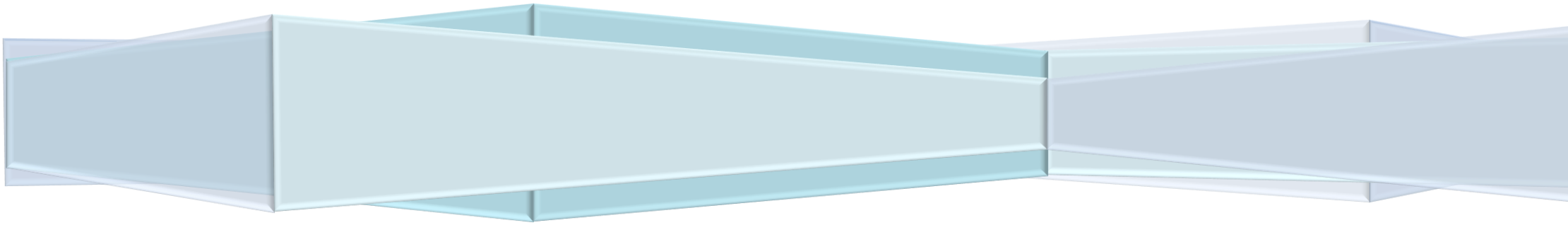
Sheffield Local Area Special Educational Needs and Disabilities (SEND) 0-25

Statement of Action

UPDATE: AUGUST 2019



Our Written Statement of Action (WSOA) sets out our plan to address the areas that require significant improvement as identified by Ofsted and the Care Quality Commission (CQC) following the Sheffield Area SEND inspection in November 2018.

The inspection team identified both strengths and areas for improvement in how the needs of children and young people with special educational needs and disabilities (SEND) were identified and met. We have been and will continue working hard to improve services at all levels and have set out a plan for a city-wide approach to ensure that services continue to improve for children and their families.

As local leaders we are committed to supporting our dedicated frontline professionals who *"work hard to make a positive difference to children and young people with SEND"*. And we will work ceaselessly through this action plan and beyond to make sure every child and young person with special educational needs and disabilities gets the right support at the right time.

John Macilwraith
Executive Director
People's Services
Sheffield City Council

Brian Hughes
Brian Hughes: Director of Commissioning
(Deputy Accountable Officer)
Sheffield Clinical Commissioning Group

Please note that the names in this foreword were changed in September 2019 to reflect up to date staffing details.

AUGUST 2019 - UPDATE

This updated action plan provides a progress update for August 2019.

Our overall progress is as follows:

RAG rating	Progress – as of Aug 2019	No. of actions in Action Plan	% of actions in Action Plan
	Action not planned to start yet	20	22%
	Action underway & on track	30	34%
	Action underway but behind target/at risk of not completing on time	19	21%
	Significant risk OR Action not started & behind target to complete on time	15	17%
	Action complete	5	6%

Our action plan is split into seven areas – these are the seven areas of significant weakness identified by Ofsted and CQC following their local area inspection in November 2018. A summary of key achievements in each area is presented below, along with a summary of actions we are taking to mitigate risks for actions of most concern.

Area of weakness	Key achievements	Key risks (RAG rated red) and measures taken to mitigate them
1: Lack of SEND vision and strategy	• Strategy development ongoing with consultation taking place up to 22 September, followed by a co-production exercise in October and consultation on a draft Inclusion Strategy in November. • Discussion groups have been held with young people to ensure their voice is heard.	• Deadlines have slipped and we are now looking at an approved strategy by end of February 2020. Weekly strategy development meetings taking place to ensure pace.

Area of weakness	Key achievements	Key risks (RAG rated red) and measures taken to mitigate them
2: Communication and relationships	• Development of process posters and animations to better explain processes and the Special Educational Needs and/or Disabilities (SEND) system – published on the Local Offer. • Development of guidance documents for schools – about pathways to services and Education, Health and Care needs assessment statutory processes. • Two issues of Special Educational Needs News emailed to more than 550 professionals and parents/carers. • Customer focus groups taking place to gain feedback on the Local Offer website.	• Delay to adoption of Co-production Principles (charter) – expected to be published in November rather than September. A co-production meeting is being arranged to finalise. • Filming of SENCO training videos – starting in September rather than July as originally planned. Capacity has been an issue. Plan in place to complete task.
3: Strategic oversight by CCG	• CCG recovery plan developed and being delivered. • Regular updates on SEND improvement plan now being reviewed and overseen by CCG Governing Body to increase oversight at strategic level. • Designated Clinical Offer (DCO) in place with a workplan which includes training to health professionals and quality assurance. • 27 Sheffield children on the waiting list for wheelchair service, none waiting more than 18 weeks (Aug 2019). First draft of service specifications and KPIs complete. • Change to contractual arrangements with SCH to incentivise reductions in waiting times for ASD assessment/support and development of pre- and	• Delay to development of a data dashboard to more effectively monitor progress – this will be completed in September rather than June as originally planned. • Health input in the SENDSAR service (to review health reports and assure quality) and health input into the EHC Panel is not yet embedded - discussions are taking place with services to progress and a revised plan/specification will be developed by end of Sept 2019. DCO will be providing health input into EHC Panel from the end of October.

Area of weakness	Key achievements	Key risks (RAG rated red) and measures taken to mitigate them
	post- diagnostic support pathway.	
4: Commissioning arrangements	• Inclusion & SEND joint SCC and CCG commissioning programme, priorities and dashboard developed for discussion and approval via the Joint Commissioning Committee in the Autumn. • Increasing capacity and resource towards specialist education provision including: a commitment to additional funding into the Locality SEND funding (mainstream top-up funding) pot; consultation on growing integrated resource places; and the development of two new special schools. • First draft of Speech and Language Therapy service specification completed and OT and physiotherapy service scoping work underway – this will provide a basis for further service review and development to ensure services meet needs and outcomes are effectively monitored.	• Internal issues around capacity to build Inclusion Tracker which will more effectively highlight the impact of interventions and inform future commissioning. Urgent discussions taking place to resolve.
5: EHC Plans	• 96% of new EHC plans finalised in July were issued within 20 weeks. Our year to date average is now 79% - ahead of the 75% target for 2019. • Common templates for advice giving are in place. Work progressing to ensure that social care information is provided as part of the EHC Needs Assessment Process. • Development of the SENDSARS IT system means	Key risks in this area have also been noted above – under Strategic oversight by CCG: • Health input is not yet embedded in the SENDSAR service (to review health reports and assure quality) and health input into the EHC Panel is not yet embed - discussions are taking place with services to progress and a revised plan/specification will be developed by end of Sept

Area of weakness	Key achievements	Key risks (RAG rated red) and measures taken to mitigate them
	the service now has a digitised EHC Plan annual review process which will enable more timely annual reviews and earlier notifications sent to schools/colleges. Similar consultation process now live. EHC Needs Assessment process reviewed and in development. • Quality improvement plan for writing of EHC Plans in place to be delivered over next 6 months.	2019. DCO will be providing health input into EHC Panel from the end of October.
6: Mainstream schools	• Training on Sheffield Support Grid (SSG) completed with over 95% attendance by SENCOs. Mop up training to take place in 2019/20 academic year to catch the few that missed it and for new SENCOs. Training on graduated approach to meeting needs also completed with follow up training planned. • 50% of schools have been moderated on their SSG levels as planned - over time this will ensure greater consistency when assessing needs & a more robust citywide picture. • Schools, MATs and locality groups are opting for SEND review programmes to take place in 2019/20 academic year.	• The offer of support for schools to develop practice around SEND is developing but we have not met the timescales. Ongoing work to complete action plan for this in September. • Process agreed by locality head teachers re schools requiring support, but process does not yet cover direct input from parents – work to progress at start of new academic year and anticipated that action will be complete by end of September and published to schools. Further rolled out and used through Autumn term. • Not met deadline to share list of available workforce to support schools (inc. SEN SLEs) – this will be done in September instead of July as originally planned.
7: Transitions	• The school readiness pathway is in place and increasing numbers of children/families are being identified. Work is now taking place to ensure a	• Need to link up the work happening regarding transitions to develop clear pathway information to describe how young people

Area of weakness	Key achievements	Key risks (RAG rated red) and measures taken to mitigate them
	clear referral process that enables early identification. • The Vulnerable Learner Review model has been evaluated with the schools involved to date and received positive feedback along with suggestions for further development. • Our work with the National Development Team for Inclusion (NDTI) on post 16 progression pathways is now complete and will inform the development of pathways and our post-16 offer.	move between children's to adult health services –part of this work will be to identify capacity to deliver. • Risk around work to ensure meaningful activity for those unable to engage in independent employment – initial discussions held but need to develop a plan on commissioning direction.

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i. INTRODUCTION

Between 12 November and 16 November 2018, Ofsted and the Care Quality Commission (CQC) conducted a joint inspection of Sheffield to judge the effectiveness of the area in implementing the disability and special educational needs reforms as set out in the Children and Families Act 2014. The inspection determined that a written statement of action is required to address the following areas of significant weakness:

1. The lack of a co-produced, coherent vision and strategy for SEND in Sheffield
2. Communication, clarity and consistency in the relationship between the local area leaders, parents, carers, children and young people
3. Poor strategic oversight of SEND arrangements by the CCG, which results in unacceptable waiting times for access to specialist equipment and appropriate pre- and post-diagnosis support and children and young people's needs not being met
4. Weaknesses in commissioning arrangements to remove variability and improve consistency in meeting the education, health and care needs of children and young people aged zero to 25 with SEND
5. The quality and timeliness of EHC plans
6. Inconsistencies in identifying, assessing and meeting the needs of children and young people with SEND in mainstream primary and secondary schools
7. Weaknesses in securing effective multi-agency transition arrangements for children and young people with SEND.

This Written Statement of Action (WSOA) sets out our plans to address these areas and deliver significant improvement to ensure every child and young person with special educational needs and disabilities gets the right support at the right time.

It has been developed through a number of consultation and challenge meetings including:

- Seven workshops/focus groups looking at individual areas of weakness – these included representatives from Sheffield's Parent Carer Forum (SPCF), a children's charity, mainstream, special schools and post-16 provision, health services, education services and Learn Sheffield
- Two key stakeholder meetings, one held immediately after the inspection to inform the action plan, and one held to review the first draft
- The Inclusion and SEND Improvement Board, as the accountable board
- Other advisory boards with a selection of representatives including local councillors, senior council and CCG officers and from NHS England, Sheffield Teaching Hospitals, Sheffield Children's NHS Foundation Trust, Sheffield Health & Social Care Trust, Healthwatch Sheffield, Parent Carer Forum and The Sheffield College – this includes Sheffield's Joint Health and Wellbeing Board, Sheffield Mental Health & Learning Disability Delivery Board, Sheffield's Safeguarding Children and Adults Boards and the Community Child Health Board.

Since the inspection, and prior to the publication of the written statement of action, partners have worked hard on driving forward improvement linked to the areas of weakness. Key actions include:

- Appointment of Designated Clinical Officer for SEND at the CCG – recruited in February 2019
- Current EHC needs assessments all within 20 week statutory timeframe – as of end of February 2019
- Graduated approach training completed by all city SENCOs by end of January 2019 and Sheffield Support Grid training completed by end of February 2019
- Establishment of Joint Commissioning Committee to focus on three priority areas, one of which is SEND – March 2019

- Single Point of Access for health embedded in the local authority's SENDSAR service to ensure a quicker response – by April 2019

We will update this written statement of action every quarter to show progress. Please see start of document for update.

ii. FEEDBACK FROM CHILDREN, YOUNG PEOPLE, FAMILIES & CARERS

The joint inspection highlighted issues that young people, families and carers have been telling us about. More than 700 parents and carers completed the Sheffield Parent Carer Forum (SPCF)'s State of Sheffield survey 2018/19. Their feedback included:

Just 24% of mainstream parents said their child's school was adequate for meeting their needs

80% said their child was not getting enough input from CAMHS

77% of respondents who had applied for an EHC plan found the process difficult or very difficult

53% of respondents found the transition from primary to secondary school difficult or very difficult – as did more than 60% of parents for the transition to post-16/19 education, adult social care and adult health services

46% of parents said that communication with their child's nursery, school or college is good or very good

58% had waited more than a year for an assessment

78% of parents have never used the Local Offer website

"My daughter struggled all throughout primary school with no support"

"My daughter has two befrienders. Both are invaluable support… "

"The whole system is stacked against parents who are already up against it"

"No one has a definitive answer to routes, procedures and access to information. I feel left in the dark."

"I had to appeal against an EHCP for another child… The whole process seemed set up to try and get parents to give up and accept SEND's position… they have created a process designed to maximise anxiety and distress."

"Transition to secondary school was very rocky… "

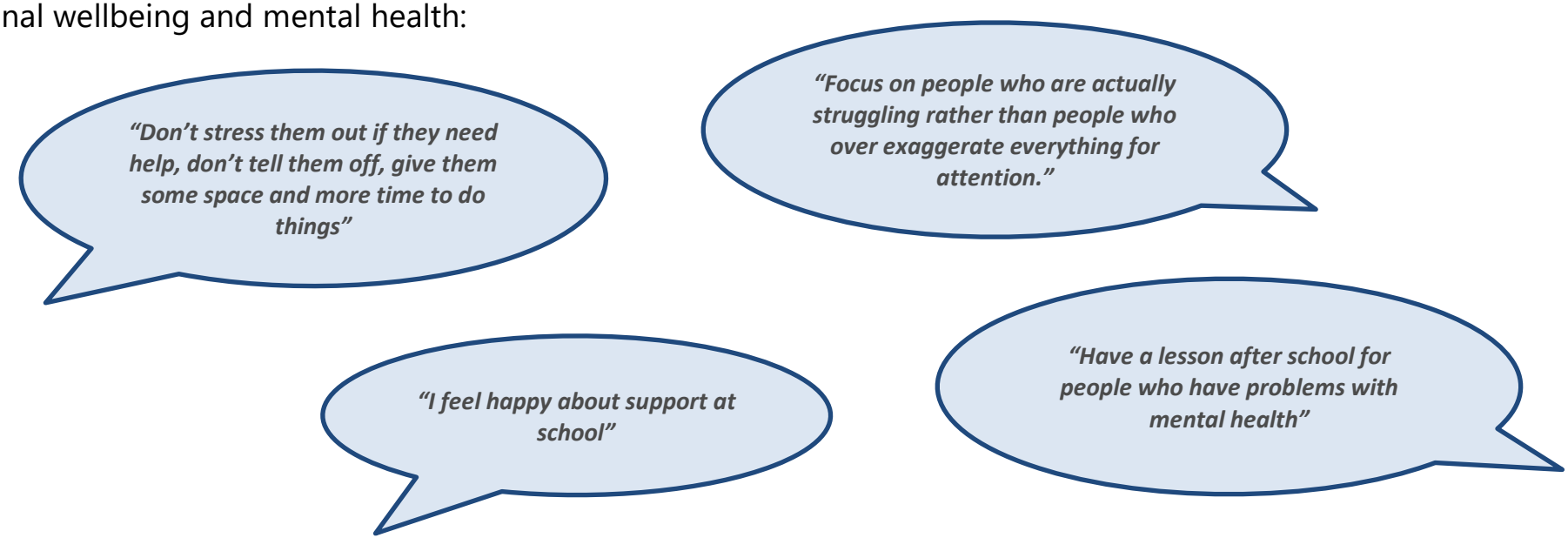
In the 2018/19 Our Voice Matters Survey (completed by 6,500 children and young people at 65 different schools across Sheffield) feedback included:

- 46% of Year 7 and 42% of Year 10 pupils with SEND said they felt happy in the last week "always" or "quite a lot" compared to 59% and 50% respectively for Year 7 and Year 10 pupils without SEND.

- 20% of Year 7 and 29% of Year 10 pupils with SEND said they felt depressed in the last week "always" or "quite a lot" compared to 10% and 18% respectively for Year 7 and Year 10 pupils without SEND.

- 37% of Year 7 children with SEND said they enjoy school "always" or "most of the time" compared to 45% without SEND. 35% of Year 10 students with SEND "agree" or "strongly agree" that they enjoy school most of the time, compared to 43% of Year 10 students without SEND.

Comments from Y10 pupils with SEND included thoughts about how schools could support young people with emotional wellbeing and mental health:



iii. VISION

Our Vision:

Sheffield will be an inclusive city where all children and young people with additional needs get the education, health, and care support they need to achieve their potential and go on to make a positive contribution to society and lead a happy and fulfilled life.

How will we achieve our vision?

No single organisation can do this alone; above all we need to work together.

- We will make sure there is good and **positive engagement** with children, young people, families/carers and professionals across this entire area of work to support, signpost, and shape services and the workforce.
- We will identify and **understand needs** of all children at the earliest possible stage that are continually reviewed, with clear pathways to access appropriate care, treatment, therapy and support when needed, underpinned by high quality data and tracking.
- We will create sufficient, flexible, **high quality local provision, care and support** covering the city, age range, and spectrum of needs, using all available data.
- We will continuously work to ensure each individual has a high-quality, up-to-date, personalised plan to help them broaden their horizons, raise their aspirations and encourage their potential to progress.

iv. INDICATORS OF A GOOD LOCAL AREA

We will know the SEND system is improving in Sheffield, and our actions are having an impact, if we see:

1. Increased confidence from children, young people and their families in the support and services for those with special educational needs and/or disabilities
2. Reduced waiting times for access to specialist support and provision
3. Increased participation at school for those with special educational needs and/or disabilities
4. Improved educational attainment and progress for pupils with special educational needs and/or disabilities
5. More young people with special educational needs and/or disabilities moving into meaningful activity into adulthood.
    a. As a shorter-term aim this will mean more young people with special education needs and disabilities from Y9 onwards, and their families, are involved in discussions about their adult life which feed into coherent multi-agency Preparing for Adulthood plans.

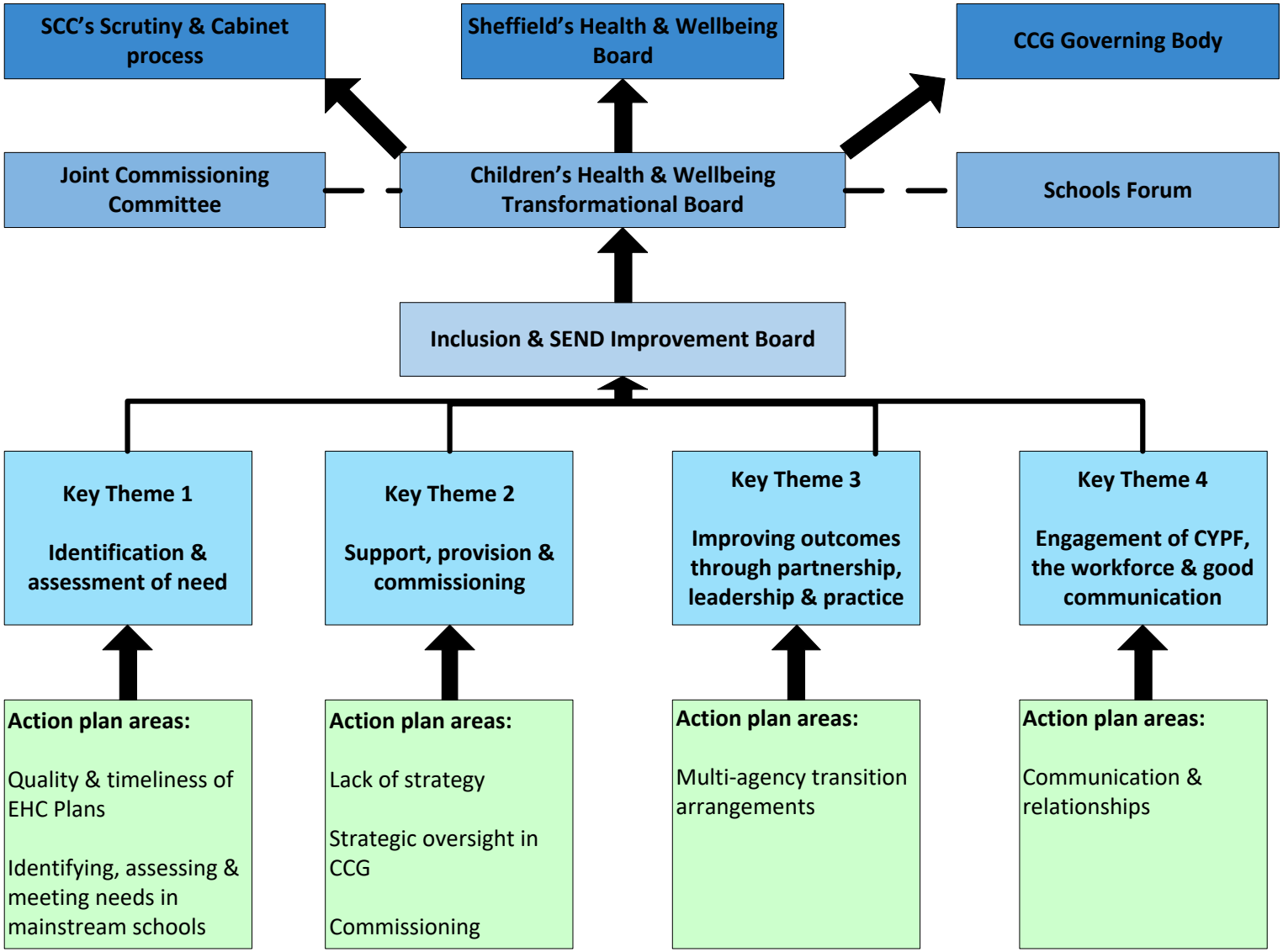
Our performance indicators are set out below. They are taken from the most recent State of Sheffield and Our Voice Matters surveys, as well as current data measures, to enable direct comparisons and tracking.

Key outcome	Intention	Indicator
Increased confidence from children, young people and their families in the support and services for those with	To reduce levels of complaints re SEND statutory processes	Complaints received by SCC's SENDSARS team
	To reduce appeal rate of SEND tribunals to at least the national rate	Appeals against SEND decisions per 10,000 school population

Key outcome	Intention	Indicator
special educational needs and/or disabilities	To demonstrate improved parental confidence in services	% of parents who think their child's educational provision is adequate for meeting their child's needs % of service ratings that are good or excellent – social care services % of service ratings that are good or excellent – health services % of service ratings that are good or excellent – LA SEND services
	To narrow the gap between pupils with SEND and those without SEND	% of pupils with SEND that are happy or content most of the time
Reduced waiting times for access to specialist support and provision	To reduce waiting times to applicable national waiting time standards	Waiting times for services including ASD assessment, CAMHS support, wheelchair fitting and community therapy services % of completed health checks for young people with learning disabilities aged 14+
	To increase the proportion of EHC Plans completed within statutory timescales	% of EHC Plans completed within 20 week timescale
Increased participation in school	To reduce overall absence of pupils with SEND to at least the national rate	Rate of overall absence of pupils with SEND
	To reduce rate of exclusions of pupils with SEND to at least the national rate	Rate of fixed-term exclusions of pupils with SEND Rate of permanent exclusions of pupils with SEND
	To reduce the rate of SEND pupils moving to elective home education (EHE)	Rate of pupils with SEND who move to electively home-educate
Improved educational attainment and progress for pupils with special educational needs and/or disabilities	To increase levels of attainment and progress of pupils with SEND to at least the national rate	% of pupils with SEND achieving the expected standard in reading, writing and maths at Key Stage 2 Progress score in reading of pupils with SEND at Key Stage 2 Progress score in writing of pupils with SEND at Key Stage 2 Progress score in maths of pupils with SEND at Key Stage 2
		Attainment 8 score of pupils with SEND at Key Stage 4 Progress 8 score of pupils with SEND at Key Stage 4
More young people with special educational needs and/or disabilities moving into meaningful activity into adulthood	To increase participation of young people with SEND in education, employment and training	% of 16-18 year old young people with SEND who are in education, employment and training (EET)
		% of young people aged 18-25 with a learning disability in paid employment
	To increase the number of young people with SEND from Y9 onwards with a transition plan to move to adult life – with evidence that the young person has	% of young people who have a transition plan from Year 9 onwards – with evidence that the young person has participated in their EHC Plan and transition plan

Key outcome	Intention	Indicator
	participated in this process	
	To increase young people with SEND and their families' confidence in the transition into adulthood	% of survey respondents reporting a positive experience of transition into post-16/19 education, adult social care and adult health

v. GOVERNANCE



vi. ACTION AREAS

Our progress against the action areas will be shown as follows:

Action complete
Action underway and on track
Action underway but behind target/at risk of not completing on time
Action not started and behind target to complete on time
Action not yet started

1. STRATEGY

Report finding: The lack of a co-produced, coherent vision and strategy for SEND in Sheffield

Outcomes:

1.1 Producing the Strategy: A co-produced SEND Strategy for Sheffield that drives a coordinated approach to deliver improvement for children and young people with special educational needs and/or disabilities (SEND)

1.2 Communicating and embedding the strategy: A comprehensive communication and engagement plan to ensure the vision and strategy are understood and supported by stakeholders

1.3 Delivering the strategy and accountability: A clear performance, governance and accountability framework to ensure the strategy is effectively delivered and results in improvements for children and young people with SEND

People responsible for this area: Joel Hardwick, Head of Commissioning: Inclusion & Schools, Sheffield City Council and Sapphire Johnson, Head of Commissioning – Children, Young People & Maternity Portfolio, Sheffield Clinical Commissioning Group

Outcomes	Actions	Start date	End date	Lead*	Measure of success and increased confidence	Progress					
						Aug 2019	Oct 2019	Jan 2020	Apr 2020	July 2020	Oct 2020
1.1 Producing the strategy: A co-produced SEND Strategy for Sheffield that drives a coordinated approach to deliver improvement with a clear implementation plan	1.1.1 Undertake a process of co-production – with local authority services, health, young people, parents/carers, schools and other partners - through engagement and reviewing existing feedback and insight, to develop a strategic narrative and city-wide approach to SEND in Sheffield	May 2019	July 2019	SCC - HCIS	- Stakeholders report positively around the process and outcomes - Output from co-production exercise can be used to write a clear, coherent strategy						
	1.1.2 Ensure the voice of the child is at the heart of the process of co-production	May 2019	July 2019	SCC - HCIS	- Strong evidence of engagement with young people - Young people report positively around the process and outcomes						
	1.1.3 Use the outcomes of co-production to produce, consult on, and approve a written strategy for Sheffield with children, young people, families/carers, schools, health providers and any other relevant stakeholders	July 2019	Oct 2019	SCC - HCIS	- Evidence that change is being driven in line with the agreed and published strategic approach - Stakeholders understand the SEND strategy and their role in supporting its delivery - Positive feedback from families and children that the direction set out in the strategy is making a difference						

1.2 Communicating and embedding the strategy: A comprehensive communication and engagement plan to ensure the vision and strategy are understood and supported by stakeholders	1.2.1 Produce and deliver a communication and engagement plan around the strategy to ensure it is widely recognised, understood and that as a local area we have a consistent approach	Sept 2019	Dec 2019	SCC - HCIS	- Stakeholders understand the SEND strategy and their role in supporting its delivery						
	1.2.2 Host a SEND conference for schools, services and stakeholders to raise awareness of the strategy and developments in the SEND system, and to capture valuable feedback to inform future developments	Dec 2019	Dec 2019	SCC – HoS and HCIS	- Conference well attended, fostering development of local system networks, working relationships, shared learning and peer support - Positive feedback received from attendees who feel informed and engaged with delivery of the strategy - Feedback informs future developments						
1.3 Delivering the strategy and accountability: A clear performance, governance and accountability framework to ensure the strategy is effectively delivered and results in improvements for children and young people with SEND	1.3.1 Development of performance management framework to monitor the strategy's progress	July 2019	Sept 2019	SCC - HCIS	- Performance management framework used to understand and drive progress against objectives						
	1.3.2 Monitor delivery of the strategy and written statement of action (WSOA) through the Inclusion and SEND Improvement Board	July 2019	-	SCC - HCIS	- Governance structure supports city-wide oversight and strategic management through Children's Health and Wellbeing Transformation Board - Evidence of regular review, reporting and challenge from the Board to ensure the strategy is being delivered						

2. COMMUNICATION & RELATIONSHIPS

Report finding: Weaknesses in communication, clarity and consistency in the relationship between the local area leaders, parents, carers, children and young people

Outcomes:

2.1 Clear and Consistent Information: We will have a local offer that provides clear and consistent information. This will mean that all the information children, young people, their families and providers need to understand processes and systems of SEND is accessible

2.2 Clear communication between and within services/organisations and consistent communication and engagement with families: We will have clear communication routes and a consistent approach to effective engagement across all services and providers so that there is increased confidence from all parties

2.3 Embedded Co-production: We will have an approach to co-production that is embedded in practice for the development of support for children and young people with SEND so that young people and their families are central to all that we do

2.4 Tell Us Once: We will have a citywide process of 'Tell us once' for a young person's story to be communicated to ensure that young people and their families are not having to repeat their stories to professionals on multiple occasions

2.5 Workforce Development: We will have a workforce that is equipped with the knowledge and skills to provide consistent support for children and young people

Person responsible for this area: Tim Armstrong, Head of SEN, Sheffield City Council

Outcomes	Actions	Start date	End date	Lead*	Measure of success and increased confidence	Progress					
						Aug 2019	Oct 2019	Jan 2020	Apr 2020	July 2020	Oct 2020

Outcomes	Actions	Start date	End date	Lead*	Measure of success and increased confidence	Progress					
						Aug 2019	Oct 2019	Jan 2020	Apr 2020	July 2020	Oct 2020
2.1 Clear and Consistent Information: We will have a local offer that provides clear and consistent advice. This will mean that all the information children, young people, their families and providers need to understand processes and systems of SEND is accessible	2.1.1 SPCF and SCC's digital services will deliver the implementation plan to review the local offer website to ensure the right information for the local area is available, accessible, user friendly, consistent in layout and auditable.	On-going	Feb 2020	SCC - HCIS	- Local offer will be compliant with the SEND Regulations 2014 - Local offer will have the information that children, young people and parents/carers need to access services and support - Feedback from user groups will be positive - Evidenced through website survey, SPCF's State of Sheffield survey, and 'you said, we did' - By Oct 2019 decision re investment around Local offer platform - By Dec 2019 fully revised website architecture in place						

Outcomes	Actions	Start date	End date	Lead*	Measure of success and increased confidence	Progress					
						Aug 2019	Oct 2019	Jan 2020	Apr 2020	July 2020	Oct 2020
	2.1.2 Processes, pathways and information will be agreed and made available to families, providers and partners – including (but not limited to): • Graduated approach to meeting needs • Sheffield Support Grid • Completing a My Plan • Request for EHC Needs Assessment • EHCP Annual Reviews • Transition between key stage / phase including preparing for adult life • Referral to health services and accessing support • Referral to social care services and accessing support, including short break and respite provision • Personal budgets • Post-16 education and training pathways These will be clearly detailed and articulated in various formats such as posters and animations and published on the local offer website.	April 2019	Mar 2020	SCC - HoS	- All processes and pathways clearly published on the local offer website - Feedback from citywide SENCO's on how processes have been used within schools - A reduction in complaints - By July 2019 first of these published - By Oct 2019 second set published						

Outcomes	Actions	Start date	End date	Lead*	Measure of success and increased confidence	Progress					
						Aug 2019	Oct 2019	Jan 2020	Apr 2020	July 2020	Oct 2020
	2.1.3 On completion of the Local offer improvement plan we will hold a local area launch event to promote the improved local offer to raise awareness and gather valuable feedback	April 2020	April 2020	SCC - HCIS	- Increased number of website users – shown through web monitoring statistics - Improved feedback from families shown through repeat of SPCF's State of Sheffield survey questions about the local offer						
	2.1.4 We will publish a Local Area half termly SEND briefing to keep children, young people, their families and organisations informed of progress and improvements, promote engagement and feedback opportunities and circulate key messages	Sept 2019	On-going	SCC - HoS	- From feedback, key stakeholders will feel informed, have clarity of where we are and have consistent messages from local areas leaders - Evidenced through Gov Delivery newsletter data - Delivered every half term						
	2.1.5 Mapping document of a 'family journey through SEND' to be completed in order to identify where support would come from	April 2020	Sept 2020	SCC – HoS	- Parents advise that there is clarity as to how they will be supported and when						

Outcomes	Actions	Start date	End date	Lead*	Measure of success and increased confidence	Progress					
						Aug 2019	Oct 2019	Jan 2020	Apr 2020	July 2020	Oct 2020
2.2 Clear and Consistent Communication and Engagement: We will have clear communication routes and a consistent approach to effective	2.2.1 Monitoring process will be developed and put in place for quality communication from SEND Statutory Assessment and Review Service, including response rates to answering the phone. This will include following the Sheffield Council customer commitments re contacting parents and young people	June 2019	Dec 2019	SCC - HoS	- Evidence of improved customer feedback from questionnaires - Data from telephony use - Reduction in number of complaints re communication						

Outcomes	Actions	Start date	End date	Lead*	Measure of success and increased confidence	Progress					
						Aug 2019	Oct 2019	Jan 2020	Apr 2020	July 2020	Oct 2020
engagement across all services and providers so that there is increased confidence from all parties	2.2.2 A clear and joined up commissioning approach to ensure engagement, independent advice and support is available for children, young people and their families	Oct 2019	Mar 2020	SCC - HCIS	- Through feedback we will be assured that we have an effective Information, Advice and Support Service (IASS) in place - Commissions in place with relevant stakeholder representative/advice groups with evidence of outcomes and monitoring Milestones: • Agree draft SLA for SENDIASS – Start of Sept • SLA put into new contract & operational plan drafted to make changes to the service – end of Oct • Reporting of outcomes specified in new contract by March 2020						
	2.2.3 Develop with schools and services best practice guidance in regards to communication with families of those with SEND	Sept 2019	April 2020	SCC - HoS	- Schools will report clearer lines of communication - Improved feedback from families						

Outcomes	Actions	Start date	End date	Lead*	Measure of success and increased confidence	Progress					
						Aug 2019	Oct 2019	Jan 2020	Apr 2020	July 2020	Oct 2020
2.3 Embedded Co-production: We will have an approach to co-production that is embedded in practice for the development of support for children and young people with SEND so that young people and their families are central to all that we do	2.3.1 Development of co-production principles (charter) that are then agreed by partners as an approach to developing practice	April 2019	Sept 2019	SCC - HoS / SPCF	- Co-production principles agreed and in place - Signed off by LA and CCG - Parent and young people's involvement will be evidenced in all SEND developments						
	2.3.2 Best practice guidance on co-production of a support plan for an individual child is in place.	Sept 2019	Feb 2020	SCC - HoS	- Evidence of higher percentage of individual SEND plans and reviews being co-produced through evidence of young people and family voices in documentation - Young people and their families have an understanding of how their plan is co-produced, even if there remains disagreement as to the outcome – evidenced through feedback						
	2.3.3 Communication of co-production approach via local offer website	Sept 2019	Dec 2019	SCC - HoS	- Information published on local offer website						
	2.3.4 Co-production and evaluation process detailed in all new SEN based commissions to ensure that young people are central to the process of support available to them	April 2020	On-going	SCC - HCIS	- Young people and families are involved in evaluation of provision in place						

Outcomes	Actions	Start date	End date	Lead*	Measure of success and increased confidence	Progress					
						Aug 2019	Oct 2019	Jan 2020	Apr 2020	July 2020	Oct 2020
2.4 Tell Us Once: We will have a citywide process of 'Tell us once' for a child or young person's story to be communicated to ensure that children and young people and their families are not having to repeat their stories to professionals on multiple occasions	2.4.1 Create a citywide process and paperwork across and within Education, Health and Social Care to gather and update a child or young person's story that can follow them on their journey to adulthood and beyond. The process will need to ensure there is the facility to update it regularly	Jan 2020	Mar 2020	SCC - HoS / CCG CM	- Process in place with a robust audit cycle that includes the child or young person, their families and key professionals involved in their care - Process for updating in place - Young person and their family feedback will be that they have to only provide clarity and supplementary information to their story rather than full details						
2.5 Workforce Development: We will have a workforce that is equipped with the knowledge and skills to provide consistent support for children and young people	2.5.1 A citywide training offer for SEND will be published and delivered across all services that support children and young people. This will include but not be limited to training on: • Person centred practice, including communication • A graduated approach to meeting SEND needs • SEND statutory processes • The role of the SENCO • Providing and implementing assessment information and provision	Sept 2019	July 2020	SCC - HoS	- Training will be delivered - Feedback from training will suggest increased confidence in ability to communicate with young people and their families and consistent practice across services						

Outcomes	Actions	Start date	End date	Lead*	Measure of success and increased confidence	Progress					
						Aug 2019	Oct 2019	Jan 2020	Apr 2020	July 2020	Oct 2020
	2.5.2 Training videos will be published on the local offer outlining a range of training areas that will support communication to parents and young people as well as practitioners. This will include around statutory processes and support	April 2019	July 2019	SCC - HoS	- Feedback on videos will suggest they support improved practice that enables best communication with parents						

*Please note that full names and job titles of Leads are provided in the Glossary.

3. STRATEGIC OVERSIGHT BY CCG

Report finding: Poor strategic oversight of SEND arrangements by the CCG, which results in unacceptable waiting times for access to specialist equipment and appropriate pre- and post-diagnosis support and children and young people's needs not being met

Outcomes:

3.1 Understanding and Accountability: Improved reporting, governance and data flows related to SEND in the CCG, to ensure services better meet the needs of children and young people with SEND

3.2 Clinical Oversight: Improved CCG clinical oversight of SEND and quality assurance of EHC Plan process to ensure children and young people receive better SEND support

3.3. Delivering on Priority Improvements: Address existing service issues

Person responsible for this area: Mandy Philbin, Chief Nurse, Sheffield Clinical Commissioning Group

Outcomes	Actions	Start date	End date	Lead*	Measure of success and increased confidence	Progress					
						Aug 2019	Oct 2019	Jan 2020	Apr 2020	July 2020	Oct 2020
3.1 Understanding and accountability: Sheffield CCG will have improved reporting, governance and data flows related to SEND to ensure services better meet the needs	3.1.1 Complete a gap analysis against the NHS England 'Guidance for health services for children and young people with Special Educational Needs and Disability (SEND)' Develop a CCG recovery plan to address any identified gaps	Dec 2018	April 2019	CCG - HoC	- Increased CCG awareness and understanding of statutory duties and any existing gaps - Assurance that required actions are being put in place to address those gaps						

Outcomes	Actions	Start date	End date	Lead*	Measure of success and increased confidence	Progress					
						Aug 2019	Oct 2019	Jan 2020	Apr 2020	July 2020	Oct 2020
of children and young people with SEND	3.1.2 Develop a data dashboard and standard operating procedure for data flow and analysis within the CCG. Ensure patient experience information is included as part of this data set.	Dec 2018	June 2019	CCG - HoC	- Assurance provided on relevant performance indicators - SEND and patient experience data used to proactively support the commissioning cycle and service planning - Evidence based commissioning						
	3.1.3 Ensure clear service specifications and KPIs are in place and regularly reviewed – focussing first on community nursing and community therapy	Sept 2018	April 2020	CCG - CCM	- CCG fully understands, monitors and reviews its commissioned services to ensure they are safe, effective and of high quality - CCG can take appropriate action to improve areas of non-compliance or under-delivery - KPIs will demonstrate that children and young people with SEND will have their health needs met in a timely manner -						

Outcomes	Actions	Start date	End date	Lead*	Measure of success and increased confidence	Progress					
						Aug 2019	Oct 2019	Jan 2020	Apr 2020	July 2020	Oct 2020
3.2 Clinical oversight: Improved CCG clinical oversight of SEND and quality assurance of EHC Plan process to ensure children and young people receive better SEND support	3.2.1 Appoint and job plan a Designated Clinical Officer (DCO) who will be responsible for: • developing and delivering training to health professionals related to the EHCP reports and process • quality assuring health input and provision delivery into EHCPs • establishing an audit cycle and providing regular feedback to commissioners to inform service planning • producing an annual report and audit cycle detailing key issues	Sept 2018	April 2019	CCG - CCM	- Improved understanding and confidence of health professionals to support the EHC Plan process - Increased quality of EHC Plans which will also improve confidence and satisfaction of children, young people and families/carers - Provision of clinical oversight and quality assurance to the Local Area - Audit, evaluation and action in place to support improvement						
	3.2.2 Commission and embed therapy input into the SENDSAR service to review health reports as fit for purpose, assure quality and sign off the health element of EHCPs.	Sept 2018	June 2019	CCG - CCM / SCC - HSS	- Increased compliance with, and quality of, EHC Plan process and provision - Children and Young People will have appropriate provision specified in their EHCP and delivered in practice - This will lead to increased confidence and satisfaction						

Outcomes	Actions	Start date	End date	Lead*	Measure of success and increased confidence	Progress					
						Aug 2019	Oct 2019	Jan 2020	Apr 2020	July 2020	Oct 2020
	3.2.3 Embed clinical input into the EHC Panel to make decisions related to personal health budget for unmet health needs from commissioned services	Nov 2019	June 2019	CCG - CCM	- Clinical input into the EHC placement panel as regular attendee and contributor - Clinicians' feedback used by CCG to inform and strengthen strategic planning and commissioning						
3.3. Delivering on priority improvements: Address existing CCG-commissioned service issues	3.3.1 Work with NHSE to review the existing ASD pathway and put required improvements in place. Plan to include: • Clarify commissioning roles and responsibilities for each part of the pathway between CCG and NHSE • Continue work to decrease waiting times • Use data such as national guidance, benchmarking information and patient feedback to inform the future service model • Put in a place a service specification with a clearly defined pathway and KPIs • Establish a joint contract management board with NHSE colleagues to jointly oversee, commission and performance manage the relevant services	Sept 2018	April 2020	CCG – CCM / NHSE	- Reduction in waiting time for ASD assessment - Improved pre- and post- diagnostic support services in place - Improved experience and feedback from young people and families - Effective commissioning of an ASD pathway that meets the needs of children, young people and families/carers in the Local Area - Clear escalation process in place (through contract management board) to address issues -						

Outcomes	Actions	Start date	End date	Lead*	Measure of success and increased confidence	Progress					
						Aug 2019	Oct 2019	Jan 2020	Apr 2020	July 2020	Oct 2020
	3.3.2 Implement our plan to improve access to CAMHS services. This will be achieved through: • Completion of CAMHS Sustainability work by SCH to enable targeted resource allocation and re-configuration of existing services. • Continued implementation of changes to CAMHS pathway including duty and booking team to manage demand. • Complete piloting of direct referrals to CAMHS from schools to implement a sustainable process for all schools. • Continued implementation of six appointment model for lower level presenting issues to improve patient flow and release capacity for complex cases.	On-going	April 2020	CCG - EWMH	- Reduction in CAMHS waiting times - Completion of CAMHS Sustainability work (due end of August 2019). - Process developed for direct referrals from schools (Jan 2020) - Improved feedback from children, young people and families shown through repeat of SPCF's State of Sheffield survey questions -						
	3.3.3 Work with Primary Care Sheffield to increase delivery of the annual GP health check for 14 year-old plus with learning difficulties by promoting the offer of care.	Jan 2019	Oct 2019	CCG - CCM	- Increased numbers of completed health checks for young people with learning disabilities aged 14+ to support early identification of health needs						

Outcomes	Actions	Start date	End date	Lead*	Measure of success and increased confidence	Progress					
						Aug 2019	Oct 2019	Jan 2020	Apr 2020	July 2020	Oct 2020
	3.3.4 Improve waiting times for the wheelchair service to ensure that it aligns to the national standard 18 week Referral to Treatment (RTT). Put in place a robust service specification with clear priority criteria, KPIs and regular review to monitor and track progress.	Nov 2018	April 2020	CCG - CCM	- Patient experience and quality of care will improve - Children and young people will have wheelchairs delivered within appropriate timeframes -						

*Please note that full names and job titles of Leads are provided in the Glossary.

4. COMMISSIONING

Report finding: Weaknesses in commissioning arrangements to remove variability and improve consistency in meeting the education, health and care needs of children and young people aged 0 to 25 with SEND

Outcomes:

4.1 Understand Needs: Develop a full and shared understanding of children and young people's education, health and care needs to inform commissioning planning and decisions, resulting in more effective SEND support

4.2 Mapping Commissioning and Provision Requirements: Ensure a clear understanding of existing commissioning requirements for children and young people with SEND and how current commissioning arrangements align; identify where we have gaps and inconsistencies; and engage with children, young people and families for feedback as part of the commissioning cycle

4.3 A Consistent & Improved Citywide Programme: Develop a joint local area commissioning programme for SEND support and a consistent approach to the way we commission services, to ensure the development of more effective support

Person responsible for this area: Dawn Walton, Director of Commissioning, Inclusion & Learning, Sheffield City Council and Mandy Philbin, Chief Nurse, Sheffield Clinical Commissioning Group

Outcomes	Actions	Start date	End date	Lead*	Measure of success and increased confidence	Progress					
						Aug 2019	Oct 2019	Jan 2020	Apr 2020	July 2020	Oct 2020
4.1 Understand needs: Develop a full and shared understanding of children and young	4.1.1 Ensure we understand existing and predicted future SEND needs through strategic needs assessments covering all commissioning areas	Sept 2019	Aug 2020	CCG - HoC	- Strategic needs assessment data used to inform future planning - Commissioning is proactive rather than reactive -						

Outcomes	Actions	Start date	End date	Lead*	Measure of success and increased confidence	Progress					
						Aug 2019	Oct 2019	Jan 2020	Apr 2020	July 2020	Oct 2020
people's education, health and care needs to inform planning and commissioning decisions, resulting in more effective SEND support	4.1.2 Ensure all commissions are informed by appropriate intelligence to ensure the most effective future support. Work includes the development of a monitoring and tracking tool for all children and young people with additional needs, identifying those with SEND	May 2019	Mar 2020	SCC - HCIS	- Evidence based commissioning, using data and intelligence, when planning commissioning arrangements and making decisions -						
	4.1.3 Ensure that engagement with young people and families/carer is embedded throughout the commissioning cycle, so they are able to have a voice and help inform planning	April 2020	Oct 2020	SCC - HCIS	- Evidence of engagement with young people and families/carers - Evidence of use of feedback when making commissioning decisions - Commissioning more informed and responsive to service user need - Children, young people and families/carers feel that they are listened to and empowered to help inform commissioning decisions -						
4.2 Mapping Commissioning Requirements: Ensure a clear understanding of existing commissioning requirements for children and young	4.2.1 Systematically identify and review commissioning areas across the city for children and young people with SEND and specify the current model of provision, identify areas of good practice, areas of inconsistencies and gaps to support children and young people up to the age of 25	May 2019	Mar 2020	SCC - HCIS / CCG - HoC	- A clear understanding of the local area offer for children and young people with SEND to inform where we need to commission to meet need/extend service offers - Effective commissioning to address gaps and inconsistencies in provision -						

Outcomes	Actions	Start date	End date	Lead*	Measure of success and increased confidence	Progress					
						Aug 2019	Oct 2019	Jan 2020	Apr 2020	July 2020	Oct 2020
people with SEND and how current commissioning arrangements align; identify where we have gaps and inconsistencies; and engage with children, young people and families for feedback as part of the commissioning cycle	4.2.2 Agree outcomes and measures for each commissioning area, to be detailed and monitored in the commissioning programme – to ensure more effective support	May 2019	Sept 2019	SCC - HCIS / CCG - HoC	- Ability to track and monitor performance and address under-delivery where necessary - Evidence of a more robust commissioning approach						
	4.2.3 Obtain feedback from children, young people and families/carers about existing provision	May 2019	Mar 2020	SCC - HCIS	- Evidence of use of data and other intelligence about service provision being used in commissioning cycle - Children, young people and families/carers have an opportunity to share their experiences						
4.3 Consistent & Improved Citywide Programme: Develop a joint local area commissioning programme for SEND support and a consistent approach to the way we commission services	4.3.1 Establish and deliver a joint commissioning programme to focus resource into the right areas to ensure we jointly commission the right education, health and social care provision. To include considering options for integrating the way we commission and deliver services including pooled resources and aligned service specifications	May 2019	Oct 2020	SCC - HCIS / CCG - HoC	- Improvement in outcomes in areas identified as a priority for review - Integrated commissioning programme established and evidenced - Evidence of a more consistent and strategic approach to commissioning -						

Outcomes	Actions	Start date	End date	Lead*	Measure of success and increased confidence	Progress					
						Aug 2019	Oct 2019	Jan 2020	Apr 2020	July 2020	Oct 2020
to ensure the development of more effective support	4.3.2 Under the section 75 agreement we will ensure SEND is established as part of the integrated strategic commissioning committee that includes members of the CCG Governing Body and Elected Members from the Local Authority, with formal delegation and accountability for commissioning areas relating to SEND	May 2019	July 2019	SCC - DCIL	- Evidence of structured governance arrangements - Provision of strategic level oversight - Evidence of challenge, support and drive at senior level to deliver required improvements in relation to SEND - Any blockages can be swiftly addressed through clearly identified escalation points						

*Please note that full names and job titles of Leads are provided in the Glossary.

5. EHC Plans

Report finding: Weaknesses in the quality and timeliness of Education Health and Care (EHC) Plans

Outcomes:

5.1 Timely Assessment: EHC Needs Assessments, including the EHC plan development process, will be compliant with the statutory requirements of 20 weeks so that young people are provided with statutory support in a timely manner.

5.2 High Quality EHC Plans: The Quality of EHC Plans will be consistently good with a clear quality assurance process in place. This will ensure that needs are identified and how they are met is clearly articulated so that a provider can put in place effective provision. Plans will be co-produced with young people and their families.

Person responsible for this area: Tim Armstrong, Head of SEN, Sheffield City Council

Outcomes	Actions	Start date	End date	Lead*	Measure of success and increased confidence	Progress					
						Aug 2019	Oct 2019	Jan 2020	Apr 2020	July 2020	Oct 2020

Outcomes	Actions	Start date	End date	Lead*	Measure of success and increased confidence	Progress					
						Aug 2019	Oct 2019	Jan 2020	Apr 2020	July 2020	Oct 2020
5.1 Timely Assessment: EHC Needs Assessments will be compliant with the statutory requirement of 20 weeks	5.1.1 Review and identify areas of the EHC needs assessment process that require improvement to ensure compliance with the statutory 20 week timeframe while ensuring EHCP's are of high quality, including the resource implication of this. Actions will include: • Clearly specifying the local area processes and ensuring they are well communicated • Workforce training • Weekly case reviews, case surgeries and supervision • Guidance on 'decision ready' cases • Reviewing decision making points re request for EHC Needs Assessment and decisions to issue an EHC Plan	April 2019	June 2019	SCC - HSS	- Increase to minimum 75% compliance for 2019, minimum 90% for 2020 - Reduction in complaints - Audits of EHC Plan will show improved compliance - Increase to 14 full time equivalent (FTE) inclusion officers within SENDSAR service to reduce caseloads across service - Improved feedback from children, young people and families shown through SPCF's State of Sheffield survey questions						
	5.1.2 Ensure there is a robust process in place to engage with education, health and social care partners to input into the needs assessment. This will include training to professionals who provide statutory advice across Education, Health and Care so that their advice is specified and quantified.	June 2019	Dec 2019	SCC - HoS	- EHCNAs have effective advice and information to support identification of needs and outcomes monitored through the quality assurance framework - Evidence that provision is put in place in a timely manner						

Outcomes	Actions	Start date	End date	Lead*	Measure of success and increased confidence	Progress					
						Aug 2019	Oct 2019	Jan 2020	Apr 2020	July 2020	Oct 2020
	5.1.3 Embed the use of common advice giving templates – to include training for services	Sept 2019	Jan 2020	SCC - HoS	- All advice for EHCNA completed on common templates - Evidence of training provided - Confidence of schools and services as to how needs should be met						
	5.1.4 Integrate and develop the single point of access (SPA) for health reports into the SENDSAR Service to ensure all assessment information is gathered and has improved clinical oversight from qualified therapists to assure quality and ensure timely intervention	April 2019	May 2019	SCC - HSS	- Increased capacity in the SENDSAR services will improve performance to achieve the 20 week target - Improved quality of health information in EHCPs - Reduced number of complaints - Evidence of report timeliness - Evidence health provision is in place within all new EHC Plans						
	5.1.5 Recruitment of therapist to support delivery and quality assurance of assessment input from health including improving health's input in terms of quality assurance, proof of provision delivery and overseeing issues of contradictory health reports. This will include ensuring health needs are identified if there are no involved services at point of assessment and clear protocols in place as to how assessments will be commissioned from services not previously involved when they are a reasonable request	April 2019	June 2019	CCG - CCM	- All EHC plans quality assured for health information - All EHC Plans include appropriate health advice and information						

Outcomes	Actions	Start date	End date	Lead*	Measure of success and increased confidence	Progress					
						Aug 2019	Oct 2019	Jan 2020	Apr 2020	July 2020	Oct 2020
	5.1.6 Process and resource put in place to ensure care provision is consistently gathered to feed into an EHCNA, particularly where the child or young person is not known to services at point of assessment	April 2019	Sept 2019	SCC HoS	- All EHC plans quality assured for care information - All EHC Plans include appropriate care advice and information - All families contacted by a care professional as part of EHCNA						
	5.1.7 Process in place to identify and address exceptional circumstances where compliance is not possible within timeframes; authorisation must be secured by officers where compliance is not possible	April 2019	May 2019	SCC - HSS	- Where a plan is not compliant, evidence that the reason for this is communicated to parents - Improvement in parent feedback to SENDSARs team - Management oversight by EHC panel and HoS in line with CoP 9.42 - Learning and training log from non-compliant services will detail further service improvement needs						
5.2 High Quality EHC Plans: The Quality of EHC Plans will be consistently good with a clear quality assurance process in place so children and young people's SEND needs are effectively	5.2.1 Establish effective systems to monitor whether provision detailed in an EHC Plan is in place and challenge if it is not	Sept 2019	April 2020	SCC – HoS	- Evidence that provision in EHCP is in place and that the provision(s) used are based on the best possible evidence and are having the required impact on progress - Parental confidence that provision within EHCP is met through questions detailed in the Annual Review documentation						

Outcomes	Actions	Start date	End date	Lead*	Measure of success and increased confidence	Progress					
						Aug 2019	Oct 2019	Jan 2020	Apr 2020	July 2020	Oct 2020
met	5.2.2 Quality Assurance framework in place in SENDSAR Service to ensure that all plans are fit for purpose and reflect the views of family, education provider and advice givers. This will include checks around: • Proof reading and grammar/spelling checks • Cross reference checks against formal advice, including challenge over specificity where appropriate • Child or young person voice and family views Best practice exemplars of EHC Plans will be developed to support this process to detail what 'good' looks like.	Sept 2019	Dec 2019	SCC – HSS	- Internal quality assurance process in place with training for staff completed and evidenced - Quality assurance process will evidence that plans are consistently good and reflect content of statutory advice.						
	5.2.3 Develop and re-shape the external quality assurance review of EHC Plans to ensure that it provides lessons learnt in regards to the EHC Plan processes, including identifying where issues relate to advice. To include health and care services within this process. To address how this process sits alongside the multi-agency audit group for the safeguarding board.	Sept 2019	Dec 2019	SCC - HoS	- External quality assurance process in place with clear Terms of Reference - Annual report to Inclusion Improvement Board to scrutinise success - Quality assurance process will evidence that plans are consistently good						

Outcomes	Actions	Start date	End date	Lead*	Measure of success and increased confidence	Progress					
						Aug 2019	Oct 2019	Jan 2020	Apr 2020	July 2020	Oct 2020
	5.2.4 Outcomes training and guidance to create 'person centred consistency' of outcomes to support monitoring of progress	Sept 2019	April 2020	SCC - HoS	- Evidence of training attended - Outcomes in EHC Plans and My Plans are SMART (specific, measurable, achievable, realistic, time-bound). - Training materials available to SENCOs and on the Local Offer						
	5.2.5 Outcomes monitoring process in place in order to evidence impact of EHC Plans	Jan 2020	Oct 2020	SCC - HoS	- Recording process in place and used to inform future commissioning (as described in section 4) - Evidence in annual review to reflect the provision in place - Monitoring via data dashboard						
	5.2.6 Development of retention and recruitment strategy for SENDSAR Service to ensure that an experienced and skilled workforce is in place to produce high quality plans. To include how performance management issues will be addressed.	May 2019	Dec 2019	SCC - HoS	- Staff retention rates will increase - Staff well-being survey will reflect their understanding of the work and ability to complete this - Clarity will be available to parents and schools as to who case officers are						

Outcomes	Actions	Start date	End date	Lead*	Measure of success and increased confidence	Progress					
						Aug 2019	Oct 2019	Jan 2020	Apr 2020	July 2020	Oct 2020
	5.2.7 Review and identify areas of the Annual Review process that require improvement to ensure compliance with the statutory 12 week timeframe while ensuring amended EHCP's are of high quality. Actions will include: • Clearly specifying the local area processes and ensuring they are well communicated • Workforce training (internal and external) • Weekly case reviews, case surgeries and supervision re amendments to EHC plans • Decision making points re amendments to EHC Plans and change of placements • Integration with other assessment and review processes including child protection and Children's continuing care	April 2019	April 2020	SCC - HSS	- Revised annual review process in place and communicated via the local offer to enable greater understanding and confidence in the process - Training completed for workforce - Evidence of annual review paperwork shows greater understanding from all parties						
	5.2.8 Develop IT systems within the SENDSAR Service to ensure that there are effective tools to support the development of high quality EHC Plans completed within timeframes through EHC Needs Assessments and Annual Reviews. This will include the re-development of use of the Capita ONE system in order to ensure it is fit for purpose	April 2019	Dec 2019	SCC – HSS	- Improvement plan completed and IT systems fit for purpose - Service compliance will be monitored through effective reporting enabling better intelligence as to when EHC Plans are not of high quality - Information sent to parents will be clear and consistent enabling greater confidence of the process and service						

*Please note that full names and job titles of Leads are provided in the Glossary.

6. MAINSTREAM SCHOOLS

Report finding: Inconsistencies in identifying, assessing and meeting the needs of children and young people with SEND in mainstream primary and secondary schools

Outcomes:

6.1 Consistent approach to understanding, assessing and meeting needs: We will have a robust assessment and review cycle that will be evidenced through a graduated approach to meeting needs being embedded across the city, the Sheffield Support Grid being consistently used and decision making being consistent to ensure an equitable allocation of support and resources

6.2 Consistent and clear expectations: There will be clear understanding and expectations of the roles and responsibilities of staff and services so that schools are clear about the help they and others should be giving, to ensure the best support for children and young people is in place

6.3 Improved practice: Approaches to quality assurance and identifying and supporting schools that require help will be in place, to ensure practices develop and improve resulting in better support for children and young people

6.4 The right services and support will be in place: Sufficient support will be available in mainstream schools so that all children and young people are able to successfully access a full time education in school

Person responsible for this area: Tim Armstrong, Head of SEN, Sheffield City Council and Stephen Betts, Chief Executive, Learn Sheffield

Outcomes	Actions	Start date	End date	Lead*	Measure of success and increased confidence	Progress					
						Aug 2019	Oct 2019	Jan 2020	Apr 2020	July 2020	Oct 2020

Outcomes	Actions	Start date	End date	Lead*	Measure of success and increased confidence	Progress					
						Aug 2019	Oct 2019	Jan 2020	Apr 2020	July 2020	Oct 2020
6.1 Consistent approach to understanding, assessing and meeting needs: We will have a robust assessment and review cycle that will be evidenced through the graduated approach to meeting needs being embedded across the city, the Sheffield Support Grid being consistently used and decision making being consistent to ensure an equitable allocation of support and resources	6.1.1 Training module on graduated approach delivered, recorded, published on local offer, and further training delivered, including proactive engagement with schools not accessing training.	April 2019	Jan 2020	SCC - HoS	- Training available to all - Improved practice evidenced - Training delivered for every school - Schools and families report confidence that processes are consistently put in place to identify, assess and meet needs, evidenced through review documentation and questionnaires						
	6.1.2 Update of graduated approach documentation to be completed following review. To include guidance linking to clearly defined processes	Jan 2020	Jul 2020	SCC - HoS	- Evaluation of documentation evidences consistent approach - Updated documentation in place - Moderation will evidence improved consistency in identifying and assessing needs						
	6.1.3 Publication of final version of exemplified Sheffield Support Grid (SSGe) – including guidance for parents on the local offer website	April 2019	Aug 2019	SCC - HoS	- Consistent tool in place for baseline of need and provision - Feedback from schools will show citywide use						
	6.1.4 Delivery of citywide training on SSGe and how it is used	April 2019	April 2020	Chair, ITF	- Training will provide positive feedback - Feedback from schools suggests greater understanding of levels of need and citywide use						

Outcomes	Actions	Start date	End date	Lead*	Measure of success and increased confidence	Progress					
						Aug 2019	Oct 2019	Jan 2020	Apr 2020	July 2020	Oct 2020
	6.1.5 Moderation of 50% of schools in their use of the SSGe by July 2019, 100% by July 2020	May 2019	July 2020	Chair, ITF	- Data to evidence level of need of children across schools that is consistent in order to then inform levels of support and provision - Data to identify schools that require support is available and those schools will then be offered support - Schools report greater understanding as to how to meet identified needs via feedback						
	6.1.6 Review and alignment of decision making panels around SEND including expectations prior to referral and after decisions made	May 2019	Dec 2019	SCC – HoS & HCIS	- Clarity of decision making / resource allocation in place - Transparent decision making processes published on local offer with Terms of reference for each - Parent feedback details greater understanding of when and how decisions are made						

Outcomes	Actions	Start date	End date	Lead*	Measure of success and increased confidence	Progress					
						Aug 2019	Oct 2019	Jan 2020	Apr 2020	July 2020	Oct 2020
	6.1.7 Agreement and publication of common processes and funding model	May 2019	Dec 2019	SCC – HoS, HCIS	- Feedback from schools demonstrates understanding of financial needs of SEN - SENCO's feedback that they understand resource requirements to meet needs - Published on Local Offer - Children who require additional support are financially resourced. Evidenced via data returns against the SSG						
6.2 Consistent and clear expectations: There will be clear understanding and expectations of the roles and responsibilities of staff and services so that schools are clear about the help they and others should be giving, to ensure the best support for children and young	6.2.1 Guidance on expectations of the SENCO role and how this is supported in Sheffield published on the local offer website	Sept 2019	April 2020	SCC – HoS, HCIS	- Guidance published - SENCO's and heads report greater understanding of expectations via feedback - Parents report greater understanding of role when discussing with schools						
	6.2.2 Co-produced and sector-led guidance on expectations of schools in supporting children with SEND, in accessing internal and external support, and in supporting statutory processes. This will include guidance on universal, targeted and specialist (wave 1, 2 and 3) interventions and how schools should establish these	June 2019	Dec 2019	SCC – HoS, HCIS	- Guidance published - SENCO's and heads report greater understanding of expectations via feedback - Parents report greater understanding of role when discussing with schools						

Outcomes	Actions	Start date	End date	Lead*	Measure of success and increased confidence	Progress					
						Aug 2019	Oct 2019	Jan 2020	Apr 2020	July 2020	Oct 2020
people is in place (To note that further points relating to this are included in Section 2)	6.2.3 Guidance on the expectation of professional's role and how this is delivered in Sheffield	Sept 2019	Dec 2019	SCC – HoS, HCIS	- Guidance published - SENCO's and heads report greater understanding of expectations via feedback - Services able to clearly articulate their role and how it relates to others, evidenced via feedback - Parents report greater understanding of role when discussing with schools						
6.3 Improved practice: Approaches to quality assurance and identifying and supporting schools that require help will be in place, to ensure practices develop and improve resulting in better support for children and young people	6.3.1 Creation of process to identify and review concerns. To include how parents' views about lack of implementation of provision can be recorded. Recording via a central record to ensure consistent approach to identifying needs is in place.	April 2019	July 2019	SCC – HoS, LS	- Process in place that includes an offer of support - Parents report that they are confident that their child's needs are being met by mainstream schools at SEN Support and EHCPs support levels. - Schools report that they have the right support to improve areas of challenge and need around whole school SEND practice via feedback						
	6.3.2 Development of offer of support for schools to develop practice, including around whole school improvement and response to OFSTED inspection framework	April 2019	July 2019	LS	- Process in place that includes an offer of support - Schools report that they have the right support to improve areas of challenge and need around whole school SEND practice via feedback						

Outcomes	Actions	Start date	End date	Lead*	Measure of success and increased confidence	Progress					
						Aug 2019	Oct 2019	Jan 2020	Apr 2020	July 2020	Oct 2020
	6.3.3 Development of use of SEND reviews including training of workforce, publication of accessing a review and evaluation of impact. Building capacity across city	April 2019	April 2020	LS	- Process in place that includes an offer of support - Schools report increased confidence in being able to meet presented needs						
	6.3.4 Creation of list of available workforce to support schools including SEN Specialist Leader in Education (SLEs) and work of teaching schools to be shared with all schools and included in citywide training plan	April 2019	July 2019	LS	- Process in place that includes an offer of support - List available - Staff report uptake in their use across the city						
	6.3.5 Inclusion data set developed to create a consistent picture of needs and outcomes around SEND and inclusion	April 2019	July 2019	SCC – HCIS	- Process in place that provides clear evidence of data that enables targeting of support and challenge						
6.4 The right services and support will be in place: Sufficient support will be available in	6.4.1 Quality Assurance process for 'advice givers' to be detailed for all services and citywide	Sept 2019	Dec 2019	SCC - HoS	- Guidance published - Schools report greater clarity of how to implement advice and guidance - Parents advise that detail of advice and support is clear						

Outcomes	Actions	Start date	End date	Lead*	Measure of success and increased confidence	Progress					
						Aug 2019	Oct 2019	Jan 2020	Apr 2020	July 2020	Oct 2020
mainstream schools so that all children and young people are able to successfully access a full time education in school	6.4.2 Quality Assurance process for My Plan in place to ensure that they are logged and monitored	Dec 2019	Aug 2020	SCC - HoS	- Process in place - Schools able to evidence effective use of MyPlan - Reduction in decisions not to assess for EHC Plan due to lack of school evidencing how they have taken relevant and purposeful action to identify, assess and meet needs - Scoping of process to take place by end Feb 2020 to ensure commissioning and design of recording process						
	6.4.3 Development of locality based virtual advisory and support services	Sept 2019	Aug 2020	SCC - HoS	- Advisory services working together across three Sheffield areas: North, East and West with details of how services operate						
	6.4.4 Ensure equitable access to community therapy services to ensure they are accessible to mainstream schools. This includes extending the occupational therapy sensory integration offer into all education settings to support the growing need of children and young people with sensory processing difficulties – and reviewing referral pathways to access therapy services	Sept 2019	Oct 2020	CCG - CCM	- Commissioned service in place for sensory processing – and being delivered across the city - Decrease in request for sensory processing assessments to Occupational Therapy - Decrease in tribunal outcomes for bespoke sensory provision -						

Outcomes	Actions	Start date	End date	Lead*	Measure of success and increased confidence	Progress					
						Aug 2019	Oct 2019	Jan 2020	Apr 2020	July 2020	Oct 2020
	6.4.5 Ensure there is a flexible offer of early intervention and support to schools. This will have particular focus on: • Mental health • Managing behaviours • Communication & Interaction/Autism • Sensory needs • Social support for those with SEND, including around areas such as bullying • Alternative provision	Sept 2019	Aug 2020	SCC – HCIS	- Data and evidence clearly articulates the 'in school' support needs of the city in order for services for SEND to be re-commissioned - Services re-commissioned and in place with clear specification of what they deliver - Schools and parents report the successful impact of services consistently across the city - December 2019 – review of early intervention complete in order to enable further re-design						
	6.4.6 Effective monitoring, support and challenge where a child is not accessing full time education due to their SEN needs including: • Partial timetable • Elective home education • Exclusions • Children missing education This will include the use of vulnerable learner reviews to identify and pre-empt support needs	April 2019	Dec 2019	SCC – HCIS, PEH, HoS	- Clear guidance in place as to how those not accessing full time education should be supported - Parents report clearer understanding of expectations and their choices if they home educate - Reduction in exclusion rate for children with SEND - Reduction in number of children with SEN who do not have a school place - Vulnerable learner reviews in place across the city						

*Please note that full names and job titles of Leads are provided in the Glossary.

7. TRANSITION

Report finding: Weaknesses in securing effective multi-agency transition arrangements for children and young people with SEND

Outcomes:

7.1 Supported journey into and through education: Effective transition arrangements are in place to support children into school and across key transition points through education so pupils who have SEND, and their parents/carers, feel that their transitions are well planned and they are supported to successfully access the right provision in the next stage of their education

7.2 Coordination across services: Strong partnership working between health, education and care to facilitate a coordinated and seamless transition across services

7.3 Seamless step into adulthood: There is a coordinated and seamless transition between children's and adult services ensuring every young person meets their aspirations and their continuing needs are met for health, education and care

Person responsible for this area: Nicola Shearstone, Head of Commissioning for Prevention and Early Help (All Age), Sheffield City Council, Sheffield City Council

Outcomes	Actions	Start date	End date	Lead*	Measure of success and increased confidence	Progress					
						Aug 2019	Oct 2019	Jan 2020	Apr 2020	July 2020	Oct 2020
7.1 Supported journey into and through education: Effective transition arrangements are in place to support children into school and across key transition points	7.1.1 Further roll out the multi-agency early years partnership meetings to improve the identification of children with SEND at the earliest opportunity during their early years	Jan 2019	Sept 2019	SCC - PEH	- Increased number of referrals taken via the early years partnership process for children with developmental delay - Increase in the number of children with additional needs and their families receiving support from early help services - A reduction in the average age of children referred to early help services						

Outcomes	Actions	Start date	End date	Lead*	Measure of success and increased confidence	Progress					
						Aug 2019	Oct 2019	Jan 2020	Apr 2020	July 2020	Oct 2020
through education so pupils who have SEND, and their parents/carers, feel that their transitions are well planned and they are supported to successfully access the right provision in the next stage of their education	7.1.2 Utilise the early years partnership process to ensure that concerns identified at the two-year-old development assessment (ASQ) are shared across agencies and progress to integrated 2 year reviews	April 2019	Dec 2019	SCC - PEH	- Increased number of integrated 2 year reviews - Increase in the number of children with additional needs and their families receiving support from early help services post 2 year reviews - A reduction in the average age of children referred to early help services						
	7.1.3 Develop a coordinated package that supports transition from nursery into primary school for children identified with SEND and their families/carers	July 2019	Jan 2020	SCC - PEH	- Data collection in place which demonstrates children being identified and allocated packages of support for transition - Quarterly data demonstrates an increase in the number of children who have a transition plan in place to support move to reception class - Positive feedback from parents/carers and schools on children with SEND transition arrangements through the Parent Carer Forum						

Outcomes	Actions	Start date	End date	Lead*	Measure of success and increased confidence	Progress					
						Aug 2019	Oct 2019	Jan 2020	Apr 2020	July 2020	Oct 2020
	7.1.4 Incorporate the referrals to the Early Years Inclusion team into the early years partnership process, enabling a wider package of multi-agency support to children and families/carers as part of their transition	July 2019	Sept 2019	SCC - PEH	- Clear process in place for referrals to the Early Years Inclusion team which enables the identification of wider support to the family/carers where appropriate - Data in place which demonstrates a reduction in the average age of referral to the early years inclusion team						
	7.1.5 A series of reports and new processes are developed to ensure every Primary school receives details about their SEN cohort of new admissions. This will inform them of key health and social care involvements for children entering school reception classes.	Sept 2019	May 2020	SCC - BAI	- A data system is in place which enables the provision of information to schools - All schools are provided with information from the database for the cohort agreed for admission in September 2010 - By Dec 2019 work completed with schools to identify the requirements of this process so that it meets needs						

Outcomes	Actions	Start date	End date	Lead*	Measure of success and increased confidence	Progress					
						Aug 2019	Oct 2019	Jan 2020	Apr 2020	July 2020	Oct 2020
	7.1.6 Develop the multi-agency Vulnerable Learner Review (VLR) meetings to identify children and young people who require key-working approach to enable them to move seamlessly from primary to secondary school and to prepare for adulthood.	Jan 2019	Dec 2019	SCC - PEH	Initial measures of success will be an increase in schools taking part in VLRs, with reviews covering more children. Over time this will mean: - Data can evidence that VLR in Year 4 is effective in identifying and supporting a number of young people to successfully transition from primary to secondary school - Reduction in the number of placement breakdowns in year 7 mainstream schools - Positive feedback from parents and carers on transition arrangements through Parent Carer Forum questionnaires						

Outcomes	Actions	Start date	End date	Lead*	Measure of success and increased confidence	Progress					
						Aug 2019	Oct 2019	Jan 2020	Apr 2020	July 2020	Oct 2020
7.2 Coordination across services: Strong partnership working between health, education and care to facilitate a coordinated and seamless transition across services	7.2.1 Develop a clear transition assessment process and integrated pathway for young people with complex needs which ensures social care, health and education needs are considered at key transition points for those who are expected to require adult social care and health services	April 2019	Jan 2020	SCC - HoS	- A transition assessment process and integrated pathway is accessible for young people with complex needs - A clear tracking/case management service shows that transition assessments have been completed at the right time with appropriate provision identified and ready to mobilise at point of transition - Records demonstrate evidence of a supportive progression into adulthood and appropriate adult services						
	7.2.2 Develop a balanced approach to post 16 activity and engagement that involves educational, children's and adult's social care and community providers and ensures meaningful and productive activities that young people can engage in five days a week including, for example, city college options, sixth form opportunities and an enterprise model of learning and training	June 2019	June 2020	SCC - HOS	- There is an offer that outlines a variety of options for young people, giving outcomes led choices five days a week - Increase in the number of young people with SEND in education, employment and/or training -						

Outcomes	Actions	Start date	End date	Lead*	Measure of success and increased confidence	Progress					
						Aug 2019	Oct 2019	Jan 2020	Apr 2020	July 2020	Oct 2020
	7.2.3 Develop the Post 16 annual reviews to ensure an equal contribution from education health and care services	June 2019	Aug 2020	SCC - HoS	- Post 16 reviews demonstrate a focus on health, care and education. These will be tracked via the tracker system. Scoping is taking place to identify specific data required from health and social care.						
7.3 Seamless step into adulthood: There is a coordinated and seamless transition between children's and adult services ensuring every young person meets their aspirations and their continuing needs are met for health, education and care	7.3.1 Through the established health transition steering groups, and CCG provider contracts, we will further develop clear pathways between Children's and Adult health services to ensure they are defined and available on the local offer website.	On-going	Jan 2020	CCG - CCM	- A clear pathway is in place and communicated clearly through the local offer website - We will monitor identification and delivery of transition pathways through CCG's Contract Management Board - Feedback gained from children, young people and their families/carers will tell us that they are aware of post 16 support available to them and how to access it						
	7.3.2 Develop training for health and care professionals in relation to the post 16 annual reviews including prioritising when the pathway is moving beyond education	Sept 2019	April 2020	SCC - HoS	- Training package is in place with evidence of attendance from health and care staff - Feedback via the multi-agency Preparing For Adulthood group supports and drives improvement.						

Outcomes	Actions	Start date	End date	Lead*	Measure of success and increased confidence	Progress					
						Aug 2019	Oct 2019	Jan 2020	Apr 2020	July 2020	Oct 2020
	7.3.3 Work with young people, parents/carers, training providers, schools and colleges and the voluntary sector to develop a clear offer for education and training and ensure a robust communication strategy for this is in place including access to attaining appropriate qualifications	April 2019	Aug 2020	SCC - HoS	- A clear offer is available post 16 and post 19 which has been effectively communicated - Surveys and feedback via the parent carer forum confirm Young people and their parents/carers report positively about the offer for education and training post 16 and post 19 - By Oct 2019 review of post-16 education provision to be completed to support re-design of provision with proposals around possible pathways to be commissioned						
	7.3.4 Working with young people and their families/carers, develop a clear offer of meaningful activity for those unable to engage in independent employment	June 2019	Oct 2020	SCC - HoS	- A clear offer is available for those unable to engage in independent employment and there is evidence of good uptake of activity						

*Please note that full names and job titles of Leads are provided in the Glossary.

vii. GLOSSARY

ASD	Autistic spectrum disorder	SEN	Special educational needs
CAHMS	Child and Adolescent Mental Health Services	SENCO	Special educational needs coordinator
CCG	Sheffield Clinical Commissioning Group	SEND	Special educational needs and/or disabilities
EHCNA	Education, health and care needs assessment	SENDSARS	Special Educational Needs & Disability Statutory Assessment & Review Service
EHCPs	Education, health and care plans	SCC	Sheffield City Council
KPIs	Key performance indicators	SSG	Sheffield Support Grid
LS	Learn Sheffield	SSGe	Sheffield Support Grid exemplified
NHSE	National Health Service England	VLR	Vulnerable Learner Reviews
Ofsted	Office for Standards in Education, Children's Services & Skills	WSOA	Written statement of action

Key Leads – Sheffield City Council (SCC)

DCIL	Dawn Walton, Director of Commissioning, Inclusion & Learning
HCIS	Joel Hardwick, Head of Commissioning: Inclusion & Schools
HoS	Tim Armstrong, Head of SEN
HSS	Tarun Ghosh, Service Manager - Sheffield Special Educational Needs and Disability Statutory Assessment & Review Service
PEH	Nicola Shearstone, Head of Commissioning for Prevention and Early Help (All Age), Sheffield City Council
BAI	James Ford, Head of Business Architecture and Infrastructure, People Services, Sheffield City Council

Key Leads – Sheffield Clinical Commissioning Group (CCG)

CCM	Scarlett Milward, Children's Commissioning Manager
HoC	Sapphire Johnson, Head of Commissioning – Children, Young People & Maternity Portfolio
EWMH	Matt Peers, Commissioning Manager – Emotional Wellbeing & Mental Health (Joint CCG & SCC role)

Key Leads – Learn Sheffield

LS	Stephen Betts, Chief Executive, Learn Sheffield

Key Leads – Inclusion Taskforce

Chair, ITF	Ian Read, Chair of Inclusion Taskforce, and headteacher of Watercliffe Meadow School

Key leads - Sheffield SENDIASS

LW	Linda Wright, SENDIASS Case Worker

Key Leads – Sheffield Parent Carer Forum

SPCF	Katie Monette, Chair, SPCF

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