

EDUCATION ATTAINMENT IMPROVEMENT BOARD

Day: Tuesday
Date: 17 October 2023
Time: 3.30 pm
Place: Remote Meeting

Item No.	AGENDA	Page No
1.	APOLOGIES FOR ABSENCE To receive any Apologies for Absence 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 meeting of the Education Attainment Improvement Board held on 20 June 2023.	1 - 6
4.	TAMESIDE MUSIC AND LIBRARY SERVICE ANNUAL REPORT To receive a report from the Head of Access Services.	7 - 10
5.	SCHOOL ALLOCATIONS AND ADMISSIONS UPDATE To receive a report from the Head of Access Services.	11 - 28
6.	SEND WRITTEN STATEMENT OF ACTION (WSOA) UPDATE To receive a report from the Assistant Director of Education.	29 - 162
7.	EDUCATION UPDATE - END OF KEY STAGE OUTCOMES 2023 To receive a report from the Assistant Director of Education.	163 - 170
8.	DATE OF NEXT MEETING To note that the next meeting of the Education Attainment Improvement Board is scheduled for 16 January 2024.	

From: Democratic Services Unit – any further information may be obtained from the reporting officer or from Charlotte Forrest, Senior Democratic Services Officer, charlotte.forrest@tameside.gov.uk or 0161 342 2346, to whom any apologies for absence should be notified.

This page is intentionally left blank

Agenda Item 3.

EDUCATION ATTAINMENT IMPROVEMENT BOARD

20 June 2023

Commenced: 3.30pm

Terminated: 4.55pm

Present: Councillors Feeley (Chair), Boyle, Roderick, Newton and Colbourne
Elizabeth Turner, Paul Jacques

In Attendance:

Catherine Moseley	Head of Access Services
Jane Sowerby	Assistant Director, Education
Ali Stathers-Tracey	Director, Children's Services
Sandra Stewart	Chief Executive
Dave Leadbetter	Project Manager, Children's Services

Apologies: Councillor Fairfoull

1 CHAIR'S OPENING REMARKS

Councillor Hugh Roderick and Councillor George Newton were introduced and welcomed as new Members of Education Attainment Improvement Board. The Chair also made Members aware that Andrea Radcliffe was retiring from her post of Headteacher at Hyde High School and, therefore, would no longer be a Member. Councillor Feeley expressed her sincere thanks for Andrea's valued contributions and wished her well in her retirement. This was echoed by all Members of the Board and it was noted that a new secondary representative would be appointed in advance of the next meeting.

2 DECLARATIONS OF INTEREST

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

MINUTES

Consideration was given to the minutes of the meeting of Education Attainment Improvement Board, which was held on 14 March 2023.

A query was raised in relation to Priority Education Investment Areas. It was expressed that schools were still awaiting more detailed information. It was noted that a further meeting with DfE was scheduled to take place over the coming days and that this concern would be relayed, with a view to providing greater clarity for schools over the coming weeks.

RESOLVED

That the minutes of the meeting of Education Attainment Improvement Board held on 14 March 2023 be approved as a correct record.

4 WORKING TOGETHER TO IMPROVE SCHOOL ATTENDANCE UPDATE

Consideration was given to a report from the Head of Access Services, which provided an update of the work, which was being done to implement the new 'Working Together to Improve Attendance' guidance for September 2023. The report presented the latest version of the self-assessment and the draft Tameside Attendance Strategy was shared.

Members were advised that this guidance remained non-statutory and that very good progress had been made. It was noted that Diane McConnell, DfE Attendance Advisor, had been very complimentary with regard to the Self Evaluation Framework and the multi-agency, collaborative approach, which had been undertaken.

The latest version of the Self Evaluation Framework was provided for Members, along with the Draft Attendance Strategy, which provided information relating to:

- The importance of regular attendance (in learning, including early years and post 16)
- The key attendance issues in Tameside
- The impact of Covid on attendance in the area
- Why children don't attend learning opportunities
- The importance of multi agency working to support attendance in learning
- The aims of the strategy
- The proposed actions

Members were also advised that there was an Attendance Conference being held on 21 June 2023, where they would be more than welcome to attend and, which would provide valuable opportunities to consult with a range of providers and agencies on the strategy. It was noted that the conference would cover the following areas:

- An introduction to the conference from Cllr Feeley and Ali Stathers-Tracey
- An overview from the DfE perspective on the guidance i.e. intentions and expectations and an acknowledgement of the challenges that implementation brings
- An update on the progress of the guidance becoming statutory and a view on where Tameside is up to from Diane McConnell DfE Attendance Advisor
- Consultation on the draft strategy
- The importance of attendance from a school perspective
- The impact of poor attendance on vulnerable pupils and the important of early intervention
- Tameside Pupil Referral Service work to support attendance
- An update on emotionally based school avoidance and mental health in young people and the impact on attendance
- An opportunity for organisations to sign up to Tameside's attendance pledge.

It was acknowledged that Attendance in Learning remained a clear priority and, with this in mind, much work had been undertaken to ensure that the new attendance guidance was implemented for September and that there was a cohesive approach across the borough and agencies. It was noted that the Attendance Steering Group was formulating a communication plan to ensure consistent messages across agencies. Members were also advised that this group would continue to meet after the September implementation deadline in order to continue to develop and evaluate further initiatives to promote attendance in learning.

Discussion ensued and a query was raised in relation to SWIS (Social Worker in Schools). It was explained that this had been a DfE programme, which had been funded for a period of 2 years. It was noted that, although this programme had concluded, some of this capacity and expertise had been retained and that the aim was to continue to provide this support going forwards but in a range of different ways.

It was celebrated that attendance continued to be a success. However, it was also acknowledged that, whilst this was the case, schools and officers were not content with this progress and were continuously striving for improvement. With this in mind, it was explained that it was important that this work was now further developed in order to have a much wider reach, particularly in relation to early years and post 16 attendance in learning.

RESOLVED

That the contents of the report be noted.

5 SEND WRITTEN STATEMENT OF ACTION (WSOA) UPDATE

Consideration was given to a verbal update provided by the Assistant Director, Education, which provided information on the progress of the SEND Written Statement of Action.

An outline of the SEND Written Statement of Action (WSOA) was provided for the new Members of the Board. Following this, a verbal update in relation to progress on the SEND Written Statement of Action (WSOA) was shared.

Members were informed that, since the last meeting of Education Attainment Improvement Board, there had been a formal monitoring visit from DfE and a number of updates were provided for Members.

Education Health Care Plans (EHCPs)

Figures were still very positive and performing above the national average. This year, to date, 52% of EHCPs had been completed within statutory timescales. It was also expected that there would be a further positive increase in the months to come and it was noted that this improvement represented a 32% increase from the previous calendar year.

Members were made aware that, in relation to statutory reviews of EHCPs, transition point reviews had been prioritised and performance had vastly improved. It was acknowledged that more work needed to be undertaken in relation to annual reviews and any Members were assured that any current backlogs were being prioritised.

Recruitment

A Designated Social Care Officer had been recruited and was due to take up the post imminently. A new Head of SEND, who had previously undergone the delivering Better value process in their previous role/area had also been appointed and was due to take up this post in September 2023.

Delivering Better Value

It was noted that it had been made clear, which initiatives were also being picked up through the Delivering Better Value (DBV) programme and Members were advised that more detailed information would be provided within the next report.

Health Partners

Whilst there were some positive updates around timeliness data, it was also acknowledged that there were still work to be undertaken in relation to waiting times, in particular those relating to ADHD and ASC pathways. It was suggested that reducing the amount of observations that were required and increasing the deployment of existing capacity to schools and parents may help to alleviate these issues. It was also highlighted that, if families were to be able to access support without needing diagnosis, this would potentially help to alleviate some of these significant waiting times.

Six into Seven

Members were made aware that the Year 6 into 7 initiative was showing some positive and significant benefits for SEND cohorts, which was pleasing as this had been a particular focus of the programme.

Members were pleased to hear of the progress, which had been made since the last update and were keen to ensure that a written report would be included as a standing item on each Education Attainment Improvement Board agenda going forwards. This was agreed and a more comprehensive written report would be presented at the October meeting. It was also suggested that, moving forwards, it may be beneficial for health colleagues and officers leading on each of the identified actions to attend Education Attainment Improvement Board in order to provide updates.

6 SEND SUFFICIENCY AND DELIVERING BETTER VALUE IN SEND PROGRAMME

Consideration was given to a report from the Executive Member for Education, Achievement and Equalities and Assistant Director of Education, which provided an update on two significant Special Educational Needs and Disabilities (SEND) improvement areas; SEND Sufficiency and Delivering Better Value (DBV) in SEND.

Members were informed that the Delivering Better Value Programme (DBV) sat alongside and complimented existing and ongoing work across Tameside to manage the Dedicated Schools Grant (DSG) High Needs deficit. It was explained that one of the main mitigations was to improve the sufficiency of SEND provision across Tameside in order to manage resources more efficiently and provide high quality and local SEND provision.

It was emphasised that having the right school with the right support at the right time was essential and DBV and sufficiency both supported this. Members were reminded that, over the last 3 years, there had been a significant focus on SEND sufficiency and, as a result, there had been an increase in places throughout this period (48%). However, it was acknowledged that there was still much work to undertake.

Members were made aware that, in September 2023, Tameside would increase SEND sufficiency further, through the following actions:

- Increase places at Oakdale Special School by 16
- Establish a new 10 place Resource Provision at Dane Bank Primary School
- Establish a new 10 place Resource Provision at St.James CE Primary School

Furthermore, Members were informed that, in January 2024, a new 15 place Resource Provision was planned to open, in a staged manner, at Longdendale Secondary School. This would provide a pathway for those children, who required continuation of their primary resource provision setting through to secondary school. The increase of 80 special school places, following the future re-location of Hawthorns Special School was also discussed.

It was explained that these increases in specialist provision across the borough would help to reduce the pressure on maintained, special school provision and reduce the need to utilise out of borough, high cost independent and non-maintained, special school provision. It was noted that, when young people have to travel out of borough, they often don't have the same opportunities to build connections in their community so the importance of ensuring this sufficiency was emphasised.

The Delivering Better Value programme was described to the Board as a DfE intervention, which would help to support 55 local authorities and their local systems to identify the highest impact changes that could be made in order to better support local children with SEND and make plans to implement those changes. The programme was described as placing children and young people with SEND at the centre of the approach and decision-making.

Members were made aware that there had been lots of engagement across the SEND system and work alongside parent/carers in relation to their experiences over the last 5 years; with a clear focus on areas for improvement. Following a range of deep dives, case reviews and surveys, two priority areas for improvement had been identified; inclusion and transition.

It was revealed that there were spikes at age 4 and then again at Year 6 going into Year 7. With this in mind, the following actions had been undertaken:

- A quality inclusion and outreach team had been established with the aim to get the most out of their experience and take this out to mainstream schools, focussing on a graduated, early response. It was suggested that schools should be looking at and utilising all of the THRIVE information. It was also explained that a Workforce Development Programme was being investigated and that this would be implemented in partnership with parents and carers.

- A new Early Years Assessment Centre with co-located health services in order to focus on transition were to be set up. This would, hopefully, provide a high quality offer and support transition into mainstream sessions.
- The introduction of 2 terms of additional funding for Year 6 into Year 7 would be investigated. This would enable these students to settle better in their new secondary schools. In addition, summer inclusion camps, which could be held in secondary schools would be introduced.

Following presentation of the report, discussion ensued in relation to the focus transition points and it was acknowledged that, whilst age 4 and Year 6 into 7 had been identified as presenting challenges and had potential gains in terms of the overall SEND sufficiency strategy, focus would also be provided for post 16 provision. Indeed, much work was already being undertaken alongside colleges and supporting families into adult day services or joined packages with adult educational support.

RESOLVED

That the contents of the report be noted.

7 EDUCATION ATTAINMENT IMPROVEMENT BOARD FORWARD PLAN 2023/24

Consideration was given to a report from the Assistant Director, Education, which set out a proposal for a structured approach to the work of the Education Attainment Improvement Board (EAIB) in order to address the strategic priorities for education and lifelong learning in Tameside.

The proposed forward plan for 2023-24 was presented to Members and it was noted that this may be developed and amended throughout the year in response to any issues arising.

Date	Item	Lead
20 June 2023	EAIB Forward Plan SEND Update Working Together to Improve School Attendance	Jane Sowerby Jane Sowerby Jo Pearson
17 October 2023	SEND Update PEIA Update School Allocations and School Admissions Update Music Service Annual Report Schools Update	Jane Sowerby Jo Pearson Catherine Moseley Catherine Moseley Jane Sowerby
16 January 2024	SEND Update Virtual School Annual Report School Admissions Arrangements	Jane Sowerby Rachael Weeden Catherine Moseley
12 March 2024	SEND Update Schools Update Childcare Sufficiency	Jane Sowerby Jo Pearson Catherine Moseley

RESOLVED

That the forward plan for 2023-24 be approved with a standing agenda item of SEND Written Statement of Action (WSOA) update to be included for each meeting.

8 DATE OF NEXT MEETING

RESOLVED


That the date of the next meeting of Education Attainment Improvement Board be held on

17 October 2023 at 3.30pm.

CHAIR

Agenda Item 4.

Report to:	EDUCATION ATTAINMENT IMPROVEMENT BOARD
Date:	17 October 2023
Reporting Officer:	Catherine Moseley, Head of Access Services
Subject:	TAMESIDE MUSIC AND LIBRARY SERVICE ANNUAL REPORT
Report Summary:	The following report sets out the role and output of the music service, including its statutory obligations and the school library service.
Recommendations:	It is recommended that the Board notes the content of the report.
Corporate Plan:	The Corporate Plan outlines the priorities for improving the borough of Tameside including the quality of life for children and families.
Policy Implications:	There are no policy implications arising from this report
Financial Implications: (Authorised by the statutory Section 151 Officer & Chief Finance Officer)	<p>Annual budget for the music service is £1.010m, which is funded by £0.389m grant funding and £0.621m parental and school traded income. The service had a surplus of £0.007m at the financial year 2022-23 and is currently forecasting a balanced budget in the financial year 2023-24.</p> <p>Annual budget for the school library service is £0.065m, which is funded by traded income. The service had a deficit of £0.028m at the end of the financial year 2022-23 and is currently forecasting a deficit of £0.022m in the financial year 2023-24 due to reduced buy in from schools. This deficit position creates a pressure on the general fund, which will have to be met from within the Children's Directorate.</p>
Legal Implications: (Authorised by the Borough Solicitor)	<p>This report provides Members with a helpful update on the activities and impact made by these services.</p> <p>As the service is funded in part by a grant it is important that all spending is undertaken in accordance with the terms of the grant to avoid any clawback provisions.</p> <p>It is also critical that the service continues its monitoring of the financial position as the service has to be brought in on budget.</p>
Risk Management:	The service needs to meet the requirements of the National Plan for Music and the National Curriculum for Music to ensure that grant funding from the Arts Council continues. The traded elements of the services need constant review to ensure that they are recovering their costs.
Access to Information:	This report does not contain information, which warrants its consideration in the absence of the Press or members of the public.
Background Information:	The background papers relating to this report can be inspected by contacting Catherine Moseley, Head of Access Services

 Telephone: 0161 342 3302

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

1. BACKGROUND

- 1.1 Tameside Music Service (TMS) is part of the Greater Manchester Music Education Hub (GMMEH) along with 9 other regional Music Services and 18 partner organisations; The Halle, The Bridgewater Hall, Chetham's, Brighter Sound, Sing for Pleasure, Charanga, University of Salford, Royal Northern College of Music, Camerata, Music Unlimited, BBC Philharmonic, Manchester Metropolitan University, Voices Foundation, Music and the Deaf, the Royal Exchange theatre and, most recently, Spirit Studios, the British Institute for Modern Music and Futureworks. The Head of School Music and Library Services continues to chair the Wider Partnership Group meetings for the GMMEH.
- 1.2 TMS is a traded service that receives a grant from the Arts Council England (ACE), which is handled by Bolton Music Service, the Lead Service in the GMMEH. The grant accounts for approximately 36% of the annual budget. Attached to the grant are several conditions, which form a basis for the output of the service, such as ensuring that all students have the opportunity to learn to play a musical instrument. The School Library Service is a traded service and is committed to providing support and advice to schools to engage students in reading.
- 1.3 Collectively, TMS&SLS supported every school in the borough during the 2022-23 Academic Year either directly or indirectly. Direct includes buying in a specific service to deliver whole class, small group or individual tuition in the case of music and Junior Librarian training, Library makeover or Reading Champions in the case of SLS. Indirect includes accessing partner opportunities or resources and attending network/briefing meetings. The services have worked with approximately 8000 children across all schools in Tameside.

2. TAMESIDE MUSIC SERVICE 2022-23

- 2.1 The focus has been on consolidating and developing their offer to ensure it is reflective of the needs of young people within the borough, as articulated in the corporate vision. Trauma informed nurture groups were established within several primary schools, Birch Lane was used as an inclusion centre for students receiving education outside of mainstream education and a dementia choir was commissioned by the NHS.
- 2.2 TMS continued to be fully involved in the GMMEH with the Head of Service chairing and facilitating Wider Partnership Group Meetings, the Instrumental Manager chairing the First Access forum and the Participation Manager chairs the SEND and Rock and Pop forums, all of which meet termly.
- 2.3 July 2023 saw the first TMS fest at Manchester Academy – this was an opportunity for young artists from around Tameside to experience performing in a high quality, nationally-renowned venue.
- 2.4 Students from 15 different main and special schools were given the opportunity to play and sing with the Halle orchestra in June 2023 and more primary schools were invited to sing at the Bridgewater Hall as part of the Greater Manchester Music Hub's Celebration concert in July.

3. SCHOOL LIBRARY SERVICE 2022-23

- 3.1 The SLS continued to support schools with a comprehensive offer including School Library Audits, Reading Champion scheme, Junior Librarian Training, World Book Day resources, Rolling Library offer, Project Loan Scheme and Nurture Group sessions.

3.2 The Reading Champions Celebration took place at Dukinfield Town Hall in July 2023. There were pupils from 17 schools represented at the event who had all been involved in encouraging their school to engage in reading for pleasure.

3.3 A survey was sent to all schools around Tameside in November 2022 to gauge the impact that the service was having. 25 schools completed it and the responses were all positive, e.g. *“Our pupils love the school loans service, many of them struggle to visit libraries and have not been to a book shop ever (until we take them). Having the school loans means for new, exciting books on a regular basis. We could not afford to purchase them as a school. The topic box service also supports vital learning and gives teachers and children access to books and resources that we as a school could not afford to buy.”* Despite glowing reviews, the majority of schools conceded that they would not be impacted if the service had to close.

4. BIRCH LANE CENTRE

4.1 Birch Lane was established as an exam centre for both the Associated Board of the Royal Schools of Music and Trinity Music College exams.

4.2 The centre was used for ensembles, bands, groups and individual students to receive tuition on an extra-curricular basis. Several play days were also offered to new and emerging young musicians at weekends over the school year. These were well attended.

4.3 Virtual School utilised the centre as a location for students facing social isolation to attend with their tutor, receive music tuition and, in a few cases, sit their GCSE exams.

5. COLLABORATION

5.1 The service worked with Great Academies Education Trust to establish a Music Subject Network for their secondary and primary schools. This was then opened up to all primary and secondary schools within the borough for CPD and professional learning.

5.2 TMS worked with local and regional partners to extend the offer available to young people within the borough. Highlights included working with The Vale in Mossley and the Royal Northern College of Music Pathfinder’s scheme. Pathfinders is a scheme open to any student who is facing a barrier to music making whether it is economical, social or logistical. Students from Tameside have gone on from Pathfinder to be accepted in to the Royal Northern College of Music, Chetham’s School of Music, Salford University and beyond.

5.3 The service worked with established vocal experts to provide a Singing Festival at St Peter’s church, Ashton in June, which was attended by 6 different primary schools. The festival was the last event in a series of Big Sings, which saw primary schools coming together to sing in Dukinfield, Denton, Mossley, Stalybridge, Hyde and Droylsden.

6. CONCLUSION

6.1 Whilst engagement with the School Library Service has increased during 2022-23, the buy in has decreased. Conversely, the Music Service continues to grow and thrive and realised a small surplus in 2022-23. The Music Service has seen a growth in both engagement and buy in and it is likely that this will continue to increase in 2023-24 due to the new National Plan for Music Education coming in to force during this academic year. The National Plan makes it clear that schools and Music Hubs should be working closely to realise its aims.

7. RECOMMENDATIONS

7.1 As set out at the front of the report.

Agenda Item 5.

Report to:	EDUCATION ATTAINMENT IMPROVEMENT BOARD
Date:	17 October 2023
Reporting Officer:	Catherine Moseley, Head of Access Services
Subject:	SCHOOL ALLOCATIONS AND ADMISSIONS UPDATE
Report Summary:	The following report informs the Board of the successful school allocations for Reception and Year 7 earlier in the year as well as in year transfers and children placed under the Fair Access Protocol. It also shares the annual report to the School Adjudicator.
Recommendations:	It is recommended that the Board: <ol style="list-style-type: none">1. Notes the content of the report.2. Agrees the content and submission of the 2023 annual report to be submitted to the Office of the School Adjudicator and its publication on the Tameside Council website as required by the School Admissions Code.
Corporate Plan:	The proposals contained within this report will support the theme of starting well, aspirations and hopes.
Policy Implications:	There are no policy implication arising from this report
Financial Implications: (Authorised by the statutory Section 151 Officer & Chief Finance Officer)	This report provides an update in relation to school admissions and allocations performance. There are no direct financial implications arising from this report.
Legal Implications: (Authorised by the Borough Solicitor)	The annual report ensures the Council's compliance with its statutory responsibilities including its duties under the School Admissions Code 2021 as amended.
Risk Management:	All admission authorities are required to follow the School Admissions Code and to fail to do so would risk reputational damage to the Council.
Access to Information:	This report does not contain information, which warrants its consideration in the absence of the Press or members of the public.
Background Information:	The background papers relating to this report can be inspected by contacting Catherine Moseley, Head of Access Services  Telephone: 0161 342 3302  e-mail: catherine.moseley@tameside.gov.uk

1. BACKGROUND

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

		Number of schools	Number of admission authorities
Secondary schools	Voluntary aided	2	2
	Academy	10	8
	Community	4	1
	TOTAL	16	11
Primary Schools			
	Voluntary aided	21	21
	Academy	35	14
	Community / voluntary controlled	24	1
TOTAL	80	36	

2. NATIONAL OFFER DAY FOR PRIMARY SCHOOLS

- 2.1 The offer day for Tameside's primary school places was 17 April 2023. Other boroughs may have released their allocations on a different date due to the national offer date of 16 April being on a Sunday. This year, we received 2650 applications for a place in Reception for September 2023. This was similar to last year and in line with the predictions based on birth rates in the borough.
- 2.2 This year we have allocated 2656 places, which is 17 less places than last year reflecting the prevailing low birth rates we have seen in the borough over recent years. 91.9% (2440) of applicants received their first preference school, which was less than last year and reflects a reduction in the number of places available. Overall 98.3% of applicants were allocated one of their preferences compared with 99.1% last year and only 46 applicants did not receive any of their preferences.
- 2.3 The England average in 2023 for applicants getting their first preference primary school was 92.5%. The table below gives more detail over recent years.

OFFER DAY STATS - PRIMARY

	2023			2022			2021		
	No	%	England	No	%	England	No	%	England
Total applications (received by closing date)	2650			2674			2660		
1st preferences	2650			2674			2660		
2nd preferences	1216			1280			1225		
3rd and other preferences	1333			1542			1462		
Total applications from other boroughs (1st prefs)	87	3.3%		82	3.1%		69	2.6%	
Tameside residents applying extra district (1st prefs)	78	2.9%		84	3.1%		68	2.6%	
Total allocated (inc lates)	2656	100.0%		2673	100.0%		2666	100.0%	
1st preferences	2440	91.9%	92.5%	2495	93.3%	92.2%	2515	94.3%	91.8%
2nd preferences	145	5.5%	4.7%	121	4.5%	4.8%	92	3.5%	4.9%
3rd and other preferences	25	0.9%	1.4%	33	1.2%	1.5%	20	0.8%	1.8%
No preference	46	1.7%	1.4%	24	0.9%	1.5%	39	1.5%	1.5%

3. NATIONAL OFFER DAY FOR SECONDARY SCHOOLS

- 3.1 National offer day for secondary school places was 1 March. In 2023, we received 3374 applications compared to 3231 last year. We have offered 3315 places, which is over 100 more than last year (3207) and in line with our predictions. This is the last of the large year groups coming through from primary schools and numbers begin to drop from this point forward.
- 3.2 Our policy of adding places into our secondary schools continues to pay off and we have been able to offer a significant number of pupils their first preference this year with a slight increase in the percentage from last year. We have been able to offer 85.9% (2846 places) first preferences, which is an increase compared to 85% (2725) first preferences last year. The England average receiving their first preference school in 2023 was 82.6%.
- 3.3 129 pupils have not received one of their preferences but 96.1% of applicants have, the England average for children receiving one of their preferences last year was 95.6%. The table below gives more detail over recent years.

NATIONAL OFFER DAY STATS - SECONDARY

	2023			2022			2021		
	No	%	England	No	%	England	No	%	England
Total applications (received by closing date)	3374			3231			3396		
1st preferences	3374			3231			3396		
2nd preferences	2192			2174			2191		
3rd and other preferences	2123			2108			2270		
Total applications from other boroughs (1st prefs)	262	7.8%		293	9.1%		309	9.1%	
Tameside residents applying extra district (1st prefs)	209	6.2%		211	6.5%		168	4.9%	
Total allocated (inc lates)	3315	100.0%		3207	100.0%		3323	100.0%	
1st preferences	2846	85.9%	82.6%	2725	85.0%	83.5%	2837	85.4%	81.1%
2nd preferences	253	7.6%	8.7%	255	8.0%	8.3%	254	7.6%	9.0%
3rd and other preferences	87	2.6%	4.5%	88	2.7%	4.6%	91	2.7%	5.4%
No preference	129	3.9%	4.4%	139	4.3%	3.6%	141	4.2%	4.5%

4. IN YEAR TRANSFERS

- 4.1 Alongside admitting pupils during the normal admission round, the School Admissions Team also administer in year admissions. The new School Admissions Code, that came into force in September 2021, required all schools to opt into a local authority administered in year admissions scheme. For the school year 2022/23, all schools bar one (Fairfield High School for Girls) in the borough opted in.
- 4.2 The process has been streamlined in that all applications are online and there is now an online portal for all schools to be able to see applications for places at their school immediately. This has speeded up the process of being able to make offers of places for children, particularly those moving into the borough without a school place. One unintended consequence of that is that schools can be unaware that a parent wishes to move their child from a school until after the transfer has occurred. This means that schools are unable to work with the family to try to persuade them to remain at their school. This has been highlighted as an issue for some schools and the School Admissions Team are looking to see if there is anything that can be done from within current resources to mitigate this issue.
- 4.3 The School Admissions Teams aims to process applications within 20 school days but the peaks and flows of applications mean that this deadline is sometimes missed due to volume of applications. This is particularly the case in the run up to the end of school terms, particularly the last half term of the year.

- 4.4 The last school year was an extremely busy year for in year admissions as illustrated in the table below, which compares data to the previous year:

	Applications received (with up to 3 preferences stated):		Requests (school stated as preference) processed:	
	2022	2023	2022	2023
Primary	1605	1529	2529	2647
Secondary	979	982	1385	1416
TOTAL	2581	2511	3914	4063

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

5. FAIR ACCESS PROTOCOL PLACEMENTS

- 5.1 The School Admissions Code requires all local authority areas to have a Fair Access Protocol that is agreed with the majority of schools that all schools including academies and free schools must participate. The Protocol is to ensure that, outside the normal admissions round, unplaced pupils, especially the most vulnerable, are found and offered a place quickly, so that the length of time any pupil is out of school is kept to the minimum.

- 5.2 The Fair Access Protocol ensures that no school or academy, including those with available places, is asked to take a disproportionate number of children and young people who have been excluded from other schools or academies or who have challenging behaviour. The following groups of children can be placed under Fair Access:

- a. children either subject to a Child in Need Plan or a Child Protection Plan or having had a Child in Need Plan or a Child Protection Plan within 12 months at the point of being referred to the FAP (information may be sought from the previous LA).
- b. children living in a refuge or in other Relevant Accommodation at the point of being referred to the FAP.
- c. children from the criminal justice system.
- d. children in alternative provision who need to be reintegrated into mainstream education or who have been permanently excluded but are deemed suitable for mainstream education.
- e. children with special educational needs (but without an education, health and care plan), disabilities or medical conditions.
- f. children who are carers.
- g. children who are homeless.
- h. children in formal kinship care arrangements (as evidenced by either a child arrangements order not relating to either birth parent or a special guardianship order).
- i. children of, or who are, Gypsies, Roma, Travellers, refugees and asylum seekers.
- j. children who have been refused a school place on the grounds of their challenging behaviour and referred to the FAP in accordance with paragraph 3.10 of the Code.
- k. children for whom a place has not been sought due to exceptional circumstances (the local authority will decide whether a child qualifies to be placed via the FAP on this basis, based on the circumstances of the case).
- l. children who have been out of education for 4 or more weeks where it can be demonstrated that there are no places available at any school within a *reasonable distance of their home. This does not include circumstances where a suitable place has been offered to a child and this has not been accepted. (*The reasonable distance will be the statutory walking distance between home and school that the Government thinks a child should be able to walk: three miles for pupils aged 8–16 years).
- m. previously looked after children for whom the local authority has been unable to promptly secure a school place (In most cases, use of the FAP should be unnecessary

for a previously looked after child. The LA is expected to secure a school place promptly for such children and for admission authorities to cooperate with this.

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

Type of school	Number of Primary aged children admitted		Number of Secondary aged children admitted	
	2022	2023	2022	2023
Community and voluntary controlled	18	13	2	5
Foundation, voluntary aided and academies	31	58	24	39
Total	49	71	26	44

6. ANNUAL REPORT TO THE SCHOOL ADJUDICATOR

- 6.1 The School Admissions Code requires the Council to produce an annual report on admissions for all the schools. The Report must be published locally and sent to the School Adjudicator by 31 October each year following the admissions round.
- 6.2 The School Adjudicator has a template for the report and the report must cover as a minimum:
- Information about how admission arrangements in the area of the local authority serve the interests of looked after children and previously looked after children, children with disabilities and children with special educational needs, including any details of where problems have arisen.
 - An assessment of the effectiveness of fair access protocols and coordination in their area, including how many children were admitted to each school under them.
 - The number and percentage of lodged and upheld parental appeals.
 - Any other issues the local authority may wish to include
- 6.3 The 2023 report is attached at **Appendix 1** for information. It highlights that the school admissions system in Tameside is effective at placing pupils, particularly our most vulnerable pupils.
- 6.4 The School Adjudicator uses the information submitted by all local authorities as the basis for her annual report.

7. RECOMMENDATIONS

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



Office of
the Schools
Adjudicator

**Template for
Local Authority Report
to
The Schools Adjudicator
from**

**Tameside Local Authority
to be provided by
31 October 2023**

Report Cleared by: Name Jane Sowerby

Job Title Assistant Director of Education

Telephone number 0161 342 3247

Email: jane.sowerby@tameside.gov.uk

Date submitted:

By: Name Catherine Moseley

Job Title Head of Access Services

Telephone number 0161 342 3302

Email: catherine.moseley@tameside.gov.uk

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

**Please email your completed report to: [Office of the Schools Adjudicator](#) by
31 October 2023 and earlier if possible**

Contents

Introduction

Guidance on completing the template

Section 1 - Normal points of admission	5
A. Co-ordination.....	5
B. Looked after and previously looked after children	5
C. Special educational needs and/or disabilities.....	6
Section 2 - In-year admissions	7
A. Looked after children and previously looked after children	7
B. Children with special educational needs and/or disabilities	7
C. Fair access protocol	8
D. Directions	9
E. Other points on in-year admissions	9
Section 3 - Other matters	11
Section 4 - Feedback.....	11

Introduction

1. Section 88P of the School Standards and Framework Act 1998 (the Act) requires every local authority to make an annual report to the adjudicator. The Chief Adjudicator then includes a summary of these reports in her annual report to the Secretary of State for Education. The School Admissions Code (the Code) sets out the requirements for reports by local authorities in paragraph 6. Paragraph 3.30 specifies what must be included as a minimum in the report to the adjudicator and makes provision for the local authority to include any other matters. Paragraphs 6 and 3.30 of the Code require that each local authority publish its report locally.
2. **This year's report must cover the 2022/2023 academic year and be submitted to the Office of the Schools Adjudicator (OSA) by 31 October 2023.**
3. Please note that, in response to feedback on the draft template, changes have been made to section 2C of this template.
4. Please also note that the OSA and Department for Education are planning a small project to ensure that the report is as useful as possible to local authorities, the OSA, DfE and others. As a result of this, there are likely to be changes made to the template for the 2023/2024 academic year.

Guidance on completing the template

5. We have included all the guidance on completing specific parts of the template in this section. There is no requirement for local authorities to include the introduction and the guidance in their published reports, but they are free to do so if they wish.
6. We should be grateful if in completing questions which ask for information about primary and secondary schools and/or pupils, local authorities would follow the approach to classification of schools used in statutory provisions and in the Department for Education Statistical First Release¹ and the Education Middle School (England) Regulations 2002².
7. Guidance on specific questions and/or meaning of specific terms in this report:
 - a. "in-year admissions": This means admissions (that is children admitted to a school and not applications for places):
 - i. at the start of any school year to a year group which is not a normal point of entry for the school concerned (for example at the beginning of Year 2 for a five to eleven primary school); and

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

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

- ii. after the end of the statutory waiting list period (31 December) to a year group which is a normal year of admission for the schools concerned (such as Year R and Year 7).
- b. Not applicable means at questions:
- i. Section 1: B.i. - B.iv. that there were no children falling within the relevant definition.
 - ii. Section 2: Ai - iv that there were no children falling within the relevant definition.
 - iii. Section 2: B.i. that there were no children falling within the relevant definition.
 - iv. Section 2: C.v. that there were no children falling within the relevant definition.
8. We welcome all comments that local authorities make in the comment boxes and we aim to reflect those comments in the Annual Report, but we ask for the comments to be entered under the right headings. Section 3 invites comment on any other matters not specifically addressed in this template if local authorities wish to do so. The views expressed in previous years also remain a matter of public record.
9. We ask that where possible, you return the template in Word instead of PDF formatting. A number of you have commented on the formatting of the template and we have tried to make it as accessible as possible, but we are aware that some local authorities use different versions of Word.

Information requested

Section 1 - Normal points of admission

A. Co-ordination

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

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

B. Looked after and previously looked after children

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

Not at all Not well Well Very well Not applicable

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

Not at all Not well Well Very well Not applicable

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

Not at all Not well Well Very well Not applicable

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

Not at all Not well Well Very well Not applicable

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

Our experience has always been positive in terms of admission of PLAC and LAC applications. The legislation is adhered to by all admission authorities in the Local Authority area.

C. Special educational needs and/or disabilities

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

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

Section 2 - In-year admissions

A. Looked after children and previously looked after children

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

Not at all Not well Well Very well Not applicable

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

Not at all Not well Well Very well Not applicable

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

Not at all Not well Well Very well Not applicable

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

Not at all Not well Well Very well Not applicable

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

In year admissions in other local authority areas varies from authority to authority and we sometimes face unnecessary delays with placing children in schools out of area. We mitigate this by working with other virtual schools and building relationships with admissions teams

Our In-Year admissions system works very well because all our schools understand and adhere to the requirements of the legislation for LAC and PLAC.

B. Children with special educational needs and/or disabilities

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

Not at all well Not well Well Very well Not applicable

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

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

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

Reasons why children with an EHCP are not well served is around the sufficiency of specialist places, the complexity of need of children with EHCPs and the timelines of the annual review process.

Where necessary, children with special educational needs and/or disabilities who do not have an EHCP are placed under the FA Protocol in a timely fashion.

c. Fair access protocol

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

Yes for primary
 Yes for secondary

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

- iii. How many children were admitted to schools in your area under the fair access protocol between 1 August 2022 and 31 July 2023?

Type of school	Number of Primary aged children admitted	Number of Secondary aged children admitted
Community and voluntary controlled	13	39
Foundation, voluntary aided and academies	58	5

Type of school	Number of Primary aged children admitted	Number of Secondary aged children admitted
Total	71	44

- iv. If you have seen a change in the number of children referred to your Fair Access Protocol between 1 August 2022 and 31 July 2023 compared to the previous academic year please indicate what you consider the key reasons for this change to be?

There has been a marked increase in the number of children placed under the Fair Access Protocol. This has been due to the lack of availability of places within a reasonable distance from the home address.

- v. How well do you consider children referred to the fair access protocol are served in in your area?

Not at all well Not well Well Very well Not applicable

- vi. Please provide any comments you wish on the protocol not covered above:

We have a good attendance at Fair Access Panel meetings and respect for the decisions made. This allows for timely admissions of pupils who meet the Fair Access criteria.

D. Directions

How many directions did the local authority make between 1 August 2022 and 31 July 2023 to maintained schools for which the local authority is not the admission authority to admit children (including children looked after by the local authority but resident in another area)?

Total number of children	Of which, looked after	Of which, not looked after
none	n/a	n/a

E. Other points on in-year admissions

i. For the schools for which the local authority co-ordinates in-year applications, in the year between 1 Aug 2022 and 31 July 2023 did you receive

- Significantly fewer applications than last year
- slightly fewer applications than last year
- about the same
- slightly more than last year
- significantly more than last year

ii. For what proportion of schools in your area did the local authority co-ordinate in-year admissions during the 2022/2023 academic year

- None
- All
- Some but less than or equal to half
- More than half but less than all

iii. If you wish, please provide any comments about how **well in-year admissions** works for children who are **not** looked after or previously looked after and/or do not have SEND:

iv. If you wish, please provide any other comments on the admission of children **in-year** not previously raised (you may wish to include here any comments about cases where it has not proved possible to find places for children):

Section 3 - Other matters

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

Section 4 - Feedback

We would be grateful if you could provide any feedback on completing this report to inform our practice for 2024.

Thank you for completing this template.


Please return to [Office of the Schools Adjudicator](#) by 31 October 2023

This page is intentionally left blank

Agenda Item 6.

Report to:	EDUCATION ATTAINMENT IMPROVEMENT BOARD
Date:	17 October 2023
Reporting Officer:	Jane Sowerby, Assistant Director for Education
Subject:	SEND WRITTEN STATEMENT OF ACTION UPDATE
Report Summary:	This report provides the regular update to the Education Attainment Improvement Board on progress in implementing Tameside's Written Statement of Action (WSOA).
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:	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.
Policy Implications:	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.
Financial Implications: (Authorised by the statutory Section 151 Officer & Chief Finance Officer)	<p>The report provides an update on progress against the Written Statement of Actions (WSOA). There are no direct financial implications arising from this update report with any spend referred to in this report, being subject to separate governance process for approval.</p> <p>However, it should be noted that there is a significant and increasing deficit on the High Needs block, as reported to Schools Forum, which is funded through the Dedicated Schools Grant (DSG). Implementing the WSOA is vital to improving practices and to support managing the deficit on the DSG.</p>
Legal Implications: (Authorised by the Borough Solicitor)	There are no immediate legal implications arising from this report save that the deficit requires continued robust management.
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, reports to the Health and Wellbeing Board.</p> <p>The SEND Improvement Group has been reset as the SEND Inclusion and Partnership Group and will continue to provide oversight of the delivery of this plan as well as a wider view of improvement and provision. In addition, formal oversight is provided by the Education Attainment and Improvement Board (EAIB).</p>
Access to Information:	This report does not contain information, which warrants its consideration in the absence of the Press or members of the public.

Background Information: The background papers relating to this report can be inspected by contacting

 Telephone: 0161 342 3247

 e-mail: phil.macartney@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 10 significant areas of weakness in the area's practice. Our WSOA was signed off by Ofsted on 1 July 2022.
- 1.3 Progress in implementing the WSOA is overseen by the SEND Improvement Group, which has been reset as the SEND Inclusion and Partnership Board chaired by the Assistant Director for Education, with updates provided to this Board. Department for Education (DfE) and NHS England's SEND Advisors meet monthly with Council and Health Officers to monitor progress and agree priority actions. So far, five formal monitoring meetings have been held (September and December 2022; March, June and September 2023).

2. UPDATE ON THE WRITTEN STATEMENT OF ACTION PROGRESS

- 2.1 To provide an update on progress, three documents are attached as appendices to this report:
- **Appendix 1** The report compiled for DfE and NHS England Advisors at our September 2023 monitoring meeting, this report provides a detailed overview of progress.
 - **Appendix 2** The presentation, which was given to DfE and NHS England Advisors at our September 2023 monitoring meeting.
 - **Appendix 3** The Written Statement of Action Highlights Tracker, which was given to DfE and NHS England Advisors at our September 2023 monitoring meeting.
- 2.2 Since our last update to the EAIB the following actions have been completed:

Communication -

- The new Local Offer website is confirmed for launch in December 2023.
- A new SEND system newsletter was published in July 2023 and is scheduled to be published quarterly.

Capacity and resource in the right areas -

- SEND Assessment Team restructure has now been completed with some external recruitment ongoing.
- New leaders are now in post shoring up leadership oversight and direction for SEND improvement. These posts are: Head of SEND; Designated Social Care Officer (DSCO); SEND Programme Lead.
- Health Navigator Service has supported 664 new families since July 2022.

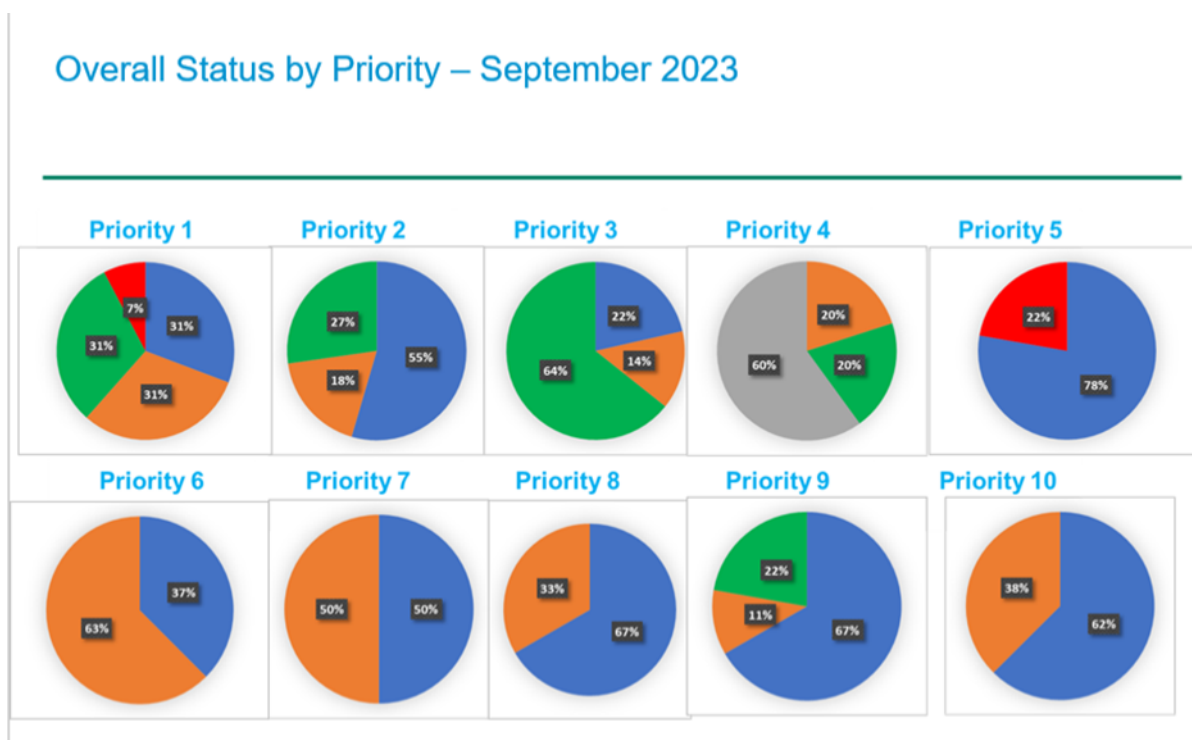
Increasing inclusion to meet need as early as possible -

- A significant amount of diagnostic and planning work has been undertaken as part of Delivering Better Value, including analysing data from across the system, a diagnostic of root causes of pressures, focus on ideal outcomes and a plan to change our approach in inclusion and transitions has been completed and a £1 million bid from the Council has been agreed by the DfE (report to Board due October 2023).
- Schools training attended: 'Impactful Leadership in SEND' June and July 2023; Starling training for Autism Awareness; we have secured financial support from the DfE's Research and Improvement for SEND Excellence (RISE) programme.

Improved focus and self-evaluation –

- DfE reporting processes have been reset and agreed with DfE to focus on impact.
- New modelling has started for CAMHS initial assessments for core and neuro-developmental needs with a view to enhancing the number of assessments the pathway.
- A new BRAG rating has been developed to give a more pragmatic and accurate view of progression.

2.3 WSOA actions are progressing with 46% of actions completed, a further 46% of actions on track (green or amber) and 3% of actions are red, which reflects a reset of the BRAG to focus on impact and the wider picture. We are aware that the existing WSOA with the best intention does not have the narrative and focus that portrays this. Reports need to present a better understanding of where we are, what needs to be done and reflect positive impact and purpose where it exists.



2.4 In Priority 1, the endemic weaknesses in the quality and timeliness of EHC plans, action 1.3.1 is BRAG rated as red due to delays in fully incorporating student voice. This action has been hampered by change in key personnel. This will be a priority to bring capacity to this area to get it on track. The voice of the SEND Youth Council is now included in the monitoring board to support greater emphasis on pupil voice.

2.5 The remaining two BRAG rated actions are in Priority 5, unreasonable waiting times, which lead to increased needs for children and young people and their families. 5.1.4 and 5.1.5 relate to the CAMHS core and neuro-developmental pathways and the wait times. Education, Health and Care are working together to resolve issues and direct support to families on the waiting lists where they remain high. Wait time issues have been escalated and a multi-agency meeting took place on 25 September but this issue remains a concern. Priority 5 has been subject to deep dives in monthly DfE meetings and will be a spotlight area for the next DfE meeting and at the SEND improvement board both on 19 October.

3. NEXT STEPS

- 3.1 In order to bring pace to the landscape and to ensure preparedness for the next inspection, a diagnostic review of SEND has been commissioned and SEND Consultant, Jackie Ross, is undertaking this work currently. This diagnostic review will support the Council to complete an accurate self-evaluation and better prepare for the next SEND Area Inspection under the new framework. The recommendations of this report will be brought to the next Education Attainment and Improvement Board.
- 3.2 Practice and resource need to be focused on getting the basics right for children and adopting the Children's Services, 'Brilliant at the Basics' principles. Ensuring significantly improved performance around multi-agency attendance at annual reviews and completing reviews in full, is a key priority to improve outcomes for children and young people.
- 3.3 The drafting of the Written Statement of Action was overseen by the SEND Improvement Group. This group, reported to the Health and Wellbeing Board. The SEND Improvement Group has been reset as the SEND Inclusion and Partnership Board and will continue to provide oversight of the delivery of this plan as well as providing a wider view of improvement and provision. In addition, formal oversight is provided by the Education Attainment and Improvement Board.

4. CONCLUSION

- 4.1 Progress in delivering the WSOA although initially slow, is gathering pace. Barriers to progression are being removed with the recruitment to key roles. A number of actions have already been completed but will be monitored to ensure that change and transformation needs are identified and actioned and that the actions remain valid and dynamic. Some actions have been revisited where further assurance has been required and recovery plans put in place, such as around annual reviews and health waiting times.
- 4.2 A diagnostic review of SEND is being undertaken to ensure progress is being made at pace and to ensure readiness for our next area inspection.
- 4.3 The SEND improvement board (SEND Inclusion and Partnership Board) and EAIB will focus on rapid improvement of outcomes and experiences for children and their families.

5. RECOMMENDATIONS

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

This page is intentionally left blank

WSOA (P)

Tameside WSOA DfE Formal Review Meeting 21st September 2023

Introduction

Tameside is now in a position where we want our WSOA to focus on impact of improvement to outcomes for children, young people and their families, and our improvement journey. Therefore, we want the story of our journey, where we are now, and intending to get to, to show this clear direction and focus. We have increased leadership capacity to support and take this forward.

We are aware that the existing WSOA with the best intention does not have the narrative and focus that portrays this. We need to present a better understanding of where we are, what needs to be done and reflect positive impact and purpose.

Work has begun to improve the reporting methods that we currently use to ensure we have a more dynamic reporting method to ensure that improvements are moving in the right direction.

Areas of Concern

This approach below to the areas for improvement does not set out work undertaken nor direction as mentioned, therefore we are investing in a diagnostic assessment. Also:

1.3.2 Within quarter 4 we will be establishing a plan with clear timelines and ownership to ensure task is prioritised and completed.

5.1.4 There is a meeting with LA, PCFT and Pennine Care on 25th September to establish a plan to get this task back on track. It is recognised that we have had barriers to completion and we intend to agree a strategy to complete this before the end of September.

5.1.5 From June 2023 we moved to the new model for initial assessments for both core and ND with a view to enhancing the number of assessments offered to ND pathway. This will be reviewed and impact evaluated in December 2023.

HIGHLIGHT REPORT: DfE Monitoring Visit September 2023

WSOA Priority 1:
<i>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</i>
Senior Reporting Officer: Wendy Young
Date: 31/8/23
Period ending: August 2023

Key	Previous RAG descriptor	Feb 2023 Descriptor
	Not On Track – Area of Risk	Not started and /or will not meet target date - Area of Risk and required escalation
	On Track and Progressing	On track but delayed vs Planned completion date
	Completed	On track on time for Planned completion date
	Impact Evidenced	Delivered and complete

WSOA Action Reference	RAG rating	WSOA Planned Completion date (latest date per ref)	Updated Expected completion date	% complete	Headline Comments
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.		Jun-22	Jun 22	100%	Completed. Follow on activity (benchmark exercise) well underway). This is to be reviewed now following the feedback from all surveys and to ensure that the support for mainstream schools is fit for purpose. <u>Confidential</u> Re alignment of team and resource to Neighbourhood Localities and school clusters – done for Summer 23 allocations. Service restructure in progress to align caseworkers to neighbourhoods and family Hubs and school clusters. This will eliminate multiple handoffs between teams (failure points)

					and assign key contacts for parents, schools and social care so parent, carers, schools, SENCo's have a consistent single point of contact.
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	November 23 Evidence available towards end of year to show impact	75%	<p>Health 6 week timeliness data Quarter 2 CAMHS 100% ISCAN 94% Paeds 62.9%</p> <p>Quarter 3 – CAMHS 100% Therapies 87% Paeds 52.5%</p> <p>Quarter4 – CAMHS 100% Therapies 92% Paeds 21.7%</p> <p>There is a new tracking team in place. These have been recruited by ICFT. EHCP tracking team now live.</p> <p>Dean and Rebecca are responsible for collecting statutory data. Data is now being collated but success and impact this needs to be assessed and evaluated. There is confidence that we can evidence this impact for the next review towards year end.</p> <p>New Head of SEND will review QA of Advice, report of findings and suggested improvements at next review.</p>
1.1.3 EHCP Timeliness Recovery Plan being reviewed and implemented.		Jan 23	Ongoing	100%	<p>The plan has delivered an above national position year to date (Jan to Sep 2023) but the new structure needs to embed and be fully recruited to ensure the process is robust and sustainable. Continuing to stay above national remains a challenge</p>

					due to significant increase in demand SEND portal continuing to progress. From October half term 23 we will not be accepting requests by any other means. Comms have gone to schools and support has been provided. This is a result of the pilot. Parent portal is still being tested and no date for launch has been agreed. Individuals annual review documentation will be submitted through the portal.
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	Nov 23	70%	Full use of Capita 1 system still to be fully embedded but progressing. New interim SEND manager having positive impact. The SEND portal is due to Go Live in September 2023. Working with data teams, Capita 1 and Admin teams and health and social care to further develop streamlined processes. August 23 – Pilot is completed, reviewed and from Oct half term we will be actively using the portal. By the end of the year we hope to offer all advice via portal.
1.1.5 Establish and embed a new sustainable EHCP health administration tracking team.		Sep 22	Apr 23	100%	EHCP Health Administration Team in place and tracking has commenced. Some challenges remain around e.g. compliance targets but mitigation is being developed.
1.2.1 EHCP Quality Improvement Schedule established and Implemented and Quality Assurance Audit process in place.		Jan 23	Sept 23	80%	QA tool developed shared with multi agency operational group and excellent feedback received. QA assurance still being worked on with no completion date established. New Head of SEND will be involved with this due to her previous experience conducting QA assurance reviews and it is anticipated that we will move

					<p>quickly on this in quarter 4. We conduct internal peer moderation and this will form the basis of a new formal framework. DBV Case reviews has initiated the Quality of outcome discussion. Recognised that before rolling out the QA we need to upskill/train the assessment team and plan a rolling programme of CPD. Agreed with JH IPSEA training and DfE training on Annual reviews/Stat assessments planned now for June 2023. New org design has prioritised QA role which will be in place Sept 2023 (TBC democratic process)</p> <p>August 23 – IPSEA training has been completed by all staff and we have implemented a rolling programme of training for staff.</p>
<p>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.</p>		May 22	ongoing	50%	<p>Being CPD, this is an ongoing piece of work which has already started 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. Further training opportunities/Grant bids to be explored with support of DfE. Wider training needs for whole SEND workforce identified as needed and looking to utilise DBV grant funding to create an Inclusion and CPD framework for all system partners.</p> <p>August 23 – We will be embedding corporate performance management for</p>

					<p>all staff. This is a monthly, measured supervision for staff. A training matrix will be developed which will act as self-assessment to identify individual training needs.</p> <p>We have Social Care Champions who have received training. SENCO sessions being scheduled.</p>
1.3.1 Establish systematic co-production opportunities with parent groups to measure satisfaction levels.		Sep-22	March 23	100%	<p>First session set up and schedule established. Working with OKE to address parent info needs – co-production opportunities limited as clear direction from Parent carer survey and OKE need to deliver basics and show improvement ahead of more talk. Themed talks and SENDIG feedback will drive parent comms with immediate effect. Local offer day was a great success. DBV work is driving parent comms development also. DBV sessions continue – 2nd session with parent/carers group planned 6th June. In addition, Interim Head of SEND meeting with parents. Parental engagement and communication co production session planned – DfE supporting on possible bid funding with CDC to create a communication charter.</p>
1.3.2 Establish Student Fora schedule enabling young people's voice to influence service delivery and create consultation opportunities with young people to measure satisfaction levels. [Five primary schools, five		Aug-23	Aug 23	10%	<p>This work has now started, but in early stages. There are excellent local practices within specialist schools which we will explore as a means to drive engagement for EHCP and SEN support pupils. New PM has excellent expertise and experience in use of the Lundy Principles and working closely with school leaders and Ed. Psych to develop the plan. Due</p>

<p>secondary schools, two Post-16 settings to establish a SEND student co-production forum].</p>					<p>to sickness no progress to report directly at this time however DBV Post 16 insights session was very helpful. Identified that we do need to develop a process that enables parents to let go and Child YP voice take the lead. DfE seeing is they can assist on this to help us develop a Communication charter with CDC lead.</p> <p>PM responsible for this work has ended her employment so work is yet to start on this. Within quarter 4 we will be establishing a plan with clear timelines and ownership to ensure task is prioritised and completed.</p>
<p>1.3.3 Annual SEND student conference established to create a celebration of achievements, success and best practice.</p>		<p>May-23</p>	<p>May 24</p>	<p>100%</p>	<p>Link with priority 10 around 10.1.3 that looks to source training opportunities for young people- so job fairs run by routes to work aim to cover the work in engaging young people. This may be revisited for May 24 once we have our PFA/Transitions on track and have a compelling offer that CYP have helped co-produce. PfA Transition Protocol is progressing</p>
<p>1.4.1 Establish a programme of audits across health to address shortfalls to ensure that EHCPs are holistic, timely and accurate and ensure that appropriate input is captured at all stages of the process.</p>		<p>Nov 22</p>	<p>Sept 23</p>	<p>90%</p>	<p>Full audit calendar has now been agreed with CAMHS, Therapies and Paediatrics. (See end of report) Single service audit monthly DCO/DMO quarterly Six monthly/Annual. Follow up session to share findings has been held. CAMHS – awaiting advices for audit. In ICFT tracking team track advices – From June we will have a monthly audit of CAMHS advice.</p>

					August 23 – This has been confirmed by Karen Kromoliki as on track.
1.5.1 Increase capacity of Designated Medical Officer role.		Feb 22	Feb 22	100%	Complete
1.5.2 Produce and publish guidance for health providers on the EHC needs assessment process.		Oct-22	Mar 23	100%	<p>Training stats</p> <p>April Stats</p> <p>75% therapies – it is part of induction module</p> <p>60% CAMHS – will be asking new staff to be done as part of their induction module</p> <p>50% Paediatric staff have completed levels 1 and 2 of CDC training</p> <p>Health Visitors will have a training day.</p> <p>CPD framework also in place to ensure 2 hours of SEND training (level 1 and 2 from CDC training) plus an additional module to be evidenced as part of ongoing CPD</p> <p>GP's have also been trained and have been provided the slides. We will also provide written guidance.</p>

If you have RED rated actions please provide SEND Improvement Group with details on

- **What the issue is preventing the action being completed on time?**
- **What mitigation/action/decision is needed get back on track?**
- **What the expected completion date is if the target date cannot be met?**
- **Confidence level/Risk rating of this getting back on track?**
- **Who you need support / decision/ escalation from?**

1.3.2

PM who was leading on this task has ended employment after a period of absence The original completion date has not been achieved.

We will communicate with DfE to identify if they can support us to us develop a Communication charter with CDC lead.

WSOA Action Reference _____

Issue causing delay?	
Action being taken?	
New completion date?	
Confidence level/Risk rating	
Support/decision needed/escalation needed?	

Update on actions in progress / completed (AMBER / GREEN) (Please update on any concerns these actions may fall in to RED and expected completion date):

Updates on completed: (Green status)

1.1.1 complete

1.1.1 100% complete with follow up actions in progress. (benchmark and analysis) – Further work in progress.

1.1.3 100% complete

1.3.2 10% Developing stronger links with P10 group. Slight stall due to absence of PM still on track.

1.5.1 100% complete

Updates on ongoing (Amber status)

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.

Action plan

1. ICFT to implement new triage system in line with other areas in GM.

2. ICFT Tracking team now complete and meeting and reviewing processes for receiving and processing requests for advice.

3. CAMHS to adopt the advice process as therapies have from June onwards.

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.

Capita 1system use and reporting continues to be scrutinised and developed – re: workflow processes and alerts. Progress is gathering momentum. Pilot completed end May with small cluster of schools and professionals before roll out October half term 2023.

1.2.1- EHCP Quality Improvement Schedule established and Implemented and Quality Assurance Audit process in place. QA framework is written and in place. Due diligence carried out with other LAs who have used the software however funding restraint means not progressed. .

DBV Case reviews have been a great success. High degree of engagement from Social Care, health, and support services such as Ed Psych, SOS, HI/VI,VS, adult Social care. We will use this as springboard to hold at least quarterly reviews until we have our QA Manager (TBC)

Restructure of SEN team creates specific QA role within the team. Invision 360 is still preferred mechanism to drive longer term QA recording and benchmarking. Training of the SEND team on legally compliant plans so we are upskilling the team AND ensuring we identify what “Good” looks like is first step to QA plans. Restructure to be implemented October 2023

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.

The CPD framework for EHCP will be established and run by the new QA manager. In addition, case review work has highlighted the absolute need for peer-to-peer support and guidance for Case workers and support staff.

Rolling training programme will be required for
EHCP team
AR team and
New starters.

Business process review has identified areas of focus for training. This also links to the QA work. Extensive training carried out with the SEND assessment team. This yet to be rolled out to other providers. WY establishing links with social care to commence work with SC initially.

Training with SC SEND Champions completed.

In addition wider WFD plans needed for SEND/EHCP process and for SENCO’s schools around our Inclusion partnership Award (P8) where it makes sense to link and streamline.

1.3.3. Annual SEND student conference established to create a celebration of achievements, success and best practice.

Feedback from SEND community is to focus resource on PFA rather than a conference. Therefore, propose to look to May 24 to launch conference if appropriate. We need to pull together all the many strands and age stratify our approach so we have a blend of:

- Student councils
- Student fora
- SEN need specific clusters.

We will utilise the volunteers from the Student survey feedback to open the conversation. We will also reach out to Stockport for insights on their CYP voice and learn from what has worked and what is sustainable and garners most engagement.

1.4.1- Establish a programme of audits across health to address shortfalls to ensure that EHCPs are holistic, timely and accurate and ensure that appropriate input is captured at all stages of the process.

CAMHS have a new operational manager and so we are revisiting this work with them. She is currently on leave until the middle of May.

See appendix for planned Audit programme

The audit tool which we use has already been shared with inspectors.

This is now embedded in therapy services and has started in Paediatrics.

1.5.2 - Produce and publish guidance for health providers on the EHC needs assessment process.

Ongoing Recruitment means that whilst we are training more people our % complete does not reflect that.

Ongoing recruitment and cycle of CPD training in place. Induction plans now include the training needed and will be part of annual CPD plan.

What Timescale risks are there?

Timescales are best estimate given the internal restructure.

Operational excellence with full use of Capita 1 is the foundation for SEND Portal which will transform comms and visibility for parents.

What Actions will you take to mitigate and what is your revised completion date?

Ongoing service redesign and alignment of resource to enable parents and carers to have single point of contact and consistent Case workers. This will now be implemented through transitional phases from 1st October 2023.

1. Baseline measures

Are baseline measures in place? Y

Outline any that are not yet in place and actions/timeline to get them in place.

We had issues running the reports for annual reviews and needed to run data cleanses to rectify. We are confident that the annual review for Autumn term have been run accurately. Allocations by neighbourhood/cluster schools have now been completed.

Any barriers to progress

Questions around cost of reorganization remain and will not be clarified until end of October at the earliest.

Increasing demand. Demand is now sustained and with the increasing pressures with new people going through their induction and staff learning new systems and key staged phased transfers. Staffing – staff working phased return.

Key outcomes to be delivered in next 4 weeks?

Recruitment as per restructure to be completed. Implementation deadline is 1st October 23.
 Continue to train and develop staff including the completion of the training matrix.
 Ensure that reports are running correctly, accurately and aligns with the neighbourhood model.
 Continue to improve the use of the portal and Capita 1 systems to evidence continual improvement which align with the new structure.
 Stage 2 evidence for DBV grant application submitted, await outcome or queries.

Key outcomes to be delivered in next 12 weeks?

SEND Portal plan progressing with pilot live and roll out go/no-go plan for Autumn term.
 Once DBV Grant approval this will need to be implemented.
 The Commissioning of Special School places for 24/25 to be completed by November.

External Support received in this reporting period		
WSoA area of work/Action	All areas-	
Support/Activity	Project management	Provider
Impact/Outcomes from the activity	Alignment with DBV and WSOA across all areas	

Please provide data-based **Evidence of impact for children and families** Vs your baseline. If no baseline is available so far, please provide qualitative evidence that reflects children’s and families experience.

Impact	Evidence
Business Process Review- Improved systems and processes Training and development on all systems Management and mentoring Communication protocol improved	Timeliness has stalled due to DBV/Easter and absence – agency resource recruited and perm recruitment now approved. Develop robust AR timeliness reporting – in work and showing the scale of challenge re: throughput Vs demand. Cessation of Older Plans where appropriate action plan required. Training for admin team to ensure financial data is in Capita 1 also to remove duplicate work. Data cleanse activity planned for Annual review cohort to ensure all involvements and status updates are accurate over half term.

Improved quality of EHCPs	<p>anecdotal from schools</p> <p>Parent/carer survey showed satisfaction from parents with the quality of assessments and the EHCP</p> <p>Case reviews showed pleasing results on the level of ideal plans identified BUT much work to do to ensure that reviews are meaningful moving forward. New structure will massively support this as we will have a dedicated QA role. In the meantime, we will continue with the DBV case review approach using parental complaints and feedback from schools to drive cases for review.</p>
Timeliness	<p>New process and structure in place continues to show early signs of positive impact.</p> <p>Interim additional SEND manager, allowing greater supervision of workflow and attention to timeliness</p> <p>More frequent reporting mechanism for timeliness, which allows up to date oversight of performance.</p> <p>Revision of panel structure, which has improved decision making and reduced dwell time.</p> <p>See timeliness report.</p>

HIGHLIGHT REPORT: DfE Monitoring Visit September 2023

WSOA Priority 2:
<i>The high level of dissatisfaction among parents and carers with the area's provision</i>
Senior Reporting Officer: Mhairi McDonald-Junor
Date: 16.08.23
Period ending: 31.08.23

Key	Previous RAG descriptor	Feb 2023 Descriptor
	Not On Track – Area of Risk	Not started and /or will not meet target date - Area of Risk and required escalation
	On Track and Progressing	On track but delayed vs Planned completion date
	Completed	On track on time for Planned completion date
	Impact Evidenced	Delivered and complete

WSOA Action Reference	RAG rating	WSOA Planned Completion date (latest date per ref)	Updated Expected completion date	% complete	Headline Comments
2.1.1 Issue and analyse the area parent / carer satisfaction survey of views of SEND network and systems.		July 22	complete	100%	Completed. PowerPoint of outcomes available to share. Results also shared with parents/carers at parent engagement session. Indications are that there are 4 main areas still with high dissatisfaction levels- timeliness, local offer, transitions and pfa. Shared with governors on 16 th .
2.1.2 Establish an area parent and family satisfaction survey schedule		Dec 23	Dec 22	100%	Schedule established for parent carer survey- following first survey. Parents are happy with the survey every 6 months Next survey will run April-May 2023

<p>2.1.3 Set up a Health system navigation post/service via.</p>		Dec 22	October 22	100%	<p>Since July 2022 when the Health Navigator Service began: 664 New families are now receiving support. 10,399 contacts have been made to the Health Navigator Service. Contacts are from professionals across the system as well as parents, and the impact on CAMHS in reducing duty calls was seen immediately. Navigation leaflet to support professionals and families has been circulated.</p>
<p>2.1.4 Establish systematic co-production opportunities with parent groups to measure satisfaction levels.</p>		Sep 22	Sept 23	100%	<p>Themed monthly co-production plan agreed- requires movement to make it happen now. Working with OKE on this. RISE programme support will accelerate improved co-production.</p>
<p>2.2.1 Establish monthly meeting between the parent and carer forum (OKE), SEND and Health representatives. Ensure open communication channels and opportunity for information to be communicated to parents and parents views heard</p>		May 23	May 23	100%	<p>SEND now attending parent carer forum monthly. Health also invited. Specific health teams have attended to update parent carer forum on progress made. DBV engagement sessions held and follow up session planned evening of 6th June SEN Interim manager meeting with parents and Local offer event was attended by caseworkers and management. SEN surgery to be considered once new org is embedded.(Earlier if possible but subject to management capacity due to long term absence) A quarterly report has been developed to identify the reasons for referral and outputs of the Navigator</p>

					Service and is embedded in the SEND Data Dashboard.
2.2.2 Parent and carer forum (OKE) Chair to join SENDIG membership and participate monthly.		Mar 22	Mar 22	100%	OKE chair is a member of the SEND Inclusion and Partnership Board
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.		Sept 22	Sept 23	75%	email addresses available and micro sites with resources, info. Close links with Local Offer website development team to ensure contact is easy and service offer/signposting is improved. Local offer launch target to be complimented with Schools and family hubs promotion.
2.3.1 Person-centred planning CPD rolled out across all EHC contributors and SEND Service		Jan 23	Dec 23 and ongoing	75%	On track and progressing well. Working group including parents to develop the training and some pilots currently. This CPD training for multi-agency approach to be done 2 nd half 2023 and will feature in DBV training/Work force development plans.
2.3.2 Parent consultation sessions (ref 2.1.4) gather parental views on optimum models of person centred planning		Sep 22	Dec 23	50%	We have seen positive open and honest discussion with parents and carers via the DBV parent carer sessions – we will continue these on a monthly basis short term to ensure that as we develop the "One page profile" s aligned to person centred planning models. We also recognise that there is work to do to

					transition the share of voice from parents to the CYP. RISE programme support will focus on person centred planning for PfA.
2.4.1 Establish a SEND Sufficiency strategy group, to create a strategic plan and monitor capacity and provision.		Sep 22	Sep 23	100%	Sufficiency group membership established. Sufficiency planning is very reactive – Experienced lead PM assigned to sufficiency group to help drive forward See P 4 report for details .
2.4.2 Deliver Strategic SEND Sufficiency Plan		Dec 23	Dec 23	40%	Initial meetings have made clear strategic view needed to manage immediate growth but also longer-term inclusion and place management. Also needs to consider PFA and up to age 25 more effectively. New PM will lead this work. See P 4 for details

If you have RED rated actions please provide SEND Improvement Group with details on

- **What the issue is preventing the action being completed on time?**
- **What mitigation/action/decision is needed get back on track?**
- **What the expected completion date is if the target date cannot be met?**
- **Confidence level/Risk rating of this getting back on track?**
- **Who you need support / decision/ escalation from?**

No actions red at the moment

WSOA Action Reference _____

Issue causing delay?	
Action being taken?	
New completion date?	
Confidence level/Risk rating	
Support/decision needed/escalation needed?	

Update on actions in progress / completed (AMBER / GREEN) (Please update on any concerns these actions may fall in to RED and expected completion date):

Updates on completed: (Green status)

- 2.1.1- 100% complete
- 2.1.2- 100% complete
- 2.1.3- 100% complete- impact evident
- 2.1.4- 100% complete
- 2.2.2- 100% complete
- 2.4.1- 90% complete- annual schedule to be established

Updates on ongoing (Amber status)

2.2.1

Establish monthly meeting between the parent and carer forum (OKE), SEND and Health representatives. Ensure open communication channels and opportunity for information to be communicated to parents and parents' views heard

On track. SEND now attending parent carer forum monthly. Health also invited. Need to determine if a separate meeting is required?

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.

2.3.1

Person-centred planning CPD rolled out across all EHC contributors and SEND Service

This CPD training for multi-agency approach to be done 2nd half 2023 and will feature in DBV training/Work force development plans. As part of DVB funding we need to develop the use of 1 page profile. Adult Social care have a robust 1 page profile so work needed to align and introduce as it is critical to transitions, 6 into 7, and stemming the demand for EHCP for transition points and to ensure we proactively manage the transition from voice of parent to voice of child/YP.

2.4.2

Deliver Strategic SEND Sufficiency Plan

New experienced PM assigned who will lead on this – they developed the East Cheshire sufficiency strategy post the separation with CWAC. Review of Edge-ucate numbers required April 2023. Plans for placement growth in place. 65% increase in school places since 2018. See P4 report for details.

What Timescale risks are there?

Timescales for Send sufficiency strategy are tight for Sept 23 – will update at next review post DBV grant bid submit and has had time to assess with access team and specialist HT cohort.

What Actions will you take to mitigate and what is your revised completion date?

PM support drafted in to assist with this crucial area of work .

2. Baseline measures

Are baseline measures in place? Y

Complaints baseline complete- now possible to measure qualitative and quantitative data

Parent survey window now complete.

Data collated and analysed and developed into baseline metric.

Student survey results now in.

Send scorecards for schools established. Need to add in year movement.

SENDco survey complete and fed back.

Complaints protocol in place- being reviewed further to ensure we are properly addressing the root cause of the complaints.

Fixed term exclusion rates monitored.

Report on baseline measures

As above

Outline any that are not yet in place and actions/timeline to get them in place

Baseline measures for sufficiency and monitoring of actively seeking need enhancement – PM will lead.

Any barriers to progress

Key outcomes to be delivered in next 4 weeks?

DBV work which touches on much of this priority and will be woven into the bid.

Key outcomes to be delivered in next 12 weeks?

SEND Sufficiency strategy group meet

Inclusion Partnership Board Launch

DBV Bid development of implementation plan

Continue to work with parent carers.

Develop 1 page profile and align from Early Years, through to 6 into 7 transition through to PFA.

External Support received in this reporting period		
WSoA area of work/Action		
Support/Activity		Provider
Impact/Outcomes from the activity		

Please provide data based **Evidence of impact for children and families** Vs your baseline. If no baseline is available so far, please provide qualitative evidence that reflects childrens and families experience.

Impact	Evidence
Navigator post-increased support to families	Anecdotal Number of referrals into service
Improved quality of EHCPs	Only anecdotal from schools Parent/carer survey showed satisfaction from parents with the quality of assessments and the ehcps (metric?) net positive- see tracker
Greater engagement with children and families	Local Offer was very successful with excellent feedback. Parent carer forum meeting re: DBV was well received and further meetings planned (6 th June) in which key asks from the parents we will be able to positively respond to – eg: Training for SEND team, being visible, sharing DBV BID areas for their insights – bid areas align to concerns raised.

HIGHLIGHT REPORT: DfE Monitoring Visit September 2023

WSoA Priority 3:

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

Senior Reporting Officer: Faye Edwards
Date: 25.08.23
Period ending: August

Key	May 2023 Descriptor
	Not started and /or will not meet target date - Area of Risk and required escalation
	On track but delayed vs Planned completion date
	On track on time for Planned completion date
	Delivered and complete

WSOA Action Reference	RAG rating	WSOA Planned Completion date (latest date per ref)	Updated Expected completion date	% complete	Headline Comments
3.1.1 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 		Jun-22	Complete	100%	Board established and meeting regularly. With new Priority Lead the Steering group membership will adjust to include partners from Tameside Active/ VCFS/ Education/Marketing and Comms/Public Health/PFA- Alison or Jo and link to Family Hubs work and FIS/SID.

solutions to meet them.					
3.1.2 Develop a marketing and communication plan for local offer based around the local community	Marketing Strategy updated and agreed Phase 2	Dec 23	Complete	90%	Ongoing amendments are being made to the Local Offer website. This is now within task of finish groups of each tile to ensure the correct information can be transferred,
3.1.2.V2	Phase 2 focus will deliver by April 2023	Dec 23	Dec 23	70%	Marketing team is ready to support with the launch of the new website and is working closely with cornerstone also to ensure this links to our SENDing newsletter etc. Additionally, TMBC are reviewing all websites and are looking at streamlining web content. This needs to be completed before we transfer over to the LO site.
3.1.3 Deliver an ongoing marketing plan which promotes the current offer, and the relaunch of the offer following improvement work		Dec 23	Dec 23	70%	Once we have a confirmed go live date of the website, we will link in with comms to produce flyers and posters for launch of the new website. First stage of consultation and framework design has been completed.

					<p>Awaiting approval from steering group to proceed to next stage of build.</p> <p>Cornerstone have been invited to the meeting – 6th June to go through the web design, this was well received by the group.</p> <p>The wireframe is not what was original requested and more work is being completed on this.</p>
<p>3.1.4</p> <p>Develop attractive family – friendly materials to promote the Local offer which is sent with standard correspondence relating to EHCPs.</p>	<p>As above this will link to the marketing and comms strategy</p>	<p>Dec 23</p>	<p>Dec 2023</p>	<p>90%</p>	<p>Family friendly materials needs adapting with new design work to align with new website launch Dec 2023.</p>
<p>3.1.4 V2</p>		<p>Apr- 23</p>	<p>April 2023</p> <p>Evidence to close after Launch</p>	<p>90%</p>	<p>We have now secured Cornerstones an external company to work with us to design the LO webpage This will sit external to the Council and replicate the successful Fuel for Fun and Grow websites There will be links to the newly designed Childrens Services website so will bring a much more coordinated and easier to access platform for children, young people and their families.</p> <p>Task and finish group established for all the tiles to ensure the correct information is available to families and the landing pages are correct for each description</p>


<p>3.1.5</p> <p>Further develop and embed the 'Meet the Local Offer' virtual and in-persons events</p>		<p>Sep-22</p>	<p>May 2023</p> <p>Completed – awaiting evidence</p>	<p>100 %</p>	<p>Local Offer day took place and was a successful event.</p> <p>Mini local offer days to take place in the Family Hub locations with an annual plan across the locality with thematically sessions from July to October.</p> <p>These will be face to face and will give young people and parents the opportunity to speak to partners and organisations that make up the Tameside Local Offer. The first event took place on 7th July. There are some events that will take place in the evening to allow any working parents to be able to attend after work hours.</p> <p>This will be linked to the Family Hubs and local services with the community.</p> <p>We have planned mini events and this is ongoing.</p>
<p>3.2.1</p> <p>Review the current content of the local offer with all partners and parent carer forum (OKE) to ensure it is fit for purpose, well publicised and assessable to parents, young people and professionals so that they understand what is on offer to meet their needs.</p>		<p>Dec 23</p>	<p>Dec 23</p>	<p>90%</p>	<p>Interim Website changes made to legacy website made now to improve search and structure. For the new website funding, deadline was too ambitious and did not reflect need for cabinet papers for OKE funding. (Affecting 3.2.2)</p> <p>Work is now ongoing with Cornerstones to design new website which will be linked to the new Children</p>

				<p>Services page and branding There is improved awareness and links with the Communication team for promotion and working with families and young people</p> <p>The first mapping exercise has been completed by Cornerstone and has now been shared with the Steering Group for comment and approval.</p> <p>The lift and shift work will be completed by a TMBC employee once the website build has been completed.</p> <p>We need to explore recruiting a web content manager to support with updating and chasing any updates to web pages. This role will also support with answering any emails/feedback that comes in through the Local Offer email account. However, we are unsure where this role will come from or will sit to ensure the Local Offer page does not become out of date.</p> <p>Any decision to add new content from a new provider/partner will need to be approved through the steering group.</p> <p>Need to explore a LO business service to continue to add / update as needed</p>
--	--	--	--	--

<p>3.2.2</p> <p>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.</p>		Sep-22	Complete	100 %	<p>Cabinet paper secured funding for commissioned bespoke local offer website. Steering group have discussed and agreed we will use GROW and Fuel 4 Fun website as base for branding and structure and comms planning as it has been hugely successful and parents use it, refer to it and social media around it keeps it fresh, up to date and invaluable to parents. 3.2.3 will be key action point to track.</p>
<p>3.2.3</p> <p>Develop test and launch new local offer website including co-production of functionality with children and families (this will include user access testing)</p>		Apr-23	<p>Aug 23</p> <p>Await completion of design</p> <p>Nov/Dec</p>	90%	<p>Steering group has new lead from Early Help . 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</p> <ol style="list-style-type: none"> 1. Website development and mapping using GROW/Fuel 4 fun as the model 2. Comms plan reviewed and in place to align to relaunch . 3. Maintenance plan needed to ensure good blend of tech and coordinator to manage the website ongoing – looking at options to present to next meeting for agreement 4. Add search type options so parents entering the site can select/add criteria to tailor

				<p>their personal needs to make accessing the info they need available within 3 clicks.</p> <p>Procurement process completed– Cornerstones now appointed to work with us to design new website.</p> <p>Due to the 12-14 week process of website feedback, design, testing and implementation, the launch of the full scale website will not be live until Dec 23 – cornerstone to send a timeline of what is needed and completion of the website.</p> <p>Survey results came back that the commissioned service sent out. The results were useful in forming the backbone structure for the new website, and this was very useful when it came to look at the pathway through the front page. This will be shared with the steering group for consultation and any parents/young people for them to have an input into how the site navigates.</p> <p>Following the launch, we are looking to run a survey to obtain feedback about the site.</p> <p>This will be conducted 6 months after launch to allow for young people, parent/carers,</p>
--	--	--	--	--

				<p>professionals etc the chance to use the site and comment on any improvements. We will then review this and go back to the commissioned service with the feedback and look at the option of commissioning additional work to improve the site further.</p> <p>Also, as part of the website design, users will be able to access quick and easy to use feedback forms that can be completed. These feedback forms can be about improvements to the site, other organisations that wish to be considered for advertisement on the Local Offer pages, raise a complaint or generally ask for advice and information if they cannot find it themselves on the local offer pages.</p> <p>This feedback will be sent to the central local offer mailbox that will be monitored regularly. An auto reply function will inform the person submitting the feedback that their form has been received and that someone will be in contact in X number of days with a response.</p> <p>Need to explore where support will come from in updating the website and responding to queries, this needs to a business services role.</p>
--	--	--	--	---

3.3.1		Dec 23	Dec 23	50%	Task and finish group to identify services and activities missing but also the validation of services and if they want their service to be promoted.
Identify Provision, which is currently missing from the local offer.					
3.3.2		Dec 23	Dec 23	30%	<p>Dependency 3.3.1 The parent carer survey has highlighted some specific areas of need which will be mapped to overall availability of activities to inform the potential commissioning of VSFC and OKE. Date – 16th June to identify services, gaps and what is needed.</p> <p>This will include health services and also the community offer – how to support VCSE sector to provide an inclusive service through support by the participation workers within Active.</p> <p>We are also going to complete podcasts to be linked to the website around Young Peoples and parents experience in relation to the local offer activities available.</p> <p>Please see SENCO feedback document below:</p>  <p>Feedback from SENCOs on Local Of</p>
3.4.1		Sep-23	Sept 23	90%	Jo Robinson lead from Adults for PFA Priority 9 for the steering group . We link to PFA workstream to align actions especially
Promote understanding and sight into and opportunities regarding					

prep for Adulthood on Local Offer					about clarity of PFA process and internships and employment opportunities. Internship development to be a key area to develop. Active are also looking to complete a Local Offer webpage for Adults
3.5.1 Ownership Board for the Local Offer steers delivery and commissions an annual review of the local offer. Reviews progress and impact of the Priority 3 action plan.		Oct-22	Dec 22 and then annually	100 %	Annual report completed

If you have RED rated actions please provide SEND Improvement Group with details on

- **What the issue is preventing the action being completed on time?**
- **What mitigation/action/decision is needed get back on track?**
- **What the expected completion date is if the target date cannot be met?**
- **Confidence level/Risk rating of this getting back on track?**
- **Who you need support / decision/ escalation from?**

WSOA Action Reference No Red Actions.

Issue causing delay?	
Action being taken?	
New completion date?	
Confidence level/Risk rating	
Support/decision needed/escalation needed?	

Update on actions in progress / completed (AMBER / GREEN) (Please update on any concerns these actions may fall in to RED and expected completion date):

Updates on completed: (Green status)

No updates since last month

Updates on ongoing (Amber status)

Local offer has undergone light refresh in branding and searchability. It is clear from Parent carer survey there are some really quick wins to be had by plugging into successful social media presence by GROW/Early help Access point/FIS teams to signpost parents and carers to activities and resources.

Young person's consultation planned end of January to look at updated current website and comments for improvement

Progress on new website has started with the newly commissioned team. First mapping exercise has been completed and sent to the steering group for comment. Have invited Cornerstone to the next steering group meeting taking place on 2nd June 2023. Awaiting a response if the team can join the Teams call to talk to the steering group and outline next steps in website design and build.

Meeting set up with manager to discuss more around the various websites including FIS and SID. Looking at the pages associated with FIS and SID (however, these need to be updated) and whether these could sit on the pages as part of the Local Offer and for signposting to be done to the Local Offer pages.

What Timescale risks are there?

April 2023 for new website launch has now passed. The delay has been attributed due to staff sickness and a change in steering group lead (for local offer) New launch date will be December 23 before the stand of the new academic year. New website will adopt the GROW look and feel and functionality/search we know the take up and use by parents is excellent. Due to the delay in the launch of the new website, this missed the 'meet the local offer' event that took place in April. However, Leaflets, comms to schools, professionals and social care and health being drafted. We will also ensure a twilight online session for working parents/parents with children with complex needs.

Potential risk flagged in timeliness and availability of IT resource so that we can link and map FIS and SID aligned with this project so it is smooth and does not duplicate effort – aim would be to point from corporate site to Local offer site and GROW so we are not having to duplicate maintenance.

What Actions will you take to mitigate and what is your revised completion date?

Handover of WSOA to new lead Faye Edwards. Aligned to wider Early Transformation programme and replacement/ alignment of FIS SID, bringing additional project resource and will yield shared database of provision which will be managed more efficiently on an ongoing basis.

Looking at options to maintain the website both internally and externally

We need to explore long term support to update the website.

3. Baseline measures

Are baseline measures in place? Y/N

Reporting on site visitors in place.

Question in parental survey which is concluding in November – results available show only 30% of parents were aware of the local offer and those only accessed one a month on average.

Stakeholder survey due Dec 23

Report on baseline measures

We will use the parent survey result as baseline measure for improvement. (see baseline document for local offer)

[Local offer parent carer feedback](#)

Outline any that are not yet in place and actions/timeline to get them in place

None

Any barriers to progress

Potential risk flagged in timeliness and availability of IT resource so that we can link and map FIS and SID aligned with this project so it is smooth and does not duplicate effort. New meeting set up to look into websites planned with a view to removing FIS and SID and integrate into the local offer pages. That way this eliminates any duplication of pages over 3 separate websites.

Comms strategy work required to ensure we promote the new Local offer website launch.

Spending for new website has been secured. New provider selected and has begun work on the new website design and layout.

Key outcomes to be delivered in next 4 weeks?

Mapping of new Local Offer website agreed by the steering group and next stage of the design is completed.

Adding simple buttons to replace text links work happening.

– we need to tell parents and drive traffic via comms plan. Comms team need to revert on the comms plan.

Task and finish group set up to use GROW/Fuel 4 Fun website as basis for Local offer re: branding and structure. Fuel 4 Fun provider quoting for the Local offer website.

Confirm additional attendees for steering group completed – new members welcomed from Tameside Active and Adults.

Confirm Nominated person to lead on Marketing/comms.- Jordanna

PM and FIS to meet to align and include overall review to ensure “One stop shop” for family help. Ongoing work with commissioned website design and build team in place to support with hosting and maintenance/development of the website as new features/functionalities are explored for achieving a gold standard website that is easy to navigate and receives good feedback from its end-users.

Need to review whether there has been an increase in footfall to the current Local Offer website to see if the improvements that have been made has increased the footfall and navigation of the current site in line with improving functionality in the interim before the launch of the newly designed and build Local Offer Website.

Key outcomes to be delivered in next 12 weeks?

Workshop to review current content and identify any gaps.

Continual work with new website design provider with possible face-to-face meeting with this team to progress to next stage of website design and build.

Website Graph/structure planned and aligned to GROW/Fuel 4 FUN website

Communication plan – to support with comms on current local offer page and what the Tameside Local Offer is. Once new website is nearing completion, support with a comms plan to advertise the brand and advertise on social media, leaflets, posters, etc.

Plug into SENCO network, YP council and Meet the local offer sessions. These could be done quarterly in the Family Hubs and or schools during the school holidays using the school halls to host these events. This would be a good option to do as part of the launch of the new website just before the start of the new school year and a good comms push to support with this would be required.

External Support received in this reporting period		
WSoA area of work/Action		
Support/Activity		Provider
Impact/Outcomes from the activity		

Please provide data based **Evidence of impact for children and families** Vs your baseline. If no baseline is available so far, please provide qualitative evidence that reflects childrens and families experience.

Impact	Evidence
	Parental Survey results make it very clear what parents want and some very quick wins we can and have enabled within the website. Further work now needed to ensure every letter, email, social media post can signpost help to the Local offer.

HIGHLIGHT REPORT: DfE Monitoring Visit September 2023

WSOA Priority 4:

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

Agreed Impact Measures:

1. Reduction in independent specialist placements of 20% by September 2024. At the time of the WSOA we had 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.

Senior Reporting Officer: Dave Leadbetter

Date: 16 August 2023

Period ending: 31.08.23

Key	Previous RAG descriptor	Feb 2023 Descriptor
	Not On Track – Area of Risk	Not started and /or will not meet target date - Area of Risk and required escalation
	On Track and Progressing	On track but delayed vs Planned completion date
	Completed	On track on time for Planned completion date
	Impact Evidenced	Delivered and complete

WSOA Action Reference	RAG rating	WSOA Planned Completion date (latest date per ref)	Updated Expected completion date	% complete	Headline Comments
4.1.1 Duplicated with 2.4.1 and 2.4.2 Establish SEND sufficiency strategy group to		Sept 24	Sept 24	60%	The existing Sufficiency Group has been stood down and a new Sufficiency Group will be established in September

<p>create strategic plan and monitor capacity and provision.</p>					<p>2023 with a broader membership and one that covers whole system SEND Sufficiency and not purely focussed on capital schemes.</p> <p>A new tracking spreadsheet has been compiled to monitor the progress of SEND Sufficiency actions and ensure communication to all stakeholders. The following increase in specialist places are in the pipeline: Sept 23 +36 Jan 24 +10 Sept 24 +5 Jan 25 +80</p> <p>Discussions are ongoing with three schools (including two secondary schools....which is a real positive) re-establishing further Resource Provision from Sept 24.</p> <p>Tameside have just had stage 1 approval for their DBV Plan (£1m investment) ; one development is the creation of an Early Years Assessment Centre and a range of workstreams focussed on inclusive practice and effective transitions.</p>
<p>4.1.2 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</p>		<p>Sep 23</p>	<p>Dec 23</p>	<p>50 %</p>	<p>See also 4.1.1 above re position on SEND Sufficiency which will contribute to this action. A new SEND Sufficiency Strategy and SEN Provision Plan will be developed in autumn 2023 to ensure coherent and appropriate plans are in place to ensure the right level of local / good quality</p>

bases across Tameside.					specialist places are available.
4.4.1 Same as 7.3.1		N/A	N/A	N/A	See 7.3.1
4.4.2 (same as 8.1.1, 8.1.2, 8.2.1)		N/A	N/A	N/A	See 8.1.1, 8.1.2, 8.2.1
4.5.1 (same as 9.1.1) <i>Implement Annual Review Recovery Plan.</i> <i>(ref action 1.1, 9.1)</i>		N/A	N/A	N/A	See Priority 9 for update-eliminates duplicate commentary

If you have RED rated actions please provide SEND Improvement Group with details on

- **What the issue is preventing the action being completed on time?**
- **What mitigation/action/decision is needed get back on track?**
- **What the expected completion date is if the target date cannot be met?**
- **Confidence level/Risk rating of this getting back on track?**
- **Who you need support / decision/ escalation from?**

No actions red at the moment

WSOA Action Reference _____

Issue causing delay?	
Action being taken?	
New completion date?	
Confidence level/Risk rating	
Support/decision needed/escalation needed?	

Update on actions in progress / completed (AMBER / GREEN) (Please update on any concerns these actions may fall in to RED and expected completion date):

Updates on completed: (Green status)

4.1.1 - Successful implementation of the SEND Sufficiency Plan

The reduction in independent non-maintained special school places will be influenced by the demand and complexity of need we see across our pupil population (which is on the rise) compared to the rate at which we can build inclusivity across mainstream schools / Resource Provision capacity / Special School capacity. DBV work is also highlighting potential solutions to better manage OOB placements. New SEN reorganisation will create specific role focussed on OOB/CLA/EOTAS/CP/CIN cohort.

Updates on ongoing (Amber status)

4.1.2, 4.2 and 4.3

Increase SEND specialist provision places across the borough, including the expansion of existing settings, the development of Resource Provision within mainstream settings across Tameside. A new SEND Sufficiency Strategy and SEN Provision Plan will be developed in autumn 2023 to ensure coherent and appropriate plans are in place to ensure the right level of local / good quality specialist places are available.

What Timescale risks are there?

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

What Actions will you take to mitigate and what is your revised completion date?

PM support drafted in to assist with this crucial area of work.

4. Baseline measures

Are baseline measures in place? Y

Report on baseline measures

Parent survey window now complete. Telling us that 64% of parents are happy with their child's setting

Send scorecards for schools established.

Send sufficiency tracker rebuilt as part of SEND sufficiency group work.

Fixed term exclusion rates monitored

Outline any that are not yet in place and actions/timeline to get them in place

In year movement baseline needs to be established for SEND scorecard

Any barriers to progress

Potentially.....capacity, appropriate available sites and capital funding

Key outcomes to be delivered in next 4 weeks?

N/A

Key outcomes to be delivered in next 12 weeks?

Opening of two new Resource Provisions and production of a SEND Sufficiency Strategy

External Support received in this reporting period

WSoA area of work/Action

All areas- PM support from DL

Support/Activity

Project management

Provider

Impact/Outcomes from the activity

Accelerated activity across all areas

Please provide data based **Evidence of impact for children and families** Vs your baseline. If no baseline is available so far, please provide qualitative evidence that reflects children's and families' experience.

Impact	Evidence
Send pc survey tells us most parents are happy with school placement	64% positive response to this question (Oct 2023) DBV case reviews shows we have opportunities to improve placement outcomes – potentially moving from INMSS to MSS and MSS to RP and MSS to mainstream. Work will continue via implementation of the DBV Plan.

HIGHLIGHT REPORT: DfE Monitoring Visit September 2023

WSOA Priority 5:
The unreasonable waiting times, which lead to increased needs for children and young people and their families
Outcomes
5.1 Children and young people are seen and assessed in a timely way so that they can receive appropriate intervention and therapy. (Lead - Karen Cromolicki)
5.2 Effective, transparent and accessible support offer for children, young people and families whilst waiting for assessment and therapy.
Senior Reporting Officer: Stephanie Sloan
Date: September 2023
Period ending: August 2023


Key	
	Not started and /or will not meet target date - Area of Risk and required escalation
	On track but delayed vs Planned completion date
	On track on time for Planned completion date
	Delivered and complete

WSOA Action Reference	RAG rating	WSOA Planned Completion date (latest date per ref)	Updated Expected completion date	% complete	Headline Comments
5.1.1 Review and align the Therapy services with the Thrive/Graduated Response to ensure they are effective.		Jan 23	Jan 23	100%	A review of therapy pathways has taken place, to streamline offers, and understand clinical priority. Pathway alignment complete, clinicians following aligned pathways.
5.1.2 Recruit to provide additional capacity to enable delivery of identified needs in line with		Feb 23	Sept 23	100%	32.2 WTE Recruited.

the capacity and demand review.					
5.1.3 Agree standard operating procedures for the provision of therapy services across Tameside.		Jul-23	Jul 23	100%	SOP's for each therapy service aligned to patient pathways and integrated graduated response.
5.1.4 Implement the mobilisation project plan following additional investment in CAMHS and the neuro-developmental pathway.		Jan 23	Dec 23	75%	<p>Recruitment is progressing with the service looking at alternative strategies to allow the service to bring in staff at different levels to assist with the waiting lists and supporting the service. This is allowing the service to develop internally. The organisation is working with the team to identify support whilst recruitment takes place. Recruitment has recently been successful. In the past month the ADHD Pathway Lead, Youth Justice Practitioner and LD Nurse have all commenced in post. The increased waiting times have now been escalated via ICB governance routes (quality, safeguarding and provider groups) and within PCFT.</p> <p>We have also agreed a new post of a senior community pharmacist who has been recruited awaiting start date. This post will be able to lead development on the ADHD pathway and also give additional resource into diagnosis of adhd and medication initiation and monitoring.</p> <p>Other projects to support the pathway are currently being explored – e.g. Portsmouth model. As a care hub we have initiated a task and finish group to review options of developing the ND pathways overall to improve the experience and waiting times for families. We have now developed a proposed draft plan regarding a</p>

					<p>clinical ASC assessment pathway working across the whole of Pennine Care and is currently going through the Trust's Governance processes.</p> <p>There is a meeting with LA, PCFT and Pennine Care on 25th September to establish a plan to get this task back on track. It is recognised that we have had barriers to completion and we intend to agree a strategy to complete this before the end of September.</p>
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	Jul-23	75%	<p>This is being managed internally through waiting list initiatives.</p> <p>Weekend clinics remain ongoing however relies heavily on staff goodwill.</p> <p>From June 23 we moved to the new model for initial assessments for both core and ND with a view to enhancing the number of assessments offered to ND pathway.</p>
5.1.6 Increased awareness and understanding of neurodiversity for professionals through training programme		Mar-23	Mar 23	100%	<p>Over 612 professionals working with children have attended online training 'An Introduction to Neurodiversity' since May 2022. Their biannual report shows positive feedback and increased knowledge outcomes, as well as consultation with young people on families on next steps and reach of groups for the training.</p> <p>This includes professionals such as: Teachers, SENCOs, Youth Justice Workers, Social Workers, VCSE, Faith organisations, CGL, Parenting Team, Family Support Workers.</p>



					<p>On average around 150-200 people per quarter. E.g March - June 2023 = 152 attendees at 4 training events.</p> <p>From our feedback forms we know that:</p> <p>87% rated training 5/5 for satisfaction</p> <p>96% felt more knowledgeable about neurodiversity</p> <p>94% felt more knowledgeable about neuro-inclusive practice</p> <p>95% felt more able to adapt their work to suit/support neurodivergent individuals/communities</p> <p>Starling are working with lived experience experts to explore the emerging needs of neurodivergent young people and families. They have identified a number of avenues to explore relating to transport workers, front-facing customer roles (e.g. supermarkets, GP surgeries etc.). Starling have targeted the training towards these professionals, with some uptake. However, the feedback has been that 2.5-3hrs is too long to take out of their working day - they are now looking at creating a 1hr webinar style training that will be more accessible for these professionals. This will be launched in September.</p>
--	--	--	--	--	--

<p>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.</p>		<p>Jul-22</p>	<p>Ongoing process</p>		<p>Process is in place. Data monitored via Health SEND Group using a data dashboard.</p> <p>Feedback mechanisms in PCFT have been established that provide real time data on impact of additional investment waiting times and referral numbers are continuously reviewed in clinic to ensure that they are in line with projected targets.</p> <p>An action plan has been developed listening to feedback from families after the recent SEND Health Survey.</p> <p>Presence of commissioning leads within family groups to gather feedback quarterly is in place with the team visiting selected groups in September.</p> <div style="text-align: center;">  <p>SEND Family Feedback Action Plan</p> </div> <p>Action plan:</p>
<p>5.2.1 Increased parent carer offer for families on the pathway to access information and support sessions and tailored activities.(in conjunction with action for Navigator Post action 2.1.3)</p>		<p>Mar-23</p>	<p>Mar 23</p>	<p>100%</p>	<p>A number of tailored activities are now available and being accessed by families.</p> <p>The Family Support Offer is helping 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 there has been a weekly increase seen in families supported. 58 families have been supported by Active Tameside with signposting and activities, 130 young people in</p>

					<p>total. The SEND Youth Council occurs bi-monthly.</p> <p>Planning has taken place with Active Participation Workers and CAMHS, agreed for the teams to commence working closely together to support families on current pathways and waiting lists (as well as those recently discharged from CAMHS service). It is hoped this will commence from September 2023. The intention is for Active Participation workers to be present within CAMHS team offering drop in or similar advice service for families and staff informing of wider community offers for young people on pathways and also once discharged from the team.</p> <p>Additional Parent Carer forum meeting with MHST team. Additional parent workshop on Power of Attorney and another on Masking. The workshops have been extremely popular. 17 parent/carers workshops have been provided since January 2023 for 510 parents/carers.</p> <p>The workshops are jointly funded between the VCSE provider, OKE and Health.</p> <p>Parent Carer Forum reports massive improvement in the support to families approx. 335 families have been supported with over 5000 contacts for information.</p>
--	--	--	--	--	---

				<p>Additional parent workshops on Understanding Autism, Understanding ADHD, Sensory Processing, Selective Mutism and Deputyship/POA have been successful and 'Challenging Behaviour' workshops are booking up quickly. These workshops are shared through OKE newsletters and with partners.</p> <p>The workshops are jointly funded between the VCSE provider, OKE and Health.</p> <p>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 there has been a weekly increase seen in families supported. 58 families have been supported by Active Tameside with signposting and activities, 130 young people in total. The SEND Youth Council occurs bi-monthly.</p> <p>Locality Support specific to Neighbourhoods:</p>  <p>Mapping HWB children in neighbouri</p>
5.2.2		Apr-23		Tameside is a pilot area for Greater Manchester for the

<p>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.</p>			<p>Apr 23</p>	<p>100%</p>	<p>Mencap Early Years Parent Engagement Programme, providing peer support for families of children 0 – 5 years at the point of identification of additional need/diagnosis. Beginning in November, monthly family engagement sessions have been held in the locality face to face. In Spring/Summer 2023 the project recruited two family connectors – people who have lived experience of having a child with additional needs. The project has begun to deliver workshops in response to parental request eg DLA awareness session in July. They have recently developed their own Tameside Family Engagement Project facebook page</p> <p>Since July 2022 when the Health Navigator Service began.. 664 New families are now receiving support. 10,399 contacts have been made to the Health Navigator Service.</p> <p>Along with the SEND Family Support Team and the OKE Navigator, resources to help and signpost families has been developed and shared widely.</p> <p>The navigation leaflet help families and professionals to get support from the right place at the right time and the more recent guide shows neighbourhood support to reflect the Family Hubs. Attached.</p> <p>The health offer is being updated by the Local Offer</p>
---	--	--	---------------	-------------	--

					<p>Steering Group in development of the new Local Offer website.</p> <p>Navigation Leaflet:</p>  <p>J004608 CYP Mental Health Navigation leaflet</p> <p>Feedback from MenCap:</p>  <p>Feedback from Mencap.docx</p>
--	--	--	--	--	---

If you have RED rated actions, please provide SEND Improvement Group with details on

- **What the issue is preventing the action being completed on time?**
- **What mitigation/action/decision is needed get back on track?**
- **What the expected completion date is if the target date cannot be met?**
- **Confidence level/Risk rating of this getting back on track?**
- **Who you need support / decision/ escalation from?**

WSOA Action Reference - 5.1.4 & 5.1.5

Issue causing delay?	
Action being taken?	
New completion date?	
Confidence level/Risk rating	
Support/decision needed/escalation needed?	

Update on actions in progress / completed (AMBER / GREEN / BLUE) (Please update on any concerns these actions may fall in to RED and expected completion date):

Updates on completed: (Blue status)

Children and young people are seen and assessed in a timely way so that they can receive appropriate intervention and therapy

5.1.1 Review and align the Therapy services with the Thrive/Graduated Response to ensure they are effective.

Review and align the Therapy services with the Thrive/Graduated Response to ensure they are effective.

Pathway alignment complete, clinicians following aligned pathways.

5.1.2 Recruit to provide additional capacity to enable delivery of identified needs in line with the capacity and demand review.

TGICFT additional investment of £1.3m provided June 2022, recruitment to investment currently runs at 100% WTE(32.2) vs investment.

Current Wait times for assessment within 18 weeks June 2023:-

Physiotherapy 100%

Occupational Therapy 93.51%

SALT 100%

Pediatrics 92.46%

Dietetics 86.70%

Current challenge with Dietetics due to long term sickness, Agency planned to be used from August 2023 to support shortfall within team, with trajectory in place for recovery from September 2023 onwards.

5.1.3 Agree standard operating procedures for the provision of therapy services across Tameside.

Agreed SOP's for each therapy service aligned to patient pathways and integrated graduated response.

Standard Operating procedures agreed and complete, clinicians following aligned pathways.

5.1.6 Increased awareness and understanding of neurodiversity for professionals through training programme

612 professionals trained (since commencing of scheme in May 2022)

This includes professional such as:

Teachers, SENCOs, Youth Justice Workers, Social Workers, VCSE, Faith organisations, CGL, Parenting Team, Family Support Workers.

On average around 150-200 people per quarter attend the training. E.g March - June 2023 = 152 attendees at 4 training events.

From the course feedback forms we know that:

- 87% rated training 5/5 for satisfaction
- 96% felt more knowledgeable about neurodiversity
- 94% felt more knowledgeable about neuro-inclusive practice

- 95% felt more able to adapt their work to suit/support neurodivergent individuals/communities

Starling are working with lived experience experts to explore the emerging needs of neurodivergent young people and families. They have identified a number of avenues to explore relating to transport workers, front-facing customer roles (e.g. supermarkets, GP surgeries etc.). Starling have targeted the training towards these professionals, with some uptake. However, the feedback has been that 2.5-3hrs is too long to take out of their working day - they are now looking at creating a 1hr webinar style training that will be more accessible for these professionals. This will be launched in September.

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.

Feedback mechanisms in PCFT have been established that provide real time data on impact of additional investment waiting times and referral numbers are continuously reviewed in clinic to ensure that they are in line with projected targets.

Following the recent SEND Health Survey, an action plan has been developed after listening to feedback from families. Presence of commissioning leads within family groups to gather feedback quarterly is in place with the team visiting selected groups in September to further inform the action plan.



SEND Family

Action plan: Feedback Action Plan

5.2.1 Increased parent carer offer for families on the pathway to access information and support sessions and tailored activities.(in conjunction with action for Navigator Post)

The Family Support Offer is continually developing 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 there has been a weekly increase seen in families supported. 58 families have been supported by Active Tameside with signposting and activities, 130 young people in total (Q1 data). The SEND Youth Council occurs bi-monthly.

Planning has taken place with Active Participation Workers and CAMHS, agreed for the teams to commence working closely together to support families on current pathways and waiting lists (as well as those recently discharged from CAMHS service). It is hoped this will commence from September 2023. The intention is for Active Participation workers to be present within CAMHS team offering drop in or similar advice service for families and staff informing of wider community offers for young people on pathways and also once discharged from the team.

Additional Parent Carer forum meeting with MHST team.

Additional parent workshop on Power of Attorney and another on Masking.

The workshops have been extremely popular. 17 parent/carers workshops have been provided since January 2023 for 510 parents/carers.

The workshops are jointly funded between the VCSE provider, OKE and Health.

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.

Since July 2022 when the Health Navigator Service began..

664 New families are now receiving support.

10,399 contacts have been made to the Health Navigator Service.

Along with the SEND Family Support Team and the Health Navigator Service, resources to help and signpost families have been developed and shared widely.

The navigation leaflet help families and professionals to get support from the right place at the right time and the more recent guide shows neighbourhood support to reflect the Family Hubs. Attached Navigation Leaflet and Neighbourhood Wellbeing Support Leaflet.



J004608 CYP Mental
Health Navigation lea

Navigation Leaflet:



Mapping HWB
children in neighbourl

Locality Support specific to Neighbourhoods:

The health offer is being updated by the Local Offer Steering Group in development of the new Local Offer website.

Tameside is a pilot area for Greater Manchester for the Mencap Early Years Parent Engagement Programme, providing peer support for families of children 0 – 5 years at the point of identification of additional need/diagnosis. Beginning in November, monthly family engagement sessions have been held in the locality face to face. In Spring/Summer 2023 the project recruited two family connectors – people who have lived experience of having a child with additional needs.

The project has begun to deliver workshops in response to parental request eg DLA awareness session in July. They have recently developed their own Tameside Family Engagement Project facebook page

See updated data attached

Updates on ongoing (Green and Amber status)

Children and young people are seen and assessed in a timely way so that they can receive appropriate intervention and therapy

Internally in CAMHS a review of pathways has taken place, to streamline offers, and understand clinical priority. See update attached on PCFT mobilisation plan

[N:\Transformation\SEND\WSOA>Action Plans\Tameside and Glossop mobilisation plan update April 23.docx](#).

Numbers of referrals continue to rise. Current Waiting list numbers are:-

ASD 1478
ADHD 912
CAMHS 22

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

- **BASELINE 15% of Families were given information to accessing support while on the pathway or undergoing assessment (from Parent Carer Health Survey 2022)**
- **BASELINE 10% of families were satisfied with the length of time between 1st appointment and the final report (from Parent Carer Health Survey 2022)**
- 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)~~.
- **BASELINE 35% of families were accessing support while waiting for assessment (from Parent Carer Health Survey 2022)**

The commissioning of a Health Navigator service in the VCSE with OKE is working well. A quarterly report has been developed to identify the reasons for referral and outputs of the Navigator Service and is embedded in the SEND Data Dashboard.

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 22/23 'Sky High' benefitted

- 415 parents/carers
- 561 children (includes siblings)
- 335 SEND children (Pre pathway – Pathway – Post Pathway)

A full programme of Navigator workshops have taken place and families increasingly report a positive impact on their lives as a result of this service. Work is ongoing with other health professionals such as GPs to increase awareness and understanding of the service offer. The service presented at an OHIC NW event to share the good practice and learning that has developed from this service offer.

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.

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.

What Timescale risks are there?

Challenges remain ongoing with recruitment in CAMHs and Occupational Therapy.

What Actions will you take to mitigate and what is your revised completion date?

Implementation plans in place and being actively monitored.

5. Baseline measures

Are baseline measures in place? Y/N

Yes

Report on baseline measures Yes –

Outline any that are not yet in place and actions/timeline to get them in place.

Parent carer survey results will establish the baseline for the following indicators: -

Any barriers to progress

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

Key outcomes to be delivered in next 4 weeks?

Continue to publicise services and the therapies microsite through coffee mornings and launch events, and stakeholder collaboration. Implementation of SEND Family Support Team working more closely with CAMHS triage to support families earlier.

Continue to implement the Improvement Plan in CAMHS

Continue to actively manage the waiting lists on a weekly basis adapting to service and patient need. Agree revised completion date for improvement to waiting lists.

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.

Commissioning leads are informally meeting with families in September to seek feedback and opportunities to remove barriers, and further informing the family feedback action plan.

Key outcomes to be delivered in next 12 weeks?

Increase clinic capacity following induction of new starters.

External Support received in this reporting period.

WSoA area of work/Action		
Support/Activity		Provider
Impact/Outcomes from the activity		

Please provide data based **Evidence of impact for children and families** Vs your baseline. If no baseline is available so far, please provide qualitative evidence that reflects children's and families experience.

Impact	Evidence
	SEND OKE & Active Dashboard May 23.xlsb

HIGHLIGHT REPORT: DfE Monitoring Visit September 2023

WSOA Priority 6:
<i>The lack of contribution from social care professionals to EHC Plan Process</i>
Senior Reporting Officer: Mel Oldham
Date: 7/9/23
Period ending: August

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

WSOA Action Reference	RAG rating	WSOA Planned Completion date (latest date per ref)	Updated Expected completion date	% complete	Headline Comments
6.1.1 New Designated Social Care Officer (DSCO) role implemented	On track Progressing	Sept 2022	Ongoing Difficulties in recruiting to the post	100%	<p>DCSO – Melanie Oldham. has commenced employment July 2023</p> <p>Through the creation of the SEND champions. We are evaluating the learning from each session (Pre and Post). The 5th Champion event will be how EH / CSC and ASC have embedded this in practice, - what is working well? What needs to change – using the SOS model to assess, plan, do review the SEND champion role.</p> <p>Task to and finish to look at a different way of</p>

					communicating with champions through webinars and mandatory attendance at events on quarterly basis – have a 1 st and 2 nd champion so there is always someone on standby if they can't attend
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.	On track Progressing	December 2022	May 2023 This now includes Annual Review information which will support the WSO 10	60%	<p>This has been drafted using a social needs screening tool to be used within SENDIF, Request for EHCP, Early Help L2 / L3 and C&F. This will include the Annual Review contribution also.</p> <p>The Social needs screening tool was due to go live at the beginning of September, however schools reported they are unhappy with the completion of this as part of the SENDIF and EHCP application process.</p> <p>Presentations at CP network – with DSL and head teachers / SENCO network / Parent and carer forum / Practitioner Forum and the PVI forum has already been completed. Survey monkey consultation to Head teachers and SENCOs has been completed for 3 weeks.</p> <p>Schools have requested a presentation around the consultation and the document.</p> <p>A meeting with senior leaders has been held to ensure that EH and CSC is</p>

					<p>a part of the EHCP process – advice and information and contribution to known cases, including a working protocol document.</p> <p>The EHCP request are inconsistent in their quality and do not provide a hostile view of the child. Need some consistency across all schools when completing paperwork.</p> <p>Conversations/negotiations ongoing – Faye meeting with leads in September so more clarity by October</p>
<p>6.1.3</p> <p>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>	<p>On track Progressing</p>	<p>January 2023</p>	<p>October 2023</p>	<p>80%</p>	<p>Early Help and social care attendance within panels to ensure Social needs advice is given.</p> <p>Exploring a graduated response to need – social needs being explored Process for cases known or open cases completed Good practice examples of what is required to be completed – Social screening tool will be used as an appendix or written into the Assessment within all levels. This has been completed and discussed at the next task and finish group.</p> <p>The Summary Care advise has been built into EHM / LCS for known cases with timescales and notifications. Training modules and access for SEND caseworkers is complete and this is now</p>

					<p>live. Reporting on timeliness is underway.</p> <p>Summary of care advise form is built into LCS and EHM, Data team have built this into boxi reporting in relation to timeliness. This is for Early Help and CSC> All SEND staff have received training to start this on LCS / EHM.</p> <p>Task and finish reviewing quality of summary of care advice and complete dip sample.</p>
<p>6.1.4</p> <p>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</p>	<p>On track Progressing</p>	<p>January 2023</p>	<p>November 2023</p>	<p>80%</p>	<p>The Summary Care advise has been built into EHM / LCS for known cases with timescales and notifications. Training modules and access for SEND caseworkers is complete – this is now in operation and reports are readily available.</p> <p>Notifications to managers for allocation - beginning, middle and end to prevent drift and delay – 14 day turn around for the summary care advice being completed to include within the EHCP.</p> <p>Timeliness of completion to be completed.</p> <p>However, the social needs screening tool needs to be approved and launched alongside the EHCP requests to ensure social care advise can be given within panel on cases not known to children social care</p>

					Meeting as above – clarity in October about moving forward
6.2.1 Develop and deliver regular bespoke training to social care professionals, coproduced with SEND and social care staff and families and children with EHC Plans.	On track Progressing	January 2023	Completed	100%	<p>The joint workshops and training are now underway:</p> <ul style="list-style-type: none"> • EHCP – Dec 22 • Summary Care Advise completion – Feb 23 • Social Needs Check list and annual review information – 29th June • Adult pathways – to be arranged • Evaluate the embedding of this within all teams – Nov 23 <p>We have placed the presentations, SEND champions and contact details of the facilitator on the Children Service tile.</p> <p>Jo Robinson is exploring where this can accessed through adult services.</p> <p>Faye and Melanie DSCO to meet and establish further workshops.</p>
6.2.2 Every social care team to identify a SEND champion who will attend SEND events and training such as the	Completed	December 2022	Completed on going	100%	<p>SEND champions identified for every team in Early Help, CSC and adults – to continue with workshops to feedback to teams. Need to ensure this is a standing agenda item on team meetings.</p> <p>The SEND champions for EH / CSC and ASC will be updated every 3 months.</p>

"Meet the Local Offer" event.					Family Fun Day for family hub, Local Offer and services in the community set for Friday 1 st September at Ridge Hill Family Hub.
6.2.3 Quality Assurance and Practice Standards established for CSC and Early Help.	on Track progressing	March 2023	Oct 2023	50%	<p>This has started and currently in draft form – unknown cases, Known cases and open cases – to include the social needs screening throughout all levels of assess, plan, do and review process.</p> <p>Task and finish group for each of the sections has been formed – annual reviews, EHM / LCS allocation, audit process etc.</p> <p>These are in draft and will need to be updated as a priority following the Social needs screening tool being agreed and embedded within the requests.</p>
6.3.1 Develop and implement Practice Standards for the contribution from social care professionals to the EHC Plan process.	On track progressing	March 2023	June 2023	50%	<p>This has started and currently in draft form – unknown cases, Known cases and open cases – to include the social needs screening throughout all levels of assess, plan, do and review process. This is being discussed at the next meeting for sign off.</p> <p>SEN mapping process complete</p> <p>Cases will be tracked through and Social care advise will be explored at all levels – EH L2 / EH L3 and within the C&F.</p>

				<p>Due to the Social needs check list and good practice guidance around this. Practitioners will have a foundation model to use to complete good social care advise within plans but also give oversee social care advise given by other professionals within plans of cases not known. This is ongoing – task and finish group formed to complete.</p> <p>These are in draft and will need to be updated following the Social needs screening tool being agreed and embedded within the requests. Once the Social Needs Screening tool has been agreed and signed off this task will be prioritised.</p>
--	--	--	--	---

If you have RED rated actions please provide SEND Improvement Group with details on

- What the issue is preventing the action being completed on time?
- What mitigation/action/decision is needed get back on track?
- What the expected completion date is if the target date cannot be met?
- Confidence level/Risk rating of this getting back on track?
- Who you need support / decision/ escalation from?

WSOA Action Reference 6.2.3 Quality assurance and practice standards for CSC and EH

Issue causing delay?	Social needs screening tool
Action being taken?	Updated through the steering group
New completion date?	To be confirmed
Confidence level/Risk rating	Risk in embedding in practice and measuring impact
Support/decision needed/escalation needed?	This needs sign off by SLT when completed following discussion and agreement from education

Update on actions in progress / completed (AMBER / GREEN) (Please update on any concerns these actions may fall in to RED and expected completion date):

Updates on completed: (Green status)

- Champions identified within Early Help and CSC
- Planning of champion sessions
- Attendance at statutory panel – CSC and EH
- System RE: notifications within LCS / EHM on case summary on known cases
- LCS process being built for CSC and EH to have a tray for known cases in completing the Care advise summary

Updates on ongoing (Amber status)

- Information received from schools, health and parents – social needs
- Checklist and current graduated process i.e. Social needs screening tool – Annual Review for ages and stages, EHA L2 / EHA L3 and C&F
- Practice Standards for the quality assurance of the social needs checklist from partners
- Practice Standards for the quality assurance of the care advise summary

What Timescale risks are there?

- The deliver and implementation with schools to start the social needs screening tool..

What Actions will you take to mitigate and what is your revised completion date?

- Discuss with schools the social needs screening tool

6. Baseline measures

Are baseline measures in place?

Yes

Report on baseline measures

- **DCSO appointment**
- **Champions identified – including roles and expectations, Champions events set 45 annually – evaluate the impact of this within teams**
- **Social Care oversight – known / unknown – social needs screening tool including Annual Reviews also.**
- **Launch events and consultation across the partnership**
- **Update Practice standards**

Outline any that are not yet in place and actions/timeline to get them in place

- **All actions have started to be completed but are up to various stages of completion and measuring impact.**

Any barriers to progress

- **Implementation of the Social needs screening tool, the use of this when requesting EHCP and the quality of this from partners, and schools feedback**
- **The quality of the care advise summary from EH and CSC – needs dip sampling**

Key outcomes to be delivered in next 4 weeks?

- **Consultation of the Social needs screening tool and Annual Review documents – ages and stages – to make changes required**
- **Presentation at PVI forum**
- **Sign off of the practice standards**
- **Launch the social needs screening tool**

Key outcomes to be delivered in next 12 weeks?

Draft copy of Practice Standards for sign off – in line with QA framework

Implementation of the Social needs screening tool and Annual Review documents

External Support received in this reporting period		
WSoA area of work/Action		
Support/Activity		Provider
Impact/Outcomes from the activity		

Please provide data based **Evidence of impact for children and families** Vs your baseline. If no baseline is available so far, please provide qualitative evidence that reflects childrens and families experience.

Impact	Evidence

HIGHLIGHT REPORT: DfE Monitoring Visit September 2023

WSOA Priority 7:
<i>The limited oversight of the quality of SEND provision for children and young people's education</i>
Senior Reporting Officer: <i>Jane Sowerby (PM to pick up lead role)</i>
Date: August 23
Period ending: August 23

Key	Previous RAG descriptor	Feb 2023 Descriptor
	Not On Track – Area of Risk	Not started and /or will not meet target date - Area of Risk and required escalation
	On Track and Progressing	On track but delayed vs Planned completion date
	Completed	On track on time for Planned completion date
	Impact Evidenced	Delivered and complete

WSOA Action Reference	RAG rating	WSOA Planned Completion date (latest date per ref)	Updated Expected completion date	% complete	Headline Comments
7.1.2		Nov 22	-	100%	
7.1.3 CPD for classroom/subject practitioners. "Whole School SEND" training		Sep 22	June 23.	100%	Sea View Trust running training this term on whole school send called Impactful Leadership of SEND on 16 June. One online session booked in and more will be booked. Tracking of attendance

					rigorous. Other training advertised.
7.2.1				100%	
7.2.2 Establish a model of 'moderation' of SEND practice and policy		Mar 23	On track	90%	<p>Picked up in SENCO networks first one being in March. On SENCo network agenda to look at some anonymised statutory requests to moderate good practice/ the use of the Matching provision to need document. We also need to link with DBV school support review as SEND practice and policy around transition planning needs development of solution to mitigate the year 5 rush for EHCP to help cope with Secondary life.</p> <p>Needs to be embedded into the SENCO network calendar</p>
7.2.3 Develop and establish peer SEND/Inclusion reviews of practice		Apr 23	Sept 23	NA	<p>Lead school has met with EEF and School Improvement to develop planning. Consultation plan is being developed so ensure schools understand why this is something they should engage with. Process mapping is underway and a self – evaluation tool is in development. We are aligning the IPQ work with secondary colleagues as part of the review of SOS. In addition, looking to utilise DBV monies to accelerate this work and provide support to schools to be delivery partners in inclusion practice. Therefore this work will be picked up in the DBV plan.</p>
7.3.1 Co-produce a SEND		Jul 22	Nov 23	85	Discussion with OKE has established that parents would prefer a clear but

Charter/Pledge for Tameside					simple promise and actions from the parent survey. A draft has been developed now and is with OKE for comment. Agreed with DfE that Communication charter co produced with parents with external 3 rd party would be more productive. TBC DfE funding/bid options.
7.3.2		Jun 22		100	Second meeting held on 9/11/22
7.3.3		Sep 22	Nov 22	100	
7.3.4		Aug 22		100	Now have a quantitative and qualitative complaints report, which can be fed into SENDIG.
7.3.5 Design and agree a delivery and monitoring plan for a dynamic Inclusion Quality Partnership		Dec 22	Dec 23	30	Focusing on designing the IQP before focusing on the delivery plan seems the right way to approach this so this action has been moved to summer. Aligned with 7.2.3 We may use DBV grant to accelerate this and make it more sustainable as well as rescope our school outreach support service. More to follow via the DBV Bid process.
7.3.6 Design and implement a dynamic Inclusion Quality Partnership (IQP)		Jun 23	Jan 24	30	Lead school has met with EEF and School Improvement to develop planning. Consultation plan is being developed so ensure schools understand why this is something they should engage with. High level mapping completed. Design stage underway. DBV and alignment with Secondary partners and the SOS review will shape this further to ensure sustainable and attractive to schools – e.g. a full years Training programme

					for SENCO's Staff and TA's is deemed optimal.
7.3.7 Implement more effective brokerage and monitoring of commissioned Independent and Non-Maintained school placements		Dec 22	ongoing	40%	PM absence due to illness has delayed this slightly – will be picked up with Mark Love. New role being evaluated in SEND team responsible for OOB/costings and place planning. PM/ SEN manager to join the NW SEND Strategic leads sufficiency and Inclusion sub group.

If you have RED rated actions please provide SEND Improvement Group with details on

- What the issue is preventing the action being completed on time?
- What mitigation/action/decision is needed get back on track?
- What the expected completion date is if the target date cannot be met?
- Confidence level/Risk rating of this getting back on track?
- Who you need support / decision/ escalation from?

WSOA Action Reference

Issue causing delay?	
Action being taken?	
New completion date?	
Confidence level/Risk rating	
Support/decision needed/escalation needed?	

Update on actions in progress / completed (AMBER / GREEN) (Please update on any concerns these actions may fall in to RED and expected completion date):

Updates on completed: (Green status) (since last report)

None

Updates on ongoing (Amber status) - highlights

7.1.3 Training organised with the Sea View Trust and advertised to schools.

Subject	Time	Date	Eventbrite link
36 Ideas...	4pm - 5pm	Mon 22 May	https://www.eventbrite.co.uk/e/high-quality-teaching-36-ideas-to-use-tomorrow-to-meet-need-tickets-637124886687
Impactful SEND Leadership	9.30am - 11am	Fri 16 June 2023	https://www.eventbrite.co.uk/e/keys-to-impactful-send-leadership-tickets-637127424277
SEND Peer Reviewer	1.30pm - 3.30pm	Thu 29 June 2023	To follow
Conference	All day	TBC July 2023	In person TBC
36 Ideas...	4pm - 5pm	Thu 29 June	https://www.eventbrite.co.uk/e/high-quality-teaching-36-ideas-to-use-tomorrow-to-meet-need-tickets-637126230707

7.2.2. Included in SENCo network agenda. Transition planning needs development of solution.

7.2.3 Process mapping is underway and a self –evaluation tool is in development. We are aligning the IPQ work with secondary colleagues as part of the review of SOS.

7.3.1 A draft Charter/Pledge has been developed now and is with OKE for comment.

7.3.5 and 7.3.6 We may use DBV grant to accelerate this and make it more sustainable as well as rescope our school outreach support service. More to follow via the DBV Bid process.

What Timescale risks are there?

IQP and SEND Peer Review work needs project management capacity. This work is more ambitious than originally intended and timescales may be delayed however the quality of the work and engagement with the programme is expected to be high. In addition the work we are doing on DBV aligns really well with this and could provide much needed impetus.

What Actions will you take to mitigate and what is your revised completion date?

Request project management focus for IQP and SEND Peer Review programme.

7. Baseline measures

Are baseline measures in place? Y

Report on baseline measures

Parent Survey, SENDCo/School Survey, and Children and Young People Survey all complete. Outcomes shared with SENDIG, Chairs of Governors, Headteacher Briefings and Groups.

Outline any that are not yet in place and actions/timeline to get them in place

N/A

Any barriers to progress N

Key outcomes to be delivered in next 4 weeks?

- Engage PM for IQP and SEND Peer Review work.
- Ensure detailed planning for ‘moderation’ events
- Identify Whole School SEND Training

Key outcomes to be delivered in next 12 weeks?

Project management support for school-led work.
Whole school training plan identified.

External Support received in this reporting period

WSoA area of work/Action	N/A	
Support/Activity		Provider
Impact/Outcomes from the activity		

Please provide data based **Evidence of impact for children and families** Vs your baseline. If no baseline is available so far, please provide qualitative evidence that reflects childrens and families experience.

Impact	Evidence

HIGHLIGHT REPORT: DfE Monitoring Visit September 2023

WSOA Priority 8:
1. The inconsistent application of a graduated approach across different settings, leading to weaknesses in meeting needs across the area
Senior Reporting Officer: <i>Claire Jackson</i>
Date: August 2023
Period ending: August 2023

Key	Previous RAG descriptor	Feb 2023 Descriptor
	Not On Track – Area of Risk	Not started and /or will not meet target date - Area of Risk and required escalation
	On Track and Progressing	On track but delayed vs Planned completion date
	Completed	On track on time for Planned completion date
	Impact Evidenced	Delivered and complete

WSOA Action Reference	RAG rating	WSOA Planned Completion date (latest date per ref)	Updated Expected completion date	% complete	Headline Comments
8.1.1 Active promotion of the Thrive Matching Provision to Need (MPTN) documents.		Nov 22		100%	Launched documents positive feedback. SENCOs report using it. Tameside Local Offer Added to EY doc / need to add to the new request docs
8.1.2 Delivery of training around MPTN documents.		June 2022 to July 2023 then annual programme	June 2022 to July 2023 then annual programme	100%	Workshops have been offered and are proving popular – nicely linked to document Tameside Educational Psychology Service Events Eventbrite
8.1.3 Linked training sessions to include: Emotionally		Rolling programme completed in 21/22 and offered		100%	EBSA materials and tools have been shared EFS has been offered to resource bases then the

Friendly Settings, ELSA, EBSA.		again to more school in 22/23			<p>MHST schools (15 schools engaged a further 8 planned for the remainder of the academic year)</p> <p>ELSA one cohort completed in 21/22 new cohort for this academic year</p>
8.2.1 Induction/ SENCOs SENDCo induction and training including developing 'SEND Children Thrive Action Plans' and workshops		October 22- June 23	Ongoing	50%	<p>New SENCO workshops – to support new SENCO into their role and go in depth into LA processes, systems and services. SENCOs are asked to attend all of these. Different speakers from different services have been arranged for each.</p> <ul style="list-style-type: none"> • 23rd November 3.30 – 5pm • 24th January 3.30 - 5pm • 16th March 3.30 – 5pm • 3rd May 3.30 – 5pm • 27th June 3.30 – 5pm <p>Further workshops to be arranged in September to coincide with new school year.</p>
8.2.2 Induction for all new Headteachers		October 22/ March 23		100%	<p>Head teachers SEND Workshop – 2 hours – 23rd March 2023 – to go through SEND practices with Head Teachers to support their understanding and their roles in supporting their SENCOs.</p>
8.2.3 Termly SENDCo networks for all SENDCos		September 22 ongoing	Apr 23	100 %	<p>Termly SENDCo Network meetings in place – opportunity for settings to come together, network, share practice and connect with other services. 77 school/setting practitioners attended first network. Feedback: 98% of attendees reported that the event either</p>

					met (67%) or exceeded expectations (32%). Other dates 25 th January & 10 th May. All well attended and feedback strong.
8.2.4 Develop and implement a model of school-led peer review		Nov 22	Sept 23	20%	Training from Sea View Trust for reviewers in place. Delay in implementing programme due to sickness absence of PM. This will be picked up by the DBV bid for a Quality Inclusion Team.
8.3.1 Training for all schools on Whole School SEND		July 22		100%	Sea View Trust training 'Impactful Leadership in SEND' run in June. 23 schools and headteachers attended. Feedback extremely positive. Council has commissioned two more repeat sessions in the autumn 2023.
8.3.2 OKE-led training and information days for parents with a focus on the Graduated Response.		Sept 23	Sept 23	10%	OKE and EPS have co-produced a supportive document held on the local offer

If you have RED rated actions please provide SEND Improvement Group with details on

- **What the issue is preventing the action being completed on time?**
- **What mitigation/action/decision is needed get back on track?**
- **What the expected completion date is if the target date cannot be met?**
- **Confidence level/Risk rating of this getting back on track?**
- **Who you need support / decision/ escalation from?**

WSOA Action Reference

Issue causing delay?	
Action being taken?	
New completion date?	
Confidence level/Risk rating	

Support/decision needed/escalation needed?	
---	--

Update on actions in progress / completed (AMBER / GREEN) (Please update on any concerns these actions may fall in to RED and expected completion date):

What Timescale risks are there?

See above table to see where timescales have had to move. None at this stage present a problem for impacting on outcomes.

What Actions will you take to mitigate and what is your revised completion date?

8. Baseline measures

Are baseline measures in place? Y

Report on baseline measures

Feedback form attached to the Graduated report document.

87% of SENCos surveyed were aware of the 'Matching Provision to Need/ Graduated response tools'

78% expressed some confidence to use the tools.

Outline any that are not yet in place and actions/timeline to get them in place

N/A

Any barriers to progress

Some PM capacity issues causing delay to peer led SEND reviews.

Key outcomes to be delivered in next 4 weeks?

Evaluations of the work completed and the impact, leading to identifying what needs to be done next.

Key outcomes to be delivered in next 12 weeks?

Building on the above evaluations, training program for 2023/4 needs to be finalised and published.

External Support received in this reporting period		
WSoA area of work/Action	N/A	
Support/Activity		Provider
Impact/Outcomes from the activity		

Please provide data based **Evidence of impact for children and families** Vs your baseline. If no baseline is available so far, please provide qualitative evidence that reflects childrens and families experience.

Impact	Evidence

HIGHLIGHT REPORT: DfE Monitoring Visit September 2023

WSOA Priority 9:
<i>The poor transition arrangements across all stages of education</i>
Senior Reporting Officer: Jane Sowerby (PM to pick up lead role)
Date: 9.9.23
Period ending: August 2023

Key	Previous RAG descriptor	Feb 2023 Descriptor
	Not On Track – Area of Risk	Not started and /or will not meet target date - Area of Risk and required escalation
	On Track and Progressing	On track but delayed vs Planned completion date
	Completed	On track on time for Planned completion date
	Impact Evidenced	Delivered and complete

WSOA Action Reference	RAG rating	WSOA Planned Completion date (latest date per ref)	Updated Expected completion date	% complete	Headline Comments
9.1.1 Annual Review recovery plan reviewed and agreed		Sep 22	Dec 22	100%	This plan needs constant development as we look to improve the system wide approach to Annual reviews.
9.1.2 protocol for Annual Reviews of EHCPs in Y5 and Y10 attended by LA		Jul 22	Dec 23	80%	Annual review workshop has identified while there were significant improvements in the transition year planning this year, improvement is still needed.
9.1.3 Annual Review Recovery Plan delivered and position recovered.		May 24	Sept 24	60%	All Annual reviews now on Capita 1; timeline management and workflows still to be embedded. Team redesign underway increasing numbers of caseworkers and operating model. New systems in place to support tracking. New SEND Portal for

					self-service. New structure will enable caseloads to be more than halved and will support relationship building and quality case management.
9.2.1 Transition protocol working group established		Jul 22		100%	Transition working group established: first meeting 2/12/22; second on 10/1/23-meeting monthly now. 6 into 7 receiving great feedback from schools.
9.2.2 Create schools and settings agreed transition protocols and framework		Jul 23		100%	Clear PVI to school transition process in place supported by EY quality team. All schools have a link officer who is working with schools to support them with transition of SENDIF, EHCP and s23 children. SixintoSeven platform used for Y6to Y7 transition with new SEND section to ensure information is transferred.
9.2.3 Pre-school to school assessment documentation standardised		Jul 23		100%	Now in place
9.2.4 Ensure all transition support services are available P16 providers		Sept 22		100%	All available to post-16 but services are traded such as EP, SOS. Work to do to dovetail into 1 page profile across all ages
9.2.5 Place-based action research projects to develop key areas of transitions practice.		Oct 23	Mar 24	25%	Good practice examples collected by EPS. Through DBV we have key ideas we would like to test to better support transitions for our SEN support pupils and ASC pupils.
9.3.2 Data-sharing agreement across all Tameside schools re SEND needs		Oct 22	Jan 23	100%	Data-sharing agreement across all Tameside schools re SEND needs is not required.

If you have RED rated actions please provide SEND Improvement Group with details on

- What the issue is preventing the action being completed on time?
- What mitigation/action/decision is needed get back on track?
- What the expected completion date is if the target date cannot be met?
- Confidence level/Risk rating of this getting back on track?
- Who you need support / decision/ escalation from?

WSOA Action Reference

Issue causing delay?	.
Action being taken?	.
New completion date?	
Confidence level/Risk rating	
Support/decision needed/escalation needed?	

Update on actions in progress / completed (AMBER / GREEN) (Please update on any concerns these actions may fall in to RED and expected completion date):

Updates on completed (since last time): (Green status)

None

Updates on ongoing (Amber status)

9.1.2 Now we are allocating workers to localities, once we have the restructure embedded Case worker attendance at a school level for AR when required will be planned for 2024 AR for Y5 and Y10.

9.1.3 There is much work that has been done to migrate from spreadsheet management to Capita 1. All plans have been migrated and a final cleanse is due to complete on 7 July. After this the system will require quarterly monitoring to ensure it stays up to date. A key enabler will be the SEND Portal – currently being piloted. Formal feedback expected; anecdotally feeling very positive. Annual review management will be migrated to the Portal next which will ease the process and make information sharing vastly improved.

9.2.5 Good practice examples collected by EPS. Through DBV we have key ideas we would like to test to better support transitions for our SEN support pupils and ASC pupils

What Timescale risks are there?

All actions on track

What Actions will you take to mitigate and what is your revised completion date?

--

<p>9. Baseline measures</p> <p>Are baseline measures in place? Yes</p> <p>Report on baseline measures Measures include # interim reviews, suspensions for children with SEND, parent satisfaction, timeliness and pupil survey.</p> <p>Outline any that are not yet in place and actions/timeline to get them in place N/A</p> <p>Any barriers to progress Implementation of the new structure in SEND Assessment and AR Team needs to go to planned times. No delays expected but some posts could take longer to fill. SEND Portal technical implementation needs to go to planned times.</p> <p>Key outcomes to be delivered in next 4 weeks? Consultation on new structure in SEND. Evaluations of the SEND Portal Pilot, SixintoSeven and EY transition to be completed.</p> <p>Key outcomes to be delivered in next 12 weeks? New SEND structure and operating model Embedding use of SEND Portal Annual Review protocols to be embedded.</p>
--

External Support received in this reporting period		
WSoA area of work/Action		
Support/Activity		Provider
Impact/Outcomes from the activity		

Please provide data based **Evidence of impact for children and families** Vs your baseline. If no baseline is available so far, please provide qualitative evidence that reflects childrens and families experience.

Impact	Evidence
6 into 7 communication flows between schools	Anecdotal evidence and feedback that it is “amazing” and makes such a difference. In addition at the Annual review workshop we suggested a “speed dating” session annually for Primary and secondary SENCOs to info share about the cohort. Mechanics of how we make this work to be developed. This should lead to better transitions for Sept 23 intake.

HIGHLIGHT REPORT: DfE Monitoring Visit September 2023

WSOA Priority 10: The lack of strategic direction in the support for children and young people to prepare them effectively for adulthood
Senior Reporting Officer: Alison White (Head of Learning Disabilities and Mental Health, Adults) and Sarah Jamieson (Head of Economy, Employment & Skills)
Date: 6/9/23
Period ending: August 2023

Key	Previous RAG descriptor	Feb 2023 Descriptor
	Not On Track – Area of Risk	Not started and /or will not meet target date - Area of Risk and required escalation
	On Track and Progressing	On track but delayed vs Planned completion date
	Completed	On track on time for Planned completion date
	Impact Evidenced	Delivered and complete

WSOA Action Reference	RAG rating	WSOA Planned Completion date (latest date per ref)	Updated Expected completion date	% complete	Headline Comments
10.1.1 Identify SEND professional/s to liaise with all partner agencies and parents and families to support processes around PfA		Overall April 2022.	Achieved from October 2022	100%	SEND Health and Children’s representatives on Tameside’s Learning Disability and Autism Partnership Boards (all-age).
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		Sept 2022	May 2023	100%	Transitions steering group commenced December 2022 and continue to meet monthly. Task and finish work actioned from this group to progress PfA Fact Sheets have been shared at parent carer forum and are ready to print .
10.1.3 Source training opportunities for young		April 2023	Event delivered November 2022	100%	The trial of a Young Persons Jobs Fair in November 2022 will be further developed in Summer 2023 to offer support

adults through liaison with DfE and NDTI, with emphasis on Preparation for Adulthood					<p>for progression into EET opportunities through an annual fair.</p> <p>Work is underway to further develop supported internships through the resource provided from the NDTi grant. Bi-annual Jobs fairs continue to take place with the Spring Jobs Fair on 27th April. The trial of a Young Persons Jobs Fair in November 2022 will be further developed in Summer 2023 to offer support for progression into EET opportunities.</p> <p>This is an ongoing piece of work with further Jobs Fairs planned throughout the year.</p>
10.1.4 Review the Transition Protocol and Pathway, consult on and publish in an accessible format		April 2023	October 2023	60%	<p>Workshop took place in early March to review the Protocol, however, there were gaps in attendance. This was followed up via email and a further workshop took place 12th May 2023. The next, and final, workshop is at the end of September where final discussion will take place.</p> <p>Transition Protocol and Pathway will be published in October 2023</p>
10.2.1 Implement a live Tracker (register) for all young people predicted to come into adult social care to inform future planning of provision and demand.		September 2022	November 2022	100%	<p>A Tracker has been developed and reviewed monthly by members of the Transition Panel – the live tracker sits in a shared drive accessible to Children and Adults key partners. The tracker is being continuously refined to support wider PfA improvements in Commissioning including accommodation, and budget monitoring and projections etc.</p>

<p>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</p>		<p>Sept 2022 overall</p>	<p>November 2023</p>	<p>50%</p>	<p>Work on the new SEND Joint Commissioning Strategy was delayed due to recruitment of Head of Children's Commissioning. This work can now progress across the system.</p> <p>Due to annual leave and recruitment of the Head of Children's Commissioning this will now be completed by November 2023</p>
<p>10.4.1 Strategic Preparation for Adulthood lead for Health identified</p>		<p>April 2023</p>	<p>May 2023</p>	<p>100%</p>	<p>Person identified as strategic health Lead for PfA- complete. Co-production to establish wishes and feelings of young people with People First Tameside to hear from younger adults (age 18-25 cohort) the group is now established and work has been successful.</p> <p>SEND Young Person's council up and running and it was hoped this can be used as the vehicle to achieve this co-production work for age 14-18 (as well as other outcomes). Work begun, group been asked their views regarding preparation for adulthood and their experiences. There are a few of the group who this is relevant for (some too young). It's been more about confidence building and establishing the group at this stage so can't say have concrete outcomes but has been good vehicle for PfA because Young People have been able to use the group to try new activities and help as a stepping stone to the bigger</p>

					<p>transitions they will face in life, as well as a way to talk to them about what PfA means.</p> <p>The SEND YP council has developed new annual work programme and PfA is on the plan for their agenda for the council for 22/23.</p> <p>Phoebe Willis is the Strategic Health Lead for PfA.</p>
10.4.2 Establish robust systems to check the quality of health provision for children and young people preparing for adulthood across Tameside		June 2022	March 2024	65% for age 14-25 National all age 14+ target of 75%	<p>The final end of year figure (22/23) is 65% for the 14-25 cohort. The target was unfortunately missed by 45 checks (of a total number of 448 young people on the register).</p> <p>As these stats are produced annually the next results come through in March 24. We can evidence monthly progress and trajectory. These stats will now be available from Phoebe Willis</p>

If you have RED rated actions please provide SEND Improvement Group with details on

- **What the issue is preventing the action being completed on time?**
- **What mitigation/action/decision is needed get back on track?**
- **What the expected completion date is if the target date cannot be met?**
- **Confidence level/Risk rating of this getting back on track?**
- **Who you need support / decision/ escalation from?**

Updates on completed: (Blue and Green status)

10.1.1 Identify SEND professional/s to liaise with all partner agencies and parents and families to support processes around Preparation for Adulthood (April 2023)

- Recruitment for a newly created Learning Disability and Autism team in underway with Adult Services. This team will support the needs of young people coming through transition and the autistic community as well as supporting people who have a Learning disability and forensic

needs. The team will provide short and long term interventions to maximise independent living and will respond to urgent and non-urgent referrals carrying out a holistic person centred assessment.

- SEND / Children's reps are members of both the Tameside LD and Autism Partnership Boards, and attendance has improved. Tameside has two separate Boards for Learning Disabilities and Autism, both of which are 'all-age'. In addition, the Exec Member for Population Health Chairs the Tameside Autism Board, and Members are briefed on key developments as appropriate, for example, if a new supported living scheme was being developed.
- There is a Transitions Manager in post to support the Adults transitions work, and a dedicated Transitions Social Worker in Adult Social Care.
- Recent changes in Management across Children's and Adults means that membership to relevant Meetings has been reviewed and engagement of new people in this process is already underway – this is also addressed and monitored through the Transitions Assistant Director Group.
- There is a Transitions (to adulthood) Steering group and Transitions Panel that both meet monthly. A key aspect of this is to consider the accommodation needs for people coming through transition to adulthood so that suitable homes and support can be identified as early as possible. The work of the Transitions Panel feeds into Adults Accommodation Options Group and Homes for All Programme to ensure matching and suitability of accommodation to people is planned.
- All of this work will also link in with the SEND Commissioning Strategy. Children's and Adults. Commissioning colleagues are part of the Board and Meeting arrangements described above.

10.1.2 Ensure the governance structures mean that key stakeholders and leaders are held accountable for the implementation of the plan and key objectives and that these are monitored on a quarterly basis enabling senior leaders across agencies to evaluate effectiveness of PfA arrangements (Sept 2022)

- A monthly meeting of Assistant Directors in Adults, Children's and Education has been put into place to ensure regular senior leadership oversight and ability to escalate any blockages/concerns quickly
- A Transitions Steering Group is embedded with key partner agencies to ensure strategic and collaborative delivery of plans. The refresh of the Transitions Protocol, implementation and monitoring of fundamental PfA actions are a key deliverable of this group.
- Highlight reporting on Transitions work is presented to the Adults Leadership Team on a monthly basis
- Transitions is a key element of the LD and Autism Partnership Boards (all age). Both Boards are reviewing their Implementation Plans for 2023/24 and choosing their key priorities to focus on for this year. Transitions will continue to be part of these Implementation Plans with alignment to the Transitions Steering Group, SENDIG, SEND Commissioning etc. to maintain a strong link throughout cross-cutting pieces of interdependent work and avoid duplication.

10.1.3 Source training opportunities for young adults through liaison with DfE and NDTI, with emphasis on Preparation for Adulthood.

- Economy Employment and Skills (EES) have this year (2022) delivered a Careers & Apprenticeship Fair, attended by 1,000 Year 9 and Year 10 pupils including Samuel Laycock

which caters for pupils from the ages of 11 to 16 with Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) and Autistic Spectrum Condition (ASC).

- A Young Persons Jobs Fair, targeted at NEET young people aged 16-24, was also held in November 2022 with young people supported to attend by organisations including Routes to Work and Works4U as well as the Leaving Care team. This was preceded by a NEET Conference, bringing together staff from multi agencies to develop collaborative working.
- Further work is planned in 2023/24 to develop an EET Strategy which will include a SEND EET target.
- The EES team have also trialled, with a small group, a Reverse Jobs Fair, enabling jobseekers with health related barriers to speak directly to recruiting employers,
- Work is also being undertaken with the SEND Team and EES to develop and increase the Supported Internship offer and this will be taken forward with NDTi. A Supported Internship offer is in place with a partnership model between Active Tameside, Tameside Hospital and Tameside College. There are shared aspirations for supported internships to be available across a wider range of employment sectors.
- Jobs Fairs for all residents are delivered on a bi-annual basis, with the most recent on 27 April 2023. Further plans are in place to ensure that the opportunities offered by the new Co-Op Live Arena are accessible to our young adults, as well as other residents who benefit from additional support.

10.2.1 Implement a live Tracker (register) for all young people predicted to come into adult social care to inform future planning of provision and demand. (Sept 2022 and ongoing)

- A Transitions Tracker has been developed in conjunction with Children's Services, Health, Adults and Finance.
- Due to different IT systems used by partners, the current Tracker was developed as a spreadsheet which key local authority Managers can access in a shared drive
- The tracker is now used to support the Transitions Operational Panel which meets on a monthly basis. The Transitions Manager also meets with key Leads outside of the panel process to update the Tracker.
- The tracker is also used to inform demand and volume growth across a number of areas such as financial planning and projecting future budget, accommodation planning, assessment and care coordination etc.

10.4.1. Strategic Preparation for Adulthood lead for Health identified

- Strategic Health Lead for PfA identified - Head of LD/MH in the Tameside ICB identified, included in relevant spaces and places to provide leadership and accountability for health PfA. Working on pathways, structures and partnerships to drive forward the PfA health agenda and ensure continuous improvement and connection across the whole age range ensuring close working with Children's and Adults.

- 'People First' organisation have launched their project working with young people age 18-25 to co-produce and co-design a space for their voices to be heard and services to be shaped and developed by this. Project was officially launched 1/11/22 although co-production work was taking place prior to this. The group has been very successful so far with a real focus on reducing health inequalities. Self-advocacy groups have been organised and looked at Annual Health Checks (to discuss who has had them, were they any good?) and from this a charter is being written with key learning. The group has worked with partners across GM, and members have attended events and conferences.
- Links have been made with the SEND participation officers Funded at Active Tameside so that this work will reach 14-18 age cohort as well.

Updates on ongoing (Amber status)

10.1.4 Review the Transition Protocol and Pathway, consult on and publish in an accessible format. (Spring 2023 – end of May) Delays on this as stated above. Definitive end day for this now set for October 2023.

- Work is continuing to refresh the Transitions Protocol. This work has been progressed through the Transitions Steering Group with workshops taking place in March and the next one took place in May 2023. Some benchmarking has already taken place to consider national best practice and learning. Another workshop took place in September 2023.
- Further engagement with Parent Carers and young people will be undertaken to refine this protocol before finalisation and sign off.
- A dedicated Adults Information and Communications Lead is being recruited to lead on Adults information offer and website (digital and non-digital, including appropriate development of accessible information) which will link in with the Local Offer support in ensuring PfA Information is developed in a variety of accessible means and communicated across children's and adults. In addition, the Transitions Lead is part of the Local Offer Steering Group for priority 6.
- PfA Fact Sheets have been developed with Parent Carers which provide information about all aspects of PfA, key contact details, and works through 'jargon' to explain what will happen as people transition to adulthood and where to get help. These were signed off by the Parent Carer Forum early May 2023, and have been widely communicated. A key aspect of these factsheets is that there is a QR barcode associated so people could scan this on their smartphones and be directed to the information automatically.

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. (Sept 2022)

- The LD and Autism Plans are aligned with any Transition to adulthood work (see 10.1.1 and 10.1.2) through the partnership boards and are aligned with the Transitions Steering Group
- The SEND Joint Commissioning Plan is undergoing a refresh and the Head of Commissioning for Adults and appropriate Head of Commissioning from Children's and the Tameside ICP are involved in developing the plans.

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

The final annual figure for Annual Health Checks (AHC) for 14-25 cohort was 65%.

- There is monthly performance reporting for annual health check uptake and health action plan which is shared with General Practice and wider stakeholders. This has been monitored monthly via GM ICB Tameside but also quarterly via Tameside's LD partnership Board and NHS Tameside Healthier Lives Group.
- There are Identified Learning Disability Champions in all Practices who meet to share learning, best practice and training. Best practice exercise carried out with highest performing practices to understand process, delivery and shared learning.
- GP practices with a lower uptake of Annual Health Checks (AHC) have been identified; particularly those within 14-25 cohort, then to support these practices from early on in the annual cycle to try to address this moving forward. Meetings will be taking place with these Practices in May 2023 to feedback and look at barriers/challenges. There is one particular outlying group of Practices and a meeting is taking place with Clinical Lead for this group. This approach has had success previously.
- Focus will be to work with the Practices where the AHC's haven't been completed and aim for the cohort to be completed (where possible, clear rationale as to why not if unable to, refused etc. to be reported on). This to be completed monthly so we can make monthly comparisons.
- Audit of completed Annual Health Checks taking place (timescales being finalised) to look at quality of reports and learning from this using Public Health Audit Tool. This will include looking at shared learning for how practices were able to engage and complete the AHC.
- Discussions planned with parent carer forum to discuss any actions and learning regarding this age cohort.
- Annual Health Checks are one element of this wider system approach where the next steps are to looking not only at the numbers of checks being completed but at the overall quality of the checks, and of the subsequent Health Action Plans produced.

For overall target March 2024. These actions will be completed in coming months.

It is of note that although the target was not met, the number of health checks completed for this cohort aged 14-15 were higher in 22/23 than in previous years. The 21/22 figure, for comparison was 63%.

The overall target for all age 14+ eligible for an Annual Health Check was met and slightly exceeded (76%) which overall shows a positive picture.

Previously targeted work undertaken with GP practices has been beneficial and it is hoped by continuing to work on this and other actions detailed that the picture will continue to improve in 23/24.

As these stats are produced monthly we will be producing statistics to evidence month on month improvements and trajectory to evidence progress towards achieving national targets by March 2024.

Action plan will continue as above, GP Mental Health Lead as well as MH & LD Lead involved closely with this work. Information has also been shared with ICB Associate Director of Integration and Delivery.

What Timescale risks are there?

- Front line vacancies adding pressure to delivery of statutory duties, cost of living crisis across the system – social care, primary care etc.
- Understanding in more detail about some governance and mapping of key decisions in line with purdah and all-out election

What Actions will you take to mitigate and what is your revised completion date?

Contained in the body of the narrative for appropriate action.

10. Baseline measures

Are baseline measures in place?

Partially – for Annual Health Checks.

Report on baseline measures

See next section

Outline any that are not yet in place and actions/timeline to get them in place

Not enough evidence, of peoples current experiences and outcomes of 14-25 year olds overall.

- Impact measure 5 - SEND annual survey to show improved satisfaction amongst learners regarding PfA specifically. Follow up meetings with key stakeholders agree best way to engage with cohort taking learning from other local consultations for this age group. Further consideration is required to pull together all the many strands and age stratify our approach so we have a blend of
 - Student councils
 - Student fora
 - SEN need specific clusters
- Volunteers from the Student Survey will be utilised to open the conversation. We will also reach out to Stockport for insights on their CYP voice and learn from what has worked and what is sustainable and garners most engagement.
- Impact measure 4 – Parent Carer survey. Results show further work is needed to ensure information and communication around transition and PfA improves. The PfA Factsheets have been developed as one mitigation to this, co-produced with the Parent Care Forum. In addition, there was some learning and positive feedback at the Local Offer event on 20th April which will be used to inform further work.
- An Audit programme is being initiated for Transitions to Adulthood, the terms of reference and scope are being drafted for sign off.

Any barriers to progress

- 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.

Key outcomes to be delivered in next 4 weeks?

- Targeted action with GP practices with low uptake of annual health checks
- Sign off and publish protocol with support from IT

Key outcomes to be delivered in next 12 weeks?

- Development of cohesive engagement and co-production mechanisms for SEND aged 14-25 and Parent Carers
- Protocols and pathways to map the journey to inform the draft protocol for young people through transition to adult services.

- Finalise the transitions protocol
- Transition to Adulthood social care audit

External Support received in this reporting period		
WSoA area of work/Action	10.4.1 IM2 10.4.2 IM2	
Support/Activity	Co-production	Provider
		People First Tameside
Impact/Outcomes from the activity	People First have people who are actively engaged in promoting their health and empowered to be part of the wider work undertaken.	

External Support received in this reporting period		
WSoA area of work/Action	10.1.2 IM4	
Support/Activity	Co-production	Provider
		Our Kids Eyes (OKE for Parent Carer Forum)
Impact/Outcomes from the activity	Design and development of the Preparing for Adulthood factsheets.	

Please provide data based **Evidence of impact for children and families** Vs your baseline. If no baseline is available so far, please provide qualitative evidence that reflects children's and families experience.

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) • Figures for 2022 are published in October 2023 and this indicator will be updated <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 is reported in the March 2023 Moving On report as 88.9%, an improved position.
<p>2. An increase in annual health checks for 14-25 year olds with a Learning Disability</p>	<p>Final end of year figure was 65%, which is an improvement on the 21/22 figure.</p>

<p>to be at least in line with the National Target of a minimum of 75% in 2022/23. Currently 63% 2021/22.</p>	<p>As part of the work in this area, Annual Health Checks improvements are part of a wider Preparation For Adulthood agenda. Ongoing co-production work will feed into these improvements. In addition, the High Intensity Use service now has been expanded to support those age 14+. This model will be exploring the quality of services and links with the wider health system. The Staying Close Lead post currently being advertised will enable further support and improvements for those going through transitions in care and support to help us identify further service developments to support the continued quality focus for our PfA cohort and strategy .</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 Q3 2022/23 95% so we remain above the NW average of 87%</p> <p>Indicator going to be discontinued. The national indicator in 2023/24 will look at all long term service users and their accommodation status.</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 showing information needs to be improved for young people preparing for adulthood, and work is underway to support this.</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,</p>	<p>The pupil survey was completed in 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>Further consideration is required to pull together all the many strands and age stratify our approach so we have a blend of</p>

improvement of 25% from the baseline by October 2023 with at least 51% of young people reporting a positive experience by October 2024.

- Student councils
- Student fora
- SEN need specific clusters

Volunteers from the Student Survey will be utilised to open the conversation. We will also reach out to Stockport for insights on their CYP voice and learn from what has worked and what is sustainable and garners most engagement.

Tameside

SEND Monitoring Visit

September 2023

Page 129

Progress Highlights

- DSCO Started role.
- Head of SEND and SEND Programme Lead started roles 1st September 2023.
- We have secured financial support from the DFE's Research & Improvement for SEND Excellence (RISE) programme.
- New Leads established for Priorities 3, 4 and 6.
- SEND Restructure finalised.
- A significant amount of work has been undertaken across the DBV in SEND Programme, from analysing data from across the system, a diagnostic of root causes of pressures, focus on ideal outcomes and a plan to change our approach in inclusion and transitions.
- The new Local Offer website confirmed for launch in December.
- There are weekly meetings now to manage progress for the SEN Portal.
- A new SEND system newsletter was published in July 2023.
- 'Impactful Leadership in SEND' course implemented in June 2023 with 'mop up' planned for September 2023



Priority task and finish groups- update

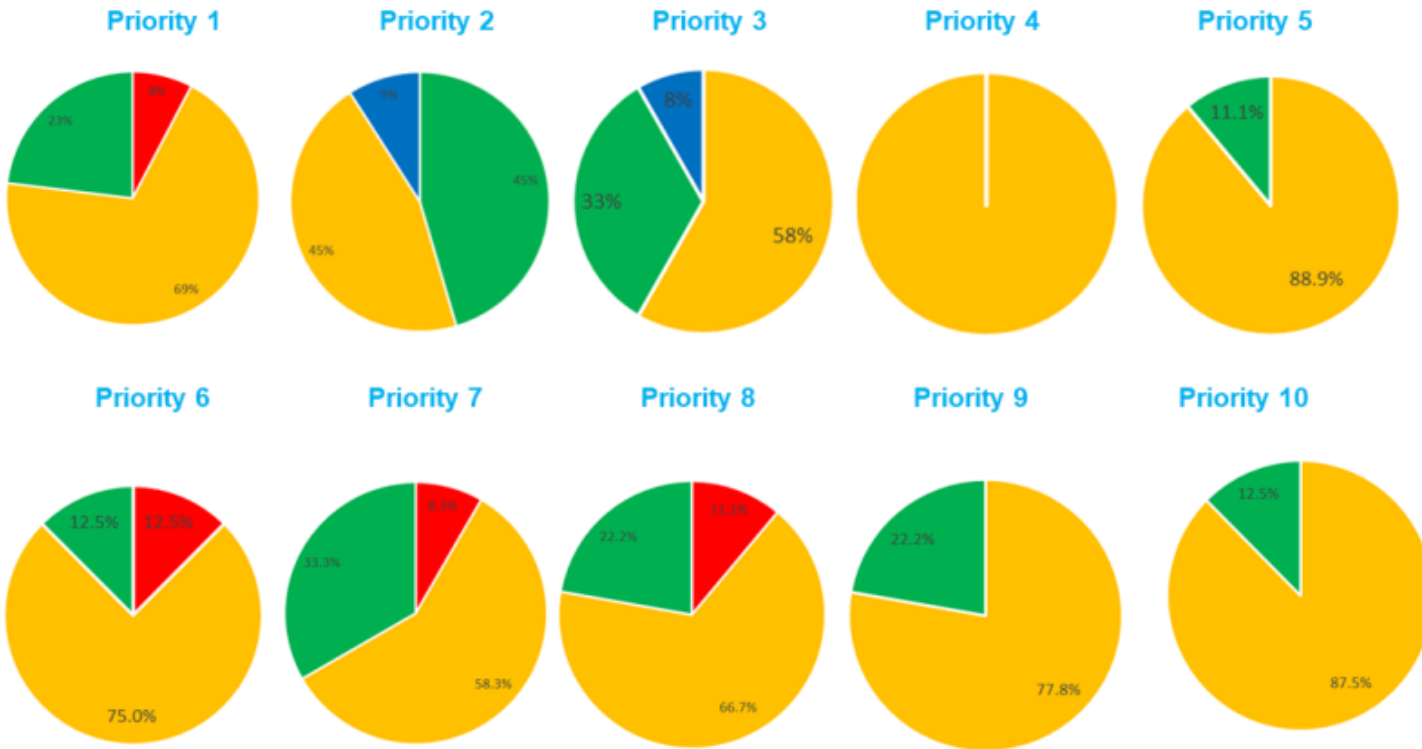
- 3% Actions in Red
- 27% Actions in Amber
- 19% Actions in Green
- 46% Actions in Blue
- 3% Grey (duplicate/overlapping actions)

Sept-23	Total Actions	% split	Delta
Red	3	3%	3
Amber	27	27%	-5
Green	19	19%	-10
Blue	46	46%	15
Grey	3	3%	1
Total	98		



Overall Status by Priority – November 2022

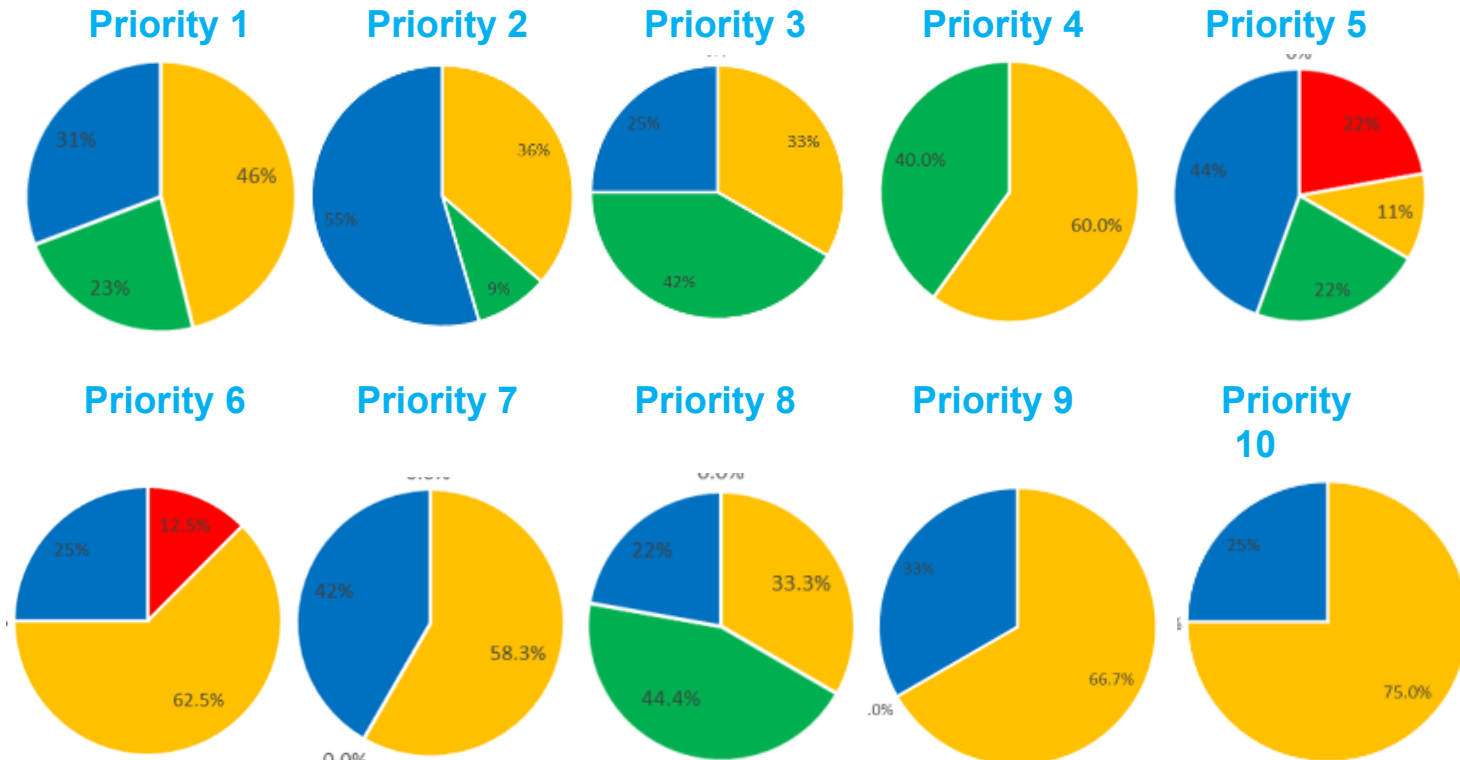
Page 132



Overall Status by Priority – February 2023

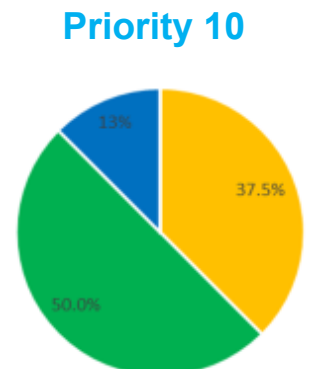
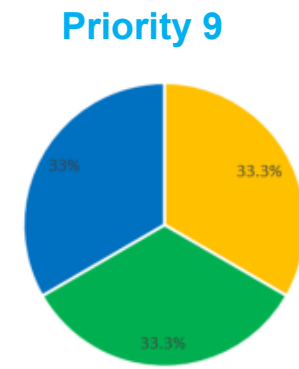
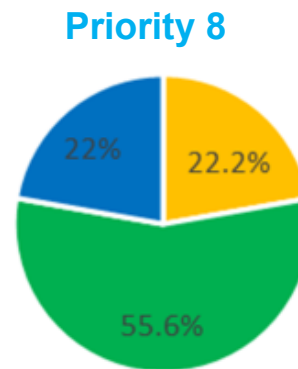
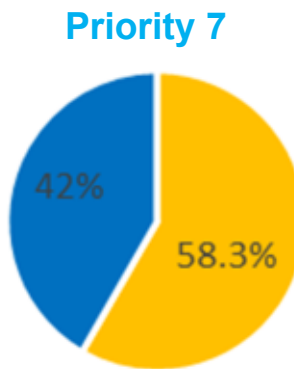
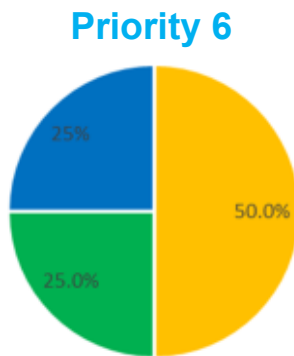
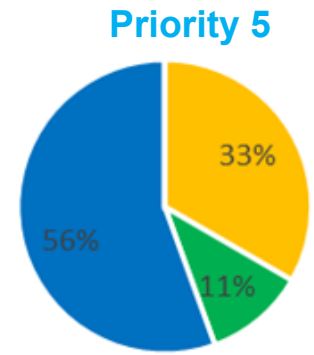
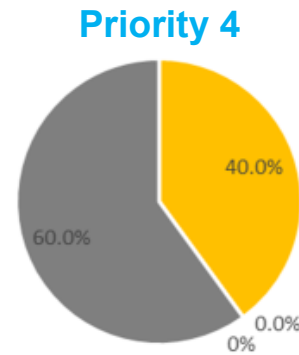
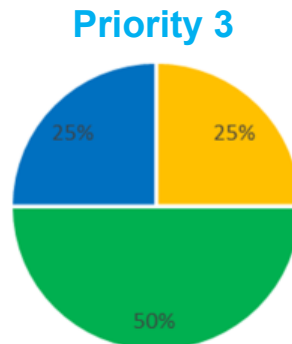
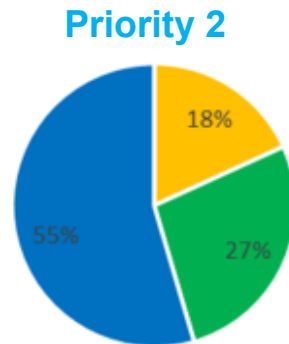
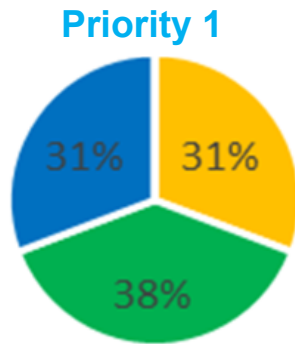
Rem

Page 133



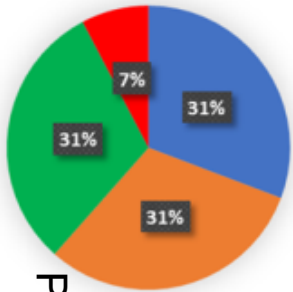
Overall Status by Priority – June 2023

Page 134

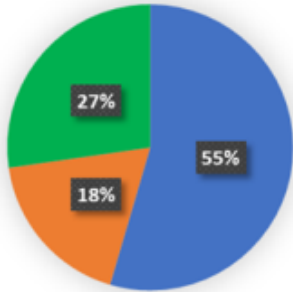


Overall Status by Priority – September 2023

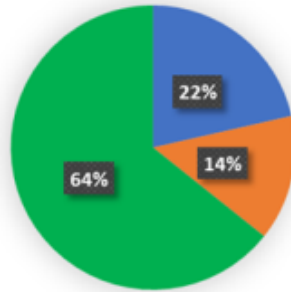
Priority 1



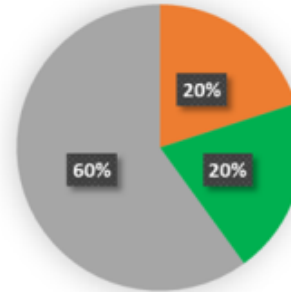
Priority 2



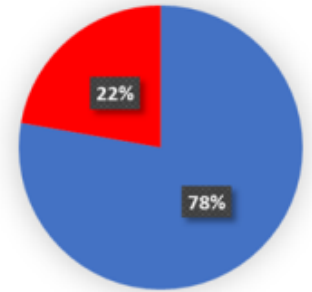
Priority 3



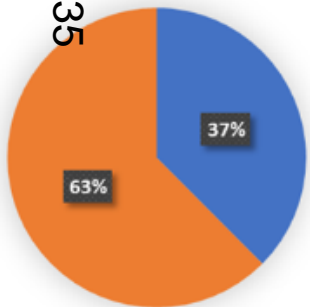
Priority 4



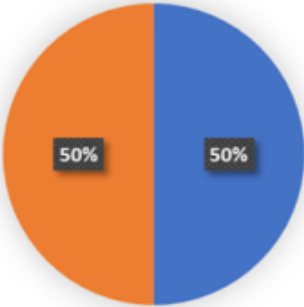
Priority 5



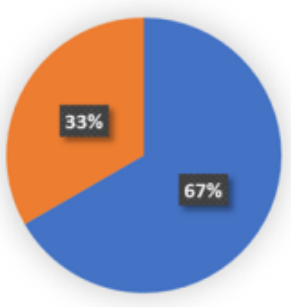
Priority 6



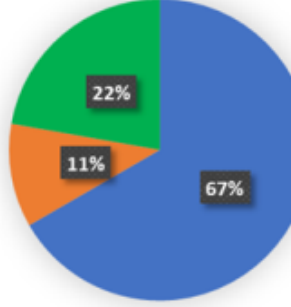
Priority 7



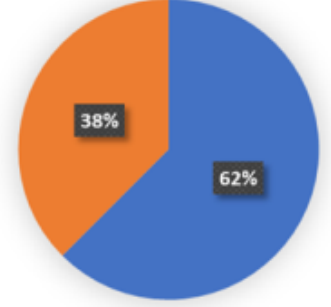
Priority 8



Priority 9



Priority 10



WSOA progress overview – September 2023

Page 136

	Previous	Current	Direction (up = positive)
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			
1.1.1	Blue	Blue	Black
1.1.2	Yellow	Yellow	White
1.1.3	Green	Green	White
1.1.4	Yellow	Yellow	White
1.1.5	Blue	Blue	Black
1.2.1	Yellow	Yellow	White
1.2.2	Yellow	Yellow	White
1.3.1	Blue	Blue	Black
1.3.2	Green	Red	White with red arrow pointing down
1.3.3	Green	Green	White
1.4.1	Green	Green	White
1.5.1	Blue	Blue	Black
1.5.2	Green	Green	White



WSOA progress overview – September 2023

Page 137

	previous	current	Direction (up = positive)
Priority 2: The high level of dissatisfaction among parents and carers with the area's provision			
2.1.1			
2.1.2			
2.1.3			
2.1.4			
2.2.1			
2.2.2			
2.2.3			↓
2.3.1			↑
2.3.2			↑
2.4.1			
2.4.2			



WSOA progress overview – September 2023

Page 138

	previous	current	Direction (up = positive)
Priority 3: The local offer not being well publicised and not providing parents with the information that they need			
3.1.1			
3.1.2			
3.1.3			
3.1.4			↑
3.1.5			
3.2.1			
3.2.2			
3.2.3			↑
3.3.1			↑
3.3.2			
3.4.1			
3.5.1			



WSOA progress overview – September 2023

Page 139

	previous	current	Direction (up = positive)
Priority 4 The placement of some children and young people in unsuitable education provision			
4.1.1			
4.1.2			



WSOA progress overview – September 2023

Page 140

	previous	current	Direction (up = positive)
Priority 5 The unreasonable waiting times, which lead to increased needs for children and young people and their families			
5.1.1			
5.1.2			↑
5.1.3			↑
5.1.4			↓
5.1.5			↓
5.1.6			
5.1.7			
5.2.1			
5.2.2			↑

WSOA progress overview – September 2023

Page 141

	previous	current	Direction (up = positive)
Priority 6 The lack of contribution from social care professionals to EHC Plan Process			
6.1.1	Yellow	Blue	↑
6.1.2	Yellow	Yellow	
6.1.3	Green	Yellow	↓
6.1.4	Green	Yellow	↓
6.2.1	Blue	Blue	
6.2.2	Blue	Blue	
6.2.3	Yellow	Yellow	
6.3.1	Yellow	Yellow	



WSOA progress overview – September 2023

Page 142

	previous	current	Direction (up = positive)
Priority 7: The limited oversight of the quality of SEND provision for children and young people's education			
7.1.1	What happened to this one		
7.1.2			↑
7.1.3			↑
7.2.1			↑
7.2.2			
7.2.3			
7.3.1			
7.3.2			
7.3.3			
7.3.4			
7.3.5			
7.3.6			
7.3.7			



WSOA progress overview – September 2023

Page 143

	previous	current	Direction (up = positive)
Priority 8: The inconsistent application of a graduated approach across different settings, leading to weaknesses in meeting needs across the area			
8.1.1	Blue	Blue	Black
8.1.2	Blue	Blue	Black
8.1.3	Blue	Blue	Black
8.2.1	Green	Yellow	White with red arrow pointing down
8.2.2	Blue	Blue	Black
8.2.3	Blue	Blue	Black
8.2.4	Yellow	Yellow	White
8.3.1	Blue	Blue	Black
8.3.2	Yellow	Yellow	White



WSOA progress overview – September 2023

Page 144

	previous	current	Direction (up = positive)
Priority 9: The poor transition arrangements across all stages of education			
9.1.1			
9.1.2			↓
9.1.3			
9.2.1			
9.2.2			
9.2.3			
9.2.4			
9.2.5			↓
9.3.2			



WSOA progress overview – September 2023

Page 145

	previous	current	Direction (up = positive)
Priority 10: The lack of strategic direction in the support for children and young people to prepare them effectively for adulthood			
10.1.1	Blue	Blue	
10.1.2	Green	Blue	↑
10.1.3	Green	Blue	↑
10.1.4	Yellow	Yellow	
10.2.1	Green	Blue	↑
10.3.1	Yellow	Yellow	
10.4.1	Green	Blue	↑
10.4.2	Yellow	Yellow	



What's next?

• Summary of key actions

- SEND Inclusion Partnership Board Meeting – 19th October 2023
- Focus on transition planning for Y6 into Y7 cohort, Y9, and Y11 has yielded encouraging results. A transitions data cleansing exercise and the proposed DBV investment will improve the capacity and quality of AR process.

Page 146
New Head of SEND will review QA of Advice, report of findings and suggested improvements at next review. Head of SEND will also be looking at MA case reviews and developing a template and case review process.

A broad review of School Outreach support underway, which is connecting with Priority 8 and aligning thinking and development of what training and development support schools need to support inclusive practice.

- Legacy Local Offer Website to be up-to-date, ready for migration to new website. It is anticipated that after external trial and testing that launch will be December 2023.
- Social Needs Screening tool to be approved in October.
- 'Impactful Leadership in SEND' courses to run in September 2023.
- Monthly Health WSOA and SEND Strategic meeting



What's next?

- Focus of next meeting
 - Priority 5 - The unreasonable waiting times, which lead to increased needs for children and young people and their families
 - Priority 10 - The lack of strategic direction in the support for children and young people to prepare them effectively for adulthood

This page is intentionally left blank

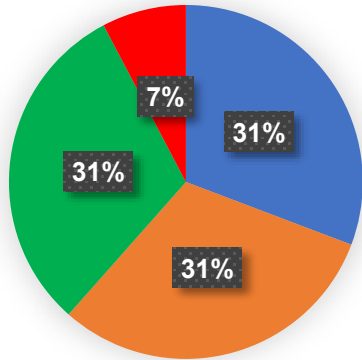
SEND WSOA – Internal Tracker September 2023



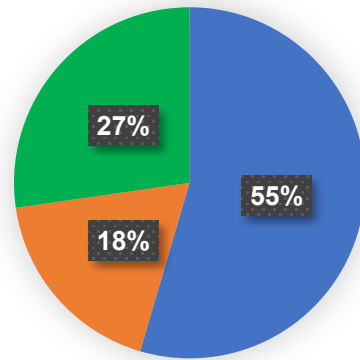
Overall Status by Priority – September 2023

Page 150

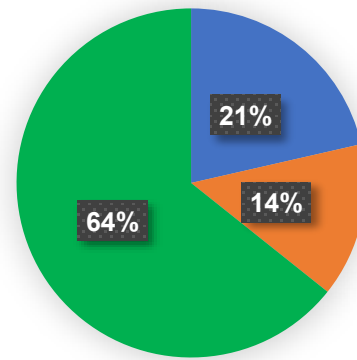
Priority 1



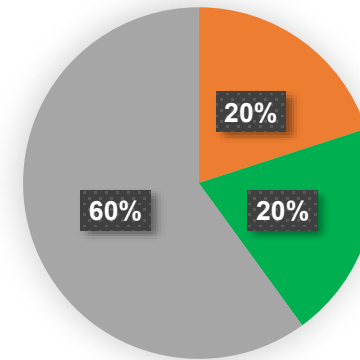
Priority 2



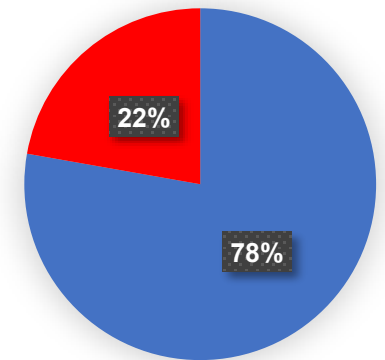
Priority 3



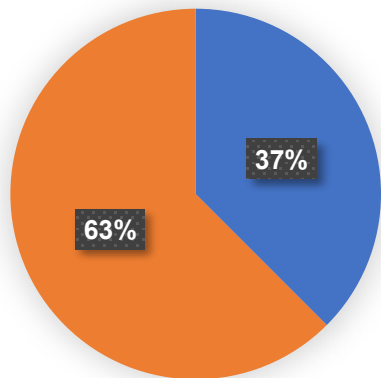
Priority 4



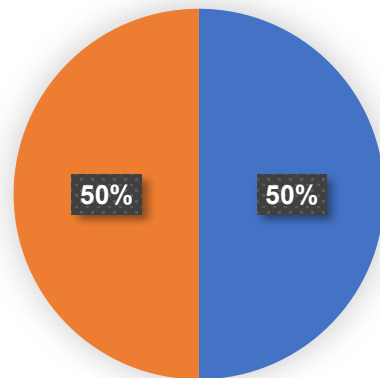
Priority 5



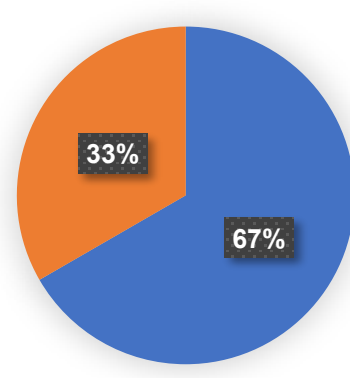
Priority 6



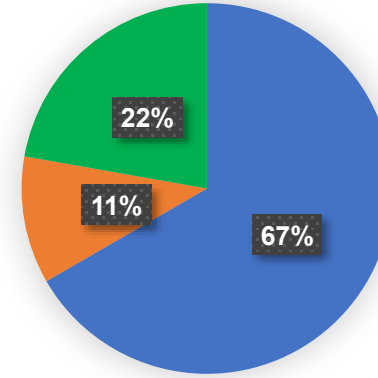
Priority 7



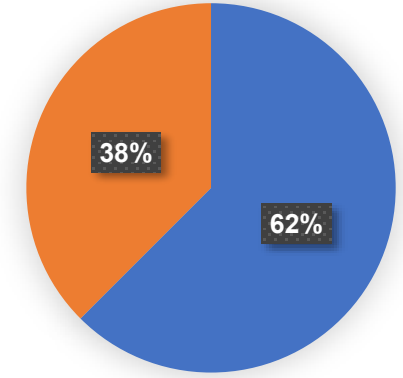
Priority 8



Priority 9



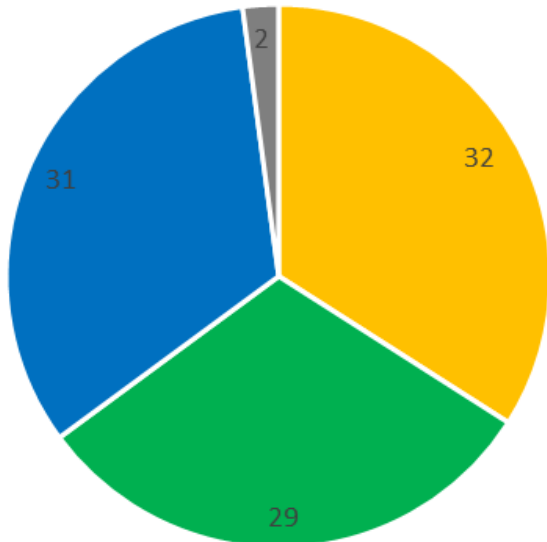
Priority 10



Priority Status - September 2023

Key	Feb 2023 Descriptor	Prior descriptor
	Not started and - Area of Risk and required escalation	Not On Track – Area of Risk
	On track but delayed vs Planned completion date	On Track and Progressing
	On track on time for Planned completion date	Completed
	Delivered and complete	Impact Evidenced

Page 151



	Total Actions	% split	Delta	June-23	Delta	Mar-23	Delta	Dec-22
Red	3	3%	3	0	-3	3	-1	4
Amber	27	27%	-5	32	-13	45	47	67
Green	19	19%	-10	29	12	17	18	23
Blue	46	46%	15	31	0	31	32	2
Grey	3	3%	1	2	2	0		0
Total	98			94		96	96	96

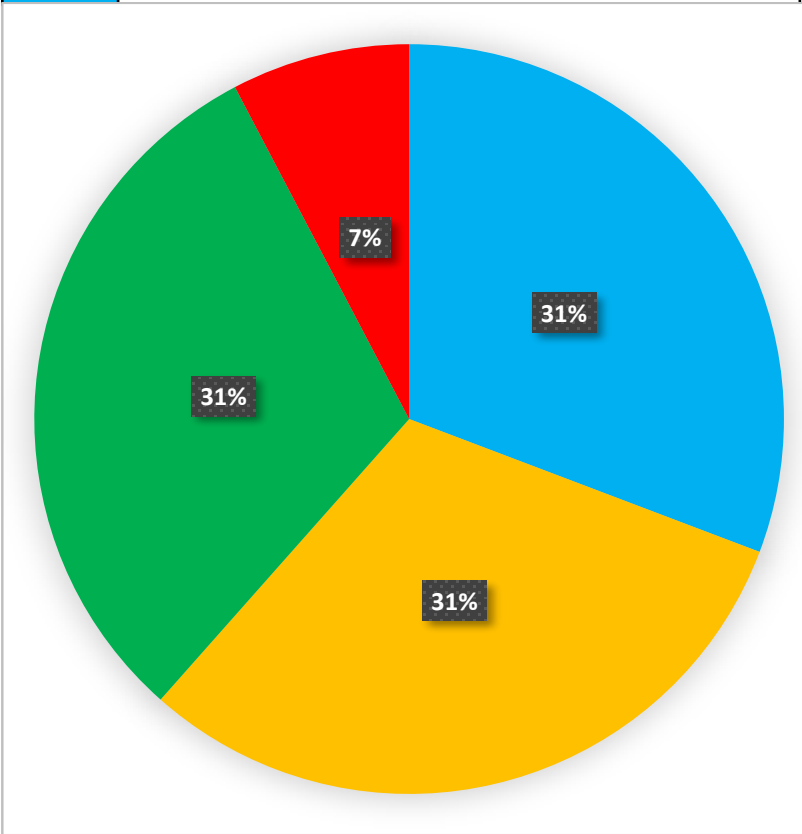
Red action points to be discussed

- 1.3.2 New plan to be established in Quarter 4
- 5.1.4 Meeting 25th September to plan new strategy
- 5.1.5 We are waiting for evaluation of new delivery model to evaluate impact

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	Wendy Young (Deputy Head of SEND) /Tracy Griffiths

Key	Feb 2023 Descriptor
	Not started and /or will not meet target date - Area of Risk and required escalation
	On track but delayed vs Planned completion date
	On track on time for Planned completion date
	Delivered and complete

Action Ref	WSOA date	Revised date	RAG	% complete	Progress
1.1.1	Jul-22	Jun-22	B	100%	
1.1.2	Nov-22	Nov-23	A	75%	Statutory data being assessed and evaluated.
1.1.3	Jan-23	Ongoing	G	100%	
1.1.4 Page 53	Sep-22	Nov-23	A	70%	Pilot is completed, reviewed and from Oct half term we will be actively using the portal.
	Sep-22	Apr-23	B	100%	Team now in place
1.2.1	Jan-23	Sep-23	A	80%	IPSEA training has been completed by all staff and we have implemented a rolling programme of training for staff.
1.2.2	May-22	Aug-23	A	50%	We will be embedding corporate performance management for all staff. This is a monthly, measured supervision for staff. A training matrix will be developed which will act as self-assessment to identify individual training needs. We have Social Care Champions who have received training. SENCO sessions being scheduled.
1.3.1	Sep-22	Mar-23	B	100%	
1.3.2	Aug-22	Dec-22	R	10%	Within quarter 4 we will be establishing a plan with clear timelines and ownership to ensure tasks



Priority 2	The high level of dissatisfaction among parents and carers with the area's provision
Lead	Dave Leadbetter/Wendy Young/Tracy Griffiths

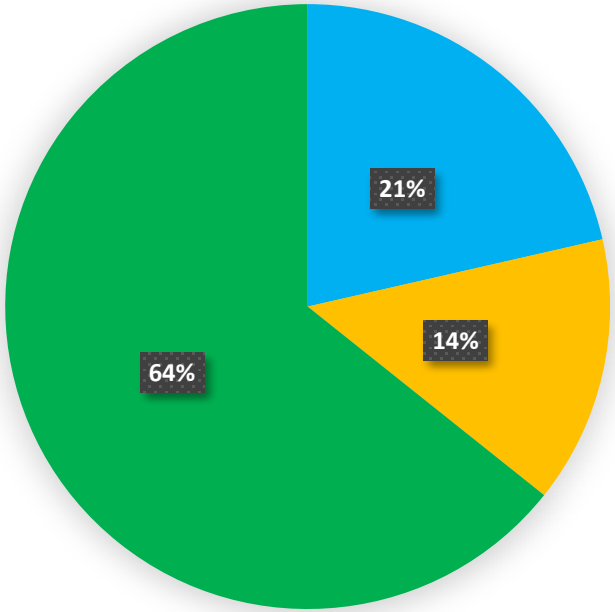
Key	As Progress Report
	Not On Track – Area of Risk
	On Track and Progressing
	Completed
	Impact Evidenced

Action Ref	WSOA date	Revised date	RAG	% complete	Progress
2.1.1	Jul-22	Jul-22	B	100%	
2.1.2	Dec-23	Dec-22	B	100%	
2.1.3	Dec-22	Oct-22	B	100%	
2.1.4	Sep-22	Sep-23	B	100%	
2.2.1	May-23	May-23	G	100%	
2.2.2	Mar-22	Mar-22	B	100%	
2.2.3	Sep-22	Sep-23	A	75%	Awaiting completion of Local Offer Website
2.3.1	Jan-23	Dec-23	A	75%	This CPD training for multi agency approach to be done 2nd half 2023 and will feature in DBV training/Work force development plans.
2.3.2	Sep-22	Dec-23	A	50%	We have seen positive open and honest discussion with parents and carers via the DBV parent carer sessions - Work to be done to develop the One page person profile to optimise all aspects of the system from transsition planning through to PFA
2.4.1	Sep-22	Sep-22	B	100%	
2.4.2	Dec-23	Dec-23	G	40%	

Priority 3	The local offer not being well publicised and not providing parents with the information that they need
Lead	Faye Edwards

Action Ref	WSOA date	Revised date	RAG	% complete	Progress
3.1.1	Jun-22	Ongoing	B	100%	
3.1.2	Jun-22	Dec-23	G	90%	Marketing team is ready to support with the launch of the new website and is working closely with cornerstone also to ensure this links to our SENDING newsletter etc. Additionally, TMBC are reviewing all websites and are looking at streamlining web content. This needs to be completed before we transfer over to the LO site.
3.1.3	Jul-23	Dec-23	G	70%	Once we have a confirmed go live date of the website, we will link in with comms to produce flyers and posters for launch of the new website.
3.1.4	Jun-22	Dec-23	G	90%	Family friendly materials needs adapting with new design work to align with new website launch Dec 2023.
3.1.5	Sep-22	May-23	G	100%	
3.2.1	Aug-22	May-23	G	90%	
3.2.2	Sep-22	Sep-22	B	100%	
3.2.3	Apr-23	Nov-23	G	90%	Delay with Local Offer Website
3.3.1	Aug-22	Sep-23	G	50%	Task and finish group to identify services and activities missing but also the validation of services and if they want their service to be promoted.
3.3.2	Aug-22	Dec-23	G	50%	

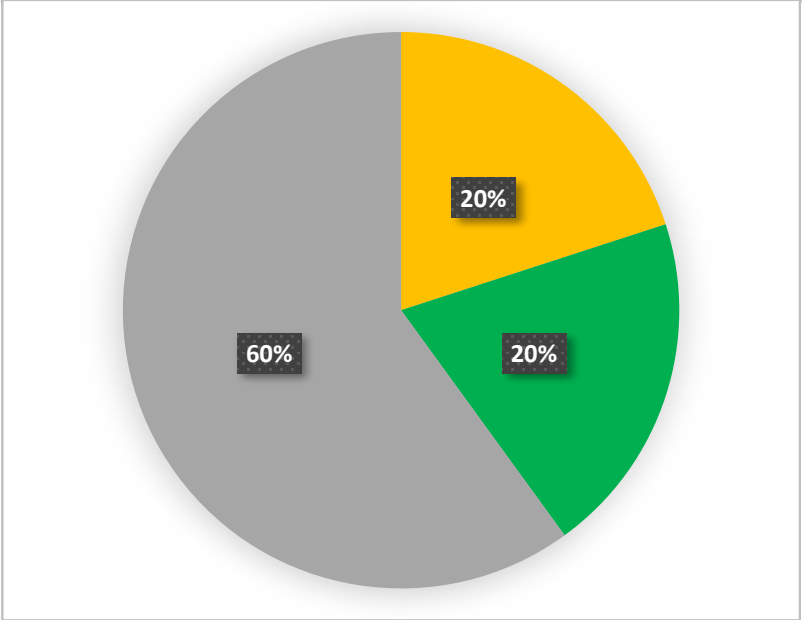
Key	Feb 2023 Descriptor
	Not started and /or will not meet target date - Area of Risk and required escalation
	On track but delayed vs Planned completion date
	On track on time for Planned completion date
	Delivered and complete



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

Key	Feb 2023 Descriptor
	Not started and /or will not meet target date - Area of Risk and required escalation
	On track but delayed vs Planned completion date
	On track on time for Planned completion date
	Delivered and complete

Action Ref	WSOA date	Revised date	RAG	% complete	Progress
4.1.1	Sep-24	Sep-24	G	60%	see 2.4.1 and 2.4.2
Page 155 4.1.2	Sep-23	Dec-23	A	50%	The following increase in specialist places are in the pipeline: Sept 23 +36 Jan 24 10 Sept 24 +5 Jan 25 +80. Discussions are ongoing with three schools (including two secondary schools....which is a real positive) re-establishing further Resource Provision from Sept 24.
4.4.1		see 7.3.1			
4.4.2		see 8.1.1 etc			
4.5.1	Sep-23	Dec-22	GR	100%	See Priority 9 for update- eliminates duplicate commentary

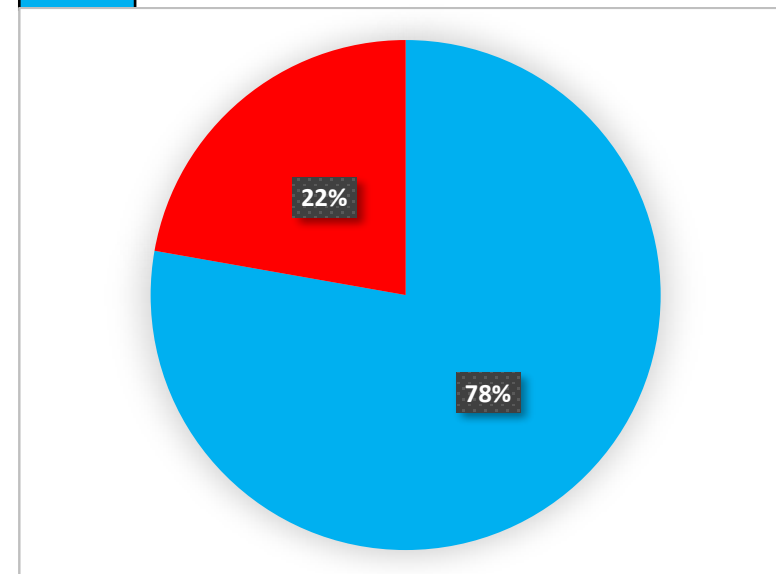


Priority 5	The unreasonable waiting times, which lead to increased needs for children and young people and their families
Lead	Louise Rule (Head of Starting Well)

Key	Feb 2023 Descriptor
	Not started and /or will not meet target date - Area of Risk and required escalation
	On track but delayed vs Planned completion date
	On track on time for Planned completion date
	Delivered and complete

Action Ref	WSOA date	Revised date	RAG	% complete	Progress
5.1.1	Jan-23	Dec-22	B	100%	Pathway alignment complete, clinicians following aligned pathways.
5.1.2	Feb-23	Sep-23	B	100%	92% recruited against investment funds, International recruitment scoping initiated to review suitable paediatric trained Occupational therapy with a potential start date for Autumn 2023.
5.1.3	Jul-23	Jul-23	B	100%	Work is taking place between provider services and Commissioners to agree SOP
5.1.4	Feb-23	Dec-23	R	75%	Meeting on 25 th September to plan new strategy for completion..
5.1.5	Mar-23	Jul-23	R	75%	We are waiting for statistics and evaluation of new delivery model to measure impact.
5.1.6	Mar-23	Mar-23	B	100%	
5.1.7	Aug-22	Aug-22	B	100%	
5.2.1	Mar-23	Mar-23	B	100%	
5.2.2	Mar-23	Apr-23	B	100%	

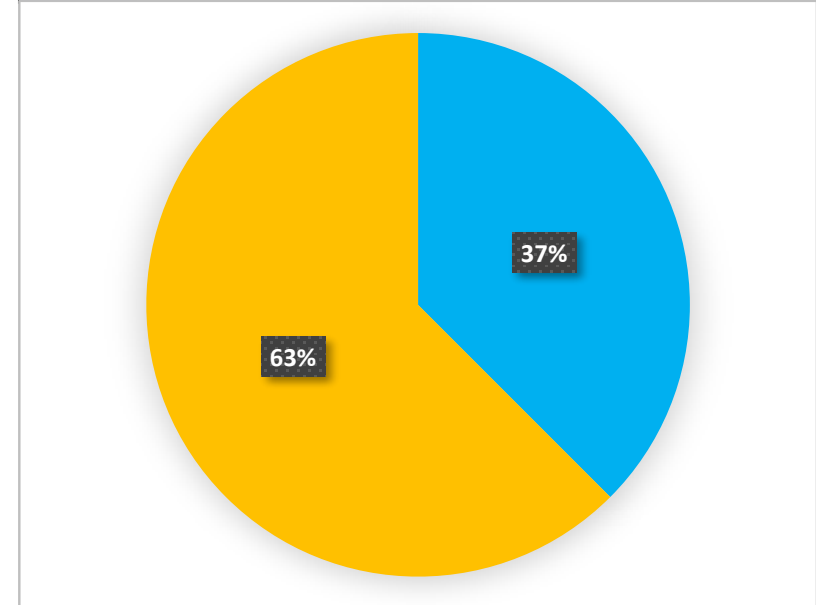
Page 157



Priority 6	The lack of contribution from social care professionals to the EHC Plan process
Lead	Faye Edwards

Key	Feb 2023 Descriptor
	Not started and /or will not meet target date - Area of Risk and required escalation
	On track but delayed vs Planned completion date
	On track on time for Planned completion date
	Delivered and complete

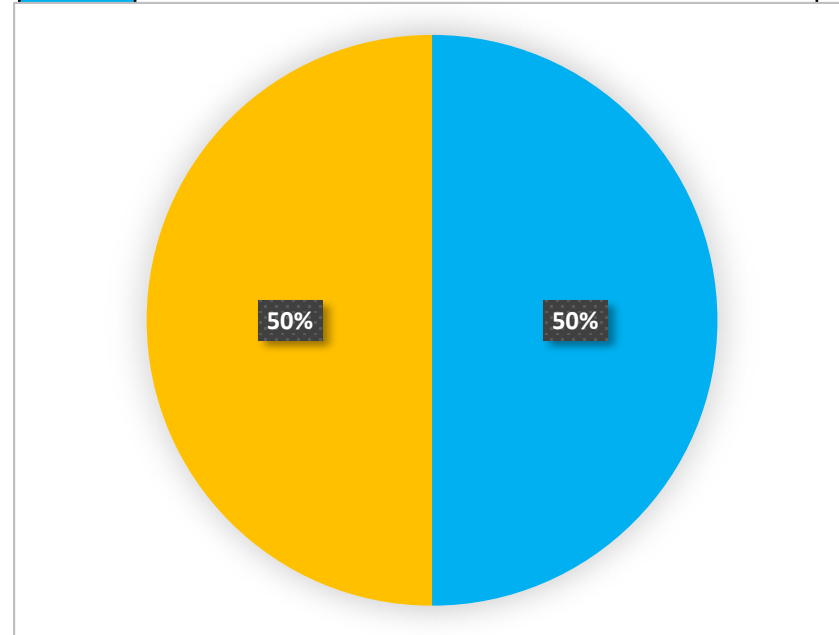
Action Ref	WSOA date	Revised date	RAG	% complete	Progress
6.1.1	Sep-22	Jun-23	B	100%	Appointed and started.
6.1.2	Dec-22	Sept-23	A	60%	The Social needs Screening tool is being adjusted by schools. We hope to receive this back imminently.
6.1.3	Jan-23	Oct-23	A	80%	Task and finish reviewing quality of summary of care advice and complete dip sample.
6.1.4	Jan-23	Nov-23	A	80%	clarity in October about moving forward
6.2.1	Jan-23	Jan-23	B	100%	
6.2.2	Dec-22	Dec-22	B	100%	
6.2.3	Jan-23	Oct-23	A	50%	These are in draft and will need to be updated as a priority following the Social needs screening tool being agreed and embedded within the requests.
6.3.1	Jan-23	Sep-23	A	50%	These are in draft and will need to be updated following the Social needs screening tool being agreed and embedded within the requests. Once the Social Needs Screening tool has been agreed and signed off this task will be prioritised.



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

Key	Feb 2023 Descriptor
	Not started and /or will not meet target date - Area of Risk and required escalation
	On track but delayed vs Planned completion date
	On track on time for Planned completion date
	Delivered and complete

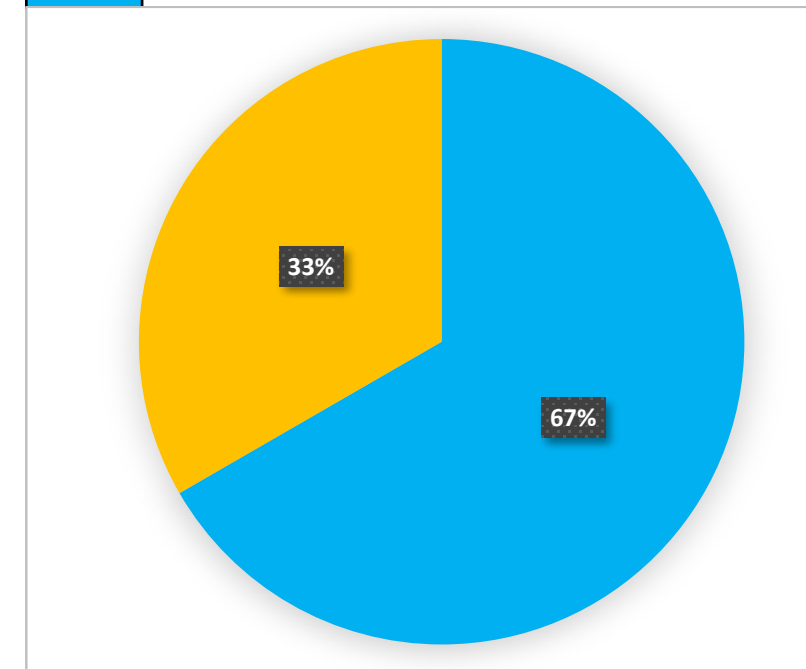
Action Ref	WSOA date	Revised date	RAG	% complete	Progress
7.1.2	Nov-22	Nov-22	B	100%	
7.1.3	Sep-22	Jun-23	B	100%	Sea View Trust running training this term on whole school send called Impactful Leadership of SEND on 16 June.
7.2.1	May-22	Complete	B	100%	
7.2.2	Mar-23	Sep-23	A	90%	SENCo network agenda to look at some anonymised statutory requests to moderate good practice/ the use of the Matching provision to need document.
7.2.3	Apr-23	Sep-23	A	NA	Looking to utilise DBV monies to accelerate this work and provide support to schools to be delivery partners in inclusion practice.
7.3.1	Jul-22	Nov-23	A	85%	Agreed with DfE that Communication charter co produced with parents with external 3rd party would be more productive. TBC DfE funding/bid options.
7.3.2	Jun-22	Complete	B	100%	
7.3.3	Sep-22	Nov-22	B	100%	
7.3.4	Aug-22	Complete	B	100%	
7.3.5	Dec-22	Dec-23	A	30%	DBV bid will help accelerate this
7.3.6	Jun-23	Jan-24	A	30%	DBV and alignment with Secondary partners and the SOS review will shape this further to ensure sustainable and attractive to schools –
7.3.7	Dec-22	Dec-23	A	40%	PM/ SEN manager to join the NW SEND Strategic leads sufficiency and Inclusion sub group.



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

Key	Feb 2023 Descriptor
	Not started and /or will not meet target date - Area of Risk and required escalation
	On track but delayed vs Planned completion date
	On track on time for Planned completion date
	Delivered and complete

Action Ref	WSOA date	Revised date	RAG	% complete	Progress
8.1.1	Nov-22	Nov-22	B	100%	
8.1.2	Jul-23	Jul-23	B	100%	
8.1.3	Rolling	Ongoing	B	100%	
8.2.1	Oct-22	Ongoing	G	50%	Further workshops to be arranged in September to coincide with new school year.
8.2.2	Oct-22	Ongoing	G	100%	
8.2.3	Sep-22	Ongoing	G	100%	
8.2.4	Nov-22	Sept-23	A	20%	Training from Sea View Trust for reviewers in place. Delay in implementing programme due to sickness absence of PM. This will be picked up by the DBV bid for a Quality Inclusion Team.
8.3.1	Jul-22	Dec-23	B	100%	
8.3.2	Sep-23	Sep-23	G	10%	OKE and EPS have co-produced a supportive document held on the local offer

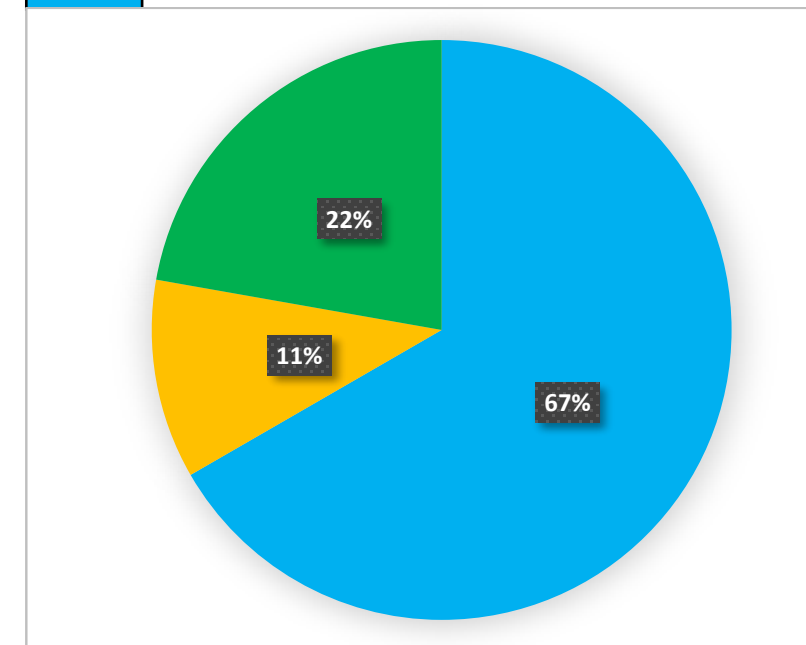


Priority 9	The poor transition arrangements across all stages of education
Lead	Jane Sowerby (Head of Education Improvement and Partnerships) , Mel Wicks (Executive Principal Stamford Park Trust), Peter Taylor (Principal, Audenshaw Boys Academy), Jane Martin (Ashton Sixth Form College)

Action Ref	WSOA date	Revised date	RAG	% complete	Progress
------------	-----------	--------------	-----	------------	----------

9.1.1	Sep-22	Dec-22	B	100%	
9.1.2	Jul-22	Dec-23	A	80%	Annual review workshop has identified while there were significant improvements in the transition year planning this year, improvement is still needed.
9.1.3	May-24	Sep-24	A	60%	New structure will enable caseloads to be more than halved and will support relationship building and quality case management.
9.1.4	Jul-22	Jul-22	B	100%	
9.2.2	Jul-23	Jul-23	B	100%	
9.2.3	Apr-23	Jul-23	B	100%	
9.2.4	Sep-22	Sep-22	B	100%	
9.2.5	Oct-23	Mar-24	A	25%	Through DBV we have key ideas we would like to test to better support transitions for our SEN support pupils and ASC pupils.
9.3.2	Oct-22	Jan-23	B	100%	

Key	Feb 2023 Descriptor
	Not started and /or will not meet target date - Area of Risk and required escalation
	On track but delayed vs Planned completion date
	On track on time for Planned completion date
	Delivered and complete

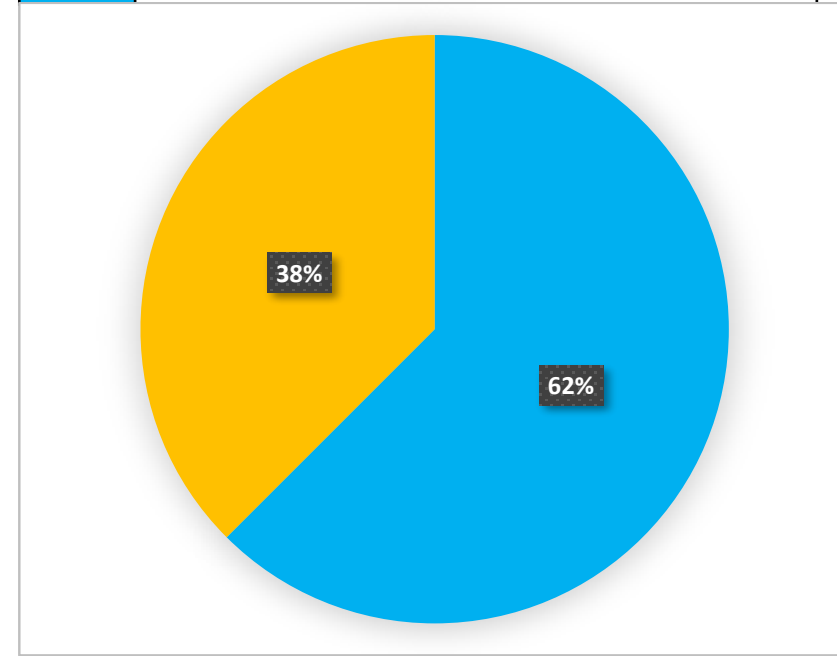


Priority 10	The lack of strategic direction in the support for children and young people to prepare them effectively for adulthood
Lead	Alison White and Sarah Jamieson (Head of Economy, Employment & Skills)

Key	Feb 2023 Descriptor
	Not started and /or will not meet target date - Area of Risk and required escalation
	On track but delayed vs Planned completion date
	On track on time for Planned completion date
	Delivered and complete

Action Ref	WSOA date	Revised date	RAG	% complete	Progress
10.1.1	Apr-22	Dec-22	B	100%	
10.1.2	Sep-22	May-23	B	100%	
10.1.3	Apr-23	Apr-23	B	100%	
10.1.4	Apr-23	Jun-23	A	60%	Transition Protocol and Pathway will be published in October 2023
10.2.1	Sep-22	Ongoing	B	100%	
10.3.1	Sep-22	Nov-23	A	50%	Due to annual leave and recruitment of the Head of Children's Commissioning this will now be completed by November 2023
10.4.1	Apr-22	May-23	B	100%	
10.4.2	Jun-22	Ongoing	A	100%	As these stats are produced annually the next results come through in March 24. We can evidence monthly progress and trajectory.

Page 462



Agenda Item 7.

Report to:	EDUCATION ATTAINMENT IMPROVEMENT BOARD
Date:	17 October 2023
Reporting Officer:	Jane Sowerby, Assistant Director of Education
Subject:	EDUCATION UPDATE - END OF KEY STAGE OUTCOMES 2023 (UNVALIDATED)
Report Summary:	The following report sets out the headline figures for Tameside at each assessment point, the issues arising, and how these issues need to be addressed.
Recommendations:	To note the contents of this report.
Corporate Plan:	The proposals contained in this report support most aspects of the corporate plan by ensuring that schools are able to offer good schools places with positive outcomes for children.
Policy Implications:	The report sets out the position in line with Council policies and the statutory framework.
Financial Implications: (Authorised by the statutory Section 151 Officer & Chief Finance Officer)	There are no direct financial implications arising from this report. The Priority Education Investment Area (PEIA) is subject to separate governance.
Legal Implications: (Authorised by the Borough Solicitor)	There are no immediate legal implications arising from this report, which is for information purposes.
Risk Management:	There are no risks raised in this report.
Access to Information:	This report does not contain information, which warrants its consideration in the absence of the Press or members of the public
Background Information:	The background papers relating to this report can be inspected by contacting Jo Pearson



Telephone: 07928 512561



e-mail: jo.pearson@tameside.gov.uk

1. INTRODUCTION

- 1.1 Summer 2023 was the second year of national testing at all key stages following the pandemic of 2020. At GCSE level there was a return to pre-pandemic grading this summer in England after the mitigations that were in place in 2022 were removed. It is most meaningful therefore to compare results to 2019, the last summer exam series before the pandemic in terms of grading. Summer 2023 was the last year of statutory Key Stage One testing and national results. All figures and averages are provisional and subject to change following the validation of data by the DfE.

2. EARLY YEARS AND KEY STAGE ONE (KS1)

- 2.1 Sixty one percent of pupils in Tameside have achieved a good level of development (GLD) on the revised EYFS profile in 2023 compared to 60% in 2022. The provisional North West average is 64% meaning Tameside is now 3% below having been 2% in 2022. The provisional national average for achievement of GLD is 67%, though this is subject to change – the national average in 2022 was 65%. Provisionally, the gap to national has widened from 5% to 6%.

All	2019 %	2022 %	2023 %
National	72	65	67
North West	69	62	64
Tameside	67	60	61

- 2.2 When broken down by gender, 70% of girls achieved a GLD, a 3% increase on 2022, compared to a provisional national average of 74%, and 52% of boys achieved a GLD, a decrease of 2% on 2022, compared to the provisional national average for boys of 61%. The gap between boys in Tameside and boys nationally has widened from 5% to 9% when compared to 2022, whilst the gap between girls in Tameside and girls nationally has narrowed from 5% to 4%. The provisional national average for girls has increased by 2% from 72% to 74% and, for boys, the provisional national average has also increased by 2% from 59% to 61%.

- 2.3 Tameside boys are 5% below the provisional North West average for boys, having been 1% in 2022, with Tameside girls remaining at 2% below the provisional North West average for girls. The gender gap between girls and boys in Tameside has increased to 18% in 2023 from 12% in 2022, whilst the provisional national gap remains 13%. The gender gap between girls and boys in Tameside has increased to 18% in 2023 from 12% in 2022, whilst the provisional national gap remains 13%. Comparison to other regional local authorities is not yet available.

Boys	2019 %	2022 %	2023 %
National	65	59	61
North West	62	55	58
Tameside	58	54	52

Girls	2019 %	2022 %	2023 %
National	78	72	74
North West	76	69	71
Tameside	76	67	70

- 2.4 **Year 1 Phonics:** In Y1 phonics, 75% of pupils were working at the expected standard in Tameside in 2023 – an increase of 3% compared to 2022. The provisional national average has increased by 3% and is 79%. The provisional average for the North West is 78% - a 4% decrease on 2022. The gap between Tameside and all pupils nationally has widened from 3% to 4%.

All	2019 %	2022 %	2023 %	+ / - on 2022 %
National	82	76	79	4
North West	81	74	78	4
Tameside	78	72	75	3

- 2.5 The percentage of girls working at the expected standard in Y1 phonics in Tameside in 2023 is 79% (an increase of 1% on 2022) with the provisional national average for girls being 83% (an increase of 4%). The gap between girls in Tameside and girls nationally has widened from 1 in 2022% to 4%. Girls in Tameside are below the provisional North West average for girls of 82% having been in line with it in 2022. The percentage of boys working at the expected standard in Y1 phonics in Tameside in 2023 is 72% - 5 4% increase on 2022 - with the provisional national average being 76% (itself a 4% increase on 2022) meaning the gap between boys in Tameside and boys nationally has narrowed from 6% to 4%. Boys in Tameside are 3% below the North West average having been 4% below in 2022. Comparison to other regional authorities is not yet available.

Girls	2019 %	2022 %	2023 %	% + / - on 2019 %
National	86	79	83	4
North West	85	78	82	4
Tameside	83	78	79	1

Boys	2019 %	2022 %	2023 %	% + / - on 2019 %
National	79	73	76	3
North West	77	71	75	4
Tameside	74	67	72	5

- 2.6 **Key Stage 1:** In KS1 reading, 66% of pupils were working at the expected standard in Tameside in 2023 – an increase of 2% compared to 2022. The provisional national average has also increased by 2% and is 69%. The provisional average for the North West is 67% - also a 2% decrease on 2022. Tameside remains 3% below the national average in 2023.

	Reading				Writing				Maths			
	% EXS+				% EXS+				% EXS+			
All	2019	2022	2023	+/- 2022	2019	2022	2023	+/- 2022	2019	2022	2023	+/- 2022
National	75	67	69	2	69	58	60	3	76	68	71	3
North West	73	65	67	2	67	55	58	3	74	66	69	3
Tameside	73	64	66	2	67	55	56	2	74	66	68	3

- 2.7 In KS1 writing, 56% of pupils were working at the expected standard in Tameside in 2023 – a 1% increase compared to 2022. The provisional national average has increased by 3% and is 60%. The provisional average for the North West is 58% - also a 3% increase on 2022. Tameside is now 4% below the national average having been 2% below in 2022. In KS1 maths, 68% of pupils were working at the expected standard in Tameside in 2023 – an increase of 3% compared to 2022. The provisional national average has increased by

3% and is 71%. The provisional average for the North West has also increased by 3% and is 69%. Tameside remains 3% below the national average in 2022.

- 2.8 For boys in KS1 reading, 61% of pupils were working at the expected standard in Tameside in 2023 – an increase of 2% compared to 2022. The provisional national average has increased by 2% and is 65%. The provisional average for the North West is 63% - an 2% increase on 2022. Tameside remains 4% below the national average for boys.
- 2.9 For boys in KS1 writing, 49% of pupils were working at the expected standard in Tameside in 2023 – an increase of 2% compared to 2022. The provisional national average has increased by 3% and is 55%. The provisional average for the North West is 52% - also a 3% increase on 2022. Tameside remains 5% below the national average for boys.
- 2.10 For boys in KS1 maths, 67% of pupils were working at the expected standard in Tameside in 2023 – an increase of 2% compared to 2022. The provisional national average has increased by 3% and is 71%. The provisional average for the North West has also increased by 3% and is now 69%. Tameside is now 4% below the national average for boys having been 3% below in 2022.

Boys	Reading				Writing				Maths			
	% EXS+				% EXS+				% EXS+			
	2019	2022	2023	+/- 2022	2019	2022	2023	+/- 2022	2019	2022	2023	+/- 2022
National	71	63	65	2	63	52	54	3	75	68	71	3
North West	69	61	63	2	61	49	52	3	73	66	69	3
Tameside	69	59	61	2	62	47	49	2	73	65	67	2

- 2.11 For girls in KS1 reading, 71% of pupils were working at the expected standard in Tameside in 2023 – an increase of 1% compared to 2022. The provisional national average has increased by 1% and is 72% meaning Tameside girls remain 1% below the provisional national average. The provisional average for the North West is 71% - a 2% increase on 2022.
- 2.12 For girls in KS1 writing, 65% of pupils were working at the expected standard in Tameside in 2023 – an increase of 2% compared to 2022. The provisional national average has increased by 3% to 66% though girls in Tameside remain 1% below girls nationally. The provisional average for the North West is 65% - a 3% increase on 2022.
- 2.13 For girls in KS1 maths, 70% of pupils were working at the expected standard in Tameside in 2023 – an increase of 3% compared to 2022. The provisional national average has increased by 3% to 70%. Girls in Tameside are now in line with girls nationally having been 1% below in 2022. The provisional average for the North West is 69% - a 4% increase on 2022.

Girls	Reading				Writing				Maths			
	% EXS+				% EXS+				% EXS+			
	2019	2022	2023	+/- 2022	2019	2022	2023	+/- 2022	2019	2022	2023	+/- 2022
National	79	71	72	1	76	64	66	3	77	67	70	3
North West	78	68	71	2	74	61	65	3	75	65	69	4
Tameside	76	70	71	1	72	63	65	2	74	66	70	3

3. KEY STAGE 2 (KS2)

- 3.1 Fifty seven percent of pupils in Tameside achieved the expected standard in reading, writing and maths combined in 2022/23 – the same as 2021/22. The national average is 59% - the same as 2021/22.

	% RWM EXS+			
All	2018/19	2021/22	2022/23	+/- 2021/22
National	65	59	59	0
Tameside	63	57	57	0

- 3.2 In comparison to our regional neighbours for RWM combined, Tameside is 16th in the North West having been 12th in 2021/22, 8th amongst the LA's statistical neighbours having been 7th in 2021/22, and 6th in Greater Manchester – the same as 2012/22.

- 3.3 When broken down by gender, 60% of girls achieved the expected standard in each subject in Tameside, a decline of 4% on 2021/22, compared to 62% of girls nationally with girls in Tameside now being 1% below national having been 1% above in 2021/22. In contrast, 54% of boys in Tameside achieved the expected standard in each subject, an increase of 3% on 2021/22, compared to 56% of boys nationally, with the gap between boys in Tameside and boys nationally narrowing from 4% to 2%.

	% RWM EXS+			
Girls	2018/19	2021/22	2022/23	+/- 2021/22
National	70	63	62	-1
Tameside	69	64	60	-4

	% RWM EXS+			
Boys	2018/19	2021/22	2022/23	+/- 2021/22
National	61	55	56	1
Tameside	58	51	54	3

- 3.4 In KS2 reading, 72% of pupils were working at the expected standard in Tameside in 2022/23 – a decrease of 4% compared to 2021/22's figure of 76%. The national average has decreased by 2% and is 73%. Tameside is 1% below the national average in 2022/23 having been 1% above in 2021/22.

- 3.5 In KS2 writing, 69% of pupils were working at the expected standard in Tameside in 2022/23 – an increase of 1% compared to 2021/22's figure of 68%. The national average has also increased by 1% and is 71%. Tameside remains 2% below the national average.

- 3.6 In KS2 maths, 72% of pupils were working at the expected standard in Tameside in 2022/23 – an increase of 2% compared to 2021/22's figure of 70%. The national average has also increased by 2% and is 73%. Tameside remains 2% below the national average.

	Reading Test Exp+ Perc				Writing TA EXS+ Perc				Maths Test Exp+ Perc			
	2018 /19	2021 /22	2022 /23	+/- 2021 /22	2018 /19	2021 /22	2022 /23	+/- 2021 /22	2018 /19	2021 /22	2022 /23	+/- 2021 /22
Tameside	72	76	72	-4	78	68	69	1	79	70	72	2
National	73	75	73	-2	78	70	71	1	79	71	73	2

3.7 Tameside's progress scores have declined slightly on the figures for 2021/22 with reading and maths being in line with the national average and writing being below the national average.

	Reading Avg Progress Score				Writing Avg Progress Score				Maths Avg Progress Score			
	2018 /19	2021 /22	2022 /23	+/- 2021 /22	2018 /19	2021 /22	2022 /23	+/- 2021 /22	2018 /19	2021 /22	2022 /23	+/- 2021 /22
Tameside	0.5	0.7	0.1	-0.6	0.4	-0.3	-0.5	-0.3	0.7	0.5	0.1	-0.4
National	0.1	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.1	0.0	0.0	0.0

4. KEY STAGE 4 (KS4)

4.1 The following provisional headline figures for Tameside are based on data collected from schools on results day and are subject to change. No benchmarking information is currently available. Progress 8 figures are not yet available and will be published in the 2023/24 autumn term. School level outcomes will be published in the 2023/24 autumn term.

4.2 In Tameside:

- 40% of pupils achieved a strong pass in English and maths compared to 44% in 2021/22,
- 61% of pupils achieved a standard pass in English and maths compared to 65% in 2021/22,
- 56% of pupils achieved a strong pass in English compared to 59% in 2021/22, whilst 72% of pupils achieved a standard pass compared to 74% in 2021/22,
- 47% of pupils achieved a strong pass in maths compared to 50% in 2021/22, whilst 68% of pupils achieved a standard pass compared to 70% in 2021/22,
- Attainment 8 is estimated to be 43.2 compared to 45.2 in 2021/22, and
- English baccalaureate (Ebacc) Average Points Score (APS) is estimated to be 3.8 compared to 3.9 in 2021/22.

4.3 Gender breakdown:

- 36% of boys achieved a strong pass in English and maths compared to 40% in 2021/22 and 45% of girls (from 49% in 2021/22),
- 57% of boys achieved a standard pass in English and maths compared to 61% of boys in 2021/22, and 65% of girls (from 69% in 2021/22),
- Attainment 8 is estimated to be 40.1 for boys compared to 42.6 in 2021/22 and 46.5 for girls (from 47.7 in 2021/22), and
- Ebacc APS was 3.5 for boys compared to 3.6 in 2021/22 and 4.0 for girls, (the same for girls as in 2021/22).

4.4 We are not in a current position to be able to compare progress to previous years. This will be possible once the DfE publish their GCSE statistical first release, which will enable national and regional comparison, and the local authority has received the pupil level data, known as the DfE KS4 checking file, during the autumn term -this is anticipated for mid-October. This data will also contain Progress 8 scores. This analysis will be reported to elected members in the spring.

5. ISSUES ARISING FROM THE DATA

5.1 Comparison with previous years should only be made to understand context rather than to draw conclusions over time, this is especially true of KS4 data given the removal of mitigations that were in place for 2022 and the Teacher Assessed grades from 2021 and 2020. Data is still unvalidated and with GCSE data there are no local or national comparisons at this time, so it is particularly difficult to analyse performance at this stage.

- 5.2 Early Years outcomes continues to remain a high priority for Tameside. Whilst we have seen a small increase in the percentage of children attaining GLD the gap to national has increased. This is likely to be as a result of the disproportionate impact of the pandemic on families in the North of England (Green, 2020; Lucas et al., 2020).and on families experiencing social and economic deprivation (Children’s Commissioner, 2020; Edge, 2020; Education Endowment Foundation, 2020c; Montacute, 2020; Montacute & Cullinane, 2021).
- 5.3 Early literacy goals are the weakest performing area of GLD for Tameside.
- 5.4 Tameside’s plan as a Priority Education Investment Area (PEIA) identified the improvement of GLD as a key target. There are three projects funded through the PEIA that are beginning in Autumn 2023, focused in the area of early literacy. They are Making it Real an intervention in nursery and reception to support parental understanding of literacy and play; Helicopter Stories, a nursery and reception classroom based strategy to develop speech and early writing and a Literacy Intervention programme run by one of our Tameside Trusts (Harmony Trust) designed to develop classroom practice across oracy, reading and writing. School data are being analysed and matched to programmes where appropriate. These programmes will run into the academic year 24-25 in addition to the current academic year.
- 5.5 Phonics also remains a priority for improvement with a widening of the gap to national. This is also a target on the PEIA plan. The DfE planned to commission the English Hubs to support in this area but capacity at hub level has proved a barrier. The School Improvement team are currently working with the DfE to identify a new provider and plan for this area alongside the work being undertaken by Harmony Trust detailed in para 5.4 above.
- 5.6 KS4 outcomes are also a target for the PEIA plan. Literacy has also been identified as a key barrier to attainment at KS4 across all subjects and the PEIA strategy is centred around a project across Tameside to develop reading at whole school level. This is being delivered by Right to Succeed and we have managed to recruit 14 of our schools to the project, which will also run across into the academic year 24-25.

6. CONCLUSIONS

- 6.1 The 2023 data has not changed any of the priorities that had already been identified in 2022. Early Years, phonics and outcomes at GCSE in maths and English are the key areas that will be targeted via the PEIA funding.
- 6.2 In addition, other work in Early Years is being supported via the Early Years Quality Team support transition between the Private, Voluntary and Independent Early Years Settings and Schools and between primary and secondary schools from year 6 into 7.
- 6.3 Within the macro level data further work needs to be done when the data is available at a pupil level to identify other contributing factors such as attendance, exclusions, SEND and disadvantage so that further targeted interventions can be identified and supported.

7. RECOMMENDATIONS

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

This page is intentionally left blank