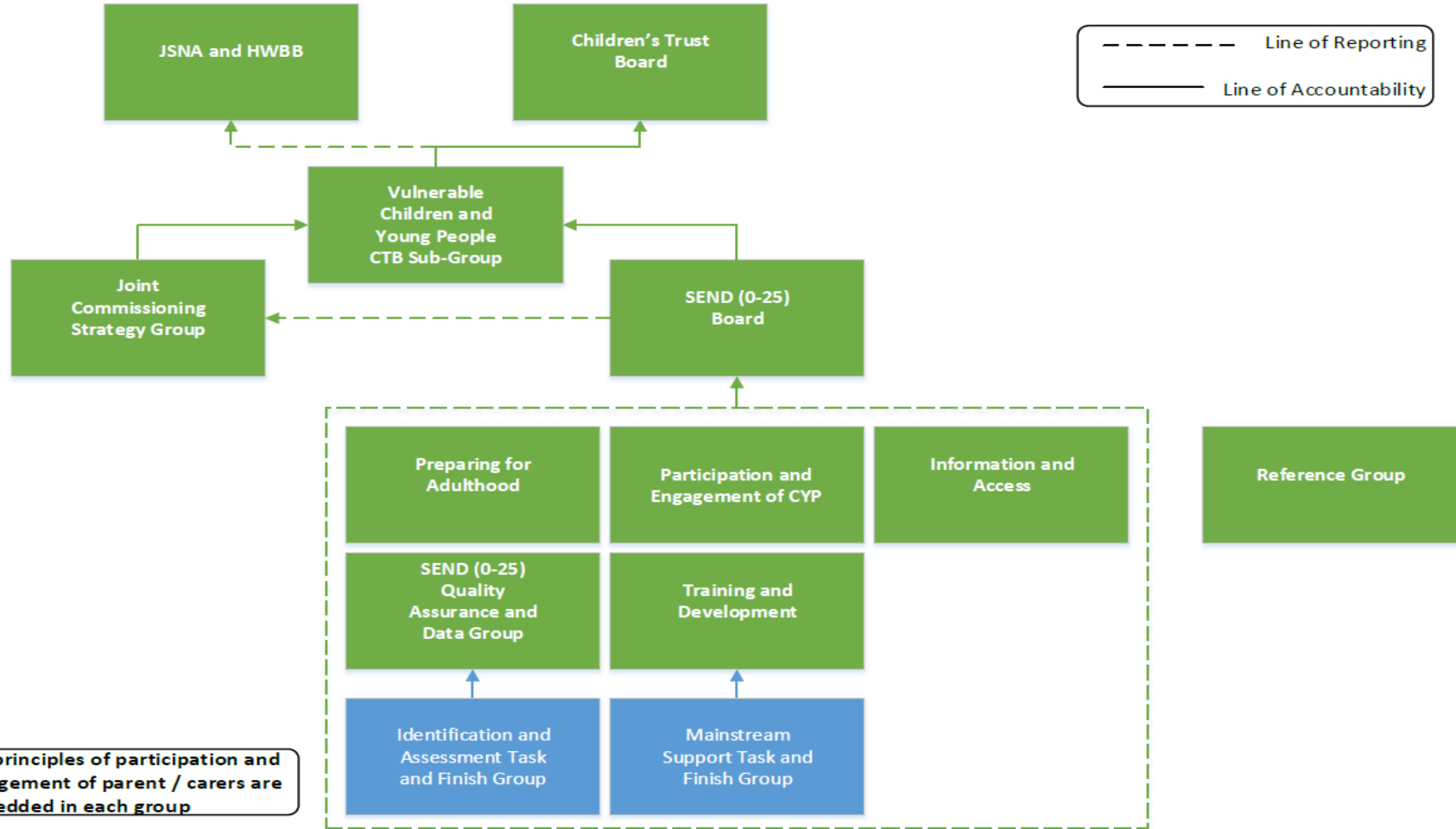


East Riding Local Area SEND Reforms Self-Evaluation Framework

February 2018

SEND Reforms - Accountability, Governance and Leadership



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

What is our vision?
Children and young people (CYP) 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 for the next 12 months
<ul style="list-style-type: none"> - Encourage high levels of participation and engagement in education, employment and training of CYP with SEND - Continue to provide support to The Young Leaders of East Riding (TYLER) SEND young people's group - Professionals have a good shared understanding of the principles outlined in the SEND Code of Practice and effectively manage the expectations of CYP - 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

What are we doing well?	How can we evidence it?
<p>Children, young people and parent carers are placed at the centre of the EHC assessment process. Children and young people are working in coproduction with professionals to develop the outcomes in their EHC plans. One page profiles are used in annual review meetings.</p> <p>Opportunities to engage in a range of education, employment and training activities are advertised on the East Riding's Local Offer website (http://www.eastridinglocaloffer.org.uk) and efforts are made to make this accessible to as many people as possible.</p> <p>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.</p>	<ul style="list-style-type: none"> - 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. - Number of referrals to KIDS and any feedback we have received.

<p>The local authority has commissioned direct support for the TYLER young people’s group. This support is provided by the FISH Team. The aim of the support is to work in coproduction with TYLER to help to achieve their aims and to act as a conduit between the local authority and the group. This includes identifying and liaising with appropriate professionals to assist the group. Specific support includes working in coproduction with TYLER members to arrange meeting times and venues, draft meeting agendas, facilitate the development and maintenance of TYLER’s action plan.</p> <p>The TYLER group, their current priorities and the 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.</p> <p>The work of the TYLER group is fed back to a strategic working group of professionals (from education, health and social care) and parent carer forum representatives.</p> <p>TYLER has developed their own action plan that outlines their aims and priorities. Their current work includes:</p> <ul style="list-style-type: none"> - designing posters, social media posts etc to communicate/promote the group to young people - The TYLER group have started work on the information available on the Local offer website. - The TYLER group have produced their own website for young people (https://www.tylermakingadifference.co.uk/) - Designing, circulating and analysing the results of surveys about particular issues including how best to communicate with young people. The results of these surveys are being used to shape future direction. 	<ul style="list-style-type: none"> - Members of the TYLER group participated in organising a preparing for adulthood events including agenda, promotions and attendance with a market stall - TYLER / Children In Care Council / Health watch are working in coproduction with professionals - TYLER group minutes - TYLER action plans - Number of TYLER members.
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Areas for development	What action can we take?
It is our aim to encourage high levels of participation and engagement for children and	- A robust quality assurance process is already in place for

<p>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.</p>	<p>EHC plans. A dip-sampling method is used to select which plans are quality assured – a number of plans for younger children will be quality assured to ensure the voice of younger children is being captured. Specific feedback will be given to EHC Commissioning Officers regarding this.</p> <ul style="list-style-type: none"> - Ensure that information about EHC processes and services for children and young people with SEND are available in child-friendly formats and that professionals explain these processes to younger children as well as parent carers - Explore the development of an SEND e-learning package suitable for children and young people.
<p>The TYLER Group currently has 9 members aged between 14 and 20 years. This is excellent progress and should be recognised as a success. However, one aspiration for the group is to increase their membership further. It is hoped that the group can have representation from all areas of the East Riding and also children and young people of different ages and a wider spectrum of needs.</p> <p>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.</p>	<ul style="list-style-type: none"> - Support the TYLER Group to continue to develop and distribute marketing material - Support TYLER to work with schools, colleges, employers to enable them to be confident in engaging with young people - Facilitate further partnership working between TYLER and Youth and Family Support staff to gather feedback from children and young people with SEND
<p>To ensure Parent carers understand the importance of their child’s involvement and are supported with strategies of how to gather this 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>	<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	Ellie Gray, SEND Strategic Manager

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"> - The EHC planning process is person-centred and EHC plans are outcome focused, aspirational and realistic - 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 - Needs are identified at the earliest opportunity and the EHC process is appropriately triggered - Strengthen consistency of identification - Develop clear autism assessment pathway - Refine the EHC process with clear expectations for parents and professionals

What are we doing well?	How can we evidence it?
<p>Quality assurance of EHC plans takes place at a dedicated 0-25 SEND Quality Assurance and Data Group. The group includes representation from professionals across education, health and care as well as parent carers from the East Yorkshire Parent Carer Forum. This ensures a broad range of perspectives; skills and experience are applied to each EHC plan that is quality assured. A dip-sample of plans is quality assured and dedicated quality assurance meetings take place monthly.</p> <p>EHC Plans are also quality checked before they are signed off by the SEN Panel, this includes additional checks by the Designated Clinical Officer where there are identified health needs.</p>	<ul style="list-style-type: none"> - A QA template is completed for each plan that is quality assured and feedback is given to the EHC Commissioning Officer that wrote the plan. - SEN Panel minutes record the approval of final EHC Plans
<p>Quality assurance of EHC plans shows that EHC Commissioning Officers and other professionals are using person-centred approaches during the EHC</p>	<ul style="list-style-type: none"> - SEN 2 data return - Data reported on:

<p>assessment process. There is good engagement by school SEN Coordinators in EHC assessments and good attendance at SENCO Forum events.</p> <p>Some good practice has been identified in relation to the development of SMART outcomes and training has been delivered in this area to professionals across education, health and care.</p> <p>An SEND Guidance folder has been produced and sent to all schools and settings and is available on the Local Offer website. The folder explains all of the processes relating to EHC assessments many of which are also included as illustrative flow diagrams.</p>	<ul style="list-style-type: none"> ○ number of new assessments ○ timeliness of assessments ○ number of mediation / tribunal cases ○ Annual reviews completed <ul style="list-style-type: none"> - Regional and statistical neighbour benchmarking - SENCO Forum attendance and feedback is very positive - SEND Guidance Folder (http://www.eastridinglocaloffer.org.uk/education/send-elearning-and-guidance/)
<p>A Joint Commissioning Strategy and supporting action plan includes four key aims: Commissioning activities are identified early and based on identified needs and outcomes, Commissioning activities are informed by service users and stakeholders and smarter commissioning.</p>	<ul style="list-style-type: none"> - Joint Commissioning Strategy - Joint Commissioning Action Plan - Joint Commissioning Panel (JCP) terms of reference
<p>Data shows that the early / timely identification of children’s needs is improving</p>	<ul style="list-style-type: none"> - EHC assessment data - SEN 2 / DfE data

Areas for development	What action can we take?
<p>Although training has been delivered in relation to writing SMART outcomes, quality assurance of plans shows that an improvement in consistency is required in this area.</p> <p>There is also a need to improve consistency in the knowledge and practice of SENCOs across all settings.</p> <p>Timeliness of EHC plans is currently above the regional and national average, although further work is required to improve this. Quality Assurance work and</p>	<ul style="list-style-type: none"> - Further staff training relating to writing SMART outcomes – this may include the development of an e-learning package that can be accessed at any time. - Continued quality assurance of EHC Plans and feedback to the EHC Commissioning Officer and other professionals involved in co-producing the plan - Facilitate the networking of SENCOs at SENCO Forum and other events and give SENCOs more steer on the direction and content of the forum

<p>process mapping will assist with increasing the number of finalised EHC plans within 20 weeks.</p> <p>Ensuring the focus on children and young people at SEN support in schools and settings to improve progress and outcomes.</p> <p>Improve social care input into EHC assessment and planning processes.</p>	<ul style="list-style-type: none"> - Data cleansing of SEND master list and move towards fully implementing the SEN module of the ONE system will improve performance monitoring, ability to respond to queries efficiently and information sharing with partners. - Join up local support for school improvement to ensure that this is appropriate focus on pupils on SEN support in school improvement activities. - Joint meetings with senior managers to address issues. - Social care to be a member on SEN panel. - Use single route of redress to improve partnership working.
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Focus Area	Strategic Lead
Local Offer – www.eastridinglocaloffer.org.uk (to expand to become an Information and Access Group)	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"> - To provide an interactive and multi-medium local offer that supports parent carers and professionals - To provide information that is up to date, accurate and comprehensive - To ensure the Local Offer is well-known, well-publicised and is one of the first points of contact for parent carers and professionals - To assist in gathering feedback and to ensure that any feedback received is used to inform service delivery and commissioning - 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

What are we doing well?	How can we evidence it?
The East Riding Local Offer is freely and easily accessible online. In order to ensure that the Local Offer is available to those without internet access, information, advice and support is available via a telephone helpline and by email. This support is provided by the SENDIASS service.	<ul style="list-style-type: none"> - A quarterly report is collated highlighting the number of phone calls to the SENDIAS service. - 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 the Families Information Service to provide the Local Offer including quarterly monitoring meetings -
The content on the Local Offer is frequently reviewed to ensure that information is accurate and relevant. The 'news' section is regularly updated to keep parent carers, professionals and children and young people up to date with local developments. A	<ul style="list-style-type: none"> - Three officers review the content of the Local Offer - A spreadsheet records the annual review of content

<p>review of all of the information on the Local Offer is completed annually. All information that is updated is promptly moderated to ensure accuracy.</p> <p>The format and layout of the website were designed in co-production with representatives of the East Riding Parent Carer Forum. 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.</p>	
<p>The Local Offer is publicised via a number of channels including ERPCF events and coffee mornings, newsletters and bulletins, attendance at voluntary and community groups, parish council newsletters etc.</p> <p>Additional marketing of the website is completed by the SENDIAS services, through the East Riding's Disability Register newsletter (Look Ahead) and through the website's of schools / settings.</p> <p>As a result, hits on the website have continued to increase. There has also been an increase in the amount of feedback that has been received through the website's dedicated feedback page. Feedback is summarised on the 'You Said, We Did' section of the website. Feedback is regularly discussed with EYPCF and contributes to the commissioning of services.</p>	<ul style="list-style-type: none"> - Newsletters - SENDIASS bulletins - Publicity materials (postcards, posters, bookmarks) - Included in statutory letters - Photos of stands - SENDIASS leaflet - A review of school websites was completed in 2017 - Website hits - You Said, We did

Areas for development	What Action can we take?
<p>The East Riding Local Offer website was launched in 2014. Although the content of the site has been reviewed regularly, there has been no fundamental review of the structure, look and feel or functionality of the site since launch.</p> <p>This will provide the opportunity to improve all aspects of the website and will explore options for integrating new functionality such as webchat, embedded videos and</p>	<ul style="list-style-type: none"> - A detailed review of the Local Offer website is underway with the local authority web team. The opportunity is being taken to review all aspects of the website and will include feedback from parent carers, professionals and children and young people.

<p>decision trees.</p> <p>Launch the co-production charter to develop and strengthen participation and engagement at all levels.</p>	<p>- Produce action plan to launch the revised co-production charter</p>
<p>A great deal of marketing activity took place when the Local Offer first launched to create awareness of the website and phone number. Marketing has continued since the launch but is in need of refreshing.</p> <p>There is no up to date forward marketing plan for the Local Offer which means that marketing is not as proactive or effective as it could be.</p>	<p>- Work with ERYC’s marketing team to produce a new marketing plan for the Local Offer. This will include both digital and traditional marketing techniques and try to make better use of new channels such as social media to engage with parent carers.</p>

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 (SENDIAS) 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"> - The role of the SENDIAS service should be well understood by parent carers and professionals and deliver effective support - The information, advice and support provided by the service should be timely and responsive - The service should be perceived as offering independent and impartial information, advice and support

What are we doing well?	How can we evidence it?
<p>The SENDIAS service is a well-known service in the East Riding and has successfully transitioned from the Parent Partnership Service. 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, ERPCF, EHC Commissioning Officers and SEND links workers in Children's Centre.</p> <p>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.</p>	<ul style="list-style-type: none"> - Number of enquires / cases - SENDIASS Local Offer listing (http://www.eastridinglocaloffer.org.uk/directory/?EntryId124=467066) - SENDIASS leaflets, postcards and bookmarks - Quarterly performance monitoring
<p>The SENDIAS service maintains a policy of responding to new enquiries within two days.</p> <p>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.</p>	<ul style="list-style-type: none"> - Collated results from feedback forms

<p>The service supports parent carers via telephone, email and the local offer. In last year, three parents requested support at meetings that could not be provided due to issues relating to capacity and / or short notice.</p>	<ul style="list-style-type: none"> - Monitoring data shows the number of parents that have requested support, the number that have been given support and the number that could not be offered support
<p>The service was assessed by the National Children’s Bureau using the SENDIASS National Network Quality Standards and achieved an overall Good outcome. This exercise was done in partnership with the parent carer forum and resulting in the areas of development for the service.</p>	<ul style="list-style-type: none"> - Quality Standards Report

Areas for development	What Action can we take?
<p>Further awareness and understanding of the service with professionals and parents to ensure that it is clear of the role of SENDIASS.</p> <p>Promote and raise awareness with post 16 settings.</p> <p>To increase the number of feedback forms completed by parent carers.</p> <p>Revisit the requirement for Independent Parental Supporters.</p>	<ul style="list-style-type: none"> - 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.

Focus Area	Strategic Lead
Training and Development	Elizabeth Holmes, 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"> - To identify and collate training taking place across the local area - Training is delivered and where appropriate will be provided in a multi-agency way - All workforce within the local area will complete the SEND e-learning package - Ensure that practitioners are appropriately skilled and apply a consistent approach - Revisit and define expectations of effective mainstream practice (identification, inclusion, support) - Link the above into a programme of support for SENCO's and whole-school inclusion

What are we doing well?	How can we evidence it?
<p>A wide range of training opportunities has been offered to professionals working children and young people with SEND during the implementation of the SEND reforms. 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. A process has now been developed to continue to capture this data as new training is delivered.</p> <p>SENCO Forums are delivered termly and are well attended. Evaluation forms show that the Forums are valued by attendees.</p>	<ul style="list-style-type: none"> - Collated training data spreadsheets show the range of training that has been both delivered and accessed - SENCO Forum evaluation forms.
<p>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.</p>	<ul style="list-style-type: none"> - Attendance data for training - Evaluation forms for training delivered in-house - Increased staff knowledge

<p>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.</p>	
<p>An e-learning package has been developed in-house. 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 and Health.</p> <p>The e-learning package is freely available for parents / carers and external professionals via the Local Offer.</p>	<ul style="list-style-type: none"> - 343 ERYC staff have completed the e-learning as at January 18 - The Local Offer e-learning webpage has an average of been accessed over 300 times per month
<p>SENCO Forums are held termly for schools and settings, an annual SENCO Conference is also delivered for schools and settings. Additional SEND training sessions are delivered for school Governors.</p>	<ul style="list-style-type: none"> - SENCO Forum and Conference evaluation forms and attendance figures - Training attendance figures

Areas for development	What action can we take?
<p>Ensure that all relevant agencies / services are involved in the group and working to achieve the outcomes. Develop a training framework. Measure the impact of training over time.</p>	<ul style="list-style-type: none"> - 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
<p>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</p>	<ul style="list-style-type: none"> - Develop training plan - Ensure inclusion of early years staff - Quality assess EHC plans and processes - Analysis of parent carer feedback

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Develop further e-learning modules – may include SMART outcomes, legal / tribunal processes, the role of Health etc.	- Use a questionnaire to assess gaps in training that could be delivered as an e-learning module
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
<ul style="list-style-type: none"> - 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

What are we doing well?	How can we evidence it?
<p>Joint working is now well established between the Children’s Performance Team, the Improvement and Learning service, the Children’s Commissioning and Quality Monitoring Team and the SEND 0-25 Team. This is leading to the development of a better understanding of local cohort-level data. Cross-service meetings are held regularly to discuss this data and how it can be used to inform practice and commissioning.</p> <p>The Children’s Performance Team maintains a watching brief on local, regional and national SEND data sources. This contributes to the local area’s understanding of gaps within existing data.</p> <p>A draft 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.</p>	<ul style="list-style-type: none"> - 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

<p>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.</p> <p>The dashboard is reviewed and discussed regularly.</p>	<ul style="list-style-type: none"> - SEND Performance Dashboard
<p>Areas for development</p>	<p>What action can we take?</p>
<p>To improve the process for collating the statutory SEN2 data return as required by the Department for Education. The responsibility to complete this data return has been transferred from the SEN Team to the Children’s Performance Team.</p> <p>Data sets relating to SEND, Looked After Children, Children In Need etc. are not currently coherently cross-tabulated. Completing this work will improve the completion of the SEN2 return and improve the local area’s understanding of the SEND cohort.</p> <p>Linked to this, is the need to better use the SEN module on the ONE System to store and manage information relating to EHC assessments and plans..</p>	<ul style="list-style-type: none"> - Transfer completion of the SEN2 return from the SEN Team to the Children’s Performance Team - Join up different data sets to improve understanding - Continue to develop use of the ONE System
<p>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.</p> <p>Sharing the SEND data report and SEND dashboard with workstream groups should lead to a better understanding of needs and therefore more informed planning of services.</p>	<ul style="list-style-type: none"> - Discussion with colleagues in health and other services - Share the SEND Data report and SEND dashboard and consider how this can be used to inform service planning

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"> - To improve pathways to adulthood for young people with SEND by considering the four recognised preparing for adulthood outcomes: <ul style="list-style-type: none"> - Employment and Learning - Independent Living - Participating in society - Being as healthy as possible - Agree good practice guidelines and routines for transition reviews for individual young people - Develop a partnership based approach to develop new 16-25 pathways and options

What are we doing well and how can we evidence it?	
What are we doing well?	How can we evidence it?
<p>A number of projects are currently underway to improve the employment and learning offer for young people moving in to adulthood. This includes the development of enhanced local provision to meet identified needs relating to autism and SEBD.</p> <p>There is good dialogue with colleges. Initial discussion suggests that colleges are willing to discuss offering wider provision. This will seek to complement the work based opportunities already available through the Council's Worklink service.</p>	<ul style="list-style-type: none"> - Service Level Agreements in place for autism, SEBD, The 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)

<p>The local authority organises a ‘Moving On’ event each year in co-production with the East Yorkshire Parent Carer Forum and The Young Leaders of East Riding. These events are open to young people, professionals and parent carers and includes workshops, focus groups and stalls manned by a range of providers. The Log On, Move On website also includes opportunities for young people with SEND.</p>	<ul style="list-style-type: none"> - Exploring developing more in house options to reduce out of county placements
<p>Over 70 Independent Supported Living (ISL) schemes are in operation across the East Riding and there is an overall focus on independence and target-led approaches.</p>	<ul style="list-style-type: none"> - Case notes and care plans - LD and MH employment and accommodation data - LD and autism self-assessments
<p>The East Riding Short Break Statement (available on the Local Offer) includes information about activities and groups for young people aged 16+. Further information about these groups is also available on the Local Offer website.</p>	<ul style="list-style-type: none"> - Short Break Statement - Local Offer website
<p>Joint working between Children’s and Adults’ services is becoming well embedded with regular strategic and operational meetings to discuss issues and develop better pathways.</p> <p>The East Yorkshire Parent Carer Forum is involved in the strategic Preparing for Adulthood working group led by the local authority to ensure co-production and taking the views of all parent carers in to account.</p>	<ul style="list-style-type: none"> - 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 - Peer Challenge

Areas for development and how we can address them	
Areas for development	What action can we take?

<p>In the East Riding, there is a relatively narrow range of provision available through local colleges. There is a need therefore to work closely with colleges to broaden this offer. This need extends to the employment market where there is work to do in developing links between education providers and local employers.</p>	<ul style="list-style-type: none"> - Work with the Children’s Commissioning team and Adults’ Business Management and Commissioning Unit to develop the local market - A new ERYC post has been established to work with colleges on extending the range of their offer - Provider events - Develop and broaden Worklink offer - Support 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) -
<p>Children’s and Adult services are committed to working together as effectively as possible. There is still scope to improve the transition process for young people by strengthening communication between the services.</p> <p>Cross training staff will play an important role in this as professionals in both services will benefit from better understanding the legal frameworks within which they are operating.</p> <p>Having earlier discussions between Children’s and Adult services should facilitate smoother transitions. Regular case discussion meetings are now held.</p>	<ul style="list-style-type: none"> - 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

Priorities:

Task	Workstream 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 (time limited)	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	QA 0 -25 group
Ensuring focus on SEN Support	QA 0-25 group
Preparing for Adulthood	PfA group
Local Offer review	Local Offer/SEND IASS group
Embedding the Co-production Charter	Local Offer/SEND IASS group
SEND training opportunities	Training and Development group

High Needs Strategic Review Recommendations overview

	Theme	What is Working Well	What are the challenges	Recommendations	Accountability	Progress
1	Identification & assessment	Valuable mechanisms for early identification and support – Early years Inclusion Service, portage. Some positive Examples of the EHC process, valued by schools and families	“Less obvious” needs not always identified early and accurately. EHC process, annual reviews can still feel adversarial. Autism assessment pathway is a concern.	<ul style="list-style-type: none"> 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 Task and Finish Group	
2	Information & access	KIDS and SENDIASS highly-regarded by parents / carers. FISH could provide valuable “front door” – opportunities to improve information about support.	Local offer not seen as useful or fit-for- purpose by parents, professionals. Confusion about respective roles of KIDS and SENDIASS. Concerns about slow access to some support.	<ul style="list-style-type: none"> 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	
3	Mainstream support	Some very positive examples described by parents and young people. Encouraging that schools are thinking about SEND as whole- school. SENCO networks highly valued.	Also some very negative experiences described – exclusions, placement breakdowns. Comprehensive support offer needed for SENCOs + whole-school inclusion.	<ul style="list-style-type: none"> 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	
4	Targeted services	Positive feedback on LA central SEND services and EHASH. Where access straightforward and timely, positive feedback on quality and ways of working.	Gaps in children’s therapy support for those without significant health needs. Strong concerns about access to mental health support, and Disabled Children’s Service.	<ul style="list-style-type: none"> 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	
5	Enhanced resourced provisions	Recognition that LA has been pro-active in commissioning these provisions to meet need locally. Consensus on future priorities (primary SEMH, secondary autism).	Need to clarify purpose of the provisions – needs met, purpose (e.g. reintegration). This strategic clarity needed to inform day-to-day placement decisions.	<ul style="list-style-type: none"> 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	
6	Special school provision	Some very highly-valued provision – fulsome praise for specific schools. Schools value relationship with LA, and are keen to work collaboratively to meet needs locally.	Some questions about how certain needs will be met under the area special school model. Need a process for enabling LA and special schools to meet more needs locally.	<ul style="list-style-type: none"> 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	

7	Preparation for adulthood	Consensus that this is a priority, that it is not currently well-developed, and about what is needed to address this – and willingness to work in partnership to do so.	Concerns about planning (not yet pro-active enough for individuals or at strategic level), about lack of pathways and options. Opportunity for LA to be leading the way.	<ul style="list-style-type: none"> • 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	
8	Social inclusion and support	Some positive networks and activities for young people – often based around their school or college.	Some young people very isolated both within and beyond school / college – need peer-group. Concerns about SEND awareness in community facilities.	<ul style="list-style-type: none"> • 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	