

## SEND Peer Review Recommendations, Progress Sheet

No	Recommendation (short)	Summary actions (from the implementation plan)	Current commentary as of date in footer Additional action steps added into commentary
1	Portfolio Holder (PFH) sample casework	1. PFH orientation in system	<ul style="list-style-type: none"> <li>PFH awareness session with HOS completed on <b>17<sup>th</sup> February 2022</b></li> </ul>
		2. Establish access to files/samples Jan	<ul style="list-style-type: none"> <li>Initial sample files share with PFH, orientation session provided and QA template (<b>17/2</b>)</li> </ul>
		3. PFH undertakes first review of a sample of case files Jan	<ul style="list-style-type: none"> <li>First sample of cases reviewed <b>17<sup>th</sup> February 2022</b></li> </ul>
		4. PFH samples files on quarterly basis Feb onwards	<ul style="list-style-type: none"> <li>Report from PFH on initial sample findings on agenda for CSIB on <b>29/3</b></li> <li>Subsequent ¼ report scheduled, will take place during the Autumn Term 22</li> </ul>
2	Training for scrutiny and challenge of SEND	1. Needs analysis undertaken with all elected members (current Councillors Feb/new Councillors July)	<ul style="list-style-type: none"> <li>Needs analysis and sign up distributed to all Councillors 18/2, deadline for return <b>28/2</b>, 7 Councillors returned forms</li> </ul>
		2. Incremental training programme devised in conjunction with member services March	<ul style="list-style-type: none"> <li>Initial orientation event planned and took place on 28/3 focussing on general SEND awareness, trends in SEND and some myth busting and FAQs.</li> <li>Subsequent training event was designed/ following the return of the needs analysis. Subsequent training session took place on 27/4 and focussed on SEN funding in schools as per the needs analysis. Less members attended this session than the first.</li> <li>Further opportunity following scrutiny for members to share needs analysis 20/3 to inform subsequent training</li> </ul>
		3. Training delivery confirmed March	<ul style="list-style-type: none"> <li>Dates confirmed for L1&amp;L2. Further sessions and a rerun were scheduled for after the May elections but have not taken place yet and will be delivered Autumn Term 22.</li> </ul>
		4. Regular programme of training established on a rolling programme April/July	<ul style="list-style-type: none"> <li>Programme for academic year to be confirmed by democratic services Autumn Term 22</li> </ul>
3	Refresh the draft SEND Strategy	1. Current content fully reviewed Feb	<ul style="list-style-type: none"> <li>Action planning sessions with partnership completed, now forming part of the action plan that will support the strategy <b>Feb</b></li> </ul>
		2. Co-production from student voice commissioned Feb	<ul style="list-style-type: none"> <li>Meeting with pupils took place as part of the strategy consultation events on <b>9/7</b></li> </ul>
		3. Parent groups initial consultation March	<ul style="list-style-type: none"> <li>Full consultation took place at 2 "in person" and 2 online consultation events. SSIF worked closely with the LA to ensure that document was as parent friendly as possible. 2 separate consultation exercises took part on Your Say Southend.</li> </ul>
		4. Consultation with C&YP planned April	<ul style="list-style-type: none"> <li>Meeting with pupils took place as part of the strategy consultation events on <b>9/7</b></li> </ul>
		5. Format/scope of revised strategy confirmed April	<ul style="list-style-type: none"> <li>Agreed as a result of consultation activities. The content and the final presentation of the strategy was agreed</li> </ul>
		6. Strategy for adoption by appropriate governance in place May	<ul style="list-style-type: none"> <li>Currently going through the required formal governance route for both SCC and the ICB. Presentation to DMT in September, Education Board in October</li> </ul>
		7. SBC cabinet sign off new strategy July	<ul style="list-style-type: none"> <li>Strategy added to forward plan <b>Aug for Nov</b> cabinet</li> </ul>

4	<p>Increase the pace of support and challenge to schools in the graduated response</p> <p><b>*Intention is to merge 4&amp;6</b></p> <p>Clear system wide understanding of the graduated response</p>	1. Southend Shared Expectations/SEND provision guidance document simplified and promoted May	<ul style="list-style-type: none"> <li>Series of coproduction workshops with area and professionals from health, education and social care taken place <b>Jan</b></li> <li>10% sample of school SEN information reports and compliance undertaken <b>Jan</b></li> <li>Coproduced Southend SEND Self Evaluation and Review guidance drafted <b>21/2</b></li> <li>Wider consultation on draft at SENCO cluster meetings <b>1/3/22</b></li> <li>City SENCO meetings focus on school information report and schools LO <b>27/4</b>, 57% schools attended, with second mop up session on <b>17/5</b></li> <li>Moderation on <b>24/5</b>, and subsequently next term</li> <li>All subsequent school reviews will be based upon new guidance</li> </ul>
	<p><b>*Intention is to merge 4&amp;6</b></p>	2. Parent step by step guide for universal offer (all children; pre SEN Support; SEN Support to EHCP)	<ul style="list-style-type: none"> <li>Meetings taken place with Parent carer Forum) PCF on coproduction of "guide" Jan-Feb</li> <li>Meeting with PCF <b>9/3</b> to determine engagement with wider parent groups and families</li> <li>Series of deep dives to be undertaken in settings <b>March</b></li> <li>Meeting set up (<b>25/3</b>) to engage with STRM to support co-production of parent guide</li> <li>Focus groups with children, families and professionals "what is important to you" 29/3</li> <li>Step by step guide published <b>June</b></li> <li>Accessible format coproduced with C&amp;YP and parent groups and published in <b>August</b></li> </ul>
6		3. Schools engaged and active in improving wider inclusion project June	<ul style="list-style-type: none"> <li>Inclusion Project proposal taken through Education Board Governance starting on <b>9/3</b></li> <li>Shared with various HT groups throughout <b>March</b></li> <li>Reviewing body commissioned and working group identified. Report scheduled for <b>October</b> Education Board</li> </ul>
		4. Incorporate the new continuum of need at SEN support <b>when published by the DfE later in 2022</b>	<ul style="list-style-type: none"> <li>Sense check against Green paper only possible when published and finalised</li> <li>Green paper published <b>29/3</b></li> </ul>
6a	<p><i>*Reduce the number of "refusal to assess" at initial stages of EHCNA decision</i></p>	1. <i>Review undertaken of data and process mapping for panel assessment and procedures March</i>	<ul style="list-style-type: none"> <li><i>NB the peer review team worked off 2020 data (48% Do Not Assess (DNA). The recent SEN2 submission to the DfE for 2021 indicates the DNA has <b>significantly reduced to 35%</b>. It was disappointing that the peer review were not able to take account of this measure as a result of annual publication by the DfE. This significant reduction places up below our regional neighbours and was as result of the changes made by the SEND team following OFSTED (2028) and <b>prior to</b> peer review. These included prompts to contributors ahead of deadlines and schools more aware of evidence requirements.</i></li> <li><i>It should also be remembered that the peer review regarded positively the processes, administration, robustness of the multi-agency panel during the</i></li> </ul>

			<p>review week and the Ofsted/CQC revisit recognised the improvement in quality of EHCPs.</p>
		2. Clear guidelines produced for pre panel evidence gathering and expectations April	<ul style="list-style-type: none"> <li>A fully analysis of the reasons for DNA was submitted to SEND governance in <b>Dec 21</b>, and the process changes that had already been put in place</li> <li>SENDIASS/SSIF information event held at Tickfield on <b>8/3</b></li> <li>SEND team continue to offer “way forward” meetings to all remaining DNA</li> </ul>
		3. Process reinforced to commission/secure missing evidence ahead of panel with relevant stakeholders April	<ul style="list-style-type: none"> <li>The systems put in place to secure evidence ahead of the meeting are now proving more effective require and prompt evidence to be made available ahead of panel. Previously the absence of evidence could only result on DNA. Additional staffing has been requested to support and strengthen this area as the caseload of the two officers is very high and there is no capacity to cover absence.</li> </ul>
		4. Processes made clear to schools and parents May	<ul style="list-style-type: none"> <li>Draft guidance presented to SEND governance in <b>Dec 21</b></li> <li>Subsequent finalised guidance signed off and published on local offer <b>April 22</b></li> </ul>
<b>5</b>	Develop clear timescales and outcome measures for the joint commissioning roadmap	1. Roadmap reviewed and revised to include clear timelines and outcomes march	<ul style="list-style-type: none"> <li>Meeting with SSIF <b>18/3</b></li> <li>Roadmap redesigned and formatted, to be populated with forward plan following parent meeting post <b>11/3</b></li> <li>Roadmap draft discussed at meeting <b>26/4</b></li> <li>Format shared with PCF and approved <b>Feb</b></li> <li>Format signed off by SEND Governance <b>Feb</b></li> </ul>
		2. Roadmap signed off by SSSPB/Joint Commissioning Board April	<ul style="list-style-type: none"> <li>Relevant parts of roadmap (accepting influence of strategy consultation) on agenda for governance in <b>April</b></li> <li>Live link to most current roadmap will be live on Local Offer by <b>Autumn Term</b></li> </ul>
		3. Accelerate Progress Plan (DfE/NHSE) meetings report progress in joint commissioning quarterly w.e.f. Jan 2022	<ul style="list-style-type: none"> <li>DfE/NHSE monitoring meeting for residual area of WSOA <b>21/3</b> (deferred by DfE/NHSE from <b>Jan</b>)</li> <li>Weekly dialogue with DfE taking place with DfE SEND representative as part of covid recovery</li> </ul>
		4. Progress of roadmap tracked by joint commissioning board 6 times a year	<ul style="list-style-type: none"> <li>Tracking standing item on all JCB meetings from <b>Jan</b> onwards</li> </ul>
<b>7</b>	Update the threshold of need document	1. New pathway document reviewed and redrafted and consulted on/coproduced by CWD team April	<ul style="list-style-type: none"> <li>Draft threshold pathways model produced <b>Feb</b></li> <li>Differentiation for Early Help/CWD included, progressing to Children’s Service governance <b>2/3</b></li> </ul>
		2. Two orientation events run for parents May	<ul style="list-style-type: none"> <li>New youth groups established at two age ranges, operation from <b>14/3</b> onwards</li> <li>Dates for orientation events will coincide with 7.3 below</li> </ul>
		3. Publish new threshold and pathway document on the Local Offer site June	<ul style="list-style-type: none"> <li>Guidance planned for wider consultation <b>May 22</b> It is recognised that many children and their families do not require the level of support currently on offer from the CWD Team. A proposal has been written incorporating the thoughts of parents and that of professionals working with this cohort of children and their families. The report also considers</li> </ul>

			<p>the remit of other services within the department. The proposal has been noted to answer the concerns noted by families and outlined in the LGA report as it outlines an offer of Early Support to children and their families. The proposal has indicated that there is a need for additional resources to support the actions outlined and thus, is being reviewed by senior management in respect of funding allocation. It is important that funding is agreed prior to facilitate the discussion and update to policies and procedures.</p>
8	Introduce specific training for staff working in SEND on Neurodiversity	1. Work with parent groups to co-produce new training for area staff on Neurodiversity March	<ul style="list-style-type: none"> <li>All SCC SEND staff completed autism awareness training <b>Mar 22</b>. E learning Course will form part of induction process for new staff</li> <li>Audit of existing staff and requirement to complete training <b>Feb</b></li> <li>Invitation to extend to wider area staff was not possible due to IT network access issues</li> <li>PCF three day conference on neurodiversity, available to staff <b>Feb</b>. Some staff attended as workload allowed.</li> <li>Dedicated Medical Officer considered commissioning of external support</li> <li>SENCO network theme of neurodiversity for annual conference to extend autism awareness to schools and officers <b>Sept</b></li> </ul>
		2. Programme of training devised and implemented April	<ul style="list-style-type: none"> <li>PCF to take training programme over with effect from <b>April</b></li> <li>Rolling programme based upon demand established</li> </ul>
9	Carry out an audit of children and young people where neurodiversity is a possibility	1. Clear picture established on number open/closed cases Feb	<ul style="list-style-type: none"> <li>Audit of diagnosis of SEN support of autism undertaken from Jan census 164 cases</li> <li>Analysis of plans stating ASD Feb for SEN support and dashboard <b>March</b></li> </ul>
		2. Audit workshop to identify issues from parents perspective takes place March	<ul style="list-style-type: none"> <li>Date for parents meeting identified <b>for Autumn Term</b></li> </ul>
		3. Guidelines developed with parents to inform future identification and support April	<ul style="list-style-type: none"> <li>To be undertaken at parents meeting in <b>Autumn Term</b></li> </ul>
10	Strengthen the early help offer for children with disabilities, including short breaks	1. Research, review and report on current processes to CSIB March	<ul style="list-style-type: none"> <li>Detailed review and implementation plan drafted <b>Feb</b></li> <li>Comparative work with other LAs undertaken <b>Feb</b></li> <li>Consultation and implementation plan to be signed off through directorate leadership meeting</li> <li>Short Breaks review undertaken new guidance document produced <b>Feb</b>, including legal framework</li> <li>Bid submitted to DfE for one of five projects <b>March – Bid was unsuccessful</b></li> <li>a plan for consultation and development of the Early Help offer was outlined and shared with managers within the Department. Unfortunately, the identified support had to be re-assigned due to competing priorities. A further bid has been made to address these gaps.</li> <li>Children's Social Care have recently awarded funds to families and organisations for the current financial year. The number of children/families</li> </ul>

			<ul style="list-style-type: none"> <li>that have benefited has increased and the number of organisations and their offer has also increased.</li> <li>The capacity to ensure an effective Short Break Offer is being developed is currently being reviewed by senior management</li> </ul>
		2. Cabinet approve new proposals for short breaks (July)	<ul style="list-style-type: none"> <li>If required SB to be added to forward plan</li> <li>Consultation on new guidance <b>May 22</b></li> </ul>
		3. New processes publicised on the Local Offer website and implemented July	<ul style="list-style-type: none"> <li>Guidance will be published on Local Offer once agreed</li> <li>Current Financial Year short breaks advertised on Local Offer</li> </ul>
<b>11</b>	Consider the level of seniority of the chair of the Resource Allocation Panel	1. DSWEHYS identifies and implements new chair of RAP Feb	<ul style="list-style-type: none"> <li>New chair in place w.e.f. <b>1/2</b></li> </ul>
<b>12</b>	Consider moving the SENDIASS service outside the SEND/CWD service	1. Members of SENDIASS and SBC HR team consulted Jan	<ul style="list-style-type: none"> <li>Consultation with team manager and other officers <b>Jan</b></li> </ul>
		2. New appropriate line management arrangement identified Jan	<ul style="list-style-type: none"> <li>Options appraisal considered undertaken, including outsource; Voluntary Sector; move within council and move within directorate. <b>22/1</b></li> </ul>
		3. Implement the new line management arrangements Feb	<ul style="list-style-type: none"> <li>New arrangements implemented with SENDIASS now reporting to HOS Access and Inclusion.</li> </ul>
		4. Communicate new arrangements Feb	<ul style="list-style-type: none"> <li>New arrangements in place <b>w.e.f.1/4</b>; to be reviewed after six months, <b>by 1/10</b></li> </ul>
<b>13</b>	Consider training and support for staff, councillors and other partners to strengthen resilience across the workforce <b>Aligned to recommendation 2</b>	1. Training programme for area, including Councillors established March	<ul style="list-style-type: none"> <li>As above, two level training planned and needs analysis undertaken <b>28/2</b></li> </ul>
		2. Relevant officers and Councillors identified and invited March	<ul style="list-style-type: none"> <li>Dates made available to democratic services</li> </ul>
		3. Resilience feature in all relevant staff supervisions April	<ul style="list-style-type: none"> <li>Resilience has featured as part of the annual conversations and supervisions for relevant staff <b>April</b> onwards</li> </ul>
		4. Rolling programme for existing staff implemented April	<ul style="list-style-type: none"> <li>Additional training needs analysis for relevant staff identified through annual conversation processes <b>April</b> onwards</li> </ul>
		5. Training forms part of induction for new staff and Councillors, in relation to resilience when dealing with ward members Aug	<ul style="list-style-type: none"> <li>To form part of the rolling programme of training offered to Councillors, starting <b>March</b></li> </ul>
<b>14</b>	Incorporate learning from complaints as part of the quality assurance system	1. Formal learning review process established April	<ul style="list-style-type: none"> <li>Initial conversation with corporate complaints team <b>1/3</b></li> <li>Current complaints reports identified, including annual Children's and Adults complaints report at People Scrutiny annually</li> <li>Scrutiny of report and annual statistics collated and analysed <b>March</b></li> <li>Local SEND complaints log created for 22/23 Financial Year</li> <li>Relevant themes identified from annual report and current caseload <b>April</b> to inform teams through Children's Services Improvement Board <b>April</b></li> </ul>

			<ul style="list-style-type: none"> <li>Main themes of complaints were timeliness of EHCP (we were 95% on time for 2020 and 2021), timeliness of reviews and amending plan following review and unhappiness with school placement.</li> </ul>
		2. Quality Assurance learning informs all future processes and decisions May	<ul style="list-style-type: none"> <li>Review of process flow chart to be devised for all learning at corporate and statutory complaints; MP complaints, Local Government Ombudsman, Tribunal and Councillor complaints <b>May</b></li> <li>Review to inform practice through CSIB and relevant teams <b>May</b></li> </ul>
		3. Learning also taken in conjunction with wider council complaints and that of the area partnership May	<ul style="list-style-type: none"> <li>Matter to be raised at SEND Strategic Partnership Board in terms of shared learning and understanding <b>Oct</b></li> </ul>

15	Develop a trauma informed approach for those families who are angry and distressed about their experience	1. Other authorities experiences and approach to trauma Informed practice researched March	<ul style="list-style-type: none"> <li>Literature review undertaken by Principal Educational Psychologist (PEP) Feb</li> <li>Generic matter on agenda for Regional PEP meeting <b>14/3</b>; LA network <b>March</b></li> <li>Working with regional HE project <b>April</b></li> <li>Possible external support being evaluated <b>3/3</b></li> </ul>
		2. Parent groups consulted on an appropriate third party to co-produce a way forward May	<ul style="list-style-type: none"> <li>Work undertaken to engage with all parent groups <b>May</b></li> <li>Consideration of engagement of external additional capacity to resolve issues with particular families</li> </ul>
		3. Trauma informed training for particular staff involved introduced June	<ul style="list-style-type: none"> <li>Needs identified as part of annual conversation process <b>April</b> onwards</li> </ul>

On track/action completed or in hand

Dates/information to be finalised at time of drafting

Limited progress against action

Completed/implemented in full