website was also a priority for improvement and we have achieved this by making it a conduit for all professionals, carers and children including videos of our PEP training, links to useful networks and partners and celebrating success of our young people.
www.tameside.gov.uk/tamesidevirtualschool

15.3 **Moving Forward**
 We will continue to update and improve our website, take feedback from our training and respond to emerging needs.

"I would eventually would like to own my own business in the construction industry and there may be a chance of a level 2 apprenticeship with a family friend"
Year 12 – Tameside College

16 EXTENDED DUTIES OF VIRTUAL SCHOOL AND COLLEGE

16.1 Statutory duties for cared for children remain the same and Virtual School and College team are now offering advice and monitoring attendance and outcomes for all children with a social worker. As part of these extended duties, we have continued to work collaboratively with our Youth Justice Service and Pupil Referral Service as key vulnerable groups.

16.2 There have been many contacts asking for advice and clarifications into the team, which have been dealt with swiftly due to the expanded structure of the team. There have also been some specific examples where children who were struggling at school due to their home circumstances received additional support via the Virtual School and this earlier intervention supported an EHCP assessment process and prevented exclusions and potential breakdown of family life. These were all examples of schools or social workers contacting us for support and the outcomes in each case were very successful and prevented further disruption and trauma.

16.3 Case study

Virtual school and college were contacted by the social worker of a KS1 child who was at risk of permanent exclusion. School had identified SEN needs and statutory assessment was underway. Virtual school have been able to support and prevent a permanent exclusion by providing advice and support to allow the pupil to access a bespoke curriculum until the outcome of his statutory assessment. An EHCP has since been awarded and the student has been placed at a setting, which is more able to meet his needs.

16.4 Moving Forward

We will continue to develop our work with social care and youth justice teams ensuring schools are aware of our extended duties with the intention of these services contacting Virtual School as a proactive way of working as opposed to when a situation has escalated.

17 ASSERTIVE MENTORING SCHEME

17.1 Review of Assertive Mentoring pilot (academic year 2021-22)

What we did:

A cohort of 11 Tameside cared for children were selected and matched to a mentor who was a manager in the education or workforce development section of the council or member of SLT. The aim was to improve the GCSE results and educational opportunities for this specific cohort via assertive mentoring.

The mentor was to support each young person by making contact with them regularly to specifically understand how their progress towards their GCSE examinations was going. They were to support, as a parent, by ensuring the young person had a suitable revision timetable (and were following it), ensure they have appropriate revision guides, check their laptop and internet access were fully functional, offer revision techniques, organisational advice and offer motivational, as well as practical, support.

With their mentee's permission, they contacted their school to ascertain their predicted grades and enquired as to what additional support may have been needed to gain these results. The mentee and mentor worked over a specific period of time in the approach to GCSE examinations. Any barriers identified that needed to be could be passed to Virtual School who would resolve swiftly. Any additional resources identified to be needed could be requested via school or Virtual School and implemented swiftly.

This mentoring scheme was **IN ADDITION** to all work undertaken by the pupil themselves, school, carers and social worker and its focus was around the assistance needed to achieve the GCSE results our mentees had the potential to gain.

All mentors were given training from Educational Psychologist Hannah Hulme.

Feedback from young people

Appreciative of the WhatsApp messages on exam days and she said they helped her feel calmer and gave her some positive thoughts before going into the exams.

Feedback from Mentors

It was lovely to see her today, she was so positive and genuinely excited for her next step and I have thoroughly enjoyed the project. I intend to drop her the odd WhatsApp just to keep in touch.

I think this is a brilliant scheme and something that we should do every year.

It feels like I probably helped keep things on track when they looked like they might spin off the rails a bit.

I'll be keeping in touch with A to try and keep her going in the right direction at college.

I'm still sad my mentee didn't want me but it's great to hear that others engaged!

Feedback from Head teachers and Schools

I can't comment on the direct impact on the mentoring, but I would say that having some attention from a professional outside of school is a real confidence booster for these students. Although it was a little overwhelming and perhaps a little intimidating at first, I know that the student really engaged well after her initial worries and went on to be very successful.

I think it's a great idea and I found it supports them with the idea with leaving school and the support outside.

Feedback from Virtual School Head teacher:

We have received some good individual results for some of our young people. Each experience was different dependent on the young person's needs and that seems entirely appropriate. Some positive outcomes were:

One young person - whose attendance was 61%, suffered anxiety and is a cared for child - gained **Eng. Lang 6, Eng. Lit 6, Maths 5, Science 6,5, Business 6, RS 5, History 4**. Their English target grade was 4 and Maths 5 so they significantly exceeded her English targets despite, in January, working at English 3 and Maths 4.

Their mentor ensured they had all appropriate revision guides, gave tips on managing anxiety, met for a coffee, and messaged on the morning of every single exam. The mentor was in contact on results day and they have since celebrated via a coffee and intend to keep in touch.

A young person - who has an EHCP and autism diagnosis - gained the following results **Eng. Lang - 6, Lit - 5, Maths 5, Music P2, Performing Arts, M2, Comb Science - 5,4, French 6, Hist 6**. This young person was a reluctant mentee, however, engaged over the phone and had their views listened to and will have felt invested in alongside having a regular opportunity to express any concerns.

Another young person who suffered repeated rejections and suffering stress, further exacerbating their confidence and self-esteem, was on a downward trajectory in Year 11. Their mentor supported and calmed down any arising conflicts, kept them on track, ensured they were prepared to sit the exams and they gained **English lang 4, Lit 3, Maths 4, RE 2, Spanish 3, Science 4,3**. They have since enrolled at college, despite an initial refusal and their mentor took them.

A colleague in the Employment and Skills team emailed on results day morning to say his mentee had "nailed" his results! **English Lang 3 English Lit 4, French 4, History 5, Maths 5 RE 3, Sports P2, science 5, 5**. Also, being in this sector he had made sure he knew exactly where he was transitioning to and he was enrolling on results day afternoon at Ashton Sixth Form College to do Public Services.

In conclusion, there is no one way or one benefit to the mentoring but I think it has been successful in many different ways, some unintentional. Some young people

didn't want to engage with a mentor and that is their choice, it can be left open if they change their minds. We could also, in these situations, look at how we could still support the young person by seeing if they would agree to a "check-in" phone call once a month until the exam season is over and develop from this.

I think this is corporate parenting at its finest and, from conversations with mentors, it appears that they have also gained enormous pleasure from the experience and gained an insight into schools from the most important view point, our young people.

17.2 **Moving Forward**

A more detailed analysis was presented to Education Management Team and it was determined a successful scheme which we will operate again next academic year, starting at an earlier point.

"I am good at times tables although maths can sometimes be tricky, if it is I would just try my best or ask the teacher for help"

Year 4 - Lyndhurst Community Primary School

18 **RECOMMENDATIONS**

18.1 As set out at the front of this report

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