

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 Early Intervention / EP Service / Early Years / Health / Social Care	Jan-14	The Early Help Assessment format has been established by a multi-agency working party. The Early Help Assessment format is currently being designed by the ICT department with a view to sitting the assessment onto an electronic platform. This format will be considered by parents and GP's to ensure that we have the right format. The Early Help Assessment has been designed to be flexible enough when moving into the statutory process (EHC). We have been successful in the bid from Corporate ICT to support and establish a solution for an electronic version and we are currently meeting with potential providers to support our development.
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	A multi agency project board has been established with representatives from schools, services, health and parents and carers. There are 6 workstreams and groups working on the implementation. Staff have attended pathfinder workshops as well as training for key workers. Co-ordination of health colleagues has taken place, as well as awareness-raising of sessions run by Early Support.

<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 CWD team.</p>	<p>Group Manager SEN and Inclusion / Group Manager Children with Disabilities</p>	<p>Jan-15</p>	<p>Named link Social workers from the CWD team have been allocated to all Special Schools except Seabrook.</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	Group Manager SEN and Inclusion / Managers in Health and Social Care and representatives of parents/carers	Aug-15	A continuing Healthcare Pilot in North East Essex has been running for the past year with positive results. Staff have attended pathfinder workshops on developing personal budgets. A multi agency workstream group that includes parents is being established to take planning for personal budgets forward
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	Apr-14	A multi agency steering group was established in March 2013 with sub groups operating. Service profiles have been collated for the SHIP directory. 2 parent meetings have taken place. Questionnaires will go to all parents of children with statements of SEN. Work is underway with schools to develop their offer for children with additional needs and youth councils.
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	All children with SEN / disability have an assigned Lead professional and where appropriate an integrated Education Health and Care Plan	Group Manager SEN and Inclusion / Managers in Health and Social Care	Sep-14	Work is underway to further develop the Early Help assessment framework and the linkages to the new Education Health and Care Plans. This will be followed up with staff training on new systems and processes. All children with an identified SEN at birth have access to services and support

<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>Training is in place for SENCOs from all Early Years settings. Further training is planned for summer 2014. Guidance on Speech and Language in early years settings has been updated. A team of Early Years SEN support advisers visits settings to provide advice and support on SEN. Parents of very young children with high level complex SEN have support visits from portage workers. The SEAS course for parents of children with ASD runs twice a year.</p>
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Proposal 3:

We will provide access to high quality local provision with a strong mixed economy- meeting children's needs flexibly, with mainstream and specialist provision and outreach services working together to meet needs.

Action	Outcomes	Lead	Timescale	Progress report
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	Training Needs analysed and training programmes in place. LSAs trained to become more specialised in a range of needs. Good practice is shared	Group Manager SEN and Inclusion / SEN Adviser	Sep-13	In partnership with SETSA and the St Christopher school a training needs analysis has been completed across all schools in the borough. This will inform training plans and commissioning. SENCOs share good practice at the termly meetings.
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	SENCO programmes and induction for new SENCOs in place and SENCO network operating termly. All SENCOs have appropriate qualifications	Group Manager SEN and Inclusion / Principal EP and SEN Adviser	May-14	SENCOs meet termly to share good practice and for training. There are also local area meetings. These will be the main opportunities for disseminating the changes to the Education Health and Care Plans. An induction programme will be developed for new SENCOs and all SENCOs are encouraged to gain the national accreditation
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	A coordinated Training Programme is available to mainstream schools and evaluated	Group Manager SEN and Inclusion / Special School Head Teachers / SEN Adviser / Principal EP	Sep-14	Special school headteachers have launched Teach Meet to all schools in the borough offering a range of expertise, training and support for mainstream schools. Analysis of outreach services is underway to assess needs and demand across the Borough.
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.	Seabrook College in place with one over-arching Governing Body. Executive Headteacher recruited. New offer to mainstream schools in place.	Group Manager SEN and Inclusion	Sep-13	Seabrook college was established in September 2013 to support children with BESD with a new governing body. The Executive headteacher has been appointed with a senior leadership team. A new preventative programme is in place. Recent Dec 2013 Ofsted/ HMI visits indicate good progress

<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>Apr-14</p>	<p>The Behaviour outreach service has been reconfigured and now sits within Seabrook College The network of behaviour professionals will be launched in March 2014 at the annual SEN conference. Exclusions remain low with 3 permanent exclusions from secondary schools in 2012/13. Seabrook works with schools to avoid exclusions where possible.</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>A 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 developing a nurture approach.</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>CAMHS redesign project is taking place across Essex, including Southend. High level specifications have been drafted and scoping for procurement is now taking place.</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>This will be developed once the CAMHS redesign work has been completed.</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 first annual conference was held in May 2013 with national speakers. Over 60 people attended with good feedback. The next conference is in March 2014 with the theme of behaviour for learning
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 Adviser/Health managers/Complex case and transition manager/Health and Social Care/Integrated Youth Support Services	Apr-15	Work has begun to research and identify current practice in the borough as well as practice elsewhere. A working group will be established in the Spring term to take forward guidance for settings.
4.3 Monitor the progress of all children and young people with SEN and work with schools to accelerate progress and improve achievement	Attainment of vulnerable groups and children with SEN is improved and children make expected progress and/or above. Schools make effective use of data	SEN Adviser / 14-19 Adviser	Jul-14	The progress of children with SEN is monitored regularly by the LA through Raise on Line Data, OFSTED and SSP reports . Vulnerable schools are identified for support and challenge. Southend challenge has been established for schools to work on closing gaps.
4.4 Expand alternative education and vocational learning with appropriate qualifications at Key Stage 4 and develop quality assurance systems with providers	Quality Assurance systems in place. Wider range and quality of provision available and Value for Money achieved.	14-19 Adviser	Sep-13	Safeguarding audits are underway with providers and the LA has systems to monitor the quality of provision and maintains a list of all young people accessing alternative provision. Further development of the range of provision is in progress

<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>The comissioning group was established in December2013. The transition planning group will be reinstated in the spring term 2014 with a focus on 14-25yrs and the implementation of the Care and Support bill and the EHC plans to replace Learning Difficulty Assessments</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>Research has been completed and will be incorporated into the overall Local Offer for parents and young people</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 Adviser/data manager	Annually Spring term	The performance framework has been revised with some performance targets monitored monthly and quarterly by DMT. The first report will go to cabinet in March 2014
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 Adviser / Governor Services	Annually	A self evaluation toolkit has been developed and promoted to SENCOs and headteachers It is being trialled in some schools.
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 for SEN in mainstream and special schools and units were implemented in April 2013. Funding and place numbers are reviewed annually with reports to the Schools Forum January 2014.
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	The self evaluation framework for SEN in schools enables monitoring the use of resources. The toolkit will go to all schools once trialling has taken place.SEN budgets are in line
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.	Compliance with Statutory requirements and performance targets are met	Group Manager SEN Inclusion / SEN Service Manager	Jan 2014 and Annually	100% of statements without exceptions and 78% of those with exceptions issued since April 2013 have been within 26 weeks. Since November 2013 100% of statements have been issued within 26 weeks. Planning for the change to Education Health and Careplans is underway.

<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 / Health Commissioner</p>	<p>Sep-14</p>	<p>Personal Health Budgets will come into place Sept 2014. Local Offer and EHC Plans will help to facilitate this. Health playing a key role in Community Partnership, Success for All and Streets Ahead. A workstream for joint commissioning is underway.</p>
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