

East Riding Local Area SEND Reforms Self-Evaluation Framework

September 2017

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Introduction: SEND Accountability, Governance and Leadership

In East Riding leadership and management of SEND is overseen by the Children's Trust Board, led by the leader of the council, has strong multi-agency membership from education, health and social care. As we move into the embedding stage of the SEND reforms, performance monitoring is overseen by the 0-25 SEND Strategic Group, led by the Head of Specialist Services, in which all 6 work stream groups report to. These workstream groups are: 1) Participation and engagement of young people, 2) Local Offer/SEND IASS, 3) 0-25 Quality Assurance SEND group (this workstream group has recently evolved from an implementing EHC processes and plans group to a quality assurance and performance monitoring group), 4) Training and Development, 5) Preparing for Adulthood and 6) SEND data, this is a new workstream group as SEND data is a key priority for East Riding. All of these workstream groups are functioning as they are working on our priorities for embedding the reforms and contributing to our effectiveness in identifying children and young people with SEND, assessing and meeting their needs and improving their outcomes. The 0-25 SEND Strategic Group reports to the Vulnerable Children and Young People's Group which reports to the Children's Trust Board (please refer to the diagram on page 4). The Participation of Parent Carers group devolved last year in agreement with our parent carer forum (East Riding Voices In Partnership, ERVIP) as it was evident that co-production and participation of parent carers ran through each workstream group and did not need to have its own standalone group. ERVIP are represented on all workstream groups.

In addition to the above accountability, governance and leadership structure for SEND bi-monthly ERVIP and Professionals meetings bring together ERVIP steering group members and senior managers in education, health and social care to discuss key issues, share information and ensure that co-production is effective. Last year in response to an uncoordinated approach to ERVIP feeding back parent carer concerns/queries monthly SEND feedback meetings were piloted. These meetings proved successful and have continued, bringing together all parent carer feedback themes from ERVIP and the Local Offer. This has resulted in working in co-production to address the issues and improve outcomes for children and young people and their families.

This SEND Self Evaluation Framework provides information about current activity within all six workstreams including the vision, key priorities, what is working well, how we can evidence this, areas for development and how we can achieve this. Before we look at these the first section below provides an overview and opinion of where, as a local area, we feel we are.

Our effectiveness in identifying, assessing and meeting the needs and improving outcomes of disabled children and young people and those who have special educational needs

A) How effectively does the local area identify children and young people who have special educational needs and/or disabilities?

The Graduated Response is effectively across schools and settings in providing a plan, do, review model in identifying a child or young person's SEND. The person-centred approach is well embedded and evident in the use of the parent carer and pupil profile templates, and further apparent as the voice of the parent and child runs through their EHC plan.

Early intervention work has been very successful in the East Riding, the recent Ofsted SIF inspection stated 'shards of excellence' in staff supervision in the Children's Disability Team.

The Early Support model is well embedded for children aged 0-5 years and ensures multi-agency working.

Through the review and analysis of data, and the quality assurance of EHC plans, it is anticipated that the 0-25 quality assurance workstream group will be able to identify any trends or anomalies in the way children and young people's primary needs are identified and reviewed. In particular, the group will be able to identify if there are any significant differences in the ways in which schools are identifying primary needs and how these are reviewed, including review at annual review and/or SEN Panel.

A SEND e-learning package is providing a useful training tool for existing and new staff which will be expanded upon to meet further SEND training and development needs. An SEND guidance folder has been distributed to all schools and settings supporting their work with children with SEN support and EHC plans.

B) How effectively does the local area assess and meet the needs of children and young people who have special educational needs and/or disabilities?

The quality assurance of EHC Plans through the workstream group, and through the SEN Panel process, aim to identify areas of good practice, and those areas for improvement, advising the Training and Development workstream group of any learning and development requirements. Further work is required to ensure a consistent and regular approach to the quality assurance of EHC Plans and discussions are currently taking place to explore the sharing of good practice in terms of quality assurance of assessments within Children's Social Care to see if this can be replicating or adapted for EHC Plans. East Riding reported in the January 2016 SEN2 return that 67% of EHC plans were completed within 20 weeks. Although this is above the national average, we recognise that improving this is a priority for East Riding.

The participation of children and young people in the East Riding is good. Children and young people are engaged in giving their views, wishes and feelings as part of the EHC assessment and planning process using a pupil profile template. A group of young people with SEND,



The Young Leaders of East Riding (TYLER) are at the early stages of development however are meeting regularly, have a website in place and have already met with a number of professionals to discuss their priorities and influence service delivery. We hope that this will in the future inform commissioning and service delivery therefore improving outcomes for children and young people.

East Riding's Local Offer website www.eastridinglocaloffer.org.uk provides good, comprehensive information to parent carers and professionals supporting identification, assessment and meeting needs. Although there are a high number of visitors to the website, we know that awareness is still not where we would like it to be. Therefore, work is planned to review the layout and format of the website in co-production with parent carers.

C) How effectively does the local area improve outcomes for children and young people who have special educational needs and /or disabilities?

More work is needed to ensure we fully capture the outcomes for children and young people. However, this information will be captured through the 0-25 QA Group, via feedback from ERVIP, through the SEN Panel and Joint Commissioning Panels in terms of review of provision and the outcomes achieved.

One of our current priorities is to complete all statements to EHC plans, additional resource has been identified to support with this important task. This has been a challenge for the East Riding due to the number of EHC assessments also been completed.

Co-production is a priority for East Riding local area, and recognised by having representatives from our parent carer forum (ERVIP) on all of the SEND workstream groups. A Co-production Charter has been signed up to and a refresh of this is underway. We feel that co-production works well in the East Riding at an operational and strategic level, in a recent survey 76% of parent carers said that they felt involved, listened to and supported. On a strategic level ERVIP are represented on the 0-25 SEND Strategic group as well as bi-monthly ERVIP and Professionals meetings and monthly SEND feedback meetings where ERVIP, the local authority and health discuss concerning themes and agree a way forward. We are currently considering how our partnership working can improve to ensure that we provide a shared understanding of co-production and that we are presenting an honest partnership.

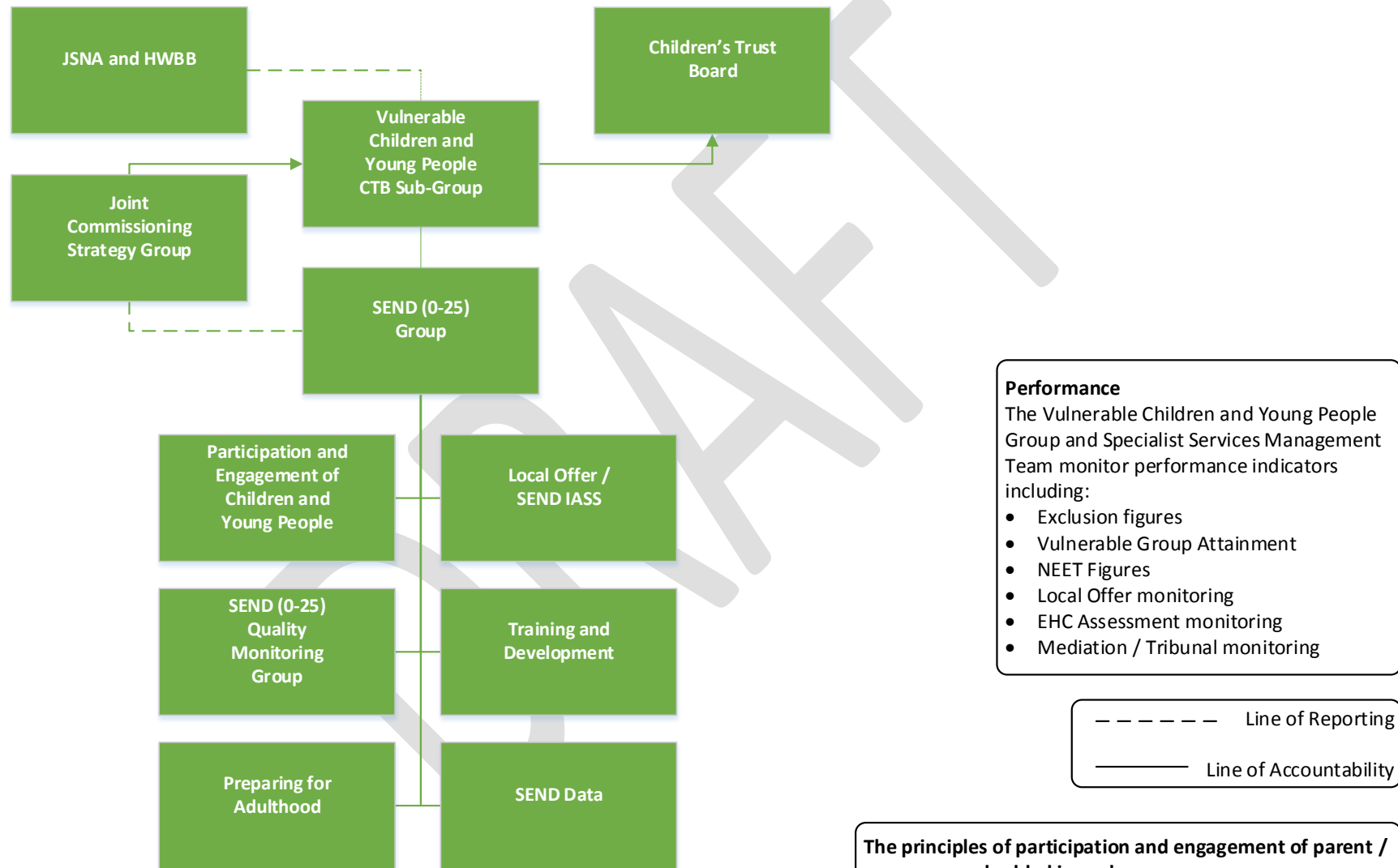
SENDIASS is a commissioned in-house service bringing together information, advice and support for parent carers into one place. There is a service level agreement in place with quarterly monitoring arrangements. The service has made the transition from a Parent Partnership Service and also incorporates the Disability Register (known as LOOK AHEAD) and the maintenance and development of the Local Offer website. The service took part in the DfE national benchmarking assessment and overall scored a 2/3, demonstrating strong progress in meeting the national standards. We feel that this is a good service and continue to work with ERVIP and parent carers around the perceived perception of SENDIASS's independence and impartiality.



A key priority for us is 'Preparing for Adulthood' (PfA) and this has been recognised at a strategic level with the addition of a dedicated PfA commissioning post. This postholder has started working on broadening the range of SEND and high needs provision available through colleges, post 16 training providers, apprenticeships and supported internships. The PfA workstream group are focusing their work around the four PfA areas, further detail can be found below in the PfA section. Our vision is to also enhance communication and engagement with employers regarding SEND opportunities. This is reflected in the East Riding's Economic Development Strategy, which demonstrates the local area commitment to the SEND agenda.

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SEND Reforms - Accountability, Governance and Leadership



Focus Area	Strategic Lead
Participation and Engagement of Children and Young People (CYP)	Lee Wilkinson - Manager - Early Years & Families Information Service

What is our vision?
Children and young people aged 0 – 25 will have their views, wishes and feelings listened to. To ensure parent carer involvement to enable CYP participation and engagement.

Key aims and outcomes
<ol style="list-style-type: none"> 1. Encourage high levels of participation and engagement in education, employment and training of CYP with SEND 2. Gaining the views, wishes and feelings of CYP and coproducing with the The Young Leaders of East Riding (TYLER) SEND young people's group 3. A range of appropriate communication methods with CYP are in place 4. Professionals have a good shared understanding of the principles outlined in the SEND Code of Practice and effectively manage the expectations of CYP 5. Ensure all training, policy and practice improve participation and engagement for CYP 6. Supporting parents carers to facilitate the participation and engagement of children and young people

What are we doing well and how can we evidence it?		
Link to key aims and outcomes	What are we doing well?	How can we evidence it?
1	<ol style="list-style-type: none"> a. Children and young people are coproducing their EHC plans. b. One page profile used for review meeting c. Young people participation in organising preparing for adulthood events including agenda, promotions and attendance with a market stall 	<p>EHC plans TYLER group minutes</p>
2	<ol style="list-style-type: none"> d. TYLER / Children In Care Council / Healthwatch coproducing with professionals e. The Local Authority has commissioned a young person's advocacy service with KIDS 	<p>TYLER group minutes TYLER action plans Number of TYLER members Number of advocacy referrals to KIDS</p>
3	<ol style="list-style-type: none"> f. Work with TYLER to produce posters, social media posts etc to communicate/promote the group to young people g. The TYLER group have started work on the information available on the Local offer website. h. The TYLER group have produced their own website for young people https://www.tylermakingadifference.co.uk/ 	<p>'You Said, We Did' on the LO Volume of feedback received Results from the TYLER survey – asked a question about best ways to communicate</p>
4	<ol style="list-style-type: none"> i. Professionals working with children and young people with 	<p>SEND guidance folder</p>

	<p>SEND have a good shared understanding of the principles of the SEND reforms</p> <p>j. Professionals across the local area work collaboratively to place the child at the centre of EHC processes</p>	<p>http://www.eastridinglocaloffer.org.uk/education/send-elearning-and-guidance/</p> <p>Training records</p> <p>SEND E-learning take up</p>
5	<p>k. SEND E-learning package includes information about involving children and young people</p> <p>l. SEND guidance folder is available on the Local Offer</p>	<p>SEND guidance folder</p> <p>SEND e-learning take up</p>
6	<p>m. Across the number of services working and supporting parent carers (for example: East Riding of Yorkshire Voices in Partnership –ERVIP, SENDIASS, Families Information Service) there is a shared understanding and focus of co-production and the importance of ensuring that the parent carer and child or young person’s voice is heard.</p> <p>n. High numbers of parent carers are registered with LOOK AHEAD (East Riding of Yorkshire Disability Register) and benefiting from termly newsletter, fortnightly bulletins, parent carer events, leisure centre pass and a shop n save card.</p> <p>o. SEND colleagues attend the East Riding wide Participation and Engagement steering group meetings to keep SEND high on the agenda. An ERVIP representative is also a member.</p>	<p>Minutes from meetings</p> <p>Terms of reference</p> <p>LOOK AHEAD newsletter</p> <p>Fortnightly Bulletin</p>

Areas for development and how we can address them		
Link to key aims and outcomes	Areas for development	What action can we take?
1	<p>a. Ensure we are communicating effectively with vulnerable and hard to reach groups</p> <p>b. Provide consistent good practice in applying SEND processes across education, employment and training providers</p> <p>c. Improve involvement of younger children to give their views, wishes and feelings</p> <p>d. Support TYLER to work with schools, colleges, employers to enable them to be confident in engaging with young people</p>	<p>Need to review what data is available and analyse to understand what its telling us (this action applies to all areas of development)</p> <p>Identify ways of increasing the membership of the TYLER group</p> <p>Develop a process to quality check EHC assessments and plans ensuring the voice of the child is evident</p> <p>Develop a marketing plan to improve awareness of available resources for young people, parents carers and professionals</p> <p>Explore increased use of social media for gathering feedback</p>
2	<p>e. Consistency in the quality and methods of communication by professionals</p>	<p>Establish a process to capture and share best practice</p> <p>Establish a process to collate, analyse and share relevant data –</p>



	<ul style="list-style-type: none"> f. Review the Local Offer website so that it is CYP friendly g. Facilitate partnership working with TYLER and Youth and Family Support staff to gather feedback from children and young people with SEND 	specialist services performance dashboard will help with this
3	<ul style="list-style-type: none"> h. Ensure that children and young people understand EHC processes and how their wishes and feelings should contribute i. Ensure professionals, CYP and parents carers have a shared understanding of that CYP's aspirations, outcomes and progress j. Training relevant to the SEND reforms is available and accessible 	<p>SEND e-learning package is mandatory for children, families and schools staff and take up is monitored</p> <p>Begin to develop CYP friendly SEND guidance in co-production with the TYLER Group</p> <p>Explore the development of a young person SEND e-learning package</p>
4	<ul style="list-style-type: none"> k. Improve take up of the SEND e-learning package l. Information about processes and services relating to SEND are available in child-friendly formats 	
5	<ul style="list-style-type: none"> m. To ensure Parent carers understand the importance of their child's involvement and are supported with strategies of how to gather this n. Increase LOOK AHEAD membership (East Riding of Yorkshire Disability Register) so that parent carers are provided with information, advice and support through termly newsletter, fortnightly bulletins, leisure centre pass and shop n save cards 	<p>Provide information to schools, coffee mornings, events</p> <p>Further promote benefits of joining LOOK AHEAD to parent carers and professionals</p>

Focus Area	Strategic Lead
0-25 SEND Quality Assurance Group	Ellie Gray

What is our vision?
The EHC planning process in the East Riding should be needs led, outcome focussed and person-centred and led by an appropriately experienced, knowledgeable and skilled workforce to create flexible, creative and holistic EHC plans.

Key aims and outcomes
<ol style="list-style-type: none"> 7. Everyone involved in the EHC planning process has an understanding and respect for their own and everyone else's roles and responsibilities 8. Everyone involved in the EHC planning process has a creative and flexible approach to meeting needs 9. Professionals across education, health and social care understand their roles and responsibilities and are actively involved in the EHC planning process 10. The workforce is appropriately experienced, knowledgeable and skilled 11. The EHC planning process is person-centred 12. Needs are identified at the earliest opportunity and the EHC process is appropriately triggered 13. EHC plans are outcome focused, aspirational and realistic

What are we doing well and how can we evidence it?		
Link to key aims and outcomes	What are we doing well?	How can we evidence it?
9, 10	a. Applying person-centred approaches	EHC plans are checked at SEN Panel and by the DCO where there are health needs SEN 2 data return Data reported on: <ul style="list-style-type: none"> - number of new assessments - timeliness of assessments - number of mediation / tribunal cases - Annual reviews completed Specialist Services dashboard EHC Planning Group action plan Regional and statistical neighbour benchmarking
12	b. Some checking of EHC plans through SEN Panel, DCO	
12	c. Pockets of good practice re SMART outcomes	
7, 10	d. EHC Planning system (panel etc.) is set up in a way that allows creative approaches – there are some good examples of this	
6, 7, 8, 9	e. Some good practice from SENCOs	SENCO forum attendance and feedback
6, 11	f. Improved use and challenge of information provided by schools	Panel minutes Panel / case paperwork

6, 11	g. More financial accountability placed on schools – more challenge applied to how schools are spending the money they are given	
11	h. Early / timely identification is improving	EHC assessment data SEN 2 / DfE data
8	i. An SEND Guidance folder has been produced, sent to all schools and settings and is available on the Local Offer website	SEND guidance
6, 8	j. SEND e-learning is being rolled out to all staff and is available publically on the local offer website	

Areas for development and how we can address them		
Link to key aims and outcomes	Areas for development	What action can we take?
12	k. Inconsistent understanding of outcomes	Further staff training – development of the e-learning offer Better QA of plans incl. individual feedback (through supervision)
6, 7, 8, 9	l. Inconsistent standard of knowledge and practice for SENCOs	Experienced knowledgeable SENCOs share their knowledge with other less experienced SENCOs Pick this up through the SENCO Forum Allow SENCOs more steer on the direction and content of the forum
6, 8, 11	m. Closer operational links required between services and agencies	Accessibility of the SEN Team
6, 8, 9, 11	n. Better use of performance information and data	Establish consistency of collection and usage of data – who is collecting? Who is validating / analysing?
6, 7, 8, 9, 10, 12	o. Identifying and disseminating best practice / good case studies	Identify cases through supervision, Panel, team meetings Disseminate through LOOK AHEAD, Heads Bulletin, Head of service briefing, team meetings etc
7, 9, 10	p. Creative thinking culture	Need to establish a process for consistently capturing best practice – this needs to be an ongoing process, not just a one off exercise Identify learning from the Ofsted SIF
6, 7, 8, 9	q. Secondary school issues	
6, 8	r. Better shared ownership (E, H and C)	SEND champions in social care, YFS, Early Years, Adults
9	s. Further develop the e-learning offer	Identify key topics for supplementary e-learning packages (SMART outcomes...)



9, 10	t. Develop SEND Guidance folder to better reflect person-centred approaches	Periodic updates of the folder to keep content up to date and try and encourage ongoing usage
11	u. All needs and barriers to accessing the curriculum are viewed equally	Training and induction process Disseminate this message through newsletters, team meetings, supervision etc.
7	v. Review the annual review process	Review the role of the staff – to include involvement in Annual Reviews Staff to attend some priority AR meetings
7, 9	w. Focus on 18-25 PFA planning	

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Focus Area	Strategic Lead
Preparing for Adulthood	Lesley Gilson - Interim Specialist Services and Inclusive Education Manager Clare Brown - Strategic Service Manager (Adult Services)

What is our vision?
To provide appropriate information, support and sufficient options within the East Riding for young people preparing for adulthood with a focus on employment and learning, independent living, participation in society and being as healthy as possible. To support young people with SEND in having equal life chances with their aspirations when moving into adulthood, through the support and options available in the East Riding.

Key aims and outcomes
<ul style="list-style-type: none"> 14. Employment and Learning 15. Independent Living 16. Participating in society 17. Being as healthy as possible 18. Communication / other

What are we doing well and how can we evidence it?		
Link to key aims and outcomes	What are we doing well?	How can we evidence it?
I. Employment and Learning	a. Beginning to develop enhanced local provision	Service Level Agreements in place for autism, SEBD, Pru Hub Avocet – complex respite in North Frodingham Complex respite centre (NCCN) at Hayton has been given CQC go-ahead Discussions taking place re offering work placements at the local authority for SEND learners on supported internships at local colleges Completing needs analysis (timeline and matrix) of 16+ provision in East Riding (and within this consideration of all 4 areas of PFA and what each establishment is offering) Exploring developing more in house options to reduce out of county placements
	b. Dialogue with colleges suggests they are open to discussion on wider provision	Minutes of meetings with colleges
	c. Work based opportunities have been developed (Worklink)	

2. Independent Living	d. Eden Futures (Bridlington)	
	e. Over 70 ISL schemes currently in place	
	f. Focus on independence and target-led approaches	Case notes and care plans LD and MH employment and accommodation data LD and autism self-assessments
3. Participating in society	g. Short Break Statement includes activities/groups for 16 years plus	Completing needs analysis, timeline and matrix of 16 + provision across all 4 areas of PfA
4. Being as healthy as possible	h.	Completing needs analysis, timeline and matrix of 16 + provision across all 4 areas of PfA
5. Communication / Other	i. Joint-working between children's and adults' services is becoming better embedded	Learning Disabilities Pathways meeting minutes Integration of Social Care and Transforming Care agenda – Board minutes Future in Mind Programme Board and Workstreams minutes Minutes of multi-service Transition Case Meetings
	j. Better communication of options	Log On/Move On and Local Offer websites Moving On events (previously called Transition events) FISH events
	k. Parent carer involvement in PfA Working Group	Minutes of meetings Minutes of Carers Advisory Group in Adults

Areas for development and how we can address them		
Link to key aims and outcomes	Areas for development	What action can we take?
1. Employment and Learning	o. Narrow range of provision available through colleges	Develop the local market New post has been established to work with colleges on extending the range of their offer Provider events
	p. Gap in sensory needs provision	Increase age range of Sensory and Physical Teaching Service to 25
	q. Reasonable adjustments in colleges	Training College involvement in PfA Working Group

	r. Communication and engagement with employers	Develop and broaden Worklink offer Special Schools to make better connections with employers (also working with Enhanced Resources and PRU in addition to special schools and colleges re links with employers) Liaise with Economic Development
	s.	
2. Independent Living	t.	
3. Participating in society	u. Range of provision currently available prevents bespoke packages being created	Link with colleges to develop wider range of provision Discuss with Adults how to create appropriate bespoke packages
4. Being as healthy as possible	v. School nurse role	Need to clarify relationship of School nurses to SEND Dialogue with Public Health
5. Communication / Other	w. Transition of EHC Plan into Adult Services (small number of cases where this is an issue)	One-page profile? Workforce development/training (Adults' Health, Children's) on EHC legislation and its impact on services DoLS/Mental Capacity/Court protection training (Children's and Health) Earlier case discussion and information sharing between Children's and Adults' services
	x. Communication between Adults' and Children's Services	PfA Working Group to be revitalised Improve strategic relationship between all partners Integrated health transitions meetings
	y. Parent carer input into transitions process	Joint meeting of CAG/ERVIP
	z. Messages presented to parents/carers by providers – managing expectations as a result	Ensure wider understanding of Transforming Care agenda Circulate Transforming Care newsletter more widely (including ERVIP)

Focus Area	Strategic Lead
Local Offer – www.eastridinglocaloffer.org.uk	Lesley Gilson - Interim Specialist Services and Inclusive Education Manager

What is our vision?
The East Riding of Yorkshire Local Offer will continue to be co-produced with parent carers, be accessible to all and will use feedback to ensure an interactive, multi-format, up to date, comprehensive and well-publicised offer.

Key aims and outcomes
19. Look at providing an Interactive offer to support parent carers and professionals (e.g. through web chats) 20. Make information available in a number of multi-formats (e.g. videos, etc) 21. Information is up to date, accurate and comprehensive 22. The Local Offer is well-known, well-publicised and is one of the first points of contact for parent carers and professionals 23. The website is accessible to all and young people friendly 24. Feedback is informing service delivery and commissioning and informing the 'You Said, We did' report – available on the Local Offer.

What are we doing well and how can we evidence it?		
Link to key aims and outcomes	What are we doing well?	How can we evidence it?
19. Interactive offer (e.g. through web chats)	Information, advice and support is available via a telephone helpline and email address (this is provided by the SENDIASS service) – ensuring accessibility for those who don't have internet access	Report shows number of phone calls to SENDIASS Telephone number and email address on Local Offer website Service Level Agreement in place to provide Local Offer including quarterly monitoring meetings
	A number of flowcharts explaining EHC planning process and service request forms available online	All feedback logged on spreadsheet and feedback at SEND Feedback meeting.
20. Available in multi-format (e.g. videos, etc.)	A number of photographs/ flowcharts/ links to other websites are available on the Local Offer	Local Offer website
	Providing a colourful and easy to read layout	Local Offer website
21. Up to date and comprehensive	Annual review of all information on the website completed	Annual review spreadsheet.
	All updating and moderating of information actioned promptly	Need to look at how we can evidence if everything has gone on.
22. Well-publicised (e.g. social media)	The Local Offer is publicised via a number of channels: (ERVIP events and coffee mornings/numerous newsletter and bulletins/attendance at voluntary and community groups/parish council newsletters)	Newsletters SENDIASS bulletins Publicity materials (postcards, posters, bookmarks) Included in statutory letters

		Photos of stands SENDIASS leaflet
	Advertised through SENDIASS, Look Ahead (East Riding's Disability Register) and school/settings websites	Newsletters – see above Review of school websites – number that have published their own local offer and a link to the LO website
	High number of website hits and increasing amount of feedback/comments via the Feedback section	Website hits Feedback spreadsheet You Said, We did
23. Useable for all (e.g. see speak) and young-people friendly	Increased website hits	Website hits Quarterly monitoring reports
	School/setting staff using the website in their SENCO role and to support parent carers	Monthly website reports Feedback spreadsheet
24. Feedback is informing service delivery and commissioning	All feedback responded to in a timely manner	Feedback spreadsheet
	'You Said, We Did' feedback discussed with ERVIP at regular SEND feedback meetings	You Said, We did page on the Local Offer SEND feedback meeting notes

Areas for development and how we can address them		
Link to key aims and outcomes	Areas for development	What Action can we take?
19. Interactive offer (e.g. through web chats)	Look into how a web chat function would work	Explore the possibility of web chat with website team
	Change position of Feedback section to a more prominent position on the website	Review position on website and promote it within marketing campaign
20. Available in multi-format (e.g. videos, etc.)	Include more videos onto the website	Explore the possibility of videos of professionals explaining their role
	Add more photos/images	Increase number of photos/images
21. Up to date and comprehensive	Look at improving the updating and moderation function of the website	Review moderating arrangements Annual plan for IT to action IT/website function actions Produce and publish an Annual Statement
	Encourage ongoing info updates from all partners	Promote this as a Local Area responsibility Include update dates on website
22. Well-publicised (e.g. social media)	Explore presence on social media	Explore presence on social media Utilise partners and schools social media networks
	Marketing plan not up to date	New marketing plan
	Ensure that early years settings and post 16 providers are their	Post 16 providers - TYLER are designing a poster

	publicising their local offer	
23. Useable for all (e.g. see speak) and young-people friendly	Look into introducing see speak	Explore possibility, invite web team to a meeting
	Feedback from users re Local Offer specifically	Promotion of feedback function
24. Feedback is informing service delivery and commissioning	Gather feedback from service providers about how they respond to Local Offer feedback – produce an outcomes form	Capturing feedback from services on how this have informed service delivery and commissioning
	Produce and publish an annual statement	Draft statement to be produced and circulated to the SENDIASS and Local Offer group for comment
	Publish comments on the 'You Said, We did'	Update to 2016-2017

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Focus Area	Strategic Lead
SEND Information, Advice and Support	Lesley Gilson - Interim Specialist Services and Inclusive Education Manager

What is our vision?
The SEND Information, Advice and Support Service in the East Riding will be a well-publicised and well understood impartial service that offers a timely response to support parents / carers and a useful data source to professionals.

Key aims and outcomes
<ul style="list-style-type: none"> 25. Well publicised and well understood service to parent carers and professionals 26. The information, advice and support the service provides is timely and responsive 27. Parents carers feel supported 28. The LOOK AHEAD provides a useful data source for planning and service delivery 29. Service is perceived as been an Independent and impartial

What are we doing well and how can we evidence it?		
Link to key aims and outcomes	What are we doing well?	How can we evidence it?
25. Well publicised and well understood service	SENDIASS is a well-known service in the East Riding and has successfully transitioned from the Parent Partnership Service. Service information is available on the Local Offer website, widely distributed leaflets, postcards, bookmarks etc Service is promoted by numerous partners for example: area SENCOs, ERVIP, SEN team, SEND links workers in Children's Centre etc A high number of parent carers are using the service	Local Offer website Leaflet, postcards, bookmarks SENCO conference stall holder list Statutory letters Attendance at meetings, events (early years, SEN team) Enquiries – where parents/professionals heard of the service Quarterly monitoring
	Good awareness amongst parent carers and professionals that the service covers the 0-25 age range	SENDIASS Officer attendance at schools Look Ahead newsletter Increasing enquiries, Quarterly monitoring Post 16 enquiries log
	Receive invites to school and setting coffee mornings and open evenings.	Enquiries data
26. Timely and responsive service	Policy of a two day response time	Feedback forms and no complaints
	Feedback form produced in line with national benchmarking	Online survey on the local offer Feedback forms

27. Parents/carers feel supported	Parents report they feel supported via the feedback form	Feedback forms Customer relations compliments data
28. A useful data source	Some data collected has been requested and acted upon by service providers	Quarterly monitoring data (led to an increase in capacity, informs training – can show trends)
29. Service is perceived as been Independent	Parent carers are supported via telephone, email, local offer. In last year, 3 parents requested support at meetings that could not be provided due to issues relating to capacity and / or short notice. Discuss with ERVIP any parent perception concerns and agree a way forward.	The number of parents that have requested support, the number that have been given support and the number that could not be offered support

Areas for development and how we can address them		
Link to key aims and outcomes	Areas for development	What Action can we take?
25. Well publicised and well understood service	Further awareness and understanding of the service with professionals and parents Promote and raise awareness with post 16 settings	Remain constant publicity activity TYLER to support with producing publicity
	Lack of SENDIASS FAQ on the Local Offer	Capture FAQ and display on the Local Offer
26. Timely and responsive service	Review 'response' policy	Policy in place
	Increase number of completed feedback forms	Raise awareness of online feedback survey
27. Parents/carers feel supported	Work on 'Additional support' – page 35 of the SEND Code of Practice 2015 to ensure the offer is clear to parent carers and the service can effectively monitor	Clarity on additional support provided by SENDIASS
28. A useful data source	Ensure professionals are aware of the data which is available through LOOK AHEAD	Raise awareness with senior managers across education, health and care
29. Service is perceived as been Independent	Revisit the requirement for IPS	Look at national picture

Focus Area	Strategic Lead
Training and Development	Elizabeth Holmes, Interim Principal Educational Psychologist

What is our vision?
To ensure that practitioners across the local area have the right skills and knowledge to offer a consistent, person-centred approach to supporting children and young people with SEND by offering access to an appropriate range of different training activities.

Key aims and outcomes
<ul style="list-style-type: none"> 30. To identify and collate training taking place across the local area 31. Training is delivered and where appropriate will be provided in a multi-agency way 32. All workforce within the local area will complete the SEND e-learning package 33. Ensure that practitioners are appropriately skilled and apply a consistent approach

What are we doing well and how can we evidence it?		
Link to key aims and outcomes	What are we doing well?	How can we evidence it?
31.	An exercise has taken place to collate training that has taken place across education, health and care. This has been coordinated by a multi-agency training working group	Terms of Reference, Action Plan, Minutes SENCO Forum evaluation forms Training mapping tables
32.	A range of multi-agency training sessions have been delivered to audiences comprising professionals across education, health and care and parents carers	Minutes of meetings Attendance data for training Evaluation forms for training delivered in-house Increased staff knowledge
33.	Commitment from senior leaders has made the SEND e-learning mandatory for staff E-learning is available for parents / carers via the Local Offer	Data showing how many have completed the training
34.	SENCO Forum are held termly for schools and settings Annual SENCO Conference for schools and settings SEND training sessions for school Governors Practitioners are attending a range of training and networking opportunities	SENCO Forum and Conference evaluation forms and attendance figures Training attendance figures E-learning completion data

Areas for development and how we can address them		
Link to key aims and outcomes	Areas for development	What action can we take?
31.	Ensure that all relevant agencies / services are involved Develop a training framework Measure the impact of training over time	Identify any gaps in representation and identify suitable representatives to join the SEND Training and Development Group Develop a follow-up questionnaire to measure impact of e-learning
32.	Develop a multi-agency training plan for 2018 Induction programme for new staff Greater involvement of early years and portage workforce Consistent multi-agency approach required	Develop training plan Ensure inclusion of early years staff Quality assess EHC plans and processes Analysis of parent carer feedback
33.	Develop further e-learning modules – may include SMART Outcomes, legal / tribunal processes, the role of Health	Use a questionnaire to assess gaps in training that could be delivered as an e-learning module
34. Ensure practitioners are appropriately skilled	Possible lack of knowledge relating to legal and tribunal processes Lack of awareness of SEND agenda across adult services providers and adult carers Need to increase awareness of Deprivation of Liberty, Best Interest Assessments and the Mental Capacity Act	Provide specific legal / tribunal training Provide training on DoLs, BIA and MCA Raise awareness of SEND E-learning with providers and carers

Focus Area	Strategic Lead
SEND Data	Julie Gibson, Principal Performance Officer John Seaman, Principal Improvement and Learning Service

What is our vision?
To maintain accurate, consistent, education, health and care data on those children and young people at SEN support through to EHC plans aged 0-25 years. To be able to identify gaps, trends, areas for development/improvement/action to support all workstream groups

Key aims and outcomes
34. To produce an East Riding SEND report annually 35. To ensure all data is held on the SEND module of the ONE system 36. To produce and update accordingly a Specialist Service Dashboard 37. To inform strategies and policies 38. To provide data to support all workstream activity

What are we doing well and how can we evidence it?		
Link to key aims and outcomes	What are we doing well?	How can we evidence it?
35.	Awareness of local, regional and national SEND data sources. Understanding of gaps within existing data Outcome and progress data for those at SEN support and with an EHC plans Understanding of post 16 data for FE provision, apprenticeships etc	Workstream meeting minutes Work stream meeting minutes Draft East Riding SEND data report Performance data Post 16 data is included as an appendix to the SEND report
36.	New EHC assessment data is stored on the ONE system	ONE system
37.	Draft Specialist Service Dashboard produced	Electronic dashboard and paper version available

Areas for development and how we can address them		
Link to key aims and outcomes	Areas for development	What action can we take?
35.	SEN2 return to be completed by Performance Team Cross tabulate data sets (SEND, LAC, CIN etc)	Agreed in principal, performance officer is member of this workstream Triangulate the different data sets
36.	Implement the ONE system fully into the EHC assessment	Resource to be allocated to focus on this task

	and planning process	
35, 36, 37	Health representation/data to be incorporated into this workstream	Discussion with Health Colleagues
38, 39	Share SEND report and specialist services dashboard with workstream groups to inform planning	Report circulated to workstream leads and incorporate into their action planning

DRAFT

Priorities:

Task	Workstream Group
Co-production at strategic and operational level across the local area	SEND 0-25 group
Development of local offer for those children at SEN support	SEND 0-25 group
Improving performance of meeting 20 weeks EHC plan timescale	QA 0-25 group
Improving quality of outcomes in EHC plans	QA 0-25 group
Transfer of Statements to EHC plans	QA 0-25 group
Annual Reviews	QA 0-25 group
Quality Assurance of EHC plans	QA 0-25 group
Health and Social Care incorporated into EHC plans	QA 0-25 group
SEND data – performance monitoring	SEND data group
Preparing for Adulthood	PfA group
Local Offer review	Local Offer/SEND IASS group
SEND training opportunities	Training and Development group