

East Riding Local Area SEND Reforms Self-Evaluation Framework

November 2017

DRAFT

Introduction: SEND Accountability, Governance and Leadership

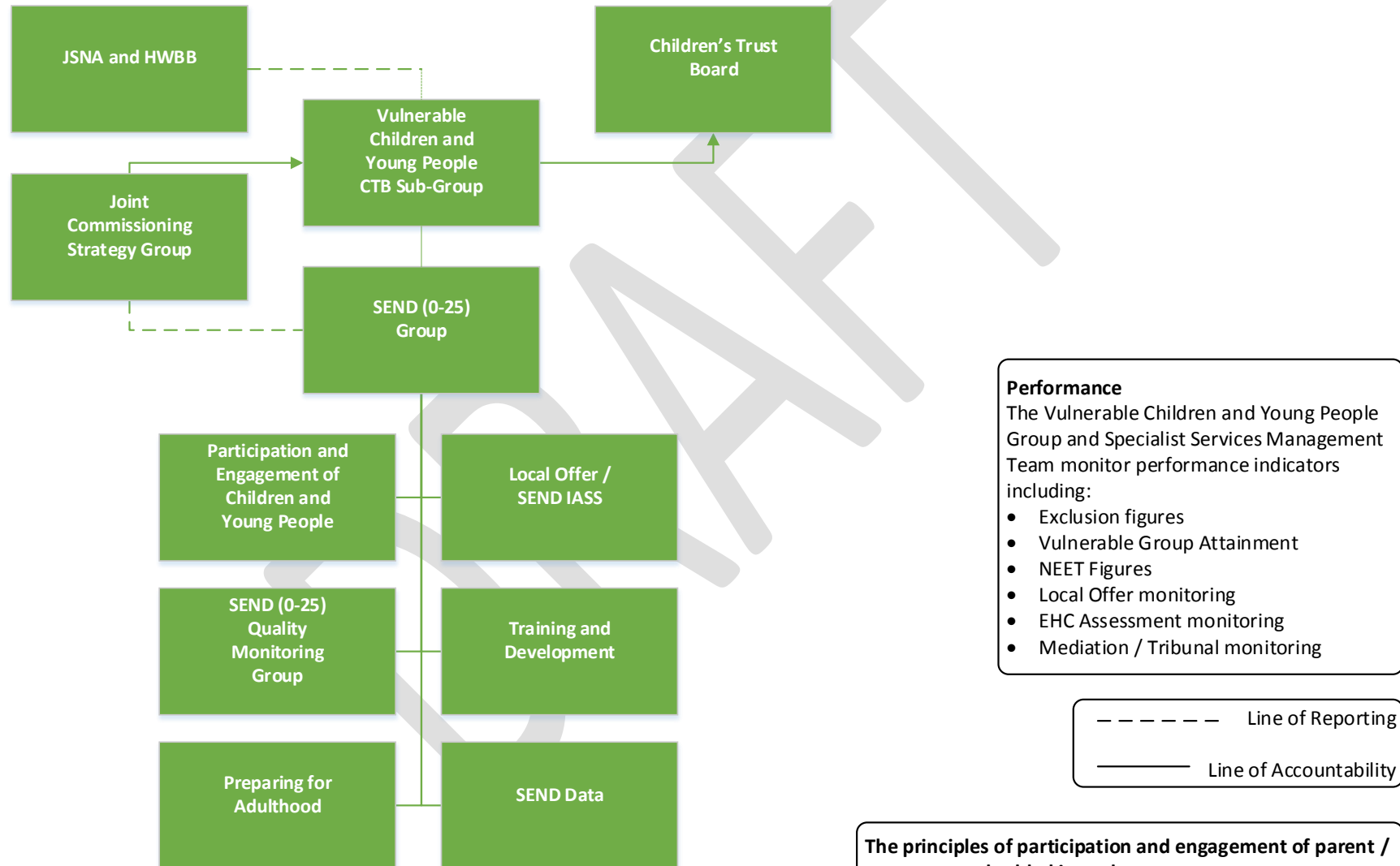
In East Riding leadership and management of SEND is overseen by the Children's Trust Board, has strong multi-agency membership from education, health and social care. As we further embed the SEND reforms, performance monitoring is overseen by the 0-25 SEND Strategic Group, led by the Head of Children and Young People's Specialist Services, into which all 6 work stream groups report: 1) Participation and engagement of young people, 2) Local Offer/SEND IASS, 3) 0-25 Quality Assurance SEND group, 4) Training and Development, 5) Preparing for Adulthood and 6) SEND data. All of these workstream groups are actively working on the priorities for embedding the reforms and ensuring effectiveness in identifying children and young people with SEND, assessing and meeting needs and improving outcomes. The 0-25 SEND Strategic Group reports to the Vulnerable Children and Young People's Group which is accountable 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 Yorkshire Parent Carer Forum, EYPCF) 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. EYPCF are represented on all workstream groups.

In addition to the accountability, governance and leadership structure noted above bi-monthly EYPCF and Professionals meetings bring together EYPCF 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 EYPCF 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 EYPCF and the Local Offer. This has improved co-production and will consequently improve outcomes for children and young people and their families.



DRAFT

SEND Reforms - Accountability, Governance and Leadership



Performance
The Vulnerable Children and Young People Group and Specialist Services Management Team monitor performance indicators including:

- Exclusion figures
- Vulnerable Group Attainment
- NEET Figures
- Local Offer monitoring
- EHC Assessment monitoring
- Mediation / Tribunal monitoring

----- Line of Reporting
———— Line of Accountability

The principles of participation and engagement of parent / carers are embedded in each group
September 2017

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 	<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>

	https://www.tylermakingadifference.co.uk/	
4	<ul style="list-style-type: none"> i. Professionals working with children and young people with SEND have a good shared understanding of the principles of the SEND reforms j. Professionals across the local area work collaboratively to place the child at the centre of EHC processes 	SEND guidance folder http://www.eastridinglocaloffer.org.uk/education/send-elearning-and-guidance/ Training records SEND E-learning take up
5	<ul style="list-style-type: none"> k. SEND E-learning package includes information about involving children and young people l. SEND guidance folder is available on the Local Offer 	SEND guidance folder SEND e-learning take up
6	<ul style="list-style-type: none"> m. Across the number of services working and supporting parent carers (for example: East Riding of Yorkshire Voices in Partnership –EYPCF, 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. 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. o. SEND colleagues attend the East Riding wide Participation and Engagement steering group meetings to keep SEND high on the agenda. An EYPCF representative is also a member. 	Minutes from meetings Terms of reference LOOK AHEAD newsletter Fortnightly Bulletin

Areas for development and how we can address them		
Link to key aims and outcomes	Areas for development	What action can we take?
I	<ul style="list-style-type: none"> a. Ensure we are communicating effectively with vulnerable and hard to reach groups b. Provide consistent good practice in applying SEND processes across education, employment and training providers c. Improve involvement of younger children to give their views, wishes and feelings d. Support TYLER to work with schools, colleges, employers to enable them to be confident in engaging with young people 	Need to review what data is available and analyse to understand what its telling us (this action applies to all areas of development) Identify ways of increasing the membership of the TYLER group Develop a process to quality check EHC assessments and plans ensuring the voice of the child is evident Develop a marketing plan to improve awareness of available resources for young people, parents carers and professionals

		Explore increased use of social media for gathering feedback
2	<ul style="list-style-type: none"> e. Consistency in the quality and methods of communication by professionals 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 	<ul style="list-style-type: none"> Establish a process to capture and share best practice Establish a process to collate, analyse and share relevant data – 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 	<ul style="list-style-type: none"> SEND e-learning package is mandatory for children, families and schools staff and take up is monitored Begin to develop CYP friendly SEND guidance in co-production with the TYLER Group Explore the development of a young person SEND e-learning package
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 	<ul style="list-style-type: none"> Provide information to schools, coffee mornings, events Further promote benefits of joining LOOK AHEAD to parent carers and professionals

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
<ul 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
7, 9, 10	p. Creative thinking culture	Disseminate through LOOK AHEAD, Heads Bulletin, Head of service briefing, team meetings etc
6, 7, 8, 9	q. Secondary school issues	

		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, 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
7, 9	w. Focus on 18-25 PfA planning	Staff to attend some priority AR meetings

DRAFT

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

		<p>local colleges</p> <p>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)</p> <p>Exploring developing more in house options to reduce out of county placements</p>
	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	<p>Case notes and care plans</p> <p>LD and MH employment and accommodation data</p> <p>LD and autism self-assessments</p>
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	<p>Learning Disabilities Pathways meeting minutes</p> <p>Integration of Social Care and Transforming Care agenda – Board minutes</p> <p>Future in Mind Programme Board and Workstreams minutes</p> <p>Minutes of multi-service Transition Case Meetings</p>
	j. Better communication of options	<p>Log On/Move On and Local Offer websites</p> <p>Moving On events (previously called Transition events)</p> <p>FISH events</p>
	k. Parent carer involvement in PFA Working Group	<p>Minutes of meetings</p> <p>Minutes of Carers Advisory Group in Adults</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. 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/EYPCF

	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 EYPCF)
--	--	--

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
<ul style="list-style-type: none"> 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: (EYPCF 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 EYPCF 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	Look into how a web chat function would work	Explore the possibility of web chat with website team

offer (e.g. through web chats)	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 publicising their local offer	Post 16 providers - TYLER are designing a poster
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

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	SENDIASS is a well-known service in the East Riding and has successfully transitioned from the Parent Partnership Service.	Local Offer website Leaflet, postcards, bookmarks

understood 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, EYPCF, SEN team, SEND links workers in Children's Centre etc A high number of parent carers are using the service	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 EYPCF 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	What are we doing well?	How can we evidence it?

and outcomes		
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	Possible lack of knowledge relating to legal and tribunal processes	Provide specific legal / tribunal training

practitioners are appropriately skilled	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 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
<ul style="list-style-type: none"> 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 and planning process	Resource to be allocated to focus on this task
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

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