

# **Lancashire SEND Partnership**

# **Continuous Improvement Plan**

**2023 - 2024**

## Contents

<b>Introduction.....</b>	<b>3</b>
<b>Governance and Oversight.....</b>	<b>5</b>
<b>The priorities for ongoing improvement.....</b>	<b>6</b>
<b>Management, Implementation and Monitoring.....</b>	<b>8</b>
<b>Resources.....</b>	<b>8</b>
<b>Priority 1: Improving Outcomes (Taking Ownership and Putting Things Right).....</b>	<b>9</b>
<b>Priority 2: Communications (Listening and Talking to Each Other).....</b>	<b>14</b>
<b>Priority 3: Improving the SEND Journey.....</b>	<b>18</b>
<b>Priority 4: Preparation for adulthood.....</b>	<b>23</b>
<b>Priority 5: Accessible Services.....</b>	<b>26</b>
<b>Appendix : SEND Plan</b>	
<b>: Summary of progress</b>	
<b>: Key Performance Indicators</b>	

## Introduction

The SEND (Special Educational Needs and Disability) Partnership in Lancashire has been implementing a major improvement programme across the county following the final monitoring visit by the Department for Education (DfE) and Care Quality Commission (CQC) of our services for children and young people in September 2021 and the resulting co-production and development of the **SEND Plan 2021-2025**.

Our Partnership brings together representatives from families, young people including for example the Lancashire Parent Carer Forum (LPCF) and young people's executive group (POWAR) with those organisations responsible for SEND services, including the county council, education, health, and social care providers. Through our work together we are committed to improving the support and provision for children and young people with SEND, and their families.

The priorities identified in the SEND Plan 2021-2025 are underpinned by the principle that services for children and their families are a priority, and the Lancashire SEND Partnership is committed to ensure that service delivery is safe and provides the best possible outcomes from day one of operation and that improvement continues. Structural changes have also taken place across the health system. The Lancashire and South Integrated Care Board (ICB) was formally established as a new statutory body on 1 July 2022, replacing the eight clinical commissioning groups across Lancashire and South Cumbria and continues to build on the successful work by all our health and care organisations, including CCGs, over the last few years.

In March 2022 a **SEND Green Paper**, was published; this is a consultation document which sets out the Government's response to the review of the 2014 SEND reforms. The review has identified three key challenges facing the system for SEND and Alternative Provision (AP):

**Challenge 1:** Outcomes for children and young people with SEND or in AP are consistently worse than their peers across every measure

**Challenge 2:** Navigating the SEND system and AP is not a positive experience for children, young people, and their families

**Challenge 3:** Despite unprecedented investment, the system is not delivering value for money for children, young people, and their families.

To address these concerns the Government is proposing a **single system for SEND and AP** based on:

- **consistent national standards** to identify and meet need at every stage of a child's journey across education, health, and care
- a review and update of the **Code of Practice** to reflect the national standard
- new **local SEND Partnerships** bringing together education, health and care partners, with local government to produce a local inclusion plan which sets out how each area will meet the national standards

- support for parent carers to express a preference for a **suitable placement** that can meet their child's needs
- digitisation of the Education Health and Care Plan application process and streamlining of the process of redress to include mandatory mediation.

In Lancashire we are reviewing and reforming our Alternative Provision offer in line with the recommendations within the Green Paper. We will keep this in mind and review system developments and changes as well as including the new Inspection framework for SEND as we implement the Plan.

The SEND Partnership Board was formed in 2018, with a jointly funded permanent Manager of the SEND Partnership appointed to support the transition through significant change in structures, understand the implications of new national policy and in recognition of the continuous improvement required locally. The partnership, led by the Manager of the SEND Partnership, will ensure consistent communication and coherent planning, continued monitoring of progress and support for children, young people, their families, and the SEND Partnership Board.

## Governance and Oversight

The SEND Partnership Board brings together partners, including Lancashire Parent Carer Forum and POWAR (our children and young people forum), to oversee the coherence of services for SEND and ensure services continue to improve. The SEND Partnership Board is accountable for the delivery of this Continuous Improvement Plan to the Lancashire Health and Wellbeing Board, the ICB and Lancashire County Council Cabinet.

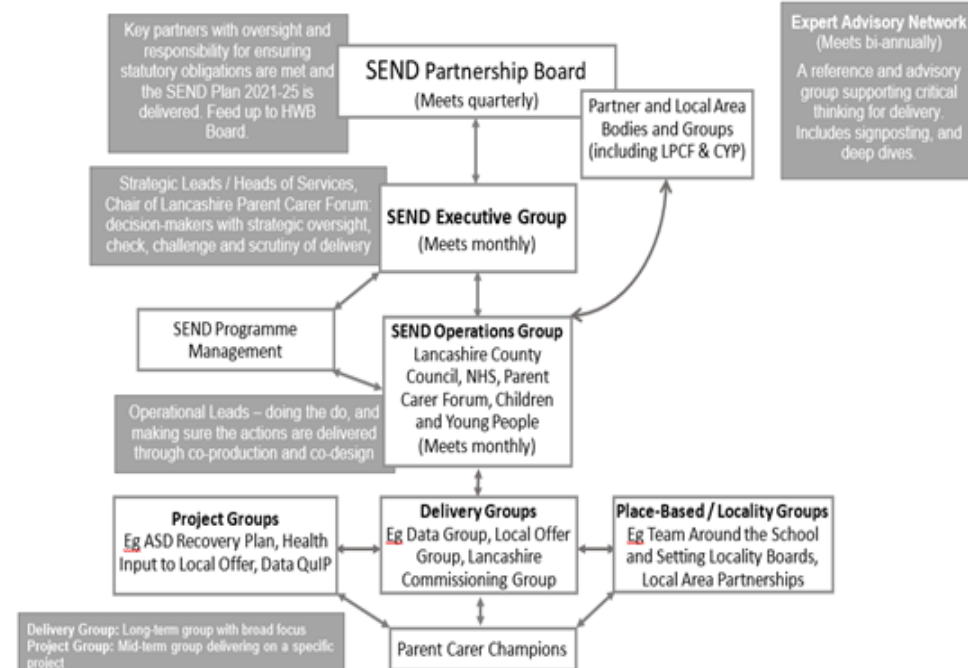
This Plan includes actions to address key priorities identified through the methodology agreed by the SEND Partnership Board, which was reviewed as part of this continuous improvement plan in 2022. This approach also includes key priorities identified through our annual surveys and regular feedback from families.

The SEND Partnership Board will use existing structures or establish task groups as needed to deliver the improvement, with the involvement of all partners. Board members will act as representatives for their sector, sharing their own perspective, whilst engaging and keeping others informed.

Progress on the actions in the plan will be monitored regularly and key elements reported to the SEND Partnership Board at each meeting. In addition to monitoring the progress of actions, a task group to review how the outcomes and experiences of children and young people with SEND are gathered, reported and inform service delivery will be established.

Overall performance of SEND services will be reported via the Lancashire SEND Dashboard [Special educational needs and disabilities \(SEND\) dashboard](#) alongside the key performance indicators relating to statutory measures, until the national SEND Dashboard is available. Key performance indicators can be found in the Appendix.

Lancashire SEND Governance Structure (2021-23)



## The priorities for ongoing improvement

During the first half of 2021, numerous engagement and consultation events were held. As a result, the co-produced SEND Plan 2021-2025 was approved by the SEND Partnership Board in June 2021. By working across the system, in partnership with children, young people and families, we identified our five priorities to drive forward long-term sustainable change, doing more and doing better. Whilst we know there will always be more work to do, as partners we are committed to change and confident that we will be successful in this shared endeavor.

The Lancashire SEND Partnership aims to achieve specific benefits for children and young people with SEND through working on the five priorities, described below. In delivering these priorities, we will ensure we identify, assess, meet needs, and improve outcomes through all that we do.

- **Improving the child or young person's journey** - Families understand what is happening, when it is happening, and what that means for them. Staff support families on the journey and know where they fit in alongside other services and other sectors.
- **Preparation for the adulthood that the child or young person and their family wants for them** – children and young people access opportunities right for them and their needs.
- **Accessible services delivering what is needed, when it is needed** – services are available and deliver what children and young people with SEND need.
- **Listening and talking to each other** – it is important that we all have greater understanding of what is happening, what needs to happen, and what changes need to be made for the child or young person, for families, and for staff. We all need to talk to and listen to each other.
- **Taking ownership of any mistakes and putting them right at pace** – families need to be able to trust the staff they encounter on the SEND journey and know that any mistakes will be resolved at pace. Staff need to know they are supported.

New Delivery Groups have been established to lead on action in the priority areas to continue to build upon the great deal of work taking place. These are set out in table 1 below.

**Table 1**

<p><b>Delivery Groups</b></p> <p><b>Proposed five delivery groups aligned with the five priorities of the SEND plan</b></p>		
<p>1 Improving Outcomes (Taking Ownership and Putting Things Right)</p> <p style="color: red; text-align: center;">Lead- Head of Inclusion</p> <p style="color: purple; text-align: center;">Reporting- Quarterly or by exception</p>	<p>2 Communications (Listening and Talking to Each Other)</p> <p style="color: red; text-align: center;">Lead- Manager of the SEND Partnership/ Chair of the PCF</p> <p style="color: purple; text-align: center;">Reporting- Quarterly or by exception</p>	
<p>3. Improving the SEND Journey</p> <p style="color: red; text-align: center;">Lead - Associate Director SEND - Health</p> <p style="color: purple; text-align: center;">Reporting- Monthly or by exception</p>	<p>4 Preparation for adulthood</p> <p style="color: red; text-align: center;">Lead - Service Manager Learning Disability, Autism and Mental Health Service</p> <p style="color: purple; text-align: center;">Reporting- Monthly or by exception</p>	<p>5 Accessible Services</p> <p style="color: red; text-align: center;">Lead – Director of Policy, Commissioning and Children's Health</p> <p style="color: purple; text-align: center;">Reporting- Monthly or by exception</p>

## Management, Implementation and Monitoring

The Plan will be managed by the jointly funded Manager of the SEND Partnership and Delivery Group Leads, with progress reported regularly to the Accountable Officers and the SEND Partnership Board. Implementation will take place through focused delivery groups as described above and existing services and groups to ensure the needs of children and young people with SEND are met as part of a coherent response for all children.

An assessment of progress on implementing the Plan will take place monthly, using the descriptions below:

Status	Progress against original timescale
Grey	Action not started
Blue	Action completed and signed off
Green	Action on target
Amber	Action delayed and likely to miss completion deadline
Red	Action significantly delayed and has missed completion deadline (new completion deadline date required)

Progress will be reported to the Accountable Officers and the SEND Partnership Board.

## Resources

As part of the SEND Green paper proposals central government has set out its commitment to invest £2.6 billion over the next three years to deliver new places and improve existing provision for children and young people with SEND or who require alternative provision. This funding is aimed at supporting local authorities to deliver new places in mainstream and special schools, as well as other specialist settings and can also be used to improve the sustainability and accessibility of buildings. All local authorities will be able to access this funding.



## Priority 1: Improving Outcomes (Taking Ownership and Putting Things Right)

	Outcome and Associated Action	Due	Lead	RAG
1.1	<b>A systematic approach to feedback will be in place across the Partnership that utilises</b> <ul style="list-style-type: none"> <li>- feedback from a range of different sources and is used to inform partnership priorities</li> <li>- data to routinely identify emerging priorities, support service improvement and inform decision making</li> <li>- transparent processes for reviewing feedback, local data and national and regional reviews</li> </ul>		Sally Richardson	
1.1.1	Establish a process to regularly review complaints about education, health and care services which includes how any information in relation to this is disseminated and used to improve service delivery.	Feb-23	Victoria Harvey-Higgins	
1.1.2	Establish a process to review mediation and tribunal data in a systematic way, which includes how any information in relation to this is disseminated and used to improve service delivery.	Feb-23	Victoria Harvey-Higgins	
1.1.3	Review the approaches for collecting the annual review survey data to improve uptake <ul style="list-style-type: none"> <li>- Establish method for analysing and reporting results from existing EHC AR Survey</li> <li>- Collect and analyse data and provide feedback to the PACT meeting</li> <li>- Promote survey through schools.</li> </ul>	Mar-23	Jennifer Ashton	
1.1.4	Establish task and finish group to review how feedback is gathered from children and young people and informs priorities in relation to the outcomes and experience of children and young people with SEND in a systematic way, with a particular focus on children and young people at SEN support level	Mar-23	Clare Smith	

1.1.5	Establish a method for obtaining feedback in relation to new assessments focusing particularly on co-production, whether children/young people's views have been considered, whether they have the information needed to make informed decisions and if they have the support they need, through web-based applications	Mar-23	Sapphire Murray	
1.1.6	Establish task and finish group to review how feedback is gathered from parent carers / families and informs priorities in relation to the outcomes and experience of children and young people with SEND in a systematic way	Mar-23	Jennifer Ashton	
1.1.7	Agree and establish weekly, monthly, termly and/or annual information/data reviews to inform priorities and action across health services and providers including Local Area Partnerships	Mar-23	Lesley Anderson-Hadley	
1.1.8	Agree and establish weekly, monthly, termly and/or annual information/data reviews to inform priorities and action across social care	Mar-23	Clive Groves	
1.1.9	Establish a process to ensure emerging priorities inform joint commissioning framework and SEND Plan development	Jul- 23	Lisa Taylor	
<b>1.2</b>	<b>All partners within the SEND Partnership, including Strategic Leaders have an accurate understanding of local priorities and how the priorities have been identified</b>		<b>Sally Richardson</b>	
1.2.1	Review multi -agency data dashboard to support the identification of areas of concern/ for improvement and support key stakeholders' understanding of the local area, with particular emphasis on health and social care data	Mar-23	Sally Richardson	
1.2.2	Publish forward plan for reporting and disseminating information relating to feedback and intervention across the SEND Partnership.	Mar-23	Jennifer Ashton	

1.2.3	Establish a route for partners to raise concerns to Improving Outcomes Priority Group	Apr-23	Jennifer Ashton	
<b>1.3</b>	<b>A co-ordinated SEND training programme for professionals working with children and young people with SEND is in place</b>		<b>Sally Richardson</b>	
1.3.1	Review the SEND Partnership workforce development strategy	Mar-23	Jennifer Ashton	
1.3.2	Develop training offer for Early Help services working with young people with SEND based on staff feedback	Mar-23	Matt Pilling / Sapphire Murray	
1.3.3	Review current approach and development strategy with partners including Early Help and Public Health to support school readiness with particular emphasis on speech language and communication	Feb-23	Alison Moore/ Tina Walmsley	
1.3.4	Establish a working group with the Integrated Care Board regarding mental health	Mar-23	Vanessa Wilson	
1.3.5	Virtual Schools Trauma Informed Training programme roll out to schools to include the review the use of virtual headsets technology as part of the next phase	Mar-23	Audrey Swann	
<b>1.4</b>	<b>Improve and narrow the attainment gap between children with SEN support and EHCP</b>		<b>Sally Richardson</b>	
1.4.1	Review data with Improving Outcomes Working Group	Jan-23	Sally Richardson	
1.4.2	Identify and review other areas of best practice	Feb-23	Sapphire Murray	
1.4.3	Develop strong links and liaise with primary schools and settings, along with primary school advisors, working collaboratively to	Jan-23	Sally Richardson	

	<ul style="list-style-type: none"> <li>- review existing systems</li> <li>- identify areas of concern and gains against benchmark data</li> <li>- utilise Team Around the School and Settings (TASS) as the supportive vehicle to drive forward and implement change and continuous improvement</li> <li>- develop action plan</li> </ul>			
1.4.4	<p>Develop strong links and liaise with secondary schools and settings working collaboratively to</p> <ul style="list-style-type: none"> <li>- review existing systems</li> <li>- identify areas of concern and gains against benchmark data</li> <li>- identify localities and or individuals or groups of schools where performance is strong and identify methods of sharing good practice</li> <li>- develop action plan</li> </ul>	Jan-23	Sally Richardson	
<b>1.5</b>	<b>Reduce exclusion of children with SEN Support and EHCP's</b>		<b>Sally Richardson</b>	
1.5.1	Review data with Improving Outcomes Working Group	Jan-23	Sally Richardson	
1.5.2	<p>Establish an Exclusions Task and Finish Group to</p> <ul style="list-style-type: none"> <li>- review good practice in other areas</li> <li>- create a comprehensive action plan</li> </ul>	Apr-23	Sally Richardson	
1.5.3	Review existing support and that being developed to complete a gap analysis and potential areas for development	Feb-23	Sapphire Murray	
1.5.4	Co-produce and finalise the Alternative Provision Strategy	Feb-23	Sarah Gorst	
<b>1.6</b>	<b>Review the approach to persistent poor school attendance</b>		<b>Sally Richardson</b>	
1.6.1	Review and collate attendance data for pupils missing education and severely absent	Mar-23	Sapphire Murray	

1.6.2	Establish task and finish group involving Early Help, Pupil Access, School Advisors, SEND and School Representatives	Mar-23	Sapphire Murray	
1.6.3	Review offers within Local Authority services and teams to create a graduated response for children and pupils missing education	Mar-23	Sapphire Murray	
1.6.4	Develop a coherent multi-agency approach and strategy	Mar-23	Sapphire Murray	

## Priority 2: Communications (Listening and Talking to Each Other)

	Outcome and Associated Action	Due	Lead	RAG
2.1	<b>All partners are included in our improvement and development work and SEND success/ improvement activity is regularly shared throughout the Local Offer and other appropriate channels</b>		Jennifer Ashton	
2.1.1	Working Together Strategy - Dedicated consultation events to be carried out in January with parent carers ready for final review	Feb-23	Jennifer Ashton	
2.1.2	Working Together Strategy - Review and final sign off at SEND Partnership Board	Apr-23	Jennifer Ashton	
2.1.3	Develop the Communication Delivery Plan, with a Communication Programme and tracker, to ensure capture and dissemination of relevant information and to integrate communication activity across SEND and with all key stakeholders across the SEND partnership.	Mar-23	Jennifer Ashton	
2.1.4	Monitoring of working group structures to ensure that these support the delivery of the SEND Plan from May 2022 onwards, and that the necessary impact is both delivered and evidenced within Inspection Readiness reporting.	Dec-23	Jennifer Ashton	
2.1.5	To review the Communication standards within services to ensure they reflect parental feedback on timeliness of service responses, and resolution of concerns	Mar-23	Andrea Riley	

<b>2.2</b>	<b>The Lancashire Parent Carer Forum (LPCF) is supported to allow all parents to contribute at a level of Participation they feel comfortable and that their individual and collective voices shape continued service developments</b>		<b>Jennifer Ashton</b>	
2.2.1	Agree a development plan, with the support of Contact, to actively support the growth of the LPCF to establish and promote the position of parents within the SEND structures and that it includes representatives in each District.	Jan-23	Clive Groves	
2.2.2	Consider different models of parent, carer engagement which supports and values their contribution at the level they would wish, and for this to in turn feed back into further refining of the Development Plan	Apr-23	Jennifer Ashton	
2.2.3	To work with LPCF and parents' groups to establish a process of service audit: so that they can engage with and if required challenge service providers in their monitoring of the impact of their services upon children, young people and their families	Jul-23	Jennifer Ashton	
2.2.4	Support the development of local networks of SEND community groups including parent carer participation groups to ensure they link into Family Hub programme and that they are accessible to people locally	Mar-23	Jennifer Ashton	
<b>2.3</b>	<b>Children and young people have a clear, active role in influencing service delivery</b>		<b>Clare Smith</b>	
2.3.1	Agree and deliver a SEND Partnership Children and Young People's Participation Implementation Plan that refers to the Working Together Strategy and the Lancashire Children and Young People's Participation Strategy. Use the Lancashire Participation Self-Assessment as a guide to formulate this plan.	Mar-23	Clare Smith	

2.3.2	Providers and service users across the SEND Partnership to complete the Lancashire Participation Self-Assessment to reflect on their own participative practices with children and young people - capture evidence of current initiatives and plan.	Apr-23	Clare Smith	
2.3.3	Review links between existing participation structures and SEND Partnership members. <ul style="list-style-type: none"> <li>• Embed the Participation Strategy and attendance at LCC's internal Strategic Participation Group meeting.</li> <li>• Review how SEND Partnership members link with the Lancashire Participation Network meeting.</li> </ul>	Mar-23	Clare Smith	
2.3.4	Support the growth of POWAR as the participation forum for children and young people with SEND, to include the broadest representation possible of children and young people with different needs. <ul style="list-style-type: none"> <li>• Conduct an annual review with the Participation Team to consider the development of POWAR.</li> <li>• Conduct an annual review of children and young people's involvement in the Partnership Board ensuring this is meaningful and effective. Propose any revisions to the Terms of Reference.</li> <li>• POWAR provided an annual report to the Partnership Board (Jan 23)</li> </ul>	Apr-23	Clare Smith	
2.3.5	Establish task and finish group to review how feedback is gathered from children and young people and informs priorities in relation post-16 educational provision	Jul - 23	Clare Smith	
2.3.6	Establish task and finish group to review how feedback is gathered from children and young people and informs priorities in relation to the outcomes and experience of children and young people with SEND in a systematic way, with a particular focus on children and young people that are not attending school or college	May-23	Clare Smith	



<b>2.4</b>	<b>Ensure the "Local Offer" is subject to continuous review to ensure it is meeting the need of parents, children and young people, and the wider SEND community</b>		<b>Anna Burkinshaw</b>	
2.4.1	Establish working group with Inclusion Specialist Teachers/SEND/DSCO to review the local offer website and identify gaps, areas for improvement and ensure information is relevant and up to date	Mar-23	Anna Burkinshaw	
2.4.2	Continue to increase and diversify our Local Offer audience and to better understand the information requirements of different groups of parent / carers, children and young people, and hard to reach groups	Aug-23	Anna Burkinshaw	
2.4.3	Develop "Friends of the Local Offer" to provide feedback on published information	Sep-23	Anna Burkinshaw	
2.4.4	Schools, universal and statutory services to improve their ability to signpost parent carers to the Local Offer and to ensure parent carers who need greater support, such as English as a second language, those without access to the internet are signposted to accessible information, advice and support	Mar-23	Anna Burkinshaw	
2.4.5	Act on feedback regarding the SEND newsletter to ensure parents, young people and professionals alike feel it is a must read, that it provides the information people want around service development, available provision, practical parenting and for children with SEND having fun in their local community	Apr-23	Anna Burkinshaw	
2.4.6	Ensure the Local Offer web- site is made more accessible to all audiences, by improving web site functionality and increased information in video formats, or easy read information.	Jun-23	Anna Burkinshaw	
2.4.7	Review the SEND Local Offer Directory to ensure information included by agencies and providers is transparent and up to date, in order that parents are clear who they need to talk to	Mar-23	Anna Burkinshaw	

## Priority 3: Improving the SEND Journey

	Outcome and Associated Action	Due	Lead	RAG
<b>3.1</b>	<b>Identify opportunities where the SEND Journey can be improved for children, young people and their families</b>		<b>Lesley Anderson-Hadley</b>	
3.1.1	Create multi-agency audit tool to evaluate support in terms of lived experience and outcomes for children and young people with SEND	Feb-23	Chris Turner	
3.1.2	Pilot multi-agency audit tool for children and young people with SEN support and/or who access alternative provision	Mar-23	Chris Turner	
3.1.3	Review toolkit following pilot and adjust as required	Apr -23	Chris Turner	
3.1.4	Establish systems for disseminating learning that results from the audit	May-23	Chris Turner	
3.1.5	Roll out training to key partners	Jun-23	Chris Turner	
<b>3.2</b>	<b>Improve the early identification of need</b>		<b>Lesley Anderson-Hadley</b>	
3.2.1	Establish working group with representatives from Health, Public Health, Inclusion, School Improvement, Early Help, HCRG 0-19 service	Mar-23	Andrea Riley	
3.2.2	Review Early Help pathways for co-ordinated support for children and young people with SEND	Mar-23	Matt Pilling	

3.2.3	Public Health 0-19 Services review	Feb-23	Alison Moore	
3.2.4	- Develop a model and revise the Public Health 0-19 service specification - Develop a specific section for families who have children and young people with SEND - Consult with families who have children and young people with SEND	Apr-23	Alison Moore	
<b>3.3</b>	<b>Develop understanding of how to better utilise the graduated response approach at universal support level</b>		<b>Sapphire Murray</b>	
3.3.1	Roll out the ordinarily available toolkit and quick reference guide via the SENDCo network	Feb-23	Sapphire Murray	
3.3.2	Review the SENDCo networks to improve access for all stakeholders	Aug-23	Sapphire Murray	
3.3.3	Review the training programme for education providers and internal services further to feedback from key stakeholders	Aug-23	Sapphire Murray	
3.3.4	Develop systems approach to early years provision between services and education providers, including special schools to support greater inclusion of pre-school children	Apr-23	Sapphire Murray	
3.3.5	Implement and embed an early years community universal group offer, to include sensory impairments (deaf, blind) and portage	Apr-23	Sapphire Murray	
3.3.6	Co-produced and co-developed Behaviour Quality Mark Audit tool for schools	Aug-23	Steph Johnson	
3.3.7	Roll out of the year 2 community of practice Autism in Schools approach	Aug-23	Anne Conchie	

<b>3.4</b>	<b>Continue ongoing improvements to education, health and care plans, including annual reviews and the co-ordination of plans between practitioners</b>		<b>Andrea Riley</b>	
3.4.1	Reviewed EHCNA process and developed local and county decision making panels.	Jun-23	Andrea Riley	
3.4.2	Review how parents can be involved in the local and county decision making panels process, which could include benchmarking and opportunities for observing.	Jul-23	Jennifer Ashton	
3.4.3	Reports are being built to improve monitoring systems and ensure a better understanding of Annual Reviews	Apr-23	Janette Hastings	
3.4.4	Create systems to ensure the early health notifications informs strategic planning within the Local Authority	Mar-23	Sapphire Murray	
3.4.5	Deliver training to Health Visiting teams on SEND and the graduated approach to intervention	Jun-23	Sapphire Murray	
3.4.6	Establish processes to ensure EHC needs assessments are completed in 20 weeks	Feb-23	Andrea Riley	
3.4.7	Review and improve responses to annual reviews to ensure better compliance with statutory timeframes	Mar-23	Andrea Riley	
<b>3.5</b>	<b>Tailor support to individual needs, identifying where personalised care can be utilised, including implementation of systems for continuing care and complex care, and for personal budgets / personal health budgets</b>		<b>Lesley Anderson-Hadley</b>	
3.5.1	Personal Health Budget systems under review	Jun-23	Lesley Anderson-Hadley	

<b>3.6</b>	<b>Improve information available to families about health service provision, and link to improving provider maturity for supporting Children and Young People with SEND</b>		<b>Sally Richardson</b>	
3.6.1	Allied Health Professionals services are embedding resources information on their website pages relating to early support strategies for parents and schools.	Jul-23	Helen Keveany	
3.6.2	Review the Parent Survey and develop a Parenting Strategy	Jun-23	Alison Moore	
3.6.3	Early Years workforce development for working with families with children with SEN	Jul-23	Sapphire Murray	
<b>3.7</b>	<b>Ensure the right support is available at the right time for pupils presenting with social, emotional, and mental health needs and/or behaviour that challenges</b>		<b>Sally Richardson</b>	
3.7.1	Relational approaches to behaviour management that includes multi-agency response and linked in with the trauma informed programme	Aug-23	Francesca Woods	
3.7.2	Review SEND/ Early Help pathways for co-ordinated support for children and young people seeking alternative placement/ at risk of placement breakdown and how this information is disseminated (52).	Mar-23	Sapphire Murray	
3.7.3	Review support, intervention and effectiveness of Inclusion Hubs	Aug-23	Louise Jones	
3.7.4	Review information, guidance and support that can be provided by SENDIASS for children and young people seeking alternative placement/at risk of placement breakdown.	Jul-23	Laura Morris	
3.7.5	Review information that is available on the local offer website and via other forums for children, young people and families seeking alternative placement/at risk of placement breakdown (51)	Mar-23	Sapphire Murray	

3.7.6	Review mechanisms for collating, monitoring and quality assuring suspension data for those at SEN support level and those with an EHCP	Feb-23	Sapphire Murray	
3.7.8	Re-establish protocol for agreeing levels of intervention and access to services for pupils at risk of placement breakdown	Mar-23	Sally Richardson	
3.7.10	Review fair access protocols	Feb-23	Debbie Ormerod	
<b>3.8</b>	<b>Ensure the right support is available for pupils engaged with the Virtual School</b>		<b>Audrey Swann</b>	
3.8.1	Review information about the virtual school arrangements across the SEND Partnership	Jul-23	Audrey Swann	

## Priority 4: Preparation for adulthood (PfA)

	Outcome and Associated Action	Due	Lead	RAG
<b>4.1</b>	<b>Develop a comprehensive Pathway Guide to be included on the Local Offer</b>		<b>Neil Willcocks</b>	
4.1.1	Completion of accessible pathway guide	Jan-23	Neil Willcocks	
4.1.2	Review the content in the accessible pathway guide with key stakeholders	Mar-23	Neil Willcocks	
4.1.3	Publish final pathway guide and carry out a series of launch events via SEND network events and other existing forums such as the LEPB	Apr-23	Neil Willcocks	
<b>4.2</b>	<b>Develop a PfA Strategy</b>		<b>Neil Willcocks</b>	
4.2.1	Complete Council for Disabled Children Preparation for Adulthood audit tool to identify gaps in provision/service and inform short-medium-longer term action strategy and plans	Jan-23	Neil Willcocks	
4.2.2	Co-produce long term strategy outlining our vision, priorities, and goals and how we will put action in place to achieve these based on learning from audits and other feedback/data	Oct-23	Neil Willcocks	
<b>4.3</b>	<b>Review and develop transitions into adult health services</b>		<b>Lesley Anderson-Hadley</b>	
4.3.1	Develop clear guidance that defines how young people transition effectively into adult health services, with clear pathways for the transition process		Lesley Anderson-Hadley	

4.3.2	Review and develop transitions into adult health services		Lesley Anderson-Hadley	
4.3.3	Lancashire Teaching Hospitals has developed a transitions strategy informed by the PfA Strategy		Lesley Anderson-Hadley	
<b>4.4</b>	<b>Review and develop transitions into adult care services</b>		<b>Neil Willcocks</b>	
4.4.1	Review transitions into adult care services	Apr-23	Neil Willcocks	
4.4.2	Develop Transition into Adult Services Policy	Mar-23	Lynn Johnston	
4.4.3	Create and implement a plan to support the delivery of the Transitions into Adult Services policy	Mar-23	Neil Willcocks	
4.4.4	Secure funding for additional transitions worker posts	Dec-22	Neil Willcocks	
4.4.5	Recruit and appoint to transition worker posts	Apr-23	Neil Willcocks	
4.4.6	Review new approach to transitions into adult care services	Jul-24	Neil Willcocks	
4.4.7	Development of an 'Accommodation with Support Plan' across Lancashire informed by the assessment of need	Mar-23	Joanne Reed	
<b>4.5</b>	<b>Review and develop range of opportunities for post-16 education, training and employment</b>		<b>Andrea Riley</b>	
4.5.1	Develop and extend range of post-16 education provision	Jul-23	Andrea Riley	
4.5.2	Develop and implement action plan to double the number of supported internships offer across Lancashire using the NTDi funding	Apr-25	Sally Richardson	



4.5.3	Establish task and finish group to review current post-16 offer and commissioning arrangements in light of feedback	May-23	Andrea Riley	
4.5.4	Establish mechanisms for sharing the above information with key stakeholders and developing offer if appropriate	May-23	Andrea Riley	
4.5.5	Commission services as appropriate	Jul-23	Deborah Gent	
4.5.6	Share information on the Local Offer and with key partners including training for staff	Aug-23	Anna Burkinshaw	
<b>4.6</b>	<b>Agree and implement a commissioning statement to ensure all partners consider, plan for, and prioritise young people's journey through SEND and other services</b>		<b>Neil Willcocks</b>	
4.6.1	Review governance across adults and children's services including health following the establishment of the Integrated Care Board		Lesley Anderson-Hadley	

## Priority 5: Accessible Services

	Outcome and Associated Action	Due	Lead	RAG
<b>5.1</b>	<b>Increase access to emotional wellbeing and mental health service</b>		<b>Dave Carr</b>	
5.1.1	Commissioning the Mind and Body Programme In Lancashire to support young people and their schools deal with the issue of self-harm, which we have seen increase in prevalence in recent years	Dec-23	Marie Demaine	
5.1.2	Expand access to the Kooth online counselling platform, through joint funding with NHS partners to include delivery for 17/18 year olds in Lancashire.	Apr-23	Marie Demaine	
5.1.3	Develop the Positive Pals peer support approach to support 16-18yr old students in Lancashire-based colleges and school sixth forms with their mental health needs.	Dec-23	Helen Green	
5.1.4	Undertake a deep dive into Sudden Unexplained Death in Childhood and suicides in Children and Young People to draw out risk factors, possible trigger issues and wider engagement such as links to services to inform suicide prevention in Lancashire.	Aug-23	Ruksana Sardar-Akram	
5.1.5	Review the current position with schools in terms of the implementation of Emotional Health in Schools Support Service programme with Lancaster University to support workforce development.	Apr-24	Marie Demaine	

<b>5.2</b>	<b>Autism – Intensive autism support and high-level ASD</b>		<b>Lesley Anderson-Hadley</b>	
5.2.1	Review and implement the Neurodevelopment Pathway	Feb-23	Lesley Anderson-Hadley	
5.2.2	Review and implement the Lancashire and South Cumbria Autism Project and Evaluation (LandSCAPE)	Apr-23	Lesley Anderson-Hadley	
<b>5.3</b>	<b>Implement the Specialist Nursing Framework</b>		<b>Vanessa Wilson</b>	
5.3.1	Determine whether the scope of an Integrated Care Board review of community and primary care services includes children's community nursing.	Mar-23	Vanessa Wilson	
5.3.2	Align delivery to the developing Integrated Care Board Children and Young People's Plan	Apr-23	Vanessa Wilson	
5.3.3	Develop and agree a delivery plan of the Specialist Nursing Framework	Apr-23	Vanessa Wilson	
<b>5.4</b>	<b>Further develop the graduated response to speech, language, and communication needs</b>		<b>Dave Carr</b>	
5.4.1	Implement governance structure and develop and introduce Strategic Group to provide oversight and scrutiny of the project and which could include the creation of an Operational Group	Feb-23	Alison Moore	
5.4.2	To develop a delivery plan to grow and roll out the Marie Gascoigne; The Balanced System® county wide	Apr-23	Alison Moore	

5.4.3	Review specifications and commissioning arrangements for speech and language therapies and develop proposals to strengthen joint commissioning and use of resources across LA and NHS partners	Mar-23	Alison Moore	
<b>5.5</b>	<b>Increase the number of places and range of specialist provision for education (SEND Sufficiency Strategy)</b>		<b>Sally Richardson</b>	
5.5.1	Review the SEND sufficiency provision and refresh the SEND Sufficiency Strategy	Nov-22	Sally Richardson	
5.5.2	Consult/engage with key stakeholders to support the roll out of the refreshed SEND Sufficiency Strategy	Jul-23	Sally Richardson	
<b>5.6</b>	<b>Implement the recommissioned short breaks service and review broader leisure and culture opportunities</b>		<b>Dave Carr</b>	
5.6.1	Focus on increasing the number of Break Time providers in areas where there are no or limited activities	Sep-23	Lisa Taylor	
5.6.2	Include short breaks statement and information on the current provision and uptake for targeted and specialised support	Feb-23	Lisa Taylor	
5.6.3	Focus on the implementation of Break Time Plus communicating with parent carers, Social Workers, schools and providers surrounding the launch.	Sep-23	Fiona Harris Hilton	
5.6.4	Prepare, plan and manage the reassessments of Children and Young People's needs especially if they are eligible for Break Time Plus.	Jul-23	Fiona Harris- Hilton	

5.7	<b>Effective commissioning arrangements are in place to ensure sufficiency of high-quality alternative provision for pupils unable to attend school either temporarily or in the longer term</b>		Sally Richardson	
5.7.1	Review children and young people voice findings from previous children's champion survey	Feb-23	Sapphire Murray	
5.7.2	Review the alternative provision directory including information about provision available/service specification, that includes information about cohort, provision, placement length and anticipated destination	Mar-23	Nikki Mullen	
5.7.3	Establish a task and finish group to undertake a gap analysis and address any shortfall in alternative provision.	Mar-23	Lisa Taylor	
5.7.4	Establish systems for effective oversight of alternative provision for all children and young people in placements directly commissioned by the local authority	Feb-23	Sapphire Murray	
5.7.5	Establish systems for effective oversight of alternative provision for all children and young people in placements directly commissioned by the local authority in relation to safeguarding; to include a quarterly summary report providing oversight of outcomes/engagement/destination data	Mar-23	Sapphire Murray	
5.7.6	Establish a system for tracking, monitoring and quality assuring intervention and the plans for children and young people accessing alternative provision and / not being educated in school.	Mar-23	Sapphire Murray	
5.7.7	Review arrangements for children and young people with SEN Support who are missing education	Feb-23	James Friar	
5.7.8	Review pathway for day 6 provision, appropriate use of alternative provision and reintegration back into mainstream and systems for monitoring this (emphasis on SEND).	Jul-23	Sapphire Murray	

5.7.9	Review commissioning arrangements	May-23	Sally Richardson	
5.7.10	Review approach to emotionally based school avoidance	Jul-23	Francesca Woods	
5.7.11	Review Section 19 process for those out of school for 15 days or more alternative educational provision in school or elsewhere 'for pupils who, because of exclusion, illness or other reasons, would not otherwise receive suitable education' (63). PAST – 50% non-attendance – severe absence needs to have a plan	May-23	Sapphire Murray	
5.7.12	Review arrangements for children and young people with SEND who require hospital education	May- 23	Audrey Swann	
5.7.13	Development of a financial plan across health, education and local authority, to ensure that resources are secured from across the SEND system to deliver the priorities set out in the SEND Plan.	Mar-25	Dave Carr	
<b>5.8</b>	<b>Establish Family Hubs Networks each District of Lancashire to better support early identification and improve access to local services (Agile delivery programme with plans on Trello)</b>		<b>Dave Carr</b>	
5.8.1	Review and co-ordinate services across Preston, Burnley and Lancaster as part of the Family Hubs development	Dec-22	Mark Hodges	
5.8.2	Review and co-ordinate services across Hyndburn, Pendle and West Lancashire as part of the Family Hubs development	Mar-23	Mark Hodges	
5.8.3	Review and co-ordinate services across Chorley, Wyre and Rossendale as part of the Family Hubs development	Jun-23	Mark Hodges	
5.8.4	Review and co-ordinate services across South Ribble, Fylde and Ribble Valley as part of the Family Hubs development	Sep-23	Mark Hodges	

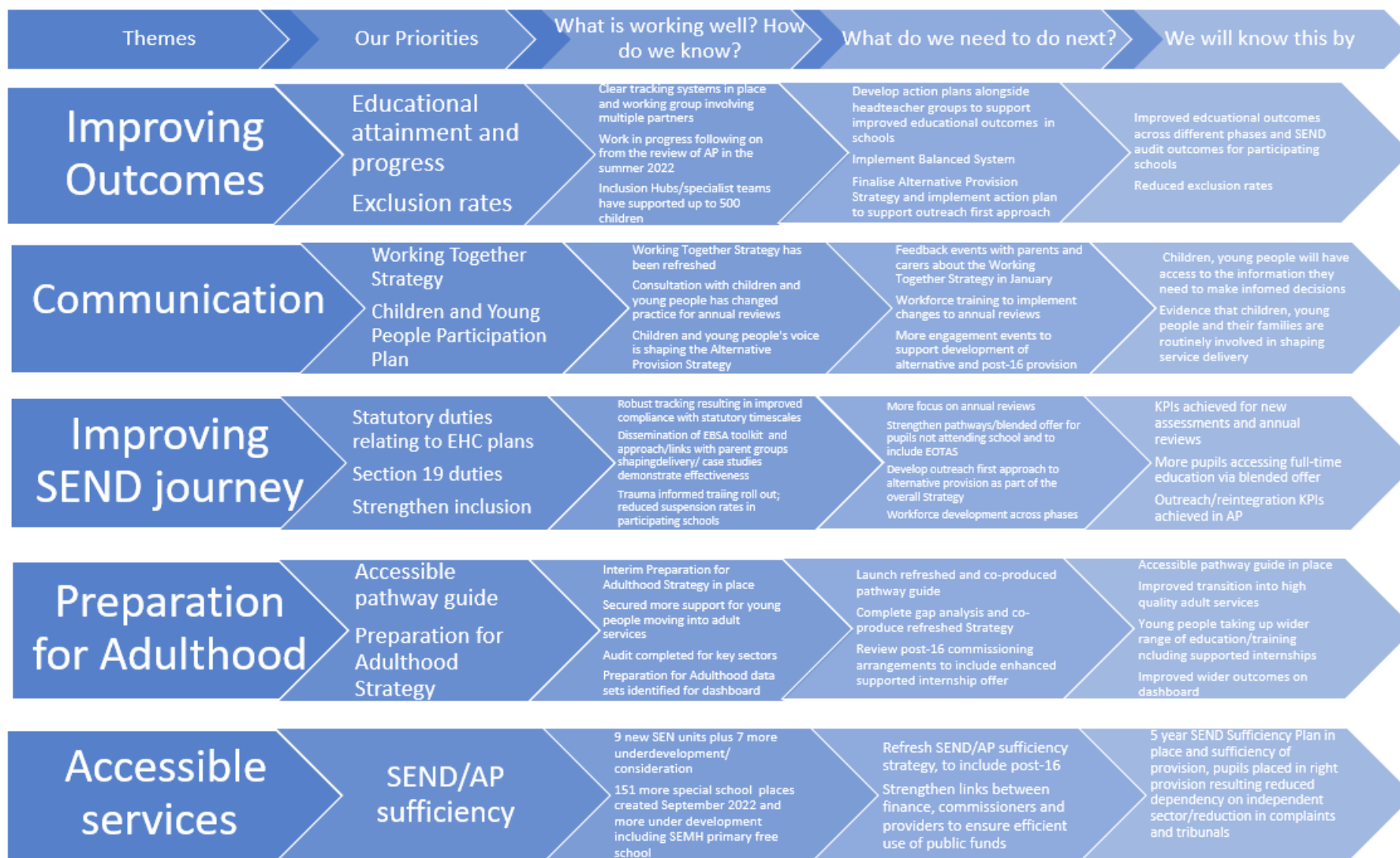
5.8.5	Review and agree next steps for Family Hubs development	Oct-23	Dave Carr	
<b>5.9</b>	<b>Deliver the digital Programme as an enabler to Family Hub Networks across Lancashire (Agile delivery Programme with plans on Trello)</b>		<b>Dave Carr</b>	
5.9.1	Review the sustainability proposals aligned to the business case established in 2021/22, to determine whether minimum viable product can be delivered	Mar-23	Chris Hayes	
5.9.2	Agree funding, Memorandum Of Understanding and alignment to ICB / LCC Data Strategy	May-23	Dave Carr	
5.9.3	Inform and test out DfE Warm Handover tool in line with grant funding agreement	Aug-23	Grant Murdoch	
5.9.4	Procurement of data tool and support	Dependent on sustainability	Amaresh Devarajan	
5.9.5	Procurement of IG support	Dependent on sustainability	Chris Hayes	
5.9.6	Establish IG framework	Dependent on sustainability	Chris Hayes	
5.9.7	Detailed implementation plan	Apr-23	FHISS Project Manager	

## Appendix

SEND Plan 2021-2025

[Lancashire SEND Plan 2021-2025 - Lancashire County Council](#)





### KPI Score Card

KPI Reference	KPI	Baseline	3 months	6 months	12 months
<b>Priority 1: Improving Outcomes (Taking Ownership and Putting Things Right)</b>					
1.1	For complaints to be less than 15% the number of EHCP's issued.	<b>593</b> (6% of EHCP's in 2022)	<b>15%</b>	<b>10%</b>	<b>5%</b>
1.1	80% of complaints responded to within timescales		<b>40%</b>	<b>60%</b>	<b>80%</b>
1.1	10% response rate from families responding to EHCP annual review questionnaire	<b>1% in 2021-22</b>	<b>3%</b>	<b>6%</b>	<b>10%</b>
1.4	To narrow the gap in attainment to 10% for pupils with SEN support and EHCP in EYFSP	<b>15%</b>	<b>13%</b>	<b>12%</b>	<b>10%</b>
1.4	To narrow the attainment gap for pupils achieving the expected standard in Reading, Writing and Maths in KS2 to 10%, with SEN Support and EHCP	<b>13%</b>	<b>12%</b>	<b>11%</b>	<b>10%</b>
1.4	To narrow the attainment gap for pupils in KS4 achieving grades 9-4	<b>25%</b>	<b>23%</b>	<b>22%</b>	<b>20%</b>

	in English and Maths to 20% with SEN support and EHCP				
<b>1.5</b>	To reduce the number of exclusions / suspensions of children with SEN Support / EHCP by 10%		<b>5%</b>	<b>8%</b>	<b>10%</b>
<b>1.6</b>	50% reduction in the number of children and young people with SEND missing education due to EBSA		<b>20%</b>	<b>30%</b>	<b>50%</b>
<b>Priority 2: Communications (Listening and Talking to Each Other)</b>					
<b>2.1</b>	75% of partner agencies have an awareness of the Local Offer and an ability to signpost parents to information, advice and support		<b>50%</b>	<b>60%</b>	<b>75%</b>
<b>2.2</b>	100% Parent Carer representation from every district		<b>30%</b>	<b>60%</b>	<b>100%</b>
<b>2.3</b>	90% of professionals working with children and young people with SEND use the Lancashire Participation Self-Assessment to reflect on their own participative practices with children and young people, capture evidence of		<b>30%</b>	<b>60%</b>	<b>90%</b>

	current initiatives and plan for the future.				
<b>2.3</b>	100% Children and Young People representation from every district		<b>60%</b>	<b>80%</b>	<b>100%</b>
<b>2.4</b>	75% of parent carers tell us that they can find the information they need on the Local Offer		<b>50%</b>	<b>60%</b>	<b>75%</b>
<b>2.4</b>	75% of parent carers tell us that information they accessed on the Local Offer was useful		<b>50%</b>	<b>60%</b>	<b>75%</b>
<b>Priority 3: Improving the SEND Journey</b>					
<b>3.1</b>	70% of parent carers for those CYP meeting the criteria to access a service tell us that they receive the right support at the right time from the right service – Graduated Approach, Early Help, ND assessment, CAMHS, SLT, CSC CWD		<b>50%</b>	<b>60%</b>	<b>70%</b>
<b>3.1</b>	70% of parent carers who tell us in feedback that the ASD / ND support that their child or young person is receiving is good or better		<b>50%</b>	<b>60%</b>	<b>70%</b>

<b>3.4</b>	65% of new assessments will be completed on time in 2023 (National benchmark 2021 60%)	<b>41%</b> (16.2% to 66%)	<b>50%</b>	<b>55%</b>	<b>65%</b>
<b>3.4</b>	40% of all reviews will be responded to within statutory timescales of 4 weeks, and where it is identified that an amendment to the plan is required the plan will be finalised within 12 weeks of the annual review date		<b>30%</b>	<b>35%</b>	<b>40%</b>
<b>Priority 4: Preparation for adulthood</b>					
<b>4.1</b>	80% of young people who need to transition to age and needs appropriate services tell us that their experience of the transition process was good or better		<b>60%</b>	<b>70%</b>	<b>80%</b>
<b>4.5</b>	70% 16 and 17yr olds with SEND to participate in education and training including supported internships		<b>40%</b>	<b>60%</b>	<b>70%</b>
<b>4.6</b>	100% partners agree and implement a commissioning statement to consider, plan for, and prioritise young people's journey through SEND and other services		<b>60%</b>	<b>80%</b>	<b>100%</b>

<b>Priority 5: Accessible Services</b>					
<b>5.2</b>	30% reduction in Neuro-development Pathway waiting times		<b>10%</b>	<b>20%</b>	<b>30%</b>
<b>5.5</b>	75% of children and young people referred to speech and language treatment are seen within 18 weeks of referral.		<b>50%</b>	<b>60%</b>	<b>75%</b>
<b>5.6</b>	90% parent carers report that 'The Break Time activity is delivered well / is a good service'	<b>77% in 2022</b>	<b>80%</b>	<b>85%</b>	<b>90%</b>
<b>5.6</b>	80% Children and Young People report that "I enjoy myself" at Break Time	<b>69% in 2022</b>	<b>70%</b>	<b>75%</b>	<b>80%</b>
<b>5.8</b>	10% Improvement in outcomes for children and young people with SEND who attend Alternative Provision		<b>5%</b>	<b>7%</b>	<b>10%</b>