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Southend-on-Sea City Council

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HEALTH & WELLBEING BOARD - WEDNESDAY, 6TH SEPTEMBER, 2023 SUPPLEMENTARY REPORT PACK: AGENDA ITEM 13 – AREA SEND INSPECTION AND AREA STRATEGIC PLAN

Please find enclosed, for consideration at the next meeting of the Health & Wellbeing Board taking place on Wednesday, 6th September, 2023, the following report that was unavailable when the agenda was printed.

Agenda No Item

13 Area SEND Inspection and Area Strategic Plan (Pages 3 - 44)

Report of Director Education, Inclusion and Early Years

Robert Harris
Principal Democratic Services Officer

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Meeting: Health and Wellbeing Board
Date: 6th September 2023
Classification: Part 1
Key Decision: No
Title of Report: **SEND Area Inspection outcome and Strategic Action Plan**

Executive Director: Micheal Marks
Report Author: Liz Hunt, Director of Education, Inclusion and Early Years

Executive Summary

- 1.1 To update the Health and Well-being Board on the outcome of the SEND Area Inspection and the resulting SEND Area Strategic Action Plan

Recommendations

- 2.1 **To note the Area SEND inspection outcome and resulting Area SEND strategic action plan**
2.2 **To request an update on the area's progress in implementing the action plan in 6 months**

3. Background

- 3.1 The Area Send inspection is a joint inspection, carried out by Ofsted and the Care Quality Commission (CQC) which looks at the local area's partnership SEND arrangements. The Inspection framework was revised in January 2023 and Southend was the 4th area to be inspected under the new framework.
- 3.2 Under the previous inspection framework local areas were either judged as providing satisfactory support or, if not, had to produce a written statement of action. Southend Area Partnership was placed under a Written Statement of Action following its October 2018 inspection which found significant areas of weakness in the local area's practice.
- 3.3 Ofsted and (CQC) revisited the area of Southend-on-Sea in May 2021 to decide whether sufficient progress has been made in addressing each of the four significant weaknesses detailed in the written statement of action issued on 5 December 2018. The revisit found that the area had made sufficient progress in addressing three of the

four significant weaknesses identified at the 2018 inspection. The area at that time had not made sufficient progress in addressing one significant weakness.

3.4 Under the revised 2023 Area SEND Inspection framework there are 3 possible outcome judgements for the SEND Inspection:

1. The local area partnership's SEND arrangements typically lead to positive experiences and outcomes for children and young people with SEND. The next Area Inspection will be within 5 years and the Area should produce its strategic action plan within 30 days of the published outcome.
2. The local area partnership's arrangements lead to inconsistent experiences and outcomes for children and young people with SEND. The next area inspection will be within 3 years and the Area should produce its strategic action plan within 30 days of the published outcome.
3. There are widespread and/or systemic failings leading to significant concerns about the experiences and outcomes of children and young people with SEND.

3.5 Southend's Area SEND Inspection was carried out between 6 to 10 March 2023. Following quality assurance processes within Osted and the CQC the final report was published in June 2023. The outcome for Southend Area Partnership was judgement 2 and therefore the local Area should expect its next inspection in 3 years. This is an improving position from the Written Statement of Action which arose from the last inspection.

4. Area Inspection Findings

4.1 Summary of findings

The inspection reported on:

- a. What is it like to be a child or young person with SEND in the area and concluded that the experiences of children and young people with SEND in Southend-on-Sea are variable.
- b. What the area partnership was doing which was effective, highlighting strengths and successes in a range of areas across health, social care and education.
- c. What the area partnership needed to do better, identifying improvement needs across a range of service areas.

4.2 The inspection described the following strengths as to what is it like to be a child or young person with SEND in Southend

- There have been improvements to waiting times for access to services such as The Lighthouse Child Development Centre.
- Many children and young people are positive about the help and support they receive in school from caring and dedicated staff.
- Young people appreciate the adjustments that are made when they are taking part in examinations.
- Improved access to alternative provision placements is supporting more children and young people with SEND to engage positively in learning.

- Children and young people with disabilities and their families benefit from access to a range of services that are identified through an effective multi-agency response.
- Schools routinely consult with children and young people with SEND and with their parents and carers as part of the EHC plan review process.
- Young people appreciate the flexible pathways and support that is available when they leave school. This includes mentoring and small group sessions which help young people to develop their confidence so that they are better prepared for further study and the world of work.
- Children and young people access opportunities that are available through organisations such as Little Heroes, swimming, scouts and the youth theatre.
- Children and young people with SEND access a range of services that are available to meet their social and emotional health and well-being. This includes voluntary sector services such as online counselling, for example KOOTH
- Children and young people with SEND are benefiting from improved access to alternative provision and, where appropriate, education other than at school (EOTAS), which are carefully considered to meet their individual needs.
- Children and young people with SEND are beginning to be more involved in the wider decision-making of the area, such as the Southend Youth Council and those involved are positive about the impact of their work. They say that adults listen and act on their ideas.

4.3 The inspection also identified the following weaknesses:

- More children and young people need to gain access to wider health services and support in a timely way.
- Some children and young people are waiting for long periods to access health needs assessment, especially in respect of neurodiversity and for specialist equipment.
- Too many children and young people with SEND, including those with SEND support, are not achieving as well as they could in school.
- Wider multi-agency support is often not identified in children's and young people's education, health and care (EHC) plans, including those placed in settings out of the local area.
- Children and young people with SEND do not benefit as well as they should from effective multi-agency working when reviewing EHC plans. Health and social care services are often not involved in EHC plan reviews and reviews do not reflect how agencies will coordinate support
- Preparation for adulthood needs to begin earlier
- Children and young people need to know more about the clubs and facilities that are available for them to socialise with others out of school and during the school holidays
- Children and young people have said it would be better if the needs of children and young people with SEND are more widely understood across the community in which they live.

4.4 The inspection reported that the area partnership was found to be effective in the following areas:

- The local area partnership consulted widely on the local area's strategic priorities for improvement.
- The PCF is making a strong contribution to improving the experiences of children and young people with SEND and their families.
- The views of children and young people, and of parents and carers, are being captured more systematically as part of the EHC planning and review processes.
- Changes in the way that SEND caseworkers engage with schools and families have been welcomed.
- School staff appreciate the guidance and support received from the local authority SEND team.
- Access to early help is supporting families to better meet the needs of children and young people with SEND.
- Some services, such as early help and The Special Educational Needs and Disabilities Information Advice and Support Service, help parents and carers to navigate the local offer and access the right support in a timely way.
- Additional capacity within the local authority inclusion team is supporting more effective partnership working between education, social care and health services for children and young people with SEND who are electively home educated, and their families.
- Effective multi-agency working between education, social care and the police helps reduce identified safeguarding risks for children and young people with SEND.
- There is strong partnership working to identify and support children and young people with SEND who are at risk of missing education or who are not engaging with education or training.
- The local area partnership has extended the opportunities available to children and young people with SEND who access education and support through alternative provision and oversight of alternative provision is robust.
- Southend local area's systems for supporting children and young people through the dynamic support register (DSR) and the use of care, education and treatment reviews (CETR) are developing well. There is evidence of better multi-agency working in Southend with a stronger focus on supporting children and young people and families at the right time
- Most children and young people with SEND who are referred to physiotherapy and occupational health services are seen within 18 weeks of referral; the triage system helps ensure that those with acute need are seen promptly.
- Primary care teams undertake individualised annual health reviews for young people with a learning disability in a timely way.
- More children and young people with disabilities are taking up the offer of short breaks and the local area partnership has acted on feedback and improved communication about these arrangements

4.5 The inspection identified the following areas which the area partnership needs to do better:

- The pace of improvement has been too slow. The implementation of the local area partnership's draft SEND strategy was delayed.
- Work to build trust with parents and carers has been undermined by weaknesses in service delivery across the local area.

- The processes of EHC planning and review are not sufficiently focused on raising the ambition of what children and young people with SEND can achieve with the right support. EHC annual reviews are not completed in a timely manner.
- Co-production to develop individual EHC plans is not carried out consistently well. In some cases, there is not sufficient contribution from health and social care to ensure a comprehensive review of a young person's needs.
- Leaders recognise that too many children and young people with SEND are not achieving well enough at school and are not well prepared for their next steps in education and/or training. Where there have been improvements to joint services, for example in the early years, this is not translating into improved educational outcomes for children with SEND
- The work to support young people to prepare for adulthood does not start early enough
- The information that services obtain through quality assurance processes is not used well enough to evaluate the effectiveness of leaders' actions and improve practice.
- The current transition processes in place for children and young people with SEND who are accessing child and adolescent mental health services does not currently support preparation and transition in a timely way.
- Current services available in the area do not meet the range of needs for adults with SEND.
- Speech and language therapists have limited capacity to provide support for children and young people with SEND who attend mainstream settings.
- Children and young people with SEND and their families continue to experience significant delay in accessing diagnostic pathways, especially for autism spectrum disorders.
- There are not enough clubs and activities available to children and young people with SEND, including during the school holidays.
- Parents and carers and professionals can experience confusion in how to access the range of services that are available from education, health and social care.

5. Area Inspection recommendations

- 5.1 In summary the inspection made 5 recommendations, which are detailed below.
- 5.2 The local area partnership and stakeholders, including the council, the Integrated Care Board and wider partnership, should ensure that leaders in education, health and social care are empowered to drive forward improvements at pace so that the Southend SEND Partnership strategy impacts positively on the experiences and outcomes of all children and young and people with SEND.
- 5.3 The local area partnership should evaluate the quality and impact of services and joint working more effectively, to inform improvements that lead to better outcomes and experiences for children and young people with SEND.
- 5.4 Local area partnership leaders should improve the effectiveness of joint working to support the co-production of EHC plans and annual reviews so that at each stage the provision that is planned takes full account of children's and young people's current and changing needs.

- 5.5 Local area partnership leaders should ensure that they share accurate data across health, education and social care to support rigorous and effective self-evaluation and inform joint commissioning.
- 5.6 The local area partnership should ensure that appropriate support is in place from health services for children and young people who are awaiting health needs assessments, so that early intervention reduces the risk of any escalation of concern.
- 5.7 The local area partnership should make sure that parents and carers and professionals receive clear and reliable information about how to access the range of support and services that are available.

6. **Strategic Action Plan**

- 6.1 The Area partnership board in line with the inspection framework requirements had to produce a strategic action plan to address these recommendations within 30 days of the publication of the report.
- 6.2 This was approved July by the DFE and CQC and is now available on the local offer website. The Area partnership board will be working towards the delivery of this action plan.

Appendices

- **Appendix 1**: Area Inspection Report
- **Appendix 2**: Strategic Action Plan

Area SEND inspection of Southend-on-Sea Local Area Partnership

Inspection dates: 6 to 10 March 2023

Date of previous inspection: 1 to 6 October 2018

Inspection outcome

The local area partnership's arrangements lead to inconsistent experiences and outcomes for children and young people with special educational needs and/or disabilities (SEND). The local area partnership must work jointly to make improvements.

The next full area SEND inspection will be within approximately 3 years.

Ofsted and the Care Quality Commission (CQC) ask that the local area partnership updates and publishes its strategic plan based on the recommendations set out in this report.

Information about the local area partnership

Southend-on-Sea City Council and the Mid and South Essex Integrated Care Board (ICB) are responsible for planning and commissioning services to meet the needs of children and young people with SEND in Southend-on-Sea, as part of the Southend SEND Partnership. The Southend SEND Partnership oversees the commissioning of local education, social care and health provision for children and young people with SEND.

On 1 March 2022, Southend-on-Sea changed from Southend-on-Sea Borough Council to Southend-on-Sea City Council. The commissioning of health services changed across England in 2022. On 1 July 2022, the responsibility for health services in Southend-on-Sea passed from the Southend Clinical Commissioning Group to the Mid and South Essex ICB.

The Southend SEND Partnership commissions a range of alternative provision. Alternative provision provides education for children or young people who cannot attend school due to social, emotional and mental health and medical needs, or for those who have been or are at risk of being permanently excluded from school. The local authority maintains a directory of registered and unregistered alternative providers that have been subject to an annual check of their safeguarding arrangements.

What is it like to be a child or young person with SEND in this area?

The experiences of children and young people with SEND in Southend-on-Sea are variable. There have been improvements to waiting times for access to services such as The Lighthouse Child Development Centre, which provides speech and language therapy, occupational therapy, physiotherapy, general paediatric and neurodiversity assessment. However, many children and young people do not gain access to these wider health services and support in a timely way. Sometimes, children and young people are waiting for long periods to access health needs assessment, especially in respect of neurodiversity. Children and young people with disabilities often wait long periods for support or equipment. This can limit children's and young people's independence and access to the wider opportunities that are available within their local community.

Many children and young people are positive about the help and support they receive in school. This includes sensory support and working with caring and dedicated staff. Young people appreciate the adjustments that are made when they are taking part in examinations. Improved access to alternative provision placements is supporting more children and young people with SEND to engage positively in learning. However, too many children and young people with SEND, including those with SEND support, are not achieving as well as they could in school.

For those children and young people with disabilities, they and their families benefit from access to a range of services that are identified through an effective multi-agency response tailored to meeting individual needs. However, this wider support is often not identified in children's and young people's education, health and care (EHC) plans. This includes in the EHC plans for children and young people who are placed in educational settings that are located out of the Southend-on-Sea local area.

Children and young people with SEND do not benefit as well as they should from effective multi-agency working when it comes to reviewing individual EHC plans. Schools routinely consult with children and young people with SEND and with their parents and carers as part of the EHC plan review process. However, health and social care services are often not involved in EHC plan reviews. Sometimes, schools are acting on information from health services that is out of date or is less relevant to the child's or young person's current needs. EHC plan reviews often do not reflect how agencies will coordinate their work to help improve the outcomes and experiences for children and young people with SEND.

Young people appreciate the flexible pathways and support that is available to them when they leave school. This includes mentoring and small group sessions which help young people with SEND to develop their confidence so that they are better prepared for further study and the world of work. However, for too many young people, preparation for adulthood does not begin early enough. This limits the choices available to some young people when they apply for further education or training.

Children and young people access opportunities that are available through organisations

such as Little Heroes, the scout movement, swimming and the local theatre. However, children and young people do not know enough about the clubs and facilities that are available for them to socialise with others out of school and during the school holidays. Children and young people with SEND access a range of services that are available to meet their social and emotional health and well-being. This includes voluntary sector services such as online counselling, for example KOOTH.

Children and young people with SEND are benefiting from improved access to alternative provision and, where appropriate, education other than at school (EOTAS), which are carefully considered to meet their individual needs.

Children and young people with SEND are beginning to be more involved in the wider decision-making of the area, such as by taking part in the Southend Youth Council. Children and young people who are involved in the youth council are positive about the impact of their work. They say that adults listen and act on their ideas. However, they feel it would be better if the needs of children and young people with SEND were more widely understood across the community in which they live.

What is the area partnership doing that is effective?

- The local area partnership has consulted widely on the local area's strategic priorities for improvement. Work between the partnership and the parent carer forum (Southend SEND Independent Forum, or SSIF) is making a strong contribution to improving the experiences of children and young people with SEND and their families.
- The views of children and young people, and of parents and carers, are now being captured more systematically as part of the EHC planning and review processes. Changes in the way that SEND caseworkers engage with schools and families have been welcomed. School staff appreciate the guidance and support they receive from the local authority SEND team to help identify and support children and young people with SEND at an early stage.
- Access to early help is supporting families to better meet the needs of children and young people with SEND. Some services, such as early help and The Special Educational Needs and Disabilities Information Advice and Support Service, help parents and carers to navigate the local offer and access the right support in a timely way.
- Additional capacity within the local authority inclusion team is supporting more effective partnership working between education, social care and health services for children and young people with SEND who are electively home educated, and their families. This work is at an early stage.
- Effective multi-agency working between education, social care and the police helps reduce identified safeguarding risks for children and young people with SEND. There is strong partnership working to identify and support children and young people with SEND who are at risk of missing education or who are not engaging

with education or training. This is helping to ensure that young people with SEND are successful in continuing their education once they leave school.

- The local area partnership has extended the opportunities available to children and young people with SEND who access education and support through alternative provision. This is supporting children and young people with SEND to re-engage successfully with their education. The local area partnership's oversight of alternative provision is robust.
- Southend local area's systems for supporting children and young people through the dynamic support register (DSR) and the use of care, education and treatment reviews (CETR) are developing well. The Southend local area is benefiting from an ICB-wide approach to the development and oversight of the DSR. There is evidence of better multi-agency working in Southend with a stronger focus on supporting children and young people and families at the right time as a result of improved oversight and review of individual need.
- Most children and young people with SEND who are referred to physiotherapy and occupational health services are seen within 18 weeks of referral; the triage system helps ensure that those with acute need are seen promptly.
- Primary care teams undertake annual health reviews for young people with a learning disability in a timely way. There is an improving picture on the uptake of this offer. At these reviews, children and young people's medical, and their social and emotional, needs are considered. These reviews support a more individualised approach to meeting the needs of children and young people with SEND.
- More children and young people with disabilities are taking up the offer of short breaks. The local area partnership has acted on feedback and improved communication with parents and carers about the arrangements for accessing short breaks.

What does the area partnership need to do better?

- The pace of improvement has been too slow. The implementation of the local area partnership's draft SEND strategy has been delayed. Strategic improvements that the partnership has identified are not being delivered at pace. This means that not enough children and young people with SEND are accessing the help and support they need in a timely way. Work to build trust with parents and carers has often been undermined by weaknesses in service delivery across the local area partnership.
- The processes of EHC planning and review are not sufficiently focused on raising the ambition of what children and young people with SEND can achieve with the right support. While EHC plans are usually issued promptly, this is not the case for EHC annual reviews. Co-production to develop individual EHC plans is not carried out consistently well. In some cases, there is not sufficient contribution from health and social care to ensure a comprehensive review of a young person's needs and how these can best be supported through a joint, multi-agency approach.

- Leaders recognise that too many children and young people with SEND are not achieving well enough at school and are not well prepared for their next steps in education and/or training. Where there have been improvements to joint services, for example in the early years, this is not translating into improved educational outcomes for children with SEND.
- The information that services obtain through quality assurance processes is not used well to evaluate the effectiveness of leaders' actions and improve practice. This includes the valuable information obtained from the quality assurance of EHC plans, the annual review process and placements in out-of-area residential special schools.
- Local area partnership leaders have recognised that the work to support young people to prepare for adulthood does not start early enough. For many young people, the transition to adult social care and health services is not well coordinated. This can result in a break in access to appropriate services and support for young people at an important time.
- The current transition processes in place for children and young people with SEND who are accessing child and adolescent mental health services do not begin until the age of 17 and therefore do not support preparation and transition to appropriate services in a timely way. Although there is an identified adult service for Learning Disability, the current services available in the area do not meet the range of needs for adults with SEND.
- Speech and language therapists have limited capacity to provide support for children and young people with SEND who attend mainstream settings. Although plans are written for other professionals to follow, this is not always done in a way that meets individual children's or young people's needs well.
- The local area partnership is supporting the ICB's work to address issues in access to assessment at The Lighthouse Child Development Centre. However, children and young people with SEND and their families continue to experience significant delay in accessing diagnostic pathways, especially for autism spectrum disorders.
- Although parents and carers and children and young people with SEND are positive about some of the wider opportunities that are available to them within the local community, there are not enough clubs and activities available to children and young people with SEND, including during the school holidays.
- The local area partnership has worked to improve communication, including understanding of the local offer. However, this work has not had the desired impact. Parents and carers and professionals can experience confusion in how to access the range of services that are available from education, health and social care. This can lead to delay and frustration for families in accessing the right support at the right time.

Areas for improvement

Areas for improvement
The local area partnership and stakeholders, including the council, the ICB and wider partnership, should ensure that leaders in education, health and social care are empowered to drive forward improvements at pace so that the Southend SEND Partnership strategy impacts positively on the experiences and outcomes of all children and young people with SEND.
The local area partnership should evaluate the quality and impact of services and joint working more effectively, to inform improvements that lead to better outcomes and experiences for children and young people with SEND.
Local area partnership leaders should improve the effectiveness of joint working to support the co-production of EHC plans and annual reviews so that at each stage the provision that is planned takes full account of children's and young people's current and changing needs.
Local area partnership leaders should ensure that they share accurate data across health, education and social care to support rigorous and effective self-evaluation and inform joint commissioning.
The local area partnership should ensure that appropriate support is in place from health services for children and young people who are awaiting health needs assessments, so that early intervention reduces the risk of any escalation of concern.
The local area partnership should make sure that parents and carers and professionals receive clear and reliable information about how to access the range of support and services that are available.

Local area partnership details

Local Authority	Integrated Care Board
Southend-on-Sea	Mid and South Essex Integrated Care Board
Michael Marks Director of Children's Services	Anthony McKeever Chief Executive of the NHS Mid and South Essex Integrated Care Board
www.southend.gov.uk	www.midandsouthessex.ics.nhs.uk
Southend-on-Sea City Council, Civic Centre, Victoria Avenue, Southend-on-Sea SS2 6ER	NHS Mid and South Essex ICB, Phoenix House, Christopher Martin Road, Basildon SS14 3EZ

Information about this inspection

This inspection was carried out at the request of the Secretary of State for Education under section 20(1)(a) of the Children Act 2004.

The inspection was led by one of His Majesty's Inspectors (HMI) from Ofsted, with a team of inspectors, including: two HMI/Ofsted Inspectors from education and social care; a lead Children's Services Inspector from the Care Quality Commission (CQC); and another Children's Services Inspector from CQC.

Inspection team

Ofsted

Katherine Douglas, Ofsted HMI, lead inspector
Margaret Burke, Ofsted HMI
Dave Gilkerson, Ofsted HMI

Care Quality Commission

Liz Fox, CQC lead inspector
David Roberts, CQC Inspector

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Southend SEND Area Partnership: SEND Strategic Action Plan 2023–2026

Our strategic plan on improving
the lived experiences of children
and young people with SEND
and their families in Southend.

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About this plan

In March 2023 the Southend-on-Sea Local Area Partnership was subject to a focussed Area SEND inspection from Ofsted and the Care Quality Commission (CQC).

The inspection found that “The local area partnership’s arrangements lead to inconsistent experiences and outcomes for children and young people with special educational needs and/or disabilities (SEND). The local area partnership must work jointly to make improvements”.

The inspection outcome followed the extensive work completed on the development of the priorities in the Southend SEND strategy which was approved by partners.

The Southend SEND Partnership commits to ensure that children and young people with SEND achieve the best possible educational and other outcomes, such as being able to live independently, secure meaningful employment and be well prepared for their adult lives. The area has produced this single strategic action plan which sets out the local area’s plans to jointly deliver its priorities and improvements.

The Southend SEND Partnership will drive the delivery of this action plan at pace and so improving outcomes and lived experiences for children and young people with SEND at pace.

The implementation of the strategic action plan will be monitored by the Department for Education (DfE) and at a local level by the Southend Health and Well Being Board (HWBB). The Southend SEND Area Partnership will report to that Board twice per year on the progress on the delivery of the strategic area action plan and the impact on outcomes for children and young people with SEND.

Recommendation 1

Leaders in education, health and social care are empowered to drive forward improvements at pace so that the Southend SEND Partnership strategy impacts positively on the experiences and outcomes of all children and young and people with SEND.

What we want

The SEND Area Partnership provides effective strategic and operational accountability.

What we will do

Implement revised governance arrangements for the local area SEND/ Alternative Provision (AP) system that are clear, understood and where all stakeholders are accountable.

Where are we now

Mid and South Essex (MSE) Integrated Care Board (ICB) is currently undergoing a reorganisation but recognises that the statutory requirements in relation to SEND remain a high priority.

The current SEND Partnership Board does not reflect or represent Alternative Provision.

What we will see

Clear, revised governance and partnership arrangements in place with a range of workstreams and a performance monitoring programme operating as business as usual (BAU).

The difference this will make

Strategic improvements and improved outcomes and lived experiences for children and young people delivered at pace.

What we want

A clear strategic action plan with robust accountability and reporting arrangements.

What we will do

Produce and use monthly reports which will track progress, the delivery of milestones, and identify and mitigate risks, for all the improvement workstreams.

Where are we now

Lack of pace and focus due to indistinct functions between operational groups and strategic boards leading to multiple plans and goals.

What we will see

SEND Strategic Board and Partnership sets clear measurable priorities with allocated resources to impact and improve the outcomes and lived experiences for children and young people which can be tracked and monitored.

The difference this will make

Majority of children and young people with SEND are accessing the help and support they need in a timely way.

What we want

Partnership Self Evaluation Form (SEF) in place reflecting the whole SEND and AP system in Southend.

What we will do

Redesign and update the current partnership SEF.

Where are we now

Current SEF does not reflect the wider SEND and AP framework.

What we will see

New SEF and forward work programme / plan in place.

The difference this will make

Clearer and stronger prioritisation of service delivery across the local area partnership and improved outcomes for children and young people.

What we want

Local leaders take swift action to address barriers, delays and / or systemic issues that impact on the delivery and improvement of services.

What we will do

Ensure that the role and function of the Health and Well Being Board (HWBB) as the overarching governance structure for the Area SEND offer is clear and understood to avoid any delays in the local delivery of SEND services by any one strategic partner.

Where are we now

Draft SEND strategy was delayed in implementation and therefore some priorities were not actioned.

What we will see

Leaders in education, health, and social care drive forward improvements at pace.

The difference this will make

Swifter decision making and faster delivery of actions to improve outcomes and lived experiences for children and young people with SEND.

What we want

Health and Well Being Board (HWBB) will hold strategic leaders to account for the delivery of SEND improvements.

What we will do

Report to the HWBB twice per year on the delivery and impact of the SEND Area Strategic Action Plan.

Where are we now

Inconsistent reporting to the HWBB.

What we will see

HWBB will understand the barriers to improvement, enable the system to identify priority of resourcing and challenges.

The difference this will make

Robust and rigorous partnership engagement.

What we want

Ensure that the ICB review and restructure enables the effective implementation and delivery of the Area SEND Strategic Action plan.

What we will do

Engage and work with Health colleagues to ensure that SEND features strongly in the ICB/ICS structure following its reorganisation.

Where are we now

The proposed reorganisation of the ICB is currently under consultation within the ICB and there is a risk to the children's agenda and current commissioning workforce.

What we will see

Commitment to the children's agenda and SEND continuing at a senior level within the Alliance arrangement and across MSE ICB.

The difference this will make

Lines of accountability and resource responsibilities in place.

What we want

Local area leaders hold those working within the system to account to achieve the required improvements.

What we will do

Improvement structures in place including an operational group that will implement workstreams and track against progress, deploying resources accordingly.

Where are we now

Disconnect between the SEND strategic partnership and some operational functions and the current improvement structures.

What we will see

Stronger governance structures in place to support robust system delivery, governance, and oversight.

The difference this will make

Stronger service delivery across the local area partnership and improved outcomes for children and young people.

Recommendation 2

The local area partnership should evaluate the quality and impact of services and joint working more effectively, to inform improvements that lead to better outcomes and experiences for children and young people with SEND.

What we want

Earlier identification and effective support for children with speech, language and communication needs (SLCN) in the early years.

What we will do

Roll out 'every child a talker' support programme to all wards across the city.

Commission effective practical resources for speech and language therapy in settings and schools.

Where are we now

SLCN is the primary need most identified in KS1/2 EYFS at SEN Support. Outcomes for this cohort are significantly below that of national expectations.

What we will see

Improved engagement and ELG achievements, increase in early identification and support.

The difference this will make

SEN progress in line with national expectations. Improved KS1 attainment.

What we want

Early Years (EY) settings are able to accurately identify and support emerging and complex needs, with seamless transition and tracking in place across EYFS Sector.

What we will do

Review EY and childcare support services to assure quality of education and support, including SEND advice and support for emerging and complex needs.

Where are we now

Specialist advice and support services cannot meet demand at individual or setting level. Support is inconsistent across the city. There is under identification of SEN and progress below expectations.

What we will see

Establish revised, integrated and expanded EY and childcare service with defined roles and responsibilities for support, including Area SENCo's, specialist teachers and development officers.

The difference this will make

SEND identified earlier, with arrangements in place to meet emerging and complex needs. EY settings and reception classes will receive advice on quality improvement and support from dedicated and integrated EYFS SEND service.

What we want

Speech, Language, Social Communication and Interaction needs (SLCN) identified and supported in schools.

What we will do

Revise SLCN/ASD outreach offer and resources available in schools for Speech, Language, Social Communication and Interaction needs so that children and young people access support earlier.

Where are we now

Outreach services cannot meet demands. Access to some support is restricted by diagnosis and services therefore are not needs-led.

What we will see

Support and advice in place for children with speech, language, social, communication and interaction needs within schools and education settings.

The difference this will make

Increase identification of SLCN, Communication and Interaction needs at SEN Support. Advice and support in place for school arrangements. Improved attainment outcomes at Key Stages in line with national expectations for SEND.

What we want

Children attend and are fully engaged in education so that Key Stage expectations are met.

What we will do

Enhance support to schools through expansion of specialist inclusion behaviour teaching service. Roll out Relational Practice across city schools.

Where are we now

Pupils on SEN Support and those with EHC plans have significantly higher absence rates than other pupils, with too many children being persistently absent.

What we will see

A reduction in suspensions, exclusions and modified learning plans for children with SEND. Increase in school attendance for pupils with SEND specifically those with SEMH and EHCPs.

The difference this will make

Children, parents, and schools will be better supported and have access to full time, suitable education and enabled to achieve in line with or better than peers both locally and nationally.

What we want

Improved identification and intervention in Early Years settings.

What we will do

Review Local Authority (LA) EY services to ensure greater consistency and early support, with improved tracking of EYFS across the sector, including reception year.

Where are we now

Fragmented services, with inconsistent

support and limited capacity. Little tracking across transition for SEN support.

What we will see

Improved early identification of needs and targeted support. Evidence-based tracking of intervention and impact.

The difference this will make

Improved EYFS SEN identification, support and outcomes to meet at least national expectations.

What we want

Improved identification and intervention in schools.

What we will do

Inclusion review to clarify expectations for graduated response across phases and resource a suite of tools for assessment that supports profiling needs, strategies, and interventions.

Where are we now

Graduated response inconsistent, SEN Support under identified and progress below national expectations in places.

What we will see

Schools identify emerging needs earlier and identify the specific profile of needs. Southend SEND expectations are embedded, ensuring all children have access to the right support at the right time with schools confidently able to implement appropriate arrangements.

The difference this will make

All children and pupils achieve their outcomes, make progress, and thrive. SEN Support percentages are in line with national expectations and pupils with SEND achieve attainment outcomes at least in line with national expectations.

What we want

Strengthen inclusive practice so that children feel welcomed and supported in their local mainstream schools.

What we will do

Co-produce an inclusion charter with Southend Schools, the PCF and align with the SEND Leadership programme.

Where are we now

No charter exists. Mixed practice and pupils can have inconsistent experiences of inclusion.

What we will see

100% schools have signed up to the Southend inclusion charter which is quality assured annually through the SEND Leadership Programme

The difference this will make

All pupils are valued and included in their community. Inclusion is championed by all schools, who provide a positive inclusive experience.

What we want

Strengthen inclusive practice through relational and trauma informed practice models in schools.

What we will do

Commission a high-quality training provider that leads on relational and trauma informed practice with schools, settings and families to strengthen consistent and supportive practice.

Where are we now

Currently there is an inconsistent understanding, policy and practice across Southend schools and settings in relation to relational and trauma informed practice.

What we will see

A more cohesive approach towards inclusion across the city.

Schools will understand and apply relational and trauma-informed approaches to support the management of pupil behaviours.

The difference this will make

Earlier identification and needs supported leading to full attendance and engagement in school. Pupils and adults experience positive relationships with each other: presenting behaviours are managed safely and effectively, and suspensions are significantly reduced.

What we want

An enhanced range of alternative provision (AP) pathways for children with additional needs struggling to maintain their placement and providing support to pupils, schools, and their families so they can reintegrate successfully back into mainstream settings alongside their peers.

What we will do

Increase the current alternative provision offer.

Where are we now

Commissioned two (2) pilots focussing on children with:

1. emerging SEMH and
2. those with longer term SEMH needs but who are ready (with support) to return to school
3. further explore AP pathway focusing on nurture.

What we will see

A reduction in suspensions, exclusions, and modified learning plans for children with SEND where additional needs may have been masked by presenting behaviours.

The difference this will make

Schools are better able to meet the needs of all children within mainstream settings.

What we want

Children and young people are supported to thrive and manage change positively as they move from one stage of education to the next.

What we will do

Transition support across the phases in place for all children, with targeted and bespoke arrangements for those who need support.

Where are we now

Some children are not offered support at the right time and struggle to settle/attend and learn within new schools.

What we will see

EYFS Ready to learn programme consistently delivered across city. Bespoke arrangements in place for children who are identified as needing additional support on transition from primary to secondary and on to college/adulthood.

The difference this will make

Children and young people with SEND attend well, engage and achieve EYFS/ Key stage outcomes in line with or better than national expectations.

What we want

Transitions: Young people are well prepared for adulthood, (PfA) experiencing strong positive participation in their local communities, including access to employment opportunities and leisure activities.

What we will do

PfA strategy is co-designed and in place, setting out the area's ambitions for positive participation, choice and independence. Improve arrangements for young people's transition from children to adult services.

Where are we now

Inconsistent experiences. Transition arrangements do not start early enough. Some young people do not experience a seamless move into adult services. Supported employment opportunities are limited and too few access job coaches. Young people tell us access to leisure opportunities needs improvement.

What we will see

Young people are prepared for adulthood earlier. Year 9 EHCP reviews consider aspirations and include PfA outcomes. Opportunities are expanded for supported employment. There is greater awareness and access to leisure activities in the local community.

The difference this will make

Young people will be better prepared for meaningful adult lives with opportunities for them to pursue purposeful employment and community involvement.

What we want

Improved specialist teaching support for early intervention, SEN Support and EHCP arrangements for children and young people (CYP) in schools and settings.

What we will do

Review outreach support services for SEND. Establish central specialist teaching service to deliver individual support in schools and settings.

Where are we now

Too little and inconsistent support available across the city.

What we will see

Specialist teaching support services provide advice and curriculum support to pupils in schools and settings so that arrangements enable improved outcomes for CYP.

The difference this will make

Children and young people with SEND achieve EYFS/ Key Stage outcomes in line with or better than national expectations.

What we want

Establish an Emotional Literacy Support Assistants (ELSA) network within schools and settings.

What we will do

Implement the National ELSA model and framework in Southend schools and settings.

Where are we now

No ELSA network in place. Inclusion review Task and Finish Group agreed to implement programme in partnership with schools and health colleagues.

What we will see

ELSAs in schools providing training to staff and supporting emotional health and well-being of pupils with emerging mental health challenges.

The difference this will make

Children learn better and are happier in school with their emotional and well-being needs addressed.

What we want

More schools have access to Mental Health Support Teams (MHSTs) in education settings.

What we will do

Increase the number of MHSTs in schools.

Where are we now

Eight (8) schools in Southend currently have a MHST practitioner.

What we will see

More children will access MHTS practitioner support in schools. Health will work in partnership with schools for early identification and support (link to recommendation five (5)).

The difference this will make

Children feel supported by receiving the right support at the right time to meet their mental health and wellbeing needs.

What we want

Children and young people at risk of admission to a mental health inpatient setting are identified early and appropriate support is put in place to prevent avoidable admissions.

What we will do

Work with the LD Health Equalities team to understand the needs of this cohort of individuals and ensure that we are identifying children earlier and putting the right support in place at the right time to reduce risks where possible.

Be an active partner in the development of the All Age Dynamic Support Pathway Approach and Register.

We will enhance the provision to support these children and young people through the Autism Outreach Service, Keyworker Service and Autism in Schools work.

Where are we now

There is a children and young people DSR held by the CETR team. Southend hold an 'of concern meeting' led by social care.

When transitioning to adult services, young people on the DSR must be moved to the adult DSR held by the Specialist Learning Disability Healthcare provider.

What we will see

Children and young people at risk of admission to an inpatient setting are known and have their needs met by a multi-disciplinary team to support them to remain within their community.

Where CYP are admitted to an inpatient setting, the multi-disciplinary team work to identify appropriate support plans and support with discharge planning.

By ensuring early intervention to prevent escalation, less children and young people will be admitted into inpatient settings.

Young people approaching adulthood continue to be known and well supported, with clear transition plans to prevent escalation.

The difference this will make

Children and young people at risk of admission to or recently discharged from an inpatient setting receive the right support, at the right time.

Recommendation 3

Local area partnership leaders should improve the effectiveness of joint working to support the co-production of EHC plans and annual reviews so that at each stage the provision that is planned takes full account of children's and young people's current and changing needs.

What we want

EHC plans describe a child or young person's current needs and arrangements.

What we will do

Implement an improvement programme with service standards so that all plans accurately reflect the child or young person's stage and phase of education.

Where are we now

Some EHC plans do not describe the child or young person's current needs and arrangements. Plans are not consistently reflecting preparing for adulthood outcomes. There is no service standard for updating plans routinely. Some plans are significantly out of date.

What we will see

Up to date plans that accurately describe needs, arrangements and support enabling clear monitoring of progress and outcomes.

The difference this will make

Children and young people's needs are accurately identified and met, with arrangements and resources in place to support progress and improved outcomes.

What we want

Multi-agency annual reviews that fully capture a child or young person's current and changing needs and which are completed within statutory timescales.

What we will do

Implement multi-agency recovery programme for the timely processing of annual reviews, recruiting additional staff to support recovery. Audit current contributions in plans and identify future commissioning and workforce needs.

Where are we now

Annual reviews do not consistently have contributions from all the agencies involved with the child or young person. Some areas of the workforce are facing severe recruitment challenges. There is a significant delay in completing the annual review process particularly in amending plans.

What we will see

Timely and high-quality annual reviews that fully address the child or young person's current progress and changing needs so that arrangements are co-ordinated effectively. A multi-agency workforce contributing to the monitoring and review of plans.

The difference this will make

EHCPs which accurately reflect a child or young person's needs, arrangements, and outcomes. Improved reviews, monitoring and targeting of resources will lead to better outcomes for children and young people.

What we want

Multi-agency co-produced EHC assessments with the child or young person's voice at the centre.

What we will do

Training delivered to all statutory advice givers so that those who are assessing and supporting children and young people understand the importance of co-production, the voice of the child and the EHC assessment process. Training will also enable all LA advice givers to be able to access the EHC Hub.

Where are we now

Not all services providing support to children and young people consistently provide timely assessment advice which reflects the voice of the child.

What we will see

EHC needs assessments will reflect the multi-agency support and advice which the child or young person needs. Plans will be coproduced with the child or young person at the centre. All services working with the child or young person will be fully involved in the assessment.

The difference this will make

Children and young people's needs are fully identified with arrangements coordinated and in place, following a multi-agency assessment. Children and young people experience being listened to and understood, with plans co-produced with them and their families/carers, so that they are well supported. Those providing the support within the plan know what they are expected to do and when they need to do it.

What we want

High quality, person centred multi-agency EHC plans

What we will do

Establish a multi-agency quality assurance process, auditing EHC plans and advice against an agreed framework. Evaluating areas for improvement, workforce training and commissioning.

Where are we now

Individual services have their own quality assurance process. Multi-agency quality assurance of the whole plan does not take place regularly and this can lead to inconsistency. The team around the child or young person, at times, lacks a shared understanding of the joint impact of the arrangements on the outcomes for the child or young person.

What we will see

EHC plans and advice are quality assured with high support and challenge offered which drives improvement. A shared approach to supporting the child/young person's needs and outcomes.

The difference this will make

The child or young person experiences greater multi-agency co-production and co-ordination of support. There is increased confidence that the EHC plan process identifies the full range of needs, with everyone working together effectively and with arrangements in place to support the child or young in reaching their outcomes.

What we want

EHC plans will be up to date, reflecting current needs and arrangements

What we will do

As part of the recovery programme, implement a project to ensure all EHC plans in schools are current and can be reviewed through the EHC Hub accurately.

Where are we now

EHC plans are not routinely updated, though amendments are made to some plans following annual reviews. However, the timeliness of amendments is variable and some sections within plans remain unchanged for a significant long period of time. Access to the EHC Hub for reviewing plans is not available for some and some EHC plans have not been updated to reflect changes.

What we will see

Annual reviews will be completed on the hub within timescale and plans amended where necessary. Plans will be current, and no older than three (3) years.

The difference this will make

Improved transition and preparation for adulthood. Plans reflecting current and changing needs, leading to better informed and improved outcomes.

Recommendation 4

Local area partnership leaders should ensure that they share accurate data across health, education and social care to support rigorous and effective self-evaluation and inform joint commissioning.

What we want

An accurate data report across health, education and social care to support rigorous and effective self-evaluation and inform joint commissioning.

What we will do

Develop a joint data dashboard to enable sharing of accurate and timely data.

This will be fed into the wider Local Area joint data set for education, social care and public health.

Where are we now

Single data sets are in place with limited ability to understand impact of service interventions.

What we will see

A joint health, education and social care data dashboard which informs strategic decision-making and commissioning by the local area partnership.

The difference this will make

The needs of children and young people are understood, and plans focus on meeting those needs and improving outcomes. Commissioning arrangements are well informed.

What we want

Accurate local area needs analysis to inform joint commissioning.

What we will do

Develop and complete a Joint Strategic (JSNA) for SEND.

Where are we now

A specific Joint Strategic Needs Assessment for SEND is not currently in place.

What we will see

A complete SEND Joint Strategic Needs Assessment that identifies needs and supports wider priority setting

The difference this will make

The local area partnership will be able to effectively assess the current and future health, care and wellbeing needs of Southend to inform decision making and resource planning.

What we want

The local area partnership's joint data dashboard includes data from the Learning Disability (LD) Health Equalities agenda.

What we will do

Ensure data related to the All-Age Dynamic Support Register and Care Education Treatment reviews is part of the area joint data set.

This data will inform our arrangements in place to meet the needs of children and young people with complex needs/ challenging behaviour at risk of admission to hospital/treatment.

Where are we now

Data is routinely reported to the SET LD Health Equalities Board and is used to support the development of Learning Disabilities Health Equalities agenda.

This data is not part of a joint data dashboard reported through the SEND Partnership Board.

What we will see

A joint data dashboard that includes data on children and young people on the All-Age Dynamic Support Register.

The difference this will make

The local area partnership will have oversight of the children and young people with the highest levels of need and at risk of escalation.

This will support the local area partnership in understanding commissioning priorities for this group of young people.

What we want

A data set focused on those children and young people with SEND who access mental health services.

What we will do

Establish regular reporting from the Child and Adolescent Mental Health services and wider local transformation plan funded services for children with SEND accessing these services.

This data will flow into the joint data dashboard.

Where are we now

Limited data focused on children and young people with SEND is reported.

The ICB is working with the provider to establish an accurate data set.

What we will see

The local area partnership knows how many children and young people with SEND are accessing mental health services.

The timely and accurate reporting of SEND and mental health data supports strategic decision making and understanding joint commissioning priorities.

The difference this will make

The mental health needs of children and young people are more widely understood and supported. Improvement plans are in place which focus on meeting those needs and improving outcomes.

Recommendation 5

The local area partnership should ensure that appropriate support is in place from health services for children and young people who are awaiting health needs assessments, so that early intervention reduces the risk of any escalation of concern.

What we want

Children, young people and their families are supported whilst waiting for assessment.

What we will do

Improve access to support, information, advice, and guidance whilst waiting for health needs assessments.

Where are we now

Some information is shared through letters or web pages on additional sources of support whilst waiting for assessment. This is not always shared in a timely or accessible manner.

What we will see

Early support is provided to children, young people and their families to help them manage needs whilst waiting for assessment.

Families know where to access support while their waiting.

Resources are available for families to use.

The difference this will make

Families will feel supported by receiving the right support at the right time that meets their needs.

What we want

Routes to assessment and diagnosis are clear and consistent. Families understand what to expect and when.

What we will do

Review routes to assessment and identify areas of improvement.

Where consent allows, family/carers and professionals should be updated regularly about the estimated waiting time for the assessment.

Where are we now

We have mapped current pathways against best practice and the National Framework for Autism Assessment.

The digital offer/waiting well approach currently in development will consider how best to develop a journey of care/roadmap and resources for families undertaking the assessment process across community provision as part of a standardised approach.

What we will see

Families will receive clear communication following the referral for assessment and will know how long they may have to wait.

Families know where to go to get additional support while they're waiting.

The difference this will make

Families receive a consistent pathway offer and are effectively communicated with at certain points in the pathway.

What we want

Pre and post assessment support is available at the right time to meet the needs of the child, young person and their families.

What we will do

We will work with children, young people, and their families to identify what support is needed before and after their assessment.

The local area partnership will then use this information to identify opportunities to develop and enhance existing and new services to better support children, young people and their families.

Where are we now

Initial mapping of support currently in place has started, identifying some inconsistencies and gaps in provision.

Further work is planned to focus on the development, promotion and strategic alignment of available support through the Local Offer.

What we will see

Children and young people understand what will happen next for them. The right assessment and support will be accessed in a timely way.

The difference this will make

Parents, carers, children, and young people will feel listened to and supported.

What we want

A well informed and knowledgeable workforce, able to support professionals, families and children and young people.

What we will do

Specific areas of training will be identified as good practice and added to induction plans for all new starters.

We will have identified SEND champions within all health providers to support the development and understanding of SEND in their service areas

Where are we now

Key opportunities to develop training and link approaches to other workstreams have been discussed but require further development.

What we will see

A workforce who are knowledgeable in relation to SEND and are confident in working with children and young people with SEND, their families and other professionals involved in supporting them

The difference this will make

Families and professionals will be better supported by a knowledgeable workforce. There will be a clearer understanding of the child or young person's experience of the clinical aspect of the pathway from the point of referral.

What we want

Young people are supported well through all stages of transition, particularly in transition from child to adult services.

What we will do

There will be clear arrangements in place for transition between services including where the transition is from child to adult services. In this case, planning will start from the age of fourteen (14).

Where are we now

Transition arrangements and experiences for children, young people and families are inconsistent.

What we will see

All clinicians working with young people will understand the importance of a good transition and work with individuals to plan for their transition. This will include providing additional support in the transition between services.

The difference this will make

Young people will experience supported and positive transitions between services.

Families will understand at what point changes in health services might occur and what options may be available for them as they get older.

What we want

Children and young people waiting for support from CAMHS will know what additional help they can access while they're waiting for specialist support and who they can contact if they need more urgent help.

Families will also know how to escalate concerns about their child or young person's mental wellbeing.

What we will do

Develop resources which provide a local area guide of all available mental health and wellbeing support.

Ensure resources and information about supporting mental health and wellbeing is shared and communicated through all available channels.

Where are we now

Information has previously been provided as part of a guide to service provision.

Information is held in separate areas and requires updating.

The local area is mapping current mental health and wellbeing support that is available.

What we will see

Updated information, advice and guidance about the support available in the local area with clear information about how to escalate concerns.

Escalation routes clearly communicated through the Local Offer and CAMHS SPA.

The difference this will make

Children and young people will have access to resources, support, and services to ensure their mental wellbeing is supported at all times.

Recommendation 6

The local area partnership should make sure that parents and carers and professionals receive clear and reliable information about how to access the range of support and services that are available.

What we want

A range of clearly defined roadmaps that outline all SEND services across education, health and social care in a range of accessible formats and locations.

What we will do

Task and finish groups will co-produce a recognisable suite of Southend roadmaps and FAQ's using defined templates and branding.

Where are we now

There are no roadmaps outlining the SEND services that are available for Children, young people with SEND and their families

What we will see

Roadmaps that are understood and support effective navigation through the SEND system.

The difference this will make

Information is presented in a clear and accessible way to help families understand the support services available and how to access them when they need to.

What we want

The Local Offer website is easy to navigate and has clear information that parent carers, and young people and professionals can understand and access.

What we will do

The Livewell project team, based on user feedback, will redesign a new local offer site, transferring and updating existing data and information, keeping all stakeholders informed so that support can be provided if needed. We will test out the new site, evaluate user experience and undertake activities to shape and design the new Local Offer channel.

Where are we now

Re-procurement successful with a new contract awarded. Project team has successfully moved data from the old website to the new. Communications to stakeholders was rolled out during May and June 2023 ahead of soft launch in June. Local Offer user evaluation and codesign activities are planned for July and September 2023.

What we will see

Improvements to search functions, accessibility, navigation on mobile devices and reduction of clicks through to different sections of the website giving overall better user experience.

The difference this will make

SEND families have a better experience navigating the Local Offer channel and find the information or advice they are looking for.

What we want

Improve and co-produce the range of advice, guidance and information available for SEND families.

What we will do

Undertake a gap analysis to understand what guidance or information is missing. Continue to offer “Your Local Offer Your Way” development sessions and continue to invite the wider SEND community to develop and shape the information. Co-produce with the PCF a clear and accessible roadmap outlining the overarching SEND system.

Where are we now

The SEND Local Offer hosts a range of advice and guidance pages. Half-termly “Your Local Offer Your Way development sessions” have lower attendance and engagement than hoped. There is currently no fully completed roadmap, though it is in development through the Local Offer Team and PCF.

What we will see

A range of co-produced information, advice and guidance in a variety of accessible formats. Positive, collaborative working relationships in place with key partners and stakeholders ensuring good quality information is available.

The difference this will make

Families have clear information about a range of SEND related topics and understand what they can co-produce and how, giving greater parental and stakeholder confidence across the SEND system

What we want

An SEND Area Partnership Charter in place.

What we will do

Co-production Charter will clarify co production approaches at a strategic, service and individual level. The area partnership will ensure that new initiatives, policy and service redesign are undertaken with coproduction at the centre.

Where are we now

Co-production work to produce the area draft charter has taken place. In addition, a Southend-on-Sea City Council Co-Production framework is being developed which will include the SEND Area Partnership Co-production Charter as an Annexe.

What we will see

Children, young people with SEND and their families and stakeholders understand what they can coproduce and how to contribute to or influence individual, service level and strategic decisions

The difference this will make

Children, young people with SEND and their families experience services that are coproduced with them on an individual basis. Co-production is actively embraced in the review of existing services and when designing or shaping new services.

What we want

Strengthen the strategic engagement with families delivered through the Parent Carer Forum (PCF).

What we will do

Establish a Southend SEND Network, led by the PCF that reflects and represents SEND groups across Southend.

Where are we now

There is PCF representation and input in strategic decision making and they are making a strong contribution to improving the experiences of children and young people with SEND and their families. This will be widened across the Southend SEND Community.

What we will see

The voices of an increased number of families and stakeholders are gathered through termly PCF seminars, workshops or focus groups. PCF impact reports will systematically evaluate the effectiveness of local arrangements to influence strategic development and the commissioning of services.

The difference this will make

SEND Families will understand how the system is working to deliver SEND services and improvements through PCF led activities and leaders understand the issues facing families in the local area. Services and support available are more responsive to the needs of families.

What we want

Strengthen the strategic engagement of children and young people with SEND so they are more involved in the wider decision-making of the area.

What we will do

Identify a lead officer for the ongoing development of the SEND Children and Young People's Forum. Children and young people with SEND are supported in a way that allows their voices, opinions to be heard around topics which matter to them.

Where are we now

Children and young people with SEND have taken part in coproduction of an annual review survey and promotional material and are beginning to be more involved in the wider decision-making of the area.

What we will see

Lead officer in post supporting the SEND Youth Forum to participate, be heard, and feel included in decision making.

The difference this will make

The voice of the children and young people is empowered and present in strategic decision-making.

What we want

SEND Champions supporting families through the sharing of accurate information about SEND systems and processes.

What we will do

Recruit a number of SEND Champions in local groups and organisations via the SEND Network. Create a training and support plan that supports the development of SEND Champions' knowledge and skills.

Where are we now

SEND Champions are not currently in place.

What we will see

SEND Champions are present within local groups and active SEND Network members.

The difference this will make

Families feel effectively supported by SEND Champions and their community who provides accurate and reliable information, advice and guidance and signposting about SEND systems and processes.

What we want

Improved communications to stakeholders from across the SEND Partnership.

What we will do

Coproduce and implement an area partnership communications strategy. Continue to produce a monthly SEND area partnership newsletter. The PCF will collaborate with officers across the area partnership to collect, review and analyse feedback on the SEND offer to generate information for communications.

Where are we now

The local area partnership has worked to improve communication, including widening understanding of the local offer. There are regular meetings across the partnership to agree content for the area partnership newsletter. Subscribers to the monthly newsletter have doubled since September 2022. There is however no agreed area partnership communication strategy.

What we will see

A strategy that sets out how communications are managed across stakeholder groups in a systematic and effective way. Subscribers to the SEND Area Partnership newsletter reaches in excess of two thousand (2,000).

The difference this will make

Communications from the partnership are useful, relevant and informative for families. Families are well informed on key partnership activity and understand what it means for them.

Glossary

ADHD	Attention Deficit Hyperactivity Disorder
AP	Alternative Provision
ASD	Autistic Spectrum Disorder
BAU	Business as usual
CETR	Community & Education Treatment Review
CYP	Children and Young People
DSR	Dynamic Support Register
EHC Plan or EHCP	Education, Health and Care Plan
EHE	Electively Home Educated
ELG	Early Learning Goals
ELSA's	Emotional Literacy Support Assistants
EPUT	Essex Partnership University Trust
EYFS	Early Years Foundation Stage
EY	Early Years
FAQ	Frequently Asked Questions
HWBB	Health and Wellbeing Board
LAG	Information, advice and guidance
ICB	Integrated Care Board
ICS	Integrated Care System
JSNA	Joint Strategic Needs Assessment
KS1/2	Key Stage 1 / 2
LA	Local Authority
LD	Learning Disability
MHST	Mental Health Support Team
MSE	Mid and South Essex
NELFT	North East London NHS Foundation Trust
PCF	Parent Carer Forum
PfA	Preparing for Adulthood
SCC	Southend-on-Sea City Council
SEF	Self-Evaluation Framework

SEMH	Social Emotional Mental Health
SEND	Special Educational Needs and or Disabilities
SET	Southend, Essex and Thurrock
SET CAMHS	Southend, Essex and Thurrock Child and Adolescence Mental Health Service
SLCN	Speech, Language and Communication Needs
SPA	Single Point of Access
SSIF	Southend SEND Independent Forum
ToR	Terms of Reference
VCS	Voluntary and Community Sector

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