

Local Area SEND Inspection Staffordshire

Written Statement of Action April 2019

Introduction

Our ambition across Staffordshire is that:

all children and young people with special educational needs and disabilities are able to reach their full potential. They receive the right support, at the right time, with choice and control so that they can lead fulfilling lives in their school or setting, home and community.

To achieve this we will:

- work with children and families to ensure the best outcomes for those with SEND
- work in coproduction to create a system which is transparent and accountable for children, young people and their families or carers
- create diversity of choice in provision that ensures financial sustainability and makes best use of resources available
- co-design and deliver solutions to achieve the vision and improve outcomes
- collectively monitor and evaluate the impact for children and young people and to raise the profile of SEND and inclusion

Inspection outcomes and action planning:

Staffordshire was inspected by OFSTED and CQC in November 2018 to judge the effectiveness of the area in implementing the special educational needs and disability (SEND) reforms as set out in the Children and Families Act 2014.

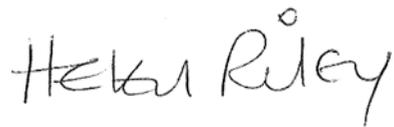
This action plan sets out how Staffordshire County Council and Clinical Commissioning Groups (CCG) will work together with partners, parents/carers and young people and with school leaders, to improve outcomes for children and young people with special educational needs and or disabilities (SEND). It is expected that this plan will support the collective drive for improvement.

Co-production with all partners and stakeholders needs to be the norm and the collective ambition is that this will be achieved at all levels across the system. The Local Area SEND inspection identified that leaders in education, health and social care have not worked together to organise roles and responsibilities, establish a united vision and strategic plan, communicate effectively to drive improvement or share what works well. Indeed, parents feel that the local area does not listen to them or their child and they feel that the 'tell it once' approach is not embedded. There is a sense that aspirations and expectations for children and young people are not high enough and there is little confidence in the local area's relationships with schools and too often relationships with families are fragile.

The inspection report identified that the quality of Education Health and Care plans (EHCP) is poor and practitioners do not contribute to the process effectively. The annual reviews of EHCP's are often not completed on time or do not contribute effectively to reassess the child's support or needs. Similarly transition points between key stages in education and from one phase of education to another are weak. As a result, children and young people are often not prepared for the next stage of learning, training or adulthood.

A wide range of leaders and families raised concerns about the quality of the graduated response and the spirit of inclusion across Staffordshire's education system. The oversight to drive further improvements in schools, alternative provision and the independent sector is weak. Children, young people and their families do not yet have access to the right help and support and arrangements for accessing some services are confusing and complicated.

As a local area we are determined to put these things right.



Helen Riley

Deputy CEO SCC



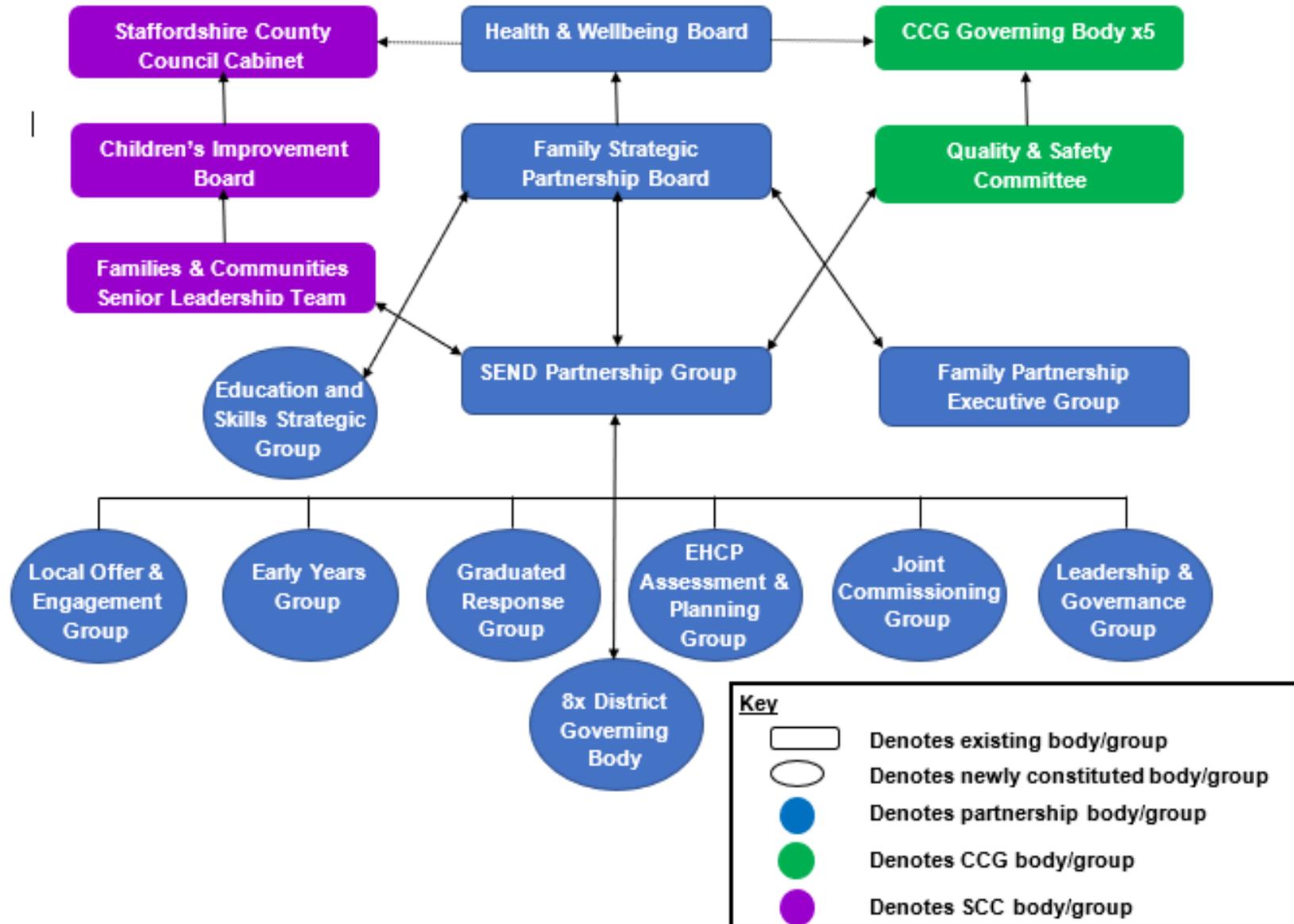
Marcus Warnes

Accountable Officer CCG

Glossary of terms

ASC	Adult Social Care	HT	Headteacher
C&F	Children and Families	JSNA	Joint Strategic Needs Analysis
CAMHS	Child and Adolescent Mental Health Services	LA	Local Authority
CCG	Clinical Commissioning Group	LAC	Looked After Child
CEO	Chief Executive Officer	LO	Local Offer
CIB	Children's Improvement Board	NASEN	National Association of Special Educational Needs
CoP	Code of Practice	OfSTED	Office for Standards in Education
CPD	Continuing Professional Development	PEP	Personal Education Plan
CQC	Care Quality Commission	PfA	Preparation for Adulthood
CSC	Children's Social Care	QA	Quality Assurance
CYP	Children and Young People	SENCo	Special Educational Needs Coordinator
DCO	Designated Clinical Offer	SEND	Special Educational Needs and/or Disabilities
DCS	Director of Children's Services	SMART	Specific, measurable, achievable, realistic, timely
EHC	Education, Health and Care	SPG	SEND Partnership Group
EHCNA	Education, Health Care Needs Assessment	TACAF	Team around the Child and/or Family
EHCP	Education, Health and Care Plan	ToR	Terms of reference
FSPB	Family Strategic Partnership Board	VCS	Voluntary and Community Sector
GP	General Practitioner	VfC	Voice for Change
HoE	Head of Education Strategy and Improvement	YP	Young People
HoVL	Head of Vulnerable Learners		

SEND Governance Model



The strategic responses have been structured into four key phases to ensure that improvements and impact are delivered at pace as well as developing an accountable and self-sustaining improvement system.

Assess - Confirm through consultation with those key stakeholders how coproduction and partnership working will be achieved

Plan - Jointly develop a case for change

Do - Implementation

Review - Continuous cycle of improvement and evaluation of our new delivery model.

The governance diagram above sets out the structures for accountability and monitoring of the progress of the Written Statement of Action. This governance structure has been implemented immediately with the SEND partnership group taking responsibility for the establishment of the work streams. Representatives for each of the work streams will be recruited from across the partnership.

The governance structure has two distinct shapes. The rectangles indicate those boards and groups which already exist and will be ensuring that SEND has the appropriate focus and representation within the terms of reference. The ovals represent those boards and groups that are in the process of being established.

The SEND Partnership Group will ensure the timely production of reports from subgroups that will highlight progress, barriers and potential risks. The SEND Partnership Group will review the reports and will be able to seek clarification from subgroup leads on specific issues. The SEND Partnership Group will agree the RAG status of actions in the plan.

The Family Strategic Partnership Board (FSPB) includes senior representatives from Staffordshire Commissioner's Office, Police, Fire, Voluntary and Community Sector (VCS), Local Authorities (including County/District/Boroughs), NHS England, Clinical Commissioning Groups and Education colleagues. The Partnership works on behalf of the Health and Wellbeing Board and closely with the Children's Safeguarding Board. This governance arrangement demonstrates clear lines of accountability and responsibility for all stakeholders and their role in driving the improvements for this vulnerable cohort of children.

Through the Children's Improvement Board, the Lead Elected Member for Children's Services will interrogate progress in the Written Statement of Action and explore any specific issues of concern. Update reports will be taken to scrutiny and cabinet following a quarterly cycle for the first 12 months.

CCG Governing Bodies meet monthly and progress reports will be prepared and presented by executive officers who attend the FSPB.

Termly reports will be prepared by the Director of Families and Communities and the Accountable Officer for the CCGs, for publication on the Local Offer web-site, and for Local Area Partners' own web-sites.

Priority 1

Leaders in education, health and social care have not worked together to organise roles and responsibilities, establish a united vision and strategic plan, communicate effectively, drive improvement or share what works well.

Vision for the future

Develop a clear, transparent and effective Governance Structure which ensures active collaboration, strategic development and joint operations in relation to local area SEND provision between Health, Social Care, Education, schools, children, young people and their families.

Focus Area (Intent)	Actions (Implementation)	Lead	Evidence (Impact)	Completion Date	Progress Red - Delayed Amber – In progress Green - Completed
1.1 Roles and responsibilities to drive improvement	A. To co-produce and clearly define accountability and responsibility descriptors for each layer of the governance structure including the review of membership.	DCS/ CCG lead	SEND Partnership Group & FSPB ToRs & minutes demonstrate clear accountability and a culture of challenge	Aug 19	
	B. To co-produce a comprehensive performance framework to ensure that strategic governance is effective and accountabilities are clear.		Performance reports produced at least termly demonstrate a culture of challenge and accountability..	Aug 19	
	C. Establish sub-groups of the SEND partnership group as appropriate which report and ensure accelerated pace of change.		Sub-groups and agreed reporting structures are in place and clearly	Aug 19	

	<p>D. Establish appropriate resources and capacity across the partnership to include:</p> <ul style="list-style-type: none"> i. LA permanent Lead for Education ii. LA permanent Head of Vulnerable Learners iii. CCG Children’s Commissioner iv. Project management secured to support the development and implementation of the action plans <p>E. Local area continues to explore areas of good practice and national research to influence developments</p>		<p>linked to service development plans</p> <p>Strategic lead posts are recruited to and are driving the implementation of the action plans</p> <p>SEND partnership board minutes and feedback from service areas. Good practice reports received by SEND partnership group are published on the Local Offer</p>	<p>Sept 19</p> <p>Oct 19</p>	
<p>1.2 United vision and strategic planning to drive improvement</p>	<p>A. Develop and agree a shared SEND JSNA for Staffordshire. Use our needs analysis intelligence to inform commissioning, policy and practice</p> <p>B. Undertake a SEND consultation phase to identify essential elements of partnership SEND Strategy.</p> <p>C. Co-produce a SEND Strategy that includes:</p> <ul style="list-style-type: none"> i. Defined aspirations and high expectations ii. A Special Schools Strategy 		<p>JSNA meeting minutes</p> <p>Consultation information is used to draft SEND strategy. Meetings in district areas contribute to the coproduction including HTs and Academy CEOs</p>	<p>Jan 2020</p> <p>April 2020</p>	

	<ul style="list-style-type: none"> iii. Protocols that align commissioning and where appropriate jointly commission, especially around children in educational settings with complex health needs iv. A review of resources and capacity of the SEND assessment team to attend and process annual reviews with particular emphasis on transition and vulnerable groups. v. A review of resources and capacity of specialist services to enable full participation in the graduated response and the EHCP process <p>D. Roll out and dissemination of the SEND strategy</p>		<p>Strategy is approved by SEND partnership group Action plan to implement the SEND strategy is in place</p>	<p>July 2020</p>	
<p>1.3 Effective communication to drive improvement</p>	<p>A. SPG sub-group to co-produce a communication strategy that includes</p> <ul style="list-style-type: none"> i. A process for gathering the voice of the child ii. Use of digital platforms, information sharing 		<p>Strategy is approved by the SEND partnership group</p>	<p>July 19</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.

Priority 2

Aspirations and expectations for children and young people are not routinely high enough.

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.

Focus Area (Intent)	Actions (Implementation)	Lead	Evidence (Impact)	Completion Date	Progress
Ref - 1.1 Roles and responsibilities to drive improvement	A. To co-produce and clearly define accountability and responsibility descriptors for each layer of the governance structure including the review of membership.	DCS/ CCG lead	SEND Partnership Group & FSPB ToRs & minutes demonstrate clear accountability and a culture of challenge	Aug 19	
Ref -1.2 United vision and strategic planning to drive improvement	C. Co-produce a SEND Strategy that includes: i. Defined aspirations and high expectations	DCS/ CCG lead	SEND strategy articulates high expectations and aspirations for CYP identified with SEND	Sept 20	
Ref -3.1 Co-production is strong across the local area	G. Through a team around the child principle all stakeholders are engaged in the development and review of plans including LAC which include aspirational outcomes through the EHCP portal.	HoE/ CCG commissioner/ CSC lead	EHCPs reflect a full description of the CYP SEN and any health and social care needs	Jan 20	

			EHCPs establish and record the views, interests and aspirations of the CYP and parent/carer		
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.		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	April 19 – April 2020	
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 co-produced within agreed timeframes, and reviewed annually.		EHCP assessments use child centred approaches, transparent decision making processes with clear lines of governance involving education, health and social care.	Sept 19 - Dec 19 and ongoing	
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	C. Co-produce with education providers good practice guidance for protocols of effective transitions between phases and education providers.		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.	Jan 20	

<p>employment/work readiness and independence are effective.</p>	<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.</p>		<p>All parents whose CYP EHCP will be reviewed pending Transition, receive clear information that explains the process and how decisions are made about their child's next phase of education, progression into employment and adulthood.</p>	<p>Feb 20</p>	
<p>Ref - 6 A transparent, informative and effective Graduated Response supports, challenges and develops an understanding of inclusive practice.</p>	<p>E. Co-produce with HTs and SENCOs good practice guidance on supporting CYP at risk of exclusion. F. Review expectations in attendance and inclusion policy, with reference to permanent exclusion.</p>		<p>The number of fixed term and permanent exclusions of CYP with SEND is reducing and is lower than all pupils nationally</p>	<p>Apr 20</p>	

Priority 3

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.

Vision for the future

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.

Focus Area (Intent)	Actions (Implementation)	Lead	Evidence (Impact)	Completion Date	Progress
3.1 Co-production is strong across the local area	A. Develop and agree co-production principles within the partnership.	HoE/ CCG commissioner/ CSC lead	Report agreed at the SPG	July 19	
	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.		Guidance on the Graduated Response is co-produced with stakeholders, parents and young people, and available on the Local Offer	July 19	
	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.		Peer Challenge process established and impacting positively on improving provision and outcomes for pupils with SEND	Jan 2020	
	D. The Local Offer provides clear signposting of provision.		Professionals working with families are able to explain and appropriately sign post the Local Offer to parents/carers and CYP	Sept 19	

	<p>E. To undertake a systemic review of processes from graduated response through to EHCP assessment and review.</p> <p>F. Through a team around the child principle all stakeholders are engaged in the development and review of plans including LAC which include aspirational outcomes utilising the EHCP portal.</p>		<p>Review of the cause of complaints Reduction in complaints and in the number of SEND tribunals</p> <p>Greater satisfaction received from parents and carers</p> <p>EHCPs reflect a full description of the CYP SEN and any health and social care needs</p>	<p>Jan 20</p> <p>Jan 20</p>	
<p>3.2 Parents/ carers and families state that the local area listens to them or their child. The 'tell it once' approach is embedded.</p>	<p>A. Develop a shared outcomes framework to measure the impact of children, young people and families involvement on service delivery.</p> <p>B. The Parents Charter is reviewed and agreed available on the Local Offer.</p> <p>C. Establish Parent/ CYP/ SENCo focused groups to identify specific issues.</p> <p>D. Explore how the STP Integrated Care Programme includes SEND in the integrated Care record plan to promote the 'tell it once' approach</p>		<p>Consultation feedback from parents</p> <p>The Parents Charter is available on the Local Offer. Improved satisfaction rates and reduction in complaints and tribunals</p> <p>Integrated care programme workshop attended to promote SEND</p>	<p>Sept 19</p> <p>Sept 19</p> <p>Jan 2020</p> <p>Oct 19</p>	

	<p>E. Ensure the graduated response provides access to information from different providers and services.</p> <p>F. Adopt the terms of reference for the existing parent groups and establish a clear process for the coproduction of SEND systems and processes.</p> <p>G. Engage with existing CYP forums/ groups to establish clear protocol for how they effectively support the coproduction of SEND systems and processes.</p> <p>H. Co-produce protocols for a team around the child principle to ensure that all stakeholders are engaged in the development and review of EHC plans through the EHCP portal.</p> <p>I. Stakeholder groups sign up to the protocols</p>		<p>Children young people and families can clearly articulate the local offer</p> <p>Improved satisfaction rates and reduction in complaints and tribunals</p> <p>EHCPs establish and record the views, interests and aspirations of the CYP and parent/carer</p>	<p>From Sept 19 onwards</p> <p>April 19</p> <p>Sept 19</p> <p>Jan 20</p>	
<p>3.3 The local area's relationships with education providers are productive and meaningful.</p>	<p>A. With CEOs/ HTs/ education leaders develop the strategic plan to roll out the SEND system.</p> <p>B. Develop agreed local area working arrangements including district governance to devolve decision making and accountability.</p> <p>C. In partnership with CEOs/HTs/ Education leaders, develop a protocol to embed the</p>		<p>New SEND system and local governance arrangements are operational</p> <p>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</p>	<p>April 19 – April 2020</p>	

	<p>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.</p>				
--	--	--	--	--	--

Priority 4

The quality of EHC plans is poor. Health and social care workers do not contribute to the process effectively. The targets and outcomes in the plans are not aspirational enough. The annual reviews of EHC plans are often not completed on time or do not contribute effectively to the review of the children and young people’s needs and the support and help they receive.

Vision for the future

EHC plans are effective in identifying and addressing the holistic needs of CYP. The targets and outcomes in the plans are aspirational and have high expectations

Focus Area (Intent)	Actions (Implementation)	Lead	Evidence (Impact)	Completion Date	Progress
4 EHC plans are effective in identifying and addressing the holistic needs of CYP. They are understandable to parents and have clear, smart outcomes	A. Undertake an analysis of the effectiveness of the current EHCP guidance for health and social care professionals.	HoVL/ DCOs/ CSC lead	Audit of the contribution of stakeholders indicates evidence and impact of improvements in EHCPs Increased parental/ CYP satisfaction with the completed plan. EHCP assessments use child centred approaches, transparent decision making processes with clear lines of governance	Apr 19- Jul 19	
	B. Update policy and process document in place for professionals to use when completing EHCPs.			Sept 19	
	C. Develop a routine process for gathering information about the quality of the EHCPs including responses from parents/carers and CYP about their experience.			Jan 2020	
	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			Sept - Dec 19 and ongoing	

	<p>detailed, co-produced within agreed timeframes, and reviewed annually.</p> <p>E. Support the increased uptake of annual health checks by inclusion within the CCG Universal Offer to GPs.</p> <p>F. Create and provide digital CPD opportunities for multi-agency professionals (including health, social care and education providers) focused on effective person-centred planning including SMART aspirational PfA outcomes and annual reviews.</p> <p>G. Agreed training programme is in place.</p> <p>H. Through a team around the child principle agree the relationship between TACAF/ PEP / EHCP record keeping and meetings.</p> <p>I. Review resources and capacity of the SEND assessment team to attend and process annual reviews with particular emphasis on transition and vulnerable groups.</p>		<p>involving education, health and social care.</p> <p>Reports by the assessment and planning group formally delivered at SPG Improved educational, health and social care outcomes for CYP with EHCPs</p> <p>Access of training opportunities</p> <p>Agreed pathway is approved by SPG, CCG and LA governance boards. Improved timeliness of annual reviews</p> <p>Parents/carers report increasing levels of satisfaction with the SEND services in the local area.</p>	<p>Dec 19 and ongoing</p> <p>Jan 20</p> <p>Jan 20</p> <p>Sept 19</p> <p>Sept 19</p>	
--	---	--	---	---	--

	<p>J. Review resources and capacity of specialist services to enable full participation in the graduated response and the EHCP process.</p> <p>K. Provide monthly update reports of 20 week production of EHCPs</p> <p>L. Undertake a review of the contribution of Careers Advice to the Y9 EHCP review with regard to YP aspirations and PfA outcomes to inform transition planning/PfA good practice guidance and EHCP Standards & QA Framework</p>		<p>Monthly reports show 90% of EHCPs are produced in 20 weeks.</p> <p>Y9 reviews clearly capture YPs aspirations and how these prepare for adulthood</p>	<p>Sept 19</p> <p>April 20</p>	
--	--	--	--	--------------------------------	--

Priority 5

The review of the children and young people’s needs at transition points between key stages in education and from one phase of education to another is weak. As a result, children and young people are often not prepared for the next stage of learning, training or adulthood.

Vision for the future

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.

Focus Area (Intent)	Actions (Implementation)	Lead	Evidence (Impact)	Completion Date	Progress
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	<p>A. Agree a joint multi-agency standards and quality assurance framework for EHCPs, to ensure that plans are thorough, comprehensive and detailed, and co-produced within agreed timeframes, and reviewed annually and at the points of transition.</p> <p>B. Co-produce phase specific transition standards for the completion of the annual review.</p> <p>C. Co-produce with education providers good practice guidance for protocols of effective</p>		<p>School, VfC and Parent/Carer surveys show improving satisfaction with EHCPs</p> <p>Transition standards are approved by the SPG. Agreed protocols and guidance documents are approved by the SPG</p>	<p>Apr 19- Jul 19</p> <p>From Sept 19</p> <p>Jan 20</p>	

	<p>transitions between phases and education providers.</p> <p>D. Co-produce with partners guidance about what to expect when in preparation for transition which would lead into review (particularly for Parents/ Carers and YP) including wider actions that feed into the annual review including information sharing.</p> <p>E. Co-produce with partners an agreed protocol of bringing forward annual reviews.</p> <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.</p> <p>G. Agree with partners Early Years area SENCo support to smooth transitions from EYs settings to schools and develop robust transition arrangements.</p> <p>H. Implement Preparing for Adulthood Project Workforce Development Plan across CSC, ASC and Education</p>		<p>Transition standards, good practice guidance and agreed protocols are published on the Local Offer web-site.</p> <p>All parents whose CYP EHCP will be reviewed pending Transition, receive clear information that explains the process and how decisions are made about their child's next phase of education, progression into employment and adulthood.</p> <p>Staff are aware of and engaged with PfA Staff trained in delivering the pathway Performance framework developed ready for launch</p> <p>Strategy is approved by SEND partnership group</p> <p>Action plan to implement the SEND strategy is in place</p>	<p>Jan 20</p> <p>Apr 20</p> <p>Feb 20</p> <p>From Jun 19 and onwards</p> <p>Apr 19 onwards</p> <p>Sept 19 onwards</p>	
--	---	--	---	---	--

	<p>I. Complete a review of capacity within the SEND services to facilitate Y5, Y9 & Y11 EHCP reviews that will include PfA outcomes</p> <p>J. Review resources and capacity of specialist services to enable full participation in the graduated response and the EHCP process.</p> <p>K. Support training and good practice sharing via termly district meetings and conferences.</p>			<p>Sept 19</p> <p>May 19 onwards</p>	
--	--	--	--	--------------------------------------	--

Priority 6

A wide range of leaders and families raised concerns about the quality of the graduated response and spirit of inclusion in Staffordshire.

Vision for the future

An effective Graduated Response supports, challenges and develops an understanding of aspirational inclusive practice.

Focus Area (Intent)	Actions (Implementation)	Lead	Evidence (Impact)	Completion Date	Progress
6 A transparent, informative and effective Graduated Response supports, challenges and develops an understanding of inclusive practice.	<p>A. 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.</p> <p>B. Implement an effective Graduated Response to support, challenge and develop an understanding of what good support and practice looks like following an evaluation of the pilot phase.</p> <p>C. Further develop the Graduated Response platform to provide guidance for Early Years and Post 16 education.</p> <p>D. In partnership with CEOs and HTs, develop a protocol to embed the NASEN SEND review standards or equivalent to provide peer to</p>	HoVL	<p>The Graduated Response is developed with stakeholders, parents and young people, and available to all on the Local Offer web-site</p> <p>VfC report that parents and carers are more confident about SEND school support arrangements</p> <p>The Graduated Response is developed with stakeholders, parents and young people, and available to all on the Local Offer web-site</p> <p>The SEND support registers identify children early. Provider level data for SEND is used by education providers and</p>	<p>Mar 19 onwards</p> <p>Sept 19</p> <p>Jan 20</p>	

	<p>peer challenge. Broker use of SEND peer reviewers to enable the peer reviews of SEND.</p> <p>E. Co-produce with HTs and SENCOs good practice guidance on supporting CYP at risk of exclusion.</p> <p>F. Review expectations in attendance and inclusion policy, with reference to permanent exclusion.</p> <p>G. With CEOs/ HTs/ education leaders develop the strategic plan to roll out the SEND system within a locality district model.</p> <p>H. Develop agreed local area working arrangements including district governance to devolve decision making and accountability.</p>		<p>partners in providing support and challenge to local area schools and settings.</p> <p>Schools have been provided with information that enables them to compare SEND performance and outcomes with other Staffs schools</p> <p>The number of fixed term and permanent exclusions of CYP with SEND is reducing and is lower than all pupils nationally</p> <p>Education providers are fully engaged in the development and roll out of the SEND locality operating model.</p> <p>Schools report greater knowledge of local services and confidence about meeting SEND needs</p>	<p>Apr 19 – Apr 20</p> <p>Apr 20</p> <p>Apr 19 – Apr 20</p> <p>Apr 19 – Apr 20</p>	
--	--	--	---	--	--

Priority 7

The oversight of improvement work in schools, alternative provision and the independent sector is weak.

Vision for the future

There is effective oversight of improvement work in schools, alternative provision and the independent sector

Focus Area (Intent)	Actions (Implementation)	Lead	Evidence (Impact)	Completion Date	Progress
7 There is effective oversight of improvement work in schools, alternative provision and the independent sector	<p>A. With CEOs/ HTs/ education leaders develop the strategic plan to roll out the SEND system within a locality district model.</p> <p>B. Develop agreed local area working arrangements including district governance to devolve decision making and accountability.</p> <p>C. Implement district governance arrangements involving all education providers to devolve decision making and accountability.</p> <p>D. Implement a transparent, informative and effective Graduated Response to support, challenge and develop an understanding of what good support looks.</p> <p>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.</p>	HoE	<p>New SEND system and local governance arrangements are operational and 95% of governing bodies approve and sign a local area working agreement</p> <p>Improved educational, health and social care outcomes for CYP with EHCPs</p> <p>Schools have been provided with information that enables them to compare SEND performance and outcomes with other Staffordshire schools</p>	<p>Apr 19 - Apr 20</p> <p>Apr 19 - Apr 20</p> <p>Sept 19</p> <p>Sept 19 onwards</p>	

	<p>F. Agree a joint multi-agency standards and quality assurance framework for EHCPs, to ensure that plans are thorough, comprehensive and detailed, and co-produced within agreed timeframes, and reviewed annually</p> <p>G. Through the EHCP assessment & planning task group, conduct multi-agency audit and report findings and implications to the SEND partnership group.</p> <p>H. Commission quality assurance and monitoring of contracts through visits and attendance at annual reviews in schools, AP and independent settings</p> <p>I. Undertake biennial reviews of local area provision</p>		<p>EHCP assessments use child centred approaches, transparent decision making processes with clear lines of governance involving education, health and care</p> <p>Multi agency audit report published on the local offer</p> <p>Outcomes from QA hold providers to account for outcomes</p>	<p>Sept 19 - Dec 19 and ongoing</p> <p>Dec 19</p> <p>Sept 19 onwards</p> <p>Oct 2021</p>	
--	--	--	--	--	--

Priority 8

Children and young people and their families do not yet have access to the right help and support. Arrangements for accessing some services are confusing and complicated.

Vision for the future

Children and young people and their families have access to the right help and support. Arrangements for accessing some services are clear and transparent.

Focus Area (Intent)	Actions (Implementation)	Lead	Evidence (Impact)	Completion Date	Progress
8 Children and young people and their families have access to the right help and support. Arrangements for accessing some services are clear and transparent.	<p>A. Secure LA capacity to oversee the content of the Local Offer and keep it up to date.</p> <p>B. The promotion of the Local Offer provides clear signposting of provision and referral pathways.</p> <p>C. Commission “Mystery Shopper” surveys of the Local Offer to identify strengths and areas for development.</p> <p>D. Co-produce information sharing & joint working protocols between professionals</p> <p>E. Fully engage with existing CYP forums/ groups to establish clear protocol for how they effectively support the coproduction of SEND systems and processes.</p>	CCG commissioner/ CSC lead	<p>Parents/carers report increasing levels of satisfaction with the SEND services in the local area.</p> <p>Parents/ carers & CYP report that provision and support is accessed in a timely manner</p> <p>EHCPs reflect a full description of the CYP SEN and any health and social care needs</p> <p>Improved satisfaction rates and reduction in complaints and tribunals</p>	<p>Mar 19</p> <p>Mar19</p> <p>From Sept 19 onwards</p> <p>From Sept 19 onwards</p> <p>Sept-19</p>	

	<p>F. Through a team around the child principle all stakeholders are engaged in the development and review of plans across the stages.</p> <p>G. Agree a joint multi-agency standards and quality assurance framework for EHCPs, to ensure that plans are thorough, comprehensive and detailed, and co-produced within agreed timeframes, and reviewed annually</p> <p>H. Through the EHCP assessment & planning task group, conduct multi-agency audit and report findings and implications to the SEND partnership group</p> <p>I. Review access pathways for CAMHS and ASD services.</p>		<p>EHCPs reflect smart aspirations across the education, health and social care needs</p> <p>EHCP assessments use child centred approaches, transparent decision making processes with clear lines of governance involving education, health and social care</p> <p>Multi agency audit report published on the local offer</p> <p>Clear and transparent pathways that have been co-produced are easier to navigate and are published on the local offer.</p>	<p>Sept 19 - Dec 19 and ongoing</p> <p>Jan 20</p> <p>Dec 19</p> <p>Jan 20</p>	
--	---	--	--	---	--