

<p><b>Priority 3:</b> Co-production is weak. Parents feel that the local area does not listen to them or their child. The 'tell it once' approach is not embedded. The local area's relationships with schools and families are fragile.</p>								<p><b>Overall Status of the Priority Area</b>  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><b>Vision for the future:</b> Parents state that the local area listens to them or their child. The 'tell it once' approach is embedded. The local area's relationships with schools and families are productive and meaningful which results in strong co-production.</p>								G	
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 3 Position Statement)
				Dec-19	Jan-20	Apr-21	Nov-21		
3.1 Co-production is strong across the local area	A. Develop and agree co-production principles within the partnership.	Tim Moss/ Lynn Tolley	Report agreed at the SPG	G	G	G	G	Oct 2019: L&G sub group reporting this work is completed	1. Inclusion Standards (SCC and CCG) 2. Contact Coproduction Principles
	B. Co-produce with SENCOs guidance on the implementation of the Graduated Response to support, challenge and develop an understanding of what good practice looks like.	Julia Anderson/ Jo Ward	Guidance on the Graduated Response is co-produced with stakeholders, parents and young people, and available on the Local Offer	G	G	G	G	Sept 2019: Graduated Response Toolkit signed off by sub-group and SPG. Webinar to be available via the Local Offer. Feb 2021: Completed and promotion of GRTK materials takes place via specialist service attendance at District hubs.	1. GR Guidance 2. GR Toolkit (on Local Offer website) 3. SEN in Schools (GR)
	C. In partnership with CEOs and HTs, 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 Rogers	Peer Challenge process established and impacting positively on improving provision and outcomes for pupils with SEND	A	A	G	G	Oct/Nov 2019: Concern about the number of trained NASEN reviewers, therefore question included in the section 157/175 school audit returns which are being analysed. Trained reviewers are in place and will be brokered where appropriate. Access to reviewers to be included on the LO and Graduated response Jan 2020: Underway. Feb 2021: Discussion ongoing and arrangements for NASEN audits and training has been confirmed via District hub leads. Apr 2021: Implemented the Whole School SEND/NASEN project with support from DfE and national and regional leaders.	1. WSoA Chair's mtg notes 2. GR sub group status reports 3. Peer challenge process (approved) 4. Graduated Response Information (PDF)
	D. The Local Offer provides clear signposting of provision.	Marie Wood	Professionals working with families are able to explain and appropriately sign post the Local Offer to parents/carers and CYP	G	G	G	G	Feb 2021: The LOsub group report the following: 1. 'Flash' emblem clearly identifies commissioned and NHS services, which come to the top of search lists 2. Filters on the site allow information on services to be sorted by type of SEN/age/district 3. Links to the Graduated response are now on the LO. 4. Information on providers outlines referral routes. 5. All Providers listed on the SEND Local Offer are automatically contacted every 3 months to request they check and update information. 6. Continual updates and improvements made to SEND Local Offer in response to feedback gained from children/young people/parents and professionals, e.g. accessibility bar added, shortcut button to directories, easy read information, phone contacts, information on annual health checks. 7. Mental Health section of the LO further developed in response to feedback from professionals with Mental Health pathway added. 8. Work is taking place to improve the quality and consistency of SEN School Information Reports - a good practice template has been identified, feedback gained and an interactive web-based version of the reports is being developed. Links to these will be placed onto the LO. Apr 2021: A SEND Activities Champion role has been developed to promote the SEND agenda and promote accessible activities on the SEND Local Offer. It has been agreed there will be an Activity Champion in all libraries along with a number of other services. SCYVS have contacted all their members about becoming Activity Champions.	1. GR Core Pathway 2. GR status Reports 3. Local Offer (website) 4. AOT Satisfaction Survey
	E. To undertake a systemic review of processes from graduated response through to EHCP assessment and review.	Halit Hulusi	Review of the cause of complaints Reduction in complaints and in the number of SEND tribunals	A	R	G	G	Feb 2021: GR sub group report thhe work to undertake a systemic review of processes from graduated response through to EHCP assessment and review, is ongoing. December 2021: Protocols for the Graduated response developed and the EHCP Audit process will review	1. GR Action Plan 2. EHC Action Plan

	F. Through a TAC principle all stakeholders engaged in the development and review of plans including Children in care, which include aspirational outcomes utilising the EHCP Portal.	Head of SEND/ Dorne Collinson	Greater parent/carer satisfaction.  EHCPs reflect a full description of the CYP SEN and any health and social care needs	A	A	A	G/A	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.	1. Quality Standards document 2. EHC sub group ToR 3. EHC status reports/action plan
3.2 Parents/ carers and families state that the local area listens to them or their child. The 'tell it once' approach is embedded.	A. Develop a shared outcomes framework to measure the impact of children, young people and families involvement on service delivery.	Divya Patel	Consultation feedback from parents . Pilot developed through the council of disabled children.	A	A	A	G	July 2019 - The voice of children is now included in the governance process via parent representation at the Leadership and Governance sub-group and the SENDIPG. Further work continues with SENDIASS & Voice Project to engage CYP with SEND. SENDIASS and the Voice project are now a standing agenda item at the SEND IPG. SENDIASS and Voice Project Group are exploring the development of a virtual Youth SEND IPG so CYP can contribute to future SEND developments; including the co-production of SEND systems and processes.	1. SEND Governance 2. L&G ToR 3.Engagement Plan 4. Voice Project/SENDIASS mtgs (mins) 5. Power BI Reports 6. SEND Newsletter(s) 7. <del>SCC Agreement 2021-2024 (SCC)</del>
	B. The Parents Charter reviewed and available on the Local Offer.	COMPLETE	The Parents Charter is available on the Local Offer.	G	G	G	G	Completed. The Parents Charter is available on the Local Offer.	1. Parents' Charter (on Local Offer website)
	C. Ensure partners are part of all sub groups.	COMPLETE	Sub Group reports	A	A	G	G	Completed/ongoing: Sub groups meeting with Health and Education colleagues. New Parent/Carer forum developed and ensuring we work with the PCF and the questions that need to be asked over a period of time to understand the improvements.	1. Parent Carer Forum invite letter 2. PCF Presentation 3. PCF Proposal for Co-production, 4. PCF update
	D. Explore how the STP Integrated Care Programme includes SEND in the integrated Care record plan to promote the 'tell it once' approach	Nicol	Integrated care programme workshop attended to promote SEND	R	R	A	G	Oct 2019: L&G sub group reporting that a scoping exercise has started and an update report to be received from Local Authority. Nov 2019: Sub group report that actions are ongoing and that KL to provide an update at the next L&G meeting. Dec 2019: CCG Strategic Commissioning Post has been appointed to. Newly appointed personnel to meet with Local Authority representative to discuss the way forward of completion of the focus area Jan 2020: CCG Strategic Commissioning Post has been appointed, and to meet with LA rep to discuss completion of this area.	
	E. Ensure Graduated Response provides access to information from different providers and services.	Julia Anderson/ Jo Ward	Children young people and families can clearly articulate the local offer	G	G	G	G	Feb 2021: GR group reporting this is now completed. Apr 2021: The development of a webinar for parents is being explored. This would be focused on: What is the SEND Local Offer and how can it help me?	1. Local Offer website 2. Priority 6 Position Statement (GR) 3. Positive Practice examples (GR) 4. Graduated Response Information
	F. Adopt the terms of reference for the parent/carer groups and establish clear process for co-production of SEND systems and processes.	Tim Moss/ Lynn Tolley	Improved satisfaction rates and reduction in complaints and tribunals	G	G	G	G	Completed	1. PCF resources (toR) 2. Inclusion Principles
	G. Engage with existing C&YP forums to establish clear protocol for how they effectively support the co-production of SEND systems and processes.	Children's Voice (Chaired by Phil Pusey)	Children's Voice Project	R	R	G	G	Through SENDIASS and Voice Project explore the development of a virtual Youth SEND Partnership Group so young people can contribute to future SEND developments Oct 2019: L&G group reporting actions that discussions are taking place with existing forums and is due to completed within revised timescale Jan 2020: 1st meeting of the CYP forum (Jan 2020)	1. Children's Voice Project (Newsletters) 2. SEND Surcey (Children & Young people)
	H. Co-produce protocols for a TAC principle to ensure that all stakeholders are engaged in the development and review of EHC plans through the EHCP portal.	Dorne Collinson/ Halit	EHCPs establish and record the views, interests and aspirations of the CYP and parent/carer.	A	A	A	G/A	Nov 2019: EHC sub group report states there is a need to ensure consistency in the application of the agreed protocols for professionals. Social care template on EHC portal needs further development. As Staffordshire is a leading authority in the EHC hub roll out so may have some influence on the template on the portal. May 21: Developed Quality Assurance Standard for both assessment and review pathway. Approved at IP&G in Nov 2020. November 2021- TAC embedded into district operating model to commence July 2022.	1. EHC sub group status reports 2. Priority 4 Position Statement (EHC) 3. Inclusion Standards (SCC & CCG) 4. PfA Guidance (2021)
	I. Stakeholder groups sign up to the protocols	All Chairs	EHCPs establish and record the views, interests and aspirations of the CYP and parent/carer.	A	A	A	G	EHCP A&P group Chair now agreed, and first formal meeting took place (10th Sept), with full membership in place. Sept 2019: ToR discussed and agreed, rep from CSC agreed but Virtual School and Adult Social Care reps still required. Action Plan being developed (KL) to share at the next meeting. Small task group to meet to co-produce set of QA standards across all areas of EHC process. Agreed to start with 'what good looks like' and produce process map, then identify gaps in process. Nov 2019: See above	Any other protocols?

3.3 The local area's relationships with education providers are productive and meaningful.	A. With CEOs/ HTs/ education leaders, develop the strategic plan (SEND Strategy)	Tim Moss/ Lynn Tolley	New SEND system and local governance arrangements are operational.	G	G	G	G	Feb 2021 Group report this is completed	1. SEN in Schools (GR) 2. An Intro to SEND Training (Mar 2021) 3. SENCo Network Event (Jan 2020) 4. SEND Strategy 5. SEND Strategy Update (nov 21)
	B. Develop agreed local area working arrangements including district governance to devolve decision making and accountability.	Chris Rogers	Minutes from LMG/ISPB Meetings, Spend Forms, Financial Spreadsheet	G	G	G	G	December 2021: Decision making and accountability sits with the district hubs, LMGs and ISPBs. The process has been reviewed to ensure that it is fit for purpose as this was unclear. The spend for districts is held centrally to understand the overall spend to date.	As for 3.1A
	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.</p> <p>District hub developments include:</p> <ul style="list-style-type: none"> <li>~ financial and commissioning arrangements finalised and shared with professionals and schools</li> <li>~ Plan to provide prompts for discussion and points to consider related to data and PowerBi</li> <li>~ needs analysis taking place to establish existing provision and any gaps.</li> </ul> <p>December 2021: All schools have accessed training, they then complete a review</p>	Position Statement (GR)