

Leicestershire
SEND



Leicestershire local area SEND & Inclusion Strategy – 2020 to 2023

Our vision in Leicestershire for children with special educational needs and disabilities is the same as for all children and young people – for them to achieve well in their education, to be cared for in safe and supportive families, participate and be involved in their communities and lead happy, safe and fulfilled lives.

Foreword

Welcome to the second version of Leicestershire’s local area Special Educational Needs and Disability (SEND) and Inclusion Strategy in partnership with Leicestershire County Council, West Leicestershire and East Leicestershire and Rutland Clinical Commissioning Groups. The publication of the strategy comes at a time of unprecedented challenge for all services, compounded by the recent Coronavirus pandemic. Leicestershire was inspected by Ofsted and Care Quality Commission, the good work taking place across services and between services and parents and carers was recognised, however, the inspection has provided some actions that urgently need to be addressed.

Crucial to the success of the strategy, is the important role parents and carers have in shaping the experience for their children and young people. The SEND & Inclusion Partnership Board across Leicestershire is committed to co-producing work with parents and carers and communities to raise aspirations and build resilience.

We would like to offer thanks to all those that have co-produced the strategy and to those engaged in supporting children and young people with SEND and their families in Leicestershire. The strategy, in continuing to outline our response to these reforms, is also designed to reiterate our continuing commitment to high quality services.

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1. Introduction

The purpose of this strategy is to set out the vision and priorities in Leicestershire for developing support and provision for children and young people with SEND.

In September 2014 the Children and Families Act 2014 came into force. Part 3 of the Act is entitled Children and Young People in England with Special Educational Needs and Disabilities (SEND). In the Act, Local Authorities and Clinical Commissioning Groups have a number of duties they are required to meet.

This strategy sets out how the Leicestershire local area plans to support children and young people with SEND aged 0-25 to achieve their best possible outcomes, in line with the reforms and in light of our current local position and other local developments. It sets out our priorities for the period from 2020 to 2023 and is underpinned by a strategic plan setting out how these priorities will be achieved.

2. Leicestershire local area SEND & Inclusion Priorities for 2020 to 2023

Co-production with parents and carers and children and young people will run as a thread throughout each priority.

Priority 1 - To identify and meet children's special educational needs as early as possible.

Priority 2 – Responsive, inclusive and effective provision for all children and young people with Special Educational Needs and/or Disability (SEND).

Priority 3 – Understanding and preparation for change (Transitions).

Priority 4 - Strategic partnerships, joint working, joint commissioning and consultation.

Priority 5 - Develop the workforce.

3. National and local drivers

National

Delivering effective services to children and young people with SEND is covered by legislation and statutory guidance, providing the framework for public bodies to carry out.

The Equality Act 2010 is legislation that protects the rights of individuals to promote a fair and more equal society. The Act requires public bodies and service providers to take reasonable steps to ensure that children and young people with SEND do not face discrimination compared with children and young people that do not have SEND. As part of the duty for public sector organisations, we are required to consciously consider how we promote equal opportunities for children and young people with SEND and the service delivery that is offered.

As part of the commitments under articles 7 and 24 of the United Nations Convention of the Rights of Persons with Disabilities, there is a commitment to the inclusive education of disabled children and young people and removal of barriers to learning and participation within mainstream education.

The Children and Family Act 2014 seeks to reform the way support is provided for children and families with SEND. The Act places the views, wishes and aspirations of children and young people and their parents and carers at the heart of the SEND system, requiring a culture change in the ways that professionals work with families and across organisational boundaries. The Act has a common strand with the Equality Act 2010 on removing barriers to learning.

The Care Act 2014 sets out local authorities' responsibilities in providing care and support for adults who may need it. In combination with the Children and Family Act, it enables areas to prepare children and young people for adulthood from the earliest possible stage.

The SEND Code of Practice provides the statutory guidance for relevant organisations who work with children and young people with SEND and their families.

Local

The Leicestershire Children and Families Partnership Plan 2018-21 brings together all agencies involved with children and young people. This overarching plan addresses the needs of all children and young people, their families and carers and is underpinned by five priorities:

Priority 1: Ensure the best start in life

Priority 2: Keep children safe and free from harm

Priority 3: Support children and families to be resilient

Priority 4: Ensure vulnerable families receive personalised, integrated care and support

Priority 5: Enable children to have good physical and mental health

Leicestershire County Council is committed to taking a 'whole life' approach to people who are disabled. This means that services do not just focus on the immediate and short term needs of the person, but instead providing a long-term view. For

children and young people, it requires all partners – health, education, adult social care and more – working together to put their aspirations at the heart of support planning. As well as the priorities included in this strategy these principles are a central part of the Council's 'Whole Life Disability' Strategy and 'Preparing for Adulthood' programme.

The Leicestershire local area SEND & Inclusion Strategy continues to be underpinned by the gap analysis provided in the Joint Strategic Needs Assessment (JSNA) 2015, a refresh is due for completion in autumn 2020. This will be used to inform the action plan associated with the SEND & Inclusion Strategy.

The 2015 JSNA identified an increasing prevalence in certain conditions that will increase the need for support, school placements and the impact on service delivery. There is a need for the local area to work across the SEND system to meet the increased prevalence in conditions through a graduated response and work with children, young people and their parents and carers to commission responsive, sustainable services for the future at an individual and strategic level.

Ensuring a smooth transition from childhood to adulthood for all young people with SEND is key to improving outcomes. Services can raise the aspirations of and support young people aged 16-25 years with SEN to achieve a level of independence that improves the quality of their lives within their local communities.

4. The local area SEND inspection

Each local area across England is subject to a SEND inspection. These are carried out by Ofsted and the Care and Quality Commission. Leicestershire was subject to an inspection in February 2020. The inspection drew out strengths within the main findings, including the determined effort since 2016 to implement the disability and special educational needs reforms effectively. There is an accurate understanding of the strengths and areas to develop Leicestershire's SEND arrangements, with a strategy in place. Leaders work collaboratively to provide children and young people with SEND the resources they need. There are well established working relationships across education, health and care services to identify and meet the needs of children and their families.

The SEND inspection is not graded, but if there are areas deemed as having serious weaknesses, a written statement of action is required to explain how the local area will address the identified areas. This will require a re-inspection of the key actions identified in approximately eighteen months' time. It was determined by the SEND inspection team that both the local authority and the area's clinical commissioning group are jointly responsible for submitting the statement to Ofsted on the following:

- The absence of a clearly defined joint commissioning strategy for 0-25 SEND provision.
- Systemic weakness in the quality of EHC plans, including: the drawing up of the EHC plans; the inaccuracy with which the plans reflect the children and young people's needs; the absence of good-quality outcomes in EHC plans; the inconsistency with which plans include contributions from education, and also health and care professionals; the lack of any formal quality assurance framework to improve new and existing plans.

For the report on the Leicestershire local area SEND inspection, please follow this [link](#).

5. The local context (data)

The Children of Leicestershire

The Office of National Statistics estimates for 2017 suggest that approximately 209,231 Children and Young People (CYP) under the age of 26 years live in Leicestershire. This equates to approximately a third of the total population. There are 105,436 children and young people educated in Leicestershire state-funded schools (aged 3-18). The Income Deprivation Affecting Children Index (IDACI) shows that 13% of children in Leicestershire are living with families that are income deprived. The highest proportion of children living in poverty live in the Charnwood area of the county. CYP from minority ethnic groups account for 12% of all children living in the area, compared with 22% in the country as a whole. The largest minority ethnic groups are Asian or Asian British and Mixed. The latest School Census, which includes all pupils on roll at a school within Leicestershire (aged 4 to 16 years), reports that there are now 11,086 pupils on a SEN Support plan and 3,801 with an Education, Health and Care Plan. SEND pupils account for 14.1% of the Leicestershire school population.

The national SEN2 data collection includes all children and young people with an Education, Health and Care Plan that are the financial responsibility of Leicestershire. This will include all children and young people that are educated within Leicestershire schools and in other schools outside of Leicestershire, including independent schools and non-maintained special schools. The national information is used to monitor Leicestershire against the regional and national performance and provides the authority with insight into areas for further investigation at a local level. The latest information from 2019 shows that Leicestershire continues to see a higher rate of total number of EHCP's than the region and national. The latest local data for August 2020 shows that there is a total of 5,039 active EHCP's. The largest age bandings for the total number of EHCP's continues to be for 5-15 year olds and with the largest increase in EHCP's from August 2017 to August 2020 being in the 20-25 age group with a 90% increase. The number of new EHCP's issued over throughout 2019 was 790. This is a 19.7% increase on the previous year and is well above both regional and national figures. At the beginning of August 2020, Leicestershire had issued 446 new EHCP's from 1st January which is slightly above the 419 new EHCP's that had been issued the previous year. New EHC plans as a proportion of the total number of EHCP's continues to increase and the proportion for Leicestershire is higher than for both regional and national. As a result of the increasing workload for services contributing to the EHCP statutory assessment, new plans issued within the 20--week timescale has declined, although is still at a significantly higher level than both regional and national figures. The High Needs Block programme as a workstream focussed on the EHCP statutory assessment process and the work that takes place to meet the needs of children and young people prior to an EHCP at SEN support stage within schools and settings.

Many children and young people with EHCPs are educated in mainstream schools or special schools. It is the Local Area's ambition that the majority of children with EHCPs can be included and educated in mainstream schools, or resourced provisions within a mainstream context, where they can learn in their local communities and with their peers. As at January 2020, 50% of our children and young people are educated within mainstream and 36% are educated in our Area Special Schools and 13.5% are educated in independent or non-maintained special schools.

The Special Educational Needs population



School Census 2020
 11,086 SEN Support
 3,801 EHCP
 SEND as a total of school population:



SEND reforms came into legislation in 2014
 SEN support has seen a 2.9% increase since 2015
 EHCP has seen a 38.4% increase since 2015
 EHCP's account for 3.6% of the school population



SEN2 2020
 EHCP has seen a 73.5% increase since 2015
 There has been a 12.5% increase in EHCPs from the previous year (10.2% national)



Timeliness for issuing an EHCP as at January 2020 was 92%
 Average 94.9% - health producing advice for statutory assessments within 6 weeks of a request



Early Intervention Service

- 200 – 300 referrals per month
- C&YP assessed and commence treatment within 4 weeks
- Reduced numbers referred into CAMHS by 30% - 50%
- Delivery of advice, support seamless transfer between services

Education

Education attainment and progress for children and young people with an EHC plan in Leicestershire is above the national average and above statistical neighbours across all key stages and Post 16 except Key Stage 2, although in some attainment measures, this change from the previous year is declining. This is reflected in the gap between those with no identified SEN and those pupils with an EHC plan. Leicestershire has the smallest gap against regional, statistical neighbours and national comparisons. For those pupils on SEN support, attainment and progress are below the national, regional and statistical neighbour averages. This is also reflected when a comparison is made between the gap between the two groups, with Leicestershire having the largest gap. The Local Area recognises the need to make improvements across all reported attainment years.

At the end of 2019, the overall absence rate for pupils with no SEN, in a primary school is 3.8% and in secondary school is 5.2%. In comparison, absence rates for pupils on SEN Support in Leicestershire's Primary schools is 5.6% and in secondary schools is 9%. The overall absence rate of the pupils with an EHCP in Leicestershire's primary schools is

6.9%, secondary schools is 12.5% and special schools 8.7%. This a smaller gap than the national average.

In 2018/19 there were 25 permanent exclusions. 7 of which are SEN support (4 Primary and 3 secondary) and 2 with an EHCP (1 primary and 1 secondary). Most of these children received support through the Secondary Education and Inclusion Partnerships (SEIPs) or from Primary Graduated Response Practitioners from Oakfield Short Stay School prior to starting at a new school. Leicestershire has low numbers of permanent exclusions compared to England and regional averages, which demonstrate the Local Area’s commitment to inclusive education for all children and young people. This work with schools continues to be a focus of the Local Area’s attention with a focus on building capacity in schools, additional support, advice and guidance from the Local Authority to further strengthen early identification and offer excellent SEN Support through the provision of new toolkits and training for staff in school settings.

Health

On the 24th July 2020, a total of 55 children had a Personal Health Budget across Leicestershire and Rutland. This breaks down into the following Clinical Commissioning Group (CCG) areas:

| Name of CCG | Number of children and young people with a Personal Health Budget | |
|-------------------------------------|---|--------------|
| | With EHCP | Without EHCP |
| East Leicestershire and Rutland CCG | 22 | 9 |
| West Leicestershire CCG | 16 | 8 |

The children that are supported have a variety of physical and mental health needs. Some examples of the physical children that are supported are children with very high respiratory needs such as beyond the mouth suction, tracheostomies and/or require supportive ventilation. Support is given to

support children with very complex epilepsy, complex bowel management, mobility or complex feeding such as total parental nutrition (TPN). Some of the mental health cohort that are supported are those with Autistic Spectrum Disorder (ASD), ADHD, complex challenging behaviours and/or self-harming behaviours.

Social care

The number of children who are Looked After in at the beginning of June 2020 in Leicestershire is 659 (3rd June 2020) which is 0.62% of the overall population aged under 17 years. The number of Looked After Children with an EHCP on the same date is 112 and for those on a SEN Support Plan, is 77. The Looked After Children make up 1.3% of the total number of SEND children and young people.

Children and young people that are referred within the local authority through the Short Break and Children and Family Wellbeing Panel have social and personal care needs. Personal care needs will be provided through a commissioned domiciliary care contract or through a personal assistant that the parent/s will source via direct

payments. Provision of social aspects of need is through a graduated response. Provision can be offered through mainstream activities with additional inclusion funding; SEN groups offered by the Children and Family Wellbeing Service; specialist summer playscheme; commissioned groups running throughout the year; a more tailored approach through a personal assistant funded via direct payments to overnight residential stays.

6. What our families tell us?

We are confused about what Provision is available in Leicestershire
Parent./carer. 2017

Leaving school, turning 18 is still a scary time... where do the services go?
Parent/carer. 2017

Some of us have to pay for our own reports and go to charities for equipment our child needs
Parent./carer. 2017

The length of time it takes to get a diagnosis to allow you to get help and support
PCF survey SEND inspection 2020

Some mainstream schools don't understand my child's diagnosis or how to meet their needs
Parent./carer. 2017

Training the right staff to work in new provisions is really important
Sufficiency strategy consultation

We would like to be kept informed more
PCF survey SEND inspection 2020



If transport is late or noisy it can be stressful.
Young person. 2017

Some teachers in mainstream schools don't understand us.
Young person. 2017

Since the development of the SEND Strategy 2017 to 2020, the Parent Carer Forum has become established and provides on-going feedback from families on their experiences of having a child or young person with Special Educational Needs and/or a Disability into the SEND & Inclusion Board. This has helped to keep the SEND & Inclusion Board informed as to on the ground feelings towards service delivery.

In addition, a number of consultations have recently taken place with parents and carers to inform the local area on specific issues and developments:

- In response to the increasing demand for specialist provision, a sufficiency strategy has been developed with the aim to increase the number of places for children and young people with Communication & Interaction (primarily Autistic Spectrum Condition) and Social, Emotional and Mental Health needs across the local area. A consultation took place on the new provision which included: an online survey, 5 locality events open to all, 7 workshops with children and young people, 1 focus group with parents and carers. This provided information on what the provision should look like and be resourced.
- Adult and Community Services carried out a questionnaire around information and advice for preparing for adulthood during 2019.
- The local area in Leicestershire had a SEND inspection in February 2020. To enhance the webinar information and the meeting with parents/carers, the Parent Carer Forum conducted a survey with parent and carers to provide further information to the inspection team. The survey consisted of service satisfaction questions and specific questions on key areas that the Parent Carer have reported to the SEND & Inclusion Board: SEN Transport, EHCP's and the Local Offer.
- The development of the neurodevelopmental improvement programme for children and young people with Autistic Spectrum Disorder (ASD) and Attention Deficit Hyperactivity Disorder (ADHD).

Information from children and young people has been collected from their respective Youth Group leaders, identifying the key themes that are discussed during the groups. The young people that attend these groups will have an SEN support plan or an EHCP and will be in mainstream or specialist schools. Information was also received from a session held with the Youth Advisory Group.

Key themes from recent consultations to inform the refreshed key priorities

Ensure mainstream schools are equipped to meet needs

Parents and carers raised concerns about the training staff in mainstream schools receive to equip them to support children and young people with Special Educational Needs. They don't feel that they have sufficient knowledge about the different conditions and are not fully able to support needs. Children and young people in 2017, and again in 2020, also spoke about their concerns at being within a mainstream school and the consequences of staff not understanding SEN conditions: being segregated from their classmates when not able to cope with a busy classroom, consequences

/ punishments for SEN related behaviours, low attendance at school and leaving school without any provision to move into. The young people would like to see better training for teachers in mental health to identify the early warning signs.

Positive responses were received on support and help in our area Special Schools.

Strengthen the voice of parents and carers

Parents and carers would like to see an improvement in the communication between families and services, and between services. They would like to be treated as experts in their child's needs. This particularly relates to the Education Health and Care Plan process. The SEND & Inclusion Board continues to work with the Parent Carer Forum to strengthen the voice of parents and carers, and children and young people, at a strategic level, to support the development of services at an earlier stage which reflect the needs of the families who will be accessing those services.

Accessible communication

Children and young people with SEND have reported that they would like any information and guidance to be in an accessible format for children and young people with SEND, including in Braille and sign language.

Local provision

A key theme being reported by parents and carers and young people is being able to attend an appropriate school placement. Schools not being able to meet need was reported as an issue by parents and carers. Young people reported that they were struggling in a mainstream school with some on reduced timetables.

Parents / carers, children and young people have been concerned about the length of time travelling to specialist schools. The increase in demand for specialist placements has increased the reliance on independent placements which may not be within the local community and increasing travel time.

SEN transport for young people can involve being taken to school in an overcrowded taxi and communication issues, e.g. not being able to have a conversation with the driver/escort.

Put the child at the heart of decision making

Parents and carers have been concerned that their child or young person is not getting the right support that they need due to putting cost and/or resources available first. This applied to bringing in experts, provision and equipment in schools; offer for a school placement, Short Breaks and preparation for adulthood. Young people reported that they do not achieve positive friendships or the social interaction that they would like to have.

Joint working across education, health and care

Parents and carers do not feel that there is good joint working between education, health and care services as well as across children's and adult services. This is particularly the case when there is more than one agency commissioning a placement. When there is satisfaction, this is down to an individual being proactive in making the links to services and often referring on behalf of the family.

Access to services

Parents and carers reported that waiting times are an area of dissatisfaction. There are very long waits once a referral has been made to an initial appointment, and between appointments. Parents and carers also report that it takes a long time to be able to receive a diagnosis. Parents and carers reported that more information needs to be made available whilst waiting for an assessment / diagnosis. It would also help parents, once a diagnosis has been made, to provide information on the condition. Parents and carers also would like more information on the pathways to access a service and what is available once a case has been closed to a service. This includes what services are available for children and young people as they enter adulthood.

7. The High Needs Development Plan

The High Needs Development Plan was established in recognition of the rising demand for SEN support and provision in Leicestershire alongside the ambition to provide early support to all children, maximising their potential within an appropriate local setting.

The plan has four key strands:

- Development of Inclusion and Education Quality Offer
- SEND Strategy, Commissioning and Funding
- SEND Systems Review
- Sufficiency Programme

Development of inclusion and education quality offer

This strand of the plan focuses on strengthening Leicestershire's local offer prior to a formal need being identified. The Local Authority has invested in additional resources to further strengthen the graduated response across all settings, as well as developing an Inclusion Service which provides schools and parents and carers with advice and support and acts as a 'triage' for internal and external services.

The Inclusion and SENA Service will be working with schools across the graduated response pathway, ensuring needs are identified and addressed early, with a focus on meeting outcomes. The Inclusion Service focuses on early identification of need and tracking the progress of children at regular points to ensure appropriate support is being provided by the local area. The service aims to provide effective and consistent assessments in order to refer to the most appropriate services and support across the continuum of need to ensure that timely, suitable support is identified for children and/or their families.

SEND strategy, commissioning and funding

To ensure that there is consistency across the local area, this strand focuses on ensuring that our key policies and strategies are proportionate with the needs of the local area and that proactive support mechanisms are in place to ensure that the local area is supported in applying these. This strand is developing:

- i. Best endeavours and reasonable adjustments guidance for all settings
- ii. SEND handbooks to roll out across the whole sector
- iii. SEND and Inclusion Strategy (2020/2023)
- iv. Re-design of the Neuro-development Pathway
- v. Review of the funding framework (including the best use of top-up funding)
- vi. Whole school quality and outcome reviews
- vii. Joint Commissioning Strategy
- viii. Strengthening the relationship between Children's and Adults Strategic Commissioning

SEND systems review (operational Local Authority services review)

Work is planned throughout 2020 to enhance operational practice and the operating model across our SEN and Inclusion Services to ensure consistent, effective practice is developed and deployed across the local area. Work has begun with the SENA service to explore improvements in its service offer that will ensure consistency and parity of decision making – ensuring it is multi-agency in nature.

We have carried out extensive performance and data analysis which has identified opportunities for improvement. Plans are in place to re-design key processes within and led by the SENA service, putting in place a joint approach with health and social care to ensure consistency and robustness across assessment, decision-making and reviews.

Sufficiency programme

The demand for SEND provision continues to grow and through the needs identified in the SEND Strategy and the Local Authority's planning and sufficiency forecasting in 2018 the need for additional capacity was identified. To meet the need within an inclusive education system, an ambitious programme has been established to develop provision across the local area. A specific need identified was for places for pupils with Communication and Interaction (primarily Autism Spectrum Condition) and Social, Emotional and Mental Health needs. The programme is supporting the expansion of existing special schools, with Menphys Specialist Nursery supporting children at risk of exclusion, the further development of resource bases in mainstream schools and a pre-school to further promote inclusion, and the longer-term development of new schools.

Following a positive public consultation outcome during the spring of 2019 on the rising demand and need for further local sufficiency, 88% of responses from that consultation were in strong agreement or tending to agree with the local area's overall sufficiency proposals. Our plans involve the development of at least 731 places over the next 3 years.

The programme is working to ensure that the right contractual arrangements are in place with all of our provisions and Service Level Agreements (SLA's) are developed and/renewed over the next 4 months. These SLA's are vital to the development of Leicestershire's SEN provision as these agreements set out our expectations for children and young people attending each provision, and the responsibility of the Local Authority and each provider to ensure improved outcomes, whilst ensuring value for money is achieved.

8. How will we achieve the priorities?

Co-production

Description of priority area

A strand that will run throughout the strategy will be co-production with parents, carers, children and young people. Work is developing with Leicestershire's Parent Carer Forum to provide the parental steer for the strategic work that is taking place. Services will continue to develop approaches that ensure we meet the standards of co-production and person-centred reviews, as set out in the SEND Code of Practice and use these to influence the work prior to SEND being identified.

Priority 1 - To identify and meet children's special educational needs as early as possible.

Description of priority area

This priority considers how pre-school settings and mainstream schools work with parents/carers and appropriate professionals to understand and identify the needs of children and young people as early as possible. The priority focuses on supporting inclusive practice and removing barriers to learning. There are links with Priority 5: Workforce Development, so that across the partnership we can ensure that our staff are knowledgeable about the needs of children and young people with SEND and what the Local Offer can provide in supporting families. Professionals will also need to follow the graduated response and know when and how to seek and coordinate multi-agency support at the Special Educational Needs (SEN) Support Stage or, when necessary, through an Education, Health and Care Plan Needs Assessment.

The local area SEND inspection identified that the Education, Health and Care Plan process was a serious weakness and is an action within the Written Statement of Action.

Within this priority, there will be links to:

- Develop integrated two-year checks to ensure early identification, reinforced through joint working with health agencies and clear processes around section 23 notifications (health and the local authority)
- Initial health assessments for children in care with SEND to be carried out in a timely manner
- The legal requirements of schools, local authority and health services through the development of a SEN Handbook
- Development of the Inclusion Service in supporting schools, parents and carers and professionals working with children and young people with SEND, particularly identification of SEN and SEN Support
- Sharing information between the local authority and health services for young people that are not in education, employment or training, and with the School Nursing service for children and young people with SEND that are Electively Home Educated
- Improving the quality of Education, Health and Care plans
- Developing the Education, Health and Care Plan process and Annual Reviews both within the local authority and between the local authority (education and care), clinical commissioning group and provider services
- Offer of support and training to schools and settings without the need for an EHCP

- Better use of information management systems, data quality and using performance information
- Development of the Local Offer

What will this mean for you?

That all children and young people with Special Educational Needs and/or Disabilities and their families will be able to access the information, advice and support they need at the right time to live as independently as possible.

Children and young people in settings and schools will have competent and knowledgeable staff to support them. Their needs will be identified as early as possible with their needs being met at the lowest level, ensuring provision is in place to meet their needs and to enable outcomes to be achieved.

Priority 2 - Responsive, inclusive and effective provision for all children and young people with SEND.

Description of priority area

This priority area includes sufficiency (ensuring enough specialist school places to meet identified and projected need), the 'outward looking' role of special schools and resourced provisions – how they work alongside other services to support opportunities for inclusion within a mainstream setting and the wider services available to support provision at SEN Support and EHCP stage. This requires the local area to work together to understand the scale of need for provision, e.g. therapy support, and to have the right level of services available to our schools, to support progress to meet our children and young people's outcomes.

Areas that will be considered under this priority include:

- SEN funding
- The role of Special Schools and resourced provisions in supporting effective inclusion across their locality
- Increase of SEN provision across Leicestershire (Sufficiency)
- Short Breaks and Day Care
- SEN Transport – access and application
- Youth Offending service having direct access to Speech and Language Therapy

What will this mean for you?

The most appropriate provision for your child or young person will be local, well resourced and have appropriate access to transport, if required. If your child or young person is requiring support with social aspects of their development, then Short Breaks to best meet need will be available.

Priority 3 - Understanding and preparation for change (Transitions)

Description of priority area

This priority area includes any occasion when a child or young person experiences a transition. These will include the traditional movement times between schools, but also other aspects of moves when the need arises, e.g. mainstream to special school outside of end of key stage move, special school to mainstream school or when house moves are required mid-term.

The specific focus will include:

- Change from home to a setting, school or college
- Changes to educational provision during any point in the school year, as well as at transition points (ages 5, 11 and 16)
- Transition at key education transition points and from child to adult health services and social care support
- Preparation for Adulthood and destination opportunities, e.g. internships
- Continued development of pathways and continuum of service for families of children and young people with SEND

What will this mean for you?

When your child or young person needs move to a different provision or service, this will have been done in a timely manner with the appropriate information being made available so that needs are well understood. As a parent or carer, you will feel confident about the transition arrangements. Plans will reflect these changes and ensure preparation for adulthood.

Priority 4 - Strategic partnerships, joint working, joint commissioning and consultation

Description of priority area

A key area within the 2014 SEND reforms is to bring together education, health and care to jointly commission services. To promote wellbeing and improve the quality of provision for disabled children and young people with SEND, close co-operation with education, health and care partners is required to research, plan and commission services to meet current and future needs.

The local area SEND inspection identified joint commissioning as a serious weakness and is a key action area within the Written Statement of Action. As part of this priority, these areas will be developed:

- Updating our Leicestershire Joint Strategic Needs Assessment for Children and Young People with SEND
- Develop a joint commissioning strategy between the Local Authority and health services to provide more joined up services to children and families
- Strengthening the relationship between Children and Family Services & Adult Social Care Strategic Commissioning

- Development of a joint outcomes framework for health and local authority outcomes data, reported to the SEND & Inclusion Board
- Recording of health outcomes to inform joint commissioning decisions, reported through the joint outcomes framework
- Development of the neurodevelopmental pathway
- Ensuring that children, young people and their parents/carers are fully engaged in co-design and development of services
- Ensuring full engagement across all agencies, including pre-school providers, schools, FE Colleges and local employers.
- SEND Quality Assurance & Learning Framework

What will this mean for you?

Children, young people and their families will experience a more co-ordinated approach – accessing the right service at the right time.

Priority 5 - Develop the workforce

Description of priority area

Parent/Carer feedback identified that it makes a great deal of difference to the potential for a child or young person to reach their potential, if professionals understand their needs. There are a number of services across the Education, Health and Care sectors that are guiding, providing information and/or delivering training on aspects of SEND. However, this work is currently not co-ordinated across the partnership.

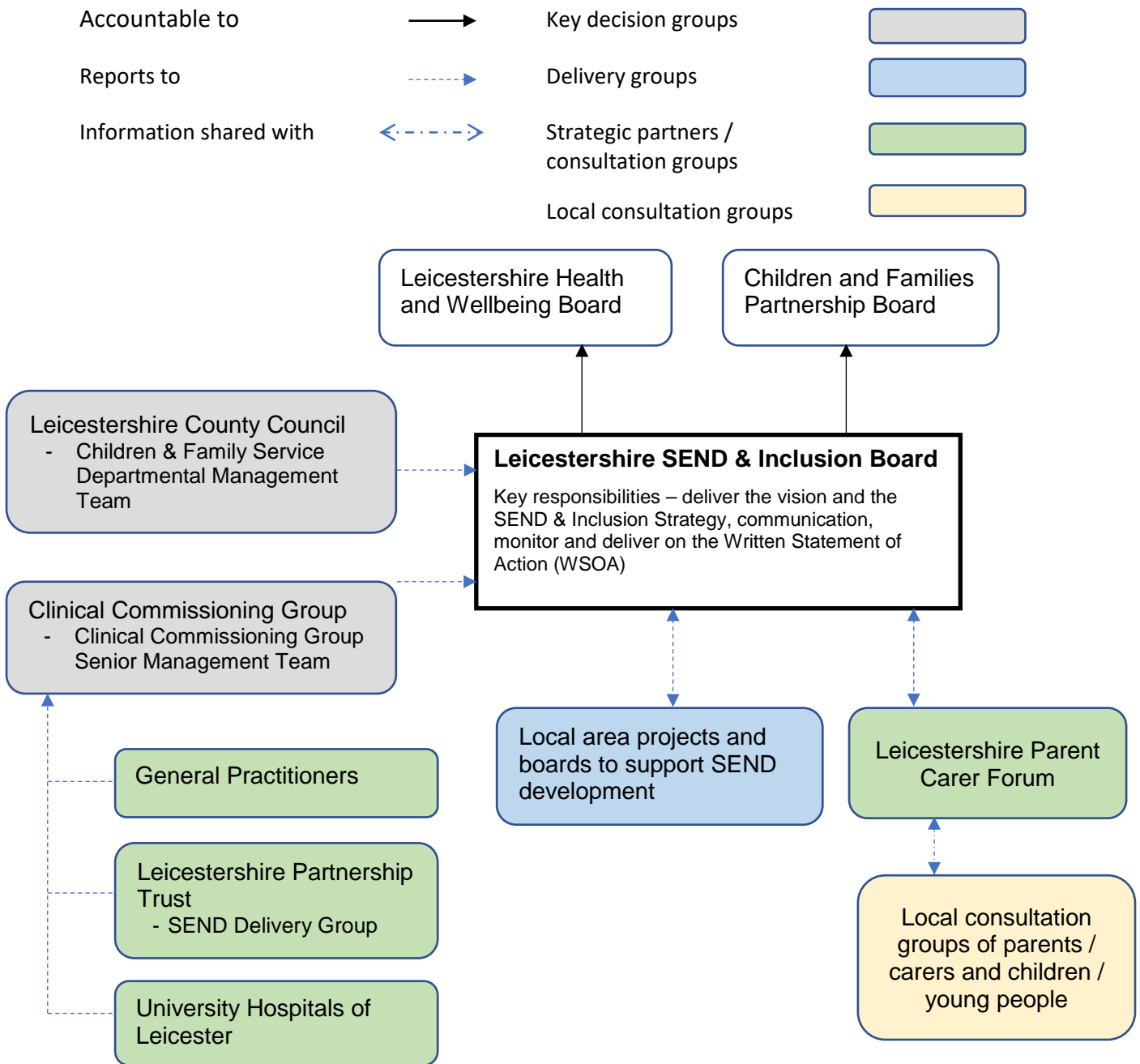
As part of the development of the priority area we will work on the following:

- Develop a SEND Workforce handbook that maps availability of training and support across the local area, working with key policy areas, e.g. learning disability, autism, etc.
- Access to appropriate specialist health support for those children and young people with the most complex needs, particularly in the early years
- Analysis of workforce development areas identified through the Whole School SEN Review
- Use of lessons learned to promote best practice for remote training when operating under Covid-19 guidelines
- Opportunities for joint / shared training on cross-cutting areas

What will this mean for you?

As parents and carers, you will feel confident that all professionals know, understand and will support the needs of your child or young person to enable them to reach their potential and meet identified outcomes.

9. Governance



10.Action Plan

| Ref | Key aims | Actions | Links to priority | Links to development plan | Measure of success | Timeline |
|--|--|--|-------------------|--|---|--------------|
| PRIORITY 1: To identify and meet children's special educational needs as early as possible. | | | | | | |
| 1.1 | Integrated two-year old checks: Identify needs at an early age, reinforced through joint working with agencies in a timely manner, to provide the additional resources to reduce more complex needs developing | <ul style="list-style-type: none"> ▪ Relevant assessments completed by statutory services ▪ Timeliness of reports | Priority 4 | | <ul style="list-style-type: none"> • A revised process for the two-year check is in place across health and Early Years providers. • Parents are clear if their child is at risk of delay • A published pathway of support which includes health, education and Children and Family Wellbeing Services for parents and carers • Number of section 23 referrals increases for children identified at risk of delay at two-year check | April 2021 |
| 1.2 | Special Educational Needs and/or Disability (SEND) Handbook: Easily accessible information, advice and guidance for any professional working with children and young people with SEND | <ul style="list-style-type: none"> ▪ Best Endeavours & Reasonable Adjustments ▪ The legal framework ▪ Local Offer | Priority 2 | <ul style="list-style-type: none"> ▪ High Needs Block | <ul style="list-style-type: none"> ▪ Reduction in requests for an Education Health and Plan Needs Assessment (assessed & decision made) | Sept 2020 |
| 1.3 | Inclusion Service development: Providing the support and guidance to carry out the legal | <ul style="list-style-type: none"> ▪ Inclusion pathway and services | Priority 2 | <ul style="list-style-type: none"> ▪ High Needs Block | <ul style="list-style-type: none"> • Number of children and young people discussed within the forums and which of these | October 2020 |

| Ref | Key aims | Actions | Links to priority | Links to development plan | Measure of success | Timeline |
|-----|---|--|-------------------|---------------------------|--|---------------|
| | requirements to ensure all our children and young people are in education. | <p>developed and communicated</p> <ul style="list-style-type: none"> Development of Inclusion Forums across each locality to support staff in schools to provide a shared responsibility to supporting the graduated response | | | <p>progress to other services and which leave the forums with a plan to be supported by schools</p> <ul style="list-style-type: none"> Numbers of children and young people on a SEN support plan / Education Health and Care Plan (EHCP) that receive support through the Inclusion Service leading to a pathway into education Reduction in declined EHCP requests | |
| 1.4 | Local area services response to the need for providing support to children and young people identified as having SEND at the earliest opportunity | <ul style="list-style-type: none"> The development of the work of Local Authority appointed Graduated Response Inclusion Practitioners Local Authority services change of criteria to offer free services to schools to support the graduated response | | | <ul style="list-style-type: none"> Reduction in requests for an Education Health and Care Plan Needs Assessment (assessed & decision made) | On-going |
| 1.5 | Co-produce a Countywide Local Area joint SEND data and quality-dashboard, which includes qualitative and quantitative information to ensure we use feedback to drive change, improve services based on the JSNA | <ul style="list-style-type: none"> Establish partnership data monitoring group Identify the key performance indicators across education, health and care Develop a process for gathering indicator | | | Data drives the evidence base for updating the Board on key actions to be taken | December 2020 |

| Ref | Key aims | Actions | Links to priority | Links to development plan | Measure of success | Timeline |
|-----|--|---|-------------------|---|--|----------|
| | | <p>information from different services</p> <ul style="list-style-type: none"> - Establish a format and schedule for reporting - Key indicators indicate detailed analysis required - Assessing need and future impact to gather additional vulnerable group information, e.g. adopted children and those that are no longer looked after | | | | |
| 1.6 | <p>Information sharing between the local authority and health services, including the School Nursing service: Data sharing protocol and process in place to regularly share information on those children and young people with SEND that are Electively Home Educated (EHE) and those not in education, employment or training to ensure that their health needs are being met and the appropriate support is in place</p> | <ul style="list-style-type: none"> ▪ Data sharing protocol in place and Leicestershire Partnership Trust (LPT) receive and record educational status for children and young people who are EHE or missing education / home tuition ▪ Data sharing process in place – this will need to consider the incompatibility of Information Management Systems and the lack of NHS | | <ul style="list-style-type: none"> ▪ SEND Inspection action plan | <ul style="list-style-type: none"> • Secure routine data transfer processes to quality assure SEND data, with a specific focus on vulnerable groups, i.e. Elective Home Education, Children with Medical Needs, Not in Employment or Education and Youth Offending cohorts • All records of children and young people with SEND that are EHE or missing education show that this is the case • Contact is made with all children and young people with SEND to make them aware of the universal public health offer | Dec 2020 |

| Ref | Key aims | Actions | Links to priority | Links to development plan | Measure of success | Timeline |
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| | | <p>numbers to support an automated electronic upload into LPT datasets.</p> <ul style="list-style-type: none"> Needs of other vulnerable groups to be considered as part of the keeping in touch process, e.g. accessing hospital school, missing education. | | | | |
| 1.7 | <p>Use of health information management system:</p> <p>All health staff responsible for flagging SEND children and young people to ensure the needs of children and young people with SEND can be met</p> | <ul style="list-style-type: none"> Data cleansing to take place with data from the local authority Process in place to flag children and young people as SEND | | | <ul style="list-style-type: none"> Accurately report the number of children and young people identified as SEND with active / dormant support in place | On-going |
| 1.8 | <p>Special Educational Needs Assessment Service Review:</p> <p>To develop more efficient SEND systems processes to improve the experiences for children and young people and their families.</p> | <ul style="list-style-type: none"> Requests to assess Consistency of decision making – review of panels to include and additional panel at the decision to assess stage to include education, health and care representation | <p>Priority 2 Priority 4</p> | <ul style="list-style-type: none"> High Needs Block SEND Inspection action plan | <ul style="list-style-type: none"> Reduction in requests for an Education Health and Care Plan Needs Assessment (assessed & decision made) Reduction in new plans ((EHCPs) SEN2 return) Reduction in complaints on customer care Staff retention and satisfaction Satisfaction with experience of SENA. | <p>July 2020</p> <p>September 2020</p> |

| Ref | Key aims | Actions | Links to priority | Links to development plan | Measure of success | Timeline |
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| | | <ul style="list-style-type: none"> EHCP development to include the drawing up of EHC plans Annual Reviews | | | | |
| 1.9 | <p>Systemic weakness in the quality of EHC plans, including: the inaccuracy with which the plans reflect children and young people's needs; the absence of good-quality outcomes in EHC plans; the inconsistency with which plans include contributions from education and particularly health (health information omitted from EHC plans) and care professionals; out-of-date assessments included within plans</p> | <ul style="list-style-type: none"> Guidance published on what a good EHCP should look like Outcomes training for education, health and care staff made available | Priority 2 Priority 4 | <ul style="list-style-type: none"> SEND inspection Written Statement of Action | <ul style="list-style-type: none"> Audit of EHCP's Satisfaction of parents and carers – complaints data and Annual Review | Sept 2020 |
| 1.10 | <p>Initial health assessments for children in care with SEND: All children in care receive an initial health assessment to ensure their health needs are met at the earliest opportunity</p> | <ul style="list-style-type: none"> Social workers are aware of the process once a child and young person has come into care that an appointment needs to be booked with health | | <ul style="list-style-type: none"> SEND Inspection action plan | <ul style="list-style-type: none"> Increase in the number of Initial health assessments booked within 48 hours of the young person coming into care | On-going |
| 1.11 | <p>Recording of primary need (Moderate Learning Difficulty): An agreed approach to the definitions of SEND primary</p> | <ul style="list-style-type: none"> Identify the use of the primary need data to prioritise the use of School Census code or SEND Code of | | SEND Inspection action plan | <ul style="list-style-type: none"> Reduction in number of primary needs showing as blank Reduction in primary need recorded as Moderate Learning Difficulty | April 2021 |

| Ref | Key aims | Actions | Links to priority | Links to development plan | Measure of success | Timeline |
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| | need between education settings and the LA | practice codes for primary needs in SEND sufficiency and for joint commissioning <ul style="list-style-type: none"> ▪ Rules for taking through primary need are defined ▪ All pupils recorded as having an EHCP or SEN Support have a primary need recorded ▪ Guidance on identifying primary need | | | | |
| 1.12 | Local Offer: For all children and young people with special educational needs and their families to be able to access the information and support they need at the right time in Leicestershire, so they can live their lives as independently as possible. | <ul style="list-style-type: none"> ▪ Engage with parent carer groups and young people ▪ Ensure that adult services, especially those that can work with children before the age of 18, are included ▪ Ensure wide publicity of the Local Offer ▪ Increase service user engagement with Leicestershire's Local Offer. ▪ Ensure comprehensive, up to | Priority 2 Priority 3 Priority 4 | Local Offer Strategy | <ul style="list-style-type: none"> • Survey results showing an increase in satisfaction of the Local Offer content – Did you find the information that you were searching for on the Local Offer website? 49% responded yes, 44% responded no (baseline taken from PCF survey February 2020) • Google analytics provides information on the user journey across the Local Offer. The bounce rate is the number of times a user has landed on a page and then come out of the site: the target is for bounce rate is 29%. Bounce rate for April 2020 | On-going |

| Ref | Key aims | Actions | Links to priority | Links to development plan | Measure of success | Timeline |
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| | | date and relevant information <ul style="list-style-type: none"> Ensure Local Offer is accessible in communities | | | was 29% and for the period from January to May 2020, was 32%. <ul style="list-style-type: none"> Google analytics demonstrates an increase in use of the Local Offer: 48% new users and 52% previous users (taken from Google Analytics period 1st to 30th April 2020) | |
| Priority 2: Responsive, inclusive and effective provision for all children and young people with SEND. | | | | | | |
| 2.1 | SEN funding: Ensuring a balanced and consistent funding offer in supporting educational provisions to meet the needs of children and young people with SEND | <ul style="list-style-type: none"> Establishment of processes to enable consistent funding decisions are made: <ul style="list-style-type: none"> - Application of when to use Top-up funding - Establishment of Education, Health and Care Panels to discuss content and provision prior to issue - Roll-out of Further Education funding formula | Priority 1 Priority 4 | High Needs Block | <ul style="list-style-type: none"> Reduction in complaints with regards to provision | Dec 20 |
| 2.2 | The role of Special Schools and resourced provisions in | <ul style="list-style-type: none"> Review the process for collating workforce | Priority 5 | | <ul style="list-style-type: none"> Parents report satisfaction of professionals' knowledge of their child | Sept 2021 |

| Ref | Key aims | Actions | Links to priority | Links to development plan | Measure of success | Timeline |
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| | <p>supporting effective inclusion across their locality: Ensuring all staff working with children and young people with SEND have the right training and qualifications to meet needs</p> | <p>development needs and agree a work programme to support schools</p> | | | | |
| 2.3 | <p>Sufficiency development: To improve the quality and sufficiency of SEND education provision, with a particular focus on Communication & Interaction (Autism Spectrum Disorder) and Social, Emotional and Mental Health (SEMH) services by supporting mainstream schools and settings to develop their SEND provision.</p> | <ul style="list-style-type: none"> ▪ Development of new schools, resource bases in mainstream schools and expansion of existing special schools to meet emerging needs for SEND pupils. ▪ Develop Service Level Agreements for new provisions, and refresh those for all existing provisions ▪ Develop systems for the placement of pupils into new provisions ▪ Develop systems for the forecasting of pupil places/demand based on primary need and locality factors. | | <ul style="list-style-type: none"> ▪ High Needs Block ▪ SEND Inspection action plan | <ul style="list-style-type: none"> ▪ Sufficient places available to meet all SEND needs at the time required and in the right localities. ▪ Robust capital plan in place for the future development of SEND provisions ▪ Good legal agreements in place to ensure consistent operational practice, and clear understanding of accountabilities for all types of provision. ▪ Systems developed to ensure good understanding of future demands for places ▪ Improved financial position and more effective use of HNB budget through the development of local provisions and reduced dependence on ISP's | On-going |

| Ref | Key aims | Actions | Links to priority | Links to development plan | Measure of success | Timeline |
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| 2.4 | <p>Short Breaks: To co-produce streamlined and efficient processes which support the needs of families. As a consequence of the review, to update the LCC Short Breaks Statement and ensure transparency of criteria and process.</p> | <ul style="list-style-type: none"> ▪ To convene a partnership group to oversee activity, including Parents and Carers, health, and Children and Family Services ▪ To involve parents, carers and young people via focus groups and other approaches ▪ To publish updated guidance, criteria and standards | | <ul style="list-style-type: none"> ▪ SEND Inspection action plan | <ul style="list-style-type: none"> • Parents and carers understand the criteria and process for short breaks. • Short breaks are delivered with maximum efficiency • The number of new referrals accepted as a % of the total number receiving a Short Break | Dec 2021 |
| 2.5 | <p>SEN Transport: To ensure that children and young people requiring transport have their needs catered for and receive an excellent service</p> | <ul style="list-style-type: none"> ▪ Continuing to work with the Parent Carer Forum to work on issues raised by parents and carers: ▪ SEN Transport Policy ▪ Personal Transport Budget | | | <ul style="list-style-type: none"> • Parent / carer satisfaction with the process of applying for transport • Parent/carer satisfaction with details and information about allocated transport received • Parent/carer satisfaction with the timeliness of response | On-going as influenced by policy changes |
| 2.6 | <p>Direct access to SALT services for young people within the Youth Offending service: National research indicates that up to 92% of young people who enter the criminal justice system have difficulties with language and communication, and a further 90% of these needs are previously unidentified. Early</p> | <ul style="list-style-type: none"> ▪ Awareness raising/training around Speech & Language communication need (SLCN) and introduction of ClearCut Communication resources | | <ul style="list-style-type: none"> ▪ SEND Inspection action plan | <ul style="list-style-type: none"> ▪ Staff attending training and integrating SCLN within assessments ▪ Increased referrals to SLT and children and young people supported to engage in appointments. ▪ Good quality AssetPlus with focus on SCLN and plans that support the identification of needs. | <p>End of December 2020</p> <p>Ongoing</p> |

| Ref | Key aims | Actions | Links to priority | Links to development plan | Measure of success | Timeline |
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| | <p>identification and access to the appropriate resources to support needs.</p> | <ul style="list-style-type: none"> ▪ Integration of the SCLN assessment to bolster AssetPlus to identify needs. ▪ Quality Assurance – SCLN integration into AssetPlus and tracking onward journey and impact where applicable. ▪ Documents for children and young people to be reviewed with a Child First approach and plain language. (Implementation of ClearCut Resources) ▪ Monitoring number of referrals to SLT. ▪ Strategic - Explore the opportunity to engage the Youth Justice Service and develop a pathway for young people who are diverted or involved with Youth Justice. This would include learning from other Youth Offending Teams who have | | | <ul style="list-style-type: none"> ▪ Children and their parents are able to understand and explain the content of communications. ▪ Children engaging in SLT Services and receiving support appropriate to their needs. ▪ A relationship between SLT and Youth Justice focused on improving outcomes for children and young people and developing practice. | <p>End of February 2021</p> <p>End of September 2020 (might be delayed by Covid-19)</p> <p>End of August 2020</p> <p>End of March 2021</p> |

| Ref | Key aims | Actions | Links to priority | Links to development plan | Measure of success | Timeline |
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| | | seconded/embedded SLT. | | | | |
| PRIORITY 3: Understanding and preparation for change (Transitions) | | | | | | |
| 3.1 | Transition to Adult Services | <ul style="list-style-type: none"> ▪ Collation of data to prioritise cases ▪ Allocation of young people with the most complex level of need or risk at or before age 17 ½ years (RED rag rated) ▪ Transition plan to be in place and collaborative working underway at least 6 months prior to 18th Birthday ▪ Information advice and guidance to be provided from Year 9 ▪ Develop process and practice across Adult and Children's services to support positive Transition to Adult Services | Priority 4 | <ul style="list-style-type: none"> ▪ Preparing for Adulthood Protocol | <ul style="list-style-type: none"> • Feedback from young people and carers about their lived experience of Transition to Adulthood • Average / median age complex/high risk cases are allocated (RED rag rated) • Effectiveness of the Transitions team to sign post / identify community or voluntary support rather than commissioned care | <p>Ongoing</p> <p>Ongoing</p> <p>March 2022</p> <p>March 2021</p> <p>Ongoing</p> |
| 3.2 | Preparation for Adulthood and destination opportunities: | <ul style="list-style-type: none"> ▪ Schools and colleges will use Transition Pathway advice and | Priorities 1-5 | <ul style="list-style-type: none"> ▪ Preparing for Adulthood | <ul style="list-style-type: none"> • Age at which children have their first Care Act Assessment | Dec 2021 |

| Ref | Key aims | Actions | Links to priority | Links to development plan | Measure of success | Timeline |
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| | <p>Providing a clear pathway for young people, with clear transition points, both at the point of entry to college / FE and at the point of exit into adult-life</p> | <p>guidance to structure the transition process from year 9 onwards.</p> <ul style="list-style-type: none"> ▪ Schools and college to liaise with each other to map post 16 curricula to aid transition and college readiness. ▪ Collaborative working between Children & Family Services, Education, Health and Adult Social Care to identify those children most likely to require social care support when they reach adulthood ▪ Develop the health and social care market so that there are regulated services available that can support people both in childhood and when adults (dual registration) | | <p>Programme</p> <ul style="list-style-type: none"> ▪ Whole Life Disability Strategy ▪ Transforming Care Programme | <ul style="list-style-type: none"> • Feedback from young people and families • Number of children and young people in mental-health inpatient facilities | |
| 3.3 | <p>Pathways and continuum of service: Our children and young people and their families experience a</p> | <ul style="list-style-type: none"> ▪ Waiting times for CAMHS, Community Paediatrics and SaLT | <p>Priority 1 Priority 2</p> | <ul style="list-style-type: none"> ▪ SEND Inspection action plan | <ul style="list-style-type: none"> • Satisfaction with experience of services | <p>On-going</p> |

| Ref | Key aims | Actions | Links to priority | Links to development plan | Measure of success | Timeline |
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| | timely and co-ordinated service, with an understanding of the support that is available to them at any point in time. | <ul style="list-style-type: none"> Pathways provide smooth hand-over between services and agencies – to be considered when developing services Parents and carers understand the roles and responsibilities between different services | | <ul style="list-style-type: none"> Whole life disability strategy | (baseline taken from Parent Carer Survey February 2020 – specific to individual services) <ul style="list-style-type: none"> Reduction in early years receiving a new plan (EHCP) – 156 under 5's (baseline taken from January 2020 SEN2 return) | |
| PRIORITY 4: Strategic partnerships, joint working, joint commissioning and consultation | | | | | | |
| 4.1 | Joint Commissioning Strategy: Develop a joint commissioning strategy to provide the right services at the right time to our children and young people with SEND, and their families | <ul style="list-style-type: none"> Establish a task and finish group to develop the joint commissioning strategy | | <ul style="list-style-type: none"> Children and Partnership Plan SEND Inspection Written Statement of Action | <ul style="list-style-type: none"> A joint commissioning strategy is agreed across the local area | April 2021 |
| 4.2 | Recording of health outcomes to inform commissioning decisions: Health information management system are configured to record health outcomes for reporting | <ul style="list-style-type: none"> Development of the health information management system to record and monitor progress towards health outcomes Health services Annual Review | | <ul style="list-style-type: none"> SEND Assurance and Learning Framework | <ul style="list-style-type: none"> Development of health's information management system for recording health outcomes | Dec 2020 Sept 2020 |

| Ref | Key aims | Actions | Links to priority | Links to development plan | Measure of success | Timeline |
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| | | <p>template available within the information management system to support better quality information to be included within EHCP's</p> <ul style="list-style-type: none"> Quality assurance of written health outcomes | | | | |
| 4.3 | <p>SEND Assurance & Learning Framework: A shared framework across all agencies within the local area to ensure services are compliant with the SEND Code of Practice 2014 and evaluate information, advice and guidance; response to identification; quality and consistency of practice; quality and consistency of plans and decisions</p> | <ul style="list-style-type: none"> Establish a task and finish group to develop a proposed framework Establish a quality assurance steering group to implement and monitor activity | | <ul style="list-style-type: none"> SEND Inspection action plan | <ul style="list-style-type: none"> Improve the quality of EHCP's Moderation meetings take place and actions recorded and monitored Number of audits carried out with outcome | Process begins September 2020 |
| 4.4 | <p>Co-production between the local authority, health and parents and carers and children and young people: The strategic development of the SEND reforms is informed by the Parent and Carer Forum and by the families that use our services</p> | <ul style="list-style-type: none"> The Parent Carer is the strategic partner working with the SEND & Inclusion Board to ensure the voice of parents and carers informs the strategic development of services | | <ul style="list-style-type: none"> SEND Inspection Written Statement of Action | <ul style="list-style-type: none"> Satisfaction with experience of services | On-going |

| Ref | Key aims | Actions | Links to priority | Links to development plan | Measure of success | Timeline |
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| 4.5 | Transition from paediatric health services to adult services. Use of transitional health assessments to inform holistic approach to care and commissioning | <ul style="list-style-type: none"> Ensure the local offer and local area services have information in clear accessible formats for children and young people and their parents / carers Services develop transitions standard operating procedures | | <ul style="list-style-type: none"> SEND Inspection action plan | <ul style="list-style-type: none"> Number of transitional health assessments carried out Parents and carers show increase satisfaction with transition into adult health services | Apr 2021 |
| 4.6 | Neurodevelopmental pathway: A streamlined service to improve outcomes of children and young people with Autism Spectrum Disorder (ASD) and Attention Deficit Hyperactivity Disorder (ADHD) by identifying the resources committed to their diagnosis and care, agreeing opportunities for improvement and implementing new delivery, finance and workforce models | <ul style="list-style-type: none"> Project established to develop the Neurodevelopmental Improvement Programme | Priority 3 | <ul style="list-style-type: none"> SEND Inspection LLR ND Transformation Programme | <ul style="list-style-type: none"> The revised Autism Spectrum Disorder (ASD) pathway is published on the Local Offer Waiting times for assessment are reduced ASD services are provided during assessment and post diagnosis | Dec 2021 |
| PRIORITY 5: Develop the workforce | | | | | | |

| Ref | Key aims | Actions | Links to priority | Links to development plan | Measure of success | Timeline |
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| 5.1 | SEND Workforce Handbook: Information, advice and guidance on the support and training available for all professionals working with children and young people with SEND | <ul style="list-style-type: none"> Map out guidance, support and training available across the local area for education, health and care | Priority 1 | <ul style="list-style-type: none"> High Needs Block | <ul style="list-style-type: none"> Satisfaction with staff confidence in primary needs | September 2020 |
| 5.2 | <p>Access to appropriate specialist health support:</p> <p>Early years settings and schools have the support and training to meet the needs of children and young people with complex health needs</p> | <ul style="list-style-type: none"> Ensure settings have information and are aware of how to access health training through Children's Community Nursing Teams, Speech and Language Therapy and specialist services at UHL | Priority 4 | <ul style="list-style-type: none"> SEND Inspection action plan | <ul style="list-style-type: none"> Satisfaction with staff confidence in primary needs | Dec 2020 |
| 5.3 | Ensure staff are aware of the Leicestershire Local Offer, their legal duties and Leicestershire approach to SEND and Inclusion | <ul style="list-style-type: none"> Induction training to include the Leicestershire approach to Inclusion and SEND E-learning package for LPT staff to embed the legal framework for SEND and the statutory responsibilities for health staff | Priority 1 | <ul style="list-style-type: none"> LCC Children and Family Services Workforce Strategy | <ul style="list-style-type: none"> Increase in the access of the Local Offer Reduction in EHCP's | <p>On-going</p> <p>Aug 2021</p> |

| Ref | Key aims | Actions | Links to priority | Links to development plan | Measure of success | Timeline |
|-----|---|---|-------------------|---------------------------|---|------------|
| 5.4 | Key activities carried out within and across schools that identify workforce development gaps are reported centrally and a co-ordinated/joint response can be offered | <ul style="list-style-type: none"> ▪ Analysis of Whole School SEN Reviews to identify gaps in training across schools ▪ Co-ordinated training offered by the School Nursing team, Educational Psychology and the Virtual School | Priority 1 | | <ul style="list-style-type: none"> • Parents and carers show increase satisfaction with professionals knowledge and experience | March 2021 |

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