

## **INTRODUCTION:**

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

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

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

Our WSOA identifies those actions that the partnership will take to secure improvements, how we will measure our success and what difference we expect our actions to make to the Tameside SEND community. It is our ambition to make this a dynamic process, responsive to the changing needs of the Tameside SEND Community and we acknowledge the need to develop and refine our actions as we drive forward to secure improvement. We will therefore produce an annual report to share the success of the actions that we have taken; identify any new challenges and highlight any changes that we believe are necessary to secure the impact that we are aiming to achieve. We will update the WSOA annually to reflect the dynamic nature of the work being undertaken.

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

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

The inspection also identified the following areas of strength; Since 2018, the new leadership team has started to make the changes needed to address historical weaknesses. However, these have been affected by the pandemic. Leaders have also established a clear and accurate view of the area's strengths and weaknesses. They have drawn up suitable plans to resolve endemic issues. It is early days and parents and carers and professionals recognise some improvements, but believe there is still a long way to go. Leaders have also set a clear vision for the future and have developed SEND strategies to prioritise planned improvements and joint commissioning. This is

starting to bring services together to work more collaboratively. However, these strategies have been hampered by the pandemic and so they have not been fully

implemented. Parents are quick to cite the positive difference made by the excellent front-line staff who work with them and their children.

IN Tameside, we are proud of the improvements we have already delivered but recognise there are existing ongoing priorities which require further action so that we can build on, secure and embed the good practice that already exists across Tameside and which support Tameside children and young people with SEND to secure good outcomes in some areas. We will therefore continue to develop our action plan based on our SEND Strategy and our self- assessment alongside those actions identified within the WSoA.

**PLEASE INSERT SIGNATURES HERE**

## OUR STRATEGIC AIM:

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

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

Tameside Special Education Needs and Disabilities Strategy 2020 – 2023

## STATEMENT OF INTENT:

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

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

## To achieve this we will:

- Commit to identify and understand the significant challenges that we face across the local area
- Secure the commitment and support of decision makers to overcome these challenges
- Embed co-production across all aspects of our work, including the development, implementation and monitoring of the WSoA, so that parent carers and children and young people with SEND are recognised as equal partners in this work and are fully involved in decision making
- Challenge preconceived expectations where these may place a limitation on what can be achieved
- Embrace and develop new ways of working to support innovative practice
- Continue to work in partnership across all services, promoting transparency and consistency in decision making and delivery of support and amend any areas where partnership working may not be fully secure

- Commit to the principles of personalisation and embed these across all aspects of SEND commissioning so that the Tameside SEND system is informed by accurate data; can effectively respond to local need; provide a diversity of choice, is financially sustainable and makes best use of all resources available.

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

### **OUR PROGRESS:**

Since the local area inspection we have continued to work on our SEND priorities and have made a good start addressing the concerns identified by Ofsted/CQC in October 2021.

However, our progress has been impacted by the challenging situation presented by the current pandemic. The Ofsted/CQC letter was finalised shortly after the 'lockdown' period and this has impacted on how quickly we have been able to implement the SEND reforms and is reflected in the findings of the inspection. In addition, our resources have been focussed both on the prevention of the spread of the virus and the emerging safeguarding and mental health concerns surrounding children and young people as a result of a prolonged period of the enforced isolation. Despite the difficulties presented by the pandemic we have been able to make good progress in many areas. New ways of working have reduced barriers and improved communication; strengthened partnerships; enabled innovative practice and supported cross service problem solving.

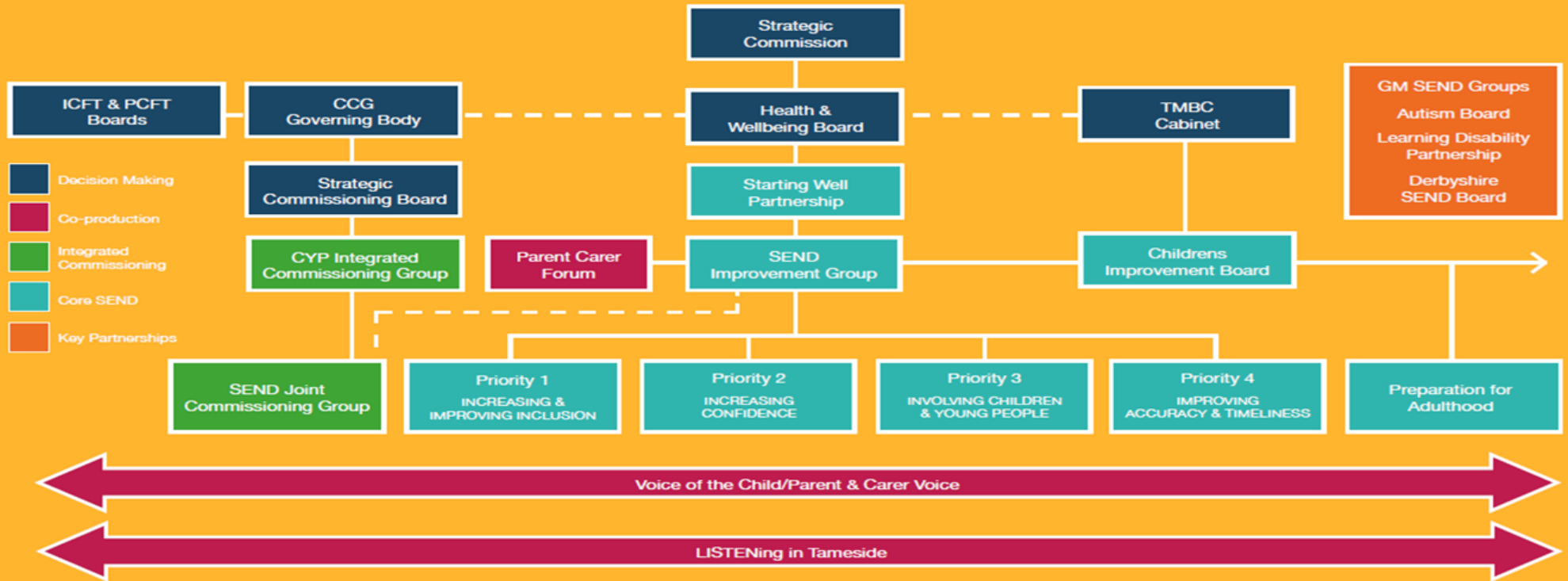
Since the inspection we have reflected on our perceived strengths as well as the areas for improvements. We have reviewed our existing action plans and the overall strategic direction to ensure that our longer-term priorities are the right ones and also to promote shared ownership of the SEND agenda and a mutual understanding of our responsibilities to the Tameside SEND community. We have strengthened our commitment to co-production and can evidence increased understanding of the principles of co-production across the CCG. We have also engineered many more opportunities to gather and reflect the voice of the child and family.

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

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

**SEND GOVERNANCE:**

# Governance Structure



## **OUR PRIORITIES:**

Priorities will be assigned to improvement workstreams. A lead role has been identified for each priority and it is the responsibility of the person undertaking this role to ensure that all work is co-produced; that progress toward securing improvement is timely and that information is provided to the SEND strategic board so that appropriate challenge and scrutiny can enable the local area to meet its statutory responsibility and address the significant concerns identified by Ofsted/CQC following the local area SEND inspection October 2021.. Where appropriate, delivery partners have also been identified.

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

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

As well as drawing on existing resources from a range of initiatives and funding streams to focus on the priorities within this plan, significant additional financial resources have been secured and directed towards supporting the implementation of the actions in this plan. This will ensure that the Local Area makes a real impact on the lives of children and young people with SEND and their families. Importantly, the CCG and Tameside Council have committed additional resources to co fund a project officer to support the SEND Strategic Board in driving the improvements forward, and to co fund PACC to work alongside local area leaders to establish and embed the principles of co-production. Tameside Council is also investing in additional capacity to focus on the work around exclusions; the CCG is adding additional financial resource to support the work on the ASD pathway. Details are included in the plan.



<b>Priority 1</b>	<b>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</b>						
<b>Lead</b>	<b>Charlotte Finch, Wendy Young</b>						
<b>Outcomes:</b>							
<b>1.1 Improved timeliness of EHC Plans</b> <b>1.2 Improved Quality of EHC Plans</b> <b>1.3 Improved culture of co-productivity and greater engagement with children and families and agreement among all contributors that SEND is “everybody’s business”</b> <b>1.4 Good quality health advice that accurately reflects children and young people’s needs</b> <b>1.5 Professionals are confident that the established quality assurance processes are appropriately supportive and challenging and will increase the quality of EHC Plans.</b>							
<b>Impact Measures:</b>							
<ul style="list-style-type: none"> <li>• An improvement of 40% in the timeliness of EHCPs</li> <li>• Health advice into EHCPs is within statutory timescales</li> <li>• Improvement in the number of positive responses of parent survey- comparing to benchmark survey results</li> <li>• The number of EHCP requests for Health Advice received in the last month</li> <li>• The number/percentage of requests for advice that were completed within the 6 week timescale</li> <li>• 60% of workforce has training in the first year, 80% in the second year and 90% in the third year</li> <li>• 60% pass rate against QA tool increasing by 10% each year.</li> </ul>							
<b>Outcome Ref</b>	<b>Actions</b>	<b>Completion Date</b>	<b>Lead</b>	<b>Delivery Partners</b>	<b>Resource (cost and/or time)</b>	<b>How will we know?</b>	<b>Progress against actions/ impact &amp; RAG rating</b>
<b>1.1 Improved timeliness of EHC Plans</b>							
<b>1.1.1</b>	Conduct a full service review of SEND assessment - considering all aspects of the service- including staffing structure and process	September 2022	Charlotte Finch	Transformation Team, SEND Assessment Team	10 days  Financial implication of external scrutiny TBD	SEND assessment team redesign fully implemented.  Process maps in place.	
<b>1.1.2</b>	Further develop the SEND Health data set to include training uptake, timeliness, QA	September 2022	Bumni Lawson, Karen	ICFT, PCFT	15 days	The SEND data set will give a timely and accurate picture of	

	progress and ensure data systems and flow are robust from CCG, ICFT and Pennine Care		Kromilicki, Ashleigh Smith, Steven Hand,			<p>the quality and timeliness of health advice, assessment &amp; support.</p> <p>Performance information from the shared system is reviewed regularly by the DMO and the DCO and action is taken by managers in health and care services to improve timeliness of response.</p> <p>Quarterly reports to the SEND Improvement Group, Annual Survey of SEND Population.</p> <p>Annual report presented to the CCG Board.</p>	
<b>1.1.3</b>	EHCP Timeliness Recovery Plan implemented	January 2023	Wendy Young	Health, Social Care, EP Service	30 days	Monthly timeliness monitoring reporting shows improving trend.	
<b>1.1.4</b>	Review the process for responding to statutory requests for advice from all services (health, CSC, schools, EPS) that includes improving EHCP administration processes.	September 2022	Wendy Young, Ashleigh Smith, Karen Kromilicki	PCFT, EPS, SEND Assessment Team, CSC	15 days	<p>Work stream meeting documentation. Standard operating procedures.</p> <p>Recruitment of EHCP administration tracker.</p> <p>Reduction in waiting list to all EHCP advice being returned within 6 weeks within 12 months.</p>	



						Exception to be discussed with SEN colleagues and communication with children and young people and families.	
1.1.5	Establish and embed a new sustainable EHCP health administration tracking team.	September 2022	Ashleigh Smith, Karen Kromilicki	PCFT	Additional IT resources Training	xxx	
<b>1.2 Improved Quality of EHC Plans</b>							
1.2.1	EHCP Quality Improvement Schedule Established and Implemented and Quality Audit process in place	January 2023	Wendy Young	Health, Social Care, EPS, School leaders	30 days	Improved feedback from parent/ carer surveys.  Positive engagement from all services, improved practice observed through moderation and peer review.	
1.2.2	Identify and secure an EHCP CPD framework, addressing all aspects of the EHC assessment - delivered to all contributing personnel and partners. Secure agreement and delivery of a rolling training programme to assure consistency and quality and informs induction and CPD	May 2022- repeated 3 monthly	Wendy Young  [Claire Jackson, Lynn Barnett, Louise Rule, Daniel Murphy, Jo Robinson]	NASEN	Training time  2 hours sessions available every 3 months	Improved Parent Performance Survey outcome.  Training programme promoted and attended by stakeholders.  Positive training evaluations.	
<b>1.3 Improved culture of co-productivity &amp; greater engagement with children and families and agreement among all contributors that SEND is "everybody's business"</b>							
1.3.1	Establish systematic consultation opportunities with parent groups to measure satisfaction levels.	April 2022, repeated monthly for	Charlotte Finch, Elaine Healey	SEND Assessment, Health, Social Care,	2 hours every month from senior managers,	Improved Parent Satisfaction Survey outcome- in particular in the area of pupil and family voice.	

		2 hour session		Educational Psychology	Admin support	Training uptake data.	
<b>1.3.2</b>	Establish a Student Fora schedule enabling young people's voice to influence service delivery and create consultation opportunities with young people to measure satisfaction levels. [Five primaries, five secondaries, two Post-16 settings to establish a SEND].	January 2023	Andrew Foord, Naomi Cartledge	Schools, Social Care, Health	Total two days of time from school time per month. 10 days for conference	Membership of fora established.  Annual schedule agreed including monthly meetings and annual conference.  Leads feedback and influence through standing item at SENDIG.	
<b>1.3.3</b>	Annual SEND student conference established.						
<b>1.4 To provide good quality health advice that accurately reflects the CYPs needs</b>							
<b>1.4.1</b>	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.	May 2022	Gill Gibson  [Bumni Lawson, Karen Kromilicki]	ICFT, PCFT	5 days	Recommendations and implications from the audits will be shared by the DCO to the Health SEND Group to ensure actions agreed.  Quarterly report to SENDIG and CCG QA group.  Policies and procedures reflect audit findings.	
<b>1.5 Professionals are confident that the established quality assurance processes are appropriately supportive &amp; challenging and will increase the quality of EHC Plans.</b>							
<b>1.5.1</b>	Increase capacity of Designated Medical Officer role.	February 2022	Louise Rule, Gil Gibson	ICFT	£40,000	DCO in post for 3 days/week	
<b>1.5.2</b>	Produce and publish guidance for health providers on the EHC needs assessment process.	July 2022	Bumni Lawson, Karen Kromilicki	ICFT, PCFT	See 1.5.1	Quarterly Quality Assurance report to SEND Executive (from Jan 2022) b. Review health and social care advice	

						template following QA findings (Apr 2022) c. Review the current input from CAMHS at the Health Sub group (Feb 22) and implement improved systems and processes to support CAMHS advice	
--	--	--	--	--	--	--	--

<b>Priority 2</b>		<b>The high level of dissatisfaction among parents and carers with the area's provision</b>					
<b>Lead</b>		<b>Charlotte Finch and Elaine Healey</b>					
<b>Outcomes:</b>							
2.1 Increased parental satisfaction – as evidenced in survey returns							
2.2 Parents and families feel that they are communicated with well							
2.3 Parents and carers feel well prepared and have greater involvement in person centred planning							
2.4 Successful completion and delivery of the area SEND sufficiency Plan.							
<b>Impact Measures:</b>							
<ul style="list-style-type: none"> <li>Parents, carers and CYP are kept up-to-date and can see their feedback is reflected in all SEND improvement work.</li> <li>Fewer complaints received regarding educational provision.</li> <li>Fewer in-year transition between mainstream and specialist settings</li> <li>Fewer numbers of exclusions of children and YPs with EHCPs</li> <li>Annual increase of at least 10% pa of parent/carers and CYPF report they feel engaged and listened to about their priorities (via baseline survey)</li> <li>Increase SEND specialist provision across the borough, including the development of satellite bases within mainstream settings, to meet need.</li> </ul>							
<b>Outcome Ref</b>	<b>Actions</b>	<b>Completion Date</b>	<b>Lead</b>	<b>Delivery Partners</b>	<b>Resource (cost and/or time)</b>	<b>How will we know?</b>	<b>Progress against actions/ impact &amp; RAG rating</b>
<b>2.1 Increased parental satisfaction – as evidenced in survey returns</b>							
2.1.1	Issue and analyse Benchmark Survey of parent and family views of SEND network and systems.	June 2022	Charlotte Finch	OKE	5 days	Survey issued and responses returned. Findings reported to SENDIG.	
2.1.2	Establish a parent and family satisfaction survey schedule	May 2022	Charlotte Finch [Elaine Healey]	OKE	10 days	Schedule and survey agreed. Analysis process established.	
2.1.3	Continue health annual parents and carers surveys and listen to feedback via the Local	December 2022	Louise Rule	OKE	£20,000	Survey complete. Survey action plan and feedback sessions in place.	

	Offer.						
2.1.4	Establish and deliver regular consultation opportunities with parent groups to measure satisfaction levels.	May 2023	Charlotte finch [Elaine Healey]	OKE	12 days	Attendance schedule agreed for parent consultation events by May 2022.	
2.1.5	The Health Visiting Service will work with the Early Years Quality Team (EYQT) and early years education providers to improve the integration of information for two year old developmental reviews.	December 2022	CM	ICFT, EYQT	Time & communication tool resource	Effective integration protocol in place. Parental satisfaction with effectiveness of protocol.	
2.1.6	Review the continence offer across the system, to identify if there are any gaps in service and where we can improve the care for families	December 2022	PR, TR	ICFT - CCNT, Paediatrics, TMBC School Nursing, PCFT Mental Health	Time	Co-produced review with families and providers. Proposals developed in response to the findings of the review.	
<b>2.2 Parents and families feel that they are communicated with well</b>							
2.2.1	Establish monthly meeting between OKE, SEND and Health representatives. Ensure open communication channels and opportunity for information to be communicated to parents and parents views heard	May 2023	Charlotte Finch [Louise Rule Elaine Healey]	SEND, Health, OKE	12 days	Monthly meeting schedule established by May 2022. Report submitted every 3 months to SENDIG.	
2.2.2	OKE Chair to join SENDIG membership and participate monthly.	March 2023	Elaine Healey	SEND, OKE	12 days	Annual SENDIG schedule and membership agreed by March 2023. OKE voice captured in meeting records.	

2.2.3	Ensure health quality standards and performance data is monitored for timely responses to parent contact via phone calls, emails, the Local Offer and SENDIASS.	December 2022	Bumni Lawson, Karen Kromilicki	ICFT, PCFT	See 1.6.1	Quarterly reports to SENDIG, ICFT, and Pennine Care.  Annual report to CCG Governing Body.	
2.2.4	Health to ensure information for families is clear and accessible on the Local Offer. Should contain what to expect from services and likely waiting times. Health to provide family-friendly information products. Team email addresses to be set up for families.	September 2022	Karen Kromilicki, Ashleigh Smith	CCG	See 1.6.1	Parents and carers report, through surveys and Local Offer feedback, that they understand services and feel well informed.	
<b>2.3 Parents and carers feel well prepared and have greater involvement in person centred planning</b>							
2.3.1	Person-centred planning CPD rolled out across all EHC contributors and SEND Service	Jan 2023	Claire Jackson [Wendy Young]	EP Service	20 days	Parent-satisfaction survey shows a greater sense of involvement and influence with the EHC process	
2.3.2	Parent consultation settings (ref 2.1.4) to include sessions to invite parental views on optimum models person centred planning	Sept 2022	Claire Jackson [Charlotte Finch Elaine Healey]	OKE, EP, SEND	2 days	Parents views evident in training delivery model.	
<b>2.4 Successful completion and delivery of the area SEND sufficiency Plan.</b>							
2.4.1	Establish a SEND Sufficiency strategy group, to create a strategic plan	July 2022	Charlotte Finch, Pierre Coiffure	School leaders, EI&P, Access Service	15 days	Membership and schedule agreed by April 2022.	

	and monitor capacity and provision.					Plan agreed via SENDIG and local governance mechanism.	
<b>2.4.2</b>	Deliver Strategic SEND Sufficiency Plan	September 2023	Charlotte Finch, Pierre Coiffure	School leaders, EI&P, Access Service	0.5 FTE of additional Project Manager time	Update reports to SENDIG every other month.  Sufficiency established across the Borough. Details in the SEND Sufficiency Strategy.	



<b>Priority 3</b>		<b>The local offer not being well publicised and not providing parents with the information that they need</b>					
<b>Lead</b>		<b>Adrian Rocks</b>					
<b>Outcomes:</b>							
<p>3.1 Families are aware of and use the local offer and it helps them to find the information they need</p> <p>3.2 The local offer is helping to identify gaps in provision</p> <p>3.3 All services clearly convey their offer via the Local Offer</p> <p>3.4 Young people, families / carers and professionals have access to a clear and accessible information including the Transition Pathway and Protocol that accurately reflects the transition journey.</p> <p>3.5 The Local Offer is fit for purpose for all families, services and providers.</p>							
<b>Impact Measures:</b>							
<ul style="list-style-type: none"> <li>Increased number of people using the local offer</li> <li>Number of families reporting positive feedback on the 'meet the local offer' events</li> <li>Positive feedback received through the local offer inbox demonstrates good communication with parents</li> <li>Awareness of the local offer in the annual parental survey</li> <li>Satisfaction with the local offer in the annual parental survey</li> <li>Stakeholders access resources and information to help them</li> <li>Stakeholders report all content is up to date and a positive user experience</li> </ul>							
<b>Outcome Ref</b>	<b>Actions</b>	<b>Completion Date</b>	<b>Lead</b>	<b>Delivery Partners</b>	<b>Resource (cost and/or time)</b>	<b>How will we know?</b>	<b>Progress against actions/ impact &amp; RAG rating</b>
<b>3.1 Families are aware of and use the local offer and it helps them to find the information they need</b>							
<b>3.1.1 [3.2-3.5]</b>	Establish a multi-agency co-production ownership board for the Local Offer responsible for: <ul style="list-style-type: none"> <li>The implementation plan for Priority 3</li> <li>Ensuring it is up to date</li> </ul>	June 2022	Adrian Rocks	SEND Team, Schools, OKE, CCG, ICFT, PCFT, Comms Team	Time from stakeholders. £10,000 per annum to OKE	The board effectively identifies gaps in the Local Offer as part of the annual report.  Positive feedback received through the Local Offer website.  Parent Carer Forum feedback on the annual report.	

	<ul style="list-style-type: none"> <li>It is useful to families, providers and schools</li> <li>Commissioning the annual review of the Local Offer</li> <li>Identifying gaps</li> </ul>						
<b>3.1.2 [3.3]</b>	Develop a marketing plan for the Local Offer based around the current Local Offer.	June 2022	Kristiane Sulek	Comms Team, OKE, SEND Team, schools	Existing staff time	Annual parental survey and metrics show increased awareness and use of the Local Offer and greater social media engagement.	
<b>3.1.3 [3.3]</b>	Deliver an ongoing marketing plan which promotes the current offer, and the relaunch of the offer following improvement work.	July 2023	Kristiane Sulek	Comms Team, OKE, SEND Team, schools	Existing Staff Time Marketing Budget	Annual parental survey and metrics show increased awareness and use of the Local Offer and greater social media engagement.	
<b>3.1.4</b>	Develop attractive family-friendly materials to promote the Local Offer which is sent with standard correspondence relating to EHCPs.	June 2022	Kristiane Sulek	Comms Team, OKE, SEND Team	Existing Staff Time Design and Print costs	Materials produced and distributed.	
<b>3.1.5</b>	Further develop and embed the 'Meet the Local Offer' events.	September 2022	Elaine Healey	OKE, SEND Team	Funded through Contact monies.	Number of families attending event. Feedback from event evaluations. Increased awareness seen in parental survey.	
<b>3.2 The local offer is helping to identify gaps in provision</b>							
<b>3.2.1</b>	Review the current content of the Local Offer with all partners and OKE to ensure it is fit for purpose,	August 2022	Adrian Rocks	Comms Team, OKE, CCG,	Existing staff time	Offer content agreed with stakeholders.	

	well publicised and accessible to parents, young people and professionals so that they understand what is on offer to meet their needs.			ICFT, PCFT, SEND Team, schools, Ownership Board	Additional resource to OKE per 3.1.1	Changes and redesign of Local Offer website with feedback from families and stakeholders.  Annual parental survey and metrics show increased awareness, use of and satisfaction with the Local Offer.	
<b>3.2.2</b> <b>[3.1-3.5]</b>	Develop proposals and business cases to move local offer website to its own domain to allow for better search, tracking and reporting of use and gaps.	September 2022	Allan Pearce	Ownership Board	Market being tested c. £50k plus c. £12-25k per annum	Feedback from co-production with OKE.	
<b>3.2.3</b> <b>[3.1-3.5]</b>	Develop, test and launch new local offer website including co-production of functionality with children and families.	April 2023	Allan Pearce [Elaine Healey, Kristian Sulek]	SEND Team, Schools, Ownership Board	Existing staff time additional resources as captured in 3.1.1 and 3.2.2	Feedback on local offer quality.  Website analytics and metrics.	
<b>3.3 All services clearly convey their offer via the Local Offer</b>							
<b>3.3.1</b>	Identify provision which is currently missing from the local offer  [An output of the review of the existing content 3.2.1]	August 2022	Adrian Rocks	OKE CCG, ICFT, PCFT, SEND, Adults, Team, schools, Ownership Board	Existing staff time  Additional resource to OKE per 3.1.1	Wider range of services captured  Changes and redesign of Local Offer website with feedback from families and stakeholders.  Annual parental survey and metrics show increased awareness, use of and satisfaction with the Local Offer.	
<b>3.3.2</b>	Develop and implement a plan to target provision that is not properly captured or omitted on the local offer site	August 2023	Adrian Rocks	OKE CCG, ICFT, PCFT, SEND,	Existing staff time	Wider range of services captured  Annual parental survey and metrics show increased use of and satisfaction with the Local Offer.	

				Adults, Team, schools, Ownership Board, Comms Team			
<b>3.4 Young people, families / carers and professionals have access to a clear and accessible information including the Transition Pathway and Protocol that accurately reflects the transition journey.</b>							
<b>3.4.1</b>	Promote understanding, insight into and opportunities regarding prep for Adulthood on Local offer.	September 2023	Adrian Rocks [Mark Whitehead]	Comms team, OKE, SEND Team, Schools, post-16 settings	Existing Staff Time	Annual parental survey and metrics show increased awareness, use of and satisfaction with the Local Offer.	
<b>3.5 The Local Offer is fit for purpose for all families, services and providers.</b>							
<b>3.5.1</b>	Ownership Board for the Local Offer steers delivery of the commissions annual review of the local offer. Reviews progress and impact of Priority 3 action plan  Ownership Board identifies and reports where there are gaps in services	October 2022 and recurring	Ownership Board	CLT / CCG/ Adults / OKE	Existing staff time	Annual report into the local offer is produced  Progress against priority 3 is reported  Reports which identify gaps in provision in the local offer  Feedback and satisfaction from families in the annual survey.	

<b>Priority 4</b>		<b>The placement of some children and young people in unsuitable education provision</b>					
<b>Lead</b>		<b>Wendy Young and Pierre Coiffure</b>					
<b>Outcomes:</b>							
4.1 Successful implementation of the area SEND sufficiency Plan							
4.2 Improved parental satisfaction with education provision							
4.3 Increased specialist capacity							
4.4 Improved culture of inclusion across all settings							
4.5 Annual Review management and monitoring process in place - all Capita one IT systems fit for purpose							
<b>Impact Measures:</b>							
<ul style="list-style-type: none"> <li>- Reduction in out of borough specialist placements 20%</li> <li>- 30% increase in positive response to parental satisfaction survey</li> <li>- 15% reduction in exclusions of learners with EHCPs</li> <li>- 50% reduction in in-year transition between settings</li> <li>- 50% reduction in complaints relating to school placement</li> </ul>							
<b>Outcome Ref</b>	<b>Actions</b>	<b>Completion Date</b>	<b>Lead</b>	<b>Delivery Partners</b>	<b>Resource (cost and/or time)</b>	<b>How will we know?</b>	<b>Progress against actions/ impact &amp; RAG rating</b>
<b>4.1 Successful implementation of the area SEND sufficiency Plan</b>							
4.1.1	See 2.4.1 and 2.4.2						
4.1.2 [4.2, 4.3]	Increase SEND specialist provision places across the borough, including the expansion of existing settings, the development of satellite bases within mainstream settings and the addition of further resource bases across Tameside	September 2023	Charlotte Finch {Catherine Moseley}	Schools, EPS, SOSS, Access Service	£12m Ask CM	40 new specialist places created in September 2023 with the Hawthorns new build.  10 new specialist SEMH places created in September 2022 via Thomas Ashton satellite  20 new generic specialist places created in September 2022 via placement increase at Samuel Laycock.	

						40 new secondary resource base places created in September 2022.  10 new primary resource base places created in Sept 2022	
<b>4.4.1</b> <b>[also 4.2]</b>	Implement an inclusion charter across all schools to secure improved practice across all settings (see priority 7- action 7.3.1).						
<b>4.4.2</b> <b>[4.2]</b>	'SEND Children Thrive: Matching Provision to Need' fully embedded across all settings (see priority 8 – actions 8.1.1, 8.1.2, 8.2.1)						
<b>4.5.1</b> <b>[4.2]</b>	Implement Annual Review Recovery Plan. (ref action 1.1, 9.1)	Sept 2023	Wendy Young	SEND Assessment, Transformation team, HR, Capita One, school leaders, health, CSC	Cost to be determined  20 days	Annual Review schedule delivered within statutory timescales.  Improved parental satisfaction evidence in Parent satisfaction surveys.	

<b>Priority 5</b>		<b>The unreasonable waiting times, which lead to increased needs for children and young people and their families</b>					
<b>Lead</b>		Louise Rule					
<b>Outcomes:</b>							
5.1 There is a clear and accessible neuro-developmental assessment and intervention pathway that is published on the Local Offer							
5.2 Effective, transparent and accessible system-wide support offer in place for children, young people and families							
5.3 Robust system-wide health performance management system in place							
<b>Impact Measures:</b>							
<ul style="list-style-type: none"> <li>• <b>Neuro-Developmental Pathway</b> <ul style="list-style-type: none"> <li>○ Reduction in average length of wait for an Autism assessment through improved access to the ASD diagnostic pathway across Tameside</li> <li>○ Reduction in Autism assessment times</li> <li>○ Increased percentage of the children and young people who are referred for a diagnostic assessment that have the diagnostic assessment started within 3 months of their referral TBC</li> <li>○ All children and young people following the pathway, who are referred for a specialist neuro-developmental assessment, will access a neuro-developmental assessment within 12 months</li> <li>○ 100% of children and young people referred to the neuro-developmental pathway are seen within 18 weeks by April 2023</li> <li>○ At least x% of children and young people on accessing the pathway report that they have access to effective and appropriate support both pre and post diagnosis.</li> </ul> </li> <li>• <b>Therapies Services</b> <ul style="list-style-type: none"> <li>○ 100% of children and young people triaged within two weeks or less of referral to Therapies services</li> <li>○ 92% of children and young people seen within 18 weeks, or fewer, from referral to service in Therapies</li> <li>○ Over 70% of Tameside families using the service report that the assessment process is timely and results in action being taken e.g. service offered and/or advice, support and signposting.</li> </ul> </li> <li>• <b>General</b> <ul style="list-style-type: none"> <li>○ Reduction in rejected referrals due to improved quality and awareness of referral tools</li> <li>○ Ongoing increase (at least 15% per annum) in the percentage of parents reporting that they know how to access early intervention and have used these services (via surveys and direct engagement activity)</li> </ul> </li> </ul>							
Outcom e Ref	Actions	Completi on Date	Lead	Delivery Partners	Resource (cost and/or time)	How will we know?	Progress against actions/impact & RAG rating
<b>THERAPIES</b>							
5.1	Provide additional capacity to carry out a review of waiting lists across Therapies services.	October 2022	AB/AS	CCG, PR	LR - TBC	Waiting times reduced.  Parental surveys show improved satisfaction.	



Outcome Ref	Actions	Completion Date	Lead	Delivery Partners	Resource (cost and/or time)	How will we know?	Progress against actions/impact & RAG rating
5.2	Carry out a commissioning review of the Therapies services to understand current demand and capacity requirements.	October 2022	CCG, PR	AS/AB/BL/K K	AB - TBC	xxxx	
5.3	Review and align the Therapies services with the Thrive/Graduated Response to ensure they are effective.	July 2022	ICFT/AB/AS	AS/AB/BL/K K	Time	Improved waiting times for therapy provision.	
<b>NEURO-DEVELOPMENTAL</b>							
5.4	Implement the mobilisation plan following additional investment in CAMHS and the neuro-developmental pathway.	July 2022	PCFT/SL/SH	CCG/PR	None	Improved waiting times for neuro-developmental assessment and post diagnostic support.  Professionals across the SEND Partnership report that the ASD assessment and diagnosis pathway is clear and consistent across Tameside, and they are confident about roles and responsibilities within the pathway.	
5.5	Commission additional Provider to assess children on neuro-developmental pathway waiting lists.	November 2021	CCG/PR	SL	£140,000	25 additional assessments being carried out each month.  Reduction in waiting times.	

Outcome Ref	Actions	Completion Date	Lead	Delivery Partners	Resource (cost and/or time)	How will we know?	Progress against actions/impact & RAG rating
5.6	Establish and embed feedback mechanisms to provide dynamic data on impact of additional investment and continuously review waiting times and referral numbers to ensure in line with projected targets.	July 2022	PCFT/SL/SH	CCG/PR	None	<p>Targets set and monitored through SENDIG, PCFT &amp; CCG Board.</p> <p>Professionals report that, following assessments, children and young people with Autism have a personalised plan that has been developed and implemented in partnership with the child and young person, their family and carers (if appropriate) and the Autism team.</p> <p>Positive feedback collected from pre-and post-diagnostic surveys.</p>	

<b>Priority 6</b>		<b>The lack of contribution from social care professionals to the EHC Plan process</b>					
<b>Lead</b>		<b>Daniel Murphy</b>					
<b>Outcomes:</b>							
6.1 Improvement in the quality of social care contributions to EHC Plans, and in the timeliness of contributions from social care professionals to the EHC plan process							
6.2 Through co-produced training, develop an improved understanding of the EHC Plan process with all social care professionals							
6.3 Shared Practice Standards for contribution from social care professionals to the EHC Plan process implemented across the service							
<b>Impact Measures:</b>							
<ul style="list-style-type: none"> <li>Increased contribution from social care professionals within agreed timescales to the EHC Plan process throughout all social care departments and threshold of involvement</li> <li>Compliance monitoring system to be developed to measure the timeliness of social care involvement in EHCP.</li> </ul>							
<b>Outcome Ref</b>	<b>Actions</b>	<b>Completion Date</b>	<b>Lead</b>	<b>Delivery Partners</b>	<b>Resource (cost and/or time)</b>	<b>How will we know?</b>	<b>Progress against actions/ impact &amp; RAG rating</b>
<b>6.1 Improvement in the quality of social care contributions to EHC Plans, and in the timeliness of contributions from social care professionals to the EHC plan process</b>							
6.1.1	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.	April 2022	Daniel Murphy [Joanne Brown, David Lamb, David Goldsworthy, Wendy Young, Kerry Dalston, Lorraine Hopkins]	Early Help, SEND Service, CSC	3 days	Meeting convened with agreed actions to address this priority area.  Task and finish group established and meeting schedule agreed.	

6.1.2	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)	September 2022	David Goldsworthy	CSC, SEND Assessment Team, Nasen	10 days additional	Team specific weekly compliance data reporting on completion of CSC contribution to EHC Plans within agreed timescales.	
6.1.3	Implement the improved process for social care contribution to EHC Plans in both the Early Help and CSC section of LCS.	September 2022	David Goldsworthy	CSC, SEND Assessment Team	20 days	There will be a single shared LCS process for all children open to CSC.	
<b>6.2 Through co-produced training, develop an improved understanding of the EHC Plan process with all social care professionals</b>							
6.2.1	Develop and deliver regular bespoke training to social care professionals, co-produced with SEND and social care staff and families and children with EHC Plans.	July 2022 repeated three times a year	Kerry Dalston	SEND Service, Early Help	6 days	Regular co-produced training will take place three times a year.  Level of understanding among CSC staff is enhanced leading to greater timeliness compliance and improvement in quality as observed through peer review.	
6.2.2	Every social care team to identify a SEND champion who will attend SEND events and training such as the "Meet the Local Offer" event.	June 2022	Daniel Murphy	All social care team managers	½ day	Each team to have an identified SEND champion.  Social care staff attending events.	
<b>6.3 Shared Practice Standards for contribution from social care professionals to the EHC Plan process implemented across the service</b>							
6.3.1	Develop and implement Practice Standards for the contribution from social care professionals to the EHC Plan process.	September 2022	Daniel Murphy	SEN Assessment Team, CSC, Early Help	20 days	Set of practice standards developed and implemented with flowcharts to give clear instruction for expected social	

						care involvement in EHC process.	
--	--	--	--	--	--	----------------------------------	--

<b>Priority 7</b>		<b>The limited oversight of the quality of SEND provision for children and young people's education</b>					
<b>Lead</b>		<b>Jane Sowerby Andrew Foord; Bev Oldham; Gus Diamond</b>					
<b>Outcomes:</b>							
7.1 SEND data is used to understand and improve SEND provision							
7.2 Best practice SEND provision is identified and effectively shared to ensure that children are prepared for the next stage of their education or life journey							
7.3 SEND provision in schools and settings is effectively evaluated and LA has clear oversight							
<b>Impact Measures:</b>							
<ul style="list-style-type: none"> <li>The majority of stakeholders report that communication is good: they know what the plans are in place, have been involved in creating them, and understand what difference the actions will make</li> <li>SEND data is systematically reported, analysed and monitored across all stakeholder groups</li> <li>Outcomes for children with SEND in line with national outcomes or better for SEND in Early Years and at end of key stages</li> <li>SEND provision in education settings is systematically monitored and support and challenge offered where it is needed</li> <li>Practice sharing is evident and case studies show that practice in settings is improved as a result</li> <li>Reduced number of complaints in the system; increased compliments; stakeholder voice is improved</li> <li>The majority of schools sign up to the Inclusion Quality Partnership (IQP)</li> </ul>							
<b>Outcome Ref</b>	<b>Actions</b>	<b>Completion Date</b>	<b>Lead</b>	<b>Delivery Partners</b>	<b>Resource (cost and/or time)</b>	<b>How will we know? [Monitoring, feedback, challenge and support]</b>	<b>Progress against actions/ impact &amp; RAG rating</b>
<b>7.1 SEND data is used to understand and improve SEND provision</b>							
7.1.1	Schools Information Report is used to identify patterns of need, provision, and to provide practice information across schools	September 2022	Dean McDonagh	Schools, SEN Team, EI&P Team	3 days	Matrix of schools established  Annual analysis report and programme based on information collected from the SIR at EAIB	Overview of identified expertise across the Borough
7.1.2	Complete and communicate detailed annual analysis of SEND Census information regarding EHCP and SEN Support numbers, incidence, areas of primary need and use this information to improve	November 2022	Dean McDonagh and Charlotte Finch	Schools	Additional capacity in Education Data team	Baseline data established  Analysis report disseminated annually	

	provision in all education settings to inform training programme					Schools use data to identify areas for improvement and strength  Workforce training programme in place that responds to current and future needs.	
<b>7.1.3</b>	Joined up SEND Quality First Teaching CPD programme for classroom/subject practitioners	September 2022	<b>EPS, SOSS, Resource Bases, SSSP</b>	EPS, SSOS, SSSP, Resource Base Schools	Schools charged for training with subsidy to cover development of courses, strategic oversight, and community of practice. Annual cost of £5,000	Schools and settings aware of CPD programme and accessing it as appropriate  Programme mirrors best practice in CPD such as follow-up support, links to effective outreach options, and access to a community of practice  SEND CPD 'passport' established as part of the IQP (see 7.3)	
<b>7.2 Best practice SEND provision is identified and shared to ensure that children are prepared for the next stage of their education or life journey</b>							
<b>7.2.1</b>	Identify and utilise existing school groups [Tameside Primary Consortium (TPC) Inclusion Committee and Task and Finish Group; Tameside Association of Secondary Heads (TASH); Special School Heads (SSSP)] to ensure culture and practice change through ownership and accountability.	May 2022	Jane Sowerby	Identified school groups	Meeting time	WSoA co-produced and effectively disseminated with many priorities co-led by school leaders	Already engaged with these key groups
<b>7.2.2</b>	Establish a model of 'moderation' of SEND practice	March 2023	EPS; Head of SEN	Schools	Central funding to	Themed moderation meetings convened and	



	and policy across all education settings		Assessment Team		create framework (£3,000) and deliver this activity twice a year (£2,000 annually)	facilitated bi-annually looking at EHCP implementation, implementation of graduated approach, parent and child voice, and other themes as identified during data collections	
<b>7.2.3</b>	Develop and establish peer SEND/Inclusion reviews of practice	April 2023	Jane Sowerby	Schools	Cost of developing the review process and training (£6,000); administration (£1,000 annually); training costs £2,000 annually)	Schools identified for peer reviews through data or self-referral  Timeline in place to engage all schools in SEND peer review  Progression to an inclusion quality mark or similar is embedded	
<b>7.3 SEND provision in schools and settings is effectively evaluated and LA has clear oversight</b>							
<b>7.3.1</b>	Co-produce a SEND Charter/Pledge for Tameside which outlines the provision and opportunities that children with SEND and their families can expect 0-25	July 2022	Charlotte Finch, Jane Sowerby, Elaine Healey, Andrew Foord	Schools Inclusion Committee and T&F Group, TASH, TPC	3 days each, 12 un total	Clear minimum expectations agreed and communicated to families  Almost all children with SEND are able to attend their local school	
<b>7.3.2</b>	Incorporate a bi-annual SEND focus in the systematic review of schools in EI&P	May 2022 repeated bi-annually	Jane Sowerby	Education Directorate	½ day	SEND Systematic Review of schools dovetails with the autumn categorisation process mirroring categorisation, schools which may require challenge and support are identified and schools which can offer support are identified	

<b>7.3.3</b>	Design and implement a SEND Data Dashboard for performance information accessible to all SEND managers and front line staff on customer satisfaction data	July 2022 updated bi-annually	Charlotte Finch and Dean McDonagh	SEND Service, Complaints and Information Team	5 days	Dashboard supports identification of systemic issues and evidences improvement	
<b>7.3.4</b>	Establish a model for reporting qualitative feedback from complaints and compliments to understand system health	August 2022	Charlotte Finch and Wendy Young	SEND Service, Complaints and Information Team	3 days	Report publishing process agreed and implemented influencing improved performance across SEND	
<b>7.3.5</b>	Explore an outcome-based performance framework that more accurately reflects the needs of CYP and families and a performance management tool to monitor this	November 2022	Dean McDonagh and Wendy Young	SEND Team		Framework proposal shared with stakeholders	
<b>7.3.6</b>	Design and agree a delivery and monitoring plan for a dynamic Inclusion Quality Partnership (IQP) (this will work like a Quality Mark)	December 2022	Jane Sowerby, Charlotte Finch, Pierre Coiffure, Andrew Foord	Education Improvement & Partnerships Service, School Leaders	3 days	Plan completed and shared with schools and settings	
<b>7.3.7</b>	Design and implement a dynamic Inclusion Quality Partnership (IQP) and secure sign up from all educational settings with a co-produced delivery and monitoring plan in place	June 2023	Andrew Foord, Bev Oldham, Gus Diamond, Charlotte Finch, Jane Sowerby	School, college and setting leaders	£20,000	Inclusion Quality Partnership (IQP), which works like a Quality Mark, launched to change culture and practice. It will dynamically as it will link to priorities we are measuring on our SEND improvement journey	

						IQP starts with a peer review (see 7.2.3) and includes Peer Coaching (see Priority 8) and incorporates the SEND CPD 'passport' (see 7.2.2)	
<b>7.3</b>	Implement more effective brokerage and monitoring of commissioned Independent and Non-Maintained school placements to ensure value for money and delivery aligns with Tameside's performance framework	December 2022	Adrian Rocks and Wendy Young	SEND Team, Brokerage and Monitoring, GM SEND Group, Virtual School & Coilege	£40,000 per annum for placement officer (subject to job evaluation)	<p>Programme of monitoring.</p> <p>Monitoring reports which identify performance of settings.</p> <p>Improved quality placement agreements.</p>	

<b>Priority 8</b>	<b>The inconsistent application of a graduated approach across different settings, leading to weaknesses in meeting needs across the area</b>						
<b>Lead</b>	<b>Erica Douglas-Osborn and Naomi Cartledge</b>						
<b>Outcomes:</b>							
<b>8.1 Thrive Matching provision to Need is fully embedded across Tameside</b>							
<b>8.2 Positive change in attitude, ethos, skills and knowledge across education settings</b>							
<b>8.3 Joint training programmes attended by school, setting and college staff which improve practice across the sector</b>							
<b>Impact Measures:</b>							
<ul style="list-style-type: none"> <li>• More education settings report that they use MPTN</li> <li>• Appropriate use of MPTN is evident in requests for statutory assessment</li> <li>• SENDCo surveys demonstrate improved confidence in using MPTN and APDR</li> <li>• Effective use of APDR evident in requests for statutory assessment</li> <li>• Peer coaching support model in place with case studies to demonstrate practice change</li> <li>• SEND CPD 'passport' implemented as part of Inclusion Quality Partnership (IQP)</li> </ul>							
<b>Outcome Ref</b>	<b>Actions</b>	<b>Completion Date</b>	<b>Lead</b>	<b>Delivery Partners</b>	<b>Resource (cost and/or time)</b>	<b>How will we know?</b>	<b>Progress against actions/ impact &amp; RAG rating</b>
<b>8.1 Thrive Matching provision to Need is fully embedded across Tameside</b>							
<b>8.1.1</b>	Active promotion of the Thrive Matching Provision to Need (MPTN) documents across the networks of schools, early years settings, and post-16 providers. Schools to identify and share good practice models for the different areas of need in order to support clear expectations for what mainstream settings should provide and how the physical environment should look to meet needs.	November 2022	Erica Douglas-Osborn and Claire Jackson	Schools, Educational Psychology Service (EPS), SOSS, EI&P, schools		Use of MPTN will be evidenced in SEND practice and paperwork such as EHCP and SENIF requests.  Practice models shared with schools and as part of the MPTN document.	

8.1.2	Delivery of training around the SEND Children Thrive: MPTN documents alongside the parent created leaflet. Sessions delivered in pairs in order to collect feedback and impact from the initial training. All educational settings to receive a hard copy of the MPTN document.	June 2022 to June 2023 then annual programme	Erica Douglas-Osborn	EPS, SOSS	Print costs for MPNT document 20 Days	Training logs, event registers and evaluations show attendance at training.	
8.1.2	Linked training sessions to include: Emotionally Friendly Schools, ELSA, EBSA. Schools to be supported to work towards Emotionally Friendly Schools accreditation.		Erica Douglas-Osborn	EPS	15 days	Training logs, event registers and evaluations show attendance at training.	
8.2.1	Development of 'SENCO Induction Training' for all new SENCOS including developing 'SEND Children Thrive Action Plans' and workshops for experienced SENCos	October 2022	Erica Douglas-Osborn and Naomi Cartledge	EPS, SOSS, Health, schools	12 days	Assess-plan-do-review (ADPR) practice embedded in schools and settings evidenced in peer reviews and moderation.  SENCos voice that they know where to go for different services/support and feel they are supported by other SENCos in the LA.	
8.2.2	Develop and deliver SEND workshop for all headteachers and included as part of induction programme for all new headteachers annually.	October 2022	Erica Douglas-Osborn	EPS, Education Improvement & Partnerships	10 days	SEND input into headteacher induction programme.  Headteacher attendance at workshop.	

8.2.3	Termly SENCO networks (primary and secondary) for all SENCOs that will include LA updates, national updates and having different speakers from schools and other services sharing good practice.	September 2022 ongoing	Erica Douglas-Osborn	EPS, SEND Service, schools	5 days	Termly meetings in place, promoted clearly, and well attended.	
8.2.4	Develop and implement a model of school-led peer coaching, support and training based on a form of peer review	Autumn 2022	Jane Sowerby and Naomi Cartledge	Schools	Cost of training for schools in coaching models ??	Identification of good practice in schools is recorded and shared to support the model.  School-based coaches identified and trained. Linked to the good practice shared in the MPTN documents.	
<b>8.3 Joint training programmes attended by school, setting and college staff which improve practice across the sector</b>							
8.3.1	Offer training for all schools on Whole School SEND practice as part of a SEND 'training passport' programme.	July 2022	Charlotte Finch	DfE/NASEN	Nil	Passport includes, at least: MPTN, Nasen SENDCo qualification (if SENDCo), main areas of need, Quality First practice.  'SEND Children Thrive Action Plans' in place.	
8.3.2	OKE-led training and information days for parents with a focus on the Graduated Response.	Sept 2023	Elaine Healey	EPS	4 days	Parental surveys demonstrate improved understanding.	

<b>Priority 9</b>		<b>The poor transition arrangements across all stages of education</b>					
<b>Lead</b>		<b>Jane Sowerby, Mel Wicks, Pete Taylor, Jane Martin</b>					
<b>Outcomes:</b>							
9.1 Timely, strategic and effective programme for review of plans at key transition points established							
9.2 Clear SEND transition protocol and standardized paperwork in place and practice embedded, including targeted approaches							
9.3 Standardised SEND transition paperwork and data sharing established							
<b>Impact Measures:</b>							
<ul style="list-style-type: none"> <li>Annual reviews in place for key transition points in early years, 6 to 7, and KS4 to 5 well in advance of regular transition activity</li> <li>Agreed transition protocols in place and used by all schools</li> <li>LA teams have clear roles to support SEND transition where appropriate</li> </ul>							
<b>Outcome Ref</b>	<b>Actions</b>	<b>Completion Date</b>	<b>Lead</b>	<b>Delivery Partners</b>	<b>Resource (cost and/or time)</b>	<b>How will we know?</b>	<b>Progress against actions/ impact &amp; RAG rating</b>
<b>9.1 Timely, strategic and effective programme for review of plans at key transition points established</b>							
9.1.1	Annual Review recovery plan reviewed and agreed ( in line with SEND Assessment Service review)	May 2022	Charlotte Finch	SEND Assessment Team, Schools, Health, CSC Transformation team	20 days Potential cost of full SEND service review- cost TBD	Plan signed off by all parties. Review process trialled and scheduled.	
9.1.2	Annual Review Recovery Plan delivered and position recovered.	May 2023	Charlotte Finch	SEND Assessment Team	50 days	Annual Review position recovered.	
9.1.3	Establish a protocol for Annual Reviews of EHCPs in Y5 and Y10 attended by LA representative	July 2022	Wendy young	EPS, SEN Assessment Team, SOSS, SSSP School leaders	15 days	LA representation at key reviews. Increased capacity in the SEN Assessment Team.	
<b>9.2 Clear SEND transition protocol and standardized paperwork in place and practice embedded, including targeted approaches</b>							



9.2.1	Transition Protocol Working Group established to oversee improved transition arrangements.	May 2022	Simon Brereton, Andrew Ford	SEND Assessment Team, EPS, school leadership fora	5 days	Working Group established. Terms of Reference agreed. Chair in place.	
9.2.2	Create schools and settings agreed transition protocols and framework across Tameside	July 2022	Jane Sowerby	Schools, EY settings, Post - 6 providers, EYQT, SOSS, EPS, PRU Outreach	Possible external programme-cost TBD 6-7 protocol cost- £675 per secondary school. Primary school cost (£7,000 p/a)	Existing transition protocols focus on SEND children. All schools signed up to agreed principles.	Protocols already established on the 6into7 programme
9.2.3	Pre-school to school assessment documentation standardised to support more seamless transitions	May 2022; reviewed summer 2023	Charlotte Finch [Chairs of TASH, TPC and SSSP]	Schools, EY settings, Post 16 providers, EPS	25 days	Standardised suite of documentation in place.	Build on existing documentation – EY, 6into7, KS4 to 5
9.2.4	Ensure all transition support services or equivalent are available to Post-16 providers		Charlotte Finch	Post-16 providers, SOSS	15 days	Arrangements in place across Post-16 settings.	
9.2.5	Place-based action research projects to develop key areas of practice around transitions	October 2023	Andrew Foord [Simon Brereton]	EEF, schools, EPS	25 days	Transition “best practice” protocols in place across all age ranges	
<b>9.3 Standardised SEND transition paperwork and data sharing established</b>							
9.3.1	SEN Support primary need information sharing process for key transition points	July 2022	Dean McDonagh	TPC, TASH	10 days	Tameside standard approach to information sharing at transition points	
9.3.2	Data-sharing agreement across all Tameside schools re SEND needs	October 2022	Dean McDonagh	Send Assessment	5 days	All schools signed up to the agreement.	

			and Tina Tray	Team, TPC, TASH		Consistent paperwork in place.	
--	--	--	------------------	--------------------	--	-----------------------------------	--

<b>Priority10</b>	<b>The lack of strategic direction in the support for children and young people to prepare them effectively for adulthood</b>						
<b>Lead</b>	<b>Mark Whitehead and Sarah Jamieson</b>						
<b>Outcomes:</b>							
<p><b>10.1 Preparing for Adulthood Plan refresh is co-produced with all stakeholders including those with lived experience. The plan provides clear strategic direction, clear multi-disciplinary governance, oversight of the plan, staff development and improved processes</b></p> <p><b>10.2 Updated Tracker (register) to capture all young people with EHCPs in need of social care from aged 14+ effectively linked with housing and support planning within Adult Social Care, and informing joint commissioning decisions regarding future delivery models for young people</b></p> <p><b>10.3 The Learning Disability and Autism Strategies align to the Preparing for Adulthood Plan objectives and that these are monitored via the established Tameside Partnership Board, the Greater Manchester Delivery Group and the Greater Manchester Health and Social Care Partnership governance and reporting structure</b></p> <p><b>10.4 Improved access to health provision that is available for those with more complex needs.</b></p>							
<b>Impact Measures:</b>							
<ul style="list-style-type: none"> <li>• The Preparing for Adulthood Plan is a jointly agreed plan of action that captures the views and aspirations of stakeholders including people with lived experience and includes a pledge, signed by all key stakeholders and leaders, making a commitment to Tameside’s aspirations for children and young people</li> <li>• The governance structure means 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.</li> <li>• Performance towards objectives are reported to SENDIG and the Autism and Learning Disability Partnership Boards and corrective actions undertaken when there are exceptions</li> <li>• Reduction in unscheduled care usage for young people preparing for adulthood</li> <li>• Overall increase in annual health checks for 14-25 year olds to a minimum of 75%</li> <li>• Parent/carer satisfaction survey demonstrates an increase in the proportion of the SEND community who feel included in decisions regarding preparation for adulthood.</li> </ul>							
<b>Outcome Ref</b>	<b>Actions</b>	<b>Completion Date</b>	<b>Lead</b>	<b>Delivery Partners</b>	<b>Resource (cost and/or time)</b>	<b>How will we know?</b>	<b>Progress against actions/ impact &amp; RAG rating</b>
<b>10.1 Preparing for Adulthood Plan refresh is co-produced with all stakeholders including those with lived experience. The plan provides clear strategic direction, clear multi-disciplinary governance, oversight of the plan, staff development and improved processes</b>							
10.1.1	Identify SEND professional/s to liaise with all partner agencies and parents and families to support	April 2022	Wendy Young	PFA, SEND Assessment Team	1 day	SEND Representative in regular attendance at Preparation for Adulthood Meetings	

	processes around Preparation for Adulthood					Improved parent survey results.	
10.1.2	<p>Source training opportunities through liaison with DfE and NDTI, with emphasis on Preparation for Adulthood</p> <p>Plan and deliver an annual SEND student conference focusing on Preparation for Adulthood, with engagement from a wide range of stakeholder. Secure sign-up from providers for Supported internships.</p>	Sept 2023	Mark Whitehead and Sarah Jamieson	DfE, National Development Team for Inclusion (NDTI), Economy, Employment & Skills	<p>Nil cost if approved by DfE</p> <p>Conference costs £</p>	<p>Training delivered to post-16 stakeholders</p> <p>Annual SEND Student Conference survey shows improved satisfaction among learners re Preparation for Adulthood.</p> <p>Increase in supported internships.</p>	
10.1.3	Review the Preparing for Adulthood Plan and consult with all key stakeholders including young people, family, and carers on content priorities and actions.	April 2022	Mark Whitehead	Education providers, Health, Adults, School Leaders, Children's social care including LAC and ISCAN	<p>New post of Plan Delivery Manager funded by Adult Social Care.</p> <p>New post of Transition Social Worker jointly funded by Adults and Children's. Further resources required to support programme delivery in</p>	Production of refreshed plan with clear measurable milestones and agreed actions.	

					LAC and SEN.		
10.1.4	Review current membership and ToR for the Preparing for Adulthood Strategic Group and schedule quarterly meetings. This group will provide oversight of plan implementation by senior leaders from key agencies.	May 2022	Mark Whitehead	Children's Services, Health, Adults, schools and Post-16 providers	12 days	Launch of new group – Minutes of meetings – Programme of reviews of key milestones within the plan.	
10.1.5 [see also priority 3]	Review the Transition Protocol and Pathway, consult on and publish in an accessible format	April 2022	Reyhana Khan	Children's Services, Health, Adults, Schools	5 days	Publication of the documentation on the Adult Social Care Website and the Local Offer	
<b>10.2 Updated Tracker (register) to capture all young people with EHCPs in need of social care from aged 14+ effectively linked with housing and support planning within Adult Social Care, and informing joint commissioning decisions regarding future delivery models for young people</b>							
10.2.1	Implement a live Tracker (register) in LCS for all young people predicted to come into adult social care to inform housing and support planning.	Ongoing	Jo Robinson	Children's Services, Health, Adults, Schools	10 days	Evidence of Tracker – Due to data protection laws this is not available to view by public.	
<b>10.3 The Learning Disability and Autism Strategies align to the Preparing for Adulthood Plan objectives and that these are monitored via the established Tameside Partnership Board, the Greater Manchester Delivery Group and the Greater Manchester Health and Social Care Partnership governance and reporting structure</b>							
10.3.1	Align the Preparing for Adulthood Plan strategically with the: <ul style="list-style-type: none"> <li>• Tameside Learning Disability Strategy</li> <li>• Tameside Autism Strategy</li> <li>• SEND Joint Commissioning Plan</li> <li>• SEND Improvement and Development Action Plans.</li> </ul>	June 2022	Mark Whitehead	Children's Services, Health, Adults, Schools, Employment, Probation Services, user-led groups	2 days	Evidence of full strategic integration across all plans.	

10.4 Improved access to health provision that is available for those with more complex needs.							
10.4.1	Strategic PFA lead for Health designated to work in to the system	April 2022	LS		LS – Time		
10.4.2	To established robust systems to check the quality of health provision for children and young people preparing for adulthood across Tameside.	June 2022	LS/GG/AR/MW	CCG/LA	£50,000	Weaknesses in provision identified quickly, challenged and used to inform commissioning.	
10.4.3	Map and review availability of information and information sharing about NEET young people, in order to identify associated gaps in access to health services.	April 2022	LA	ICFT - CFC, Complex Safeguarding, School Nursing. LA - YJ. ?PCFT - CAMHS	Time & LA information resource	Findings of mapping & review complete. Identification of gaps in access to health service and agreed pathways in place.	

**Key Roles:**

**SC and CCG representatives:**

DCS Director of Children’s Services (SC) Ali Stathers-Tracey