Annex 1

**The Pillars of the Strategy**

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| **Alternative****Provision****Strategy** | **Multi-Agency****Early Help** | **Early Years** | **SEND****Improvement** | **School****Effectiveness** | **School****Place****Planning** | **Preparation****for****Adulthood (PfA)** |
| Shared agreement on the roles and responsibilities across providers and services | Early Help Intensive Family Support aligned to the Family Safeguarding programme implementation | Take up of early education funding, with a priority for 2 year olds | Participation of children, young people and their families in decision making | Effective partnership working safeguarding children (TASS) (SSG buy in) | Commission sufficient high quality accessible places to maximise place preferences secured | Develop and implement a clear PfA Strategy which builds on the Lancashire and South Cumbria ICS PfA Strategy 0-25 years  |
| Review the criteria and processes for admission to alternative provision – Charter for AP | Team around the School and Setting(TASS) | Take up of early education funding for vulnerable groups | Collaboration between education, health and social care services across the SEND Partnership | Inclusive and flexible education system | Offer diversity in types of school available | Include defined transition pathways appropriate for all CYP preparing for adulthood |
| Establish robust systems for tracking and monitoring alternative provision | Improving access to information, advice, guidance, support and signposting within the local community | Sufficient Places | Early identification and intervention | Sustainable school improvement through collaboration and partnerships | Manage school capacity data and provide statutory School Capacity (SCAP) return to DfE.  | Deliver joint training, specific to PfA, to a variety of groups working with CYP across the County |
| Collate information from various sources to inform commissioning of alternative provision – voice of the child, family and stakeholders  | Multi-agency workforce development strategy | Percentage of funded children accessing good or outstanding childcare settings | A graduated approach to intervention that supports inclusive practice | Schools accessing right support | Pupil forecasting informs decisions on school estate aligns with other education strategies eg SEND/AP | Work with local education and training providers (in particular with post 16 education providers) to ensure that there is a wide range of appropriate and attractive options and support is available, if needed, to access them |
| Create a quality assurance toolkit to support commissioning arrangements | Neighbourhood – placed based working | Percentage of children achieving a good level of development at the Early Years Foundation Stage | High quality education, health and care plans leading to high quality provision delivered in a timely way | High quality CPD for all teachers | Liaison with Local Planning Authorities to secure education infrastructure and support sustainable development | Agree, develop and monitor a multi-agency dataset to show impact on outcomes for children and young people as well as on improvements to service delivery |
| Build on existing services and the offer available to children, young people and their families to support inclusion in education – TASS | Targeted Youth Support | Narrowing the attainment gap | Enough places within the right type of specialist provision for all children and young people with SEND | Strong support for governing boards | Collaboration with other services, diocese and faith bodies, LAs and DFE with the mixed economy of schools |  |