**Lancashire SEND Partnership Improvement Plan**

**2019 – 2020**

**24 June 2019**

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## **Introduction**

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| The SEND Partnership has embarked upon a major improvement programme for special educational needs and disability services (SEND) in Lancashire. Following the Ofsted and the Care Quality Commission (CQC) joint inspection of our services for children and young people with SEND, in November 2017 we formed the Lancashire SEND Partnership. The Partnership brings together representatives from education, health, parents and carers, young people and the local authority; we are committed to working together to give children, young people and their families the support they need.Since the report was published we have established the [SEND Partnership Board](https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/shaping-send-together/lancashire-send-partnership/#board), produced an [action plan](https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/shaping-send-together/lancashire-send-partnership/#actionplan) supported by detailed delivery plans, made some significant changes to improve services and [recruited new people](https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/shaping-send-together/lancashire-send-partnership/#investing). |  |

## **Governance Structure**

The SEND Partnership Board brings together partners to deliver a shared vision and strategy. The Board will monitor the Improvement Plan, which sets out our priorities for action, timelines and leadership responsibilities.

The SEND Partnership Board will establish task groups to deliver these changes, with the involvement of all partners. Board members will act as representative for their sector, sharing their own perspective, whilst engaging and keeping others informed.

The SEND Partnership Board is accountable for the delivery of the vision, strategy and Improvement Plan to the Lancashire Health and Wellbeing Board, Lancashire County Council Cabinet and the Joint Committee of the Clinical Commissioning Groups.



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| **Areas of Significant Concern**Over the past year the SEND Partnership has been working to address the twelve areas of significant concern that were raised in the inspection and resulted in the requirement to produce a written statement of action. The twelve areas were:  |  |

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| 1. The lack of strategic leadership and vision across the partnership
2. Leaders' inaccurate understanding of the local area
3. Weak joint commissioning arrangements that are not well developed or evaluated
4. The failure to engage effectively with parents and carers
5. The confusing, complicated and arbitrary systems and processes of identification
6. The endemic weakness in the quality of Education Health and Care Plans (EHCP’s)
7. The absence of effective diagnostic pathways for Autistic Spectrum Disorders (ASD) across the local area, and no diagnostic pathway in the north of the area
 | 1. No effective strategy to improve the outcomes of children and young people who have SEND and/or disabilities
2. Poor transition arrangements in 0-25 healthcare services
3. The disconcerting number of children and young people who have an EHCP or statement of SEN who are permanently excluded from school
4. The inequalities in provision based on location
5. The lack of accessibility and quality of information on the local offer.
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| **What we have done so far**Working together in partnership, we have been ensuring the foundations for continuous improvement and ongoing development are in place for the long term. Although there is much more to do, a great deal has been achieved by working together and sharing our different perspectives.A governance structure is in place across local area, with accountable officers for SEND in the local authority and the Clinical Commissioning Groups (CCG’s). The Partnership has an agreed vision and strategy to drive improvement and is improving its knowledge about SEND across the local area with the production of a Joint Strategic Needs Assessment (JSNA) and data dashboard. An Executive Director of commissioning for the Integrated Care System (ICS) has been appointed to improve the joint commissioning arrangements, including children’s commissioning. The speech, language and occupational therapies are a priority for recommissioning and appointed contractors are required to nominate a SEND champion.  | A pan-Lancashire Neurodevelopmental Assessment and Diagnostic high-level pathway has been agreed by the ICS and SEND Partnership Board. A diagnostic ASD pathway has been implemented across Morecambe Bay. The SEND Partnership has engaged with parent carers as a priority; with representatives’ members of the Board and all working groups. A co-production strategy has been developed with parent carers and the Personal Online Evaluation Tool (POET) survey broadened to include those receiving SEND support, so that feedback includes all those with SEND. A Designated Clinical Officer (DCO) service is in place across the local area to support parent carers and professionals access the health care system. The Local Offer is currently being redesigned, to provide accessible, high quality information.The EHCP process has been reviewed and a Quality Framework agreed; an audit programme is in place and auditors are being trained to ensure the quality of plans improves.  |
| To improve the outcomes for children and young people with SEND a programme of action has been agreed with schools and the outcomes for all SEND pupils discussed during termly school advisor visits. Children and young people with an EHCP and at risk of exclusion are being closely monitored and additional support provided. Conferences for Governors have been held and thirty SEND reviewers trained across the local area. A review of support for children and young people with social emotional and mental health needs in alternative provision is underway.  | Whilst doing this work, we have been listening to and considering feedback from families and practitioners to ensure we understand what needs to change in the future. We are committed to continuing our work together to deliver improvement and ensure that children and young people remain at the heart of service delivery. To implement this plan we are working through thematic and action leads as detailed in the following table:  |

**Managing the Improvement Plan – April 2019 onwards**

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| **Thematic Groups**Four thematic groups of work are aligned with the priorities in the SEND strategy and Improvement Plan; their role is to oversee progress on action and ensure interconnectivity across the improvement programme |
|  | **1. Meeting Need**Sally Richardson Head of Inclusion | **2. Equal Partners**Sam Jones, Parent, Carer Forum Chair/ Gareth Jenkins SEND Partnership Engagement Lead | **3. Accessible Services**Hilary FordhamCCG Lead for SEND | **4. Achieving Success** Steve BelbinActing Director of Education |
| **Action Leads** | 1. Workforce development (teaching and learning)

Sian Rees, SEND Improvement Partner1. Multi-agency workforce development

Diane Booth, SEND Partnership Health Lead/ Rachel Rump, LCC Skills Learning and Development Officer1. Quality of planning, procedures and processes

Sally Richardson, Head of Inclusion | 1. Data and information

Caroline Waddington, Senior Programme Manager NHS/Elaine Heaton, Key Schools Project Team Leader1. Communication and engagement

Gareth Jenkins, SEND Partnership Communications and Engagement Lead  | 1. Service improvement and commissioning

Hilary Fordham CCG Lead for SEND/Dave Carr, Head of Service Policy Information and Commissioning 1. Service transition

Charlotte Hammond, Head of Service Learning Disabilities, Autism and Mental Health | 1. Improving outcomes and support

Steve Belbin, Head of Service Education, Quality and Performance 1. Preparing for adulthood

Ajay Sethi, Head of Service, Learning and Skills |
| Action leads will involve a broader range of partners as appropriate, enabling detaileddiscussion and completion of work within agreed timescales |

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| **Vision and Priorities**Although there is a great deal of work to be done and we know we are not there yet, we have high aspirations and share a commitment to achieve change. It is our vision to be able to describe our services and our partnership in this way:* We are passionate about planning for and meeting the needs of children and young people with special educational needs and disabilities;
* We work together, as equal partners, who understand and listen to each other;
* Our highly regarded services are child centred, accessible and responsive;
* Our children and young people are supported to achieve their potential and ambitions, as valued members of the community.
 | To achieve this vision, we will be continuing our improvement work with a focus on four priority areas:Priority 1: Plan for and meet the needs of children and young people Priority 2: Become equal partners who understand and listen to each other Priority 3: Develop services that are child centred, accessible and responsivePriority 4: Ensure children and young people achieve their potential and ambitions |

## **Implementing the Improvement Plan**

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| This Plan focuses on the key priorities identified as part of the inspection process and through our ongoing partnership work. To secure improvement and deliver consistently good services for children and young people with SEND and their families, the Plan sets out the actions, expected outcomes, improvement measures, responsible person, targets and due dates. The actions set out in this plan will help to deliver the partnership vision and strategy. | Each outcome will be assessed as part of our monitoring arrangements, using the descriptions below:

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| **Rating**  | **Status** |
| **GREY (n/s)** | Action yet to commence (not started) |
| **RED (R)** | Action delayed and at risk  |
| **AMBER (A)** | Action underway  |
| **GREEN (G)** | Action will achieve completion deadline |
| **BLUE (C)** | Action completed and signed off (Complete) |

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| **Key Performance Indicators**Measures of our performance have been agreed for each priority to assess the impact of activity and continue to drive improvement. These are included following each priority action plan. | **Evaluation**We will evaluate our work, using internal and external quality assurance processes such as surveys, audits and reviews, to assess the impact we are making. We will build a partnership evaluation process into the work programme of the Board to ensure the Improvement Plan is being implemented and the outcomes are being achieved.   |

**Action Plan**

### Priority 1: Plan for and meet the needs of children and young people

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|  | **Action** | **Due** | **Lead** |  |
| **1.1** | **Implement the SEND Review process to support the inclusion of children and young people**  |  | **SEND Improvement Partner** |  |
| 1.1.1 | Develop the SEND Review offer for all education settings in partnership with LSSHTA  | March 2019 | SEND Improvement Partner  | **C** |
| 1.1.2 | Create local resource ‘maps’ with partners to include signposting for support, advice and practical materials  | May 2019  | Head of Specialist Teaching Service  | **G** |
| **1.2** | **Consider how we can use our collective resources more creatively**  |  | **SEND Partnership Board**  |  |
| 1.2.1 | Increase the education skills base of LA SEND Service Integrated Assessment Teams | September 2019 | Head of Inclusion  | **A** |
| 1.2.2 | Determine how specialist teachers are deployed to support schools with children who may have more complex needs | September 2020 | Head of Inclusion | **n/s** |
| **1.3** | **Develop the SEND workforce programme**  |  | **SEND Partnership Health Lead/ LCC Skills Learning and Development Officer** |  |
| 1.3.1 | Implement training for health provider SEND Champions  | April 2019 | SEND Partnership Health Lead  | **C** |
| 1.3.2 | Develop a strategic, universal and targeted workforce offer for education settings with education partners | June 2019 | SEND Improvement Partner | **G** |
| 1.3.3 | Develop a SEND multi-agency workforce strategy, in the context of national standards, to include core and targeted learning opportunities | December 2019 | Task and Finish Group | **G** |
| 1.3.4 | Increase the number of education and health staff who have received youth mental health first aid (YMHFA) training  | April 2020 | SEND Partnership Health Lead | **A** |
| **1.4** | **Review and share policies and procedures** |  | **Head of Inclusion** |  |
| 1.4.1 | Co-produce information about a graduated response to SEND support, identifying needs and requesting an assessment to ensure this is clear and transparent.  | April 2019 | Head of Inclusion | **R** |
| 1.4.2 | Co-produce information about the assessment and planning process for SEND support | July 2019 | Head of Inclusion | **A** |
| 1.4.3 | Develop a shared understanding and consistency about categorisation of need across all partners | July 2019 | Principal Educational Psychologist/ SEND Partnership Health Lead | **A** |
| 1.4.4 | Review the Short Breaks Strategy and commissioning arrangements with parent, carers to improve access and consistency  | August 2019 | Head of Inclusion  | **A** |
| 1.4.5 | Review the Personal Budget policy, analyse take-up and determine future approach in partnership with parent carers  | September 2019 | LA Inclusion Service Manager | **A** |
| 1.4.6 | Develop a transparent, accessible framework for assessment and/or support from the Children with Disabilities social work team | January 2020 | Head of Inclusion  | **n/s** |
| **1.5** | **Put in place a multi-agency audit process, to improve the quality of Education Health and Care plans** |  | **Head of Inclusion**  |  |
| 1.5.1 | Implement a multi-agency audit process, including training for auditors, commencing with a pilot phase  | March 2019 | LA Inclusion Service Manager  | **G** |
| 1.5.2 | Undertake and utilise findings from regular case audits on the quality of plans to identify themes, inform training and drive activity at a local level (CSC IP 3.4.6) | September 2019 | LA Inclusion Service Manager | **A** |
| 1.5.3 | Utilise service wide findings from case audits on the quality of plans to inform activity and secure a consistent countywide approach (Children’s Services Improvement Plan (CSC IP 3.4.7) | June 2020 | Head of Inclusion  | **n/s** |
| **1.6** | **Expect all partners to contribute to the consideration and analysis of individual children’s needs**  |  | **Head of Inclusion**  |  |
| 1.6.1 | Implement the EHC Plan quality standards and audit framework (CSC IP 5.2.4) | January 2019 | Head of Inclusion  | **C** |
| 1.6.2 | Train and support all EHCP auditors to ensure consistency of approach (CSC IP 5.2.5) | March 2019 | SEND Auditor/ Audit Team Manager | **G** |
| 1.6.3 | Audit a range of EHC plans including at transition to secondary school, Year 9 and post 16 (CSC IP 5.2.6) | June 2019 | SEND Auditor  | **A** |
| 1.6.4 | Individual services and providers to secure improvement in the advice given for EHC Plans  | September 2019 | DCOs/ Director of Children's Social Care/ Education Board representatives | **A** |
| 1.6.5 | Ensure children, young people and parent carers views are considered and reflected in EHC Plans  | September 2019 | SEND Auditor/LA Inclusion Service Managers  | **A** |
| 1.6.6 | Audit a sample of new EHC Plans issued from January 2019 within the first year (CSC IP 5.2.7) | January 2020 | SEND Auditor | **G** |
| 1.6.7 | Consider in partnership a process for quality assuring SEN support plans | June 2020 | SEND Auditor | **n/s** |
| **1.7** | **Improve our processes so that we reduce bureaucracy**  |  | **Head of Inclusion** |  |
| 1.7.1 | Ensure that CLA and care leavers with SEND have their healthcare needs identified, assessed and met, and that there is oversight across the local area.  (CSC IP 4.7.10) | March 2019  | Director of Children's Social Care | **C** |
| 1.7.2 | Implement the electronic case management system to manage the EHCP process efficiently and improve communication with parent carers and professionals  | June 2019 | LA Systems Lead/ LA Inclusion Service Manager  | **R** |
| 1.7.3 | Review best practice to inform an integrated statutory assessment and decision-making process, which is clear and transparent.  | July 2019 | Head of Inclusion  | **n/s** |

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| Priority 1: Key Performance Indicators |
| **Ref** | **Measure** | **Responsible Officer** | **Frequency** | **Latest Performance 17/18** | **Target 18/19** | **Target** **19/20** | **17/18 Stat Neighbours Average** | **17/18 National Average** |
| 1a | Practitioners rate the level of help and support children and young people with SEND receive to meet their needs (via the POET Survey) | SEND Partnership Communication and Engagement Lead | Annual | Good 27% | Good 40% | Good 50% | Not available  | Not available |
| 1b (i) | Social Care contributions to EHC Plans are completed and timely | Director of Children’s Social Care  | Monthly | N/A | Baseline March 2019 | tbc based on March 19 performance | Not available | Not available |
| 1b (ii) | Health contributions to EHC Plans are timely | Responsible Officer for Health  | Monthly | N/A | Baseline January 2019 | tbc based on Jan 19 performance | Not available | Not available |
| 1c | Percentage of EHCP’s completed within 20 weeks  | Head of Inclusion  | Bi-monthly | 84.7% | 90%  | 90% | Available May 19 | 67% |
| 1d | Annual EHCP Reviews completed within timescales | Head of Inclusion | Bi-monthly | N/A | Baseline from July 2019 | tbc based on 18/19 performance | Not available | Not available |
| 1e | Number of EHCP audits assessed as Outstanding or Good  | Head of Inclusion | Bi-monthly | N/A  | Baseline from May2019 | tbc based on May19 performance | Not available | Not available |
| 1f | Percentage of CYP with EHCP educated in mainstream school  | Head of Inclusion  | Annual | 40 | 40 | 42 | 55 | 50.9 |
| 1g | Increase the number of staff attending youth mental health first aid training (Lancashire and South Cumbria) | Midlands and Lancashire Commissioning Support Unit | 6 monthly  | 183 | 174 | 250 | Not available | Not available |

### Priority 2: Become equal partners who understand and listen to each other

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|  | **Action** | **Due** | **Lead** |  |
| **2.1** | **Share our data to help us all make more informed decisions**  |  | **Head of Inclusion/ MLCSU representative** |  |
| 2.1.1 | Report JSNA outcomes to the SEND Partnership Board to inform future service requirements and workforce development needs  | January 2019 | Principal Educational Psychologist | **C** |
| 2.1.2 | Complete and publish a Joint Strategic Needs Analysis (JSNA) to support understanding of health, social care and education need across the local area (CSC IP 5.1.5) | March 2019 | Principal Educational Psychologist | **C** |
| 2.1.3 | Keep the JSNA updated to ensure data remains relevant and useful  | Quarterly  | Inclusion Service Data Lead / Health Data Lead | **A** |
| 2.1.4  | Develop a data dashboard communicating shared performance measures to inform CYP, parent carers and stakeholders of progress (CSC IP 5.1.6) | April 2019 | Inclusion Service Data Lead/ Health Data Lead  | **C** |
| **2.2** | **Collate and analyse feedback from children, young people, parent carers and practitioners to inform improvement**  |  | **Communication and Engagement Lead** |  |
| 2.2.1 | Report POET outcomes to the SEND Partnership Board to inform service improvement and development  | April 2019 | Communication and Engagement Lead | **C** |
| 2.2.2 | Research the approach and models used in other areas to capture feedback from parents, carers, children and young people | June 2019 | Communication and Engagement Lead  | **A** |
| **2.3** | **Include all partners in our improvement and development work**  |  | **SEND Improvement Partner/ SEND Partnership Health Lead** |  |
| 2.3.1 | Implement the partnership co-production strategy – Working Together – in individual services and provisions | January 2019- ongoing | SEND Partnership Board | **A** |
| 2.3.2 | Review current working group structure to ensure this supports the delivery of the Improvement Plan from March 2019 onwards  | February 2019 | SEND Improvement Partner | **C** |
| 2.3.3 | Expand the membership of the Parent Carer Forum to ensure it is more representative of parent carers across the county, reflecting geography, age range and need | December 2019 | Lancashire Parent, Carer Forum Chair  | **A** |
| **2.4** | **Put in place SEND Local Area Partnerships to improve communication and share information** |  | **SEND Partnership Health Lead** |  |
| 2.4.1 | Establish Local Area Partnerships, with named representatives from statutory services | January 2019 | SEND Partnership Health Lead  | **C** |
| **2.5** | **Continue to develop the ‘Local Offer’ so that it is user friendly and locally specific** |  | **Communication and Engagement Lead** |  |
| 2.5.1 | Work with stakeholders to determine the look and style of the new website. Determine project scope, deliverables and next steps with providers | January 2019 | Communication and Engagement Lead | **C** |
| 2.5.2 | Undertake build phase and test site with parent carers, young people and practitioners to create a working version | April 2019 | Local Offer Commissioned Service  | **R** |
| 2.5.3 | Launch new Local Offer and promote engagement with stakeholders | June 2019 | Communications and Engagement Lead | **R** |
| 2.5.4 | Establish programme of ongoing content review and evaluation | September 2019 | Communications and Engagement Lead | **n/s** |
| 2.5.5 | Report engagement and feedback to the SEND Partnership Board | September 2019 | Communications and Engagement Lead | **n/s** |
| **2.6** | **Work with POWAR, school and college councils to involve more children and young people in the development of services**  |  | **Head of Inclusion**  |  |
| 2.6.1 | Review current specification and provider arrangements, to secure involvement from a broader range of young people with SEND across all partner organisations | December 2019 | LA Participation Lead/LA Inclusion Service Manager | **A** |
| 2.6.2 | Ensure young people with SEND are represented on the wide range of participation groups for children and young people including those with SEN support  | December 2019 | LA Participation Lead/SEND Partnership Health Lead  | **A** |
| **2.7** | **Share the effective practice that is taking place more widely**  |  | **Head of Inclusion** |  |
| 2.7.1 | Share good practice about identifying and meeting needs through a regular feature in the SEND Partnership Newsletter, to include case studies from school SENCO’s  | April 2019 | SEND Communications and Engagement Lead | **G** |
| 2.7.2 | Deliver event with Further Education providers to share good practice, including effective transition and pathways for young people with SEND  | May 2019 | The Lancashire Colleges SEND Partnership  | **R** |
| 2.7.3 | Establish a Lancashire pledge for 'Inclusive Practice of SEND' in partnership with parents, carers | July 2019  | LA SEND Advisor  | **A** |
| 2.7.4 | Host multi-agency SEND event to share good practice and lessons learned through the process of improvement | June 2020 | Chair Parent Carer Forum supported by SEND Partnership  | **n/s** |

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| Priority 2: Key Performance Indicators  |
| **Ref** | **Measure** | **Responsible Officer** | **Frequency** | **Latest Performance 17/18** | **Target 18/19** | **Target 19/20** | **17/18 Stat Neighbours Average** | **17/18 National Average** |
| 2a (i) | Users rate the quality of the Local Offer | SEND Partnership Communication and Engagement Lead  | Quarterly | N/A | Baseline 2019 | increase in "good" rating | Not available | Not available |
| 2a (ii) | Users rate the content of the Local Offer | SEND Partnership Communications Lead  | Quarterly | N/A | Baseline 2019 | increase in "good" rating | Not available | Not available |
| 2b (i) | Inclusion Service feedback number of complaints  | Head of Inclusion  | Annual | 188 | 179 | 170 | Not available | Not available |
| 2b (ii) | Inclusion Service feedback number of compliments  | Head of Inclusion  | Annual | 114 | 108 | 102 | Not available | Not available |
| 2c (i) | DCO service number of issues raised | Midlands and Lancashire Commissioning Support Unit | Quarterly  | N/A | Baseline 2019 | No target  | Not available | Not available |
| 2c (ii) | DCO service number of issues resolved | Midlands and Lancashire Commissioning Support Unit | Quarterly | N/A | Baseline 2019 | Increase in issues resolved tba | Not available | Not available |
| 2d | Number of mediation cases that were followed by appeals to tribunal  | Head of Inclusion  | Annual | 4 | 4 | 4 | Not available | Not available |

### Priority 3: Develop services that are child centred, accessible and responsive

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|  | **Action** | **Due** | **Lead** |  |
| **3.1** | **Target the support available from specialist services more effectively**  |  | **Responsible Officer for Health/ Head of Service Policy Information and Commissioning** |  |
| 3.1.1 | Work with health providers, schools, colleges and commissioners to implement the recommendations following the review of the Specialist Nursing Service | March 2020 | Senior Commissioning Manger F&WCCG / Head of Service Policy Information and Commissioning | **G** |
| 3.1.2 | Develop and improve relationships with tertiary health centres to ensure information is readily available for parents, local providers, education and social care as necessary  | March 2020 | SEND Partnership Health Lead  | **G** |
| 3.1.3 | As part of broader work taking place about funding arrangements for individual packages of care (CHC Review for children and wider IPA review), ensure the process of allocating resources for those with complex needs, including those with SEND, is consistent in approach and methodology, to include short-term agreements and also review of the use of Personal Health Budgets | April 2020 | SEND Partnership Health Lead / Head of Service Policy Information and Commissioning | **A** |
| 3.1.4 | Review and refresh the commissioning framework for independent non-maintained provision | September 2020 | Head of Service Policy Information and Commissioning  | **n/s** |
| **3.2** | **Be creative in providing easier and earlier access to specialist services**  | April 2020 | **Head of Inclusion****CCG Lead for Health**   |  |
| 3.2.1 | Increase access to advice and support from SEND Services, including for SENCO’s, for example through webinars, YouTube videos and ‘drop in’ sessions  | June 2019 | LA Inclusion Service Manager  | **A** |
| **3.3**  | **Ensure all service leads, including SENDO’s and DCO’s, are well known and active in the local area**  |  | **LA Inclusion Service Manager / SEND Partnership Health Lead** |  |
| 3.3.1 | Develop and implement consistent local arrangements to ensure parent carers and professionals have regular access to DCO's | March 2019 | SEND Partnership Health lead | **C** |
| 3.3.2 | Develop and implement consistent local arrangements to ensure parent carers and professionals have regular access to SENDO's | June 2019 | LA Inclusion Service Manager | **A** |
| 3.3.3 | Develop and implement consistent local arrangements to ensure parent carers and professionals have regular access to a range of other professionals | September 2019 | Local Area Partnerships | **G** |
| **3.4** | **Implement the neurodevelopmental diagnostic pathway**  |  | **Responsible Officer for Health** |  |
| 3.4.1 | Implement neurodevelopmental diagnostic pathway across ICS to include NICE compliant diagnostic pathway for ASD and links to Thrive CAMHS re-design model. | July 2020 | Chief Operating Officer MBCCG/ Lead Consultant Paediatrician  | **A** |
| **3.5** | **Continue to review service provision so that it is more consistent** |  | **Director of Public Health** |  |
| 3.5.1 | Review the current provision and develop a multi-agency school readiness pathway, including the pathway between health visiting and Early Years settings.  | September 2019 | Head of Service Health Equity, Welfare & Partnerships | **n/s** |
| 3.5.2 | Develop a health promotion campaign aimed at parents and carers to address school readiness. | September 2019 | Head of Service Health Equity, Welfare & Partnerships | **A** |
| **3.6** | **Re-commission Speech and Language and Occupational Therapy Services**  |  | **Head of Service Policy Information and Commissioning** |  |
| 3.6.1 | Submit refreshed joint **Speech and Language Service** specification to the December Children and Maternity Commissioners Network for final comments / agreement from CCGs | January 2019 | Policy Information and Commissioning Lead | **C** |
| 3.6.2 | Discuss new service specification for **Speech and Language Services** with key providers | January 2019 | Policy Information and Commissioning Lead  | **C** |
| 3.6.3 | Agree contracting arrangements for **Speech and Language Services** with CCGs /Providers | March 2019 | Policy Information and Commissioning Lead | **C** |
| 3.6.4 | Agree associate contracts, including the refreshed **Speech and Language Service** specification, through CCG/LA Governing Body/decision making arrangements  | April 2019 | Policy Information and Commissioning Lead | **R** |
| 3.6.5 | Review / refresh LCC **Occupational Therapy Service Specification** and associated pathways | April 2019 | Policy Information and Commissioning Lead | **R** |
| 3.6.6 | Agree contracting arrangements for **Occupational Therapy Services** with CCGs /Providers | July 2019 | Policy Information and Commissioning Lead | **R** |
| 3.6.7 | Agree contract variations to reflect new service specification | October 2019 | Policy Information and Commissioning Lead | **n/s** |
| **3.7** | **Develop a commissioning plan which is informed by the JSNA** |  | **Head of Service Policy Information and Commissioning** |  |
| 3.7.1 | Provide a link between the SEND Partnership Board and the Lancashire and South Cumbria Children and Young People's Emotional Wellbeing and Mental Health Transformation Board, ensuring the SEND Partnership Board is sighted on key issues/risks in delivering the Transformation Plan 2015 – 2020 | Ongoing | Head of Service Policy Information and Commissioning  | **G** |
| 3.7.2 | Assess the outcomes from the JSNA to determine which vulnerable groups require improved service delivery and agree action plan  | September 2019 | Head of Service Policy Information and Commissioning | **A** |
| 3.7.3 | For those services to be commissioned at an ICS level agree joint commissioning function    | December 2019 | Responsible Officer for Health/ Head of Service Policy Information and Commissioning | **A** |
| 3.7.4 | Develop evaluation and monitoring system for jointly commissioned services at ICS level     | April 2020 | Responsible Officer for Health/ Head of Service Policy Information and Commissioning  | **n/s** |
| 3.7.5 | Use the JSNA to ensure the commissioning arrangements are strengthened to deliver improved outcomes across the local area | September 2020 | Head of Service Policy Information and Commissioning | **n/s** |
| **3.8** | **Consider the role of advocates for children and young people with SEND as they become young adults** |  | **Head of Service Policy Information and Commissioning** |  |
| 3.8.1 | Review arrangements for independent advocacy for young people undergoing transition assessments (section 67 care act) | July 2019 | Head of Service Policy Information and Commissioning | **A** |
| **3.9** | **Develop arrangements to improve transition across our provision and services**  |  |  |  |
| 3.9.1 | Establish, through the SEND Partnership Board, a cross-service transitions group to ensure an overall approach to transition is developed  | April 2019 | Head of Service, Learning Disabilities, Autism and Mental Health  | **G** |
| 3.9.2 | Develop a strategy for transition from children's services into adult services, including 0-25 healthcare services | August 2019 | SEND Partnership Health Lead | **A** |
| 3.9.3 | Agree priorities and action plan to improve transition in each priority sector | December 2019  | SEND Partnership Health Lead | **n/s** |

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| Priority 3: Key Performance Indicators |
| **Ref** | **Measure** | **Responsible Officer** | **Frequency** | **Latest Performance 17/18** | **Target 18/19** | **Target 19/20** | **17/18 Stat Neighbours Average** | **17/18 National Average** |
| 3a | Parent, carers rate the level of help and support their child has received (via the POET Survey) | SEND Partnership Communication and Engagement Lead | Annual | Very Good/ Good 67% | Very Good/ Good 70% | Very Good/ Good 75% | Not available  | 60% |
| 3b | Improvement in health outcome measures for Speech and Language services | Midlands and Lancashire Commissioning Support Unit | 6 monthly | Not available | Not available | Target to be confirmed(data available 2020 onwards) | Not available | Not available |
| 3c | Average time in weeks from referral to clinical triage/ intake assessment North Lancashire ASD diagnostic pathway | Midlands and Lancashire Commissioning Support Unit | 6 monthly | Not available | Not available | Target to be confirmed (data available June 2019) | Not available | Not available |
| 3d | Reduce time from referral to decision for continuing health care funding (non-emergency) | Senior Manager, Children and Maternity System MBCCG | 6 monthly | Not available | Not available | Target to be confirmed (data available June 2019) | Not available | Not available |
| 3e | Increase the number of CYP with an EHCP who have a personal health budget | SEND Partnership Health Lead | 6 monthly | Not available | Not available | Targets to be establish post review (June 2019) | Not available | Not available |
| 3f | Number of drop in clinics available for health services | SEND Partnership Health Lead | 6 monthly | 2 | 3 | 4 | Not available | Not available |

### Priority 4: Ensure children and young people achieve their potential, ambitions and aspirations

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|  | **Action** | **Due** | **Lead** |  |
| **4.1**  | **Ensure children and young people achieve in their education at least as well as in other parts of the country**  |  | **Director of Education, Quality and Performance** |  |
| 4.1.1 | Implement a co-produced strategy and action plan to improve education outcomes for children and young people with SEND (CSC IP 1.1.2) | June 2019 | Director of Education, Quality and Performance | **A** |
| 4.1.2 | Analyse the outcomes for children and young people with SEND and agree targets for improvement (CSC IP 4.6.9) | October 2019 | Director of Education, Quality and Performance | **n/s** |
| 4.1.3 | Implement a programme of action to achieve the agreed targets for improvement (CSC IP 4.6.10) | November 2019 | Director of Education, Quality and Performance | **n/s** |
| **4.2** | **Implement a partnership model with schools for Alternative Provision** |  | **Director of Education, Quality and Performance** |  |
| 4.2.1 | Review the current approach and operation of alternative provision and support in both primary and secondary sectors  | March 2019  | Director of Education, Quality and Performance/SEND Improvement Partner | **C** |
| 4.2.2 | Develop and implement primary inclusion hubs across all districts in partnership with primary school partners | April 2019 | Head of Service Education Quality and Performance  | **G** |
| 4.2.3 | Work with secondary school partners to implement the recommended outcomes following the secondary focused Social Emotional Mental Health/Alternative Learning Provision review  | September 2019  | Director of Education, Quality and Performance | **A** |
| 4.2.4  | Review approach and operation of alternative provision with all providers, continuing to roll out across local area | September 2020 | Director of Education, Quality and Performance | **n/s** |
| **4.3** | **Consider a coherent model to deliver support**  |  | **Head of Inclusion**  |  |
| 4.3.1 | Review the current approach to and offers of SEND support in partnership with education leaders | June 2019 | SEND Improvement Partner | **A** |
| 4.3.2 | Develop a consistent model of support, in partnership with education leaders, from special schools and other providers  | September2019  | Head of Inclusion  | **n/s** |
| 4.3.3 | Agree implementation plan to roll out model/approach  | December 2019  | Head of Inclusion  | **n/s** |
| 4.3.4 | Review model/approach with education providers and service users  | December 2020  | Head of Inclusion  | **n/s** |
| **4.4** | **Develop 16-19 provision which supports increased choice and independence to prepare young people for adulthood**  |  | **Head of Service Learning and Skills/ Head of Inclusion** |  |
| 4.4.1 | Implement a strategy to develop a more sustainable model of independent living for young people | Jan 2019 | Head of Service Learning Disabilities, Autism and Mental Health  | **C** |
| 4.4.2 | Share destinations data with secondary education providers to agree priorities for action which will increase the number of young people with SEND in education, employment and training | April 2019 | Head of Service Learning and Skills | **C** |
| 4.4.3 | Work with providers to ensure that young people with SEND have the Careers Education Information Advice Guidance they need in key stage 5 to prepare them for adulthood and increase the proportion securing a positive destination | April 2019 | Head of Service Learning and Skills  | **G** |
| 4.4.4 | Develop a Suitability and Sufficiency Strategy and action plan to guide the development of local specialist and supported provision | June 2019 | Head of Inclusion  | **A** |
| 4.4.5  | Work with providers to develop a range of 16-19 options which meet increasing need, whilst providing greater choice and independence  | March 2020 | Head of Service Learning and Skills/ Head of Inclusion | **A** |
| 4.4.6 | Work with providers as part of the annual review process to ensure that young people with an EHCP have the Careers Education Information Advice Guidance they need to support their transition to adulthood and increase the proportion securing a positive destination | April 2020 | Head of Inclusion | **n/s** |
| 4.4.7 | Expand the programme of supported internships (Project Search) for young people with SEND across the partnership  | April 2020 | LA Inclusion Service Manager / SEND Partnership Health Lead | **n/s** |
| 4.4.8 | Work with providers to review and develop new proposals for supported employment and social enterprise, to increase number of young people in paid employment | June 2020 | Head of Service Learning Disabilities, Autism and Mental Health | **A** |

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| Priority 4: Key Performance Indicators  |
| **Ref** | **Measure** | **Responsible Officer** | **Frequency** | **Latest Performance 17/18** | **Target 18/19** | **Target 19/20** | **17/18 Stat Neighbour Average** | **17/18 National Average** |
| 4a | Children and young people rate the support they've received to develop independence and the skills to be ready for the next steps (via POET Survey) | SEND Partnership Communication and Engagement Lead | Annual | Good 67%  | Good 70% | Good 75% | Not available  | 51% |
| 4b(i) | Attainment for children and young people with SEND (FSP) | Head of Education, Quality and Performance | Annual | 2.5SEN(E)  | 22.1SEN(K) | 2.9SEN(E) | 24SEN(K) | 3.3SEN(E) | 25SEN(K) | 3.2SEN(E) | 24 SEN(K) | 4.9SEN(E) | 27.7SEN(K) |
| 4b (ii) | Attainment for children and young people with SEND (KS1) | Head of Education, Quality and Performance | Annual | SEN(E) | SEN(K) | SEN(E) | SEN(K) | SEN(E) | SEN(K) | SEN(E) | SEN(K) | SEN(E) | SEN(K) |
| R | 7 | 27 | 9 | 29 | 11 | 33 | 10 | 31 | 13 | 33 |
| W | 5 | 18 | 7 | 20 | 9 | 22 | 7 | 22 | 9 | 25 |
| M | 8 | 29 | 10 | 31 | 11 | 33 | 11 | 34 | 13 | 26 |
| 4b (iii) | Attainment for children and young people with SEND (KS2) | Head of Education, Quality and Performance | Annual | 10SEN(E) | 21SEN(K) | 12SEN(E) | 23SEN(K) | 14SEN(E) | 26SEN(K) | 8SEN(E) | 24SEN(K) | 9SEN(E) | 24SEN(K) |
| 4b (iv) | Progress for children and young people with SEND (KS2) | Head of Education, Quality and Performance | Annual | SEN(E) | SEN(K) | SEN(E) | SEN(K) | SEN(E) | SEN(K) | SEN(E) | SEN(K) | SEN(E) | SEN(K) |
| R | -3.7 | -0.8 | -3.5 | -0.7 | -3.4 | -0.5 | -4.0 | -0.9 | -3.8 | -1.0 |
| W | -4.4 | -1.7 | -4.3 | -1.6 | -4.1 | -1.5 | -4.6 | -2.0 | -4.1 | -1.8 |
| M | -4.5 | -0.7 | -4.4 | -0.6 | -4.3 | -0.5 | -4.2 |  | -4.2 | -1.0 |
| 4b (v) | Attainment for children and young people with SEND (KS4) | Head of Education, Quality and Performance | Annual | 12.9SEN(E) | 31.8SEN(K) | 13.5SEN(E) | 32.3SEN(K) | 14.1SEN(E) | 33.8SEN(K) | 12.7SEN(E) | 31.8SEN(K) | 13.5SEN(E) | 32.2SEN(K) |
| 4b (vi) | Progress for children and young people with SEND (KS4) | Head of Education, Quality and Performance | Annual | -1.3SEN(E) | -0.5SEN(K) | -1.1SEN(E) | -0.3SEN(K) | -0.5SEN(E) | -0.1 SEN(K) | -1.1SEN(E) | -0.5SEN(K) | -1.1SEN(E) | -0.4SEN(K) |
| 4c | Combined NEET and Not Known percentage of 16 and 17yr olds with SEND | Head of Learning and Skills | Annual | 13.7%, December 2017 – February 2018 average | 14.7% December 2018 – February 2019 average | 13.5%December 2019 – February 2020 average | Not available | Not availableLancashire Overall Combined NEET and Not Known is 8.3% |
| 4d | 16 and 17yr olds with SEND participating in education and training | Head of Learning and Skills | Annual | 77.9% as at March 2018 | 80.0% as at March 2019 | 81.5% as at March 2020 | Not available | 81.4% as at March 2018 |
| 4e | Key stage 5 destination measures by SEN (state funded mainstream schools) – any sustained education or employment destination | Head of Learning and Skills | Annual | 81%, 2016/17 destination of 2015/16 cohort | 82%, 2017/18 destination of 2016/17 cohort | 83%, 2018/19 destination of 2017/18 cohort | Not available | 86% |
| 4f | Key stage 5 destination measures by LLDD (state funded colleges) – any sustained education or employment destination | Head of Learning and Skills | Annual | 84%, 2016/17 destination of 2015/16 cohort | 85%, 2017/18 destination of 2016/17 cohort | 86%, 2018/19 destination of 2017/18 cohort | Not available | 85% |
| 4g (i) | Number of SEND young people with EHCPs receiving a permanent exclusion | Head of Education, Quality and Performance  | Annual | 27 | 5 | 2 | Not available | Not available |
| 4g (ii) | Number of permanent exclusions from special schools | Head of Education, Quality and Performance | Annual | 2 | 0 | 0 | Available June 2019 | Available June 2019 |
| 4h | Percentage of persistent school absentees with EHCP’s | Head of Education, Quality and Performance | Annual | 5.8% | 5.8 | 5.8 | 6.2% | 6.6% |

**Key:** FSP- Foundation Stage Profile, SEN (E) – Children and young people with EHCPs, SEN (K) – Children and young people with SEN support

R- Reading. W- Writing, M- Maths