					Overall Status of the Priority Area		
Priority 7: The oversight of improvement work in schools, alternative provision and the independent sector is weak.					*Overall* **Status of the Priority Area** Blue - outcomes agreed, and embedded and being delivered Red - Work in progress or not started and there are concerns that the outcomes may not be delivered in time, Amber – Work In progress, and expected to be completed in time for the outcomes to be delivered by the date in the plan. Green - Completed. Grey - work not started but there are no concerns that outcomes may not be delivered.		

| **Vision for the future:** There is effective oversight of improvement work in schools, alternative provision and the independent sector | | | | | | G/A | |

Focus Area (Intent)	Actions (Implementation)	Lead	Evidence (Impact)	Progress Red - Delayed Amber – In progress Green - Completed Grey - not yet started				Sub Group Action to date (Implementation)	EVIDENCE (See PR 7 Position Statement)
				Dec-19	Jan-20	Apr-21	Dec-21		
[7] There is effective oversight of improvement work in schools, alternative provision and the independent sector	A. With CEOs/ HTs/ education leaders develop the strategic plan to roll out the SEND system within a locality district model.	Chris Rodgers	New SEND system and local governance arrangements are operational and 95% of governing bodies approve and sign a local area working agreement	A	A	A	G	SEE 6H	1. SEND Strategy 2. SEND Strategy Update 3. SEND Governance Structure 4. SEND IPG Mins 5. PCF resources 6. Joint Comm Action Plan
	B. Develop agreed local area working arrangements including district governance to devolve decision making and accountability.	Chris Rogers/Paula Rickets	Schools report greater knowledge of local services and confidence about meeting SEND needs	A	G	G	G	SEE 6I	
	C. Implement district governance arrangements involving all education providers to devolve decision making and accountability.	Chris Rogers/Paula Ricketts	Improved educational, health and social care outcomes for CYP with EHCPs	A	A	G	G	SEE 6I	
	D. Implement a transparent, informative and effective Graduated Response to support, challenge and develop an understanding of what good support looks.	Julia Anderson/Jo Ward	The SEND support registers identify children early. Provider level data for SEND is used by education providers and partners in providing support and challenge to local area schools and settings. Schools have been provided with information that enables them to compare SEND performance and outcomes with other Staffs schools	G/A	G	G	G	SEE 6B	See Graduated Response evidence inc Position Statement (Priority 6)
	E. In partnership with CEOs and HTs, develop a protocol to embed the NASEN SEND review standards or equivalent to provide peer to peer challenge. Broker use of SEND peer reviewers to enable the peer reviews of SEND.	Chris Rodgers	Schools have been provided with information that enables them to compare SEND performance and outcomes with other Staffordshire schools	A	A	G	G	SEE 3.1 C **Apr 2021:** Implemented the Whole School SEND/NASEN project with support from DfE and national and regional leaders.	As above

F. Agree a joint multi-agency standards and quality assurance framework for EHCPs, to ensure that plans are thorough, comprehensive and detailed, and coproduced within agreed timeframes, and reviewed annually	Cathy Morris/ Lynsey Bissell	EHCP assessment use child centred approaches, transparent decision making processes with clear lines of governance involving education, health and care	R	G	G	G	SEE 4D		See EHC evidence inc Position Statement (Priority 4)
G. Through the EHCP assessment & planning task group, conduct multi-agency audit and report findings and implications to the SEND IPG. *Information being rolled out through Power BI*	Lynsey Bissell/ Cathy Morris	Multi agency audit report published on the local offer	R	G	G	G/A	**Feb 2021**: See [4b/d] **Apr 2021:** EHCP dashboard shows the current performance, which is monitored weekly to measure any trends emerging.		1. MA Audit Tool (see Local Offer website)
H. Commission quality assurance and monitoring of contracts through visits and attendance at annual reviews in schools, AP and independent settings	Lesley Calverly	District Model Contract management of Independent Schools and AP Commissioning of AP through the DPS with clear a specification, checks, monitoring and oversight APP annual review report PRU KPI Report QA visits of AP undertaken by Entrust Summary of Behaviour Audits	A	A	A	G/A	Sept 2019: Termly pupil and standards QA visits in residential special schools has been commisioned Oct 2019: QA visits have been commissioned in AP settings through Entrust. This needs to be extended to PRUs. Additioanl capacity being requested to deliver this. Jan 2020: Annual SIP visits now funded within our maintained PRUs September 2020: Independent schools scrutiy through robust contract management December 2021: QA visits in place across AP. Independent schools contract management has improved relationships and maintained positive outcomes. EHCP Quality Standards audit developed to promote consistency and imporve quality in preparing and issuing EHCPs and		1. SEND Joint Comm Plan
I. Undertake biennial reviews of local area provision	Carolyn Knight	Sufficiency Strategy	Gr	Gr	A	G	Oct 2019: L&G sub group reporting this work not due to be started. Jan 2020: . An update required from Head of Education in Local Authority December 2021: Draft Sufficiency Strategy developed for approval by the SEND and		1. SEND Joint Comm Plan (EB)