

TAMESIDE SEND ACTION PLAN 2019-2020

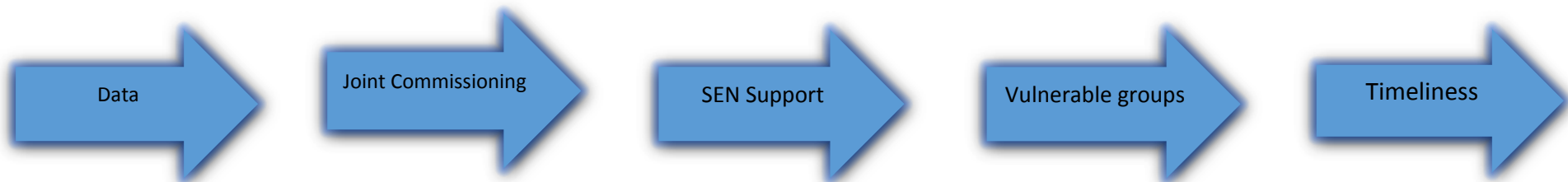
Governance and Strategic Accountability of the SEND Action Plan

Strategic governance is overseen by an established 0-25 Special Educational Needs and Disability (SEND) Strategic Partnership Board, which is represented by key partner agencies, meeting monthly and having oversight of a range of key work streams including data, intelligence, Joint commissioning, SEN support, Vulnerable groups and timeliness.

The SEND Strategic Board exists to be a responsible and accountable partnership to set the strategic vision and direction of services for SEND. Over the next 12 months, the Board will work with partners to implement this action plan

This action plan should be read in conjunction with the Tameside SEND Strategy and Tameside SEND SEF. The Action Plan below identifies five key priorities/work streams as follows:

Key Strategic Work Streams



Each item on the action plan will be cross referenced to the OFSTED 3 questions- Early identification, improved outcomes, assessment and meeting needs

ACTION PLAN SET AGAINST KEY WORKSTREAMS

Work Stream 1- DATA

Action Where do we want to be	How will we know we are there	Actions required	By Who	By When	Outcome for children Y/P
<p>1. A complete, clean, data set of all information around SEND for all areas, providing comparison with statistical neighbours and national outcomes (meeting Need)</p>	Improved understanding of local need and performance/outcomes	<ul style="list-style-type: none"> A child's NHS number to be the UIN across social care, NHS and SEN Consultation with SEND professionals to identify a meaningful data set Following consultation- a revised data dashboard to be introduced 	<p>L Barnett R Underwood</p> <p>G Pirt D McDonough</p> <p>G Pirt D McDonough</p>	April 2019	Provision identified against a better understanding of need. Leading to fewer moves and fewer exclusions Clearer understanding of the availability for provision in both special and mainstream schools means that pupils are receiving the most relevant curriculum leading to improved outcomes.
<p>2. All areas of commissioning have a clear idea of the data that they need to inform their decision making and that this information is gathered to inform the dashboard. (Identification & Meeting Needs)</p>	Commissioning decisions are made on an informed basis.	<ul style="list-style-type: none"> Identification of key data set across agencies, what is collected, what is reported on & how it is used? Identify any duplications or different ways of collecting, reporting to better inform future commissioning 	G Pirt D McDonough	April 2019	Provision identified against a better understanding of need. Leading to fewer moves and less exclusion. Correct placement of pupils means that pupils are receiving the most relevant curriculum leading to improved outcomes.
<p>3. There is a live dashboard of the relevant data showing trends and producing forecasts to inform commissioning (meeting needs)</p>	Ability to predict demand to inform future commissioning activity.	<ul style="list-style-type: none"> revised dashboard to be introduced 	D McDonagh	May 2019	Capacity to meet demand with a range of provision to meet needs Greater understanding of the range of pupils' outcomes against the provision

Work stream 2- Joint Commissioning

Action Where do we want to be	How will we know we are there	Actions required/milestones	By Who	By When	Outcome for children Y/P
1. Joint Commissioning for SEND is embedded into the joint commissioning structure <i>(meeting needs & Outcomes)</i>			T Bowman	July 2019	
2. A SEND joint commissioning body sits under the new starting well governance structure <i>(meeting needs & Outcomes)</i>	An informed joint commissioning strategy.	<ul style="list-style-type: none"> Review current strategy and update Set up the joint commissioning body 	T Bowman CCG G Pirt	June 2019 July 2019	Provision and services that meet need
3. In partnership with Early Help extend the team around the school approach to include SEND. <i>(Meeting Needs & Outcomes)</i>	A Reduction in exclusions, co-ordinated response to meet individual need through a 0-25 model integrated model.	<ul style="list-style-type: none"> SEND services to be represented in pilot of first special school. Roll out of model across neighbourhoods Detail to be included in 0-25 integrated SEND paper 	L Barnett H Morris B Connolly	April 2019 May 2019 April 2019	Early identification of need Less exclusions Improved co-ordination
4. Improved collaboration with neighbouring authorities <i>(meeting needs & outcomes)</i>	Improved choice of provision	<ul style="list-style-type: none"> Explore options for collaboration/joint commissioning with OMBC. Initial meeting organised. Produce options appraisal paper Part of the 5 Year Plan 	G Pirt + others	May 2019	Improved choice, less NEET
5. Future special needs	Clarity around the future of special needs	<ul style="list-style-type: none"> To produce a report with 	G Pirt T Bowman	May 2019	A range of provision available to meet identified needs leading to improved outcomes

<p>provision is clear and has been informed by good knowledge of current and future need.</p> <p>(meeting needs, identification & outcomes)</p>	<p>provision across the borough which includes post 16 provision</p>	<p>recommendations for the future of special needs provision and post 16 provision</p> <ul style="list-style-type: none"> • Identification of satellite provision for Special schools, resource bases, • Identify and clarify funding arrangements, 		<p>May 2019</p> <p>May 2019</p>	<p>for children/young people.</p> <p>Reduction in Exclusions leading to improved overall outcomes.</p> <p>Increased opportunities for inclusion in mainstream curriculum</p>
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Work stream 3- SEN Support

Action Where do we want to be	How will we know we are there	Actions required/milestones	By Who	By When	Outcome for children Y/P
<p>1. We have clarity on the Tameside approach to SEN Support</p> <p>(Identification, meeting needs & outcomes))</p>	<p>Key stakeholders are informing the direction of the work</p>	<ul style="list-style-type: none"> • Establish an expert reference group to consider TAMESIDE's approach to SEN support • Gather information on existing SEND support • Look at application of Plan, Do, review • Outcomes and progress of Send support • Identify recommendations. 	<p>G Pirt C Russel</p> <p>C Russel</p> <p>C Russel</p> <p>C Russel</p>	<p>May 2019</p> <p>April 2019</p> <p>April 2019</p> <p>April 2019</p> <p>May 2019</p>	<p>Early identification of need leading to improved outcomes</p> <p>Schools learn through best practice . Children have a consistent approach</p> <p>Early identification, less drift, recognition of progress or need to do more</p> <p>Consistent approach- children and families know what to expect</p>
<p>2. Improved understanding of need leading to improved joint commissioning</p> <p>(Identification & Meeting need)</p>		<ul style="list-style-type: none"> • Roll out identification/ coding training for SENCo • Development of school and cluster 	<p>C Russel</p>	<p>May 2019</p>	<p>Improved current and future commissioning of services- leading to children being in a provision that meets need with less dependency on special school provision.</p>

		SEN profiles			
3. A co-produced matching provision to needs document is embedded across the borough (identification, meeting need & outcomes)	Consistent application of Plan, Do and Review. Demonstrated by evidence of its use in referrals for EHCP	<ul style="list-style-type: none"> Refresh 'Matching Provision to need' guidance and relaunch. Include clear expectations for different needs i.e. sensory, communication and language, gross motor skills, fine motor skills etc. 	C Russel	April 2019	More children educated in mainstream schools within their neighbourhoods. Needs identified early leading to improved long term outcomes Greater confidence in SEN support across parents and professionals
4. Parental confidence in SEN support is improved across the borough (meeting need)	Reduction in demand for special school provision	<ul style="list-style-type: none"> Identify a school to pilot a model that builds parental confidence in SEN support Greater participation by SEND pupils in Mainstream education 	G Pirt B Connolly	March 2019	Children move through school with their peers and are able to reach their true potential without the need of special school provision
5. review of SEN provision completed with strategy agreed Identification, meeting need & outcomes)	Services working effectively; strong evidence base for capacity building	<ul style="list-style-type: none"> Review support services to schools across the borough. Including Bliss, CLASS and appraisal of traded model 	G Pirt	April 2019	Children's needs are identified early & met within their current setting. Fewer moves, fewer exclusions
6. There is a model of funding options outside the EHC process to reduce the statutory burden on the SEN team and enable schools to support	Effective SEN support leading to fewer requests for EHCP's	<ul style="list-style-type: none"> Linked to team around the school produce a funding model. 	H Morris H Mellor	June 2019	Fewer requests for EHCP because children are having their needs identified earlier fewer moves, fewer exclusions

young people without an EHCP.					
7. Tameside has a good co-produced Local Offer (Meeting Need, identification, outcomes)	The local offer is up to date informative and easy to navigate	<ul style="list-style-type: none"> • A parent led review of the local offer is completed • Consultation and launch of above/ local offer 	B Connolly OKE	April 2019	Children and parents are clear about provision and expectations. Children and families can easily access the Local offer in order to identify support at the right time and in the right place
8. Enhanced Senco's support early identification and meeting need.	The enhanced SENCo role is established	<ul style="list-style-type: none"> • Work with SENCo 's to identify how the enhanced SENCo role will look • Produce written guidance on the role and how it will be rolled out across the borough 	C Russel		Early identification of need and consistent high quality of SEN support
9. PCP is embedded across the SEND workforce (Meeting needs & outcomes)	Applying the key principles of PCP are evident across the SEND workforce	<ul style="list-style-type: none"> • Workforce development planning a model/ skills development around PCP • Pilot model and role out across SEND workforce 	H Morris C Russel B Connolly	July 2019	Child and family wishes, feelings, aspirations and priorities are at the heart of decision making
10. The Tameside Neighbourhood model is well embedded (Meeting need & outcomes)	The needs of children with SEND and their families are included and met throughout the Tameside neighbourhood model of working	<ul style="list-style-type: none"> • Role out team around the school model to include special school cluster • Develop the 0-25 SEND service model closely linked into the neighborhood model 	B Connolly L Butler L Barnett	July 2019 April 2019	Children's needs are identified early and met within their neighbourhood. Good multi- agency responses leading to improved outcomes Improved curriculum access and academic outcomes

Work stream 4 – Vulnerable groups

Action Where do we want to be	How will we know we are there	Actions required/milestones	By Who	By When	Outcome for children Y/P
1. The NHS number to be the child's unique identifying number (identification)	Accurate data set with improved efficiencies in reporting on vulnerable groups	<ul style="list-style-type: none"> The NHS number to be used on the social care and education systems as the child's unique identifying number. A notification system to be introduced to alert involved professionals of a change in a child's circumstances. 	L Barnett B Connolly L Barnett	March 2019 March 2019	Improved identification and multi-agency response to vulnerable children leading to improved outcomes and safeguarding
2. Transforming CETR's to be embedded to ensure a multi-agency co-ordinated response for those children with SEND who are at risk of placement breakdown and or admission to hospital (identification & meeting needs)	CETR's embedded which result in fewer placement breakdowns and fewer hospital admissions for SEND population	<ul style="list-style-type: none"> Agree the format to be used Trial the CETR process Roll out the CETR process 	K Nuttall	April 2019	Reduction in placement breakdowns Reduction in hospital admissions Improved multi-agency response to meeting needs of complex high risk cases
3. The children at risk register is used as a multi-agency tool to monitor and creatively respond to the needs of the most vulnerable young people in a proactive rather than reactive way. (identification & meeting needs)	A reduction in placement breakdowns and robust multi-agency response to the protection of the most vulnerable children with SEND	<ul style="list-style-type: none"> Ensure that all complex SEND children are included on the register. Representation from SEND attending panels 	H Mellor	March 2019	Reduction in placement breakdowns Reduction in hospital admissions Improved multi-agency response to meeting needs of complex high risk cases

<p>4. The EHCP is a high quality multi-agency plan with social care actions clearly identified.</p> <p>(Assessment & meeting needs)</p>	<p>A quality assurance framework for EHCP is in place driving up quality of plans.</p>	<ul style="list-style-type: none"> • Develop a quality assurance framework for social care contributions to EHCP • Improved alignment of virtual school with SEN team. Improved data and intelligence on LAC/CP with SEND. 	L Barnett	May 2019	<p>Improved co-ordinated approach to a child's health education and social care needs.</p>
<p>5. The Vulnerable Pupils Attendance Concerns Meetings track YP at risk and Improved identification of SEND pupils at risk of child sexual exploitation (CSE)</p> <p>(meeting needs & outcomes)</p>	<p>Managed improvement in attendance</p>	<ul style="list-style-type: none"> • Regular monthly meetings to be held to monitor and drive improvement • identification of SEND pupils at risk of child sexual exploitation (CSE) on reduced timetables or with poor attendance 	T Bowman	January 2019	<p>Targeted individual support to improve attendance and improve outcomes</p> <p>Improved identification and tracking of children at risk of CSE.</p>
<p>6. A good offer for post 18 support, education, employment and housing options is in place</p> <p>(meeting needs & outcomes)</p>	<p>Young adults have a range of post 18 options that are of a high standard</p>	<ul style="list-style-type: none"> • Complete a review of post 18 support, education, employment and housing options in consultation with young people, parents /carers • Present report to strategic partnership 	M Whitehead K Dalston	September 2019	<p>A reduction in NEET of young adults with SEND</p>
<p>7. Improved intelligence of children who are in EHE.</p> <p>(meeting needs & outcomes)</p>	<p>Improved monitoring and safeguarding and identification of unmet need</p>	<ul style="list-style-type: none"> • Complete a review of elected home education, to include how children will be monitored, the reasons for EHE, and identification of highly vulnerable. 	??	April 2019	<p>Vulnerable children who are in EHE are visible to services and appropriately safeguarded</p>


8. A fair ,transparent efficient education transport policy is in place which makes best use of personal budgets (meeting needs)	Policy agreed at cabinet following consultation with children and families	<ul style="list-style-type: none"> Complete a review of education transport which will include the development of options for personal budgets. 	C Moseley	September 2019	
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Work stream 5 – Timeliness



Action Where do we want to be	How will we know we are there	Actions required/milestones	By Who	By When	Outcome for children Y/P
Capita offers a timely overview of each phase of the EHC assessment process (Assessment & meeting needs)	Improved timeliness of completion of EHCP's	<ul style="list-style-type: none"> Review of system to include management alerts at key stages of EHC process 	H Morris R Underwood	April 2019	Improved outcomes through timely interventions
EHC referrals are effectively managed and, coordinated (Assessment & meeting needs)	A business manager role is effectively driving performance and timeliness with 75% of EHCP's completed within timescale	<ul style="list-style-type: none"> Write JD and Recruit to business manager role Timeliness meetings to be introduced to identify timeliness issues and how to resolve these (looking at each phase, finalising of plans) 	H Morris H Mellor	April 2019	Improved outcomes through timely interventions
Efficient and effective collaboration across agencies (Assessment & meeting needs)	75% of EHCP completed within timescale	<ul style="list-style-type: none"> Key partner form social care to be identified to support partnership working 	H Morris L Barnett	July 2019	Improved outcomes through timely interventions
The SEN team and partners have capacity, commitment and skill set to meet statutory requirements	Capacity longer term is sufficiently planned for with staff having the necessary skills and knowledge. There is	<ul style="list-style-type: none"> Develop a recruitment strategy for the SEN team based on recent growth (2018) Produce a training and 	H Morris B Kennedy W Young	June 2019	Improved outcomes through timely interventions and outcome focused person centred plans

(Assessment & meeting needs and outcomes)	clear commitment to EHCP and ongoing statutory referrals	competence framework for SEN team			
Consistent and transparent decision making at each point of the EHC process (Assessment)	Parents, children & young people and professionals have confidence in the EHC process. Mediation and tribunals remain at a low level	<ul style="list-style-type: none"> • Review of SEND decision making systems and panels 	H Morris W Young	April 2019	Children have the right support at the right time
Joint processes are in place for the co-ordination of annual reviews including periodic checks on efficiency of the system. (Assessment & meeting needs and outcomes)	Annual reviews are person centred/, outcome focused and of a high quality	<ul style="list-style-type: none"> • A quality assurance framework to be introduced to check on quality and efficiency of the review system 	H Morris B Connolly	April 2019	Pupils' needs are regularly reviewed and appropriate steps taken in order to ensure that they receive the right provision in the right place at the right time
Consistency in practice with high quality co-produced EHC plans (Assessment & meeting needs and outcomes)	EHC plans are of a consistently high standard supported by a robust QA system	<ul style="list-style-type: none"> • Design and introduce a quality assurance framework to include systematic auditing of assessments/plans to improve quality and consistency. 	H Morris B Connolly	April 2019	Improved outcomes through timely interventions and high quality outcome focused co-produced plans

Strengths - 'What we think we're good at'

Early Identification	Evidence Bank
A multi- agency early years panel is in place which supports early identification	 Tameside evidence template EARLY YEAR
Multi-agency commitment to EHC process	
Integrated Service for Children with Additional Needs (ISCAN) –co-ordinated response for those children with complex needs is long established and effective.	
Effective Early notification (Section 23) from Health to LA	
The pilot of team around the school has been positive and will be rolled out to include special schools	

Improved Outcomes	Evidence Bank
Improved leadership of a range of key work streams including data, intelligence, vulnerable groups, SEN support, joint commissioning and timeliness	
Council and CCG share a single commission (Budget, Leadership and Governance)	
50 children who previously had a separate SC CAF plan now have a single multi- agency EHCP	 SEND story board.pptx
A parent led review of the Local Offer	 Short Break Provision - Universal.pub

Assessment & Meeting Needs	Evidence Bank
Joint education, health and care improvement plan in place informed by – Data Dashboard	
The requests for EHCP's have increased to bring TMBC in line with national average	
A review of the SEND short breaks leading to a wide range of parent led activities for SEND	 Tameside evidence template.docx
Integrated Service for Children with Additional Needs (ISCAN) –co-ordinated response for those children with complex needs, is long established and effective.	
There is a Single Point of Entry (SPOE) for all CAMHS services (in place with partners round the table with opportunities for further development).	 Tameside evidence template 21 CYP EWE