East Riding 0-25 Special Educational Needs and Disability (SEND) Self Evaluation Framework
October 2019 update

OUR VISION
All people aged 0-25 years old with special educational needs and/or a disability within the East Riding of Yorkshire are effectively supported to live happy, safe and fulfilling lives.
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Introduction

This self evaluation framework (SEF) has been compiled in consultation with our partners, with the East Yorkshire Parent/Carer Forum (EYPCF) and with young people through The Young Leaders of East Riding (TYLER) Group. It outlines an evaluation of the East Riding of Yorkshire local area, and our response to support children and young people with special educational needs and/or disabilities (SEND). This SEF builds on work undertaken over the last five years to implement the SEND Reforms, and represents a snapshot of the current position, outlining the progress we have made to date, as well as highlighting awareness of our challenges and the actions we need to take to continue to improve our response to, and services for, children and young people with SEND and their families. As such, this SEF should be read in conjunction with other key strategies, including the East Riding 0-25 SEND Strategy 2018-2021, the Children and Young People’s Plan 2017-2020, the Children and Young People’s Joint Commissioning Strategy 2019, Future in Mind Local Transformation Plan 2018-2020, East Riding – Strategy for people with Autism 2019-2024, and the Learning Disability Strategy for Adults including those transitioning to adulthood (2019-2024).

There has been a great deal of activity over the last 18 months in terms of identifying our areas of good practice and those areas where we need to improve, and agreeing a way forward. This was initially led through a strategic high needs review in 2017, for which we commissioned an external company to review the continuum of support, services and provision for children and young people aged 0-25 years with SEND in the East Riding. This included engaging and gathering feedback from a range of stakeholders, including young people, parents/carers and professionals across education, health and care services. In addition, we also commissioned the EYPCF to consult with parents/carers to ensure they were fully involved with and took part in the review. The high needs review resulted in a clear picture of what is working well, what our key challenges are, and suggested 19 key recommendations to address those challenges and continue to take forward our vision.

In order to address the key areas of challenge highlighted by the high needs review, we reviewed the SEND 0-25 Board sub group structure. Each recommendation from the review was allocated to a specific sub group to lead on and take forward those recommendations through an updated action plan. These action plans are continuously reviewed and updated, with progress reported to the overarching SEND 0-25 Board on a quarterly basis. In addition, we have a reference group including all stakeholders who were involved in the high needs review, and who monitor progress against the above areas for development.

More recently, we commissioned a SEND Peer Challenge which took place in April 2019. The aim of the challenge was to assess SEND services and provision in the East Riding, and to aid our preparations for a SEND inspection. The Peer Challenge team provided a full report, outlining their findings, and recommending areas for consideration. Since April, action has been undertaken on several of the areas for development, including the development of a high level Peer Challenge Action Plan which sits as appendix to this SEF. The Peer Challenge provided good assurance that, as a local area, we know ourselves well and the key priorities identified through the SEND Strategy and this SEF remain appropriate.
Looking more broadly, we have achieved the ambition to re-align our three area special schools to ensure a consistent offer, and this has included significant capital investment in all special school buildings, with all three newly built, refurbished or with a planned new build. We are continuing to grow local provision to meet needs and, in particular, have developed enhanced resource provision for pupils with autism and/or social, emotional and behavioural needs on a number of school sites, both primary and secondary, and are continuing to expand this provision. Work has been undertaken in partnership with the East Yorkshire Clinical Commissioning Group (EYCCG) to improve our autism pathway and to successfully reduce waiting lists for diagnosis. The following improvements to CAMHS waiting times have been reported in the Future in Mind local transformation plan (Core CAMHS Review Update):-

Quarter 4 2018/19 - Core CAMHS Review update

At the end of March 2019, the exception report showed 228 children and young people on the CAMHS waiting list, including contact point, core CAMHS, eating disorder service and learning disability service. Of these, 132 (58%) had waited less than 6 weeks, 211 (93%) had waited less than 18 weeks, 13 had waited between 18-25 weeks and 4 above 25 weeks. The majority of children and young people assessed as needing core CAMHS intervention had anxiety/low mood. The CBT clinic introduced in Q3 has been well received and has had an impact on waiting times.

In addition, access to the autism pathway has been reviewed and improved, and the existing waiting list of 227 children and young people transferred successfully to Humber Teaching NHS Foundation Trust (HTFT) on 2 January 2019. Prior to the transfer of the pathway to HTFT, Healios, an online provider, was subcontracted and commissioned using non-recurrent funding - 61 referrals were transferred to Healios for assessment. Waiting times, and the number of children and young people, waiting have continued to reduce and, as at 1 March 2019, that waiting list was down to 160. An all-age autism strategy delivery group has been established and the first meeting was held on the 3 April.

In the East Riding, we are fortunate to have continued strategic commitment to special educational needs and disability services and this is no more evident than in the development of the 0-25 SEND Team in January 2018, and the expansion of the SEN Team in August 2019. The aim of the 0-25 SEND team is to provide a team around the family approach to supporting children and young people with SEND and their families. The team offers support covering the full 0-25 age range, and includes specialist social workers, intensive family co-ordinators, family co-ordinators (portage) and SEND IAG officers. We are seeing positive results from the support offered by this new team. The 0-25 SEND Team works closely with the Futures+ Team, a specialist autism and learning disability team working with young people from the age of 16 years in order to prepare them for adulthood. All young people with learning disabilities and autism are able to access Futures+ and are supported by both children’s and adult services once they are 18 years old. Early involvement with Futures+ enables a smooth transition into adulthood and supports both the young person and the family to manage their anxieties through this difficult time.

Based alongside the team is the role of SEND Designated Clinical Officer (DCO) who supports the CCG in meeting its statutory responsibilities for children and young people with SEN and disabilities. The SEND DCO is responsible for the CCG’s contribution to the process of developing and agreeing Education, Health and Care Plans, ensuring the effective discharging of its responsibilities for children and young people with SEND in accordance with the Code of Practice
(June 2014) which provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014. The SEND DCO provides a point of contact for local partners, when notifying parents and local authorities about children and young people they believe have, or may have, SEN or a disability. The DCO offers professional, clinical leadership and is a source of expertise on matters relating to SEN for the CCG, local authorities, healthcare providers and other local agencies and organisations. This includes the implementation of Personal Health Budgets for children and young people and continuing health care needs.

The Children's Strategic lead nurse within the Quality arm of the CCG ensures high quality services are received by the most vulnerable and complex children/families in the local area.

Key responsibilities include:-

- Ensure collaboration between the CCG and other stakeholders in delivering jointly commissioned services to enable children & young people with the most complex health needs to stay close to home during assessment and treatment.
- Offer expert clinical advice in relation to SEND and mental health transforming care, social care, disability services, inclusion, early years etc.
- Manager the children’s continuing care commissioning process and responsible for budget management of this.
- Lead for the CCG Quality Team within the strategic review and developments across children’s services within local authorities and neighbouring CCG.

A recent County Councils Network (CCN) report highlighted the dramatic rise in Education Health and Care Plans (EHCP) across the country, and the significant impact this is having on councils’ ability to cope with the impact of the Reforms. The report highlighted that East Riding has had the sharpest increase in EHCPs across the country, with an increase of 90% since the Children and Families Act 2014 was introduced. It is expected that demand will continue to increase nationally. In recognition of this increase in demand for EHCPs in the East Riding, there has been significant investment in the team. The team previously under the children's commissioning and quality monitoring manager had one senior EHCCO, 6 EHCCOs (although the team never had a full complement at any time), 2 commissioning assistants and one technical assistant. The team has now expanded to include a SEND Team manager, 3 senior EHCCOS, 9 EHCCOs, 3 assistant EHCCOs, 1 senior commissioning assistant, 6 commissioning assistants and 1 technical assistant. This investment has allowed a more focussed approach to managing the EHCP process. The Team manager is currently developing an area model dividing the local authority into 3 areas - with a senior leading in that area, with 3 EHCCOs and 1 assistant EHCCO. The seniors are tasked with closer scrutiny and management of 20 week performance for their area, improving QA of plans, and will hold some complex cases. The assistant EHCCO's role key focus is processing annual reviews, and amending and updating the EHCPs and transport arrangements. The increased back office commissioning assistant team focus is on having robust data / MIS / processes in place along with improved timeliness of dealing with work flow and increased accessibility for parent / carers and schools / services contacting the team. Significant progress has already been made by the commissioning assistant team - eg new digital call system has been introduced, data cleanse taken place and new processes introduced.
As highlighted above, the SEF links closely to the 0-25 SEND Strategy 2018-2021 and seeks to outline our current position against the outcomes and objectives outlined in the Strategy. Each of the 0-25 SEND Board Sub Groups has key elements of the Strategy and Peer Challenge recommendations that they are working towards, as demonstrated in this SEF, and each sub group has an action plan detailing the actions and tasks needed to progress the objectives set out in the strategy and Peer Challenge recommendations. In addition to the strategy, the 0-25 SEND Board has identified four key priorities for 2018-19. These are:

1. Co-Production – Good progress has been made over the last year in terms of co-production with parents/carers, in particular agreeing a shared vision of what co-production means in practice. As a local area, we remain committed to co-production and broadening our reach and engagement with parents/carers of children and young people with SEND, and to working with the East Yorkshire Parent/Carer Forum.

2. SEN Support – Although we are broadly in line with the national average for progress and attainment for pupils at SEN Support, the gap between those pupils without SEND continues to cause concern. We are therefore keen to work with schools to identify good practice and share learning and expertise in schools across the East Riding with a view to reducing the gap between those at SEN Support and those without SEND.

3. Preparing for Adulthood (PfA) – good progress has been made this year following the strategic high needs review which highlighted preparing for adulthood as an area for development, and this progress was confirmed through the Peer Challenge. However, there is still much to do to improve our PfA offer and pathways and it remains one of our key priorities.

4. Timeliness – 2018 saw East Riding’s performance on meeting the statutory 20 week timescales fall from 67% to 43%. There are a number of reasons for this, including a focus on ensuring all statements were transferred to Education, Health and Care Plans (EHCPs) by 31st March 2018, vacancies and absences within the SEN Team and, of course, the ongoing increase in demand for EHCPs. As highlighted above, significant investment and resources have been allocated to support the team, with additional permanent posts agreed and a robust training and development programme implemented, but continued focus on timescales is required to ensure our performance improves in 2019/2020.

The following pages are based on the 0-25 SEND Sub Group structure, and highlight how each of the groups link to the aims and objectives set out in the SEND Strategy and in the Peer Challenge recommendations. The sections outline what is currently working well, and those areas for development, for which each sub group has a specific action plan. Following this, there is a section for each of our four priorities, again highlighting what is working well and those areas for development that will be a key focus for 2019/20. Finally, the SEF includes appendices including the SEND Peer Challenge Action Plan, the 0-25 SEND Board governance arrangements, an update on progress against the recommendations from the strategic high needs review, and a copy of the SEND Performance Dashboard.
0-25 SEND Board Sub Groups – Progress against our key outcomes

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<thead>
<tr>
<th>0-25 SEND Board Sub Group</th>
<th>Strategic Lead</th>
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<tr>
<td>Participation and Engagement of Children and Young People</td>
<td>Lesley Gilson – Interim SEND Strategic Manager</td>
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Link to SEND Strategy Core Outcomes, Aims and Objectives

Young people and their families are empowered by an offer of support they are able to influence.

Key aims and objectives

- Support is offered within a person-centred framework.
- Families are easily able to access relevant, comprehensive and accurate information to support them in making choices.
- Families and young people themselves are aware of their rights to make their own decisions from the age of 16 years under the MCA 2005.
- Families, and particularly young people from the age of 16 years, are fully involved in decisions about the care they receive.
- Families, and particularly young people from the age of 16 years, are supported to participate in the design and development of services they receive to ensure continuous improvement.
- A 'self-management' approach, including personal budgets, is promoted.
- Services respond to feedback from children, young people and parents/carers.
- Services across education, health and care work in co-production with families, including ensuring there is a joint understanding of what co-production means in practice.
- High levels of participation and engagement in education, employment and training of children and young people with SEND are encouraged.
- Continue to provide support to TYLER.
- The Local Offer is well-known, well-publicised and is one of the first points of contact for families and professionals.
- Families and professionals are actively encouraged to gather feedback and to ensure that any feedback received is used to inform service delivery and commissioning.
- The role of SENDIASS (SEND Information, Advice and Support Service) is well understood by families and professionals and delivers effective support.
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<td><strong>What are we doing well?</strong></td>
<td><strong>How can we evidence it?</strong></td>
</tr>
<tr>
<td>1.1 Children, young people and parent carers are placed at the centre of the EHC assessment process.</td>
<td>• Quality assurance of EHC plans shows that the voice of the child / young person is being captured and that the views, wishes and aspirations of the child are contributing to the outcomes included in plans, although there is some lack of consistency in this.</td>
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<td>1.2 Children and young people are working in coproduction with professionals to develop the outcomes in their EHC plans.</td>
<td>• Innovative packages of support developed to meet the needs of CYP, evidenced through EHCPs, particularly for Post 16 education.</td>
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<td>1.3 One page profiles are used in annual review meetings.</td>
<td>• Increase in the number of Personal Budgets.</td>
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<td>1.4 Young people post 16 are involved in the co-production of their EHC plans and are making good use of Personal Budgets to enable innovative and creative packages of support are in place.</td>
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<td>1.5 Parents/carers use the Local Offer feedback option to give feedback on their experiences. Relevant feedback is forwarded to the appropriate service manager who will, where appropriate, complete a You Said/We Did form.</td>
<td>• You Said/We Did responses to Local Offer feedback.</td>
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<td>1.6 The East Riding Local Offer (<a href="http://www.eastridinglocaloffer.org.uk">http://www.eastridinglocaloffer.org.uk</a>) continues to record an increasing number of hits to the website. The website and was reviewed and refreshed in Dec 2018. Opportunities to engage in a range of education, employment and training activities are advertised and efforts are made to make this accessible to as many people as possible.</td>
<td>• Increased number of hits on the Local Offer website.</td>
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<td>1.7 Senior officers across education, health and care meet regularly with the EYPF Steering Group to discuss issues, themes and trends and to mutually agree a response to those issues.</td>
<td>• Minutes from EYPCF/Professionals Meetings.</td>
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<td>1.8 The EYPF and Professionals meeting is chaired by the EYPF, with the SEND Strategic Manager acting as vice chair.</td>
<td>• Minutes/notes from EYPF feedback meetings.</td>
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<td>1.9 The 0-25 SEND Team and Adult Services work closely on those cases where transition between Children and Adult Services is required, including discussing the rights of the young person under the MCA 2005.</td>
<td>• Induction training materials from Adult Services regarding MCA 2005, DoLs etc.</td>
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<td>• Case notes from 0-25 SEND Team and Adult Services for those young people transitioning between the two services.</td>
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<td>1.10</td>
<td>The local authority has commissioned a young person’s advocacy service to be delivered by KIDS to provide information and advice about matters relating to young people’s SEN or disabilities, including matters relating to health and social care.</td>
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<td>The TYLER group, their current priorities and work that they are involved with, is frequently communicated to professionals across education, health and social care as well as to children and young people, via their website, and pages in the Look Ahead Newsletter, SEND Newsletter and via professionals attending their meetings.</td>
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<td>TYLER successfully bid for funding to development and implementation Independent Living Skills training. This is going well with excellent attendance from young people attending the training.</td>
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<td>Members of the TYLER group participated in organising a preparing for adulthood events including agenda, promotions and attendance with a market stall.</td>
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<td>TYLER / Children in Care Council / Health watch are working in coproduction with professionals.</td>
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<td>TYLER group minutes and action plan.</td>
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<td>TYLER prepared and delivered a presentation at the Children and Young People’s Specialist Service team away day in 2018.</td>
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<td>1.15</td>
<td>TYLER was involved in the recently refreshed SEND Strategy.</td>
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<td>TYLER has a regular page in the SEND Newsletter.</td>
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<td>1.19</td>
<td>Young people attendance at interviews for CAMHS service staff.</td>
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<td>1.20</td>
<td>Feedback tree.</td>
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<tr>
<td>1.21</td>
<td>Fidget/tangle toys in waiting room.</td>
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<tr>
<td>1.22</td>
<td>You said, We did board.</td>
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<td>1.23</td>
<td>Question of the week board.</td>
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<tr>
<td>1.19</td>
<td>Ongoing work with the “feedback tree” in the waiting room for children and young people and their families to easily give their views on the service received.</td>
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<td>1.20</td>
<td>“Fidget toys / tangle toys” have been bought for the waiting room using a donation to the service in response to a suggestion by a Young person. Further additions are Lego that was requested.</td>
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<td>1.21</td>
<td>The service now has a ‘You said, we did’ board in the waiting room so users can see that the service have responded to suggestions made.</td>
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<td>1.22</td>
<td>A “question of the week” in the waiting room enables children / young people and their families to give their views on particular issues regarding the service. Different ways of collecting this information is being tried to establish a way of getting a greater response form young people and families. Currently using counters and jars for this.</td>
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<td>1.23 It is our aim to encourage high levels of participation and engagement for children and young people with SEND. While it is evident from the quality assurance of EHC plans and the success of the TYLER Group that the views, wishes and feelings of young people are taken in to account, there is an identified need to increase the involvement of younger children in giving their views.</td>
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<td>1.24 Continue to ensure parent/carers understand the importance of their child’s involvement in EHC process and preparing for adulthood decisions under the MCA 2005, through co-production</td>
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<td>1.25 Feedback from the recent SEND Peer Challenge (April 2019) highlighted the lack of health (and care) content in EHC plans which are very education focussed. It emerged that there needed to be an improvement in terms of scrutiny of EHC plans from the Designated Clinical Officer, and a need to improve processes to ensure plans are shared in a timely manner with the DCO. This has already been addressed through weekly clinics with DCO attendance.</td>
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<td>1.26 We are also keen to improve feedback from c&amp;yp who receive provision and support from education, health and care services. We do have feedback/evaluation forms for teams to encourage feedback but the uptake from c&amp;yp is low. We have therefore recently worked with c&amp;yp (and parents/carers and professionals) to develop a new feedback/evaluation process.</td>
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<tr>
<td>Areas for development</td>
<td>Next Steps/Action being taken</td>
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| **1.27** The TYLER Group currently has 10 members aged between 16 and 21 years. This is good progress within a relatively short timeframe and should be recognised as a success. However, one aspiration for the group is to increase their membership further. The aim is for the group to have representatives from all geographical areas of the East Riding, which will also include children and young people of different ages and a wider spectrum of needs. | - Support the TYLER Group to continue to develop and distribute marketing material by funding them for this and facilitating meetings with relevant services and professionals.  
- Support TYLER to work with schools, colleges, employers to enable them to be confident in engaging with young people with SEND. |
| **1.28** To help improve links between TYLER and secondary schools. If this is achieved, there may be a need to re-assess the level and type of support provided to the group by all partners, particularly if children or young people with more complex needs wish to join. | |
| **1.29** Ensure young people and families have information and are aware of their rights under the Mental Capacity Act (MCA) 2005. | - Co-ordinate training and information sessions regarding parent/carer and c&yp involvement, and the implications of the MCA 2005 for parents/carers and professionals.  
- Information and articles in the SEND newsletter.  
- Liaise with the Training and Development Group to plan and promote the MCA e-learning to increase take up. |
| **1.30** Provide opportunities for young people to socialise and make friends. | - TYLER members to pilot the My Time Active card to enable access to leisure facilities within c&yp’s own locality.  
- Transformation team carrying out research and consultation work. |
| **1.31** Ensure the thirteen.me website includes information for young people with SEND. | - Utilise the Prevention and Education Team contacts.  
- Link with RISE in secondary school.  
- Include TYLER slide in PET presentation. |
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<td>0-25 SEND Quality Assurance and Data Group</td>
<td>Sarah Keenan, Children’s Commissioning and Quality Monitoring Team Manager</td>
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### Link to SEND Strategy Core Outcomes, Aims and Objectives

All children and young people (0-25) with SEND, and their families, are offered timely, high quality support.

All children and young people with SEND receive appropriate and accessible high quality education, health and social care.

### Key aims and objectives

- Education, health and care (EHC) plans are implemented within statutory timescales and are effectively reviewed.
- The EHC planning process is person-centred and EHC plans are outcomes focused, aspirational and realistic.
- Services are integrated, preventing duplication of effort and ensuring a smooth journey for families.
- Provision is provided as near as possible to families’ homes.
- Staff and volunteers across education, health and care services are well-trained, have knowledge that is relevant, up-to-date and extensive in relation to SEND, local activities, resources and services, and thus are supported to deliver a high quality service.
- To have a comprehensive understanding of the data held relating to children and young people with SEND and to produce an annual East Riding SEND report.
- To ensure all data is held securely and appropriately.
- To produce and update accordingly an SEND Performance Dashboard.
- To monitor EHCP outcomes to ensure progress is being made.
- Improve our adherence to statutory timescales for EHCPs, ensuring Annual Reviews happen on time and are person-centred.
- Further develop our SEND performance dashboard to provide direction to SEND sub groups and workstreams.
What are we doing well?

2.1 In July 2018 the remit of the group was reviewed to ensure robustness of the SEND quality assurance process and, in particular, the EHCP quality assurance process. It was recognised that the group should focus on ensuring the SEN Team (formerly the Micro Commissioning Team) undertakes systematic peer quality assurance activity.

2.2 The group continues to review and quality assure a random sample, and provides recommendations to the micro commissioning team and other sub groups (where relevant) to drive continuous improvement.

2.3 A recent SEND Peer Challenge undertook an audit of the team’s QA of EHCPs and concluded they were broadly in line with the assessments they would have made and felt that the QA offered appropriate challenge.

2.4 Development of an initial health questionnaire for parents to enable them to identify health professionals and services their child has been involved with. This has been developed by the Designated Clinical Officer (DCO) to increase relevant input from health professionals and to ensure EHCCOs have a clear understanding of which professionals to contact as part of the assessment and planning process.

2.5 The DCO has recommended and implemented the introduction of EHC Draft Plan health clinics to enable the DCO to review and sign off all draft plans before they go out for consultation.

2.6 For those Children and young people considered to be at risk of admission to inpatient care, there is a Dynamic Support Register which identifies those most at risk and focuses support. This is reviewed regularly at Monthly Dynamic Support Register meetings which have been scheduled to coincide with Children and Young People’s Joint Commissioning Panels.

How can we evidence it?

- Updated terms of reference.
- New QA procedure and pro forma.
- SEND Peer Challenge Report.

- Health questionnaire template.
- Improved health section in EHC plans.
- Copy of Dynamic Support Register.

- SEND QA and Data Group meeting minutes.
- East Riding SEND data report.
- Performance data.
- Post 16 data is included as an appendix to the SEND report.
- SEND Performance Dashboard.
2.9 An East Riding SEND Data report has been produced which includes outcome and progress data for those at SEN support and with an EHC plans. This also includes analysis of post 16 data for FE provision, apprenticeships etc.

2.10 A performance dashboard has been developed that monitors local, regional and national data sets relating to SEND. This is updated as new data becomes available and includes benchmarking information.

2.11 The Dashboard is reviewed and monitored at every 0-25 SEND Board Meeting.

<table>
<thead>
<tr>
<th>Areas for development</th>
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<tbody>
<tr>
<td>2.12 Health and social care/family support have increased involvement in operational quality assurance of EHCP processes.</td>
<td>• Ensure representation from key health, social care/family support teams at the QA sub group meetings. Update – new members are now in place which includes health, children and adult social care representation.</td>
</tr>
<tr>
<td>2.13 Formalise parent/carer input into the operational quality assurance of EHCP process.</td>
<td>• Identify key health, social care/family support professionals to quality assure the relevant sections of EHC plans. Update – this now happens at steering group level and plans are in place to have this in place by the end of the year at operational level.</td>
</tr>
<tr>
<td>2.14 Ensure children and young people are included in operational and strategic quality assurance of EHCP processes.</td>
<td>• Set up bi-annual stakeholder quality assurance EHCP workshops in addition to existing QA processes. First meeting planned for Nov 19.</td>
</tr>
<tr>
<td>2.15 Ensure that the health questionnaires are fully embedded within the EHCP process and are being utilised effectively.</td>
<td>• Invite children and young people’s representation to the bi-annual stakeholder quality assurance EHCP workshops. First meeting planned for Nov 19.</td>
</tr>
<tr>
<td>2.16 The DCO sign off process needs to be firmly embedded to ensure the health input is accurate and in line with statutory guidance.</td>
<td>• Small working group established to ensure that health questionnaires and DCO sign off process is fully embedded. Also discussed and agreed by strategic managers in Specialist Services and CCG.</td>
</tr>
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<td></td>
<td>• Building on the work with health to develop a similar care questionnaire/sign off process.</td>
</tr>
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</table>

0-25 SEND Quality Assurance and Data Group
| 2.17 | Monitor data and information from the quality assurance of EHCPS to identify trends and gaps, in order to make recommendations to the Macro Commissioning Team, relevant services and other 0-25 SEND Sub Groups to steer improvements and service development across education, health and care services. |
| 2.18 | Establish greater links with the training and development group to ensure that teams and stakeholders have well informed, timely training plans and (where possible) all areas are able to utilise a consistent standardised evaluation mechanism. |

- Build relevant health and social and family support data into the SEND Performance dashboard. This will be built in when trends have been identified. The group has identified the original core information to monitor, and requested each sub group sends through their core performance data to ensure this is captured and monitored through the steering group meetings.

- Work with the Training and Development sub group to enable the SEND QA and Data Group to promote cross themes through the SEND quality assurance processes. Agreement is now in place to ensure chairs liaise with each other and share intelligence where appropriate.

| 2.19 | To further improve the process for collating the statutory SEN2 data return as required by the Department for Education. |
| 2.20 | Utilise data from health and social care services to monitor outcomes and to identify gaps in provision and potential commissioning requirements. |
| 2.21 | Data sets relating to SEND, Children Looked After, Children In Need etc. are not currently coherently cross-referenced. Completing this work will improve the completion of the SEN2 return and improve the local area’s understanding of the SEND cohort. |
| 2.22 | Improve integration of data held across the local area could improve. While each of the organisations and services has a good understanding of their own data, understanding how these datasets link to each other will offer a richer understanding of the needs across the local area. |
| 2.23 | Increase and improve use of the SEN module on the ONE System to store and manage information relating to EHC assessments and plans. |
| 2.24 | Ensure the 0-25 SEND QA and Data Group action plan links to the relevant performance indicators and reports back on progress made at each 0-25 SEND Board meeting. |
| 2.25 | Ensure the 0-25 SEND QA and Data Group is utilising the data to review action plan and drive forward required action and service development. |

- Responsibility for completing the SEN2 data return is now undertaken by the Children’s Performance Team, in close consultation with the SEN Team. SEN2 data return completed and submitted by Children’s Performance Team.

- Understand what relevant information health and social care services collect and are able to share.

- Develop and agree an information sharing mechanism and process to join up different data sets to improve understanding.

- Join up different data sets to improve understanding.

- Continue to develop use of the ONE System through working with Capita, the Children’s Performance Team and the development of robust case management information system.

- Sub group meeting minutes record update and progress against the action plan. This is now a standard agenda item.
<table>
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<tr>
<td>2.26 Need to establish closer links with the SEN Team and Performance Team to monitor and ensure the EHC statutory timeframes are being met.</td>
<td>• Establish links and information sharing between teams/services to share weekly and monthly performance updates which identify the overall cumulative achievement of timeframe targets as well as the in-month targets.</td>
</tr>
<tr>
<td>2.27 Improved information flow between teams and partners to ensure timeframes and quality expectations are met.</td>
<td>• Key decision makers within teams that help assess, develop, maintain and update the EHCP to commit to being part of and being jointly responsible for the solutions identified, aimed at improving the timeliness and quality of the EHCP process.</td>
</tr>
</tbody>
</table>
Identification and Assessment – Task and Finish Group overseen by SEND 0-25 Quality Assurance and Data Group

Link to SEND Strategy Core Outcomes, Aims and Objectives

| All children and young people (0-25) with SEND, and their families, are offered timely, high quality support. |
| All children and young people with SEND receive appropriate and accessible high quality education and health and social care. |

Key aims and objectives

- Education, health and care (EHC) plans are implemented within statutory timescales and are effectively reviewed.
- The EHC planning process is person-centred and EHC plans are outcomes focused, aspirational and realistic.
- Children and young people at SEN Support level are well supported within mainstream schools.
- Needs are identified at the earliest opportunity and the EHC process is appropriately triggered.
- Professionals have a good, shared understanding of the principles outlined in the SEND Code of Practice, the MCA 2005 and the Care Act 2014, and effectively manage the expectations of children and young people, and their families.

Identification and Assessment

What are we doing well?

3.1 Under the current children and young people's autism assessment pathway, referrals can be made by educational psychologists, speech and language therapists, community paediatricians and in some cases by Child and Adolescent Mental Health Services (CAMHS). There is a screening and triage process to determine whether a full assessment is required, then depending on the complexities for each individual referral, information is gathered from parents, school and some or all of the professionals listed above. A multi-disciplinary panel meets twice a month (prior to April 2018 it met once a month) to review the findings and agree a diagnosis.

3.2 In 2018 ERYCCG commissioned additional online assessment capacity through Healios to assist with reducing the waiting list.

3.3 A revised assessment pathway was agreed following a workshop with representatives of all professionals involved in the current pathway. The service transferred to Humber Teaching NHS Foundation Trust (HTFT) on 2 January 2019 and is now fully operational and continues to offer some online assessment.

How can we evidence it?

- Reduction in waiting times for the autism diagnostic pathway.
- Positive feedback from parents/carers.
### Identification and Assessment

#### 3.4 The new improved access to autism pathway and the existing waiting list of 227 children and young people transferred successfully to HTFT on 2 January 2019. Prior to the transfer of the pathway to HTFT, Healios, an online provider, was subcontracted and commissioned using non-recurrent funding - 61 referrals were transferred to Healios for assessment. It was offered as a choice to families on the waiting list and brought in a flexible solution to workforce challenges. The service Healios provided was a secure “skype” based model so that assessment could be agreed at a time to suit families. At the end of the process the parent/carer received a detailed report and parents had access to that on a secure server. The final session of the treatment was a talk through of the diagnosis. Waiting times and the number of children and young people waiting have continued to reduce and as at 1 March 2019 that waiting list was down to 160. An all age autism strategy delivery group has been established and the first meeting was held on the 3 April 2019.

#### 3.5 In addition to several years of sustained increases in investment and service development in CAMHS, towards the end of 2018/19 ERYCCG received a small amount of non-recurrent waiting list initiative funding from NHS England which supported additional clinics for ADHD and anxiety. The last 12 months has seen a shift in ADHD and conduct disorder referrals following the successful integration of the CAMHS Contact Point and Early Help and Safeguarding Hub (EHaSH) to manage referrals for primary age children.

#### 3.6 Highly Successful Social Mediation and Self Help (SMASH) programme in schools offering group interventions over a whole term for those with complex issues relating to emotional and mental health and wellbeing. Moving forward in 2019/2020 SMASH will continue to work with the 8 identified secondary schools which are:-

- Beverley Grammar
- Cottingham High
- South Hunsley
- Hessle High
- Withernsea High
- South Holderness Technology College
- Driffield High
- Headlands High

East Riding of Yorkshire is working to expand mental health support to schools, subject to confirmation following successful business case. Data analysis will be undertaken to identify the next two schools to be offered the smash programme. The focus will be on identifying the schools which have a high number of referrals and high number of urgent referrals into contact

- Significant improvement in waiting times for CAMHS assessments and interventions, and reduction in referrals for ADHD and conduct disorder.
- To date, the SMASH programme in the ER has seen 587 young people, with excellent feedback. Feedback and case studies available from CCG.
- In Q4 100 referrals were made to the SMASH programme. The Schools continue to advise the service that they are observing a significant impact on their young people who attend the programme. The introduction of emotional wellbeing workers in schools (first cohort currently in training) will provide still more early intervention and further improve the responsiveness of specialist CAMHS when needs become more complex.
Part of the combined vision is to have a trained smash practitioner in every secondary school who can deliver targeted plus intervention, offer support and consultation to other schools and other services and be the direct link into specialist CAMHS and support.

<table>
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</table>
| 3.1                           | Replicate the initial health questionnaire template for social and/or family support to ensure improved involvement of these services in the EHCP process. | • Work with support and safeguarding service to continue to improve identification of social care/family support involvement for EHC assessment requests.  
• Co-produce an initial social care/family support questionnaire template.  
• Trial the social care/family support questionnaire template and embed in practice. |
| 3.2                           | Continue to clarify roles and responsibilities across the 0-25 SEND Team, Children’s Social Care, Youth and Family Support Services, and Early Years and Family Support to ensure improved involvement in EHC processes from social care and safeguarding services. | • 0-25 SEND Team Managers to attend children’s social care area and team manager meetings.  
• Cross attendance at team meetings to share information.  
• Continued attendance of social care representation at SEN Panel meetings. |
| 3.3                           | Local authority and CCG to continue to work together with Humber NHS Foundation Trust to develop and expand current contract for occupational therapy, to include sensory assessments for children and young people with learning disability and/or autism, safeguarding disabled children assessments, specialist equipment and adaptation assessments. | • Children’s Commissioning Team and CCG to project anticipated demand and agree contract with provider.  
• Interim arrangements to be commissioned. |
0-25 SEND Board Sub Group | Strategic Lead
---|---
Training and Development | Elizabeth Holmes, Principal Educational Psychologist

**Link to SEND Strategy Core Outcomes, Aims and Objectives**

The ability of the workforce to ensure that:

- All children and young people (0-25) with SEND, and their families, are offered timely, high quality support.
- All children and young people with SEND receive appropriate and accessible high quality education Health and Social Care.....

**Key aims and objectives**

- Families are offered empowering and personalised support.
- Staff and volunteers across education, health and care services are well-trained, have knowledge that is relevant, up-to-date and extensive in relation to SEND, local activities, resources and services, and thus are supported to deliver a high quality service.
- Children and young people at SEN Support level are well supported within mainstream schools.
- Partners across education, health and care work together to ensure support is accessible for children, young people and their families, and provided in a timely manner, including access to emotional health and wellbeing services.
- Needs are identified at the earliest opportunity and the EHC process is appropriately triggered.
- Everyone involved in the EHC planning process has an understanding and respect for their own and everyone else’s roles and responsibilities, and has a creative and flexible approach to meeting needs.
- Professionals have a good, shared understanding of the principles outlined in the SEND Code of Practice, the MCA 2005 and the Care Act 2014, and effectively manage the expectations of children and young people, and their families.
- Families and professionals are actively encouraged to gather feedback and to ensure that any feedback received is used to inform service delivery and commissioning.
### What are we doing well?

<table>
<thead>
<tr>
<th>4.1</th>
<th>A wide range of training opportunities has been provided to professionals working with children and young people with SEND. Training events are evaluated and a summary evaluation feedback form has been developed which is completed by the training facilitator and sent to the Training and Development Group for central collation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2</td>
<td>The summary evaluation feedback form identifies further CPD needs which are considered by the group and appropriate follow up training is provided. Delivering multi-agency training across the local area provides a number of benefits beyond simply delivering the training. It is an opportunity to share practice and experiences, develop new contacts and improve consistency.</td>
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<tr>
<td>4.3</td>
<td>We are currently reviewing the benefits of training being delivered through the centralised L&amp;D team. This ensures the coordination of training to include recording evaluation for participants and collation of training evaluation data. This approach is currently in place for staff in CYPSSS and discussions about possible extension to other services within CFS are taking place.</td>
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| 4.4 | A range of multi-agency training sessions are regularly delivered to audiences comprising professionals across education, health and care and parents carers. A record of this training is kept to maintain an overview of activity. |
| 4.5 | The SEND e-learning package continues to be the core training for the LA workforce. The training covers all aspects of the SEND reforms. Commitment from senior leaders has made the SEND e-learning mandatory for all children’s services staff as well as appropriate professionals in Adult Services. Colleagues in Health are being encouraged to complete the e-learning package as part of the wider learning and development programme being delivered by the CCGGP’s, physiotherapy services, occupational therapy services, speech and language therapy services, health visiting teams, consultant paediatricians and student nurses have engaged in appropriate elements of the programme; however it is not possible to track those who access the training portal if they are external to the LA. |
| 4.6 | The e-learning package is freely available for parents / carers and external professionals via the Local Offer. |
| 4.7 | Further e-learning modules have been identified as core training for all staff following the group’s analysis of training gaps- MCA e-learning is mandatory for staff involved in decision making discussions with young people with SEND, and an Autism Training e-learning has now been sourced and is mandatory for staff working with CYP with SEND. |

### How can we evidence it?

- Collated training data spreadsheets show the range of training that has been both delivered and accessed.
- Summary evaluation feedback form records identified CPD needs and how these have been addressed.
- Evaluation forms for training delivered in-house.
- Certificates to those who have completed via LA training portal.
- Training records via the Training and Development Group.
- Reminders to staff via SEND newsletter regarding training courses available.
<table>
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<tr>
<th>Training and Development</th>
<th>What are we doing well?</th>
<th>How can we evidence it?</th>
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</table>
| 4.8 The Training and Development Group identified the need to ensure all relevant agencies/services were represented, with a view to having responsibility for collating and identifying training needs for the teams/services they represent. Having identified a gap there is now a permanent representative from early years who coordinates the training for the PVI inclusion and safeguarding training events. | ● Training and Development Group Meeting Minutes.  
● Group Membership details. |
| 4.9 SENCO Forums are held termly for education settings, and an annual SENCO Conference is also delivered in the Autumn Term. Additional SEND training sessions are delivered for school Governors. | ● SENCO Forum and Conference evaluation forms and attendance figures.  
● Governor training evaluation and attendance figures.  
● Feedback from SENCO forum was positive, particularly regarding the keynote speakers. |
| 4.10 Following consideration of improved engagement of post-16 providers in SENCO events, a personal letter of invitation to the SENCO Conference was sent out (by TYLER). In addition, information about SEND is now sent out to post-16 providers who are signed up to the Log On Move On website. | |
| 4.11 SENCO Conference and Headteachers’ Seminar in 2018 focussed on behaviour and inclusion – Tom Bennett keynote at both, and Andre Imich and Natalie Parker at Conference. | |
| 4.12 SENCO Conference in October 2019 focussed on national updates and Quality First Teaching, with Lorraine Peterson as a keynote speaker. | |
| 4.13 A need was identified for an induction programme for new SENCO staff. In response, we have introduced a 3 day SENCO Induction Training Programme for all new SENCOs to attend. The programme includes an overview of the statutory EHCP process, including local templates and guidance, a presentation from an established SENCO in the East Riding, presentation on graduated responses, and a session led by the EYPCF regarding working with parents/carers and involving them in the processes. | ● List of new SENCOs attending the induction.  
● Feedback and evaluation from the initial training workshops has been positive.  
| 4.14 The LA provides significant levels of support and training to build inclusive capacity in schools and colleges. SENCOs and others praise the quality, appropriateness and accessibility of training and development activity available to them and led or commissioned by the LA. | |
| 4.15 Parent/carer feedback is now being incorporated into future planning events. EYPCF has provided a series of training events to ensure this happens. This includes input on the impact of the Deprivation of Liberty and Mental Capacity Act. | ● EYPCF event evaluation forms and parental responses to EYPCF email requests for feedback. |
| 4.16 SEND Tribunal training has been delivered to relevant teams, including the SEN Team, in 2019. |
| 4.17 Weekly training and development sessions have been implemented for the SEN Team from April 2019, including person centred planning, Code of Practice, EHC plan writing, home to school transport, personal budgets, SEN Tribunal etc. |

- List of attendees and feedback, following completion of training.
- SEN Team training and development plan.

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| 4.18 Identify workforce training needs to ensure relevant SEND training courses are available. | - CPD matrices are being completed by the Learning and Development Team Service Managers to identify SEND focused training needs. This will contribute towards identification of additional training programme to be developed and delivered and will form the ‘Training Plan’.

Matrices within CFaS Directorate are being updated. The Learning & Development Team within the Council has had initial meetings with some of the CYPSS managers and other meetings are scheduled. No matrices are yet complete. Anticipated completion of all meetings is the end of July. After matrices have been completed, relevant SEND training courses will be identified (essential and desirable). Needs can also be identified via EDR’s (logged on iTrent)

Training focusing on PfA is being planned. PfA training needs are identified in the PfA subgroup action plan. This includes e-learning, workshops and market place events as well as traditional training sessions.

Training on co-production is being planned – The local authority has commissioned Genuine Partnerships to deliver their VOICES training event, the co-production task and finish group is leading on this event.

4.19 Undertake an audit of training needs following analysis of skills & behaviours in order to achieve aims and outcomes required by workforce. Audit tool has not yet been developed. Intention is to explore needs via EDR and training matrices. Group will need to consider development of audit tool and pilot with sample of teams (eg EHCCo?)

4.20 Set up a process to ensure that training needs identified from activity of all subgroups feeds into the Training and Development Group.

This was raised at the most recent 0-25 SEND Board and chairs of all subgroups have been encouraged to share identified CPD needs with the chair of the Training and Development Group. Communication pathway will be monitored by the Chair of this group.

- Development of audit tool to issue to workforce.

- All 0-25 SEND Board sub groups to consider how best to feed identified training needs into the Training and Development Group. Sub Group Chairs to work with the Training and Development Group to identify the key skills behaviours needed in order to achieve the aims above.
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<tbody>
<tr>
<td>4.21 Centralising delivery of training via Training and Development group to ensure training is recorded, coordinated, and evaluated effectively.</td>
<td>• As above</td>
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<tr>
<td>This is a standing item at all meetings. There is an agreed training summary evaluation form. This form and all training resources are stored on G drive. All members of this group are tasked with taking responsibility for ensuring evidence of training delivered is updated and accurate (e.g., completing summary evaluation form and logging training on Training Record tab). A spreadsheet has been developed by the Business Transformation Team to capture the range of training events that have been developed. This is in the process of being populated with all events over the last year and an exceptional meeting has been arranged in July to do this. This spreadsheet will highlight which SEF aims/workforce areas have been addressed and will help to identify gaps.</td>
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<tr>
<td>4.22 Evidence impact of training across the workforce. An action from last year was to measure the impact of training over time. The Training and Development group have held discussions about how best to evaluate the impact of training on the experience of children, families, and their children using Level 4 evaluation methodology. The Level 4 evaluation / impact assessment process is still under development. However, this will operate on the basis that Level 1, 2 and 3 are already embedded and in place. Level 1/2 evaluation forms have been provided, and an action going forward is to check if these are being used when training is being delivered. The EYPCF has developed a brief questionnaire for parents/carers which aims to evaluate impact of recent EYPCF events. This will be shared with the Training and Development group and discussion about how best this easy to access 3 question format might contribute towards the level 4 evaluation methodology being developed by the Learning and Development team. The 3 questions were:</td>
<td>• The LA Training and Development team have agreed to use the Level 4 evaluation methodology to enable robust evaluation of the impact of training (face to face and e-learning). •</td>
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<tr>
<td>Areas for development</td>
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| **1.** Has the knowledge learned at the workshop made any difference to your situation with the SEND (special educational needs and/or disabilities) process? Y/N (If Yes – please give details)  
**2.** Have you used any of the Information received at the workshop to support your interaction and communications with schools, practitioners or other professionals? Y/N (If Yes – Please give details)  
**3.** After attending the workshop did you feel supported? Y/N |
| Please give details of any support or other information that would have been useful for you. |  |

4.23 Training evaluation – need to develop and embed evaluation to measure impact of training events (face to face and electronic) on longer term skills development of practitioner and on the difference made to children, young people and their families.

Recent discussion has led to a proposal that future training events consider data that could be collected to inform decisions about impact (eg exclusion data/ attendance data/progress & attainments). This could be a key consideration when all training events are being developed (asking the question – what data will tell us that this training has had a positive impact on CYP and their families?). This data can then be collected by the Data Performance Team.  
At the next meeting (in Autumn 2019), the key focus will be the SEN support Project (ILS and EPs). This could inform decision about the data to be collated.

4.24 The regular SEND feedback meetings are a useful source of information and there has been a proposal to incorporate the themes from these meetings into the regular training and development sessions. The SEND feedback meeting is attended by the SEN Team Manager and this provides an opportunity for the micro team to be aware of the themes and ensure these are fed into the mapping process.

- Minutes of Training and Development Sub Group Meetings
- SEN Team training and development plan
**Mainstream Support – Task and Finish Group overseen by the Training and Development Group**

**Link to SEND Strategy Core Outcomes, Aims and Objectives**

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**Key aims and objectives**

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- Staff and volunteers across education, health and care services are well-trained, have knowledge that is relevant, up-to-date and extensive in relation to SEND, local activities, resources and services, and thus are supported to deliver a high quality service.
- Children and young people at SEN Support level are well supported within mainstream schools.
- Needs are identified at the earliest opportunity and the EHC process is appropriately triggered.
- Everyone involved in the EHC planning process has an understanding and respect for their own and everyone else’s roles and responsibilities and has a creative and flexible approach to meeting needs.

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<tr>
<th>Mainstream Support</th>
<th>What are we doing well?</th>
<th>How can we evidence it?</th>
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<tr>
<td>5.1</td>
<td>Graduated response frameworks (draft) have been developed for all areas of need and shared at SENCO Forum. These are to be further developed to capture examples of local effective practice.</td>
<td>• Graduated response framework documents.</td>
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<td>Competency framework for SEMH now finalised (national project) and disseminated to education settings.</td>
<td>• Competency Framework for SEMH document.</td>
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<td></td>
<td>Metacognition training and evidence informed teaching and learning training (3 days each) available for schools as part of collaborative project – York research schools, Beverley Grammar and The Market Weighton School.</td>
<td>• Information circulated via the SEND Newsletter.</td>
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<td>• Evaluation forms (once completed).</td>
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### Additional Area of Focus

| Local Offer – [www.eastridinglocaloffer.org.uk](http://www.eastridinglocaloffer.org.uk) |
| Monitored through the Information and Access Group |

### Strategic Lead

Lesley Gilson – Interim SEND Strategic Manager

### Link to SEND Strategy Core Outcomes, Aims and Objectives

All children and young people (0-25) with SEND, and their families, are offered timely, high quality support. Young people and families are empowered by an offer of support they are able to influence.

### Key aims and objectives

- The Local Offer is well-known, well-publicised and is one of the first points of contact for families and professionals.
- Families and young people are easily able to access relevant, comprehensive and accurate information to support them in making choices.
- Eligibility criteria to access specialist support is clearly outlined and consistently applied to ensure realistic expectations in terms of access to these services.
- Families and young people themselves are aware of their rights to make their own decisions from the age of 16 years under the MCA 2005.
- All communication and interaction is easy to understand for everyone and is underpinned by an ethos of mutual respect.
- Where children, young people and families are not eligible for services, this is clearly explained and they are supported to access appropriate universal services.
- All children and young people with special educational needs are easily able to access impartial advice, guidance and support to assist them and their parents/carers to make informed decisions, including post-16 progression.
- Services respond to feedback from children, young people and parents/carers.
- Staff and volunteers across education, health and care services are well-trained, have knowledge that is relevant, up-to-date and extensive in relation to SEND, local activities, resources and services, and thus are supported to deliver a high quality service.
- Access to services is clear and well signposted, including clear explanations of transition to adulthood and eligibility entitlement.
- The role of SENDIASS (SEND Information Advice and Support Service) is well understood by families and professionals and delivers effective support.
### What are we doing well?

<table>
<thead>
<tr>
<th>6.1</th>
<th>We have a dedicated East Riding Local Offer website, supported by our East Riding website team. The Local Offer is freely and easily accessible online. In order to ensure the Local Offer is available to those without internet access, information, advice and support is available via a telephone helpline. This support is provided by the FISH service.</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.2</td>
<td>Work on the Local Offer started in April 2014, in co-production with parent/carers, young people and professionals. Having a dedicated and committed ERYC website officer who was involved in the project from the very start and in the co-production sessions with parent/carers and professionals proved to be a major factor in its success.</td>
</tr>
<tr>
<td>6.3</td>
<td>The format and layout of the website were designed in co-production with representatives of the East Yorkshire Parent Carer Forum and TYLER. This has resulted in an engaging and easy to read layout. Where possible, photographs, flowcharts and links to additional resources are provided to make information as easily accessible as possible. A co-produced template is used to gather relevant information from services, which provides a consistency to the information on offer.</td>
</tr>
<tr>
<td>6.4</td>
<td>Relevant, comprehensive and accurate information is provided in line with the requirements laid out in chapter 4 of the SEND code of practice and regulations. An annual review of the content of the local offer is carried out. The response rate to this from services and providers is improving, although this is sometimes due to continuous reminders. Staff have access to the IT system to enable quick and easy updates/amends to information on the website to happen. This is supported by the ERYC website team who assist with any IT/website problems.</td>
</tr>
<tr>
<td>6.5</td>
<td>To support schools and settings in providing their own local offer, a co-produced template is made available for schools and settings to use. Most schools and settings have made use of this template and have it displayed on their own website. During a recent audit of school and setting websites, it became evident that although local offer information is there and relevant it is not very accessible (it was difficult to find).</td>
</tr>
<tr>
<td>6.6</td>
<td>A Local Offer logo providing a direct link to the East Riding Local Offer website is widely used by schools, settings and other providers to provide a direct link to the East Riding Local Offer on their own websites. Universal services, eligibility, feedback, post 16 and SENDIASS.</td>
</tr>
</tbody>
</table>

### How can we evidence it?

- Marketing material for the Local Offer includes the contact phone number and email address.
- A Service Level Agreement is in place between the council and FISH to provide the Local Offer, including quarterly monitoring meetings.
- eastridinglocaloffer.org.uk
- FISH helpline and email address is promoted on the Local Offer website.
- Website hits report show the website continues to receive increased usage.
- Report from HealthWatch consultation group of how the Local Offer meets the regulations.
- A spreadsheet records the annual review of content.
- Information and Access Task and Finish Group Minutes.
- TYLER meeting notes.

- A review of school websites was completed in 2017.
- SLA with EYPCF to support increased awareness and reach of the Local Offer, includes an audit exercise of schools’ websites.
<table>
<thead>
<tr>
<th>Local Offer</th>
<th>What are we doing well?</th>
<th>How can we evidence it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.7</td>
<td>The ‘news’ section is regularly updated to keep parent carers, professionals and children and young people up to date with local developments.</td>
<td>- Local Offer website – News section.</td>
</tr>
</tbody>
</table>
| 6.8         | The local authority is commissioning the EYPF to work with parents/carers and professionals across the East Riding to increase awareness and reach of the Local Offer. This piece of work will begin in January 2018. | - SLA and specification.  
- Information and Access task and finish group notes.  
- Local Offer website hits report. |
| 6.9         | In response to feedback from parents/carers and professionals, over the summer 2018, a Local Offer task and finish group, including parents/carers, has been working with the local authority web team to review and update the Local Offer. The updated site was launched in December 2018 and has seen an increase in the number of website hits. | - High Needs Strategic Review Report.  
- You Said/We Did – summary report.  
- High Needs review parent carer feedback June 2017.  
- EYPF Feedback meeting notes. |
| 6.10        | The Local Offer is publicised via a number of channels including EYPF events and coffee mornings, newsletters and bulletins, attendance at voluntary and community groups, parish council newsletters etc. The Local offer is well utilized, and the high number of web-hits support this. However, feedback from the high needs strategic review indicated that only 50% of parents/carers are aware of or using the Local Offer. | - High Needs Strategic Review Report.  
- You Said/We Did – summary report.  
- High Needs review parent carer feedback June 2017.  
- EYPF Feedback meeting notes. |
| 6.11        | Additional marketing of the website is completed by the FISH service, through the East Riding’s Disability Register newsletter (Look Ahead) and through school/setting websites. As a result, hits on the website have continued to increase. Feedback is summarised on the ‘You Said, We Did’ section of the website. Feedback is regularly discussed with EYPF and contributes to the commissioning of services. | - High Needs Strategic Review Report.  
- You Said/We Did – summary report.  
- High Needs review parent carer feedback June 2017.  
- EYPF Feedback meeting notes. |
| 6.12        | Activities and support group listed across the local area showing the breadth of provision in the area. | - High Needs Strategic Review Report.  
- You Said/We Did – summary report.  
- High Needs review parent carer feedback June 2017.  
- EYPF Feedback meeting notes. |
| 6.13        | The Local Offer sitting with FISH service enables parent carers and practitioners to access information about universal provision along with the graduation to targeted and specialist information. | - High Needs Strategic Review Report.  
- You Said/We Did – summary report.  
- High Needs review parent carer feedback June 2017.  
- EYPF Feedback meeting notes. |
| 6.14        | Practitioners appreciate being able to access, complete and print service referral forms from the Local Offer. | - High Needs Strategic Review Report.  
- You Said/We Did – summary report.  
- High Needs review parent carer feedback June 2017.  
- EYPF Feedback meeting notes. |
<table>
<thead>
<tr>
<th>Areas for development</th>
<th>Next Steps/Action being taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.15 Launch the co-production charter to develop and strengthen participation and</td>
<td>• Work with EYPCF to launch the updated Co-Production Charter.</td>
</tr>
<tr>
<td>6.16 Produce and implement a robust marketing plan for the Local Offer. A great deal</td>
<td>• Monitor the work commissioned to EYPCF to inform and update the marketing plan.</td>
</tr>
<tr>
<td>6.17 Work with the Information Group to produce publicity materials, linked to the</td>
<td>• Work with EYPCF and TYLER to co-produce marketing materials/website information.</td>
</tr>
<tr>
<td>6.18 Ensure the Local Offer features ‘good news’ stories, good practice and positive</td>
<td>• Collate positive feedback and case studies from parents/carers, children and young people and</td>
</tr>
<tr>
<td>6.19 Improve schools and settings local offer information in response to EYPCF</td>
<td>professionals to include on the Local Offer.</td>
</tr>
<tr>
<td>6.20 Embed Local Offer strapline to the website and marketing materials.</td>
<td>• Review Local Offer template.</td>
</tr>
<tr>
<td>6.21 Ensure the website is fully searchable, particularly for those well-known services.</td>
<td>• Add more buzz words to the website.</td>
</tr>
<tr>
<td>6.22 Review the Feedback Section and ‘you said, we did’ information.</td>
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<tr>
<td>6.23 Improve information available on EHC plans and annual reviews.</td>
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<tr>
<td>6.24 Improve access to information about school holiday activities and ensure these</td>
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<tr>
<td>6.25 Produce and publish a comprehensive annual report.</td>
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<tr>
<td>Additional Area of Focus</td>
<td>Strategic Lead</td>
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<td>--------------------------</td>
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</tr>
</tbody>
</table>
| **SEND Information, Advice and Support Service** | Lesley Gilson – Interim SEND Strategic Manager  
Sarah Keenan – Children’s Commissioning and Quality Monitoring Team Manager |
| Monitored through the Information and Access Group and the Children’s Commissioning and Quality Monitoring Team SLA |

**Link to SEND Strategy Core Outcomes, Aims and Objectives**

Young people and their families are empowered by an offer of support they are able to influence.

**Key aims and outcomes**

- The role of SENDIASS is well understood by parent carers and professionals and delivers effective support.
- The information, advice and support provided by the service should be timely and responsive.
- The service should be perceived as offering impartial information, advice and support.
- Families are offered empowering and personalised support.
- Families and young people have access to clear and relevant information when seeking to access support.
- All children and young people with special educational needs are easily able to access impartial advice, guidance and support to assist them and their parents/carers to make informed decisions, including post-16 progression.
- Families and young people themselves are aware of their rights to make their own decisions from the age of 16 years under the MCA 2005.
### What are we doing well?

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<tbody>
<tr>
<td><strong>7.1</strong></td>
<td>The SENDIASS service is a well-known service in the East Riding and successfully transitioned from the Parent Partnership Service following the Reforms in 2014. Information about the service is available on the Local Offer website as well as leaflets, postcards, bookmarks etc. The service is also promoted by numerous partners including area SENCOs, EYPFC, EHCCOs and SEND link workers in Children’s Centre.</td>
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### How can we evidence it?

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<tbody>
<tr>
<td><strong>7.2</strong></td>
<td>Monitoring data is collated to show how enquirers have heard about the service. This information is then used to improve future marketing strategies. Quarterly monitoring is produced to demonstrate the performance of the service.</td>
</tr>
<tr>
<td><strong>7.3</strong></td>
<td>The SENDIASS service maintains a policy of responding to new enquiries within two days.</td>
</tr>
<tr>
<td><strong>7.4</strong></td>
<td>Feedback from parent/carers shows that they value the service and feel supported. No formal complaints have been submitted by parent/carers that have accessed the service.</td>
</tr>
<tr>
<td><strong>7.5</strong></td>
<td>The service supports parent/carers via telephone, email and the Local Offer and also in meetings, where possible. In the last year, only three parents requested support at meetings that could not be provided due to issues relating to capacity and/or short notice.</td>
</tr>
<tr>
<td><strong>7.6</strong></td>
<td>The SENDIASS service was assessed by the National Children’s Bureau using the SENDIASS National Network Quality Standards and achieved a Good outcome. This exercise was done in partnership with EYPFC and was used to inform the areas of development for the service.</td>
</tr>
<tr>
<td><strong>7.7</strong></td>
<td>The SENDIASS Service secured additional funding through the National Children’s Bureau (NCB) and the DfE to further develop the service to ensure it meets the minimum standards.</td>
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<tr>
<td><strong>7.8</strong></td>
<td>Successfully acquired five applications for funding of £47,000 to meet the minimum standards.</td>
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<tr>
<td><strong>7.9</strong></td>
<td>Service commissioned for under 16 year olds for SENDIASS.</td>
</tr>
<tr>
<td>Areas for development</td>
<td>Next Steps/Action being taken</td>
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<td>-----------------------</td>
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</tbody>
</table>
| 7.10 Further awareness and understanding of the service by professionals and parents to ensure clarity on the role of SENDIASS.  
7.11 Promote and raise awareness with post 16 settings.  
7.12 Increase the number of feedback forms completed by parent carers. | • Continue to actively promote the service to all partners and parent carers, including TYLER to support with producing publicity.  
• Raise awareness of online feedback survey and look into other ways to gather feedback.  
• Ensure that through case management feedback is collected.  
• Develop information in different formats for the Local Offer.  
• Work with marketing team to develop a marketing plan.  
• Develop a training plan. |

| 7.13 The Macro Commissioning Team are currently working with the Business Transformation Team with a view to reviewing the current service and how best to continue to meet the requirements of the Code of Practice, i.e., continuing to provide the service in-house or tendering for an external provider. The review will consider: - Location of service - Training needs - SENDIASS Strategic role | • Discussions regarding location of service to ensure confidentiality and perception of impartiality.  
• Consideration given to the minimum standards in relation to the strategic role of SENDIASS.  
• SLA extended to March 2020. |

7.14 Revisit the requirement for Independent Supporters – this is now in partnership with the EYP CF.  
7.15 Working towards minimum standards (replaced National Network Quality Standards).  
7.16 Develop discreet, confidential office space.  
7.17 Develop bespoke SENDIASS website.
## Strategic Priority 1 – Co-Production

### Link to SEND Strategy Core Outcomes, Aims and Objectives

Young people and their families are empowered by an offer of support they are able to influence.

### Key aims and objectives for the next 12 months

- Increase the benchmark ratings against for four cornerstones of co-production.
- Commission Rotherham PCF to deliver bespoke training for both parents/carers and professionals to improve our co-production activity.
- Increase the range of parent/carer involvement in co-production, including non-EYP CF members.
- Embed the co-production charter across all parent/carer groups, services, settings and partners, including non-SEND or specialist services.
- See increased co-production during EHCP processes.
- See an increase in service user satisfaction in services received.
<table>
<thead>
<tr>
<th>Co-production</th>
<th>What are we doing well?</th>
<th>How can we evidence it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.1 EYPCF has at least two representatives on the SEND 0-25 Board, all SEND subgroups and numerous strategic groups relating to health, education and care. This ensures that EYPCF are engaged and has a voice in strategic meetings where SEND priorities are set and monitored.</td>
<td>• Terms of reference.</td>
<td></td>
</tr>
<tr>
<td>8.2 Checklist produced for subgroup chairs. Subgroup chair to offer time at the end of the meeting to ensure that all parent/carer questions have been addressed.</td>
<td>• Sub Group Minutes.</td>
<td></td>
</tr>
<tr>
<td>8.3 Monthly SEND Feedback meetings are held between EYPCF and local area professional colleagues to discuss themes from parent/carers, Local Offer feedback and the co-production action plan.</td>
<td>• Sub Group and Co-production action plans.</td>
<td></td>
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<tr>
<td>8.4 Monthly SEND Information Group meetings held where local area professional colleagues can co-produce information in a number of formats with parent/carers. This includes leaflets, letters, evaluation forms, Local Offer content and event invitations.</td>
<td>• Co-production checklist.</td>
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<tr>
<td>8.5 A dedicated co-production task and finish group has been created.</td>
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<tr>
<td>8.6 The Local Offer was co-produced with the EYPCF and wider parent/carers and the recent review of the website included engagement with the EYPCF, wider parent/carers and professionals.</td>
<td>• Notes from Local Offer task and finish group.</td>
<td></td>
</tr>
<tr>
<td>8.7 EYPCF and local area professional colleagues have co-produced annual parent/carer events, including an annual transition event since 2008.</td>
<td>• You Said/We Did on the Local Offer.</td>
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</tr>
<tr>
<td>8.8 EYPCF and TYLER representation on interview panel for SEND positions.</td>
<td>• Event Agenda and feedback forms.</td>
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</tr>
<tr>
<td>8.9 EYPCF and co-production presentations have been included at the East Riding annual SENCO conference and the 3-day induction programme for new SENCOs.</td>
<td>• Recruitment paperwork.</td>
<td></td>
</tr>
<tr>
<td>8.10 Parent/carers report that they feel involved in meetings they attend.</td>
<td>• Conference/Induction Agenda and feedback forms.</td>
<td></td>
</tr>
<tr>
<td>8.11 EYPCF and TYLER include information in the FISH and SENDIASS fortnightly bulletins.</td>
<td>• Parent/carer survey (Nov 2017) evidenced that 80% of parent/carers felt involved in meetings they attended, 73% felt their ideas influenced the meetings and helped their child to progress.</td>
<td></td>
</tr>
<tr>
<td>8.12 The local authority, EYPCF, ERYCCG and the DCO arranged to undertake a joint presentation to the local GP forum to raise awareness of SEND and the EYPCF. This took place in January 2019 and was a success.</td>
<td>• EYPCF information included in SENDIASS/FISH Bulletins.</td>
<td></td>
</tr>
<tr>
<td>8.13 EYPCF worked in partnership with the DCO to produce a medical questionnaire for the EHC assessment process.</td>
<td>• Medical Questionnaire.</td>
<td></td>
</tr>
<tr>
<td>8.14 EYPCF has worked with SENDIASS on the new minimum standards and development plans.</td>
<td>• SENDIASS development plan.</td>
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<tr>
<td>8.15 Definition of co-production agreed – ‘Co-production is working together as equals to make positive change’.</td>
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</tr>
<tr>
<td>What are we doing well?</td>
<td>How can we evidence it?</td>
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<tr>
<td>8.16 The SEND Peer Challenge identified that we have a passionate and committed PCF, and that the PCF acknowledges attempts by the LA to drive forward co-production. 8.17 Robust and effective working relationships between Health and PCF – highlighted by how it copes when things don’t go well and enabling the relationship to weather such storms.</td>
<td>• SEND Peer Challenge Report.</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Areas for development</th>
<th>Next Steps/Action being taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.18 Review and launch the co-production charter. 8.19 Adopt Genuine Partnerships (VOICES) programme.</td>
<td>• Re-write the current co-production charter in line with the four cornerstones. Organise an event to launch the co-production charter alongside the co-production action plan. • Work with EYPFCF to launch the updated Co-Production Charter. • We commissioned Rotherham Parent/Carer Forum to deliver Genuine Partnerships programme to parents/carers and professionals in the East Riding in July 2019. The event was a success with over 50 practitioners across education, health and care services, over 20 parents/carers and 7 young people. Rotherham will produce a report and this will be used to inform co-production tasks going forward.</td>
</tr>
<tr>
<td>8.20 Re-view the EYPFCF website to ensure it includes information and feedback to parent carers about the forum’s work. 8.21 Produce a communication strategy clearly stating how parents/carers are consulted and involved in co-production work.</td>
<td>• Research how other parent carer forums use their website to share feedback and co-production. Produce action plan for work required. • Produce communication strategy through the Co-production task and finish group, and the Information and Access Group.</td>
</tr>
<tr>
<td>Areas for development</td>
<td>Next Steps/Action being taken</td>
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<tr>
<td>8.22 Recruitment of new EYPCF members in preparation for key members of the steering group who are stepping down from their roles at the AGM in October 2019.</td>
<td>• Plan a recruitment campaign, to engage with parent/carers of children and young people of all ages and types of SEND to ensure the forum is representative of the East Riding.</td>
</tr>
<tr>
<td>8.23 Develop a comprehensive Induction programme for new EYPCF members.</td>
<td>• EYPCF to work with Contact and key partners to produce induction programme.</td>
</tr>
<tr>
<td>8.24 Strengthen co-production in early years settings, schools and colleges.</td>
<td>• Use the Genuine Partnerships training and four cornerstones to produce an action plan supported by the Training and Development subgroup.</td>
</tr>
<tr>
<td>8.25 Promote the role of the Information Group to ensure that professionals and practitioners are running information past the group.</td>
<td>• Ensure all subgroup members understand the role of this group. Include the Information Group on the 0-25 Sub Group structure chart to highlight the link to Information and Access subgroup. Consider re-naming the group.</td>
</tr>
<tr>
<td>8.26 Improve the collation of evidence to demonstrate how SEND subgroups are co-producing during their meetings.</td>
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</tr>
<tr>
<td>8.27 To engage with wider parent/carer support groups, and young people’s groups, across the East Riding in order to broaden parent carer and young people participation.</td>
<td>• Contact and visit parent/carer support groups and young people’s groups across the East Riding to discuss co-production and gain parent/carer views on SEND issues.</td>
</tr>
<tr>
<td>8.28 Make co-production more visible. Take part in National Co-production week 2019.</td>
<td>• Regular co-production section in SEND newsletter, LOOK AHEAD newsletter, and include co-production videos on the Local Offer etc</td>
</tr>
<tr>
<td>8.29 Contribute to the review of the SEND guidance folder, to improve the co-production section.</td>
<td>• Join the SEND guidance working group to review and update folder.</td>
</tr>
<tr>
<td>8.30 Continue to work with and support TYLER to be seen as a key strategic partner.</td>
<td>• Continue to ensure there is a dedicated staff member to oversee and support TYLER.</td>
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</tbody>
</table>
## Strategic Priority 2 – SEN Support

### Link to SEND Strategy Core Outcomes, Aims and Objectives

All children and young people (0-25) with SEND, and their families, are offered timely, high quality support.
All children and young people with SEND receive appropriate and accessible high quality education.

### Key aims and objectives for the next 12 months

- All families are able to benefit from universal services and are supported by effective and responsive early intervention pathways.
- Children and young people are supported to be happy, comfortable with who they are, and feel included and able to achieve their potential.
- Children and young people at SEN Support are well supported within mainstream schools.
- Where appropriate, children and young people are supported to access mainstream educational provision along with their peer group.
- Needs are identified at the earliest opportunity and the EHC process is appropriately triggered.
- Support is offered within a person-centred framework.
<table>
<thead>
<tr>
<th><strong>SEN Support</strong></th>
<th><strong>What are we doing well?</strong></th>
<th><strong>How can we evidence it?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>9.1</td>
<td>Schools in the East Riding are ambitious for all children and young people and have high expectations for children and young people with special educational needs and disabilities who deserve the best provision and every opportunity to achieve well.</td>
<td>- Attendance and feedback from,&lt;br&gt;  - SENCO induction.&lt;br&gt;  - SENCO forum&lt;br&gt;  - SENCO conference&lt;br&gt;  - National data sets.&lt;br&gt;  - SEND Performance Dashboard.</td>
</tr>
<tr>
<td>9.2</td>
<td>East Riding of Yorkshire Council facilitates opportunities for SENCOs to meet regularly in order to share good practice, keep up to date with latest local and national SEND information and also provide valuable feedback to ERYC’s SEND team. These opportunities take the form of SENCO forums and primary and secondary cluster meetings. Consistently strong attendance at these meetings demonstrates the value of these professional meetings to SENCOs. Due to the discrepancy between LA and CCG boundaries, a number of SENCOs attend the York Pathfinders forum as their schools are geographically located within the Vale of York CCG.</td>
<td></td>
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<tr>
<td>9.3</td>
<td>For the first time, in 2018 a three day SENCO induction programme was launched for those new to the role. Feedback from attendees has been 100% positive. The induction programme promotes the NASENCO qualification; 30% of the cohort have already committed to this training for 2019/20. Due to its success the SENCO induction programme is now continuing into its second year.</td>
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<tr>
<td>9.4</td>
<td>The LA supports and promotes the NASENCO qualification. Through brokering the national award for SEND co-ordination with best practice network (accredited by Bath Spa University), the LA has enabled SENCOs to undertake the NASENCO qualification locally. There are currently 23 SENCOs enrolled on the course with 100% on schedule to complete the qualification on time.</td>
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<tr>
<td>9.5</td>
<td>East Riding of Yorkshire Council hold an annual SENCO conference which, on average, is attended by 80% of LA schools’ SENCOs. Speakers for conferences are identified from the feedback attendees at the conference provide and are high profile experts in the field, for example in 2018 the conference speakers were Tom Bennett, Natalie Packer and Andre Imich.</td>
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<tr>
<td>9.6</td>
<td>East Riding of Yorkshire Council actively tracks SEND outcomes across all schools, and in 2018-19 instigated focused SEND support for schools where the progress for SEND pupils have been consistently low over a three year period. The support took the form of joint visits where the school’s SENCO, area senior Educational Psychologist and Improvement Partner met to undertake diagnostic and subsequent developmental visits. The visits have assisted SENCOs in identifying actions needed to help them improve outcomes and progress for SEND pupils in their school. Schools have the option to engage in an SEND review. Feedback from schools demonstrated they valued this support, but also highlighted some of the challenges they face accessing a range of services and in the timeliness of responses.</td>
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</table>
9.7 KS4 attainment of 259 SEN Support pupils has been in-line with national over time. Overall Attainment 8 for the group was in-line with national at 3.0 in 2018.

9.8 KS4 progress of SEN Support pupils has been above national over time. Overall Progress 8 for the group (259 pupils) was -0.37 in 2018, above the national comparator of -0.43.

9.9 Post-16 progression routes are provided for the majority of SEN Support pupils. Schools provide individualised advice and guidance and work with all pupils with SEND to identify appropriate KS5 destinations. In 2017 (latest data) the percentage of the KS4 cohort with SEN Support who progressed to further education or training was 92%, well above the national comparator of 88%.

9.10 Expectations at KS5 are high. In 2017 (latest data) the percentage of the 19 year olds with SEN Support who had achieved level 3 qualifications was 33.7%, above the national average of 31.9%.
<table>
<thead>
<tr>
<th>SEN Support</th>
<th>Areas for development</th>
<th>Next Steps/Action being taken</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>9.11</strong></td>
<td>Proportions of SEN Support pupils achieving a good level of development by the end of the foundation stage are in-line with national over time. In 2018 27.1% SEN Support EYFS pupils achieved a good level of development, compared to 27.6% SEN Support pupils nationally.</td>
<td>• Schools involved in the 2018-19 SEND focus visits to provide feedback on the success of the project and share effective practice at the next SENCO forum.</td>
</tr>
<tr>
<td><strong>9.12</strong></td>
<td>KS1 attainment at the expected standard of 433 SEN Support pupils has been below national over time, although the gap to national closed in 2018.</td>
<td>• Use information from the projects to help to develop a shared, cross-directorate understanding of the quality of SEND provision in schools in the authority.</td>
</tr>
<tr>
<td><strong>9.13</strong></td>
<td>KS2 Attainment of 555 SEN Support pupils has improved over time, but was still below national in 2018. The gap to national closed significantly in 2018.</td>
<td>• ILS team to continue to use Autumn Term visits to further develop monitoring, support, challenge and use planned interventions for children and young people with SEND.</td>
</tr>
</tbody>
</table>

9.14 There is significant variation in the level of identification of SEND between schools. Proportions of pupils with identified SEND in East Riding mainstream primary schools vary from 3.5% to 51.6%. Proportions of pupils with identified SEND in East Riding secondary schools vary from 7.5% to 20.5%. This suggests a lack of consistency in moderation and identification processes between settings. Schools with notably high or low proportions of SEND pupils are targeted for joint visits from the Improvement and Learning and Education Psychology teams, as well as receiving support and challenge from their identified Improvement Partner.

ILS advisers and area senior education psychologists have reviewed the criteria for the identification of the next cohort of schools to undertake the SEND focused visits. These will be based upon those schools with extremes of high and low numbers of SEND pupils, and will include a review of how SEND is identified within the
| 9.15  | Feedback from the peer challenge event identified communication with key stakeholders as an area of weakness. Some schools were not aware of all the actions being taken to improve the quality of SEND Support provision or the range of support they could access. | Development of a clear communications strategy. |
| 9.16  | Need to explore how to support C&YP at SEND support level in terms of behaviour and therapeutic interventions. The focus is on C&YP that do not meet the criteria for targeted/intensive services or to be issued an EHC plan. | Work is being undertaken with the commissioning team, health, education and the EYPCF to complete a needs analysis and if and where appropriate develop strategies and initiatives to support C&YP at SEN support level. |
| 9.17  | As with other strategic priorities, links to health services and their low level of involvement is an area for development. | To increase involvement from health services, colleagues from Public Health and the NHS have been invited to forthcoming SENCO forums and meetings, including the speech and language therapy lead, the commissioning lead and the Public Health lead for mental health and suicide prevention. |
**Strategic Priority 3**

Preparation for Adulthood

<table>
<thead>
<tr>
<th>Link to SEND Strategy Core Outcomes, Aims and Objectives</th>
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<tbody>
<tr>
<td>All children and young people (0-25) with SEND, and their families, are offered timely, high quality support.</td>
</tr>
<tr>
<td>All children and young people with SEND receive appropriate and accessible high quality education.</td>
</tr>
<tr>
<td>Young people and their families are empowered by an offer of support they are able to influence.</td>
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</table>

<table>
<thead>
<tr>
<th>Key aims and objectives</th>
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<tbody>
<tr>
<td>o Services are integrated, preventing duplication of effort and ensuring a smooth journey for families.</td>
</tr>
<tr>
<td>o Provision is provided as near as possible to families’ homes.</td>
</tr>
<tr>
<td>o Children and young people are supported and encouraged to build on their strengths to prepare themselves for independence and adulthood.</td>
</tr>
<tr>
<td>o Access to services is clear and well signposted, including clear explanations of transition to adulthood and eligibility entitlement.</td>
</tr>
<tr>
<td>o There are clear pathways to adulthood for young people with SEND, and there is a partnership based approach to the development of new 16-25 pathways and options.</td>
</tr>
<tr>
<td>o All children and young people with special educational needs are easily able to access impartial advice, guidance and support to assist them and their parents/carers to make informed decisions, including post 16 progression.</td>
</tr>
<tr>
<td>o Pathways to adulthood are improved for young people with SEND through the development of employment and learning opportunities, independent living and supported internships addressing the preparing for adulthood outcomes.</td>
</tr>
<tr>
<td>o Wherever possible and appropriate, children and young people are able to access appropriate provision within the East Riding, supporting the child/young person to be included in their community and, in turn, providing positive outcomes as they prepare for adulthood.</td>
</tr>
<tr>
<td>o Supporting young people with SEND to have equal life choices, wherever possible, with their aspirations when moving into adulthood by improving the support and options available in the East Riding.</td>
</tr>
<tr>
<td>o Families and young people themselves are aware of their rights to make their own decisions from the age of 16 years under the MCA 2005.</td>
</tr>
<tr>
<td>o Families will be supported to understand the implications of the MCA 2005 and the Deprivation of Liberty Safeguards in preparation for adulthood.</td>
</tr>
<tr>
<td>o Families, and particularly young people from the age of 16 years, are fully involved in decisions about the care they receive.</td>
</tr>
<tr>
<td>o Families, and particularly young people from the age of 16 years, are supported to participate in the design and development of services they receive to ensure continuous development.</td>
</tr>
<tr>
<td>o Professionals have a good, shared understanding of the principles outlined in the SEND Code of Practice, the MCA and the Care Act, and effectively manage the expectations of children and young people, and their families.</td>
</tr>
<tr>
<td>What are we doing well?</td>
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<td>-------------------------</td>
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</table>
| 1.1 In order to engage with young people and their families there are a number of annual events throughout the county co-produced with parent carers and the Young Leaders of East Riding (TYLER) group. Some of these events have a key focus on Parenting for Adulthood (PfA) that help, support and provide initial links, information and guidance with regards to the services available. | Events include:-  
- Moving on.  
- Differently abled.  
- FISH and ERYPCF Careers Event.  
- Apprenticeship Event.  
- PfA minutes.  
- Terms of reference.  
- Log on Move on website.  
- TYLER meeting minutes.  
- Successful YAB application.  
- Case file audit.  
- Reviews.  
- One page employment profiles (Worklink).  
- Local Offer website.  
- East Riding Website. |
| 1.2 Parents from the East Yorkshire Parent Carer Forum (ERPCF) are members of the strategic Preparing for Adulthood sub group working with the local authority and health partners to ensure their views are taken into account and they have a voice in PfA. | |
| 1.3 The TYLER group continue to be involved in PfA work including shaping key priorities, information leaflets and recent success in a YAB application for £4,500 to deliver life skills training to young people. | |
| 1.4 The personalisation agenda underpins all of our work and is embedded in our processes and practices which ensures that the young person and their families are fully included and consulted and person centred practice is embedded in service delivery. The all age Autism System Strategy identified actions to develop support for transitional stages of life for children and adults with autism, including commitments to: | |
| 1.4.1 Review processes for all children and young people with autism moving into adult services, affecting a smooth transition. | |
| 1.4.2 In colleges and other post 16 provision increase understanding and acceptance of the academic and social needs of young people with autism, including for those without an EHC plan. | |
| 1.5 The Learning Disability System Strategy identified actions to help young people with a learning disability transition to adulthood ensuring this is a positive experience which enables the young person identify and achieve their aspirations and desired outcomes, including commitments to: | |
| 1.5.1 Implement clear, consistent planning through to adulthood, putting the young person at the centre of the process of developing the transition plan. | |
| 1.5.2 Develop a transition pathway to equip young people with the appropriate skills to achieve their aspirations and desired outcomes | |
| 1.5.3 Continue to build on existing partnerships between children services, adult services, education and health | |
| 1.6 The Adult Mental Health and Dementia System Strategy is clear about the need to improve transition, developing our approach across life course. This will include consideration of how CAMHS and adult services can work flexibly in relation to people age 18-25 | |
1.7 The Transforming Care programme ensures that when Children or young people are admitted to inpatient units, or are at risk of admission, there is external scrutiny of their care planning through a Care Education and Treatment Review. This will identify strategies for helping the young person, their families and their care teams to avoid admission unless it is in their best interest, and when an admission has occurred, to facilitate a discharge pathway back to the most appropriate environment.

| 1.8 | Children’s Services has restructured its SEND services, and Adult Services have redesigned the Adult Learning Disability and Autism Team to better reflect the local need of SEND and to provide clear processes to ensure a smooth transition for young people and their families. |
| 1.9 | There is good evidence of operational joint working between frontline staff within the 0-25 Team and the current Adult Learning Disability and Autism Team. |
| 1.10 | An e-learning package focussing on SEND reforms was rolled out for staff. One section of this focussed on preparing for adulthood. |
| 1.11 | The new vision and operating model for adult social care directs us towards strengths based approach and enhances community engagement in promoting self-care and independence. |

- Current process maps.
- 0-25 Team structure chart.
- Support Planning.
- Case file audits.
- SEND E-learning.
- Vision statement

| 1.12 | Recent SEND Peer Challenge highlighted that there is strong leadership through the PfA Sub Group Chair and that change is being driven forward with energy and commitment. |
| 1.13 | There is a strong PfA service development plan, with clear priorities and workstreams, enabling a structured approach to implementing and monitoring PfA. |
| 1.14 | Good collaborative practice between Futures + and the 0-25 SEND Team, with strong and effective case co-ordination. |
| 1.15 | Good practice in Special Schools to help parents understand future options through information days, school trips and free bus passes to promote independence. |
| 1.16 | Good range of supported living schemes in place and ambitious plans for further development. |
| 1.17 | Strong and positive relationships between the LA and FE colleges. |

- Peer Challenge Report
<table>
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<tr>
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<th>How can we evidence it?</th>
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<tr>
<td><strong>1.18</strong> The PfA outcomes are embedded in the assessment and care planning process during transition ensuring that the young person’s aspirations are recognised.</td>
<td>• Operating model.</td>
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<tr>
<td><strong>1.19</strong> The Hull and East Riding Collaborative Commissioning group looks at the best use of resources in the area, identifying shortfalls in service arrangements and aims to improve provision effectively.</td>
<td>• Assessments.</td>
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<td><strong>1.20</strong> East Riding of Yorkshire Council has strategies in development including a learning disability strategy and autism strategy. Each strategy references preparing for adulthood and will inform service delivery.</td>
<td>• Care and Support Plans.</td>
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<tr>
<td><strong>1.21</strong> The Joint Commissioning Panel (JCP) is a decision making panel that ensures that consideration is given to children and young people with complex needs and enables future planning and commissioning for adulthood. The JCP membership includes representatives from CAMHS, ERYCCG and Adult Services.</td>
<td>• Case file audit.</td>
</tr>
<tr>
<td><strong>1.22</strong> Comprehensive information is available through the Moving to Adulthood section of the Local Offer website enabling individuals to navigate care and support information and advice.</td>
<td>• Terms of reference.</td>
</tr>
<tr>
<td><strong>1.23</strong> East Riding of Yorkshire Council provides a supported employment service for people with a learning disability and/or autism. This service aims to ensure that those people who wish to gain employment can. Ongoing support is offered to the young person and to the employer to sustain the employment offer.</td>
<td>• Minutes of meetings.</td>
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<tr>
<td><strong>1.24</strong> Joint Hull and East Riding Supported Internship forum has been established with representatives from all partners. DfE grant supports the forum and funds a dedicated Supported Internship post which will increase the number of internships in the local area. To date the local authority has 7 supported internship posts working across a range of service areas and schools.</td>
<td>• East Riding of Yorkshire Council website.</td>
</tr>
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<td><strong>1.25</strong> A good working relationship has been established with local colleges and this enables discussions around shaping post 16 pathways.</td>
<td>• Terms of reference.</td>
</tr>
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<td><strong>1.26</strong> Establishing and maintaining links with colleagues responsible for supporting the implementation of the Careers Strategy and supporting Gatesby Benchmark.</td>
<td>• JCP minutes.</td>
</tr>
<tr>
<td><strong>1.27</strong> Post 16 provision is available in all three East Riding Special Schools.</td>
<td>• <a href="http://www.eastridinglocaloffer.org.uk">www.eastridinglocaloffer.org.uk</a></td>
</tr>
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<td></td>
<td>• Number of website hits.</td>
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<tr>
<td>What are we doing well?</td>
<td>How can we evidence it?</td>
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</table>
| 1.28 East Riding of Yorkshire Council commissions a wide range of facilities and services to enable young people and adults to achieve their identified aspirations and lead fulfilled lives. This can range from information and guidance to local community provision such as day services, leisure activities, employment opportunities etc to very bespoke opportunities to those people who require intensive support. | • Local Offer website.  
• Connect to Support.  
• Guidance leaflets.  
• All Stars Groups.  
• Case file audit.  
• Case studies and service user feedback.  
• Performance indicators – PB.  
• Support Plans.  
• Review of packages. |
| 1.29 The Adult Learning Disability and Autism Team provide a range of opportunities for young people to explore independence skills which include travel training, community activities and life skills training. In the future this will be embedded across all services. |  |
| 1.30 An individual with an assessed need for care and support, can be provided with a personalised budget which enables the young person to have control over how their needs are met. |  |
| 1.31 ERYC are members of the Humber Transforming Care Programme (TCP) which is led by the Chief Officer of ERYCCG. We are engaged in the planning and development of local provision for services and accommodation for those people with learning disabilities and/or autism with behaviour that challenges. | • Attendance at the TCP Programme Board and Operational Group.  
• Notes from meetings.  
• Newsletters.  
• Terms of reference.  
• Passport to Leisure Card take up data.  
• Leaflet promoting Passport to Leisure Card. |
| 1.32 Complex case discussions are held when cases need escalation on a multi-agency basis in order to prevent unnecessary admission to hospital. |  |
| 1.33 A Passport to Leisure Card is available to parent/carers offering discounted access to Leisure Centres this supports people to be active members of the community and promotes self care independence. |  |
| 1.34 We have a range of specialist accommodation in and around the East Riding that enables people with a learning disability and/or autism to live as independently as possible. There are over 70 supported living schemes in the East Riding and over 30 residential care homes. | • Supported living matrix.  
• Service specification for new schemes.  
• Care and support plans.  
• Case reviews.  
• Service specification.  
• Terms of reference.  
• HOG minutes.  
• Referral forms.  
• Information forms.  
• Process maps. |
<p>| 1.35 As part of the modernisation agenda we are working in partnership with independent providers to develop new schemes. This will ensure that all decisions made are in the person’s best interest and the Mental Capacity Act is embedded in all processes. |  |
| 1.36 A service specification has been developed to ensure all future supported living schemes are structured to meet the individuals needs and to enable them to maximise their independence. |  |
| 1.37 Specialist Needs Housing Options Group (HOG) is in place to consider individual’s accommodation needs at an early stage in order to maximise the use of our current schemes in a timely manner and gather information on housing needs to enable future strategic planning. |  |</p>
<table>
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<tbody>
<tr>
<td>1.38 We need to further strengthen the voice of the younger person and ensure that they shape future service development.</td>
<td>• Further engagement with the TYLER group and other organisations such as Matthew’s Hub.</td>
</tr>
<tr>
<td>1.39 East Riding Carers Support Service offer information, advice and guidance to carers in the East Riding on a range of matters. Carers advisory Group is in place to oversee the work of the Carers Strategy they are an independent group who can advise on all areas of carers needs. However, it is recognised that carers of younger people may not be well represented.</td>
<td>• National Development Team for Inclusion (NDTi) to deliver a session to schools, settings, post 16 providers and adult service providers.</td>
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<tr>
<td>1.40 Engage with a broader group of parent/carers (including the EYPCF) to shape post 16 pathways.</td>
<td>• Carers service to develop an offer for carers of younger people and think differently about how their voice is heard eg internet.</td>
</tr>
<tr>
<td>1.41 The Learning Disability Partnership Board is currently being reviewed to ensure that all groups are represented and national best practice is observed.</td>
<td>• Visit parent/carer support groups.</td>
</tr>
<tr>
<td>1.42 The Adult Learning Disability and Autism Team are currently undergoing a restructure to improve their service offer to people in transition. The team’s restructure will take account of relevant parties views along with performance intelligence.</td>
<td>• New terms of reference.</td>
</tr>
<tr>
<td>1.43 The strategic development work by all parties involved in children’s and adults services is ongoing which will continue to enhance the PfA pathway and further develop good working relationships.</td>
<td>• Minutes of meetings.</td>
</tr>
<tr>
<td>1.44 Focused training on Mental Capacity Act (MCA) and Deprivation of Liberty Safeguards (DoLs) is required with Children’s Services.</td>
<td>• Customer satisfaction surveys.</td>
</tr>
<tr>
<td>1.45 Parents and professionals in schools raise issues with a confusing range of support for PfA, including understanding of different teams, e.g., 0-25 SEND Team.</td>
<td>• There will be a need to showcase the all services to operational workers.</td>
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<td>• Ensure regular updates are communicated to partners.</td>
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<td>• Market Place event to be held early 2019 to ensure that all teams are aware of each other and their roles.</td>
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<td></td>
<td>• Information and guidance to be updated.</td>
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<tr>
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<td>• Further strategic development is required.</td>
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<td>• Create a virtual PfA team.</td>
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<td></td>
<td>• Review PfA group terms of reference and membership.</td>
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<td>• Action planning around internal communications.</td>
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<td></td>
<td>• Training and Development sub-group to action.</td>
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<td></td>
<td>• Develop information leaflet explaining roles and responsibilities or a ‘whos who’ of services and teams.</td>
</tr>
<tr>
<td>Areas for development</td>
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</table>
| **Preparing for Adulthood** | • Work with NDTi and utilise this opportunity to improve post 19 pathways and provision.  
| **1.46** Successful application to the NDTi post 19 programme. | • Review through PfA subgroup.  
| **1.47** Review and refresh Transition Protocol and Pathway document and ensure it is widely distributed. | • Arrange a Market Place event.  
| **1.48** For those people with SEN who may not have access to specialist support services in their transition period we must ensure that good Information, advice and Guidance is available to them and their families | • Enhance PFA training for SENCOs in mainstream schools.  
| **1.49** Some training in Preparing for adulthood has been undertaken by children’s and adults services. In order to ensure the workforce are knowledgeable and skilled in the issues around preparing for adulthood this should be further enhanced. | • Ensure that PfA is a focus for ERYC staff training.  
| **1.50** There are good examples of Personalised Learning Packages (PLP) nationally which we need to learn from. | • There is a need to look at best practice in this area to see how this could be embedded in the East Riding.  
| **1.51** Review current EHC plan and annual review templates to ensure the emphasis is on the four PfA outcomes from year 9. | • Consult with parent/carers, SENCOs, specialist services staff, social care and health colleagues regarding EHCP and AR templates with a view to amending forms and paperwork.  
| **1.52** Embed a procedure to capture and analyse data in EHC plans and annual reviews to inform commissioning and future planning | • Produce supporting guidance and training for SENCOs. Utilise this in the SENCO Induction.  
| **1.53** Engagement with local employers to encourage offering a supported internship. | • Produce procedure in line with IT systems.  
| **1.54** Improve work experience offer for young people and improve aspirations for adulthood life with schools, post 16 providers and employers. | • Plan approach through the Hull and East Riding Supported Internship Forum.  
| **1.55** Support schools to include PfA planning for those children and young people on SEN support. | • Utilise the Supported Internship Forum’s support and links.  
| **1.56** | • Produce case studies, videos, marketing campaign.  
<p>| <strong>1.57</strong> | • Utilise materials for those at mainstream and EHC plan (eg employability skills passport). |</p>
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>1.56</td>
<td>A handbook is currently being developed for young people, families and staff to highlight local provisions.</td>
<td>• Handbook which will be available on the Local Offer website.</td>
</tr>
<tr>
<td>1.57</td>
<td>Support TYLER to increase membership and offer further opportunities for friendship groups.</td>
<td>• Meeting and consult with TYLER to gain young people’s views.</td>
</tr>
<tr>
<td>1.58</td>
<td>Continue to develop new specialist schemes that will meet the housing and support requirements of people with complex needs through our intelligence led performance data.</td>
<td>• HOG.</td>
</tr>
<tr>
<td>1.59</td>
<td>Continue to engage with housing providers and housing associations regarding bespoke requirements.</td>
<td>• Short breaks working group.</td>
</tr>
<tr>
<td>1.60</td>
<td>Short breaks/ respite opportunities are available to those individuals who have identified needs and are aged 18+. Work needs to be undertaken to ensure that short breaks are bespoke to meet the individual’s needs to include those people with Profound and Multiple Learning Disabilities (PMLD) and/or autism.</td>
<td>• Visioning day to be held with children and adults participation.</td>
</tr>
<tr>
<td>1.61</td>
<td>There is a shared lives scheme that operates in the East Riding which offers the individual the opportunity to live or have a short break in a family environment. In order to meet future demand the scheme requires enhancing.</td>
<td>• Continue to work with the Pathway team to engender better working relationships.</td>
</tr>
<tr>
<td>1.62</td>
<td>There is a need to develop better understanding of how staying put arrangements can support preparing for adulthood.</td>
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## Strategic Priority 4

### Timeliness – Adherence to statutory timescales for EHC Assessment

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<td>All children and young people (0-25) with SEND, and their families, are offered timely, high quality support.</td>
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<td>All children and young people with SEND receive appropriate and accessible high quality education.</td>
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<table>
<thead>
<tr>
<th>Key aims and objectives</th>
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<tbody>
<tr>
<td>o Education, health and care (EHC) plans are implemented within statutory timescales and are effectively reviewed.</td>
</tr>
<tr>
<td>o The EHC planning process is person-centred and EHC plans are outcomes focused, aspirational and realistic.</td>
</tr>
<tr>
<td>o Everyone involved in the EHC planning process has an understanding and respect for their own and everyone else’s roles and responsibilities, and has a creative and flexible approach to meeting needs.</td>
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<thead>
<tr>
<th>Timeliness</th>
<th>What are we doing well?</th>
<th>How can we evidence it?</th>
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<tbody>
<tr>
<td>11.1</td>
<td>Monthly reports are produced which highlight the micro-commissioning team’s performance in terms of adherence to statutory timescales for EHC assessments and finalising of EHCPs.</td>
<td>• Notes from meeting with EHCCOs.</td>
</tr>
<tr>
<td>11.2</td>
<td>Weekly meetings held with EHCCOs to monitor performance against timescales.</td>
<td>• Monthly performance report.</td>
</tr>
<tr>
<td>11.3</td>
<td>Strategic commitment to ensuring the SEN Team (former micro-commissioning team) has the necessary resources to meet the increase in demand for EHC assessments.</td>
<td>• Report highlights month on month improvement in adherence to timeframes.</td>
</tr>
<tr>
<td>11.4</td>
<td>This has seen the expansion of the team from six to twenty four officers, with a focus on specific tasks for individual roles. Recruitment has been undertaken and appointments made with just one officer still to start (as at October 2019).</td>
<td>• Increase in roles within the SEN Team, and increased number of staff.</td>
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<td>• Steady improvement in 20 week timescale performance.</td>
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| 11.5 | Robust monitoring of 20 week timescale performance is undertaken with the Performance Team providing weekly reminders of EHCPs due in next two weeks. Spreadsheet is up-to-date and uses a RAG system to indicate within timeframe, due, and overdue. | • Wednesday Training and Development Timetable
• Improved quality in EHCPs.
• Monthly 20 week performance dashboard.
• Positive feedback from Annual Reviews undertaken at St. Anne’s Special School. |
| 11.6 | Senior EHCCO posts undertake 20 week monitoring with their EHCCOs and report back to SEN Team Manager on progress, leading to a more focussed approach to meeting statutory timeframes. | |
| 11.7 | Monthly 20 week performance meetings held with Specialist Services Senior Managers and Head of Service to update on performance and take action if required. | |
| 11.8 | Wednesday training and development sessions are in place for all Senior EHCCOs and EHCCOs and are mandatory attendance. Sessions are based on statutory duty, lessons learned, person-centred planning etc. | |
| 11.9 | Weekly drop in clinics are held with the SEND DCO, legal representative and transport budget holder to enable EHCCOs to have access to timely advice and guidance regarding health sections of EHCPs, transport requests and legal processes. | |
| 11.10 | We are currently piloting a new way of processing Annual Reviews with St. Anne’s Special School, utilising an electronic EHCP to track amendments and changes. This has already received extremely positive feedback from St. Anne’s School, parents/carers and professionals. This process will be reviewed and refined with a view to rolling out across more schools. | |

### Areas for development

| 11.11 | Although performance against statutory timescales for the 20 week process improved during 2018, at 43% we are still well below the national average and the East Riding’s previous performance of 67%. Continued focus and monitoring is required to ensure that the current improvement continues. | • Continued development of a robust induction package.
• Continued focus on weekly training/development days for SEN Team.
• Weekly advice clinics with legal advice, transport budget holder and the SEND DCO. Next steps include having a social care representative attend the weekly clinics.
• Review of SEND Guidance folder.
• Shadowing/Mentoring of Specialist Service officers. |
<p>| 11.12 | Investment by the LA has allowed for the recruitment of additional Senior EHCCO and EHCCO, and the creation of new roles of Assistant EHCCO and Senior Commissioning Assistant. A robust induction and training and development package has been implemented to ensure that both current and new officers are fully aware of the statutory processes and timescales and how the process works in the East Riding, and that they are appropriately empowered and supported to carry out their role. | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>11.13</td>
<td>Continued focus on training and development to ensure the SEN Team is equipped to undertake these key roles and responsibilities.</td>
</tr>
<tr>
<td>11.14</td>
<td>Regular lessons learned exercises to identify issues, barriers and poor practice to inform future training and development.</td>
</tr>
<tr>
<td>Area for Development</td>
<td>Action</td>
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<td>----------------------</td>
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</tr>
<tr>
<td>Timeliness of EHCPs</td>
<td>EHC Assessment Spreadsheet is kept up-to-date and is used to track where each request is within the 20 week timescale</td>
</tr>
<tr>
<td></td>
<td>20 week case monitoring with EHCCOs to monitor progress of all cases with a view to identifying and addressing barriers and delays</td>
</tr>
<tr>
<td></td>
<td>Development of weekly professional clinics to enable EHCCOs to have access to timely advice and guidance regarding health sections of EHCPs, transport requests, and legal processes</td>
</tr>
<tr>
<td></td>
<td>Continued development of Wednesday Training and Development sessions for EHCCOs to ensure the team have the necessary skills, knowledge and expertise to undertake their role</td>
</tr>
<tr>
<td></td>
<td>Increase the capacity of the Micro-Commissioning Team in order to ensure we have the necessary resources to meet the increase in demand</td>
</tr>
<tr>
<td>Date Range</td>
<td>Event Description</td>
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<tr>
<td>---------------------</td>
<td>----------------------------------------------------------------------------------</td>
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<tr>
<td>April 2019</td>
<td>Agreement to increase the capacity of the EHCCO Team with an additional 7 posts.</td>
</tr>
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<tr>
<td>Monthly 20 week performance monitoring by Specialist Services Senior Managers, including Head of Service</td>
<td>Performance Team Specialist Services Senior Managers Head of Service</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td>Develop clear process for identifying themes and trends re needs and provision via EHCPs in order to inform commissioning and service development</td>
<td>EHCCO Team Manager</td>
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<tr>
<td>Visit other LAs to identify good practice and undertake learning regarding processes and procedures re their 20 week timescales, annual reviews etc</td>
<td>EHCCO Team Manager</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td>Identify SEND Champion for children’s social care and agree clear process for involvement in EHCPs and the 20 week process</td>
<td>EHCCO Team Manager HoS Children’s Social Care</td>
</tr>
<tr>
<td>Area for Development</td>
<td>Action</td>
</tr>
<tr>
<td>------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Communicating Change</td>
<td>Development of a communications strategy</td>
</tr>
<tr>
<td></td>
<td>Utilise newsletters, bulletins, team meetings and forums to communicate updates and new developments in relation to SEND services</td>
</tr>
<tr>
<td></td>
<td>Provide an update on changes to CYP Specialist Services and increased roles within the EHCCO Team to stakeholders</td>
</tr>
<tr>
<td></td>
<td>Clarify and agree feedback and communication flow between Local Authority, CCG and Health Partners with the East Yorkshire Parent/Carer Forum</td>
</tr>
<tr>
<td>Area for Development</td>
<td>Action</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Communicate our SEND journey</strong></td>
<td>SEND Inspection Storyboards to be updated and reviewed to ensure fully reflect journey since 2014</td>
</tr>
<tr>
<td></td>
<td>Review of SEND Self Evaluation Framework to include more detailed narrative and reflection of the SEND journey since 2014</td>
</tr>
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<td></td>
<td>0-25 SEND Board Sub Groups to develop and review the key narrative story for their work area and action plans, in order to have a robust, reflective and coherent story for SEND Inspection</td>
</tr>
<tr>
<td></td>
<td>SEND Strategy, when reviewed, includes greater focus on the journey – reflecting on the 2015-2018 SEND Strategy achievements and progress</td>
</tr>
<tr>
<td>Area for Development</td>
<td>Action</td>
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<tr>
<td>-------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
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<tr>
<td>Embed processes, structures and ways of working</td>
<td>Consider feedback from parents/carers, and practitioners regarding confusion and misunderstanding of roles and responsibilities across SEND Services</td>
</tr>
<tr>
<td>Measure and reflect on the impact of recently introduced structural changes and processes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Agree the roles and responsibilities of practitioners across education, health and care services and how these interact with each other to meet the needs of c&amp;yp with SEND, including PfA and Post 16</td>
</tr>
<tr>
<td></td>
<td>Provide an update on changes to CYP Specialist Services and increased roles within the EHCCO Team to stakeholders</td>
</tr>
<tr>
<td></td>
<td>In conjunction with parents/carers and practitioners, agree a communications strategy to ensure ongoing and regular updates/information sharing regarding roles/responsibilities of practitioners across education, health and care</td>
</tr>
<tr>
<td>Area for Development</td>
<td>Action</td>
</tr>
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<td>-------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Maximise opportunities to accelerate co-production with parent/carers and children and young people</strong></td>
<td>Co-Production Task and Finish Group to consider the recommendations in the Peer Challenge Report and agree actions</td>
</tr>
<tr>
<td><strong>Extend the reach of feedback from parents/carers across all areas of SEND</strong></td>
<td>Widely promote the Rotherham Voices Event across education, health and care services, and to as many parent/carers and young people as possible to ensure good attendance</td>
</tr>
<tr>
<td></td>
<td>Co-Production Task and Finish Group to consider the Voices event report, when available, to agree next steps and actions to be included in their action plan</td>
</tr>
<tr>
<td></td>
<td>Children and Young People’s Participation Group to consider the recommendations in the Peer Challenge Report, in conjunction with the TYLER Group, and agree actions</td>
</tr>
<tr>
<td></td>
<td>Children and young people’s feedback survey to be updated following consultation with parent/carers, children and young people, and practitioners</td>
</tr>
<tr>
<td></td>
<td>Co-Production Task and Finish Group to consider additional ways to extend the reach of feedback from parents/carers and c&amp;yp – for those who are not part of EYPCF or TYLER and agree actions</td>
</tr>
<tr>
<td>Area for Development</td>
<td>Action</td>
</tr>
<tr>
<td>----------------------</td>
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</tr>
<tr>
<td>Clarify contribution of health to the SEND agenda</td>
<td>The SEF will be updated to bring a health focus to the document</td>
</tr>
<tr>
<td></td>
<td>The SEF will be updated to include the additional sections in the refresh</td>
</tr>
<tr>
<td></td>
<td>Discussion to be held at the Health &amp; Social Care Executive (HASCE) to formally recognise the updated SEF</td>
</tr>
<tr>
<td>The SEND strategy is currently an ERYC strategy. Proposal to HASCE to recommend update to include the health section, need to clarify if should be a revision of existing strategy or if a new system strategy is required.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Agreed to update the SEF with health content Strategy foreword to be updated with health content &amp; additional wording about partnership working</td>
</tr>
<tr>
<td></td>
<td>‘Looking forward’ section of the strategy to reflect the updated SEF.</td>
</tr>
<tr>
<td></td>
<td>Health chapter to be added to the ERYC SEND strategy via a refresh to commence in 2020 ready for 2021 review.</td>
</tr>
<tr>
<td>Clarify role of the CCG and health providers for both operational and strategic levels</td>
<td>Confirmation of DCO role being full time</td>
</tr>
<tr>
<td></td>
<td>DCO role review with redesigned job plan in place</td>
</tr>
</tbody>
</table>
| Clarify the expectations and details around key roles e.g. DCO and groups of staff, eg school nursing, including lines of accountability | DCO to have input into plans at the earliest point in the process as possible to include:  
- Utilisation of the process mapping previously completed  
- Health checklist to be embedded and routinely used  
- Sara Ness to be set up with ERYC email etc., | SEND Strategic Manager  
EHCCO Team Manager  
DCO for SEND | June 2019  
June - ERYC Email set up for DCO.  
Process & Health checklist is in early stages – continue to embed |
|---|---|---|---|
| DCO role to become embedded with the ERYC SEND teams to include:  
- DCO to attend Wednesday training sessions and for this to be included into the job plan  
- For the DCO to have a presence in the ERYC office building relationships with the ECHO's | DCO for SEND  
SEND Strategic Manager  
Children's Strategic Lead Nurse for Complex Cases | June 2019  
SEND weekly clinic re-established May 2019  
DCO delivered training sessions to ECCHO – June 2019  
DCO continues to attend SEND panel weekly  
Hot desk is available in the EHCCO Team for DCO as and when required |
| a. The EHCP quality improvement plan developed by Sara Ness to be fully implemented. This will feed part b of this action.  
b. DCO to produce an annual report regarding her activity and impact in respect of SEND. | SEND Strategic Manager  
SEND DCO  
EHCCO Team Manager  
DCO for SEND  
Assistant Director of Commissioning, CCG | August 2019  
Send weekly clinic re-established May 2019  
DCO delivered training sessions to ECCHO – June 2019  
DCO continues to attend SEND panel weekly  
Hot desk is available in the EHCCO Team for DCO as and when required |
| Data dashboard to be produced re health and SEND for Children’s Health & Wellbeing Group and the Children’s Trust Board | CCG Performance Team  
Assistant Director of Commissioning, CCG | October 2019  
Interim report being compiled by Sara for End of August. |
| The DCO, CCG’s Lead children’s commissioner and Carol Upton to be invited to attend SEND inspection preparation meetings | SEND Strategic Manager | As and when arranged |
| To obtain an anonymised copy of a ‘good’ ECH plan from colleagues in Doncaster to consider and agree | Assistant Director of Commissioning, CCG | August 2019 |
the standard for the Health element that will be required in ERY

<table>
<thead>
<tr>
<th>To provide performance data on the number of ECH plans in ERY in respect of:</th>
<th>SEND Strategic Manager</th>
<th>July 2019</th>
<th>Completed - EHC Dashboard and projections forwarded to Director Integrated Commissioning &amp; Transformation August 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Plans to be completed (waiting list)</td>
<td>EHCCO Team Manager</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Plans requiring review &amp; trajectories for completion</td>
<td></td>
<td></td>
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<tr>
<td>c. Plans requiring health input</td>
<td></td>
<td></td>
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<tr>
<td>d. Performance data for plans completed and delivery against required timescales</td>
<td></td>
<td></td>
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<tr>
<td>e. Identification of additional health support that may be required over the next 6-weeks</td>
<td></td>
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</tbody>
</table>
# High Needs Strategic Review: Recommendations, Accountability and Progress

<table>
<thead>
<tr>
<th>THEME</th>
<th>RECOMMENDATIONS</th>
<th>ACCOUNTABILITY</th>
<th>PROGRESS</th>
</tr>
</thead>
</table>
| **IDENTIFICATION AND ASSESSMENT** | • Strengthen consistency of identification.  
• Develop a clear autism assessment pathway.  
• Refine the EHC process with clear expectations for parents and professionals | SEND 0-25 Quality and Assurance Data Group Task and Finish | Existing data sets being validated with a profile database (ONE system) being used to strengthen core data sets with good reporting built in. Good practice examples being identified to be modelled consistently across all services, recording and reporting. Autism assessment pathway has been re-designed – ongoing action plan with health. This has already resulted in a reduction in waiting times. New assessment and screening tools identified and training being implemented in these. Business transformation and Performance reviewing the process and communication – protocols expectations and paperwork being re-worked. |
| **INFORMATION AND ACCESS**   | • Develop the local offer as a practical tool for parents and professionals.  
• Develop routes for accessing swift support.  
• Clarify the respective roles of KIDS and SENDIASS. | Information and Access Group        | Re-design of the Local Offer has been completed, following consultation and user testing. Marketing plan currently being established to promote this. EYPFC have been commissioned to help market and promote the Local Offer. Regular bi-monthly editions of the ER SEND newsletter are published and circulated widely across services, agencies, parents/carers and children and young people. 0-25 team provides additional routes into support. New CPD and Induction programme for SENCOs online and also face to face training. SENDIASS and KIDs services contracts under review by transformation team. Review will consider concerns re independent sector and SENDIASS. |
| **MAINSTREAM SUPPORT**       | • Revisit and define expectations of effective mainstream practice (identification, inclusion, support).  
• Link this to programme of support for SENCOs + whole-school inclusion. | Training and Development Task and Finish Group | SENCO forums and planning meetings have been expanded to develop mainstream support – additional forums including primary and secondary. SEND portal included in re-design of local offer. SEND Induction and CPD programme implemented including additional support for new SENCOs. |
| **TARGETED SERVICES**        | • Strengthen consistency and capacity of central SEND services.  
• Ensure clear offer and criteria for Disabled Children’s Service.  
• Address gaps in targeted health support. | Joint Commissioning and CCQMT Team Plan | CYP Joint Commissioning Strategy has been reviewed in 2019. A contract with City of York Council is in place to pilot a FIRST model project. FIRST is a specialist Clinical Psychology led service that supports families with children/young people who have SEND, with a few to preventing children and young people with complex needs being placed out of authority, and with a view to hopefully bringing children and young people back into the East Riding. Working in conjunction with the CCG to develop a jointly commissioned OT service to ensure a robust and timely assessment process. |
| 5 | ENHANCED RESOURCED PROVISION | • Continue to develop ERPs in priority areas, based on evidence of need.  
• Revisit and clarify purpose and role, and ensure this is understood by professionals and parents. | Joint Commissioning and CCQMT Team Plan | We currently have four secondary schools and three primary school with ERPs. Further meetings are taking place with other primary and secondary schools to continue to develop our ERP provision – both for SEMH and for autism. The Specialist Provision Grant has been and continues to be utilised to support schools to develop ERP within their current buildings. ERP role clarified with professionals via annual contract monitoring meetings however further work ongoing. |
| 6 | SPECIAL SCHOOL PROVISION | • Clarify how certain needs (MLD, SEMH high-functioning autism) are to be met within local provision.  
• Develop collaborative model for meeting more complex needs locally. | Joint Commissioning and CCQMT Team Plan | The Special School Project Board now includes representatives from both the special schools and ERPs. This includes discussions and work to ensure that sufficiency of school places across the East Riding is a priority. All three Special School Schools have had extensive rebuilding works undertaken, with St. Anne’s work due to start in 2021. The Hub School is now open and the Service Level Agreement is currently being reviewed to ensure it remains fit for purpose. |
| 7 | PREPARATION FOR ADULTHOOD | • Agree good practice guidelines and routines for transition reviews for young people  
• Develop partnership-based approach to develop new 16-25 pathways and options. | Preparing for Adulthood Working Group. 0-25 team service plan | Preparing for Adulthood information materials have been developed including information leaflets, pathways and a passport to adult life which identifies short term goals for young people with SEND. See PFA priority for further details. Supported Internships – raising the profile within our locality and currently have up to 7 supported internships within the local authority. East Riding and Hull have developed a joint Supported Internship Forum. Development of annual review and EHC planning documentation to embed further the PFA agenda and ensure we can capture PFA data to inform future commissioning. |
| 8 | SOCIAL INCLUSION AND SUPPORT | • Develop creative solutions that will foster peer networks for young people  
• Raise awareness of SEND and how to ensure equity of access in community facilities. | Participation and Engagement of Children and Young People Group | TYLER group has 10 members and continues to work to increase this. Have presented in colleges and would like to engage with secondary schools. Shared principles in place when working with professionals. TYLER have a page in the SEND newsletter and LOOK AHEAD newsletter. All Stars group running across the East Riding, consultation underway about future needs, including re-tender of the service as part of our review of short breaks provision. Working with a wider range of services including sports play and arts, leisure centres, TYLER youth and family support and voluntary services to identify build and promote community and voluntary groups. Exploring links with other vulnerable self support and peer groups. |
### SEND Performance Dashboard

#### 0-25 Performance Dashboard

<table>
<thead>
<tr>
<th>Topic</th>
<th>Measure</th>
<th>Next updated</th>
<th>Good Performance is:</th>
<th>East Riding Results</th>
<th>Latest Benchmarks</th>
<th>Latest LA rankings</th>
</tr>
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<tbody>
<tr>
<td>Early Years</td>
<td></td>
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</tr>
<tr>
<td>1</td>
<td>Number of 2 year olds with Statement/EHC Plans benefiting from funded early education places</td>
<td>Jun-19</td>
<td></td>
<td>2015 2016 2017 2018</td>
<td>LA Nat Y+H SN Rank Quartile</td>
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<tr>
<td>2</td>
<td>% of 2 year olds with Statement/EHC Plans benefiting from funded early education places</td>
<td>Jun-19</td>
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<td>x 0.5 0.3 -</td>
<td>- -</td>
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<tr>
<td>3</td>
<td>Number of 2 year olds with SEN Support benefiting from funded early education places</td>
<td>Jun-19</td>
<td></td>
<td></td>
<td>30 - - -</td>
<td>- -</td>
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<tr>
<td>4</td>
<td>% of 2 year olds with SEN Support benefiting from funded early education places</td>
<td>Jun-19</td>
<td></td>
<td></td>
<td>4.1 2.6 2.2 -</td>
<td>- -</td>
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<tr>
<td>5</td>
<td>Number of 3 and 4 year olds with Statement/EHC Plans benefiting from funded early education places</td>
<td>Jun-19</td>
<td></td>
<td></td>
<td>51 - - -</td>
<td>- -</td>
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<tr>
<td>6</td>
<td>% of 3 and 4 year olds with Statement/EHC Plans benefiting from funded early education places</td>
<td>Jun-19</td>
<td></td>
<td></td>
<td>0.7 0.8 0.7 -</td>
<td>- -</td>
</tr>
<tr>
<td>7</td>
<td>Number of 3 and 4 year olds with SEN Support benefiting from funded early education places</td>
<td>Jun-19</td>
<td></td>
<td></td>
<td>278 - - -</td>
<td>- -</td>
</tr>
<tr>
<td>8</td>
<td>% of 3 and 4 year olds with SEN Support benefiting from funded early education places</td>
<td>Jun-19</td>
<td></td>
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<td>4.1 5.5 5.8 -</td>
<td>- -</td>
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<td>Schools</td>
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<tr>
<td>9</td>
<td>% pupils with Statement or EHC Plan (All Schools)</td>
<td>Jul-19</td>
<td></td>
<td></td>
<td>2.2 2.3 2.4 2.5 2.5 2.9 2.6 2.79</td>
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<tr>
<td>10</td>
<td>% pupils with Statement or EHC Plan (Primary)</td>
<td>Jul-19</td>
<td></td>
<td></td>
<td>1.5 1.6 1.7 1.8 1.8 1.4 1.2 1.15</td>
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<tr>
<td>11</td>
<td>% pupils with Statement or EHC Plan (Secondary)</td>
<td>Jul-19</td>
<td></td>
<td></td>
<td>1.7 1.5 1.6 1.6 1.6 1.6 1.5 1.61</td>
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<tr>
<td>12</td>
<td>% pupils with SEN Support (All Schools)</td>
<td>Jul-19</td>
<td></td>
<td></td>
<td>11 10.5 10.5 10.7 10.7 11.7 11.9 10.46</td>
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<tr>
<td>13</td>
<td>% pupils with SEN Support (Primary)</td>
<td>Jul-19</td>
<td></td>
<td></td>
<td>11.6 11 11.3 11.5 11.5 12.4 12.8 11.2</td>
<td>- -</td>
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<tr>
<td><strong>EHC Plans and Statements</strong></td>
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</tr>
<tr>
<td>14</td>
<td>% pupils with SEN Support (Secondary)</td>
<td>Jul-19</td>
<td>10.2</td>
<td>9.3</td>
<td>9.5</td>
<td>9.7</td>
</tr>
<tr>
<td>15</td>
<td>Number of children and young people with a statement or EHC plan maintained by the local authority</td>
<td>May-19</td>
<td>1001</td>
<td>1456</td>
<td>1580</td>
<td>1688</td>
</tr>
<tr>
<td>16</td>
<td>Number of new statements or EHC plans issued by the local authority</td>
<td>May-19</td>
<td>157</td>
<td>205</td>
<td>163</td>
<td>163</td>
</tr>
<tr>
<td>17</td>
<td>Number of children assessed for whom the decision was made not to issue a plan</td>
<td>May-19</td>
<td>20</td>
<td>5</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>18</td>
<td>% of children assessed for whom the decision was made not to issue a plan</td>
<td>May-19</td>
<td>10.8</td>
<td>2.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Number of initial requests for assessment for an EHC plan that were refused during the calendar year</td>
<td>May-19</td>
<td>20</td>
<td>56</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>20</td>
<td>Number of children and young people with Statements/EHC Plans transferring from mainstream to special settings</td>
<td>May-19</td>
<td>20</td>
<td>229</td>
<td>34</td>
<td>34</td>
</tr>
<tr>
<td>21</td>
<td>Number of children and young people with Statements/EHC Plans transferring from special to mainstream settings</td>
<td>May-19</td>
<td>0</td>
<td>40</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>22</td>
<td>Number of children and young people with statements/EHC plans taken out of mainstream settings to be home educated</td>
<td>May-19</td>
<td>Low</td>
<td>5</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>23</td>
<td>Number of children and young people with statements/EHC plans taken out of special settings to be home educated</td>
<td>May-19</td>
<td>Low</td>
<td>0</td>
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<td>Number of children and young people whose statements/EHC plans have been reviewed and discontinued in the calendar year</td>
<td>May-19</td>
<td>10</td>
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<td>May-19</td>
<td>0</td>
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<td>26</td>
<td>% EHC plans issued within 20 weeks - excluding exceptions</td>
<td>May-19</td>
<td>High</td>
<td>100</td>
<td>39</td>
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<td>% EHC plans issued within 20 weeks - including exceptions (all)</td>
<td>May-19</td>
<td>High</td>
<td>100</td>
<td>39</td>
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<td>Progress transferring children with Statements to EHC Plans</td>
<td>May-19</td>
<td>14.6</td>
<td>35.5</td>
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<td>29</td>
<td>% pupils with newly issued Statements and EHC Plans placed in mainstream schools</td>
<td>May-19</td>
<td>High</td>
<td>71.3</td>
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<td>Number of appeals registered</td>
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<td>% of school-age children looked after with statements or EHC plans</td>
<td>Mar-19</td>
<td>26</td>
<td>28.6</td>
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<td>% of school-age children looked after with SEN support</td>
<td>Mar-19</td>
<td>24.9</td>
<td>22.1</td>
<td>22.8</td>
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<td>34</td>
<td>% of school-age children in need with statements or EHC plan</td>
<td>Mar-19</td>
<td>23.5</td>
<td>17.1</td>
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<td>Mar-19</td>
<td>24.9</td>
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<td>Nov-18</td>
<td>High</td>
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<td>High</td>
<td>21</td>
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<td>High</td>
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<td>73</td>
<td>75</td>
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<td>High</td>
<td>69</td>
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<td>65.7</td>
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|    | KS4: Progress 8 Score - Statement / EHC Plan                  | Jan-19 | High | -0.75 | -0.85 | -0.66 | -0.9 | -1.04 | -0.93 | -1.08 | 36 | B |

Attainment: KS4

Progress: KS4
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**Destinations**

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<td>% KS4 cohort going to, or remaining in education &amp; employment/training overall - SEN Support</td>
<td>Oct-18</td>
<td>High</td>
<td>92</td>
<td>93</td>
<td>93</td>
<td>88</td>
<td>87</td>
<td>89.2</td>
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<tr>
<td>97</td>
<td>% KS4 cohort going to, or remaining in education &amp; employment/training overall - No SEN</td>
<td>Oct-18</td>
<td>High</td>
<td>96</td>
<td>96</td>
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<td>95</td>
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<td>98</td>
<td>% KS4 cohort going to, or remaining in, any education destination - Statement/EHC Plan</td>
<td>Oct-18</td>
<td>High</td>
<td>-</td>
<td>89</td>
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<td>81</td>
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<td>99</td>
<td>% KS4 cohort going to, or remaining in, any education destination - SEN Support</td>
<td>Oct-18</td>
<td>High</td>
<td>-</td>
<td>89</td>
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<td>100</td>
<td>% KS4 cohort going to, or remaining in, any education destination - No SEN</td>
<td>Oct-18</td>
<td>High</td>
<td>-</td>
<td>93</td>
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<td>101</td>
<td>16-17 year olds with SEN in education and training, as at 31 December</td>
<td>High</td>
<td>94.5</td>
<td>87.2</td>
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<td>87.2</td>
<td>87.17</td>
<td>88.64</td>
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**Attainment: Level 2 by 19**

<table>
<thead>
<tr>
<th></th>
<th>% 19 year olds qualified to Level 2: Statement / EHC Plan</th>
<th>May-19</th>
<th>High</th>
<th>54.7</th>
<th>40.6</th>
<th>33.6</th>
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<th>33.6</th>
<th>33.3</th>
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<tbody>
<tr>
<td>103</td>
<td>% 19 year olds qualified to Level 2: SEN support</td>
<td>May-19</td>
<td>High</td>
<td>71.8</td>
<td>67.6</td>
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<td>104</td>
<td>% 19 year olds qualified to Level 2: No identified SEN</td>
<td>May-19</td>
<td>High</td>
<td>93.4</td>
<td>91.9</td>
<td>91.6</td>
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<td>91.6</td>
<td>89.3</td>
</tr>
<tr>
<td>105</td>
<td>% 19 year olds qualified to Level 2: All pupils</td>
<td>May-19</td>
<td>High</td>
<td>89.7</td>
<td>88.2</td>
<td>87.3</td>
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<td>87.3</td>
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**Attainment: Level 3 by 19**

<table>
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<tr>
<th></th>
<th>% 19 year olds qualified to Level 3: Statement / EHC Plan</th>
<th>May-19</th>
<th>High</th>
<th>17.9</th>
<th>13.5</th>
<th>10.9</th>
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<th>10.9</th>
<th>12.9</th>
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</thead>
<tbody>
<tr>
<td>106</td>
<td>% 19 year olds qualified to Level 3: SEN support</td>
<td>May-19</td>
<td>High</td>
<td>28.9</td>
<td>28.0</td>
<td>33.7</td>
<td></td>
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<td>33.7</td>
<td>31.9</td>
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<tr>
<td>108</td>
<td>% 19 year olds qualified to Level 3: No identified SEN</td>
<td>May-19</td>
<td>High</td>
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</tr>
<tr>
<td>% 19 year olds qualified to Level 3: No identified SEN</td>
<td>May-19</td>
<td>High</td>
<td>64.1</td>
<td>65.0</td>
<td>64.1</td>
<td>64.1</td>
<td>64.7</td>
<td>60.5</td>
<td>65.34</td>
<td>78</td>
</tr>
<tr>
<td>% 19 year olds qualified to Level 3: All pupils</td>
<td>May-19</td>
<td>High</td>
<td>58.6</td>
<td>60.0</td>
<td>58.9</td>
<td>58.9</td>
<td>57.5</td>
<td>53.6</td>
<td>58.48</td>
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SEND Reforms – Accountability, Governance and Leadership

The principles of participation and engagement of parent/carers are embedded in each group.
<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>CCN</td>
<td>County Councils Network</td>
</tr>
<tr>
<td>CQC</td>
<td>Care Quality Commission</td>
</tr>
<tr>
<td>CTB</td>
<td>Children's Trust Board</td>
</tr>
<tr>
<td>DoLs</td>
<td>Deprivation of Liberty</td>
</tr>
<tr>
<td>EHaSH</td>
<td>Early Help and Safeguarding Hub</td>
</tr>
<tr>
<td>EHCCO</td>
<td>Education Health and Care Commissioning Officer</td>
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<tr>
<td>EHCP</td>
<td>Education health and care plan</td>
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<tr>
<td>EYCCG</td>
<td>East Yorkshire Clinical Commissioning Group</td>
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<tr>
<td>EYPxCF</td>
<td>East Yorkshire Parent/Carer Forum</td>
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<tr>
<td>FISH</td>
<td>Families Information Service Hub</td>
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<tr>
<td>HTFT</td>
<td>Humber NHS Foundation Teaching Trust</td>
</tr>
<tr>
<td>HWBB</td>
<td>Health and Wellbeing Board</td>
</tr>
<tr>
<td>IAG</td>
<td>Information advice and guidance</td>
</tr>
<tr>
<td>JSNA</td>
<td>Joint Strategic Needs Assessment</td>
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<tr>
<td>KIDS</td>
<td>KIDS – Charity for children and young people with SEND</td>
</tr>
<tr>
<td>LA</td>
<td>Local Authority</td>
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<tr>
<td>LDA</td>
<td>Learning Difficulties Assessment</td>
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<td>MCA</td>
<td>Mental Capacity Act</td>
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<td>NHS</td>
<td>National Health Service</td>
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<td>PFA</td>
<td>Preparing for Adulthood</td>
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<tr>
<td>SBRI</td>
<td>Small business research initiative</td>
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<tr>
<td>SEF</td>
<td>Self Evaluation Framework</td>
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<tr>
<td>SEN</td>
<td>Special Educational Needs</td>
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<tr>
<td>SEND</td>
<td>Special Educational Needs and/or Disability</td>
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<tr>
<td>SENCO</td>
<td>Special Educational Needs Co-ordinator</td>
</tr>
<tr>
<td>SEND</td>
<td>Special educational needs and/or disability</td>
</tr>
<tr>
<td>SENDIASS</td>
<td>Special Educational Needs and Disability Information, Advice and Support Service</td>
</tr>
<tr>
<td>TYLER</td>
<td>The Young Leaders of East Riding</td>
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</tbody>
</table>