

The Cambridgeshire Action Plan for Children and Young People with Special Educational Needs and Disability (SEND) 0-25 years

SEND Everybody's business

SEND Action Plan (post Local Area Inspection)		July 2017
Project Sponsor	Theresa Leavy/ Helen Phelan	Overall Status: Complete - Blue On Track – Green Slippage or Issues – Amber Significant risk of delay - Red
Project Board/ Managers		
Reporting Month		

Summary for Project Board

Tasks rated red - actions and timeline to be recorded Tasks rated blue - record of impact to be recorded				
No.	Task	Red -Action to be taken and when Blue- impact	Status	Owner

SEND Action Plan

	Outcomes	Inspection letter reference*	Task (and task leader)	Milestones achieved and next steps	Self-Evaluation Framework (SEF) section /Measures	End date	BRAG	Lead
1	<p>Reflective self-evaluation by all those involved in supporting children and young people with SEND identifies the strengths and areas for development both around the individual and across the local area.</p> <p>Parents, carers, children and young people with SEND are confident that they are listened to and that there is a timely response from Health, settings, schools, colleges and the Local Authority</p>	MF3 MF15 D1	1a. Ensure all services in Health, settings, schools, colleges and the Local Authority have effective systems in place to report on the satisfaction of parents, carers, children and young people and to listen and respond to what they say (tbc)		SEF Section: 1 Principles <ul style="list-style-type: none"> • Pinpoint parent carer forum feedback • Parent focus group involvement • SENDIASS Parental surveys; • Service evaluations • Education and health data dashboard 			
			1b. Expand participation in the Local Area Self-evaluation Framework (SEF) to include wider input from stakeholders in Health, settings schools; college, the Local Authority including those providing for children and young people in vulnerable groups; parents, carers and young people. Update annually and use this information to continue to inform change.(tbc)					
			1d.Refresh and roll out the Children, Families and Adults (CFA) training levels 1, 2, 3. Exploit opportunities for joint Continuing Professional Development (CPD) with stakeholders including parents as trainers (tbc)					
			Other?					
2	<p>Roles, responsibilities and processes for Health, the Local Authority, Early Years, schools and other settings are clearly communicated. They are consistently followed by all.</p>	MF13 D1 D8 D13	2a. Continue to develop an all-age SEND Framework to clearly set out agreed expectations around SEND. Work with parents carers and other stakeholders to clarify expectations around 'Who does What 'Where? When?' (tbc)		SEF Section 2: The Local Offer <ul style="list-style-type: none"> • Parental surveys • Young people surveys • Local Offer audit • Local Offer feedback • School Information Report surveys 			
			2b Finalise the Early years SEND Integrated Framework (health, education and social) and develop an Integrated Pathway for young children currently accessing Early Support (tbc)					

			1c Clarify the expectations around the Lead Professional role and ensure broader ownership (tbc)					
			2c. Co-produce an SEND Inclusion charter with Parent Focus Group and other stakeholders(tbc)					
			2d. Update and publish the referral criteria and processes to services following the Children's Change Programme(tbc)					
			2e. Redesign the county council local offer web structure. Ensure the information on roles and responsibilities is accessible and appealing to users and provides a 'one front door to information, advice and support on education, Health and Care (tbc)					
			2f. Ensure front line staff can confidently support parents and others to find information they require on local provision (including on local offer webpages).(tbc)					
			Other?					
3	Children and young people at SEN Support receive the right opportunities and support in schools and settings to enable them to sustain good physical and mental well-being and improve their academic attainment (especially at KS2 and for those in vulnerable groups)	MF 6 D10 D11	3a Schools to prioritise and monitor the consistent delivery of high quality teaching and the removing of barriers to learning as the first port of call to improve outcomes for children and young people with or possibly with SEND and those in vulnerable groups. (tbc)		SEF Section 5: Early Years SEF Section 6: Schools SEF Section 7: FE			
			3b Schools to ensure that they provide clear information how they deliver and monitor SEN Support .Each Schools SEND Information Report to be linked to the Local Offer and vice versa– with a consistent message about expectations around universal support and SEN Support in line with Code of Practice 2015; Equality Act 2010 and other national legislation) (tbc)		<ul style="list-style-type: none"> • Key stage attainment data (SEN2/Raiseonline) • Attendance data • Exclusion data • Health data early years • Health data school age • Outcome data for specific groups such 			
			3c Schools Information Board to work with the Local Authority, to target support and					

			<p>training to identified schools or school clusters to support them in meeting the needs of children and young people at SEN Support. (Linked to the work of the SEN Support Action Plan). (tbc)</p>		<p>as Looked After and Free School Meals.</p> <ul style="list-style-type: none"> • Destination Data (EET) 			
			<p>3d. Local authority to target support and training to identified schools or school clusters to support them in meeting the needs of children and young people with SEND in vulnerable groups such as Free School Meals and Looked After Children. (Linked to the work of the SEN Support Action Plan). (tbc)</p>					
			<p>3e Consult on and review the funding framework for schools to ensure timely response to needs. (tbc)</p>					
			<p>3f. Review the processes for identification and holistic assessment for children and young people with social, emotional and mental health needs. Be clear about the link to the Family Plan. Deliver training to schools, settings and professionals (tbc)</p>					
			<p>Other?</p>					
4	<p>Parents and carers are satisfied with the arrangements for Education, Health and Care (EHC) Assessments and Plans</p>	<p>MF14</p> <p>D3</p> <p>D4</p> <p>D6</p>	<p>4a Review and develop Cambridgeshire's EHC Plan process pathway with a focus group of parents, carers, START, Health, Social Care and educational providers. (tbc)</p>		<p>SEF Section 9: EHCP</p> <ul style="list-style-type: none"> • Completion and communication of new EHCP process pathway • Parental surveys; • Young people surveys • Personal Outcomes Evaluation Toolkit (POET) • Completion date compliance • Service evaluations)
			<p>4b. Ensure targeted services provided by Health and Social Care are consistently included in ECH Plans (tbc)</p>					
			<p>4c. Set up a system for an annual audit of EHC Plans. Monitor to see if plans for access to social activities; participation in society; and long term outcomes for adulthood are always included. Monitor to see if the outcomes that are set are being met. (tbc)</p>					

			4d. Refresh the CFA (Children Families and Adults Services) training unit and guidance on EHC Plans. (tbc)		• SEN appeals			
			4e. Ensure children and young people with statutory plans have stable school placements. Use funding for tuition packages on high quality intensive input to keep them in school, or support them back into school. (tbc)					
			Other?					
5	Commissioning (in Health and across all services) is based on robust information about outcomes	MF11 D2 D5 D9 D12 D14	5a. Monitor the impact of the new arrangements for support and diagnosis of Autism Spectrum Disorder in young people over the age of 11 years.		SEF Section 3:Working Together to improve outcomes SEF Section 10: Children and young people in specific groups • LAC statutory timescales met • Parental surveys; • Young people surveys • Personal Outcomes Evaluation Toolkit (POET) • Service evaluations			
			5b. Ensure ante-natal checks are made by the Health Visitor in all pregnancies. This is to ensure that where there may be parental and environmental risks to an unborn baby that these are identified and followed up even if non- attendance. (tbc)					
			5c. Ensure the personal budgets for health needs in the local areas are fully implemented. Monitor and report on the impact of interim investment to help build awareness and strengthen practice. (tbc)					
			5e. Review the systems in place to gather and present a full range of outcomes data from Health, SEND Services and Learning for children and young people with SEND (including those in vulnerable groups). Leaders to use this information to directly inform future commissioning. (tbc)					
			Other?					

MF – Inspection Letter 'Main findings'

D – Inspection letter 'Areas for Development'