



# SOMERSET LOCAL AREA JOINT WRITTEN STATEMENT OF ACTION FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

THE RIGHT SUPPORT  
IN THE RIGHT PLACE  
AT THE RIGHT TIME



## DOCUMENT CONTROL:

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Next (Checkpoint) Review	

## Amendment History

Version	Date	Amendment
1.0	24/09/2020	(Submission to Ofsted/CQC)
2.0	05/11/2020	(Version 2 submission to Ofsted/CQC)
2.1	26/11/2020	(V2 re-submission to Ofsted/CQC)

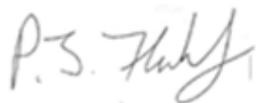
## Our commitment to our children and young people with SEND and their families

Somerset County Council (SCC) and Somerset Clinical Commissioning Group (SCCG) acknowledges that the local area has been too slow in implementing the SEND reforms of 2014, introduced through the Children & Families Act 2014.

In June 2019 we undertook a self-assessment exercise which helped us to understand where the system was working well and more importantly where it was not working well and where our children and young people with SEND were not getting the support they needed. Seven priority areas were identified for significant improvement, the majority of which are reflected in the main findings of inspectors following the OFSTED/CQC inspection of the local area in March 2020. Whilst there was a plan in place to address these areas for improvement, inspectors noted that the impact of the changes being made was yet to be felt by families and have challenged us to deliver more rapid improvement through this joint Written Statement of Action. We are pleased that inspectors identified several areas of strength in the local area and we will continue to build on these.

While services continue to be delivered within a financially challenging environment, we acknowledge the need to ensure our focus remains firmly on improving the lived experience of our children and young people with SEND and their families and in ensuring a positive outcome for all. We also recognise that, because of the slow pace of improvement to date, we have a significant amount of work to do to catch up. It may still be some time before the full impact of change is felt by all families, however, our commitment to our Somerset families is that we will do our very best to make sure this happens as quickly as possible.

We are committed to rebuilding a culture of openness, transparency and trust and re-defining our relationships, in particular with schools and parent carers. We will work in genuine co-production for the benefit of our children and young people with SEND and we believe that this process has commenced with the co-production of this Written Statement of Action, despite the challenges that Covid-19 has presented during its development. Finally, we would like to express our sincere thanks to everyone who has contributed to the development of this plan which renews the landscape for SEND in Somerset.



**Pat Flaherty**  
Chief Executive  
Somerset County Council



**Ruth Hobbs**  
Director  
Somerset Parent Carer Forum



**James Rimmer**  
Chief Executive  
Somerset Clinical Commissioning Group



# THE SEND CHARTER - our vision & values for send in Somerset

## THE SOMERSET SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) 0-25 CHARTER

### HOW WE WORK TOGETHER TO DELIVER SEND INCLUSION

#### OUR VISION

All SEND practitioners become leaders of SEND, working together to ensure that we consider and involve children and young people with SEND and their families in everything that we do and deliver excellent child and family centred provision across Somerset.

The SEND Charter is not about creating new structures or services, but establishing a cohesive, collaborative SEND provision delivered jointly by all partners. We will commit to providing **high quality SEND provision** by:

- ◆ Ensuring our services and staff are **accessible** and **approachable**, supporting the use of universal language wherever possible
- ◆ Working **collaboratively** in an **open**, **honest** and **transparent** way
- ◆ Nurturing and encouraging **positive**, **flexible** and **solution focused** attitudes
- ◆ Working and thinking **creatively** in a **structured and organised** way

#### OUR PRINCIPLES

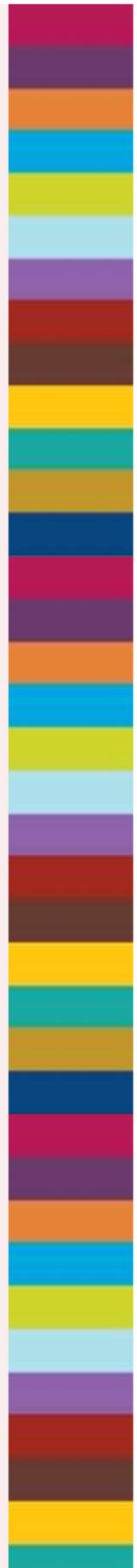
Our approach to providing excellent SEND provision is based on a set of shared principles:

- ◆ First and foremost, ensuring that provision is **child and family centred** and that they are at the heart of everything we do and **involved in processes**
- ◆ All practitioners will be treated **respectfully** and **professionally** by one another in a blame-free, **supportive** environment offering **positive challenge** where appropriate
- ◆ Help will be provided **early and effectively** reducing the need for statutory or specialist intervention, **empowering families** to promote their **independence**
- ◆ Communication will be **clear and open**, ensuring **information is shared** effectively, helpful **signposting** is in place and clarity given over **roles and responsibilities**

#### OUR IMPACT

- ◆ The child's voice is heard and acted upon
- ◆ Stronger and more efficient partnerships
- ◆ Coherent service that meets the needs of families
- ◆ Clear and meaningful planning and guidance
- ◆ Consistent use and understanding of language
- ◆ Better experiences and increased confidence in services
- ◆ Holistic approach to achieve outcomes quickly
- ◆ Improved engagement with children and families
- ◆ Empowered families with increased resilience

**CHILDREN AND YOUNG PEOPLE WITH SEND HAVE THE SAME RIGHTS AND CHOICES AS ALL OTHER CHILDREN IN SOMERSET**





## Joint SEND governance arrangements

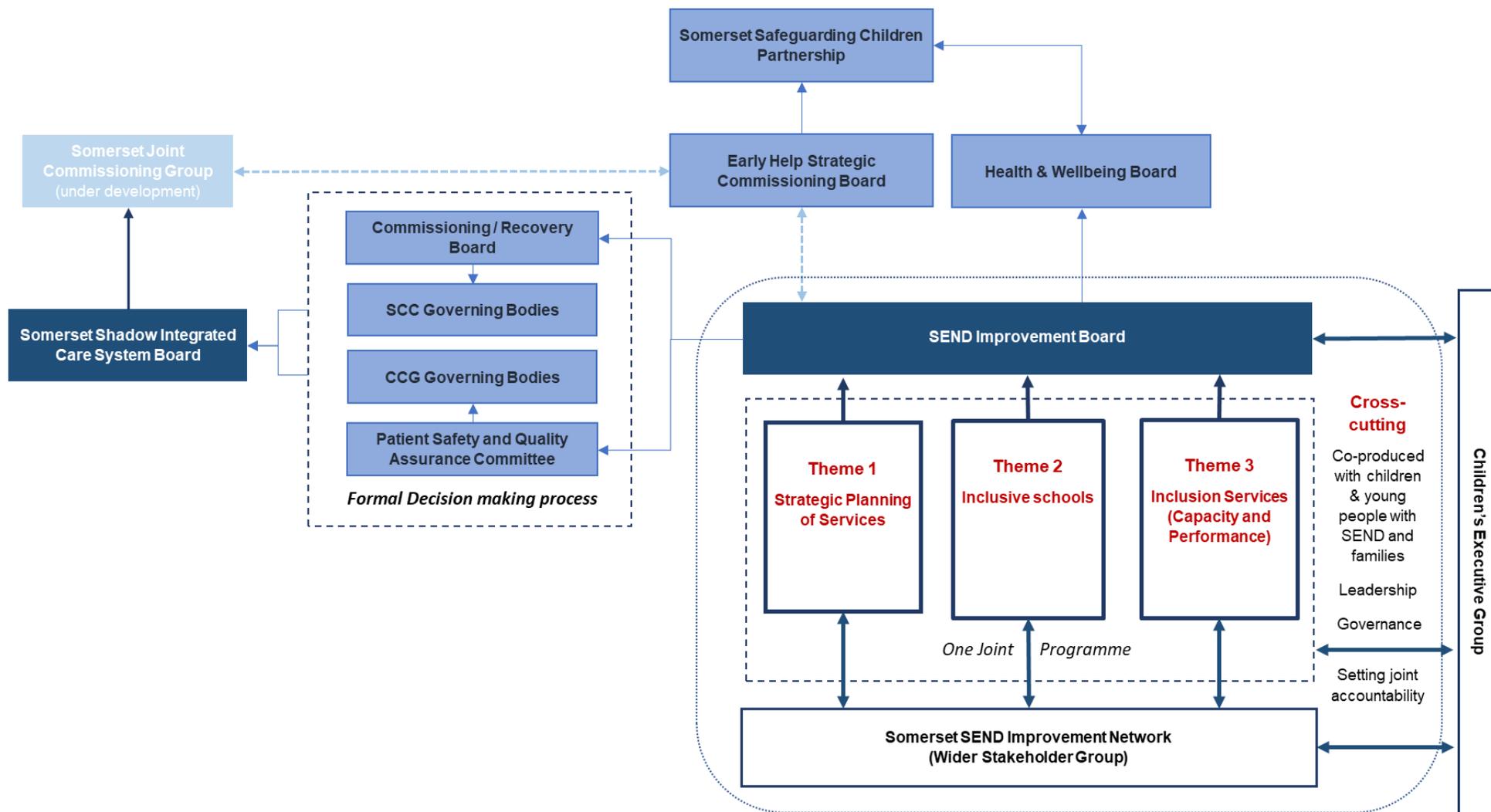
Co-ordinating improvement for children and young people with SEND and their families across the Somerset local area means that all relevant partners must work together. The creation of a Somerset SEND Improvement Network (SSIN) will ensure that the Local Area has the platform to enable the wider voices of all our children, young people, families & stakeholders to be heard, and will provide twice yearly opportunities for feedback on their experiences to be taken.

We have grouped the priority improvement areas identified by OFSTED/CQC in March 2020 by theme to make the governance and oversight of improvement easier to manage. The themes focus on Strategic Planning, Inclusive Schools and Inclusion Services. Each 'Theme' has an owner with overall accountability for ensuring that changes are making a positive difference, in the way we expect, to the experience of parent carers and our children and young people with SEND. **Theme Owners** are supported by improvement **Priority Leads** who have overall responsibility for overseeing a specific area of improvement, ensuring that the actions in this plan are completed by the relevant **Action Leads** within the agreed timescales.

Development and delivery of the joint Written Statement of Action is supported by a wider group of local area subject matter experts and stakeholder representatives, including parent carer and young people's representatives who have and who continue to provide expert advice and challenge to the plan leads. This group is referred to as the Somerset SEND improvement network and the function of this group is to continue identifying opportunities for further improvement, supporting ongoing improvement across the local area beyond the life of this Written Statement of Action.

Progress in improvement will be monitored and reported through a **monthly SEND Improvement Board (SIB)** whose members will provide independent support and challenge to ensure the local area is delivering effectively against its commitments to our children and young people with SEND and their families. The SIB is supported in this by a **Children's Executive Group (CEG)** which consists of senior leaders and will also meet monthly and act as the enabling function, providing direction and initial support and challenge to the Priority Leads and ensuring that the appropriate resources are in place to secure delivery of improvements. They also act as the first line of support for the resolution of professional differences between partners. The CEG will escalate any concerns, decision making or unresolved professional differences to the SIB.

The SIB reports to the Health & Wellbeing Board and additional reporting as relevant and required will be in place to the Early Help Strategic Commissioning Board, Schools Forum, Somerset Safeguarding Children Partnership and other internal governance arrangements across both SCC and NHS Somerset CCG. SEND improvement will also be subject to Children and Families scrutiny arrangements.



**Figure 1** – SEND Improvement Governance Arrangements with effect from 1<sup>st</sup> September 2020



## Purpose of this statement

As a result of the findings of the local area inspection which took place in March 2020, and in accordance with the Children Act 2004 (Joint Area Reviews) Regulations 2015, Her Majesty's Chief Inspector (HMCI) has determined that a joint Written Statement of Action is required to address **nine** areas of weakness in the local area's SEND practice.

### The nine areas of weakness identified are:

1. The lack of focus on the experiences of children and young people with SEND and their families when formulating strategies to improve the area
2. The lack of leadership capacity across area services
3. Weak partnership working between services across education, health and care
4. Poor joint commissioning arrangements that limit leaders' ability to meet area needs, improve outcomes and achieve cost efficiencies
5. The ineffective assessment pathway for autistic spectrum conditions
6. Too many children and young people not accessing education because of the disproportionate use of exclusion and poor inclusive practices across the area
7. Poor assessment and meeting of need caused by inconsistent practice leading to poor outcomes for children and young people with SEND
8. Poor timeliness of the assessment, writing and publication of education, health and care plans
9. The wide variances in the quality of education, health and care plans caused by weaknesses in joint working

Somerset County Council and NHS Somerset CCG are jointly responsible for submitting and delivering the Written Statement of Action.

This document sets out the Joint Written Statement of Action (WSoA) for the Somerset Local Area.



Somerset County Council and Somerset Clinical Commissioning Group (CCG) have jointly identified **Three Key Themes** for the delivery of improvement, acknowledging that some priorities act as **Golden Threads** running through each and these are:

- ✦ To work more closely with children and young people with SEND and their families to understand and learn from their experiences when formulating strategies to improve the support within the area
- ✦ Further improve leadership capacity across area services
- ✦ Continue to strengthen and embed partnership working across Education, Health and Social Care

The **Three Key Themes** that support overall improvement have been agreed as:

### 1 **Strategic Planning of Services**

this theme centres on the changes that are needed so that agencies working together in a better way, for example in the joint commissioning of services and the development of neuro-developmental pathways, specifically Autism

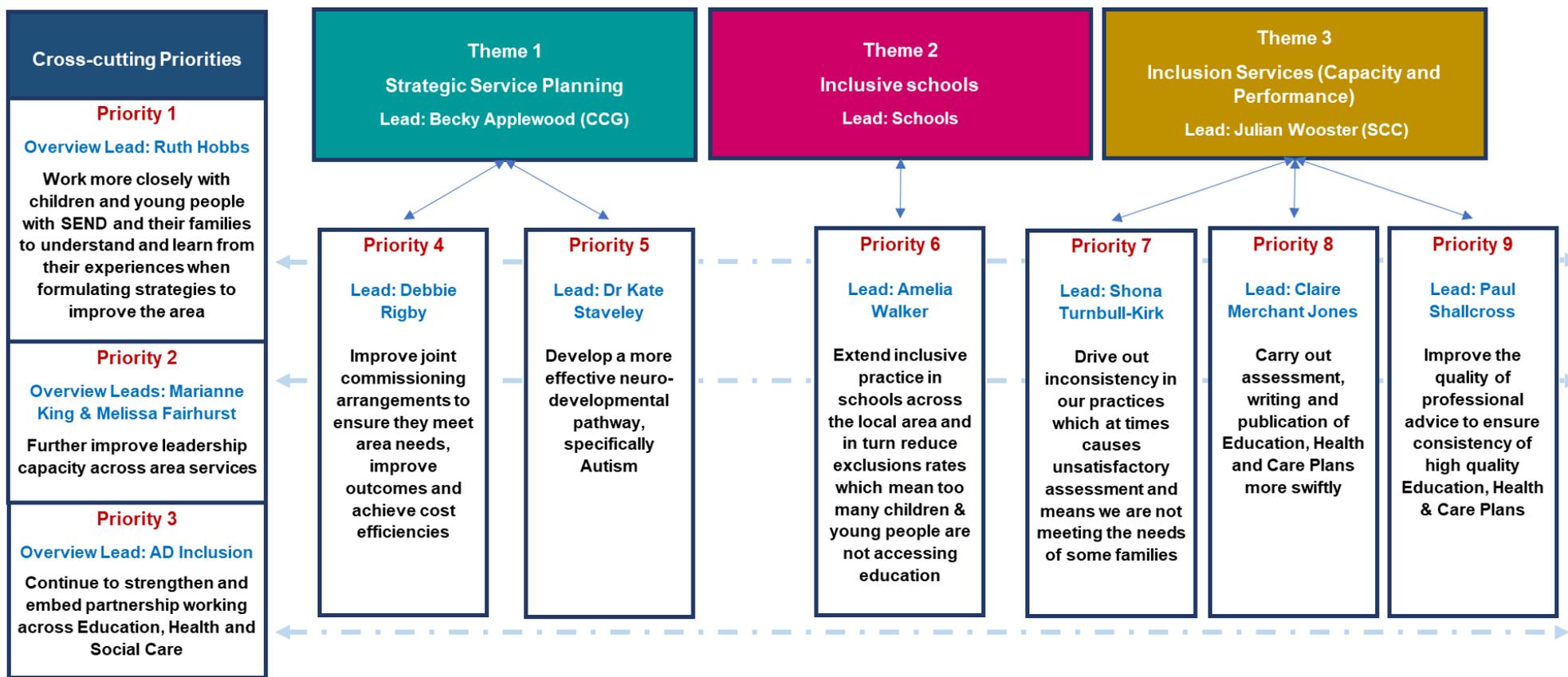
### 2 **Inclusive Schools**

this theme is about developing consistency in inclusion arrangements across Somerset Schools and eliminating the variability and fragmentation of services available to children and young people with SEND and their families

### 3 **Inclusion Services**

the focus of this theme is around improving the identification of need, providing effective early support and increasing capacity within the system to meet demand whilst improving the timeliness of assessment and the quality of Education, Health and Care Plans (EHCPs)

# Written Statement of Action delivery model





## What we are aiming to achieve through this plan

Our Children, Young People and Families Plan 2019-2022 was shaped by our children and young people and as a result of this our plan outlines our commitment to ensuring that **every child and young person in Somerset will have opportunities for:**

- 1 **Supported Families** - strengthening families and building resilient communities
- 2 **Healthy Lives** - families making the right choices to support happy healthy lifestyles
- 3 **Great Education** - high aspirations, opportunities and achievement for **all**
- 4 **Positive Activities** - getting the most out of life through play, leisure, cultural and sporting opportunities

This joint Written Statement of Action (WSOA) provides the Local Area with the opportunity to ensure that children and young people with SEND in Somerset have the same access and opportunities as their peers to high quality local education, health and social care provision so that they are able to achieve their aspirations to live healthy lives and maximise their full potential.

In addressing the nine areas of weakness identified by inspectors, the actions outlined in this WSOA will help us to achieve these outcomes.

Working together and with parents, carers and children and young people, partners across the local area **have committed to:**

- Work more closely with children and young people with SEND and their families to understand and learn from their experiences as we develop strategies to improve the area
- Further improve leadership capacity across services in Somerset to provide effective support to children with SEND
- Continue to strengthen and embed partnership working across Education, the NHS, Public Health and Social Care
- Improve joint commissioning arrangements between Somerset County Council and the NHS, improving leaders' ability to ensure they are meeting area needs as well as improving outcomes and achieving cost efficiencies
- Develop our pathway for children with autistic spectrum disorder to address the poor service too many families are receiving
- Extend inclusive practice in schools across the local area and in turn reduce exclusion rates which currently mean too many children and young people are not accessing education
- Improve the outcomes for all children with SEND, through ensuring effective identification of needs and the right support to make the difference for children

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- Ensure that multi-professional assessments and planning required for Education, Health and Care Plans is carried out more swiftly
  - Ensure that the quality of professional input for Education, Health and Care Plans is at a consistently high level

Progress in delivery of activity for each improvement priority area, alongside the key performance indicators, will be reported to both CEG and SIB on a **monthly** basis, providing regular opportunities for leadership 'check & challenge'.





## Our current position

In the months prior to the inspection, partners across the Local Area had identified key areas for significant improvement through self-evaluation and had begun to implement a SEND Improvement Plan. Notification of the OFSTED/CQC Inspection was received on 6<sup>th</sup> March 2020, with the Inspection commencing on 13<sup>th</sup> March 2020. Covid-19 Pandemic lockdown commenced on 23<sup>rd</sup> March 2020, one working week after the verbal inspection feedback. The new ways of working introduced in response to the lockdown have impacted upon all area services and inhibited the full participation of key stakeholders (in particular health colleagues and school leaders) at an early stage in the development of the WSoA.

We are mindful going forward the Health Protection Board may advise and make a decision on risk factors that would trigger a further escalated Covid 19 response. This may impact on the SEND improvement plan delivery. Nevertheless, there have been many positive changes and innovative ways of working that have developed during the crisis and families, schools and partnership staff reporting the success of these with a commitment to continue as we return to a 'new' normal.

There have been many key developments which illustrate the Local Area's commitment to delivering better experiences for our children and young people with SEND and their families.

## Our Engagement with Families (Improvement Priority 1)

- Initial engagement events on SEND Strategy held
- Initial engagement events with practitioners and families held to understand experiences of the ADHD/ASD and neurodevelopmental pathways
- The increased use of technology, driven in part by social distancing rules, has increased multi agency attendance at meetings – essential in a wide rural county - and provided parents with a platform that they are confident to use and there has been an increased in parental involvement in these meetings as a result

## Our Capacity (Improvement Priority 2)

There have been several key appointments across the Local Area which increases the leadership capacity across the Local Area

- Appointment of Deputy Director, Woman, Children and Maternity (CCG)

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- Appointment of Assistant Director, Schools, Partnership & Skills (SCC)
  - Appointment of interim Assistant Director, Inclusion (SCC)
  - Appointment to newly created post of Deputy Designated Clinical Commissioning Officer role (CCG)
  - Assignment of project management roles to support key initiatives e.g. development of the ASD/Neuro-developmental pathway (CCG)
  - Additional resource increasing nursing capacity for supporting Children Looked After (CLA) with SEND who will act as SEND champion for the CLA nursing team
  - Confirmation of permanency for all SEND Statutory Team Staff, and the agreement to recruit a further five Assessment & Reviewing Officers (SCC)
  - Additional capacity secured for the SCC Children's Service Quality Assurance Team to support quality improvement within SEND (SCC)
  - Creation and recruitment to an additional, jointly funded Children's Commissioner post (SCC/CCG)

### **Our Partnership Arrangements (Improvement Priority 3)**

- Review of SEND Governance Arrangements including membership, with Terms of Reference agreed and published on the Local Offer
- Initial meetings of the newly formed SEND Improvement Board (SIB) held, minutes published on the Local Offer
- Creation of a new Children's Executive Group to oversee and support the implementation and operational delivery of the WSoA (enabling group)
- 2<sup>nd</sup> level Information Sharing Agreement completed, signed off and published (*this means that the Local Area can share information confidentially about individuals with SEND*)
- Privacy notice has been updated, signed off and published

### **Our Strategic Planning of Services (Improvement Priority 4 & 5)**

- Co-produced a working together document with key actions and milestones
- SCC have recruited a Joint Strategic Commissioner
- Institute of Public Care have started Joint commissions for SEND workshops and interviews
- Coproduction workshop with parents and children of a primary aged pre diagnostic pathway
- Established multidisciplinary triage of referrals into the community paediatricians

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- We have mapped the “as is” provision for Somerset for the pre diagnostic pathways for each age band
  - A workshop with the Autism assessment providers
  - Review of the needs of children with complex behaviours due predominantly to psychological trauma in a wider context with health, mental health and social care looking at areas where joint commissioning is needed
  - Review of the needs of children with ADHD
  - Looking at the provision of parenting courses including targeted courses for specific difficulties in children and for vulnerable parents- ensuring that parenting courses are seen as supportive

## **Our Schools (Improvement Priority 6)**

- Relaunch of Early Help Processes
- Completion of Local Offer Information audit and action plan in place to address schools’ non-compliance
- Mechanism in place to collate Local Offer user feedback
- Mental Health Trail Blazer projects launched in pilot areas supporting pupils with emotional health and wellbeing
- Launch of pilot app ‘MeeTwo’ – an app to provide CYP aged 11-25 with support & advice in relation to Mental Health
- Enhanced digital offer with the development of 13 Facebook and 6 Instagram accounts to promote public health & school health nursing service offer and increase accessibility
- The Public Health Nursing Service launched Chat Health in June 2020 for both School Nursing and Health Visiting Services which is an online system providing advice and support for both parents and young people on a range of mental and physical health and wellbeing issues
- School Nurses are actively supporting local schools and other educational settings in managing cases of coronavirus
- School nurse initiative in supporting Primary and Secondary schools specifically in regard to COVID 19 pandemic and allaying a lot of fears and misconceptions has been launched. This provides ongoing support for schools and parents, increasing their profile and the community’s awareness
- Increase in number of SENCOs obtaining Level 3 Early Years SENCo award
- SEND Statutory Team & Educational Psychologist Involvement in the Multi-agency HUB discussions with special schools, to identify risks for those children and young people not accessing school (during the pandemic)

- ✦ Involvement by all relevant agencies in Multi-Disciplinary Team (MDT) discussions regarding specific young people who are not accessing school or college and for whom risks have been identified, in order to agree a joint plan / response to providing appropriate support and services

## Our Inclusion Services (Improvement Priorities 7, 8 & 9)

- ✦ Development and publication of The SEND Effective Support Framework
- ✦ Single point of contact for parents seeking SEND advice, support and guidance from the Local Authority
- ✦ Requests for and receipt of some professional advices are now managed online
- ✦ Completion of pilot for Citizen's Portal, enabling families to track progress of an assessment
- ✦ Delivering Better Outcomes Together (DBOT) Outcomes Training delivered to staff across the Local Area (151 participants)
- ✦ Education, Health and Care Plan writing training secured and introduced to SEND Statutory Team
- ✦ Development of a training programme for SEND Statutory Team Officers
- ✦ Health Visiting Assistant Practitioners have set up several virtual Post-Natal groups which focus on emotion Coaching and weaning. They have also facilitated a group for isolated new parents. These groups have received Institute of Health Visiting recognition and publication
- ✦ The Health Visiting service has increased access through the creation of digital platforms and targeted offers for fathers and working parents who are unable or reluctant to join face to face groups



## Engagement activity

The pandemic meant that in developing the Written Statement of Action (WSOA) Somerset County Council and Somerset Clinical Commissioning Group needed to be creative with engagement activities with all engagement being virtual using several platforms. Initial engagement with Health and Schools was slow due to these colleagues being fully engaged with the Covid-19 responses however as this activity reduced engagement across partners increased ensuring a fully co-produced plan.

- Members across both Local Authority and CCG Governance Bodies have been briefed and reports have been submitted to the Clinical Executive Board (CCG) and the Patient Safety and Quality Board (CCG)
- Directors & Senior Leaders within Education, Inclusion, Children's Social Care, Adults Social Care, Public Health, CCG
- Updates to all staff working across the Local Area including the YouTube link <https://youtu.be/eB4LwuxVGGs> , internal bulletin & recently introduction live Q & A session for staff (80 attendees) with Director of Children's Services (SCC) & Deputy Director for Women's & Children's Health (CCG)
- Updates shared with NHS Providers & GPs
- Parents/Carers including the Electively Home Educated Community – 750+ families completed a survey around the Inspection Outcomes alongside several individual parental submissions
- Children and Young People engagement activity hosted by the Unstoppables [Here it is -enjoy.](#)
- School Leaders across all sectors through phase associations
- School Governors and Trustees – 150+ Governors completed a survey that sought to provide a baseline for future training requirements around SEND





## Interconnecting programmes of work – vehicles for change

There are a number of other work programmes underway across the partnership which connect with SEND improvement. Some projects form part of regulatory requirements on SCC and the CCG, others are strategic improvement initiatives (led by either SCC, SCC with Schools, or the CCG) some of which are joint.

- The **DSG (Dedicated Schools Grant) deficit management plan** is a requirement from the Department of Education (DfE) and is designed to address financial pressures within funding allocations to early years, schools and FE college settings. The DSG deficit management plan is supported by the capital investment programme, the 'Local First' approach, and developing partnerships as part of a wider joint project with the CCG and Public Health known as a whole system approach to "building emotional resilience".
- **Fit for my Future** is a partnership programme for building health and care services of the future to improve the health, wellbeing and life chances of everyone in Somerset.
- The **Improving Lives** programme is designed to deliver better outcomes for residents, communities and businesses of Somerset through a financially sustainable approach to delivering Council services which enables us to respond better, faster and in a way, which is more joined up with our partners.
- The **Children & Young People's Plan (CYPP)** is a three-year plan to realise the vision of all partners for our children and young people to be happy, healthy and preparing for adulthood. Its key priorities are strengthening families, providing the tools for families to help themselves and intervening early when needed.
- **NHS Long Term Plan** is a ten-year national health strategy which is the driver for change for children, young people and adults with SEND including learning disabilities, mental health and autism
- **One Somerset** outlines Somerset County Council's vision for a new unitary authority. It aims to deliver a county with reduced inequalities to help children, young people and families to fulfil their potential.
- The development of an **Integrated Care System (ICS)** for Somerset is key for future and deeper integration between health and social care. The ICS in Somerset will consist of two key elements; an integrated Strategic Commissioning (SC) function which will bring together the health and care commissioning organisations for Somerset (Somerset CCG and Somerset County Council) to establish the needs of the population, set the strategic commissioning vision and identify the commissioning priorities for the system; and a single Integrated Care Partnership (ICP) which includes a wide reaching network of providers.

## Written Statement of Action

### CROSS-CUTTING PRIORITIES: How we will work together

Our children and young people and their families (Priority 1)	Our leaders (Priority 2)	Our joint working arrangements (Priority 3)
<p><b>Addressing:</b> The lack of focus on the experiences of children and young people with SEND and their families when formulating strategies to improve the area</p>	<p><b>Addressing:</b> The lack of leadership capacity across area services</p>	<p><b>Addressing:</b> Weak partnership working between services across education, health and care</p>
<p><b>Priority Lead:</b> Director, Somerset Parent Carer Forum (SPCF)</p>	<p><b>Priority Lead:</b> HR Strategic Managers, SCC &amp; CCG</p>	<p><b>Priority Lead:</b> Assistant Director for Inclusion, SCC</p>

### What will we achieve by working together?

- There will be a renewed commitment to listen, and value, respond and use the experience of families to improve outcomes
- We will have robust systems in place to ensure we can capture and evidence we are learning from and using the experiences of families, children and young people
- Children, young people, their families and staff will have the information, skills, confidence and a shared understanding to be able to work in true partnership
- Leadership capacity across the Local Area has been increased and there is a skilled SEND workforce
- Partnership working across Education, Health & Care is strong, and families report that they receive high quality services and are only having to 'tell their story' once



## In order to make the difference we will undertake the following set of actions:

Ref	Outcome	Action	Lead	Milestone	Sep - Dec 20	Jan - Apr 21	May - Aug 21	Sep - Dec 21	Y2
1.1	Staff across the Local Area will have the appropriate skill set, confidence, a shared understanding and the tools to support them in working in partnership with children, young people and their families	<b>Raise awareness</b> of effective engagement and coproduction across all staff in the area	Participation & Engagement Teams (SCC/CCG)	Understanding the barriers and using these to support the development of the coproduction framework and participation toolkit					
				A Somerset Co-production Framework based on national best practice and local guidance from parent carers and young people is co-produced, launched and rolled out. This will enable everyone from leaders and managers to frontline staff to have a shared and consistent understanding of the key principles of co-production					
				As part of the Co-production Framework a schedule of inductions for staff across the local area, focused on the voice of Children, young people and families has been established. These sessions will be led by young people and PCF respectively					
				The coproduced participation toolkit is refreshed and re-launched which will support practitioners in gaining the views of children, young people and their families; this will include coproduced templates and top tips for collecting the voice of the child and young person to ensure consistent practice.					
				Sector specific guidance for staff is co-produced to explain the basic principles of participation and co-production and to show how it can be built into practice and monitored to ensure it is effective in improving outcomes for children and young people					
				The annual self-assessment as part of the Co-production Framework, is used to establish the effectiveness of co-production across each statutory partner and allows leaders to monitor the effectiveness across the area and plan for targeted intervention					



Ref	Outcome	Action	Lead	Milestone	Sep - Dec 20	Jan - Apr 21	May - Aug 21	Sep - Dec 21	Y2
1.2	Local area leaders ensure that the lived experiences of families are reflected within all strategies	<b>Review and improve</b> the opportunities for children, young people and their families to share their experiences with Senior Leaders and key staff	Participation & Engagement Teams (CCG/SCC)	Areas leaders will be confident that we have identified additional opportunities for children, young people and their families to share their experiences so as to strengthen the current practice and identify service that need to be reviewed and coproduced (annual process of review)					
				Create inclusion Champions across SCC and SCCG with the mandate to challenge the accessibility of meetings/spaces/events and projects. This will be supported by quarterly meetings with the engagement team, young person's champion and SPCF					
				The voice of young people and families is represented by the Young Person's Champion and Parent Carer Forum representatives at SEND Improvement Board and local area SEND improvement network events to ensure the lived experience is understood and informing decision making					
				Children, young people and their families have regular opportunities through listening events to work with Senior Leaders and key staff across the area to review how services are meeting needs, identify gaps and share ideas					
				The issues experienced by some children and young people in accessing digital options for sharing their views are understood and a plan is in place to address these					
1.3	Local area leaders ensure that the lived experiences of families are	<b>Develop</b> a robust system so that children, young people and their families know how	Children's Commissioner (SCC)	'You said, we did' responses, based on information shared during the last 12 months, are provided to children, young people and their families. Families will be able to see how this has been used and will enable conversations between families and services to move forward					



Ref	Outcome	Action	Lead	Milestone	Sep - Dec 20	Jan - Apr 21	May - Aug 21	Sep - Dec 21	Y2
	reflected within all strategies	they can share their experiences and understand how this information is being used within the local area	Communications Leads (SCC/CCG)	Feedback from children, young people and their families has shaped the area communication and engagement plan, ensuring they are kept up to date with information on local developments and opportunities					
			Participation & Engagement Teams (CCG/SCC)	Create and run a series of intensive Summer training sessions for young people with SEND to build their confidence and skills to advocate, speak to leaders and influence change for themselves and others.					
			Children's Commissioner (SCC)	The Local Offer is providing children, young people and their families with updates on <ul style="list-style-type: none"> <li>local area progress in delivering the WSOA</li> <li>actions taken due to feedback received from children, young people and families and practitioners ('you said, we did') further ways to get involved with the development of local services</li> </ul>					
			Children's Commissioner (SCC)	Families' awareness of the Local Offer platform as a place to provide feedback on services will have increased					
1.4	Learning from the experiences of children and young people with SEND and their families is shaping the way services	<b>Use</b> the feedback from children, young people and their families to design and improve service delivery, inform strategy development and ensure	Participation & Engagement Teams (SCC/CCG)	Establish a "Wisdom Council" of Unstoppables members who have left due to age, so we can draw on their skills and they can mentor young people to have their voice heard					
				As part of the Somerset SEND improvement network, staff across the local area review the experiences of families to understand how changes could have been made to make their experiences better and learn from good practice					



Ref	Outcome	Action	Lead	Milestone	Sep - Dec 20	Jan - Apr 21	May - Aug 21	Sep - Dec 21	Y2
	are designed and delivered	transparency and equity		<p>Services identified through the Somerset Strategic Needs Assessment, and based on feedback received from children, young people and their families, are reviewed and redesigned in coproduction to ensure they meet local need, with an initial focus on</p> <ul style="list-style-type: none"> <li>Therapies services (IP4), including               <ul style="list-style-type: none"> <li>Sensory, Physical and Occupational therapy (SPOT)</li> <li>Children and Young People's Therapy Service</li> <li>Children's Autism and Communication Team (CAOT)</li> </ul> </li> <li>Autism &amp; ADHD Diagnostic pathway including pre and post diagnostic support (IP5)</li> <li>Re-design of Appendix A (Pupil &amp; Family Contribution)</li> </ul>					
				<p>Children, young people and families' feedback is being used to inform the design/refresh of area strategies and policies, specifically:</p> <ul style="list-style-type: none"> <li>SEND strategy</li> <li>Outcomes framework</li> <li>Communications and engagement strategy</li> </ul>					
			<p>Director of Children's services</p> <p>Deputy director for Women and Children's Health</p>	<p>Monthly reports to the SEND Improvement Board and the annual report to the Health and Wellbeing Board will include case studies and lived experiences enabling board members to gain a full understanding of the impact that the identified gaps in SEND support and provision are having on the lives of our children, young people and their families</p>					



Ref	Outcome	Action	Lead	Milestone	Sep - Dec 20	Jan - Apr 21	May - Aug 21	Sep - Dec 21	Y2
1.5	Children and young people and their families encounter a system that has been designed to support the 'tell it once' culture	Improve information sharing across statutory partners to ensure practitioners can support a holistic approach to meeting needs	Data & Information Governance Teams (SCC/CCG)	Information Sharing Agreements are in place, communicated effectively and used to support increased data sharing across partners, enabling local area practitioners to understand and plan effectively for the needs of children and young people who have SEND					
				Record the NHS number on SCC systems to allow the matching/sharing of information between SCC and health partners					
				Through coproduction with stakeholders including children, young people and their families, we will design a solution to support a 'tell it once' process					
1.6	Information to support children and young people with SEND and their families is accessible to all practitioners across the partnership	Use feedback from children, young people and their families and services to develop the Local Offer platform	Children's Commissioner (SCC)	A refreshed Editorial Policy along with new templates, analysis and standards for publication are in place to support the Local Offer Steering Group in using feedback received from children, young people & their families via the platform to inform senior leaders and commissioners on improvements required for service delivery					
				The views of families and staff across the local area are gathered and used to develop the Local Offer platform, ensuring it is co-produced					
			SPCF & Learning Support Team (SCC)	Schools identified as non-compliant with the requirements of The Special Educational Needs and Disability Code of Practice for publication of SEN information reports on their school websites are given targeted supported to co-produce an information report in line with Code of Practice, ensuring children, young people and their families have access to the information they need					



Ref	Outcome	Action	Lead	Milestone	Sep - Dec 20	Jan - Apr 21	May - Aug 21	Sep - Dec 21	Y2
2.1	Strategic leaders across the partnership work well together to set a consistent direction for SEND improvement, find effective solutions to system problems and ensure operational structures are effective in supporting joint working across area services	<b>Develop</b> an evidenced based performance culture across SEND services which fosters multi-agency ownership and engagement	Children's Executive Group	Open and honest reflection on the blame culture that has existed has identified actions that enable system leaders to positively hold each other to account and support each other in developing effective solutions					
				Cultural change is 'tested' on a six-monthly basis through the listening events with children and young people with SEND and their families, alongside the regular staff survey feedback					
				SEND priorities and systems are integrated into the wider systems across the local area					
				Mapping of SEND Workforce in co-production with all partners across the local area is completed, shared with all partners and understood so that everyone has agreed who and where the workforce across Somerset are					
				Gain an understanding of the skills within the workforce to identify gaps to inform workforce development planning					
				Competencies framework has been developed and co-produced to understand both the needs and gaps and to tailor training within the workforce development plan					
				A shared workforce development programme is established, published and embedded within teams to ensure consistency of SEND knowledge and professional practice					
				Agreed priorities for SEND are embedded and underpinned by cross-sector training, development programmes and communications					



Ref	Outcome	Action	Lead	Milestone	Sep - Dec 20	Jan - Apr 21	May - Aug 21	Sep - Dec 21	Y2
				Children, young people and their families report there is a shared understanding across the workforce of different statutory responsibilities					
2.2	There is continuity and consistency in SEND leadership across the local area	<b>Review</b> our leadership capacity across the local area and develop a plan to address identified gaps, including developing a programme for growing our SEND leaders of the future to ensure we always have staff with the right skills in leadership roles	Children's Executive Group	Providers have identified where competition for, or scarce resources affects the ability or motivation of leaders to collaborate across organisational boundaries					
				Work with identified providers to review areas of acute resource competition or scarcity to reduce the impact of this on joint working					
				A shared leadership strategy, to grow cross-sector SEND leaders of the future with development and training that utilises good practice, is developed					
				A SEND leadership development programme based on the agreed strategy is implemented					
				Mechanisms are established for early identification of emerging issues so that these are mapped, and timely remedial action can be taken					
				A whole system workforce planning review, with a focus on sustainability, is completed					
2.3	Quality Improvement methodology is embedded	<b>Embed</b> continuous quality improvement with a particular focus on the impact of leadership,	Children's Executive Group	Quality Improvement methodology capability and capacity is established to support applied learning across the Written Statement of Action					
				Initial cohort of Local Area representatives have completed Bronze Quality Improvement applied learning programme					



Ref	Outcome	Action	Lead	Milestone	Sep - Dec 20	Jan - Apr 21	May - Aug 21	Sep - Dec 21	Y2
	across the local area	management, and workforce development		At least 3 Improvement Priority Owners projects covered in the Written Statement of Action have tested their Quality Improvement methodology					
3.1	There is a sound knowledge of statutory responsibilities and organisational priorities	<b>Clarify</b> the roles and responsibilities across the statutory partners which reflect the principles of the Code of Practice, to ensure shared responsibility and accountability for services required for children and young people with most complex needs	Assistant Director, Inclusion (SCC)	A live document which clearly outlines the key roles and responsibilities of each statutory partner is completed and a report is available for the SEND Improvement Board which outlines the level of current compliance with statutory duties and provides an action plan to address any identified gaps					
			Deputy Director, Women's & Children's Health (CCG)	A protocol is in place for making changes to services in line with Section 19 of the Children & Families Act, the Care Act and the NHS Act 2006 ensuring that the principles outlined are fully embedded in the Local Area's strategic planning					
			Head of Women's & Children's Health Commissioning (CCG)	Audit of current arrangements for joint funding with plan to address any areas which do not meet the principles of the Children & Families Act 2015 which reflect any changes required following the conclusion of the National SEND Review and the Care Act					
				Audit findings and a proposal to address areas for improvement are presented to senior leaders and an action plan for implementation is agreed					
3.2	Governance arrangements for joint programmes of work are ensuring clear	<b>Develop</b> and embed clear and transparent accountability arrangements for	Children's Executive Group	A memorandum of understanding is produced which outlines how we will work together and create joint posts whilst ensuring compliance with both organisations' different regulatory and legal requirements					
			Strategic Manager,	Develop a clear co-produced escalation process for timely resolution of risks, issues and resources required to support SEND					



Ref	Outcome	Action	Lead	Milestone	Sep - Dec 20	Jan - Apr 21	May - Aug 21	Sep - Dec 21	Y2
	accountability across the partners	joint programmes of work	Business Change (SCC)	Improvement across the Local Area ensuring that Senior Leaders and key staff understand their roles within this					
				A shared SEND risk register for the local area is developed and maintained					
				There is close alignment with wider Council CCG joint transformation programmes (towards an Integrated Care System) and schools' raising of attainment priorities is assured which support the work of improvement priority 6					
			Assistant Director, Education Inclusion	Review of data sets, identifying gaps in SEND data required for performance monitoring and accurate understanding of area needs					
			Data & Info Governance Teams (SCC/CCG)	Improve and automate the reporting capabilities for SEND in Somerset					
				Shared data definitions are agreed so that the Local Area is able to compare 'like for like'					
3.3	Practice standards and quality assurance processes across the	<b>Co-produce</b> a set of principles for quality assurance across all SEND system processes so that children,	Children's Executive Group	Whole system quality assurance principles are co-produced and published					



Ref	Outcome	Action	Lead	Milestone	Sep - Dec 20	Jan - Apr 21	May - Aug 21	Sep - Dec 21	Y2
	system are guided by the same underlying principles	young people & families are clear on what they can expect from services and how services will work with them		Partners and providers have ensured alignment of their quality assurance frameworks to the agreed principles for SEND					
3.4	Leaders are able to see that increased co-production is having a measurable positive impact for our children and young people with SEND and their families	Co-produce a Somerset SEND outcomes-based framework	All IP Leads	Area development session with the Delivering Better Outcomes Team (DBOT) to understand best practice and coproduce a plan to develop a framework					
			SPCF	Co-production events with stakeholders including children, young people and their families to determine the desired outcomes for Somerset					
				Process of refining and coproducing framework has been completed and framework is published					
			Children's Commissioner	Key performance indicators within all new and reviewed contracts across the area reflect the outcomes and impact on children, young people with SEND and their families is measured routinely through surveys and feedback routes including listening events					
3.5	Partners work seamlessly together, with a focus on improving lives	Co-produce a new joint overarching	SPCF	Review of Local Area SEND strategies to identify examples of good practice and scope of the SEND Strategy for 2021-26 is defined					
				Shape and structure of overarching strategy is coproduced and aligned with the outcomes-based framework					



Ref	Outcome	Action	Lead	Milestone	Sep - Dec 20	Jan - Apr 21	May - Aug 21	Sep - Dec 21	Y2
	for children & young people with SEND and their families	SEND strategy for 2021-26		Draft overarching strategy developed taking into account 360 feedback survey, coproduced outcomes framework and listening events feedback					
Formal consultation will be undertaken, and any feedback received will be taken to the SEND improvement board for consideration									
Final overarching SEND strategy approved and published									

## How we will know we are making a difference (Measures)

Improvement Priority Area	Measure / Indicator of Success	Target	Target Timescale	Baseline Data	Notes
1	Number of CYP and Parent Carers reporting that they feel staff work closely with them	75%	Jul-21	19%	Baselined June 2020
		100%	Jul-22		
1	Number of CYP and Parent Carers reporting their views are listened to	75%	Jan-21	23%	Baseline taken from 2019 survey results; 2020 survey impacted by Covid
		100%	Jan-22		
1	Number of CYP and Parent Carers reporting their feedback has been used to make service improvements	75%	Jul-21	12%	Baselined June 2020
		100%	Jul-22		
2	Consistent and routine use of data to assess performance and identify areas for improvement: - Quarterly Local Area Performance Report (shared with CEG & SIB)				



	- SEND Improvement 'Benefits' Report (shared with CEG & SIB) - Shared NHS/LA dashboard (including SEND)		Nov-20 Nov-20 Dec-20		
2	Feedback from staff indicating that multi-agency work feels less fragmented	50% 100%	May-21 May-22	9% (2019)	Baseline taken from 2019 survey results; 2020 survey impacted by Covid
2	Children, young people and their families report there is a shared understanding across the workforce of different statutory responsibilities	<u>At least</u> 50%	Jul-21	30%	
2	Joint workforce development planned published		Apr-21		
2	Local Area Whole SEND System Quality Assurance Principles Published		Aug- 21		
2	SEND Leadership Programme finalised and published		Aug-22		
3	Protocol for delivery service changes in line with relevant legislative frameworks is co-produced and published		Apr-21		
3	Publication of the SEND Outcomes Framework		Apr-21		
3	Publication of the SEND strategy		Aug-21		

## THEME ONE: Strategic Planning of Services

**Our commissioning arrangements to ensure that the right support is in the right place at the right time (Priority 4)**

**Addressing:** Poor joint commissioning arrangements that limit leaders' ability to meet area needs, improve outcomes and achieve cost efficiencies

**Priority Lead:** Joint Commissioning Programme Lead, CCG

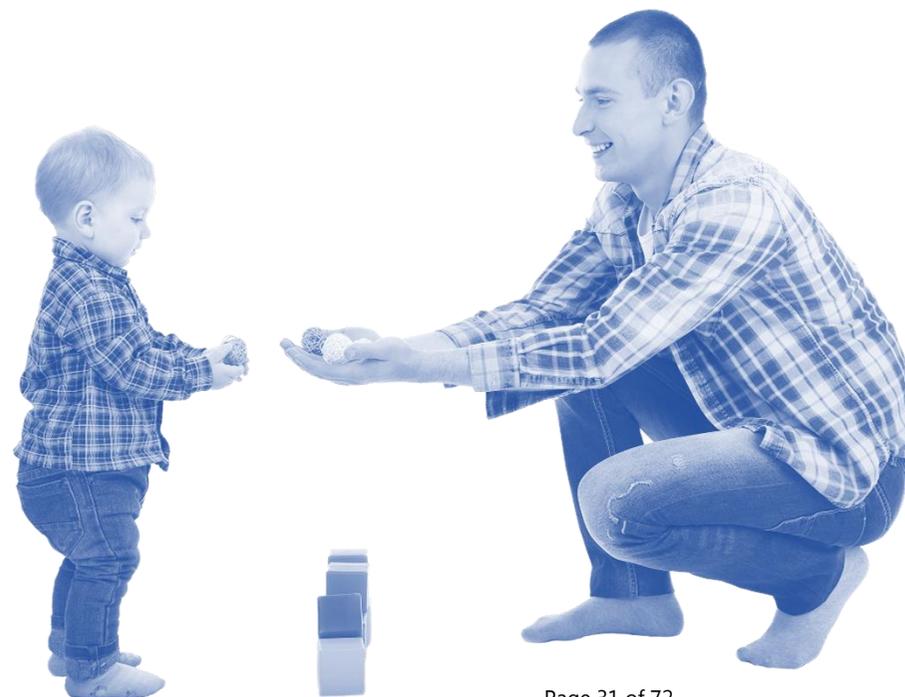
**Our Neuro-developmental Pathway (ASD) (Priority 5)**

**Addressing:** The ineffective assessment pathway for autistic spectrum conditions

**Priority Lead:** GP Lead

### What will we achieve by working together?

- Joint commissioning arrangements are improved ensuring that they meet local needs, improve outcomes and achieve cost efficiencies
- There is an effective ASD/ADHD pathway which has been co-produced using the lived experiences of families and that meets the needs of children and young people



## In order to make the difference we will undertake the following set of actions:

Ref	Outcomes	Action	Lead	Milestone	Sep - Dec 20	Jan - Apr 21	May - Aug 21	Sep - Dec 21	Y2
4.1	To have a clear understanding of the joint commissioning priorities through the Somerset Integrated Care System (ICS)	<b>Review</b> Joint Commissioning arrangements between Health, Care and Education	Joint Commissioning Leads (SCC/CCG), Public Health Commissioning Lead (SCC)	An independent review of joint commissioning in Somerset is concluded with the report that will, include: <ul style="list-style-type: none"> <li>context and background information about families and outcomes for individuals in Somerset</li> <li>an overview of good or promising practice from elsewhere</li> <li>feedback from interviews with people involved in commissioning across the County Council and CCG</li> <li>learning set discussions on options, merits and risk</li> </ul>					
				Based on the results of the independent review of joint commissioning, an analysis of options, preferences and recommended ways forward is completed and potential implications for other areas of joint commissioning such as community health, public health, children and adult social care, schools, mental health and wellbeing are identified across the system.  We will seek to improve joint commissioning arrangements across 4 key areas: <ul style="list-style-type: none"> <li>Collaborative Co-produced Commissioning Activities</li> <li>Collaborative Co-produced Individual Solutions</li> <li>Collaborative Commissioning Teams</li> <li>Collaborative Governance, Resources and Budgets</li> </ul>					
				A joint local area plan for implementing the agreed recommendations is co- developed and agreed by the local area					



Ref	Outcomes	Action	Lead	Milestone	Sep - Dec 20	Jan - Apr 21	May - Aug 21	Sep - Dec 21	Y2
4.2	There is a clear and shared understanding of the local area needs and the current provision for children & young people with SEND	<b>Ensure</b> that the Somerset strategic needs assessment accurately reflects the needs of local children, young people and their families	Joint Commissioning Leads (SCC/CCG), Public Health Commissioning Lead (SCC)	All commissioning activity will be underpinned by the Strategic Needs Assessment. Specific needs assessments will inform all joint commissioning projects					
				The annual refresh of the Somerset SEND Strategic Needs assessment					
				Develop a map of local services from social care, health and education (based on information from evidence from the local offer and University of West of England (UWE) Children's University Extended Mapping exercise) to inform and improve the equity in access for demographics across the SEND system					
				Implement research to understand more about our SEND population; how many are accessing NHEs and council services and understand the support they are getting. From this develop a commissioning framework and understand the extent to which there is a need to increase early intervention					
4.3	An updated co-produced SEND Joint Commissioning Strategy is published	<b>Review</b> the Joint Commissioning Strategy to ensure its fit for purpose and reflects agreed recommendations of the IPC review	Joint Commissioning Leads (CCG/SCC), Public Health Commissioning Lead (SCC) Director of the Parent Carer Forum	Develop a cycle of gathering of feedback and evidence including complaints & compliments to track and measure the improvements and the impacts of jointly commissioned services as part of the service review / contact management arrangements					
				Applying the principles of coproduction, review and update the existing Joint Commissioning Strategy					
				A co-produced local area Commissioning Guidance Toolkit is launched to support services, families and teams' (including					



Ref	Outcomes	Action	Lead	Milestone	Sep - Dec 20	Jan - Apr 21	May - Aug 21	Sep - Dec 21	Y2
			Participation & Engagement Leads (SCC/CCG)	education, health, care and schools) reflecting the joint commissioning process					
				Commence implementation of co-produced Joint Commissioning Plan					
4.4	Strengthened joint commissioning arrangements are ensuring that the local area is making best use of our resources to support children & families in a way which is outcomes focussed	<b>Develop</b> an outcome focused-approach to measuring the impact of strategic plans for commissioning SEND	Joint Commissioning Leads (SCC/CCG),	Monitor Joint Commissioning Outcomes statement based upon the SEND Code of Practice and report progress quarterly to the Children's Executive Group, escalating any ongoing barriers to the SEND Improvement Board					
			Public Health Commissioning Lead (SCC)	Co-produce with children and young people, their families and stakeholders an overarching SEND Outcomes framework ensuring these link to our Somerset Children and Young People's Plan and Fit for my Future is implemented and informs all commissions and contracts					
				Develop and implement a joint process that measures the impact on service users across the system (including conducting quality, equality and equity impact assessments) early in the commissioning process					
4.5	Local services are developed, reviewed and commissioned together, through co-production and an evidenced-	<b>Review</b> our joint commissioned services	Joint Commissioning Leads (SCC/CCG)	CCG, LA and Schools to identify and align contracts that deliver services to SEND children and young people provided by health, social care and education to enable joint reviews and a collaborative approach. Further understand overlaps and gaps and to jointly review to ensure better use of resources and better join up					
			Public Health Commissioning Lead (SCC)	All key performance indicators (KPIs) and outcomes measures within existing contracts will be reviewed against SEND strategy					



Ref	Outcomes	Action	Lead	Milestone	Sep - Dec 20	Jan - Apr 21	May - Aug 21	Sep - Dec 21	Y2
	based approach			and Joint Commissioning Strategy to ensure consistency and accountability across contracts.					
				Use quarterly contract reviews of quality and performance with providers and our service users to understand the impact of service delivery, identify & inform the impact of service delivery, opportunities and any appropriate recovery measures (including the impact and benefit of joint commissioning)					
				Develop a shared understanding of services the Local Area commissions and enable more effective commissioning by linking to priority needs. Review services where needed these to ensure they support partnership working					
				Agree and publish our personalised budgets policy and ensure this enhances the individual choices available for children and young people with SEND					
4.6	Leaders and managers across the Local Area have access to good quality information, and have a good understanding of area and needs and service performance and identifying	<b>Develop</b> a shared (NHS & Local Authority) "one version of the truth" Somerset data dashboard that informs joint commissioning and includes detailed performance and experience measures for children and young people with SEND	Joint Commissioning Leads (SCC/CCG) Data & Info Governance Teams (CCG/ SCC)	A programme of quality and performance monitoring and evaluation activities is in place to track impact of SEND services (through the monthly Children's Executive Group and SEND Improvement Board)					
				A monthly review of quality and performance data is undertaken by the Joint Commissioning subgroup and shared with SEND Children's Executive Group					
				An exceptions report is presented to the SEND Improvement Board on a monthly basis					
				SEND is a regular item on SCC and SCCG governing body agendas, using performance data in the public domain, to enable councillors, stakeholders and families to hold leaders to account					

Ref	Outcomes	Action	Lead	Milestone	Sep - Dec 20	Jan - Apr 21	May - Aug 21	Sep - Dec 21	Y2
	and acting on opportunities for improvement	and those with EHCPs							
4.7	We achieve more for children because our resources are used to best effect through joining up and acting early	<b>Ensure</b> we make best use of our resources to support children and young people with SEND and their families to enable system value and quality	Joint Commissioning Leads (SCC/CCG)	A review of joint financial resources is completed, and the findings shared with senior leaders; mechanisms are identified to support and manage resources within a single local area system					
				A plan is in place to support future service developments and ensure best use of resources; this will include a quarterly budget report to the SEND Improvement Board					
4.8	We are confident that Services will meet the needs of Children, young people and their Families	<b>Undertake</b> a collaborative review of Paediatric Therapy Services to inform future commissioning	Joint Commissioning Leads (SCC/CCG), Advisors Support Services	Jointly review providers performance in 2020/21 to include the Key Performance Indicators; feedback from children, young people and their families and any issues relating to service delivery					
				Analysis of learning from therapy assessments will support children, young people and their families to access local support and reduce formal disputes					
				Using feedback from stakeholders we will explore an integrated approach to delivering children's therapy services in Somerset					
4.9	We are confident that Services will meet the needs of Children,	<b>Collaborate</b> with schools to explore opportunities for jointly	Joint Commissioning Leads (SCC/CCG)	Establish a relationship between NHS and Schools with more transparent and closer working					
				Collect evidence on activity in schools and a list of opportunities for services which could be commissioned together					



Ref	Outcomes	Action	Lead	Milestone	Sep - Dec 20	Jan - Apr 21	May - Aug 21	Sep - Dec 21	Y2
	young people and their Families	commissioning services	Assistant Director, Education Partnerships	Link with Integrated Care System to ensure schools are represented and included in the local system planning					
4.10	Children and young people who are looked after encounter a system that has been designed around their needs	<b>Develop</b> improved joint commissioning guidelines for the provision of services for Children Looked After (CLA) to reduce duplication and improve services	Joint Commissioning Lead (CCG), Joint Commissioning Lead (SCC), Public Health Commissioning Lead (SCC)	Performance data on initial health assessments that are not meeting statutory timescales included in the SEND Dashboard					
				Joint commissioning options for more collaborative working to improve statutory Initial Health Assessment (IHA) for Children Looked After are agreed					
				The number of initial health assessments carried out within the 20 working days' time frame is in line with national average					
5.1	Families receive consistent information from practitioners (in health, education, schools, care and other stakeholders) who fully support and understand the principles of the pathway	<b>Establish</b> a clear understanding of the Autism/ADHD current pathways, including gaps and challenges, from the point of view of all stakeholders, including the lived experiences of children, young people with SEND and their families and immediate	Health (CCG and Providers) and Education Psychology (SCC)	Stakeholder (including children, young people and their families) co-production events led by Senior Leaders are held to inform pathway development					
				Multi-agency 'stock-take' of current service provision within the pathway including pre-assessment/assessment and diagnostic stages of the pathway. The pathway will also include the service provision in place for those not receiving a diagnosis of ASD/ADHD  Please note this is what we mean when we use the word assessment					
				Revised metrics and data collection mechanisms are implemented to inform a clearer understanding of referral and diagnosis rates and establish associated quality improvement indicators. Data					



Ref	Outcomes	Action	Lead	Milestone	Sep - Dec 20	Jan - Apr 21	May - Aug 21	Sep - Dec 21	Y2
	and the part that they play in delivering it	interim solutions put in place		analysis is undertaken, and results benchmarked against comparative local areas to identify issues relating to over/under diagnosis of Autism/ADHD					
				Organisational information and data sharing capabilities are assessed to support a person centred seamless and transparent care pathway. Recording is captured in a way that can be easily monitored and shared so that children, young people and their families are fully involved and do not need to repeat themselves					
				Due to Covid 19, contract processes are stood down. In the interim, compliance and data sharing is reported and monitored by the IP5 group, with escalation by exception via the Children's Executive Board to the SEND Improvement Board until contracting arrangements are re-established and contracts updated					
				Embed and extend the established interim solution which uses a multi-agency triage process to assess referrals into the neuro-developmental and Autism/ ADHD pathway to identify those children requiring autism assessments to ensure consistency and equity across Somerset					
				Findings and recommendations from the multi-agency triage and Pilot project are shared with the Children's Executive Board to the SEND Improvement Board until contracting arrangements are re-established and contracts updated					



Ref	Outcomes	Action	Lead	Milestone	Sep - Dec 20	Jan - Apr 21	May - Aug 21	Sep - Dec 21	Y2
				Investment is approved to ensure capacity can be increased within the system to support waiting list management and continue to support interim solutions across the county					
				Detailed analysis of the current assessment and diagnosis process provision is undertaken to identify referral triggers, demand and capacity and the experience of children with different needs. Mapping of Local Area variance and learning from the multi-agency triage is shared as part of this					
				Separate autism and ADHD post-diagnosis coproduction workshops are held with stakeholders including children, young people and their families to identify improvement and unmet need within current pathways and collaboratively agree an interim service specification support solution and next steps for developing the post diagnosis pathway across the Local Area					
5.2	Parent/Carer feedback shows that they are clearer and more confident of what can be offered for their children and who to communicate with	<b>Develop</b> a clear pathway from pre-assessment through to assessment & diagnosis using information gained from the 'lived' experiences of children, young people with SEND and their families	Health (CCG and Providers) Senior Education Psychology (SCC)	Senior Leaders and Clinicians consider the intelligence gathered, particularly the 'lived experience' of children and young people and their families, alongside national best practice, to inform the redesign of the pre-assessment /assessment stage of the Autism and ADHD pathway					
				Building on the co-production undertaken a series of smaller multi-stakeholder events are held to co-design a suite of interventions to form an improved pre-assessment Autism/ADHD pathway					
				A new pre-assessment service specification(s) is produced, including an easy-read version, articulating the proposed suite of interventions and a consultation held for all those who could be impacted by the pathway changes, and resulting revisions and					



Ref	Outcomes	Action	Lead	Milestone	Sep - Dec 20	Jan - Apr 21	May - Aug 21	Sep - Dec 21	Y2
				proposed support packages shared with stakeholders including children and young people and their families, and education partners					
				Identify what investment is needed and what additional commissioning is required from Health, Education & Social Care to enable the implementation of the revised pre-assessment support across the Local Area					
				Practitioners that require additional training for the pre-assessment pathway as well as any additional resources required are identified and supported. Training packages are developed in such a way that they can be resilient to workforce changes					
				Performance monitoring processes for pre-assessment pathway are designed, agreed and implemented					
				An evaluation event is held 6 months after publication of the pre-assessment pathway. This will be with stakeholders including children, young people and their families to consider learning that has been gained from the transformation and identify next steps for continuous improvement. This will include but is not limited to children, young people and their families' satisfaction surveys					
				Senior leaders and clinicians including community health, mental health, education and social care consider national best practice and guidance and a coproduction workshop is held with all stakeholders, including Somerset families, to review the current assessment process & pathway. The workshop will share best practice/guidance, earlier analysis, current learning from providers including the interim pilot solution on both existing examples of excellence within the Local area as well as areas for improvement,					



Ref	Outcomes	Action	Lead	Milestone	Sep - Dec 20	Jan - Apr 21	May - Aug 21	Sep - Dec 21	Y2
				to identify a preferred Local area-wide solution for this stage in the pathway					
				The gathered intelligence supports the production of a new ASD/ADHD assessment service specification including an easy-read version. This is put out for consultation by key stakeholders and organisations who will be impacted by the pathway changes, amended accordingly, and alongside support and training packages, shared with stakeholders including children and young people and their families and education partners					
				Existing commissioning and joint-commissioning arrangements are reviewed, and adjustments and new contracts are put in place where required to ensure the new assessment pathway (including interdependencies with CAMHS commissioning and SEMH needs) can be delivered and quality monitored					
				Practitioners that require additional training for the assessment pathway as well as additional resources required are identified. Training packages are developed in such a way that they can be resilient to workforce changes					
				Performance monitoring processes for assessment service are designed, agreed and implemented					
				An evaluation event is held 6 months after publication of the assessment pathway. This will be with stakeholders including children, young people and their families to consider learning that has been gained from the transformation and identify next steps for continuous improvement. This will include but is not limited to children, young people and their families' satisfaction surveys					



Ref	Outcomes	Action	Lead	Milestone	Sep - Dec 20	Jan - Apr 21	May - Aug 21	Sep - Dec 21	Y2
5.3	Children and young people and their families have access to timely support through a needs led ASD/ADHD pathway	<b>Establish</b> the post-assessment and transition support offer using the 'lived' experiences of Somerset families	Health (CCG and Providers) and Education Psychology (SCC)	Utilising the coproduction work to date and the existing service specification for post-assessment, a series of smaller multi-stakeholder events are held, and a suite of post-assessment interventions and signposting options agreed. A new service specification is drawn up including an easy-read version of the proposed suite of intervention for consultation by key stakeholders and organisations who will be impacted by the pathway changes. The service specification will be amended accordingly, and alongside support and training packages, shared with stakeholders including children and young people and their families and education partners					
				Investment is agreed and additional joint commissioning is identified as required to enable the implementation of the revised post-assessment support for all children who need support regardless of diagnosis					
				A new comprehensive, pre-assessment, assessment and post-assessment pathway is published					
				Practitioners that require additional training for the post-assessment pathway as well as additional resources required are identified and supported. Training packages are developed in such a way that they can be resilient to workforce changes					
				Performance monitoring processes for post-assessment pathway are now designed, agreed and implemented					
				An evaluation event is held 6 months after publication of the post-assessment pathway. This will be with stakeholders including children, young people and their families to consider learning that has been gained from the transformation and identify next steps					



Ref	Outcomes	Action	Lead	Milestone	Sep - Dec 20	Jan - Apr 21	May - Aug 21	Sep - Dec 21	Y2
				for continuous improvement. This will include but is not limited to children, young people and their families' satisfaction surveys					
5.4	Children and young people with ASD/ADHD benefit from more consistent support	<b>Publish</b> an improved co-produced ASD/ADHD pathway	Health (CCG and Providers) and Educational Psychology (SCC)	<p>The comprehensive pathway is collated resulting in an improved and co-produced Autism/ADHD pathway which sits appropriately within the wider all-age Autism Strategy, supports The Somerset Plan for Children, Young People and Families 2019 - 2022 and compliments Local area-wide children and young people's Mental Health Services is published, which is broken down into:</p> <ul style="list-style-type: none"> <li>• Pre assessment</li> <li>• Assessment</li> <li>• Post assessment</li> </ul> <p>and broken down into age groups:</p> <ul style="list-style-type: none"> <li>• Pre-school</li> <li>• Primary</li> <li>• Secondary (and post 16)</li> </ul>					
				Following a review, training packages, resilient to workforce changes and additional resources are provided to all professionals to ensure they have the skills and knowledge required to implement the new pathway					
				Performance monitoring processes are now embedded and demonstrate that the new co-produced pathway is effective with the IP5 measures showing improved trajectories					
				An annual all pathways evaluation event is held with stakeholders including children, young people and their families to consider learning that has been gained from the transformation and identify next steps for continuous improvement					

## How we will know we are making a difference (Measures)

Improvement Priority Area	Measure / Indicator of Success	Target	Target Timescale	Baseline Data	Notes
4	Agreed road map for joint commissioning		Mar-21		Evidenced by local joint commissioning meetings
4	A clear understanding of our use of resources with fair and transparent resource allocation across the SEND system		Apr-21		Evidence by minutes of meetings
4	Commissioning Guidance Toolkit is published to support service users' and teams		Aug -21		Published on the Local Offer
4	A heat map of local services to support review of where our services are and where they are needed is published		Aug-21		Published on the Local Offer
4	A refreshed SEND Strategic Needs Assessment is published outlining the required areas of focus		Apr -21		Published on the Local Offer
4	There is an effective and robust joint commissioning strategy in place, and published on the Local Offer		Jul-21		Published on the Local Offer
4	Relevant commissioning activity can evidence joint commissioning and a focus on outcomes achieved through robust monitoring and reporting processes		Mar-21		
4	Looked after children and young people who receive initial health assessments within 20 working days of CLA start date	75%	Dec-21	32%	At least in line with National Upper Quartile Performance
5	Percentage of parents/carers of children and young people with SEND answering 'Quite confident' or 'Very confident' to the question 'Do you feel confident in how to access support in relation to your child's behavioural needs?'	Agreed % above baseline	Dec-21	Addition of a new questions in the Parent	Baseline data will be obtained in December 2020



		Agreed % above baseline	Dec-22	Carer Forum annual survey	
5	Percentage of parents/carers of children and young people with SEND answering 'Yes' to the question 'Do you feel able to access the most suitable education for your child with autism or ADHD needs?'	Agreed % above baseline	Dec-21	Addition of a new questions in the Parent Carer Forum annual survey	Baseline data will be obtained in December 2020
		Agreed % above baseline	Dec-22		
5	Reduction in number and percentage of referrals into the assessment pathway that originate from primary care	10%	Jun-21	100%	Trust is populating data that is currently being reviewed by the CCG. *
		20%	Sept-21		
		30%	Dec-21		
		40%	Sept-22		
5	Increase in the percentage of referrals into the assessment pathway which result in an assessment for ASD or ADHD	25%	Jun -21	11.2%	Trust is populating data that is currently being reviewed by the CCG. *
		35%	Sept -21		
		50%	Dec -21		
5	Waiting times for those identified as requiring an ASD/ADHD diagnosis in line with NICE guidelines; assessment to begin within 3 months of the MDT team agreement that the child needs an assessment to the assessment being started	12 weeks	Jun-21	Greater than 26 weeks	Trust is populating data that is currently being reviewed by the CCG. *
5	Interim multi-agency triage solution is in place across the entire local area		Apr -21		



5	Publication of a co-produced ASD/ADHD pre-assessment pathway (as part of a neuro-developmental pathway) for children and young people		Apr-21		
5	Publication of a co-produced ASD/ADHD assessment pathway (as part of a neuro-developmental pathway) for children and young people		Aug-21		
5	Publication of a co-produced ASD/ADHD post-assessment pathway (as part of a neuro-developmental pathway) for children and young people		Dec-21		

\* Currently only available from one Provider (SFT).



## THEME TWO: Inclusive Schools

### Extending inclusive best practice in schools (Priority 6)

**Addressing:** Too many children and young people not accessing education because of the disproportionate use of exclusion and poor inclusive practices across the area

**Priority Lead:** Schools Leaders (represented by chairs of SAPH, SASH and SEN.Se)

### What will we achieve by working together?

- ✎ Inclusive practice across Somerset Schools is consistent
- ✎ There is a reduction in the number of children and young people with SEND who are not accessing education, including a reduction in exclusions
- ✎ There is an increase in parental confidence in mainstream education in Somerset

### In order to make the difference we will undertake the following set of actions:

Ref	Outcome	Action	Lead	Milestone	Sep - Dec 20	Jan - Apr 21	May - Aug 21	Sep - Dec 21	Y2
6.1	We will have developed an evidence-based understanding of what good inclusive practice looks like that is school- driven, detailed, specific and	<b>Secure</b> agreement across the school community about what good evidence-based inclusive practice looks like	Head Teacher/PRU Representative	A panel of SEND experts is recruited which will include children, young people & families' voices, drawing on families' lived experiences and local and national expertise, for an inquiry into evidence-based practice, particularly in the context of supporting pupils with Social, Emotional, Mental Health (SEMH) and behaviours that challenge					
				Inquiry evidence gathering and site visits which build upon the recent Scrutiny inquiry into the impact of exclusions is completed					
				Recommendations are drafted and a proposal that includes a framework of indicators for intervention is developed which will be					



Ref	Outcome	Action	Lead	Milestone	Sep - Dec 20	Jan - Apr 21	May - Aug 21	Sep - Dec 21	Y2
	relevant to the size, type and phase of school			shared with all key stakeholders in order to gain a common understanding of what 'inclusion' means in Somerset					
				Recommendations are finalised and a commitment is secured from our schools to a Somerset model of inclusion					
				Co-produce with School Leaders a framework of indicators that would trigger support and intervention with clearly defined thresholds and escalation stages					
6.2	We will know our schools and be able to accurately assess their strengths and areas for improvement with regard to the education of pupils with SEND	<b>Develop</b> a shared understanding of what data about school performance tells us about our strengths and weaknesses in inclusion, to give us a solid foundation for accountability	Strategic Manager, Children's and Central Services, Business Support (SCC)	A project team is created and roles and capacity for technical development is secured					
				There is a clear understanding of the requirements and support needed from ICT and analysts					
				A 'first look' at new design analytics is delivered					
				Data analysis is shared with MATs, non-maintained and independent special schools and school leaders through phase associations					
				Common measures for use in accountability structures (local authority, school governance and trust board) are agreed					
6.3	School based practitioners will have the skills and confidence to ensure all students can	<b>Develop</b> a detailed and practical understanding of strengths in inclusive practice in Somerset and spread this	School Associations Leads	School associations have recruited schools to peer network programmes to raise the profile and quality of SEND provision across localities through a supportive process of self-evaluation, action planning and peer coaching					
				Participant school's complete online self-evaluation and action planning					



Ref	Outcome	Action	Lead	Milestone	Sep - Dec 20	Jan - Apr 21	May - Aug 21	Sep - Dec 21	Y2
	access educational content and participate fully in their learning, particularly in the context of Social Emotional Mental Health (SEMH) and behaviours that challenge	knowledge across the system		Quality assurance support for participant schools is available to check action plans reflect statutory requirements and best practice					
				Learning from across the programme is analysed and shared across the school system					
6.4	Equity of access to the best practice in Somerset schools is seen consistently across the area	<b>Co-produce</b> and re-design partnership structures between schools and multi-agency partners to create a solid foundation for joint working	Strategic Manager, Access & Additional Needs (SCC)	Consultation on and then implementation of a new approach to communication, deliberation and decision-making between the local authority and schools is complete					
				Current area-based structures that are part of the support system for children and young people with SEND are reviewed, and the areas and elements that are working well and those that are not are identified					
				Different boundaries used within Somerset to define localities are reviewed and agreement is reached on a single model					
				A pilot of proposed area-based partnerships for holistic early identification and support is completed and evaluated					



Ref	Outcome	Action	Lead	Milestone	Sep - Dec 20	Jan - Apr 21	May - Aug 21	Sep - Dec 21	Y2
				Learning from pilot is used to agree and commence rollout of area-based partnerships across Somerset					
6.5	Learning from the experiences of children and young people is shaping the way that support is designed and delivered in Schools	<b>Create</b> a consistent and inclusive model of pupil voice and participation that represents good practice across every school	Strategic Manager, West Somerset Opportunity Area (SCC)	A review is undertaken of inclusiveness of current practice in youth parliament, youth councils and school-based pupil /parent voice					
				The local area has identified what good practice could look like and captured this in a specification					
				New design surveys are delivered to replace existing approaches					
				Good practice guidance is available on youth participation relevant to size and phase, based on strengths in Somerset and national research and expertise					
				Opportunities to pilot new approaches to pupil voice and participation within schools are in place, with schools signed up					
				Rollout of new approaches to pupil voice and participation within schools is completed for pilot schools					
6.6	Parents carers are confident that children and young people with SEND are well supported in mainstream education in Somerset	<b>Share</b> the learning from the development of inclusive practice with professionals who have a responsibility for supporting children and young people	Virtual Head and Learning Support Team (SCC)	SENCO networks are reviewed to ensure they are fit for purpose and share information, good practice and learning from case reviews; a meeting schedule is established with meetings 3 times per year					
				An online community is created for SENCOs to provide opportunities for learning and sharing of good practice					
				Core Standards are redrafted following the co-production guidance to reflect learning from the new inquiry and networks					



Ref	Outcome	Action	Lead	Milestone	Sep - Dec 20	Jan - Apr 21	May - Aug 21	Sep - Dec 21	Y2
		with SEND and their families		The SENDIAS Service (Early Support) is up to date with changes to system, processes and services to ensure that advice to parents is accurate and reflects systems improvements					



## How we will know we are making a difference (Measures)

Improvement Priority Area	Measure / Indicator of Success	Target	Target Timescale	Baseline Data	Notes
6	Reduction in the level of persistent absence by primary pupils with EHCPs to a level above national	27	2021	2019 32.6	England baseline is 19.8
		23	2022		
		18	2023		
6	Reduction in the level persistent absence by secondary pupils with EHCPs to a level above national	30	2021	2019 33.9	England baseline is 23.7
		26	2022		
		22	2023		
6	Increase in proportion of pupils with EHCPs meeting expected standard in Reading, Writing and Maths at KS2 to a level above national	8.0	2021	2019 7.4	No comparable data will be available until spring 2022  Upper quartile baseline is 12.3
		10.00	2022		
		12.00	2023		
6	Increase in P8 for pupils with EHCPs in KS4 to a level comparable to similar areas	-1.30	2021	2019 -1.46	Statistical neighbour baselines is -0.99  Upper quartile baseline is -0.99
		-1.15	2022		
		-1.00	2023		
6	Increase in pupils with SEND who are in education, employment or training to above the national level	83	2021	2019 81.8	Statistical neighbour baseline is 88
		86	2022		
		89	2023		



6	An increase in proportion of schools who meet statutory compliance for publication of information on their websites	80%	2021	70%	Baselines will be taken from findings of latest Parent Carer Forum audit of school websites
		90%	2022		
		95%	2023		



## THEME THREE: Inclusion Services

Improving the consistency of our practice (Priority 7)	Improving the timeliness of assessment (Priority 8)	Improving the quality of our EHC plans (Priority 9)
<b>Addressing:</b> Poor assessment and meeting of need caused by inconsistent practice leading to poor outcomes for children and young people with SEND	<b>Addressing:</b> Poor timeliness of the assessment, writing and publication of education, health and care plans	<b>Addressing:</b> The wide variances in the quality of education, health and care plans caused by weaknesses in joint working
<b>Priority Lead:</b> Designated Clinical Officer, CCG	<b>Priority Lead:</b> SEND Strategic Manager, SCC	<b>Priority Lead:</b> Strategic Manager, Audit, Quality & Performance, SCC

### What will we achieve by working together?

- There will be a consistency in our practices which will ensure timely and satisfactory assessments which meet the needs of children and young people with SEND using a graduated response where appropriate, ensuring that children and young people receive the right support, in the right place at the right time
- Education, Health and Care needs assessments are completed within statutory timeframes
- Education, Health and Care plans (EHCPs) are of a consistently high quality

### In order to make these differences we will undertake the following set of actions:

Ref	Outcomes	Action	Lead	Milestone	Sep-Dec 20	Jan-Apr 21	May-Aug 21	Sep-Dec 21	Y2
7.1	Children and young people who have a learning disability and/or autism	Develop the dynamic database to enable risk sharing across the system	Commissioning Manager for LD and ASD (CCG)	Risk registers are established that capture data for all children and young people who have a learning disability and/or autism who display behaviours that challenge					
				A Terms of Reference and an approach to the management of the dynamic database is co-produced					



Ref	Outcomes	Action	Lead	Milestone	Sep-Dec 20	Jan-Apr 21	May-Aug 21	Sep-Dec 21	Y2
	who display behaviours that challenge are supported appropriately			Routine multi-agency meetings to share risk and gather input from Education, Health and Social care are established					
			Participation and engagement officer (SCC/CCG)	Information to raise awareness of the register is coproduced with young people and their families including when someone would be added onto the register					
7.2	We are confident that Services will meet the needs of Children, young people and their Families	<b>Align</b> children and young people's Therapy teams to bring their complementary training and skills together, ensuring a cohesive and transparent pathway for support from diagnosis in health to support in the home, community and education settings	Joint Commissioning Programme Lead (CCG)	Through mapping of pathways, capacity and joint working across Health therapy services and Local Authority advisory teams there is an understanding of opportunities for improvement to reduce duplication and provide a better experience for children and young people with SEND and their families					
				Through co production we explore opportunities for joint therapy service delivery models to inform new ways of working and possible re-commissioning arrangements with stakeholders including children, young people and their families					
				A coproduced action plan in place to implement agreed new ways of working and to evaluate the impact on children, young people and their families					
7.3	Children, young people and their families can easily understand the pathway when accessing health care	<b>Address</b> a gap in Local Offer information on health pathways for accessing services	Local Offer Steering Group  Head of Community Families & Sexual Health' (CCG)	Priority pathways are identified for publication on the Local Offer in agreement with the Local Offer Steering Group					
				Information about existing pathways is coproduced with families to ensure that it accessible and published on the Local Offer					
				A coproduced pathway for direct referrals from Therapy Services to the Community Paediatrician is established, avoiding the need for further General Practitioner (GPs) referral					



Ref	Outcomes	Action	Lead	Milestone	Sep-Dec 20	Jan-Apr 21	May-Aug 21	Sep-Dec 21	Y2
7.4	Practitioners are working together across services, to ensure that there is a consistent application of SEND Strategy	<b>Ensure</b> that children and young people identified as SEND Support have their needs met via an appropriate graduated response	Virtual School Headteacher (VSHT) (SCC)	The SEND Effective Support Framework is embedded and being used consistently by practitioners when identifying and assessing children and young people with an additional need					
			Designated Clinical Officer (CCG)	Practitioners across all partners have undertaken an annual survey to establish the level of understanding and use of the SEND Effective Support Document in order to identify and address any training support needs					
				Children, Young People and their families are reporting a consistent approach to identifying and meeting needs and SEND support					
			Partnership Business Manager (SCC)	The SENDIAS Service (Early Support) is supporting parent carers and young people in ensuring that their needs are fully met at SEND Support					
7.5	Services are able to signpost and support families where there are identified needs through the pre/post-natal pathway	<b>Ensure</b> health visitors are notified of pregnant women to so that a family's needs are identified in a timely manner	Maternity Commissioner (CCG)	Maternity services are routinely updating Child Health Information (CHIS) records, improving timely notification of new birth visits for Health Visiting Teams					
			Strategic Manager Public Health Nursing (SCC)	System is in place to report any late or missed notification by the PHN service via the clinical incident reporting system in SCC and trends and themes are shared with the appropriate Maternity Provider					
			Strategic Manager Public Health Nursing (SCC)	PHN locality Leads are raising any gaps in data with the Community Nursing Managers and agreeing systems for escalation in order to close the gaps					



Ref	Outcomes	Action	Lead	Milestone	Sep-Dec 20	Jan-Apr 21	May-Aug 21	Sep-Dec 21	Y2
			Strategic Manager Public Health Nursing (SCC)	There are increased notifications from GPs sharing details with Health Visitors of pregnant women and families who transfer out of the practice					
				Public Health Nursing has direct access to maternity records to improve timely notifications to Health Visiting Teams					
7.6	Children aged 0-5 who may have a Special Educational Need or Disability are identified in a timely manner	<b>Reduce</b> the number of children who are not identified in a timely manner in early years and who are later identified as SEND	Designated Clinical Officer (CCG)	All health professionals are aware of the early years support systems and how these link to the appropriate SEND pathway and of their duties under Section 23 of The Children and Families Act					
			Designated Clinical Officer (CCG)	Section 23 notification processes are understood and embedded across all health providers and coproduced information is available for families					
			Strategic Manager Public Health Nursing (SCC)	The outcomes of the Ages and Stages Questionnaire (ASQ) are routinely reviewed by Public Health Nursing and early years providers at the 2 – 2.5 year developmental review, to enable early identification of developmental delay and an appropriate plan including support is coproduced with the individual family					
7.7	Increased awareness and support of the School Health Nursing Offer	<b>Create</b> a structure to support the monitoring and understanding of the School Nursing service and where it can support CYP with SEND	Strategic Manager Public Health Nursing (SCC)	<p>School Health Profiles have been developed by school nursing in collaboration with the local Public Health Intelligence Team. The first phase of these is introduced into secondary settings</p> <p>The profiles will use a combination of school census, national &amp; local Public Health data and require joint working with education and Public Health Commissioners to identify community, whole school and individual pupil needs and agree a focussed offer</p> <p>The profiles are linked to the Somerset Wellbeing Framework which is our local programme for delivering a whole school approach to mental health and wellbeing that allows schools to</p>					



Ref	Outcomes	Action	Lead	Milestone	Sep-Dec 20	Jan-Apr 21	May-Aug 21	Sep-Dec 21	Y2
				record their health-related work, leading to their formal recognition by Public Health Somerset as health improving organisations					
				The School Nursing Core Offer has been completed, shared widely with schools and is accessible on the Local Offer. It details the seven strands of intervention that make up the core universal and targeted school nurse role for children and young people in education and for those not in school					
				A School Readiness programme for all children is embedded within Public Health Nursing (PHN) practice. This is delivered through a multiagency approach with PHN (health visitors and school nurses) working alongside partners in Early Years provision, schools and parents to identify inequality and need as early as possible. Services use relevant evidence-based assessment and PHN's share identified needs with early years providers as appropriate					
				Pre-school workshops to targeted primary settings for families with identified needs including a virtual offer are available with the School Health Nursing Team					
				The school nursing offer to Special Schools includes specific support for children in relation to continence, CLA and safeguarding. Alongside identification of whole school training needs that sit within the scope of the School Nurse Core Offer					
				School nursing activity data is included in the SEND dashboard including drop-in sessions and signpost contacts. This will be expanded to meet all the requirements of the agreed outcome framework as part of the current electronic patient record system development which is expected to be completed by June 2021					



Ref	Outcomes	Action	Lead	Milestone	Sep-Dec 20	Jan-Apr 21	May-Aug 21	Sep-Dec 21	Y2
				Good practice in play therapy within our special schools is shared, with opportunities identified to extend trainee practitioner support					
				Information is routinely shared between Education Services and Public Health nursing which identifies those children and young people who are being electively home educated					
				PHN Service transformation plans will include the expansion of delivery to all children who are not in education and/or are being home schooled					
7.8	Young people with a disability receive their health check entitlement in a timely manner ensuring they are able to access services and support appropriate to their needs	Improve uptake of the Learning Disabilities Annual Health Review for young people over 14 years of age	LD Commissioning Manager (CCG)	Awareness of annual health checks has increased including reviewing information available on the Local offer and coproducing any changes					
				Young people above the age of 14 years with a learning disability who are eligible or receiving an annual health review from their GP have been identified (using Read code system)					
				Data on LD Annual Health Reviews completed by age group and location in Somerset is being monitored through the shared SEND Dashboard					
				There is evidence of increasing uptake of LD health checks and young people and their families reporting that this is improving health outcomes					
7.9	Health & Social Care contributions to the Education,	Review and, through co-production, revise advice templates to ensure professionals	Designated Clinical Officer (CCG) SEND Operational	Health Practitioners who contribute to the Education, Health and Care needs assessment process are clearly defining outcomes and being clear about any service specific provision required that is over and above that which is usually available to children and young people of a similar age, aptitude and ability					

Ref	Outcomes	Action	Lead	Milestone	Sep-Dec 20	Jan-Apr 21	May-Aug 21	Sep-Dec 21	Y2
	Health Care Needs Assessment are of a consistent high quality with specific and quantifiable outcomes and provision	contributing to the EHC needs assessment process do so in a consistent and timely way	Manager (Assessment) (SCC)	There has been a review of current processes and ways of working and the insight gained from lived experiences lead to changes in working practices and improved experiences for families are evident through the EHCP feedback process					
A new, co-produced EHC plan template for Appendix C (Health Advice) is available and being used, establishing consistency in the way professional advice is provided for the assessment process by relevant medical practitioners									
There is an improved contribution from Health and Social Care professionals to EHC plans which means that all practitioners working with families are contributing fully to meeting a child or young person's wider needs									
8.1	Children, young people, families and professionals understand the Education, Health and Care needs assessment process	<b>Co-produce</b> information and learning and development resources to improve understanding of the Statutory Assessment process across stakeholders	SEND Strategic Manager	Statutory Assessment information and workforce development learning resources are created and made available online					
			Children's Services Learning & Development Team (SCC)	Learning resources are routinely updated and accessible through the Local Offer and the uptake is reported through the Learning & Development Team					
				Mechanisms are in place to evaluate the effectiveness and impact of learning and adapt resources accordingly					
8.2	The statutory assessment process decision making is	<b>Strengthen</b> consistency of pre/post assessment advice and decision making to build	SEND Operational Manager (Assessment) (SCC)	All families have the opportunity to take part in an 'Initial Conversation' with the SEND Statutory Team following submission of a request for assessment so that there is a clear understanding of the process and the possible decisions that may be made					



Ref	Outcomes	Action	Lead	Milestone	Sep-Dec 20	Jan-Apr 21	May-Aug 21	Sep-Dec 21	Y2
	consistent, robust and transparent; everyone involved understands the decision in the context of the SEND Code of Practice and has confidence in the decision-making process	confidence in decisions made	SEND Strategic Manager (SCC)	An independent review of Statutory Panel is scoped and carried out and the findings used to plan and implement changes					
SEND Operational Manager (Assessment) (SCC) Senior Educational Psychologist (SCC)			A multiagency Outcomes and Provision planning meeting process is designed and piloted, to occur following completion of an EHC Assessment but prior to decision to issue a plan, and includes appropriate practitioners and families who have contributed to the plan						
SEND Operational Manager (Assessment) (SCC) Senior Educational Psychologist (SCC)			Measure of impact of Next Steps and Outcomes and Provision process is completed; agreement for process agreed and embed a consistent approach across the local area						
SEND Strategic Manager (SCC)			Systems are in place for the routine review of live Tribunal cases, to understand where weaknesses in decision making/advice submissions are leading to appeals across statutory partners						
			There is emerging evidence of a reduction in Tribunals registered due to pre-emptive work, reflecting stronger decision-making processes						



Ref	Outcomes	Action	Lead	Milestone	Sep-Dec 20	Jan-Apr 21	May-Aug 21	Sep-Dec 21	Y2
8.3	Children, young people and their families tell us that they have been involved in developing their EHCPs, their contributions have been valued and their views listened to ensuring that their EHCP reflects their individual needs	<b>Ensure</b> the mechanisms for submission/collection of parent carer and young person's views (App. A) are accessible and differentiated to meet the needs of young people and their families	SEND Operational Manager (Assessment) (SCC) ICT Project Lead for SEND (SCC)	All current routes of parent and child contributions to statutory process are mapped and consolidated					
			SPCF	The experiences of families' EHCP journey is collected through an area survey, IPSEA workshop and listening events with families					
			SEND Operational Manager (Assessment) (SCC) ICT Project Lead for SEND (SCC)	New assessment sign-ups for the portal can submit their views (App A) through the Citizens Portal					
				The local area is able to identify, and target follow up action where a parent carer or young person's views have not been received to inform EHC planning					
				Baseline performance measure established for Parental and Young person views					
Performance reporting includes information on receipt of Parental and Young person views									
8.4	Clear and evidence-based advice is provided by partners in line with the legal timescales	<b>Establish</b> routine performance monitoring of advice submissions and sharing of performance	ICT Project Lead for SEND (SCC)	Performance reporting is in place for statutory advices Educational Advice (App B) Educational Psychology (App D) Social Care (App E) and Children, Young People's Therapy Services (CYPTS) (App F) enabling the local area to identify opportunities for improvement in timeliness of these submissions which will include escalating quarterly improvement targets					



Ref	Outcomes	Action	Lead	Milestone	Sep-Dec 20	Jan-Apr 21	May-Aug 21	Sep-Dec 21	Y2
		information across statutory partners		Performance reporting is in place for statutory advices App C (Health) enabling the local area to identify opportunities for improvement in timeliness of these submissions which will include escalating quarterly improvement targets					
				Performance reporting is in place for statutory advices App F (CAMHS) enabling the local area to identify opportunities for improvement in timeliness of these submissions which will include escalating quarterly improvement targets					
8.5	The number of assessments completed within the 20-week statutory timeframes is at least in line with top quartile performance (75%)	<b>Support</b> statutory advice providers to develop own performance improvement and escalation processes required to meet statutory timescales	SEND Strategic Manager (SCC) SEND Systems Officer (SCC)	Performance against 20-weeks is consistently at or above 40%					
				Systems are in place across App B/App D/App E statutory advice providers for setting and escalating quarterly improvement targets					
				Systems are in place across App F and App C statutory advice providers for setting and escalating quarterly improvement targets					
				Performance against 20-weeks is consistently at or above 50%					
				Regular reports demonstrate that statutory advice submission is within statutory timescales					
				Performance against 20-weeks is consistently within the top quartile of national performance (75%)					
9.1	Quality Assurance processes are embedded, providing	<b>Ensure</b> that partners are clear about what a good quality contribution looks like and consistently	QA Team (SCC)	A multi-agency audit group is established to undertake audit activity across 2021. This will include some involvement of families and they will be given information to help them understand the findings of the audit group.					



Ref	Outcomes	Action	Lead	Milestone	Sep-Dec 20	Jan-Apr 21	May-Aug 21	Sep-Dec 21	Y2
	reflective practitioner feedback to further improve quality contributions towards plans	providing submissions		<p>During 2021 there will be a focus on:</p> <ul style="list-style-type: none"> <li>quality of contributions</li> <li>quality of EHCPs</li> <li>how effectively Appendix As are being completed and considered within the process</li> <li>effectiveness of the review process</li> </ul> <p>Findings will be used to inform ongoing learning and development activity across the partnership so that the quality of joint working and contributions to EHCPs improves</p>					
				Good examples of contributions are identified which include the lived experiences of children, young people and their families are circulated so that agencies are clear on what a good contribution looks like					
				A review of good examples of contributions is completed to consider if these are increasing and the understanding of good practice has developed					
9.2	Input into annual reviews by children, young people with families and statutory partners increases	Ensure that Statutory advice providers can contribute more effectively to Annual Reviews	SEND Operational Manager (Reviewing) (SCC)	Settings routinely invite appropriate participants to meetings and request updates, escalating non-attendance at review meetings and/or non-submission to the relevant Statutory Partner(s)					
				Annual Reviews reflect updates from relevant Statutory Partners					
				EHCPs amended following annual reviews reflect the child or young person's current needs, SMART outcomes and that the provision is appropriate to meet changing need					
9.3	We are able to evidence that	Evaluate the effectiveness of the	QA Team (SCC)	Sample reviews (Nov 2020, Feb 2021 and April 2021) will evidence the quality of the initial and ongoing contact with					



Ref	Outcomes	Action	Lead	Milestone	Sep-Dec 20	Jan-Apr 21	May-Aug 21	Sep-Dec 21	Y2
	Children, young people and their families have been involved in developing their EHCPs, and that their contributions have been valued and their views listened to ensuring that their EHCP reflects their individual needs	ECHP process through the experience of children, young people, families and professionals		children, young people and their families; findings are used to inform learning & development activity for the Statutory SEND Team to ensure improvements in practice are made					
			QA Team (SCC)	Sample reviews (Nov 2021) will indicate what impact Outcomes and Provision meetings are having for children, young people and their families					
			QA Team (SCC) Engagement & Participation Teams (SCC/CCG)	An end of assessment evaluation process is designed using a variety of platforms to maximise feedback from children, young people and their families on their experience.					
			QA Team SEND Operational Managers (Assessment & Reviewing) (SCC)	An analysis of feedback from children, young people and families is undertaken and used to inform learning and development activity for the SEND Statutory Team and partner agencies, to address any practice concerns.					
			QA Team (SCC) Engagement & Participation Teams (SCC & CCG)	A review is undertaken to understand whether the end of assessment evaluation processes is working well enough and enabling children, young people and families to share their experiences of the statutory assessment process					
<b>9.4</b>	The statutory SEND Team have the skills	<b>Develop</b> a sustainable learning and development	SEND Operational Managers	Plan writing training is delivered to all SEND Statutory Staff and embedded as essential training in induction programmes for new staff					



Ref	Outcomes	Action	Lead	Milestone	Sep-Dec 20	Jan-Apr 21	May-Aug 21	Sep-Dec 21	Y2
	and knowledge to write consistently good high quality EHCPs	plan, which is responsive to findings from ongoing QA activity, to equip staff within the Statutory SEND Team with the skills and knowledge to write good quality EHCPs	(Assessment & Reviewing) (SCC)	The SEND statutory team have opportunities to understand the lived experiences of the families, young person/child experience of the statutory assessment journey and to use this learning to inform improving practice					
The SEND Statutory Team have a better understanding what 'good' looks like through the identification and circulation of good examples of EHCPs and reviews									
There is a greater understanding of the current quality of EHCPs through audits carried out on alternate months from Oct 2020. Learning and development activity is undertaken within the statutory SEND Teams to address any practice concerns and improve the quality of EHCPs									
QA Team (SCC)			Supervision is supporting staff to develop the skills and confidence to write good plans and offer challenge and advice to partners around the quality of contributions. This will be achieved through: <ul style="list-style-type: none"> <li>Review of the supervision policy</li> <li>Review of training offer for supervisors/ supervisees</li> <li>Audit of supervision</li> </ul>						
			Children's Services Learning & Development Team (SCC)	Learning and Development Team is ensuring that ongoing plans for training and support reflect the findings from audits, diagnostics and themes from appraisals					



Ref	Outcomes	Action	Lead	Milestone	Sep-Dec 20	Jan-Apr 21	May-Aug 21	Sep-Dec 21	Y2
9.5	SEND Quality Assurance Framework is published	<b>Co-produce, design and implement</b> a quality assurance framework and ensure staff feel confident in carrying out QA activities	QA Team (SCC) SEND Operational Managers (Assessment & Reviewing) (SCC)	Create and roll out practice standards that set out: <ul style="list-style-type: none"> <li>expectations around working collaboratively with children, young people, families and other professionals</li> <li>expectations around timescales</li> <li>expectations around quality</li> </ul>					
				Capacity of the Children’s Services QA Team is expanded to support QA work within SEND					
				Workshops are undertaken with leaders in SEND and partner agencies who will be undertaking QA activities to develop a consistent approach to QA					
				A QA framework is finalised which meets the needs of families, children and young people, statutory SEND Team and partners. This will include a process for identifying and sharing good practice and will establish how findings of QA activity will be shared across the partnership					
				Workshops with the SEND Statutory Team are developing skills that will enable them to offer support and challenge to partners. This will ensure the best possible contributions are consistently provided and children’s needs are better reflected within EHCPs					
				Diagnostics are carried out within the SEND Statutory Team to develop an understanding of how improvement activity is affecting morale, culture within the teams, quality of work and team performance					
				The role of the Policy Governance Group is expanded so that there is consistency across policies and documents and a mechanism to ensure they are routinely kept up to date					

## How we will know we are making a difference (Measures)

Improvement Priority Area	Measure / Indicator of Success	Target	Target Timescale	Baseline Data	Notes
7	Joint education, health and care pathways are published for the SEND category of need		Apr-21		
7	Dynamic Risk Register established and processes for review embedded		Dec-20		
7	Section 23 process finalised, rolled out and embedded across all early year's practitioners, reducing the potential numbers of 0-5 who may have SEND not receiving appropriate assessment and support		Aug-21		
7	To reduce the number of incidents relating to: <ul style="list-style-type: none"> <li>• Not being informed when an expectant Mum moves into the area</li> <li>• Not being informed of a still birth/miscarriage</li> <li>• Safeguarding information not being shared when needed</li> </ul>	20% reduction in incidents	Jun-21	Baseline 91 (May 2019 – March 2020)	
7	Children with a completed ASQ-3 at the 2-year review who achieve a score above cut-off (no concerns)	90%	Jul-21	84%	
7	Secondary settings with a completed School Health Profile and wellbeing action plan	95%	Jul-21	New offer for 20/21	
7	Increasing uptake of Learning Disability health check	60%	Aug-21	19/20 60%	Work towards a validated data set will establish baselines by August 2021 for the various age ranges post 14  It is anticipated that performance will be <u>at least</u> maintained due to Covid-19 restrictions



Improvement Priority Area	Measure / Indicator of Success	Target	Target Timescale	Baseline Data	Notes
8	Parent Carers and young people express satisfaction regarding statutory assessment	100% Above baseline	Sep-21	14%	Based on Parent Carer survey feedback. A new 'end of assessment' evaluation will provide an additional measure of improvement from Jan 2021
8	Timeliness of practitioner advice to support assessment	80%	Jul-21	App B (Schools) - 70% App C (Apr-21 baseline established) App D (EP) - 40% App E (Social Care) - 90%	Performance data is based on 'Appendix' submissions via the Professionals Portal. Baseline data as at Oct 2020. Baseline data for App C is expected early 2021
8	Numbers of assessments completed within statutory timescales (new EHCPs issued within 20-week time limit)	At or above 40% At or above 50% Top quartile of national performance (75%)	Apr-21 Aug-21 Jan-22	41% (21.8%)	Baseline represents latest monthly figure for August 2020 (Figure in brackets represents YTD for calendar year 2019)



Improvement Priority Area	Measure / Indicator of Success	Target	Target Timescale	Baseline Data	Notes
8	A reducing number of Tribunals registered	4.1%	Jan-21	4.68%	National Average based on the LAIT data is 1.79% of all decisions are appealed to Tribunal, Somerset's 2019 data was 4.68%; reduction targets are based on national reporting timelines
		3.5%	Jan-22		
		3%	Jan-23		
9	EHC plans are drafted with clear views submitted by the child, young person and parent carer	100%	Dec-21		
9	Results of quality assurance (QA) processes that include dip reviews (audit of a specific area of practice) and more comprehensive audits show a gradual improvement in the quality of EHCPs and contributions			(Nov-20)	Baselines will be achieved through planned Dip reviews and then used to determine the improvement target and timescale for this to be achieved; this will be updated and reported through established reporting arrangements
9	Training and development plan that is sustainable and reflects audit findings		Dec-20		

## SEND Glossary of Acronyms

<b>ASD</b>	Autistic Spectrum Disorder	<b>LAIN</b>	Local Area Improvement Network
<b>ASQ</b>	Ages & Stages Questionnaire	<b>LD</b>	Learning Disabilities
<b>CCG</b>	(Somerset) Clinical Commissioning Group	<b>MATS</b>	Multi Academy Trusts
<b>CQC</b>	Care Quality Commission	<b>MDT</b>	Multi-Disciplinary Teams
<b>CEG</b>	Children's Executive Group	<b>NHS</b>	National Health Service
<b>CYPP</b>	Children and Young People's Plan	<b>Ofsted</b>	Office for Standards in Education, Children's Services & Skills
<b>CYPMH</b>	Children and Young People's Mental Health	<b>QA</b>	Quality Assurance
<b>CYPTS</b>	Children and Young People's Therapy Services	<b>QI</b>	Quality Improvement
<b>DBOT</b>	Delivering Better Outcomes Together	<b>SAPH</b>	Somerset Association Primary Heads
<b>DCO</b>	Designated Clinical Officer	<b>SASH</b>	Somerset Association Secondary Heads
<b>DFE</b>	Department for Education	<b>SCC</b>	Somerset County Council
<b>DSG</b>	Dedicated Schools Grant	<b>SENDIAS</b>	Special Educational Needs & Disability Information and Advice Service
<b>EHCP</b>	Education, Health and Care Plan	<b>SEN.Se</b>	Somerset Association Special School Heads
<b>FE</b>	Further Education	<b>SIB</b>	SEND Improvement Board
<b>GPs</b>	General Practitioners	<b>SMART</b>	Specific, Measurable, Achievable, Realistic, Timely (Targets)
<b>HMI</b>	Her Majesty's Inspectors	<b>SOP</b>	Standard Operating Procedures
<b>ICS</b>	Integrated Care System	<b>SPCF</b>	Somerset Parent Carer Forum
<b>ICT</b>	Information and Communications Technology	<b>ToR</b>	Terms of Reference
<b>IPC</b>	Institute of Public Care	<b>WSoA</b>	Written Statement of Action

This document was co-produced with feedback from parent carers, young people, organisations, schools and professionals. Somerset County Council and Somerset Clinical Commissioning Group would like to acknowledge these valuable contributions.



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