

SEND Peer Review Recommendations, high level implementation plan DRAFT 1

No	Recommendation (verbatim)	Summary actions	When (2022)	Who	Measure of success
1	Enable the Portfolio Holder to regularly sample casework as part of the performance monitoring and quality assurance process	<ul style="list-style-type: none"> <li>Establish access to files/samples</li> <li>PFH undertakes first review of a sample of case files</li> <li>PFH samples files on quarterly basis</li> </ul>	Jan Jan Wef Feb onwards	GB	<ol style="list-style-type: none"> <li>PHF reports back to CSIB on a quarterly basis</li> <li>Portfolio Holder has oversight of lived experiences and reports findings to CSIB</li> </ol>
2	Consider developing training to specifically look at cross-party scrutiny and challenge of SEND and working with residents with SEND issues	<ul style="list-style-type: none"> <li>Needs analysis undertaken with all elected members (current members Feb/new members July)</li> <li>Incremental training programme devised in conjunction with member services</li> <li>Training delivery confirmed</li> <li>Regular programme of training established on a rolling programme</li> </ul>	Feb/July  March  March April/July	BM	<ol style="list-style-type: none"> <li>Feedback on training confirms members needs met</li> <li>Councillors feel better equipped in dealing with ward SEND issues</li> <li>Fewer complaints received by Cllrs</li> </ol>
3	Use the feedback from the peer challenge to refresh the draft SEND Strategy	<ul style="list-style-type: none"> <li>Current content fully reviewed</li> <li>Co-production from student voice commissioned</li> <li>Parent groups consulted</li> <li>Format/scope of revised strategy confirmed</li> <li>Strategy for adoption by appropriate governance in place</li> <li>SBC cabinet sign off new strategy</li> </ul>	Feb Feb March April May  July	GB	<ol style="list-style-type: none"> <li>New strategy formally published (contingent upon cabinet)</li> </ol>
4	Consider how to increase the pace of support and challenge to schools and settings to firmly embed the graduated response <b>*intention is to merge 4&amp;6</b>	<ul style="list-style-type: none"> <li>Southend Shared Expectations/SEND provision guidance document simplified and promoted</li> <li>Schools engaged and active in improving wider inclusion project</li> <li>Build on the new continuum of need at SEN support when published by the DfE later in 2022</li> <li>(align to wider inclusion project, with its own <i>operational plan and measures</i>)</li> </ul>	May  June  DfE contingent April	BM	<ol style="list-style-type: none"> <li>Schools graduated offer published on their websites</li> <li>Graduated offer as focus on SENDCo network and QA visits</li> <li>Where lack of evidence of graduated support identified, Advisory SECOs intervention</li> <li>Scrutiny of all OFSTED inspection reports indicates degree of comment regarding SEN support</li> <li>Over time, % pupils identified on SEN support increases (metrics to be agreed)</li> <li>When project active, increase 5 schools signed up to inclusion charter on a month by month basis</li> </ol>
6	Ensure there is a clear system wide understanding of the graduated response <b>*intention is to merge 4&amp;6</b>				
6a	<i>*Reduce the number of "refusal to assess" at initial stages of EHCNA decision</i> <b>*Not a PR team recommendation, but clear from body of the report</b>	<ol style="list-style-type: none"> <li>Review undertaken of data and process mapping for panel assessment and procedures</li> <li>Clear guidelines produced for pre panel evidence gathering and expectations</li> <li>Process reinforced to commission/secure missing evidence ahead of panel with relevant stakeholders</li> <li>Processes made clear to schools and parents</li> </ol>	March  April  April  May	LM	<ol style="list-style-type: none"> <li>Number of instances of missing evidence reduces over time</li> <li>RTA reduces as a result of new measures put in place month on month</li> </ol>

5	Develop clear timescales and outcome measures for the joint commissioning roadmap	<ul style="list-style-type: none"> <li>Roadmap reviewed and revised to includes clear timelines and outcomes</li> <li>Roadmap signed off by SSSPB/Joint Commissioning Board</li> <li>Accelerate Progress Plan (DfE/NHSE) meetings report progress in joint commissioning</li> <li>Progress of roadmap tracked by SENDOPPs</li> </ul>	March April  Quarterly wef Jan 2022 6 times a year	CMc	<ol style="list-style-type: none"> <li>Revised roadmap in place</li> <li>DfE sign off remaining WSoA relating to joint commissioning</li> </ol>
7	Review, update and rewrite the threshold of need document and ensure everyone understands the pathway	<ul style="list-style-type: none"> <li>New pathway document reviewed and redrafted and consulted on by CWD team</li> <li>Two orientation events run for parents</li> <li>Publish new threshold and pathway document on the Local Offer site</li> </ul>	March April May	AP	<ol style="list-style-type: none"> <li>Feedback from parents indicates pathway clear and understood</li> </ol>
8	Introduce specific training for staff working in SEND on Neurodiversity	<ul style="list-style-type: none"> <li>Work with parent groups to co-produce new training for area staff on Neurodiversity</li> <li>Programme of training devised and implemented</li> </ul>	March April	GB	<ol style="list-style-type: none"> <li>All relevant staff complete training by July</li> <li>Feedback from training indicated needs are met</li> </ol>
9	Carry out an audit of children and young people where neurodiversity is a possibility	<ul style="list-style-type: none"> <li>Clear picture established on number open/closed cases</li> <li>Audit workshop to identify issues from parents perspective takes place</li> <li>Guidelines developed with parents to inform future identification and support</li> </ul>	Feb March April	GB	<ol style="list-style-type: none"> <li>Cases indicate that early help reduces the need for intensive support over time</li> </ol>
10	Strengthen the early help offer for children with disabilities and clarify where short breaks sit within the whole Children With Disabilities (CWD) service	<ul style="list-style-type: none"> <li>Research, review and report on current processes to CSIB</li> <li>Cabinet approve new proposals for short breaks</li> <li>New processes publicised on the Local Offer website and implemented</li> </ul>	March  July July	AK	<ol style="list-style-type: none"> <li>More families access short breaks</li> </ol>
11	Consider the level of seniority of the chair of the Resource Allocation Panel	<ul style="list-style-type: none"> <li>DSWEHYS identifies and implements new chair of RAP</li> </ul>	Feb	AK	<ol style="list-style-type: none"> <li>New chair in place</li> </ol>
12	Consider moving the SENDIASS service outside the SEND/CWD service	<ul style="list-style-type: none"> <li>Members of SENDIASS and SBC HR team consulted</li> <li>New appropriate line management arrangement identified</li> <li>Implement the new line management arrangements</li> <li>Communicate new arrangements</li> </ul>	Jan Jan  Feb Feb	BM	<ol style="list-style-type: none"> <li>SENDIASS under new management</li> </ol>
13	Consider training and support for staff, councillors and other partners to strengthen resilience across the workforce	<p><b>Aligned to recommendation 2</b></p> <ul style="list-style-type: none"> <li>Training programme for area, including members established</li> <li>Relevant officers and members identified and invited</li> <li>Resilience feature in all relevant staff supervisions</li> </ul>	March  March April	GB	<ol style="list-style-type: none"> <li>Staff/members feel better equipped to manage their respective roles</li> <li>Staff supervision reports greater resilience</li> </ol>

		<ul style="list-style-type: none"> <li>Rolling programme for existing staff implemented</li> <li>Training forms part of induction for new staff and members, in relation to resilience when dealing with ward members</li> </ul>	April Aug		
14	Incorporate learning from complaints as part of the quality assurance system to drive improvement work	<ul style="list-style-type: none"> <li>Formal learning review process established</li> <li>Quality Assurance learning informs all future processes and decisions</li> <li>Learning also taken in conjunction with wider council complaints and that of the area partnership</li> </ul>	April May May	LM	<ol style="list-style-type: none"> <li>Learning used to improve any future policy/practice</li> <li>Report summary of complaints and actions at each SENDOps</li> <li>Reported through existing annual complaints report</li> </ol>
15	Develop a trauma informed approach for those families who are angry and distressed about their experience	<ul style="list-style-type: none"> <li>Other authorities experiences and approach to trauma Informed practice researched</li> <li>Parent groups consulted on an appropriate third party to co-produce a way forward</li> <li>Trauma informed training for particular staff involved introduced</li> </ul>	March May June	APD	<ol style="list-style-type: none"> <li>Number of repeat complaints reduces over time</li> </ol>

## Glossary

QA quality assurance

SENCo Special Educational Needs Coordinator

RTA Refusal to assess

CSIB Children's Services Improvement Board

SSSPB Southend SEND Strategic Partnership Board

DfE Department for Education

NHSE National Health Service England

WSoA Written Statement of Action

CWD Children with Disabilities

DSWEHYS Director Social Work, Early Help and |Youth Services

RAP Resource Allocation Panel

SENDIASS SEND Information and Advice Support Service

SBC Southend Borough Council Human Resources

SENDOps SEND operations Board