



SEND IMPROVEMENT JOURNEY

Update April 2021



One Stockport Borough Plan

Children and Young People Strategy 2020-2023

Health and Wellbeing Board

Quarterly

Children and Families Scrutiny Meeting

Periodically

Send Scrutiny

Monthly

Emotional Wellbeing and Mental Health Partnership Board

Jointly chaired Board with key stakeholders represented.

Monthly

The SEND Board

Jointly chaired Board with key stakeholders represented.

Monthly

Partnership between CCG, SMBC and key stakeholders to implement the Joint Commissioning Plan

SEND Joint Commissioning

Monthly

Co-production, Information and the Local Offer

Monthly

Workforce Development Plan

Monthly

SEND Support and EHCP

Monthly

The SEND Board owns...

Written Statement of Action

The steps we are taking to improve the arrangements in line with the inspection findings

Risk register

Identifying risks to delivery of the plan, and ways to deal with them or highlight them to Board

SEND JSNA and SEND Scorecard

Monitoring of SEND performance date and demographics

SEND strategy

Set the vision and priorities of the local area

Joint Commissioning Plan

Setting commissioning priorities across the Sector's.

Co-production Charter

Principles and values in how we work well together

Co-Production Charter

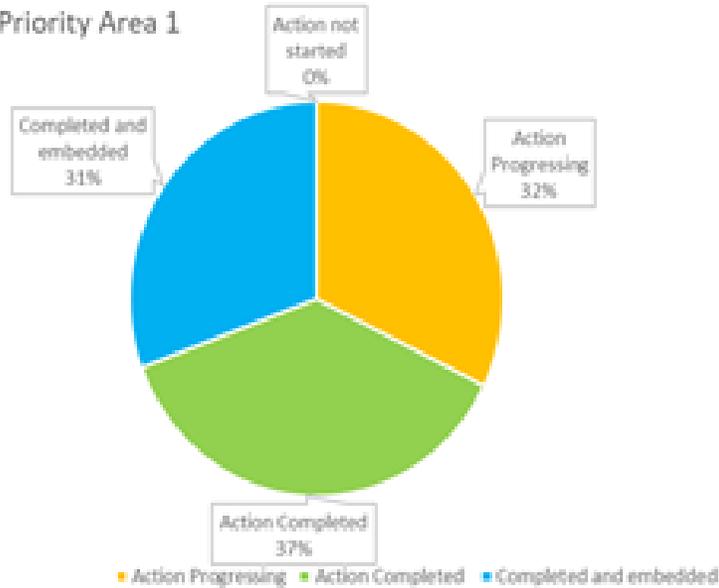


Our aim is to embed co-production across the Local Area.



Summary of areas- RAG overview

Priority Area 1



Priority Area 1



Priority Area 2



Priority Area 2

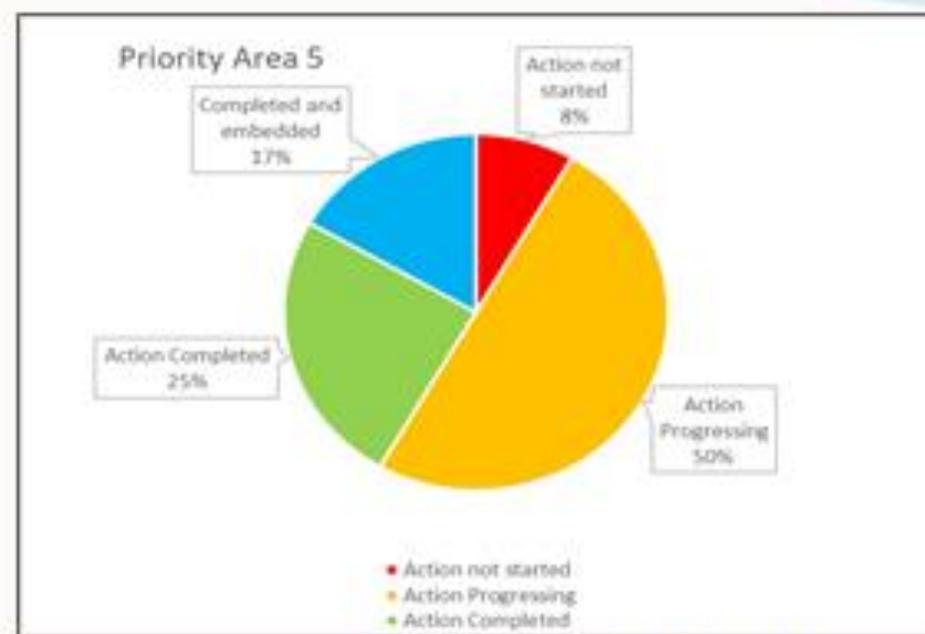


Priority Area 3



Priority Area 3





Overview of WSOA

The SEND rag ratings are discussed at workstream meetings. The purpose of the meeting is to provide constructive challenge within the process as to whether the correct rating has been applied and to ensure consistency of approach.

The ratings are presented to SEND Board and any red risks highlighted with mitigation will be agreed. In order for anything to be rated blue there will need to be clear evidence of impact upon the lived experience.

All workstreams send a highlight report to SEND Board every month. Please see example below:



Joint
Issuance Highlight

Priority area 1- To develop an effective approach to jointly plan and commission the services that meet the needs of those that have SEND					
	25/21	Actions progressed	What has been the impact on service users?	What evidence do you have that demonstrates this impact?	Next Steps
1.1		<ul style="list-style-type: none"> Monthly SEND Board meetings continue. These are jointly chaired and have partner representation with good attendance. Monthly meetings with SEND Scrutiny Group Reporting mechanism in place as per slide 5. SEND strategy has been launched during the SEND week of action 16th- 20th November. 	<ul style="list-style-type: none"> Proven ownership of WSoA and strategic issues (minutes) Evidence of challenge and parent/carer and partner input Making Participation Programme completed with Young People's workshop hosted July 2019 and outcomes/video published on Local Offer. 	<ul style="list-style-type: none"> SMBC Corporate Leadership Team have produced this short video talking about SEND for colleagues CCG Accountable Officer briefed CCG in SEND week of action on SEND priorities and reinforced the need to undertake SEND mandatory training. SEND Board minutes SEND strategy 2020-2023 Press release for SEND Strategy on the Council webpage Outcomes from the workshop are detailed on the local offer along with a video that highlights young people's thoughts following the event. Children and education video to SMBC workforce during Coproduction Week 2020 'A short video showing our leaders are all leaders of SEND, used for recruitment into Stockport's leadership roles. 'A short video showing how young people with SEND are contributing to recruitment processes in Stockport. SEND clearly evidenced within the new Borough Plan: 	<ul style="list-style-type: none"> With the ongoing impact of Covid-19 creating a new working environment, work is underway to try to connect existing groups to re-establish a single network of young people to feed their views & priorities to the SEND Board.

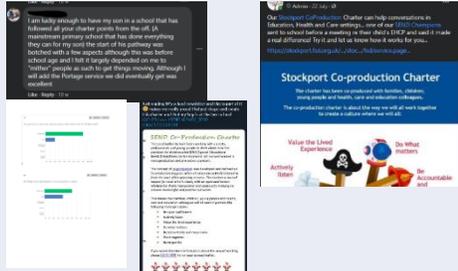
Priority area 1- To develop an effective approach to jointly plan and commission the services that meet the needs of those that have SEND						
		25/21	Actions progressed	What has been the impact on service users?	What evidence do you have that demonstrates this impact?	Next Steps
1.2	To establish a clear vision and strategy for joint commissioning and planning of services for children and young people with SEND for the next 5 years with clearly identified priorities and outcomes.		<ul style="list-style-type: none"> The Joint Commissioning Plan 2020-2023 launched. Joint Commissioning group meeting monthly. This is jointly chaired by LA and CCG. Seven clear identified priority commissioning areas with nominated leads Immediate investment in specific areas of concern, for example autism support Clear links made to overall strategic objectives for example Early Help Board The Outcomes Framework and Coproduction Charter being embedded into contract and service specifications. Sessions with strategic leaders and schools delivered by CDC as part of SEND week of action All SEND budgets in view and aligned where joint commissioning taking place. Autism pathway jointly reviewed Joint specification and funding for SEND Information and Advice Service 	<ul style="list-style-type: none"> Additional investment into the pre and post and diagnostic Autism pathway. Pre-diagnostic support sessions undertaken virtually across agencies The agreed Outcomes Framework has an aligned SEND Scorecard coproduced with parent/carers. This will give both real and proxy indicators of the direction of travel. 	<ul style="list-style-type: none"> Joint Commissioning Plan 2020-2023 on the Local Offer Outcomes Framework launched November 2020. Information is on the Local Offer SEND Strategy (2020-2023) is on the Local Offer 2019 and 2021 investment plans. Riding the Rapids and pre-diagnostics. 	<ul style="list-style-type: none"> Embed Outcomes framework into EHCP pathway The Outcomes framework will be taken to the Headteacher Directorate meeting on 18/3 and to the next ASC SMT. Build on work undertaken with SENCO network on evidencing Outcomes Review with leads the action plans and milestones for 7 priority areas in light of pandemic. Update the budget position Joint specification for Speech and Language in development.
1.3	To embed a strategic and operational approach to co-production across the Local Area within the joint commissioning and planning of services		<ul style="list-style-type: none"> Parent/Carer and school reps on Joint Commissioning Group JSNA coproduced Joint Commissioning Plan Coproduced. Workstreams have parent/carers representatives. Co-Production Charter launched in SEND week of Action Co-production principles included as expected behaviours in new and reviewed contract and service specification Personal budget lived experience workshop with parents PACTs membership of Task and Finish Group for locality oversight of HYMs Business Continuity Plan.(February 2021) 	<ul style="list-style-type: none"> Greater participation and consideration of service user experience as they are part of the process of the planning, design and outcome measurements of jointly commissioned services. Documents including those relating the SEND commissioning policies are consulted upon with parent/carers reps before sign off. Clearer person-centred documents and policies Webinar- personal budgets & mental health and wellbeing (PACTS) 	<ul style="list-style-type: none"> Outcomes Framework coproduce with associated scorecard on the Local Offer Delivering Better Outcomes Together showcase with Council for Disabled Children – video Feb 20 (see from 34m02s – requires registration) and presentation PDF Parent/carers agree and signed off final documents Coproduction charter and principles are embedded in Joint Commissioning Plan 	<ul style="list-style-type: none"> The Co-production subgroup will promote training for co-production charter. Commissioners will promote with providers. Regularly review to ensure adherence, collate co-production activity and provide evidence. Include outcomes and coproduction charter in all new, modified and extended contracts. Ensure accurate data for scorecard reporting to provide evidence of

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To use an evidence-based approach about population need to inform and guide the planning and commissioning.		<ul style="list-style-type: none"> SEND JSNA produced and launched Emotional Wellbeing JSNA is in draft to be signed-off Investment by SEND type - SEND Needs, Provision and Costs report presented to Board The SEND Scorecard provides evidence of progress against key areas aligned to the Outcomes Framework 	<ul style="list-style-type: none"> JSNA has been used to inform the DSG review The JSNA and Investment report has informed commissioning priorities within the Joint Commissioning Plan Information from JSNA routinely used in communication 	<ul style="list-style-type: none"> Agreed focus on 7 priority areas: <ul style="list-style-type: none"> Effective Early Help Timely Access to Services Family and Parental Support Mental Health and Emotional Wellbeing Speech, Language and Communication Personal Budgets Preparing for Adulthood 	<ul style="list-style-type: none"> SEND JSNA to be refreshed Emotional Wellbeing JSNA to be signed off Current data analysis used to support commissioning decisions and used to further understand where there are dips in performance. The Scorecard to be regularly published on the Local Offer Emotional Wellbeing and Mental Health Board priority setting workshop to support the review of the Transformation Plan
To extend choice and control for parents and young people through the offer of Personal Budgets.		<ul style="list-style-type: none"> Mapping exercise (72 weeks) undertaken with all responsible areas and parent/carer representation. A listening exercise organised by PACTS to gain lived experience before policy, Agreement and guides are drafted Engagement of Parents and Carers in discussion about options for additional help to develop Personal budget Support Plans. Specification developed based on this feedback. Cross-agency working on Go Live Plan for full launch April 2021 Personal Budget Contractual Agreement drafted, consulted and awaiting legal sign off. Revised integrated Personal Budgets Policy being drafted Personal Budget guides consulted upon EHCP paperwork reviewed and letters amended Addition impartial external scrutiny from 	<ul style="list-style-type: none"> Person centred system being developed Clearer eligibility and outline of the rights of CYP and parent/carers The developing integrating operating systems will manage the background complexity of the infrastructure needed while ensuring family experience is made as simple as possible and does not cause perceived blockage leading to frustration. Letters within the EHCP process have been revised and co-produced with PACTS to give clear information. Support Plan writing options appraisal has led to recommendations for further choice and control for families by extending support option when writing their Personal Budget support plan. 	<ul style="list-style-type: none"> Easy read guides signed off at SEND Board in December Updated personal budgets information on the Local Offer Personal Budget 'You Said, We Did' agreed with a group of families that use Personal Budgets and PACTS 	<ul style="list-style-type: none"> Fortnightly Task and Finish Group to progress Go Live Plan Testing of personal budget process with new cases, learn and iterate One family budget to be trialled and learning used to assess the viability of the offer EHCPs with jointly funded personal budget to populate the new Section J template and follow the proposed process Education, Health and Care leads to agree the funds for external support plan writers. Specification finalised for external support plan writers and Third Party Arrangement Providers and framework agreement put in place. All must do SEND CoP statements checked for coverage in the policy and procedure

Priority area 2: Failure to assess and meet children and young people’s social care needs in conjunction with EHC needs assessments and plans.

		25/21	Actions progressed	What has been the impact on service users?	What evidence do you have that demonstrates this impact?	Next Steps
2.1	To ensure that all children and young people’s social and care needs are included in their EHC needs assessments and plans		<ul style="list-style-type: none"> 100% of all new plans include social and care needs. New 20-week process flow and operational guidance in place which is visible on the Local Offer EHCP caseworkers now contacting families at start of process when request for EHC needs assessment made Dedicated SEND/EHCP social workers in post Revised letters to families re EHC process – co-produced with PACTS. Launched in November 2020. Workforce development workstream formed and to prioritise policies, practices and training Social Care Protocol- Current protocol co-produced and operational– https://stockport.fsd.org.uk/kb5/stockport/fsd/advice.page?id=hsPR9fHp-l4 All new plans are quality assured by CSC service leader at EHC panel, to ensure social and care recording is complete and to standard 	<p>Increased capacity has enabled timely response to children and families for new EHCP requests</p> <p>Improved communication and joint working from being co-located with EHCP team</p> <p>Case examples of children’s needs being met and improving their lived experience.</p> <p>Current protocol is co-produced and operational. This is in the Local Offer</p>	<p>All new EHCP plans have social care input. A dip sample of open social care where the first annual review has taken place and feedback about the success of the plan with social care input as part of it.</p> <p>The Stockport Family QA activity over the past 18 months has been reviewed for learning. The QA Framework and associated tools have been updated.</p>	<ul style="list-style-type: none"> Further review the children with disability team structure and functions including the SEND agency social worker posts considering the sustainability of these roles and functions. Fully review the opportunity of the establishment of the DSCO role in Stockport All new plans to continue to be quality assured at EHC panel (attended by CSC service leader) ensuring social and care needs recording is complete and to standard. New process flow developed in March 2021 for input into EHCP annual reviews. Working group established including school colleagues to ensure coproduction of new process. Embed within the wider QA assurance framework and learning across the workforce, the fuller understanding and appreciation that social and care needs are always part of co-produced plans to improve children’s lived experiences.
2.2	To ensure that all plans meet the social care needs identified in the assessment processes.		<ul style="list-style-type: none"> Draft Personal Budget Guide for Families / Leaflet / Young Persons Guide in development Draft Integrated Process Short Breaks provision reviewed annually on the Local Offer 	<ul style="list-style-type: none"> Children and families have updated information about social care short breaks which is accessible on the Local Offer. Reviewed Personal Budget Policy and Guides Listening to families lived experiences to improve services 	<ul style="list-style-type: none"> Revised short break statement on local offer along with information relating to the Short Breaks service 	<ul style="list-style-type: none"> Agree and finalise the draft personal budget guide Annual revision of Short Break statement Approval and publish on the local Offer

Priority Area 3: To involve children, young people and their families in the meaningful, effective co-production of the services, resources and support they need.2

	25/21	Actions progressed	What has been the impact on service users?	What evidence do you have that demonstrates this impact?	Next Steps
<p>3.1 To build and embed a culture of co-production.</p>		<ul style="list-style-type: none"> Relaunch of coproduction with initial SENCo network and Headteacher training Oct-Dec 2020. Final coproduction charter published during SEND week of action. Re-launch with schools and through SEND Week of Action. Charter rolled out to foster carers and children's commissioning and contracts provider forum Feb 21 SENCo networks delivered October & November 20 and will be ongoing. Headteacher and governor training December 20 & Feb 21, SEND e-learning module ongoing. Charter effectiveness task group established to implement monitoring of effectiveness across the local area. ToR for all workstreams and sub-groups contain Charter principles and outcomes framework to ensure focus across all areas. This has also started to embed across a wider range of service areas. SEND Governor Co-production training took place 25th Feb 21 Co-production of an ongoing programme of webinars by colleagues across the local area with PACTS and SEND Champions to support parents/carers 	<ul style="list-style-type: none"> Performance management of Strategic Participation Lead evidences directly from parent carer forum. Definition of co-production is on the Local Offer Parents/carers and young people were able to contribute through listening events and have their views incorporated into work to develop the local definition of co-production. Parent/carers representatives were members of the task and finish group to finalise the definition. Co-production Charter pledges sought as part of SEND week of action and ongoing have led to 41 schools and 15 individual service pledges made up to Feb 21. Feedback is starting to show positive impact on parent/carers interactions with schools As the Coproduction Charter is clearly referenced with the expectation of these behaviours stipulated in all contracts, the visibility of expected behaviours will be further embedded and the expectation of discussions with all front-line service providers to adopt the behaviours. Service providers to be held to account by contract managers. 	<p>PDR Feedback from parent/carers forum.</p>  <p>Parents/carers and young people's influence on the co-production definition can be directly seen from the feedback through listening events in <u>Nov/Dec 2018</u> and <u>Jan 2019</u> and in minutes of meetings to <u>Co-production Workstream</u>. See further work on Co-production charter under 3.1.3.</p> <p>This film focuses on the SEND event (designed and delivered in co-production with young people) in July 19 and includes interviews with young people attending the event, talking about their experiences of health, education and care services in Stockport.</p> <p>Charter embedding shown in 'Our Co-production activity on Local Offer and in feedback from parents/carers via social media, school survey undertaken:</p>  <p>These videos show a parent and a young person talking about improved communication with school</p>	<ul style="list-style-type: none"> Parent/Carer focus groups established as sub-group to Local Offer Steering Group Sessions undertaken with SENCO network and Consortium All new contracts to have the Coproduction Charter and the Outcomes Framework embedded into the specification (this work has started in all new placement agreements). 

Priority Area 3: To involve children, young people and their families in the meaningful, effective co-production of the services, resources and support they need.						
		25/21	Actions progressed	What has been the impact on service users?	What evidence do you have that demonstrates this impact?	Next Steps
3.2	To enable and empower local groups of parents, carers and young people to have strategic involvement.		<ul style="list-style-type: none"> Lived experience evidenced in JSNA PACTS co-signatories of SEND Strategy Currently developing network across existing groups, schools and colleges building on work undertaken around Local Offer with Aquinas, PfA with Stockport College, SAYS on various projects with young people SEND Community Inclusion Group embedded across partners Established group of autism ambassadors led by a young person and Young Inspectors Programme pilot training conducted Young people and parent/carer representatives actively involved in Children's Hearing and Vision Services Working Group (CHVSWG). Co-production activity includes parent/carer representation on approximately 40 working groups. 	<ul style="list-style-type: none"> SEND inclusion community group 2700+ subscribers of the SEND newsletter Increasing engagement via social media and the SEND local offer Increase email and query from external partners to the SEND-IP inbox Parent/carer representatives at Board and sub-group meetings SEND Young Ambassadors met subsequently to set out what they wish to see in an outcome framework, recruitment to key roles and strategic priorities for SEND services A single network of young people has not embedded due to disengagement since Covid-19. The SAYS group and other cohorts have however continued to participate and co-produce within their own virtual settings with various services to ensure input and influence. Parents/carers and young people are influencing service delivery for the sensory support service through active involvement in the CHVSWG leading to direct actions. 	<p>Information about the SEND Young Ambassadors work is detailed on the Local offer with images that demonstrate their impact on the Outcomes framework and a video about their involvement in designing recruitment information for two key SEND roles.</p> <p>Co-production activity including with young people is published on our Local Offer</p> <p>Previous editions of the SEND newsletter can be seen on the Local Offer</p> <p>Minutes of the CHVSWG meeting:</p>	<ul style="list-style-type: none"> Increasing young people's involvement and voice in the strategic development of the programme and at Board level Formalise support to wider parent /carer groups through joint commissioned monies to PACTS Review of SAYS governance and activity Revisit creation of network with development of bi-annual events following on from Making Participation Work programme.

Priority Area 3: To involve children, young people and their families in the meaningful, effective co-production of the services, resources and support they need.

	23 /1 1	Actions progressed	What has been the impact on service users?	What evidence do you have that demonstrates this impact?	Next Steps
3.3 To broaden participation across the SEND community including families, professionals and other stakeholders.		<ul style="list-style-type: none"> Talking Mats embedding following pilot with additional staff across health, social care and schools training and embedding into workforce development plan. Increased participation with Colleges Work to include send community representation in School holiday offer. A Holiday Activities Programme Coordinator is in post to ensure full inclusion. SEND specific holiday activities through community leisure offer. 192 places offered. Community inclusion group attendance has widened. Meetings with specific community groups have been undertaken. SEND champions now number 123 and have set their own agenda for discussions including- resolution guidance for working with services and schools, resource lists for support, outcomes framework. “Health SEND steering group” – made up of our key leaders across all of the Health providers and commissioners, it’s “purpose” is to ensure we are sharing and learning together SEND lead for paediatrics and a link to the Champions group 	<ul style="list-style-type: none"> Minutes from the Co-production workstream meeting Impact on young people and services of Talking Mats through Autism Team and Child Voice Network case studies 	<p>SEND Improvement Programme on the Local Offer: Network of SEND champions</p> <p>SEND inclusion community group</p> <p>You said, we did on the Local Offer</p> <p>Social media-SENCo co-production of support offer to parents for home schooling</p> 	<ul style="list-style-type: none"> Strengthening SEND inclusion community group Work with community groups in deprived areas Further develop role of SEND champions Further develop You Said, We Did offer to be business as usual to update The Community Providers offering free training across a range of activities. Progress with named Children Commissioner champion and a lead for GPs Child voice network to reconvene, evidencing ongoing impact of Talking Mats School cluster-based approach to Talking Mats roll-out

Case study feedback on Talking Mats:

Priority Area 3: To involve children, young people and their families in the meaningful, effective co-production of the services, resources and support they need.

	23 /1 1	Actions progressed	What has been the impact on service users?	What evidence do you have that demonstrates this impact?	Next Steps
3. 4 To review the Local Offer and improve its impact on the lived experience for families in Stockport.		<ul style="list-style-type: none"> Local Offer updates on SEND improvement journey and mechanism for feedback Webinars and testing on the Local Offer have been done in a variety of network meetings i.e Pacts information day. Development of a "You said/We did" page on the Local Offer Establishment of parent/carer focus group from range of groups including PACTS, Champions, independent parents. Young people from Aquina College Foundation Learning contributed to review of Local Offer website and committed to annual refresh as part of curriculum activity. Also involved in appointment of Local Offer Co-ordinator 	<p>Minutes are published after each SEND Board meeting- including family friendly notes</p> <p>A summary of SEND Board is shared on social media.</p> <p>A number of issues have arisen with the migration of data from the previous Local Offer platform and work continues to resolve these issues given the impact on accuracy and availability of information for families and professionals.</p> <p>Parents/carers continue to report that information is difficult to locate within the website.</p> <p>Parents/carers are reluctant to provide feedback via the email method as there is no anonymity. In addition web form is confusing and cannot be segregated from childcare feedback form, therefore a new anonymous feedback form has been established to encourage greater use. Feedback presently continues to be predominantly anecdotal.</p>	<p>Evidence of increased usage of the Local Offer</p> <p>Feedback from parents indicate that the changes are starting to evidence improvement of the website, in some areas.</p> <p>Hits on the Local Offer</p> <ul style="list-style-type: none"> September 2020 = 29,135 October 2020 = 23,759 November 2020 = 26,443 December 2020 = 45,645 January 2021 = 33,411 <p>In this video a young person shares information about his apprenticeship journey and how the local offer has lots of helpful information.</p>	<ul style="list-style-type: none"> To ensure 'parent friendly' format. The Local Offer sub-group is being developed into a User Forum to take into account the user journey Webinar on 'What is the Local Offer?' to be undertaken in March 2021. Systematic review of information pages from Jan 2021 Promote use of feedback mechanism Process to ensure SEND community and workstream groups to approve pathways before they are endorsed

Area 4: Poor shared understanding by local area leaders of the needs of these children and young people and their education, care and health outcomes						
		25/21	Actions progressed	What has been the impact on service users?	What evidence do you have that demonstrates this impact?	Next Steps
4.1	To ensure that there are robust reporting arrangements and scrutiny of outcome information to support joint commissioning and service improvement.		<ul style="list-style-type: none"> JSNA on SEND and emotional wellbeing undertaken EHCP multi agency audit including parent/carers developed and training undertaken SEND scorecard developed and discussed at SEND Board/SEND KIT meeting and SEND scrutiny meetings Lived experience case studies re-visited. Thematic analysis undertaken and action plan put in place SEND Outcomes Framework in place with aligned SEND Scorecard updated monthly and presented to SEND Board. Minutes can be found on the Local Offer 	<ul style="list-style-type: none"> JSNA used to inform DSG review Coproduced Outcome Framework and SEND Scorecard gives better reflection of the measures that parent/carers think important and their experience of the system through the SEND Outcomes 	<ul style="list-style-type: none"> The SEND JSNA has informed commissioning priorities within the Joint Commissioning Plan: Children and Young People's Mental & Emotional Wellbeing Health January 2020 JSNA <p>Monthly Scorecard monitoring at SEND Board</p>	<ul style="list-style-type: none"> Regular audit to measure impact now in place. This will be embedded n next 6 months. Themes and actions to be reported to board quarterly QA report to come to SEND board in January 2021 with themes from audit and action plan Clear improvement action plan, clear narrative and discussion when poor performance Thematic Analysis- case studies – update report to go to SEND board in March
4.2	To ensure that there is a more consistent support offer across settings, schools and colleges for CYP with SEND, particularly for those at SEN Support.		<ul style="list-style-type: none"> Entitlement framework launched All secondary schools visited to discuss implementation of Entitlement Framework Improving leadership and training outcomes for SEND pupils' was delivered. 3 schools shared good practice formally, and schools were asked to leave with at least 1 improvement they intended to make to their practice. Approx. 30 schools attended SSIA's took part in EHCP audit training Primary HT conference in January 2020 Day 2 focussed upon developing an awareness of the lived experience of SEND learners Headteacher graduated response training undertaken in Oct 2020 New SEN Stockport wide plan co-produced and piloted School Improvement advisors having support and challenge conversations specifically on the Entitlement Framework and SEND. 	<ul style="list-style-type: none"> Impact information being gathered from all schools on the entitlement framework by school improvement 	<ul style="list-style-type: none"> A series of case studies have been carried out to show school leaders have used the entitlement framework to develop provision. Good practice shared in SENCO newsletter 	<p>Reconnecting Conversations' with primary schools all to include reference to SEND provision</p> <ul style="list-style-type: none"> SEN support plan to be launched as new referral mechanism for EHCP New SENCO QA group established to look at EHCP referrals and SEN support, to establish best practice and a graduated response Jan 2021. All schools will be having a 'SENCO conversation' between headteachers, SENCO's and School Improvement Advisors. These should be taken place by the end of the Spring term. A report on findings will be written in the Summer term. <p>Evaluating SEND Provision in your School – Stockport School Improvement Team Autumn Term 2 Once this is completed it pre-populates a master spreadsheet.</p> <ul style="list-style-type: none"> The Send in a nutshell and the SENCO conversations will be collated during the summer term Examples of good practice is being built and linked to a particular part of the Entitlement Framework, This will be collated at the start of the summer term.

Area 4: (CONTINUED)

	25/ 21	Actions progressed	What has been the impact on service users?	What evidence do you have that demonstrates this impact?	Next Steps
4.3	To improve outcomes and meet the needs of CYP with SEND, including educational progress and attainment, reducing exclusion and improving attendance.	<ul style="list-style-type: none"> Annual data pack produced and discussed with all schools this evidences the outcomes for send support learners and EHCP learners in all accountable measures and shows improvement and declines from the previous year. training session ‘ Improving leadership and training outcomes for SEND pupils’ has been delivered 2019/20 6 sessions were jointly delivered by specialist settings and School Improvement to focus on needs of SEND pupils within mainstream schools Attendance guidance further updated, and FAQ co-produced considering Covid. Operational leads linking in to look at attendance and EHE Follow up complaints and/or concerning Ofsted judgements in our independent special sector as needed 	<p>Whilst this was done last year and was in place for this year there is no national attainment date for this academic year and therefore unable to complete this action.</p> <p>System in place commence this as soon as national data is available.</p>	Proportion of school place appeals.	<ul style="list-style-type: none"> BI undertaking focussed piece of modelling work to understanding sufficiency Individual challenges to headteacher are underway about attitudes of working with SEND families. This will be supported by a future event if necessary. A process is being coproduced to enable school parents to challenge schools effectively Impact conversation with all SENCOs and headteachers (see above) Work being undertaken on Fair Access Protocols within Primary Schools and analysis of in-year transfers
4.4	To develop, deliver and evaluate a model of place-based integrated locality working to promote shared understanding and outcomes.	<ul style="list-style-type: none"> WBEIP pilot undertaken 	<ul style="list-style-type: none"> Evaluation report- includes feedback Agreement gained that this will be rolled out across the local area 		<ul style="list-style-type: none"> Implementation plan for roll out to be devised

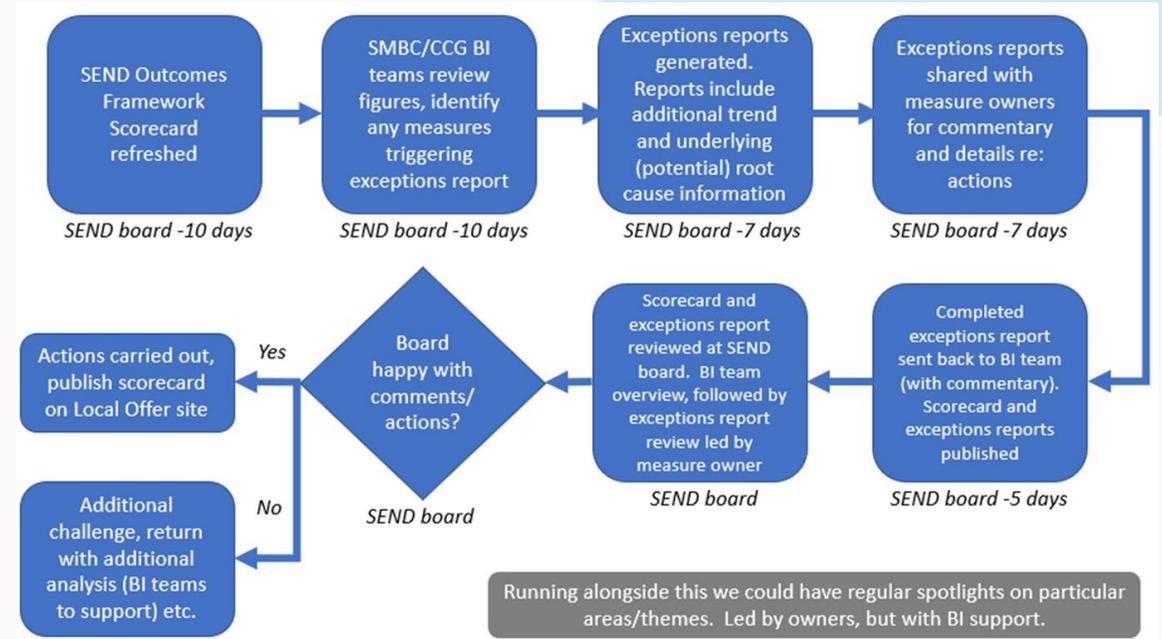
Area 5: Weak assessment of the effectiveness of the local area in improving outcomes for children and young people					
	25/21	Actions progressed	What has been the impact on service users?	What evidence do you have that demonstrates this impact?	Next Steps
5.1		<ul style="list-style-type: none"> JSNA and Special Educational Needs and Disability (SEND) Needs, Provision and Costs report have been used to identify areas of priority and underperformance The SEND Scorecard has been coproduced and is seen as a reflection of the systems performance against the 7 Outcomes. Scorecard and exceptions are reported at SEND board. Coproduction embedded into development and revision of service specifications and feedback mechanisms being built into the system to capture user experience 	<p>Action planning and scrutiny of 7 priority areas:</p> <ul style="list-style-type: none"> Effective Early Help Timely Access to Services Family and Parental Support Mental Health and Emotional Wellbeing Speech, Language and Communication Personal Budgets and Individual Commissioning Preparing for Adulthood <p>Services are now able to use the new case management system to record activity and outcomes data. This data can then be used to populate the growing number of reports and dashboards that are available to users to help monitor progress and performance.</p> <p>This has an impact on service users by helping to identify issues in advance and ensure processes are followed and recorded. Having access to the data helps inform decision making, improving outcomes for service users.</p>	<ul style="list-style-type: none"> The JSNA and Investment report has informed commissioning priorities within the Joint Commissioning Plan Coproduced SEND Scorecard measures PACTS Post-Inspection Impact Survey completed November 2019 and November 2020 showing trajectory of improvement We have been able to more closely monitor outcomes for SEND children. For example, the number and percentage of EHCPs issued within 20 weeks has risen significantly in recent months as we can monitor this more closely, drilling down where required to look at the details. We have spent time working with services to help with interpretation and answer any questions regarding the functionality of the new reports. This helps to build an understanding of the impact of decision making and ensure that actions take are based on evidence. 	<ul style="list-style-type: none"> We continue to roll out more reporting to services and are introducing new detail to the reports to help ensure services have visibility of their processes and outcomes for service users. We are working on more predictive analyses too, helping to identify issues in advance. An example is predicting demand and places across Stockport in the years ahead. The board also have access to key data to help monitor our progress and raise questions about performance. We will continue to run spotlights so we can review our performance in more detail. Routine feedback mechanisms to be incorporated into the system

Area 5: Weak assessment of the effectiveness of the local area in improving outcomes for children and young people

	25/ 21	Actions progressed	What has been the impact on service users?	What evidence do you have that demonstrates this impact?	Next Steps
5.2		<p>To ensure all key partners are appropriately trained and informed to support improved outcomes.</p> <ul style="list-style-type: none"> A protocol for training needs is being developed in order for training needs to be continuously identified and for requests for training to be reviewed and training developed A cycle of annual training has been developed. These include learning circles, drop-in sessions, training etc. A range of training has been co-produced and was delivered during the SEND week of action. This was recorded and will be part of the ongoing training offer. Two levels of e-learning have been developed – one basic awareness and one more advanced. This is accessible to professionals, the voluntary sector and parents / carers. The workforce development strategy has been co-produced and signed off by the Board. Finalised the gap analysis and identified training gaps. Delivered first sessions of Makaton and Talking Mats training. (The roll out of this has been slowed down by Covid as the companies looked to move training on line.) 	<p>Our 2020 staff survey demonstrates improved knowledge and awareness. (See embedded document). (The caveat is that a low number of people completed the survey.)</p> <p>Since 2019, the percentage of people who are aware of school obligations under SEN support has increased by 11%.</p> <p>Since 2019, the percentage of people who are not confident in their knowledge of EHCP has dropped from 26% to 12% with none not confident at all.</p> <p>In 2020, the survey shows the impact of training and awareness raising with an increase of 20% in those who are completely aware of the Local Offer and a reduction of 9% in Not aware at all</p> <p>PDRs / supervision routinely identify training needs for staff.</p>	<p><i>Evaluation from SEND e-learning</i></p> <p><i>Q.1 Did the course meet your expectations?</i> 25% exceeds them 74% it fulfilled them 1% it didn't meet them at all.</p> <p><i>Q.2 How would you rate the following elements of the course? (Response options: poor, ok, good, very good)</i> Content – Average rating: good Level of learning – Average rating: good Interactive elements – Average rating: good Navigation – Average rating: good Length of module – Average: rating good</p> <p><i>Q.3 Will you be able to apply what you have learned here in your work?</i> 96% stated yes 4% stated no</p> <p>870 people from across the sectors have accessed the SEND e-learning package.</p> <p>There has been a great improvement in respondents knowing where to access training with 85% of respondents saying yes. This can be seen as the impact of our improved communications and our SEND newsletter</p>	<ul style="list-style-type: none"> Review all training for duplication and create a one learning offer for all. Continue the roll out of training for specialist staff. To continue developing the protocol to identify training needs. Makaton taster sessions to be run on a termly basis. Finalise the Common Induction Framework. Arrange termly Q and As around recorded webinars. Further training in development – to be co-produced with PACTS . SEND Code of Practice, SEN support and EHC Plans. Analyse the schools' conversations and evidence the impact of improved support to schools.

SEND Scorecard

- The SEND Scorecard features on the agenda for SEND Board every month
- The key performance indicators are mapped against the i-Statements which have been co-produced.
- Next steps- posting the full scorecard on the [local offer](#) every month with an explanation of how it works. This will be highlighted in the SEND newsletter every month.



Performance Measures - March

- **11** measures, with data available & updated for this report.

- G** 3 Green (all improving)
- R** 6 Red (3 improving, 3 declining)
- A** 0 Amber
- N/A** 2 Contextual

RAG thresholds:

Red if target not met, **green** if target achieved (or very close to being achieved).
If target not available...
Red if below* national and regional averages, **green** if above*
*where performance should be low (e.g. school absence) it is the opposite

- **25** measures to be further defined, or where data will be supplied soon

Overview of Risk

Risks	Description of risk	Mitigating action/Update
Impact of Covid	Responsible officers having to prioritise frontline work. Pressures on schools managing lockdown, home learning and getting children safely back to school means they do not have capacity to be involved in SEND improvement Challenges in keeping engagement of young people and parents/carers through Covid when face to face meetings have not been possible.	<ul style="list-style-type: none"> • Prioritisation of work to ensure risks are managed • Ongoing communication with schools /settings • Weekly comms meetings with parent/carer reps • Multi-agency SEND K.I.T meetings • Looking at different communication methods for example, webinars • SEND hub/emotional wellbeing hub
Impact of improvements	Whilst strategic developments and actions from the WSoA progress there is a risk that these do not sufficiently impact on the live experience of children and families.	<ul style="list-style-type: none"> • You said, we did on the Local Offer • Multi-agency webinars • SEND hub • Regular updates from SEN Strategic Lead
Timeliness of EHCP Annual reviews	There is currently a backlog of annual reviews. These need to be completed within a year and then amended in a timely fashion	<ul style="list-style-type: none"> • Robust recovery action plan signed off by Board • Working group set up to look at process • Looking at electronic solutions in the future
Personal Budgets	To meet the Go Live date of 1st April 2020 for a fully integrated Personal Budget offer, with associated common process, practices and policy and contractual agreement signed off through PACTS and full staff training.	<ul style="list-style-type: none"> • A Task and Finish Group meets fortnightly with operational representation from education, health and care (0-25) and works to an agreed Go Live plan with milestones to 1st April • PACTS have organised a number of listening and learning sessions to enable education, health and care leads hear of the current lived experience which has been used to develop You Said, We Did responses to current issues • PACTS have agreed to review all documents before they are finalised and published. • The Workforce Development Group have been requested to support the development of training and briefings/literature
Workforce Development	Workforce development whilst often effective is not yet delivered consistently to the whole of the workforce.	<ul style="list-style-type: none"> • Workforce Development Strategy has been finalised. Implementation is running concurrently alongside the plan. • Workforce Development is now a dedicated workstream, co-chaired by Head of Safeguarding and Learning and Head of Human Resources, People and Organisational Development. A sub-group sits underneath this workstream and is meeting fortnightly to drive change

Overview of Risk (continued)

Risks	Description of risk	Mitigating action/Update
Joint Commissioning	Joint commissioning was identified as a weakness in the SEND inspection. If the strategic priorities outlined in the joint commissioning plan are not fully implemented, the risk is that resources will not be targeted appropriately and children, young people and their families will not experience services that meet need and there will be a continued lack of join up.	<ul style="list-style-type: none">• Joint commissioning is now established as part of the CCG and council working practices with stronger relationships and better links to partnership boards such as CAHMs (renamed).• Dedicated Project Management to ensure all action plans are underway for each of the strategic priorities outlined in the joint commissioning plan with action plans are in place
HYM's Business Continuity Plan	In January 2021 Pennine Care and CCG agreed an emergency business continuity plan which has seen reduced service to the community. This will result in longer wait times	<ul style="list-style-type: none">• Task and finish group established led by the CCG

Examples of coproduction

- Parents and carers:

<https://stockport.fsd.org.uk/kb5/stockport/fsd/site.page?id=nudIaU2nLIw>

- Young People's Involvement:

<https://stockport.fsd.org.uk/kb5/stockport/fsd/advice.page?id=ZWcp3bYFS-Q>

- SENCO network

<https://stockport.fsd.org.uk/kb5/stockport/fsd/advice.page?id=GSSR5IIIAbw>



case study Banks
Hall Lane



case study
Kingsway Primary



case study Oak
Tree Primary

- SEND champions

https://stockport.fsd.org.uk/kb5/stockport/fsd/advice.page;jsessionid=9B693225E6B89F0D1D7013F935BAD3DA?id=wemiAQVg_sg

- SEND inclusion community groups

<https://stockport.fsd.org.uk/kb5/stockport/fsd/site.page?id=NUmmpJuKyDs>

- Werneth and Brinnington – 2 page guide



Enhanced TAS
summary

Parent/Carer Forum perspective March 2021

Since the September 2018 inspection:

- Huge amount of activity carried out, including Co-Production Charter, Entitlement Framework, Outcomes Framework, review of Local Offer, improving communications
- Sustained work to engage with the community and listen to the voices of children, young people and families
- Parent/carers representation strongly embedded at strategic and operational levels
- High-level Stockport programmes and strategic objectives now SEND-inclusive & committed to co-production
-

Impact

- PACTS post-inspection surveys and emerging evidence suggests Stockport may now be beginning to “turn the corner” with respect to SEND
- Covid-19 has understandably hampered implementation, but evidence of innovative working to support families
-

The next 12 months

- Some exciting initiatives and commitments to change still to be embedded and make a positive difference for families
- Need to prioritise changes to avoid confusion among families and staff burnout
- Changes need to embed widely across frontline practice

School's perspective

- Our representation and involvement in the SEND board meeting and the wider understanding and perspective that this has afforded has been a very positive development
- Communication in respect of the interface between the LA and the SENCO'S in school has been good, especially in primary. There have been a few iterations of this due to staffing fluidity and the inability to do face-to-face meetings has made this more challenging. The Senco Network has worked well to keep Sencos informed and sharing best practice
- There is a wider and deeper understanding about the way in which we can further enhance the access to entitlement and how we can create a more holistic view which supports young people, families, schools and other agencies. The manifestation of this remains a work in progress and will continue to be such as we navigate the aftermath of the pandemic and re-evaluate the patterns of what exists in the new landscape
- COVID-19 is not an excuse for not having done certain things but it has really hampered the speed at which development was occurring whilst it has also increased the demand on services and systems due to its impact on the wellbeing and robustness of young people and families. There is/remains a fundamental commitment to making a difference and achieving the new milestones on the journey. our EHCP children have attended throughout and they have had access to small classes/groups, high levels of staffing and support, and have often thrived in this environment and has been a real positive for the children and their parents.
- There is a need to refine the data sharing processes so that routes to support are clearly articulated based on full knowledge and understanding of the needs of young people and families. Further developing the routes around transition and pupil movement within the system to ensure that it is clearly in the best interests of the young person and their journey and not rooted in mechanism to circumvent/navigate the systems due to emerging frustrations. There is also a need to increase the speed of access to services and closer collaboration on early help and prevention and as part of the EHCP process.
- has been a dawning realisation of the value of education and the appreciation of the impact of schools on the life of its community. We will never take things for granted again. The crisis has been a reminder of our vocation and commitment to young people and has presented opportunities to have regular and meaningful dialogue with colleagues across phase. We will be better prepared to reshape and innovate through closer working relationships and we are more able to share perspectives about 'what works and why'. Agreeing simple conventions, that clearly articulate what colleagues roles and responsibilities are that keep stakeholders in the loop are just one examples of this.
- A renewed appreciation of what is important. A generation forged in fire should inspire us to carrying on with courage building on the resilience of staff and leaders to inspire children to aspire and enable them to achieve by supporting and guiding. Removing barriers and replacing these with collective knowledge and understanding of need in a culture of openness, integrity and compassion. Co-production is something that we have always tried to practice within our schools, and the value of it in this much wider context is really good to see.

Summary of DfE & NHS England responses to our approach to the WSoA

Governance

- Governance of the programme including the challenge from scrutiny and CLT has brought a more thorough and far-reaching questions and evaluation
- The DfE welcomed this level of scrutiny. Important to show evidence of ownership and challenge and how this has changed children's lives here.

I-statements

- Excellent response to the work done to embed I statements in the development of our EHCPs
- Excited about plans for utilisation going forward
- Need to be able to demonstrate positive impact in our outcomes

HYMs

- Understanding that the challenge from HYMs is reflected nationally and is complex area with increased pressure moving forward. Welcomed the steps taken to address this challenge
- Support offered to the new interim DCO- happy to have a 1-1

Personal budgets

- DfE pleased with the amount of work done and clear coproduction. Progress is being made. Particular praise around the improved guidance and simplified approach on how to access it.

Summary of DfE & NHS England responses to our approach to the WSoA

SEN + EHCP

- Evidence of specific learning here – need to demonstrate how it is making a difference - case examples, need to pin down and show the difference it is making to a child's life
- 4.3- Recommendation to reconsider the red RAG rating despite not having validated data, we have a clear understanding and actions in place. Progress has been made working with persistent absentees in primary phase.

TAS

Can offer quicker pathways to support. Identifying what parents need and will make a difference.

Co-production

- Very complimentary and comments on our thorough and creative approach
- Great to see the number of hits on the Local Offer – need story someone finding something that has made a difference to a families life

JSNA + Data

- SEND scorecard is well developed and is being used like how the indicators are mapped against the i-statements
- Clearly developing
- Advisors appreciated our positive use of the JSNA in supporting our understanding and influencing our decisions.

Areas of Focus

- Evidence of learning with case examples. Pin it down to show that we understand the impact
- Talking Mats- show how this is making a difference
- Local Offer- develop stories about how people have been able to find information that has helped their child
- Develop You said, we did- is a crucial place to show that we are making an impact.
- Build on the evidence bank presented by MB which can be found [here](#)
- OFSTED always want to know if you know yourselves well, what difference and what are you doing about it – storyboards will support.
- Need to demonstrate how the JSNA has informed our Strategies.

Next steps

- Inspections will begin in the Summer Term and SEND revisits will be prioritised
- Storyboards are being developed to document our improvement journey and will include evidence of impact
- Continued work on Local Offer to ensure all information is relevant and update to date
- Continue to develop "you said, we did and how we know"
- Bank of evidence built on to show feedback from families
- Case studies collated from Schools and inclusion services to demonstrate practise change and impact on children and families
- SEND week of Action May 2021