

Special Educational Needs and Disability (SEND) Everybody's Business

Cambridgeshire SEND Action Plan 2016-2020

The Special Educational Needs action plan is an appendix to the **Special Educational Needs and Disability (SEND) Commissioning Strategy** that has been developed and published with the support of partners in health, the local authority, schools and settings; the voluntary and community sector; parents and carers and children and young people with SEND. The purpose of the strategy is to understand and plan for the current and future needs of children and young people with SEND and their families to enable them to achieve good outcomes that we know are important to them. These outcomes are:

- To be happy, confident and healthy;
- To have friends;
- To do well in early years settings, school and college and continue learning through life;
- To have a job and be able to pursue interests;
- To be independent at possible and;
- To be safe.

A workshop was held in April 2014 to develop an action plan. Over 50 people attended representing parents and carers (Pinpoint; young people with SEND (Voiceability); SEND Services; Statutory Assessment

and Resourcing Team (StART); Children's Social Care; Adults Social Care; Locality Teams; Preparation for Adulthood Team; Health Care Quality Commissioning and Cambridgeshire Community Services; Special Educational Needs and Disability Information Advice and Support Team (SENDIASS); Education Welfare Service; SEND Learning Advisors; Headteachers from mainstream and Special Schools; Early Support; Public Health; Looked After Children Service and the Continuing Care Team.

The SEND action plan is linked closely to other local authority and health strategies and protocols, in particular:

- **Early Help**
- **Think Family**
- **Accelerating Achievement**
- **Health and Wellbeing Strategy**

It is a **lived document** and will be reviewed and up-dated regularly with partners across services, parents and carers; and young people with SEND.

How will we know that the SEND Action Plan has made a difference?

We will use key indicators, based on those due to be published shortly by the Department of Education (DfE). The following table has been provided as an indicative summary of the success measures they expect to use.

	Positive experience of the SEND system for children, young people and their families	Positive outcomes for children, young people and their families	Effective preparation for adulthood
What does success look like?	<ul style="list-style-type: none"> - Parents, children and young people get right support at right time; feel that they are listened to and in control - Planned and well-managed transition at key points - A joined-up, transparent and accountable system 	<ul style="list-style-type: none"> - Improved progression and attainment at all ages - Clear and appropriate expectations and aspirations leading to fulfilled lives - More resilient families 	<ul style="list-style-type: none"> - Increased employment - Choice and control over living arrangements / Independent living - Participation in the community - Health outcomes based on need and aspiration
Examples of data and intelligence	<ul style="list-style-type: none"> - SEN appeals and outcomes - Education, Health and Care Plans (EHCPs) completed on time - Local authority and parent survey data - Children and young people's Personal Outcomes Evaluation Tool (POET) pilot - Feedback from Independent Supporters 	<ul style="list-style-type: none"> - Attainment data - Outcomes for looked after children - Destinations after Key Stage 4 & Key Stage 5 - School absence and exclusion rates 	<ul style="list-style-type: none"> - Employment status for adults with learning difficulties and disabilities (LDD) - Accommodation status for adults with LDD
When do we expect to see an impact?	Short/medium term: From Sept 2014 to Sept 2017	Medium/long term: 3 to 5 years' time	Fully emerge: 5 to 10 years' time

We have divided the SEND Action Plan into four sections. 1) Whole System – the main cultural shift behind the SEND reform 2) Universal Provision – for all children and young people with and without identified SEND ; 3) Targeted Provision – for those with Additional Needs, and; 4) Specialist Provision – for those with significant, complex and probably life enduring needs.

SEND Action Plan

Whole System

Outcomes	Measures of impact	Milestones 2015- 2017	RAG	By when	Lead	Reporting
Children and young people and their families are at the heart of shaping their individual and strategic provision so as to improve short and long term outcomes	<ul style="list-style-type: none"> Local authority and parent survey data Feedback from Independent Supporters Local Offer 'comment and follow up' reports 	SENDIASS 'The Reforms – One Year On' events capture the views of parents and carers and present reports to strategic boards for discussion and action.		Dec 15	RW	
		PINPOINT events capture the views of parents and carers and present reports to strategic boards and other venues for action and distribution		April 16	LB	
		The VOICE group investigates and reports on participation of children and young people with SEND. VOICE Coordinator post is established. An online survey is evaluated and actions published by SENDIASS (Parent Partnership)			SF	JS RW
Children and young people with SEND, parent carers and professionals across services have access to a Local Offer which provides up-to-date, clear, comprehensive and joined-up, information about provision from education, health and care providers. It enables them to take part in decision making at individual and strategic level	<ul style="list-style-type: none"> Local authority and parent survey data Feedback from Independent Supporters Local Offer 'comment and follow up' reports 	A Local Offer self-evaluation framework is developed and used to inform next steps to greater transparency and accountability. All regulations are met and information kept up to date.		Oct 15 launch May 16	MT	MW; BW; TG; SMB; MC; MC;KB; SD; LT/RD; JR;
		Parent and carer workshops (led by Pinpoint) provide reports for SEND policy development and decision making groups. Pinpoint representing parents and carers on such groups. <ul style="list-style-type: none"> Autism Social Emotional and Mental Health/CAMH offer Dyslexia 			LB	
		Integrated Offers are published that provide clear, 'joined-up' information from Education, Health, Care and the voluntary and community sector on: <ul style="list-style-type: none"> Cognition and Learning (C&L) – including Dyslexia Social Emotional and Mental Health (SEMH) Communication and Interaction (C&I);including Speech and Language ; and Autism (to be reviewed and updated) Sensory – including Hearing impairment and Visual impairment 		March 16	TG	TG (C&I) MC (SEMH) KB (C&L) SS (SS)
		Comments from parents, carers and young people about Local Authority and Health provision are analysed, addressed and published. Regular report presented to Board/s and summary published on the Local Offer		Dec 16 Apr 16 June16	MT	HP; CU; RH; TG MD; BW; SA;

Universal Provision

Outcomes	Measures of impact	Milestones 2015- 2017	RAG	By when	Lead	Reporting
All children and young people access universal provision that is inclusive and enables them to meet or surpass expected learning and wider outcomes. It builds on strengths and prevents further escalation of need.	<ul style="list-style-type: none"> • Parent and carers' and children and young peoples' survey data • All Family Common Assessment Frameworks (FCAF) • Improved school absence and exclusion rates • Attainment data (for all SEND and for different categories of SEND) • Improved outcomes for looked after children • Increased % of young people in Education, Employment or Training post KS4 and KS5 	A statement on inclusion is co-produced - for sign-up by providers. High expectations and increasing independence are clearly articulated and reflected in the plans made with all children and young people.		Jan 16	JD	
		Guidance on inclusive practice to be included in the SEND Guidance 0-25 years.		April 16	HP	MC;KB;SD;LT; HC; SAR
		The Early Help Services sets out their core offer as part of the Local Offer. This will include all locally accessed parenting programmes available (0-25years)		April 16	SF	JS HP LL/ST
		Parents as Trainer initiatives are i) explored, ii) implemented and evaluated.		i) April 16 ii) April 17	HP/LB	
		The Schools' Information Report Toolkit is re-freshed and used as a reference for conversations on universal provision between professionals, schools and settings, parents and carers for those on SEN Support and with an EHC plan		April 16	HP	TG
		The Accessibility Strategy is updated		Feb 16	JD	TG
All workforce involved with children, young people and their families evidence core SEND Competencies	<ul style="list-style-type: none"> • Parent and carers' and children and young peoples' survey data • Training evaluations • Reviews in schools indicate improved SEND awareness and skills, • CCC Workforce appraisals workforce SEND outcomes met. • Schools' Ofsted report the needs of children and young people with SEND are being met 	Phase 1: 'SEND Awareness' training for Enhanced and Preventative (E&P) staff, based on the core SEND competencies, is created, delivered and evaluated.		Jan 16 launch	PE	LL GM
		SENCo briefings and conferences (with a national speakers Jean Gross OBE) demonstrate schools' commitment to accelerating achievement in the context of SEND reforms		Oct 15 Dec 15 Apr 16 July 16	CU	
		SEND Guidance 0-25 years is completed. It is made accessible to all interested parties across Education, Health and Care services; and home		Apr 16	HP	MC;KB;SD;LT; MD;SA;SMB;
		A co-ordinated core and traded training offer for schools and early years settings is i) implemented and ii) evaluated. (SEND Services and the Learning Directorate)		i) Jan 16 launch ii) July 16	HP CU	JA
		A co-ordinated cross- directorate core and traded training offer for further education is implemented and demonstrates change in workforce confidence and practice. (SEND Services and the StART team)		March 16	HP JD	GM; MD
		Training for parents and carers to support mental health and challenging behaviour is developed, implemented.		Sept 16 launch	HP	MC GM

Targeted Provision

Outcomes	Measures of impact	Milestones 2015-2017	RAG	By when	Lead	Reporting
Children and young people have their additional needs identified and addressed early so that they can begin to achieve in line with their peers.	<ul style="list-style-type: none"> Parent and carers' and children and young peoples' survey data Team Around the Family data SEN appeals and outcomes All Early Years 'setting child plans are informed by Early Years' materials Attainment data (including for area of needs) Outcomes for looked after children Destinations after Key Stage 4 & Key Stage 5 School absence and exclusion rates 	Early Help services: Locality Teams and SEND Services are aligned – creating single local point of access to SEND and Locality provision to ensure coordinated planning and information sharing through weekly allocation meeting and SEND attendance at Locality Allocation and Review Meetings (LARMS)		Jan 16	SF	HP; LL; ST; JS
		An Early SEND Identification Toolkit for schools and settings is developed evaluated. This will be linked to the existing Interventions Toolkit 'Improving Outcomes' – which will be updated in line with recent research and feedback.		Jan 16	HP	KB
		Information, advice and signposting available via the Advice and Coordination Team (ACT) for professionals, young people and families who have a concern but do not know where/how to access support Information provided on the Lead Professional for families that have an open CAF (Common Assessment Framework)		June 16	SF	LL
		Pilot projects linked to keeping primary-aged children in school implemented and reviewed.		Dec 16	HP	MC; AS; KC
Children and young people with SEND experience a whole family approach to support that enables them to achieve improved quality of life.	<ul style="list-style-type: none"> Local authority and parent survey data Team Around the Family data Together for Families data. Fewer SEND appeals and outcomes 	Evaluation of the new Family Common Assessment Framework (CAF) shows that the wider needs of families of children and young people with SEND are addressed in a timely and efficient way.			AS	LL
		A lead professional is routinely identified whenever professionals are working around a child and family or young person in Early Years; schools-age or FE with SEND. Meetings are rationalised by that person to avoid duplication.		Feb 16	JD HP	JS; HP; LL/ST; MD

Targeted Provision (continued)

Outcomes	Measures of impact	Milestones 2015- 2017	RAG	By when	Lead	Reporting
New targeted provision is established to meet growing needs in new communities and to extend existing capacity across county.	<ul style="list-style-type: none"> Increased local placements. Fewer out of county/independent Fewer SEN appeals and outcomes Local authority and parent survey data Improved attainment data for targeted groups Improved school absence and exclusion rates for targeted groups 	A Speech, Language and Communication Programme from Health and the Local Authority for children and young people in secondary schools across the county is developed, implemented and evaluated.		Jan 16 (launch level 1)	HP	LA; LVM; JV; TG
The workforce across Children, Families and Adults services CFA who provide targeted provision can evidence the Universal and enhanced SEND competencies	<ul style="list-style-type: none"> Parent and carers' and children and young peoples' survey data Training evaluations Workforce appraisals 	Phase 2: SEND Enhanced level training programme is launched and evaluated.		April 16	PE	GM; LL; TG
Local people make local decisions are about access to targeted provision	<ul style="list-style-type: none"> Increased local placements. Fewer out of county/independent Fewer SEND appeals and outcomes Local authority and parent survey data Improved outcomes for vulnerable groups Improved school absence and exclusion rates 	A 'task and finish' group explores how services, in the future , might be delivered in more efficient and cost effective ways.		March 16	MT	JD; TB; TC; TG; RH; HP; CU

Specialist Provision

Outcomes	Measures of impact	Milestones 2015-2017	RAG	By when	Lead	Reporting
Children and young people with significant and complex SEND will receive an improved quality of offer from our Special Schools that prepares them for adult lives.	<ul style="list-style-type: none"> Increased local placements. Fewer out of county/independent Reduced transport funding and journey time Improved school absence rates Parent and carer survey data (for single and joint/dual placements) Children and young people's Personal Outcomes Evaluation Tool (POET) pilot Improved attainment data (SEND dashboard) for special school placement. Measured against Progression Guidance. Improved outcomes for looked after children Improved number in Education training or employment post 16 (and a year after leaving) 	To review how attainment in special schools is tracked and monitored against expected levels of progress. Implementation and evaluation.			CU	
		Area and SEMH special school specifications are updated with the involvement of service users and providers (to include transport costs and responsibilities. StART produce supporting guidance materials.			JD	
		Three new special schools co-located with mainstream schools are proposed to meet the growing population and need in identified areas of Cambridgeshire			JD	
		Special school catchment areas are reviewed to improve 'localism.' Local mainstream schools is the default option wherever possible			JD	MD
		A business case is made for one of the Cambridgeshire special schools to have a 52 week residential provision			JD	
		Joint/dual placements between special and mainstream schools/settings are available. Funding arrangements agreed. Guidance and examples of staff contracts that enable flexible deployment of staff across settings			JD	

Specialist Provision (continued)

Outcomes	Evidence of impact	Milestones 2015-2017	RAG	By when	Lead	Reporting
Children and young people who wish to attend FE sector or other Post 16 educational settings have their needs understood and met so that they can achieve the outcomes to which they aspire.	<ul style="list-style-type: none"> EHCP reviews demonstrate active involvement of FE /Post 16 providers relevant professionals and the Post 16 young person. More young people sustain and complete a post 16 placement. Improved numbers moving on to employment and independent living post FE placement. Young people survey data 	A 16 + Development Programme is created with FE, schools; young people, parents and carers; SEND service providers; and employers. It will include: <ul style="list-style-type: none"> Post 16 forums A commissioning offer for the FE sector to encourage a wider range of providers to meet needs locally particularly for Profound and Multiple Learning Needs (PMLD) and Social, Emotional and Mental Health A report on post 16 needs and trends provided to FE/post 16 to support the development of their provision Post 16 funding arrangements Individually brokered packages in FE to meet very complex needs in county. These use a wide range of providers, bringing in the accommodation/health needs too to produce holistic plans 			JD; HP	
		Shared school/FE packages are creatively developed across their settings (supported by the Preparation for Adulthood Team) to meet the needs of 16+ with significant and complex needs.			JD	
		Access to supported accommodation options for young people with Learning Difficulties and Disability closely linked to FE is explored.			JD	
		Transition protocols and processes are developed with young people, parents and carers and providers – which begin at Year 9		March 2016	JD; RH; HP	SA; MD;
Personal Budgets provide children and young people and families with creative responses to needs.	<ul style="list-style-type: none"> Increased numbers of Personal Budgets Parent, carer and young people survey data POET reports Me, My Family, My home learning outcomes. 	Personal Outcomes Evaluation Tool (POET) Cohort 1 (Disability Social Care): feedback used to inform further work to develop Personal Budgets.			RH	SMB
		Personal Outcomes Evaluation Tool (POET) Cohort 2 (all EHC plans) is implemented and reviewed.			MD	
		Process established for StART to report on Personal Budgets termly to the SEND Performance and Commissioning Board			MD	
		The Personal Budget Offer is reviewed regularly (annually?) to ensure it meets what young people and parents and carers are asking for.			JD	

Specialist Provision (continued)

Outcomes	Measures of impact	Milestones 2015-2017	RAG	By when	Lead	Reporting
Development of the local market to meet gaps in provision. All children and young people with the most significant and complex SEND have their needs met by In-county provision that enables them to meet their aspirations and develop skills of increasing independence for adult life.	<ul style="list-style-type: none"> Fewer SEN appeals and outcomes Improved school absence and exclusion rates Parent and carers' and children and young peoples' survey data Children and young people's Personal Outcomes Evaluation Tool (POET) pilot Improved attainment data Improved outcomes for looked after children Increased numbers in Education , Employment or Training after Key Stage 4 & Key Stage 5 	<p>Current gaps in provision identified. Review of current provision for autism. Draft plan for future provision for autism shared with parents and carers and young people.</p> <p>Quality assurance for all commissioned provision securely in place. Report to Performance and Commissioning Board.</p>			JD	MD; TG
Young people can access suitable provision locally and are not dependent on excessive time spent traveling or travel funding	<ul style="list-style-type: none"> Reduction of number of young people in receipt of Post 16 and LAC transport funds. 	A training provider for a ' Travel Training Scheme ' is explored. The scheme is taken up by schools and FE providers. (link with Home with School Transport Project)		Apr 16 launch	JD	MD
Add outcome and milestones for LAC who have SEND?	<ul style="list-style-type: none"> Increased number of families accessing the right support at the right time to enable them to stay together. Fewer families not able to stay together. Increased number available foster care placements 	See LAC Action Plan			TC	
Children and young people and their families receive timely and high quality EHC assessments and plans in line with published criteria	<ul style="list-style-type: none"> All EHCNA decisions made within the 6 week statutory timescale All parents and carers and young person participation from the start from the start of the process. Reduction in number of tribunals/ appeals/ referral to mediation 	<p>Data on EHC drafting meetings analysed and reported (Attendance; children and young peoples' voice; engagement of professionals)</p> <p>Systems in place for SEND Services to provide follow up to parents and carers and young people when a decision is made not to assess for an EHC plan</p> <p>An annual process for reporting to parents and carers is in place.</p>			JD	
				Jan 16	HP	HC; MD
					JD	

Specialist Provision (continued)

Outcomes	Measures of impact	Milestones 2015-2017	RAG	By when	Lead	Reporting
Children and young people with EHC plans receive earlier support with transition between phases of education	<ul style="list-style-type: none"> Improved outcomes for children and young children through transition phases. Fewer 'crisis referrals' post transition to a new phase of education. Parent and carers' and children and young peoples' survey data 	Robust systems of tracking children and young people across phases of education are held by the local authority and shared with schools and settings.		April 16	HP	KB; MC; LT; HC; SD
		Establishment of an effective transition process for secondary age pupils to post 16 provision. Quality assurance in place .Year 9 plans onwards checked for forward planning.		Apr 16	JD	MD;SA
Young people have access to meaningful opportunities for work experience , internships, apprenticeships, paid employment, volunteering for young people with complex needs	<ul style="list-style-type: none"> Young people's views in reviews recording clearer aspirations for education, employment or training. More young people in sustained education, employment or training after Key Stage 4 & Key Stage 5 	Introduction of a new post within Preparation for Adulthood Additional Needs (PAAN) team of Additional Needs Employment Strategy Co-ordinator .			JD	AT; SA
		Development of an Employers Forum .Volunteering opportunities and work experience with adult supported employment providers in place.			JD	SA
		SEND Information available for employers via the Local Offer to help them provide and sustain job opportunities for young people with SEND.			JD	SA
		CCC internships developed with the possibility of future employment			JD	SA
Parents and carers of children and young people with significant and complex health needs have access to Health provision to meet their needs. Information on who is eligible and how it is accessed is clearly available.	<ul style="list-style-type: none"> Parents and carers' and children and young peoples' survey data Fewer SEN appeals and outcomes Improved school absence and exclusion rates Fewer Tier 4 emergency specialist placements required? 	An up-to-date Health offer to mainstream and special schools and home/care is published in one place as part of the Local Offer and discussed with schools through existing forums			MT; JR	
		The CAMH offer to mainstream and special schools is reviewed with service users and providers and published in the Local Offer.			JR	
		The Adult Health pathway for young adults with Learning and Disability is published as part of the Local Offer (with a clear route described from children to adult services)			tbc	
Advanced training in SEND available for professionals in services working at specialist levels/tiers.	<ul style="list-style-type: none"> Parent and carers' and children and young peoples' survey data Training evaluations Workforce appraisals 	Phase 3 (Specialist) of the SEND workforce Development Training Programme is developed and launched:			PE	GM; LL
		Further training on outcomes to support EHC assessment drafting and EHC plan annual review process is delivered to staff who are likely to be involved.			JD	MD
		Rolling out of an accredited programme for Teaching Assistants across Cambridgeshire.		July 2016	HP	