

SEN Strategy Action Plan:

Proposal 1:

Early Intervention - We will help as early as possible so that each child and young person can achieve his/her full potential and remove barriers to learning – helping parents and carers to “tell the story once” through a single assessment framework for early intervention for Southend.

Action	Outcomes	Lead	Timescale	Progress report
1.1 Further develop Southend's single assessment framework and process for the early identification of need (modelled on CAF and other assessments)	A single integrated early help assessment approach is in place across Southend and all services are trained to implement	Group Manager Integrated Locality Services	Jan-14	The Early help Assessment (EHA) was launched in May 2014 with the expectation that from September 2014 all initial assessments will be completed using the new EHA framework. In terms of impact there has been an increase in evidencing the voice of the child throughout the assessment. Feedback on the redesigned assessment tool has been positive. Further training for services and review of format required.
1.2 Implement the Education, Health and Care Plan to replace the Statement of Special Educational Needs and Learning Difficulties Assessment in line with national requirements and guidance	New EHC Plan and systems in place, staff in schools and services trained	Group Manager SEN and Inclusion / Health and Social Care Managers	Sep-14	The Education Health and Care Plan arrangements have been implemented from September 2014 and are in line with government requirements. Over 500 staff from schools and services have received 6 phases of training on the new systems and reforms. A multi agency panel has been established to support the decision making processes. The transition plan for conversion of 900+ existing statements and 150 LDAs is now operational and will be phased over 3 years. An SEN strategic Board monitors progress. The DfE visit in January 2015 noted good progress

<p>1.3 Explore opportunities for further integration of services across Education Health and Social Care so that parents' and carers' experience is as co-ordinated and joined up as possible for children with complex and acute needs.</p>	<p>Feedback from families say their experience of services is more joined up and co-ordinated. Named Social Workers are allocated to special schools from the Children with Disabilities team.</p>	<p>Group Manager SEN and Inclusion / Group Manager Children with Disabilities</p>	<p>Jan-15</p>	<p>The Education Health and Care needs assessment and plan provides the platform for more integrated working for children with complex needs and work has been done to better align the planning processes across services, in particular for Looked After Children. The multi agency panel is the decision making panel for EHC Plans. At the school based stage schools are now using a redesigned Individual Support Plan which allows Education, Health and Care actions and support to be recorded. Feedback from parents will be sought after every EHCP. An all age disability strategy is also being developed and will look at greater integration opportunities. Further work will be done to ensure effective information sharing between agencies and to seek feedback from parents and carers about how coordinated services are.</p>
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Proposal 2:

“Do nothing about us without us”- We will work in partnership with parents and carers so that they can have more say and choice in the plan for their child, providing information about the local provision and offer.

Action	Outcomes	Lead	Timescale	Progress report
2.1 Involve parents and/or carers and children and young people in the assessment and planning process right from the start, giving them the option of having a personal budget as an integral part of the Education Health and Care plan. In the first instance develop a pilot project to explore how personal budgets can work effectively and how this will be monitored.	Pilot project completed, monitored and evaluated. Parents supported to access care and provision	SEN service manager	Aug-15	The new EHC Planning processes puts the child or young person at the centre of the process and ensures that views are captured. The EHC Plan is co-produced with parents. Work has begun between the LA and the CCG (health) to set out the arrangements for personal budgets- the policy, eligibility criteria, what is available and how it will be monitored. From September 2014 parents going through the EHCP process are able to request a personal budget.
2.2 Provide information about the local offer that will help parents or carers to have choices to make decisions about provision, about short breaks and about what to do if they are not satisfied with the service they are receiving.	Local offer published and updated regularly with a range of access routes for parents in place	Parent Partnership Officer	Sep-14	The Local Offer is in place and hosted on the SHIP directory for all parents and professional to access and meets the requirements of the new SEND Code of Practice. All partners, schools and settings have contributed. A series of fact sheets have been produced for parents. The information will continue to be updated. Partnership work is underway with Southend Family Voice to establish "secret shopper" arrangements to check the accessibility for parents. The next stage is to establish ongoing governance and management arrangements of the Local Offer. Views and comments from parents will be collated on an annual basis to feed into future developments.

<p>2.3 Complete the assessment process and assign a Lead Professional for all children and young people identified as having a special educational need and/or disability whether at birth or occurring in later childhood or adolescence</p>	<p>All children with SEN / disability have an assigned Lead professional and where appropriate an integrated Education Health and Care Plan</p>	<p>Group Manager SEN and Inclusion / Managers in Health and Social Care</p>	<p>Sep-14</p>	<p>The EHC Plan and new systems and processes were in place from September 2014. Staff in schools and settings have been trained on Person centred planning and key working. For all children with EHC Plans/statements the Named Lead Professional is normally the SENCO or setting lead for SEN. Each child also has a named case officer who co-ordinates the EHC and statutory assessment processes. The new Integrated Support Plan brings together Education, Health and Care needs and provision at early stages of the SEND Code of Practice in schools and settings.</p>
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<p>2.4 Provide guidance and training for schools and Early Years settings in relation to SEN policy and practice ensuring staff have the knowledge and skills to identify and meet needs as early as possible. There needs to be a particular focus on Speech and Language Needs with support for settings on early identification and training for staff.</p>	<p>All Early Years settings are judged good or better for SEN and inclusion practice. Children who require statements are identified earlier. Parents engage with support services.</p>	<p>SEN Early Years Team leader / SEN Adviser / Speech and Language Therapists / Early Years advisers / Speech and Language outreach service</p>	<p>Sep-14</p>	<p>The 6 phase training programme has focused on the correct identification of SEN in schools and settings and the effective use of resources in schools. The SEN registers are being reviewed and criteria for SEN support in schools have been agreed. 90% of pre schools, 82% of day nurseries and 100% of children's centres have been judged good or outstanding for SEN. 17% of childminders were judged outstanding and 69% good for SEN. The 3rd annual SEN conference in March 2015 will focus on Speech Language and Communication with national speakers attending. A team of Early Years advisers visits settings to provide advice and support for SEN to ensure early identification. Work will be undertaken with SENCOs to determine what resources are currently being used in schools</p>
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We will provide access to high quality local provision with a strong mixed economy- meeting children's needs flexibly, with mainstream and specialist

Action	Outcomes	Lead	Timescale	Progress report
<p>3.1 Build capacity and skills in mainstream schools by commissioning high quality training for staff at all levels through the South Essex Teaching School Alliance and others as appropriate and ensure Southend has suitably qualified and experienced Leaders of Education for SEN and/or disability</p>	<p>Training Needs analysed and training programmes in place. LSAs trained to become more specialised in a range of needs. Good practice is shared</p>	<p>Group Manager SEN and Inclusion / SEN Quality Assurance Manager</p>	<p>Sep-14</p>	<p>A comprehensive 6 phase training programme has been delivered for staff in schools, settings and services for the SEND reforms. 3 cluster groups one in each locality and 1 for secondary schools has been established and they are delivering ongoing training to SENCOs. These clusters will be used for moderation to ensure consistency of practice across schools and settings. 2 Advisory SENCOs have been appointed to support practice in mainstream schools and there is one Teaching and Learning Practitioner who provides intensive support in schools. The SEN Quality Assurance manager took up post in January 2015 and leads on the co-ordination of training for SEN in schools. An audit of training needs will be completed in the Spring term 2015. Training is also provided through the EP service. The SENCO clusters share information about relevant interventions, resources and programmes.</p>

<p>3.2 Further develop the skills and accreditation for Special Educational Needs Co-ordinators (SENCOs), induction and mentoring for new SENCOs and the SENCO network</p>	<p>SENCO programmes and induction for new SENCOs in place and SENCO network operating termly. All SENCOs have appropriate qualifications</p>	<p>Group Manager SEN and Inclusion / Principal EP and SEN Quality Assurance Manager</p>	<p>Sep-14</p>	<p>4 cluster groups have been established for SENCOs to meet to share practice and have training and development. This is in addition to the extensive training programme to support the delivery of the SEND reforms. Induction and support for new SENCOs is delivered by 2 advisory SENCOs. The majority of SENCOs have gained the recognised qualification and others are undergoing the course. The Borough SENCOs meet termly for training and development.</p>
<p>3.3 Work with the Special schools to share expertise and develop a comprehensive and co-ordinated approach to training, action research and expand the outreach services particularly around ASD, ADHD and speech and language. These could be offered as traded services to mainstream schools</p>	<p>A coordinated Training Programme is available to mainstream schools and evaluated</p>	<p>Group Manager SEN and Inclusion / Special School Head Teachers / SEN Quality Assurance Manager / Principal EP</p>	<p>Sep-14 and ongoing</p>	<p>In Feb 2014 the Special school heads are leading a joint training day for 320 staff on good practice in the use of LSAs in schools. The SEN Quality Assurance Manager will establish evaluation of the scope, reach and impact of the current outreach services to feed into planning for future demand</p>
<p>3.4 Reconfigure targeted and Specialist BESD provision across the Borough by bringing existing resources into one single framework to better meet the needs of more children.</p>	<p>Seabrook College in place with one over-arching Governing Body. Executive Headteacher recruited. New offer to mainstream schools in place.</p>	<p>Group Manager SEN and Inclusion</p>	<p>Sep-13</p>	<p>Seabrook College was established as a federated school/PRU in September 2013 and in September 2014 it relocated on to 3 sites. There is a single governing Body and budget. The College is also commissioned to deliver outreach services and services for children with medical needs. Outcomes for children have improved with greater numbers achieving GCSE and other qualifications. The recent HMI visit noted good progress.</p>

<p>3.5 Provide support to develop capacity and skills in mainstream schools by refocusing the Behaviour Outreach Service offering high quality training and co-ordinating a network of behaviour specialists in mainstream schools</p>	<p>Behaviour Outreach Service in place Evaluation demonstrates the effectiveness of the service and schools buy into the training. Exclusions are reduced. Network in place.</p>	<p>Group Manager SEN and Inclusion / Executive Headteacher Seabrook College</p>	<p>Sep-14</p>	<p>The Behaviour outreach service has been reorganised and is commissioned through Seabrook College. Permanent xclusions remain low in Southend compared with national and Seabrook works with schools to avoid exclusions where possible.A few schools continue to have high rates fo fixed term exclusions and Seabrook College isporviding targeted support. An evaluation report on the effectiveness of the service will be undertaken at the end of the academic year 2014/15.The second annual SEN conference in March 2014 focused on Behaviour for Learning and over 90 people attended with good feedback. 81% of schools inspected between 2012 and December 2014 were judged good or better at OFSTED for Behaviour and safety.</p>
<p>3.6 Implement the Nurture arrangements to embed practice in schools with a steering group of headteachers and a training programme with centres of excellence in existing bases</p>	<p>Nurture Steering Group established and training programme is implemented. Nurture network expanded and schools delivering a nurture approach</p>	<p>Group Manager SEN and Inclusion / Headteachers /Executive Headteacher Seabrook College</p>	<p>Sep-14</p>	<p>The nurture steering group of headteachers meets half termly. A new training programme has been implemented and is well attended with good feedback from schools. The nurture network has been expanded. More schools have developed a base within school. Monitoring has taken place in the central area and all schools are expected to develop a nurturing approach. A consultation will be undertaken in February 2015 to seek the views of headteachers on future developments and to monitor the impact of nurture in the Borough so far.</p>

<p>3.7 Work with Health to increase access to Child and Adolescent Mental Health Services at Tiers 2 and 3 and reduce waiting lists through the review of CAMHS.</p>	<p>More children have access to Mental Health Services – provision for children age 12+ with LDD is commissioned</p>	<p>CAMHS Commissioner / Group Manager SEN and Inclusion</p>	<p>Sep-14</p>	<p>The CAMHS redesign project is taking place across Essex, including Southend. High level specifications have been drafted and the new service is expected to be in place from November 2015. However there are still high waiting lists and gaps in provision especially for children with learning disabilities or high functioning Aspergers.</p>
<p>3.8 Establish a training programme for staff in universal services to identify signs of mental health issues in order to provide early intervention.</p>	<p>More children have needs met at earlier stages reducing the need for more specialist services</p>	<p>Group Manager Early Intervention / CAMHS Manager</p>	<p>Sep-14</p>	<p>Workshops have been planned for Spring 2015 and offered to school staff on Managing Anxiety and delivered by CAMHS professionals. Schools are also able to contact a service called Therapy for You</p>

Proposal 4:

Our ambition is to raise attainment and expectations - setting sights high for every child and young person so that their hopes and aspirations can be realised both now and in their future lives and narrowing the gap for learners with SEN and/or disabilities.

Action	Outcomes	Lead	Timescale	Progress report
4.1 Establish an annual conference on SEN / Inclusion and Behaviour with opportunities to share good practice	First conference completed	Group Manager SEN and Inclusion	May-13	The second annual SEN conference took place in March 2014 with the theme of Behaviour for Learning. 90 people attended and evaluation was very positive. The third conference is planned for March 2015 on the topic of Speech, Language and Communication. National speakers have been agreed.
4.2 Establish guidance and a set of expectations on transition arrangements for children and young people building on existing good practice and protocols.	Working Group established and guidance produced. Transitions are improved for Early Years to Primary, Primary to Secondary and Post 16	SEN Quality Assurance Manager, Health managers/Complex case and transition manager/Health and Social Care/Integrated Youth Support Services	Apr-15	There is existing good practice to support the transition of children with SEN from primary to secondary school with meetings, exchange of information and visits. There is also a transition Protocol agreed for post 16 transfer which will be reviewed to take account of the new SEN Code of Practice. Further work will be undertaken to ensure effective transfer of information from Early Years settings into schools

<p>4.3 Monitor the progress of all children and young people with SEN and work with schools to accelerate progress and improve achievement</p>	<p>Attainment of vulnerable groups and children with SEN is improved and children make expected progress and/or above. Schools make effective use of data</p>	<p>SEN Quality Assurance Manager / 14-19 Adviser</p>	<p>Jul-14</p>	<p>The attainment gap in Southend continues to be challenging and remains higher than national, Schools are required to revivethere SEN registers ensuring that only children with clearly identified SEN are placed on SEN support. This will result in fewer children on the SEN registers and potentially a short term widening of the attainment gap. The aim is to close the gap to be at least comparable with national data. The Southend challenge groups have been established for schools to work together to raise the attainment of vulnerable pupils. An SEN quality assurance manager took up post in January 2015. This key role will support and challenge schools on SEN practice and support them to ensure that children with SEN make expected progress. The progress of children is monitored in a range of ways such as Raise on Line or in Special schools through CASPA. The progress of individual pupils is monitored through their annual reviews. Correct identification of children with SEN is important and school SENCOs have had training on this. Through the new SEN Code</p>
<p>4.4 Expand alternative education and vocational learning with appropriate qualifications at Key Stage 4 and develop quality assurance systems with providers</p>	<p>Quality Assurance systems in place. Wider range and quality of provision available and Value for Money achieved.</p>	<p>14-19 Adviser</p>	<p>Sep-13</p>	<p>Nationally the range of acceptable qualifications has reduced and this is reflected in a reduction in the number of providers of alternative education in Southend. Quality assurance systems are in place and the majority of providers are inspected by OSTED and offering good value for money.</p>

<p>4.5 Establish a planning and commissioning group, to include schools and Adult Services, for post-16 learners with SEN and/or disabilities to ensure good quality provision and appropriate progression routes for learners</p>	<p>Learners have appropriate progression routes and fewer young people are NEET</p>	<p>SEN Review and Transitions Manager / 14-19 Adviser / Integrated Youth Support Services</p>	<p>Jun-13</p>	<p>Progression routes are available for young people with EHC Plans. More provision is becoming available through South Essex College, SACC and other providers. All leavers who were subject to statements of SEN were in education, employment or training at September 2014. Post 16 provision at The St Christopher school has been expanded for young people with ASD and Lancaster school is also developing its provision for children with complex needs.</p>
<p>4.6 Develop a directory and local offer of provision available for Post 16 learners with SEN or disabilities and work with parents, carers and young people to improve information</p>	<p>Directory produced and accessible to parents and young people</p>	<p>SEN Review and Transitions Manager / 14-19 / SETSA Manager</p>	<p>Sep-13</p>	<p>This is now incorporated in the Local Offer</p>

Proposal 5:

We will ensure resources are used effectively with performance monitoring and measurement of impact - ensuring value for money and cost effectiveness with equitable and transparent distribution of resources to support children with SEN and/or disabilities.

Action	Outcomes	Lead	Timescale	Progress report
5.1 Revise the performance framework and targets to monitor the strategy and publish an annual report on the outcomes for children with SEN and/or disability	SEN Strategy Group monitors performance on a quarterly basis and targets are set annually. Annual Report produced and circulated to Headteachers and reported to members .	Group Manager SEN and Inclusion / SEN Quality Assurance Manager/data manager	Annually Spring term	Performance targets have been revised in line with the new EHC Plan process and some targets are monitored monthly by DMT. The SEN Strategic Board has been established and will receive performance reports termly. There is an annual report to Cabinet in March.
5.2 Expect all schools and settings to audit and evaluate SEN provision on an annual basis and identify areas for development.	Audit and evaluation in place and development needs assessed through training. Governors receive an annual report on the progress of children with SEN	SEN Quality Assurance Manager / Governor Services	Annually	The new SEND code of practice sets out expectations for all schools to publish an annual report on SEN. Schools have received guidance on this and governors have been briefed. Early monitoring indicates that the majority of schools are complying with this requirement. Support for schools who are due OFSTED visits has been offered.
5.3 Implement and monitor the new funding arrangements for mainstream and special schools through consultation for implementation from April 2013	Schools' Budgets agreed through Schools Forum	Finance/Group Manager SEN and Inclusion	Apr-13	The new funding arrangements are now embedded in schools. Funding and place numbers are reviewed annually with reports to the Schools Forum and any requests for growth go to the EFA.
5.4 Establish systems of monitoring the use of SEN resources in schools ensuring value for money	Monitoring arrangements in place – budgets in line	Group Manager SEN and Inclusion	Sep-14	There are a number of systems being put in place to monitor the use of resources in schools. This includes visits to schools by the advisory SENCOs and SEN Quality Assurance manager. Moderation of SEN support across schools will be undertaken through the SENCO clusters. The EHC Panel monitors the allocation of resources to ensure equity across schools. The SEN budgets are on track.

<p>5.5 Monitor and report on performance around statutory compliance for statements of SEN and the future statutory framework for Education Health and Care Plans when these arrangements are finalised by the Government.</p>	<p>Compliance with Statutory requirements and performance targets are met</p>	<p>Group Manager SEN Inclusion / SEN Service Manager</p>	<p>Jan 2014 and Annually</p>	<p>All SEN statements without valid exceptions were issued within 26 weeks in 2014 and 97.6% of those with exceptions exceeding the target of 95%. This is significantly better than national and statistical neighbours' performance. The first EHC needs assessments were initiated in September 2014 and are due to be finalised in January within the new 20 week timescale to comply with the new SEND Code of Practice. By the end of January 60 new EHC Plans were in progress and 209 Conversion Reviews had taken place with the priority of those transferring schools to be completed by February 2015</p>
<p>5.6 Partner agencies to work together to jointly commission provision and define this clearly so parents and carers can be offered an option of a personal budget, extending their choice and control.</p>	<p>Joint commissioning arrangements agreed</p>	<p>Group Manager SEN and Inclusion / Clinical Commissioning Group(CCG)</p>	<p>Sep-14</p>	<p>The Local Authority and the Clinical Commissioning Group are working together to agree the Joint Commissioning intentions within the range of Paediatric services for children with SEN including Speech and Language Therapy. The Joint Strategic Needs Assessment is being refreshed.</p>