Appendix A

Lancashire SEND Partnership
Improvement Plan
2019 – 2020

10 April 2019

Contents

Introduction

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, produced an action plan supported by detailed delivery plans, made some significant changes to improve services and recruited new people.
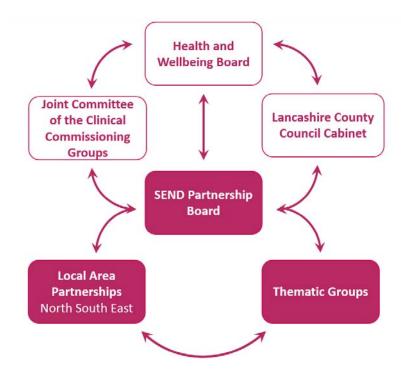
Governance Structure

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.

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:

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

8. No effective strategy to improve the outcomes of children and young people who have SEND and/or disabilities
9. Poor transition arrangements in 0-25 healthcare services
10. The disconcerting number of children and young people who have an EHCP or statement of SEN who are permanently excluded from school
11. The inequalities in provision based on location
12. The lack of accessibility and quality of information on the local offer.

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

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 Fordham CCG Lead for SEND	**4. Achieving Success** Steve Belbin Acting Director of Education
a) Workforce development (teaching and learning) Sian Rees, SEND Improvement Partner b) Multi-agency workforce development Diane Booth, SEND Partnership Health Lead/ Rachel Rump, LCC Skills Learning and Development Officer c) Quality of planning, procedures and processes Sally Richardson, Head of Inclusion	d) Data and information Caroline Waddington, Senior Programme Manager NHS/ Clare Platt, Head of Service Health, Equity, Welfare and Partnerships e) Communication and engagement Gareth Jenkins, SEND Partnership Communications and Engagement Lead	f) Service improvement and commissioning Hilary Fordham CCG Lead for SEND/ Dave Carr, Head of Service Policy Information and Commissioning g) Service transition Charlotte Hammond, Head of Service Learning Disabilities, Autism and Mental Health	h) Improving outcomes and support Steve Belbin, Head of Service Education, Quality and Performance i) Preparing for adulthood Ajay Sethi, Head of Service, Learning and Skills
Action leads will involve a broader range of partners as appropriate, enabling detailed discussion and completion of work within agreed timescales			

(Left margin label: Action Leads)

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 responsive

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

Implementing the Improvement Plan

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.

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.

Each outcome will be assessed as part of our monitoring arrangements, using the descriptions below:

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)

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

	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	G
1.3.2	Develop a strategic, universal and targeted workforce offer for education settings with education partners	June 2019	SEND Improvement Partner	A
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	A

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	G
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	G
1.4.4	Review the Short Breaks Strategy and commissioning arrangements with parent, carers to improve access and consistency	August 2019	Head of Inclusion	n/s
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	n/s
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	n/s
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	**n/s**
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	**A**
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**

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 May 2019	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

	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	**A**
2.1.3	Keep the JSNA updated to ensure data remains relevant and useful	Quarterly	Inclusion Service Data Lead / Health Data Lead	**n/s**
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 Date Lead	**G**
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	A
2.5.3	Launch new Local Offer and promote engagement with stakeholders	June 2019	Communications and Engagement Lead	A
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	A
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	A

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

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

	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	**A**
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	**A**
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	**A**
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	**n/s**
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	**G**
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	**A**
3.6.5	Review / refresh LCC **Occupational Therapy Service Specification** and associated pathways	April 2019	Policy Information and Commissioning Lead	**A**

3.6.6	Agree contracting arrangements for **Occupational Therapy Services** with CCGs /Providers	July 2019	Policy Information and Commissioning Lead	
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	**n/s**

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**

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

		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	A
	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	n/s
	4.3.2	Develop a consistent model of support, in partnership with education leaders, from special schools and other providers	September 2019	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	A
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	A
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	n/s
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

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	2.5 SEN (E)	22.1 SEN (K)	2.9 SEN (E)	24 SEN (K)	3.3 SEN (E)	25 SEN (K)	3.2 SEN (E)	24 SEN (K)	4.9 SEN (E)	27.7 SEN (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	10 SEN (E)	21 SEN (K)	12 SEN (E)	23 SEN (K)	14 SEN (E)	26 SEN (K)	8 SEN (E)	24 SEN (K)	9 SEN (E)	24 SEN (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	12.9 SEN (E)	31.8 SEN (K)	13.5 SEN (E)	32.3 SEN (K)	14.1 SEN (E)	33.8 SEN (K)	12.7 SEN (E)	31.8 SEN (K)	13.5 SEN (E)	32.2 SEN (K)
4b (vi)	Progress for children and young people with SEND (KS4)	Head of Education, Quality and Performance	Annual	-1.3 SEN (E)	-0.5 SEN (K)	-1.1 SEN (E)	-0.3 SEN (K)	-0.5 SEN (E)	-0.1 SEN (K)	-1.1 SEN (E)	-0.5 SEN (K)	-1.1 SEN (E)	-0.4 SEN (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 available Lancashire 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