

## The Pillars of the Strategy

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	