

INTRODUCTION:

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

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

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

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

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

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

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

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

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

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

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

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

Elaine Healey Chair of Tameside’s Parent Carer Forum

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

Ali Stathers-Tracy Director of Children’s Services

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

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

OUR STRATEGIC AIM:

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

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

Tameside Special Education Needs and Disabilities Strategy 2020 – 2023

STATEMENT OF INTENT:

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

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

To achieve this we will:

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

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

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

OUR PROGRESS:

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

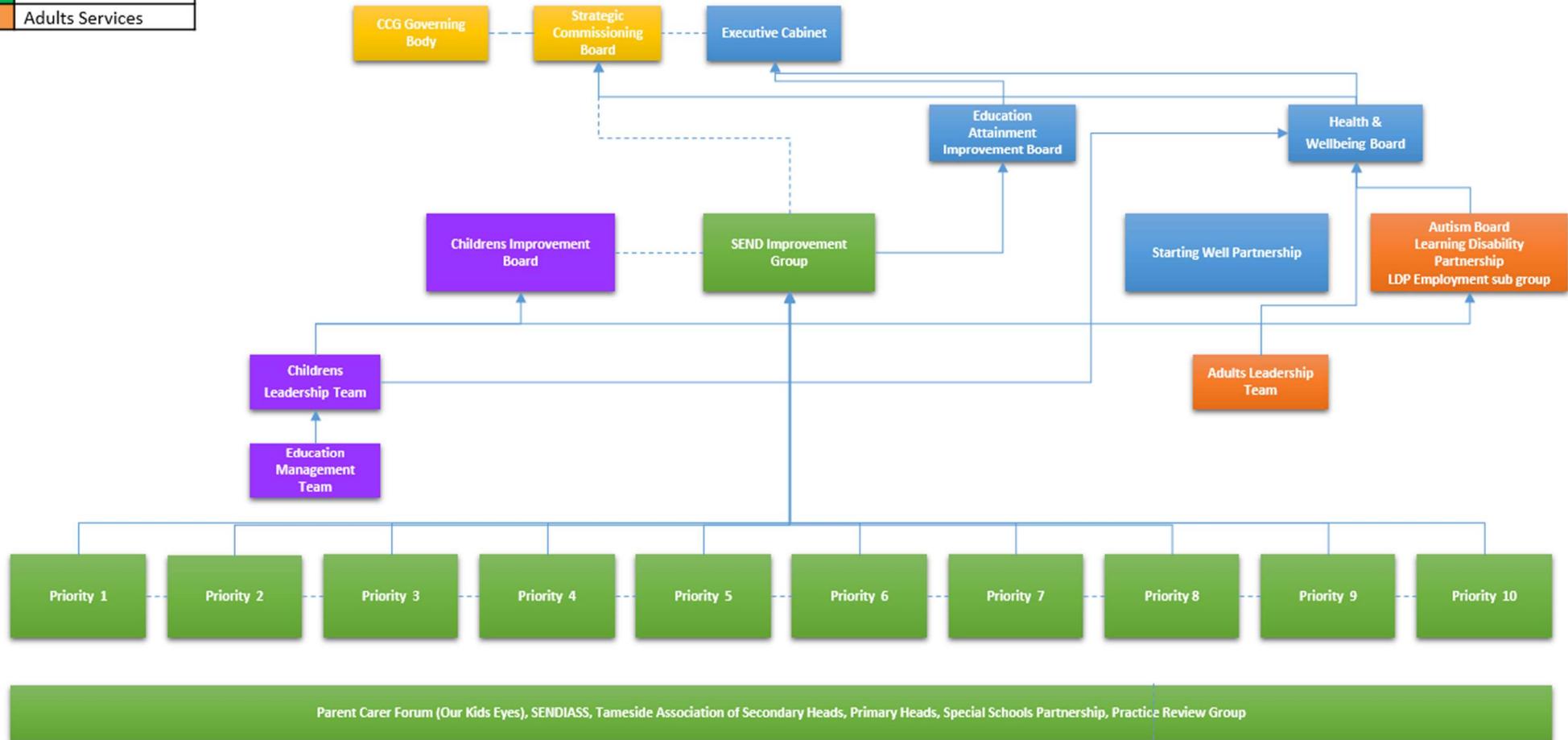
Our Kids Eyes (OKE)- a Tameside-based charity which also facilitates our parent/ carer forum, has established a SEND Inspection Engagement group for parent carers who want to be actively involved in the development and implementation of the WSOA, acting as parent carer representatives. This is supported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

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

SEND GOVERNANCE:

Tameside SEND Governance Structure

Corporate
Children's Services
Health
Core SEND
Adults Services



OUR PRIORITIES:

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

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

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

Funding

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

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

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

Outcomes:
<p>1.1 Improved timeliness of EHC Plans</p> <p>1.2 Improved quality of EHC Plans</p> <p>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”</p> <p>1.4 Good quality health advice that accurately reflects children and young people’s needs</p> <p>1.5 Professionals are confident that the established quality assurance processes are appropriately supportive and challenging and will increase the quality of EHC Plans.</p>
Impact Measures:
<ul style="list-style-type: none"> • An improvement of 40% in the timeliness of EHCPs • Improvement in the number of positive responses of parent survey- comparing to benchmark survey results. 10% improvement in the first year, 25% in the second year working towards the majority of parents reporting a positive experience after 2 years • An improvement in performance so that within 2 years all requests for advice are completed within the 6-week timescale. 50% improvement in the first 12 months • 60% of the statutory assessment workforce has training in the first year, 80% in the second year and 90% in the third year • 60% pass rate against QA tool increasing by 10% each year.

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

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

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

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

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

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

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

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

Outcomes:

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

Impact Measures:

- Parents, carers and children and young people are kept up-to-date and can see their feedback is reflected in all SEND improvement work
Improvement in the number of positive responses of parent survey- comparing to benchmark survey results. 10% improvement in the first year, 25% in the second year working towards the majority of parents reporting a positive experience after 2 years
- Fewer complaints received regarding educational provision
- Fewer in-year transitions between mainstream and specialist settings
- Lower rates of exclusions of children and YP with EHCPs and SEN Support as a result of the positive impact of the SEND Sufficiency Plan. PEX dropping to 0.25%. FT dropping below 5%(combined)
- Annual increase of at least 10% per annum of parent/carers and children and young people report they feel engaged and listened to about their priorities (via baseline survey)
- Increase SEND specialist provision across the borough, including the development of satellite bases within mainstream settings, to meet need.

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

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

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

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

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

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

Outcomes:

- 3.1 Families are aware of and use the local offer and it helps them to find the information they need**
- 3.2 The local offer is helping to identify gaps in provision**
- 3.3 All services clearly convey their service delivery description and outcomes via the Local Offer**
- 3.4 Young people, families / carers and professionals have access to clear and accessible information including the Transition Pathway and Protocol that accurately reflects the transition journey.**
- 3.5 The Local Offer is fit for purpose for all families, services and providers.**

Impact Measures:

- Increased number of people using the local offer as measured by website hits. An increase in use by 25% (excluding the coronavirus specific news pages) of the local offer pages.
- Number of families reporting positive feedback on the 'meet the local offer' events via satisfaction surveys
- Positive feedback received through the local offer inbox demonstrates good communication with parents reported in the annual review of the local offer
- Awareness of the local offer in the annual parental survey increasing to at least 50% of respondents in the survey being aware of the local offer
- Satisfaction with the local offer in the annual parental survey at least a majority of families aware of the local offer have found it useful in the survey
- Stakeholders access resources and information that they report are helpful and valuable to them. A majority of stakeholders report that information is accessible and helpful in the annual review of the local offer.
- Stakeholders report all content is up to date and a positive user experience. A majority of stakeholders report that information is up to date in the parent survey, and in the annual review of the local offer.

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

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

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

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

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

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

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

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

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

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

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

Outcomes:

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

Impact Measures:

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

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

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

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

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

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

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

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

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

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

Outcome Ref	Actions	Completion Date	Lead	Delivery Partners	Resource (cost and/or time)	How will we know?	Progress against actions/ impact & RAG rating
6.2.2	Every social care team to identify a SEND champion who will attend SEND events and training such as the “Meet the Local Offer” event.	June 2022	Daniel Murphy (Service Unit Manager, CSC), DSCO	All social care team managers	½ day	Each team to have an identified SEND champion. Social care staff attending events.	
6.2.3	Quality Assurance and Practice Standards established for CSC and Early Help.	December 2022	Tony Decrop (Assistant Director of Children’s Services), [DSCO]	CSC, SEND Assessment Team, Early Help	10 days	Quality assurance protocol in place. Quarterly audit of plans in places shows improvement by September 2023.	
6.3 Shared Practice Standards for contribution from social care professionals to the EHC Plan process implemented across the service							
6.3.1 [6.4]	Develop and implement Practice Standards for the contribution from social care professionals to the EHC Plan process.	September 2022	Daniel Murphy (Service Unit Manager, CSC)	SEN Assessment Team, CSC, Early Help	20 days	Set of practice standards developed and implemented with flowcharts to give clear instruction for expected social care involvement in EHC process.	

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

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

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

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

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

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

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

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

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

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

Outcomes:

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

Impact Measures:

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

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

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

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

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

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

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

Outcomes:
<p>9.1 Timely, strategic and effective programme for review of plans at key transition points established</p> <p>9.2 Clear SEND transition protocol and standardized paperwork in place and practice embedded, including targeted approaches, resulting in improved understanding of the transition protocols among children and families</p> <p>9.3 Standardised SEND transition paperwork and data sharing established</p>
Impact Measures:
<ul style="list-style-type: none"> • Annual reviews in place for key transition points in early years, 6 to 7, and KS4 to 5 at least one year in advance of regular transition activity • Agreed transition protocols in place and used by all schools • LA team has identified transition posts with responsibility to ensure effective SEND transition processes are in place • Feedback from children and families via young people’s for a demonstrates improved understanding of the transition pathway and process • Feedback from children and families shows a more positive experience of the transition process

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

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

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

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

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

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

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

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

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

Outcome Ref	Actions	Completion Date	Lead	Delivery Partners	Resource (cost and/or time)	How will we know?	Progress against actions/ impact & RAG rating
10.1.5	Review current membership and ToR for the Preparing for Adulthood Strategic Group and schedule quarterly meetings. This group will provide oversight of plan implementation by senior leaders from key agencies.	May 2022	Mark Whitehead (Head of Operation Services, Adults)	Children's Services, Health, Adults, schools and Post-16 providers	12 days	Launch of new group – Minutes of meetings – Programme of reviews of key milestones within the plan.	
10.1.6 [see also priority 3]	Review the Transition Protocol and Pathway, consult on and publish in an accessible format	June 2022	Reyhana Khan	Children's Services, Health, Adults, Schools	£5,000	Publication of the documentation on the Adult Social Care Website and the Local Offer	
10.2 Updated Tracker (register) to capture all young people with EHCPs in need of social care from aged 14+ effectively linked with housing and support planning within Adult Social Care, and informing joint commissioning decisions regarding future delivery models for young people							
10.2.1	Implement a live Tracker (register) in LCS for all young people predicted to come into adult social care to inform housing and support planning.	June 2022	Jo Robinson	Children's Services, Health, Adults, Schools	10 days	Evidence of Tracker – Due to data protection laws this is not available to view by public.	
10.3 The Learning Disability and Autism Strategies align to the Preparing for Adulthood Plan objectives and that these are monitored via the established Tameside Partnership Board, the Greater Manchester Delivery Group and the Greater Manchester Health and Social Care Partnership governance and reporting structure							
10.3.1	Align the Preparing for Adulthood Plan strategically with the: <ul style="list-style-type: none"> Tameside Learning Disability Strategy Tameside Autism Strategy SEND Joint Commissioning Plan 	June 2022	Mark Whitehead (Head of Operation Services, Adults)	Children's Services, Health, Adults, Schools, Employment, Probation	2 days	The preparing for Adulthood Plan will form part of the quarterly scheduled reviews undertaken by both	

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

Key Roles:

TMBC and CCG Officers:

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