

<p>Priority 2: Aspirations and expectations for children and young people are not routinely high enough.</p> <p>This priority is embedded within the other priorities within the Written Statement of Action. Co-production with parents and carers will increase at all levels from the development of high level strategies, to undertaking policy and provision reviews, to young person level assessment and planning. It will introduce challenge, explore higher aspirations and enable reflection on current practice, attitude and approach.</p>								<p>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.</p>		
<p>Vision for the future: To provide mechanisms that help providers to implement the C&F Act/ CoP/ Staffordshire SEND Strategy. This priority is embedded within each of the other priority areas.</p>								G/A		
Focus Area (Intent)	Actions (Implementation)	Lead October	Evidence (Impact)	Progress Red - Delayed Amber – In progress Green - Completed Grey - not yet started				Sub Group Action to date (Implementation)	EVIDENCE (See PR 2 Position Statement)	
				Dec-19	Jan-20	Apr-21	Dec-21			
Ref - 1.1 Roles and responsibilities to drive improvement	A. Co-produce and clearly define accountability and responsibility descriptors for each layer of the Governance structure including a review of membership.	Tim Moss/ Lynn Tolley	SEND Inclusion & Partnership Group (IPG) ToR & minutes demonstrate clear accountability and a culture of challenge	G	G	G	G	<p>Feb 2021: Several sub groups, inc Joint Comm and EHCP, have reviewed their ToR inc membership, and delivery plans.</p> <p>Apr 2021: Sub group chairs (Mng Group) to attend meetings of the SEND IPG</p>	<p>1. Written Statement of Action (WSoA) (monitoring report)</p> <p>2. WSoA Presentation (SIPG)</p> <p>3. SEND</p>	
Ref -1.2 United vision and strategic planning to drive improvement	C. Co-produce a SEND Strategy that includes: i. Defined aspirations and high expectation	SCM SEND	<p>Meetings in districts contribute to the co-production inc Headteachers and Academy CEOs</p> <p>Strategy approved by SEND IPG.</p>	A	A	G	G	Feb 2021: Completed (See SEND Strategy)	<p>SEND Strategy</p> <p>SEND IPG Mins</p> <p>SEND SEF</p>	
Ref -3.1 Co-production is strong across the local area	F. Through a TAC principle, all stakeholders engaged in the development and review of plans including children in care, which include aspirational outcomes through the EHCP Portal.	Head od SEND/ Dorne Collinson	<p>Greater parent/carers satisfaction.</p> <p>EHCPs reflect a full description of the CYP SEN and any health and social care needs</p>	A	A	G	G/A	<p>Apr 2021: EHC Sub group have flagged this as Amber and the following progress has been reported: 1. Quality standards for the assessment pathway have been developed and approved. 2. Positive engagement of partnership with electronic EHCP Hub. 3. Central Panel for the EHCNA has been established with multi agency involvement.</p>	<p>1. Quality Standards document</p> <p>2. EHC sub group ToR</p> <p>3. EHC status reports/action plan</p>	
Ref - 3.3 The local area's relationships with education providers are productive and meaningful.	C. In partnership with CEOs/HTs/ Education leaders, develop a protocol to embed the NASEN SEND review standards or equivalent to provide peer to peer support and challenge between education providers incorporated within a QA framework. Broker use of SEND peer reviewers to enable the peer reviews of SEND.	Chris Rogers	Provider level data for SEND is used by education providers and partners in providing support and challenge to local area schools and settings to raise expectations	A	A	G	G	<p>Feb 2021: GR sub group report this as amber. Audits are available via the GR tool-kit. Discussions with NASEN are ongoing. Regular meetings with SENCOs, HTs and Special School Heads are in place. District Hubs are in place and attended by specialist support services.</p> <p>Apr 2021: Implemented the Whole School SEND/NASEN project with support from DfE and national and regional leaders.</p> <p>May 2021: All ISPGs established, membership under review. Further NASEN training and implementation of audits being rolled out. Evidence from SENCO network meetings highlighted the positive impact of the NASEN materials. District hub developments include: ~ financial and commissioning arrangements finalised and shared with professionals and schools ~ Plan to provide prompts for discussion and points to consider related to data and PowerBi ~ needs analysis taking place to establish existing provision and any</p>	Position Statement (GR)	

Ref - 4 EHC plans are effective in identifying and addressing the holistic needs of CYP They are understandable to parents and have clear, smart outcomes	D. Develop a co-produced QA process and 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.	Lynsey Bissell/Cathy Morris	EHCP assessments use child centred approaches, transparent decision making processes with clear lines of governance involving education, health and social care. Reports by the assessment and planning group formally delivered at SPG	R	G	G	G	<p>Oct 2019: DCOs have developed a QA Standards to guide review of the health element of EHCPs and ensure consistency of checks. Additional step in process made to request all health service reports that have contributed to informing the assessment are sent with draft EHCPs to enable QA process. Over time, this will allow DCOs to target areas/services that require further training or support in providing information that informs development of the EHCP.</p> <p>Jan 2020: QA documents completed and will go through the SEND IPG for approval. Feb 2021: See [4a above]</p> <p>December 2021: Co-Produced multiagency standards developed and signed off, approved by SEND and Inclusion Partnership. Published on Local Offer. Pilot Planned for multi agency auditing in January 2022. Co-produced Partnership Framework planned to be launched April 2022.</p>	As above
Ref - 5 Arrangements for the review of the children and young people's needs at transition points between key stages, from one phase of education to another and then into employment/work readiness and independence are effective.	C. Co-produce with education providers good practice guidance for protocols of effective transitions between phases and education providers.	Julia Anderson	Agreed protocols and guidance documents are approved by the SPG Transition standards, good practice guidance and agreed protocols are published on the Local Offer web-site.	A	A	A	G	<p>Feb 2021: EYs Transition survey to schools, parents and EYs settings completed and summary of findings undertaken. SALT communication pathway in development and prototype for interactive pathway also developed (Req. for EB). Early Outcomes fund project has finished, but SCC continuing for another 12 months. New EYFS levels due to be in place by Sept 2021 - 1/3 of SCC reception/nursery classes are early adopters. EY's GR is in place, but concerns that settings may not be aware of it so information to be sent again. Two year-old progress check workshop taking place in Nov 2021. Three issues to be discussed 1. consistent format 2. sharing information electronically 3. quality of information shared.</p> <p>Case studies to be undertaken: 1. Looking at joined up working across health and education and highlighting any issues. 2. Looking at EHC requests in reception for children known to EYF. 3. Exclusion in KS1. Graduated Response sub group report that principles have been drafted and shared with IPG Group. Awaiting direction on further requirements. GR Sub group also report that transition needs are now discussed at District Hubs and that the guidance is in progress. December 2021: Principles in place. Transition projects in place across EY/Primary/ Middle and Secondary school. These continue to be rolled out and embedded into practice.</p>	<p>1. Pfa Guidance (2021)</p> <p>2. Transitions Principles (2021)</p> <p>3. Pfa Standard</p> <p>4. Early Years' Questionnaire summary</p>
	F. Review the EHCP outcomes for post 16 students to ensure that they demonstrate aspirations, progression and independence, making best use of advice and guidance within the Pfa outcomes framework.	Cathy Morris/Lynsey Bissell	EHCP Audit and Analysis	A	A	A	A	<p>Apr 2021: SEND Assessment Team temp Focus Group (Phase Transfers/post 16) to improve quality of EHCPs December 2021: Agreed that review will link with the Audit process to ensure all aspects of quality are considered as one.</p>	<p>1. Positive Practice eg (Transitions) 2.</p>
Ref - 6 A transparent, informative and effective Graduated Response supports, challenges and develops an understanding of inclusive practice.	E. Co-produce with HTs and SENCOs good practice guidance on supporting CYP at risk of exclusion	Karl Hobson	The number of fixed term and permanent exclusions of CYP with SEND is reducing and is lower than all pupils nationally	A	A	A	A	SEE 6E	
	F. Review expectations in attendance and inclusion policy, with reference to permanent exclusion.	Karl Hobson	The number of fixed term and permanent exclusions of CYP with SEND is reducing and is lower than all pupils nationally	A	A	A	A	SEE 6F	