Suffolk SEND Strategy 2021-2023

Priority 2: The Child/Young Person's Journey - Draft deliverables and milestones Lead: Izzy Connell

Key Blue Complete/BAU Green On Track Amber Delay/Issues Red Significant challenge

#	Action / Deliverable	Owner	Milestones	Progress Update
1.0	**Make the SEND journey for children and young people, clear and understandable across education, health and care, from early identification of needs**. (Lead Francesca Alexander* Due to start late Jan-22) *(Priority 2 work is the development of effective pathways/processes/journeys. Priority 1 work is on the communication of these)* <u>Outcome & Impact</u> The SEND journey is clearly understood by everyone involved <u>Measures of Success</u> • More CYP and their families report that they understand the journey and the experience has been positive. • Practitioners understand and are able to guide and support CYP and families. • A reduction in complaints/tribunal appeals regarding access to services and assessments. • More CYPF report they understand the SEND Journey, more confident, know where they need to escalate if needs are not being met • More families report positive experiences across EHC Services • Fewer parents need to seek advice from SPCF / SENDIASS in relationship to the SEND Journey • Fewer appeals (e.g. refusals to assess), tribunals, complaints, mediations			
1.1	Map and Review the SEND Processes and Statutory Duties with the support of a strategic partner to ensure they are compliant with the code of practice <u>and</u> that co-production is embedded in every stage of the process <u>and</u> that staff are effectively empowered to own these processes (Independent Review Rec 1,3) Link to **SEND Decision Making Panels redesign plan** SEND Decision-Making Plan V2.docx (sharepoint.com) Action 5 Note – Parental preference	Francesca Alexander* (Due to start end of Jan-22) Wendy Allen / Francesca Alexander*/Alison Stanford/Kathryn Searle *Consider Health & Social Care shared ownership	**Sept-21** Identify a strategic partner **Oct-21** Gather processes for Assess, Issue, Amend, Cease EHCP. EHCP from another LA and Annual reviews. **Oct-21** Establish a core partnership group to co-produce changes across SEND processes **Nov-21** Training provided on SEND & the Law	Impower have been appointed as SCC Strategic Partner Beginning to gather information on current processes, meeting with TW & WA scheduled for 21/10. WA meeting with MG w/c 25/10 and due to meet with KS. Partnership meetings take place weekly including Education, Health, Social Care to ensure that map and review tasks are inclusive SEND and the law sessions have been delivered in November. Attendance of over 100 staff across Inclusion

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			Nov-21 Current EHCP processes are captured ***Jan-22 MILESTONES UNDER REVIEW FOLLOWING NEW HoS*** **Jan-22** Current processes to be reviewed with legal and SLT **Feb-22** – Processes allocated to working groups to complete review, set process and agree communication and roll out **Mar-22** Process for SEND Decision Making Panel to be in place **Jun- 22** Process for EHCP Annual Reviews to be in place [Date] Process for Parent/Carer Needs Assessments [Date] Process for EHCP and caseworker role and co production	Current EHCP processes have been captured, awaiting SEND Operational Manager to be appointed to review and input on processes **Dec-21** ACTION – PH NSFT Sophie Davis – to share Action Plan **Update Feb 2022**: Agreed that actions 1.1, 1.2 and 1.3 to achieve outcome 1 require working groups as follows: - Group to look at statutory processes, making them transparent, accessible and clear via a flow chart or similar. Fran A has shared doc produced by Transport as a model. Fran will lead this working group. - Group to look at mapping Mental Health Services across Suffolk, so that all info is in one place and is clearly presented. Claire D to lead this group. - Group to look at the Primary Care Universal offer across health. Nic SH to advise further. Mar – Jun-22 Subgroups for Mental Health, Universal Health Offer and Education have been meeting to look at LO content, and agree front page to create ease of access for parents and identify any missing info. Jun-22 To be shared with P1 for feedback, Web & Comms Manager to then design on new LO website for review. .

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1.2	Work across all stakeholders to document/explain in a straightforward way the processes / responsibilities / expectations around the statutory processes and publish within the Local Offer. Do this by co-producing guide/flowchart/animations (what, who, when, why, how) *(Link to Priority 1 for effective communication of these processes (Graduated Response covered in Objective 2)* *(Searching and using the Local Offer in Priority 1)* *(Resourcing for PC Needs Assessment is in Priority 3))*	Priority 2 Group Members Include Alice Clarke	**Autumn 21** – Parent/Carer Needs Assessments in Early Help & Social Care **Autumn 21** - EHC Needs Assessments, Plans & Annual Reviews **Autumn 21** - AU Involvement & Short Breaks **Autumn 21** – Exclusions **Dec-21** Graduated response – SEND Support **Dec-21** What is ordinarily available?	Initial Animations have been created Parent Carers Needs Assessments What is the Local Offer? 'You said, we did', has formed part of communication strategy You said, we did | Community Directory (suffolk.gov.uk)to You said we did has been updated and published following the SPCN Pandemic report. Nov-21 – Current process has been captured, review due to take place Jan-22 – Revised process due to be ready Mar-22 Oct-21 CF to discuss with Paula B re AU processes. UPDATE JAN-22 Oct-21 Exclusion Process map, CF to follow up with Maria Hough and Stacy Baker UPDATE DEC-21 – Update legal questions on the PEX FORM, which has resulted in PEX being avoided DEC-21 Graduated response pending voice over to presentation UPDATE DEC-21 **Nov-21** Izzy to include further discussion with Hollie DDCO **Dec-21 NOTE – Need Parent/carer input what questions do you have? ACTION await allocated SPCF Jan-22**

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			Dec 21 - Mental Health (Dec 21) **Dec 21** - Social Care s17/47/20 **Dec 21** - CAF / Early Help **Mar 22** - Community Paeds, therapies, spec. nursing **Spring 22** - SEND Decision Making Panel and admissions Date? MIA to be discussed Link to P4	ACTION – WA to discuss with Jaime Hawkins ACTION – WA to discuss Alice Clarke and Leads and SPCF re co-producing. **Jan-22** New DCO to pick up workstream **Feb 2022** – see above (working groups across Ed, Health and Social Care) Jun-22 Currently under review, this work will be allocated to new Inclusion Support Line team to progress.
1.3	Build journey understanding into workforce training - *To be delivered through Priority 1, Objective 4: Promote awareness and understanding of SEND and SEN support services.*	Loretta Greenacre/Claire Darwin/Maria Hough	[Milestone Date to follow from 1.2] - Review current training programmes to ensure the agreed SEND process is clearly understood and target groups access the training. **Jan-22** – Identified staff training requirements by role. **Feb-22 –** Any additional training to be included in SEND Training Brochure to be identified and explored **Feb-22** – Staff training needs are known, and action plans are in place to address.	SEND Training brochure has been produced but does not currently sufficiently cover the journey. **Nov-21** Steering group established linked to SEND Decision making action plan. **Jan 22** SLT meeting to discuss survey of staff, training requirements and review SEND Training brochure **Jan 22 –** CD & MH to meet with LG **Jun-22 –** Working group due to commence Jul-22 to plan and move this forward
2.0	**Embed the Graduated Response across education, health, and care to provide timely early intervention and whole school inclusive practices.** (Lead Izzy Connell) <u>Outcome & Impact</u>			

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	To clearly articulate to all stakeholders the support available for CYP with SEND in Suffolk, ensuring the accurate identification of need, so that the right CYP access the right support at the right time and provision for them from 0-25 is well planned in meeting their needs. <u>Measures of Success</u> • Education settings report greater confidence in their whole school approaches to SEND via the evaluation process for SES and P&TS. • Education settings report that they are receiving timely access to appropriate and informed support via the evaluation process for SES and P&TS. • Children, young people and their families report that their needs are being met through timely support and communications, and they do not feel 'stuck' (link to 2.7) • Capacity for support is met at each stage of the Graduated Response, with a tangible commitment from education, health and social care in working together to support the holistic needs of CYP and their families, measured by the number of children referred at stage 3 of the graduated response, who maintain their place in their mainstream school. • A greater number of children will have their needs met in their local mainstream school, so they can be successful in their local community. This will be measured by the number of requests for specialist placements and a reduction in permanent exclusions.			
2.1	To ensure accessibility and understanding of the early intervention offer across 0-25, linking with health and social care to identify those CYP most vulnerable to non-participation and under achievement at stage 3. • Education – Graduated Response • Health & Mental Health and Early Help & Social Care- Universal, Targeted, Specialist Also sustaining young people in their local community *Link with Priority 1 - Communications*	Izzy Connell/Claire Darwin Kathryn Searle / Mark Gower Fran Arnold / Julia Haig Christina Lewis	**September 2019 to March 2020** CD and IC co-produce GR with stakeholders –schools, health, care, SPCN, SENDIASS, E&L **April 2020:** SENCO helpline ready and Stage 2 consultations pilot **Sept 2020** – comms with schools re the final version of the GR **Dec 2020 – April 2021**: SES redesign to align with the CoP and the GR.	Completed – GR final version is here Completed – SENCO helpline is up and running daily between 3:30pm – 4:30pm, call data is recorded Completed - workshops held with schools in Autumn 2020. Completed – completed new SES services in place for Sept-21

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			Nov/Dec-21 – family friendly graduated response will be available as presentation with voice over explanation. **Sept 2021 to Dec 2021** review of the GR with schools and stakeholders to include Universal/targeted/specialist provision in schools against each of the 4 areas of need. Universal, Targeted and Specialist offer from Health & Social Care is easily understand and accessed	IC/CD/Alice Clarke to talk with SW and NC re best way of sharing the GR with families In progress **Further clarification and work are required on Health & Social Care UTS offer.** DEC-21 UPDATE/**Re-visit JAN 22:** New FAQ page created for families to find info: https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/advice.page?id=YEdKNyUwHtY **JAN -22 New action: PH, KS, HO, NS-H to meet to look at clarity for families of the health FAQ pages** **Jun-22 –** This work is forming part of Objective 1 and is progress
2.2	Work in partnership with health and social care to ensure multi agency early intervention is available at Stage 2 of the graduated response.	Izzy Connell/Claire Darwin	**Pilot April to July 2020** – co-produce model of stage 2 SEND Support Consultations with Health, Early Years and Early Help colleagues. **Sept 2020** Extend SEND Support consultations. **July 2021** Review demand of SEND Support Consultation to predict demand for 2021-2022	Completed – SEND Support consultations are now designed to support early intervention with partners from health and social care represented. Completed – Number of SEND Support consultations have been extended due to demand Completed – Identified need to further extend SEND Support Consultation for academic year 2021/2022.

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2.3	Work in partnership with health and social care to ensure multi agency specialist support is available at Stage 3 of the graduated response.	Izzy Connell/Claire Darwin	October 2020 - Review of MAAP January 2021 – SES redesign factors in Stage 3 as part of the new Whole School Inclusion Team 7 Jan and 26 April 2021- Joint meetings to discuss Stage 3 responses in light of the SES redesign: April/May 2021 - New team established Next steps to review end of Autumn 2021	Completed – The MAAP has evolved into stage 3 of the Graduated response. Referral for stage 3 via the Inclusion Referral Form. Weekly panel to review referrals. Those considered appropriate at Stage 3 will be offered support via SES, P&TS and via an MDT approach with partners. Completed – New whole school inclusion team created, including Inclusion Practitioners to support individual CYP at stage 3. Completed – Multiagency meetings were convened to co-produce a stage 3 model. This involved colleagues from health, mental health services, early help, Suffolk youth justice service and EHE. Completed – SES redesign complete (implementation phase begins) Completed and scheduled for late Autumn 2021. DEC 2021: CD and IC to meet GJ and NS-H re capacity around S3. Need analysis so far of referrals. Is it Health Navigator or is it deeper involvement? PH to meet re capacity
2.4	Establish a redesigned Specialist Education Service which will: • increase the offer for CYP from 0-25 • reduce the bureaucracy for education settings via the introduction of a centralised referral system • increase access to support at Stage 2 and Stage 3 • extend the Cognition & Learning Offer	Izzy Connell	Dec 2020 to April 2021: redesign and formal consultations April/May 2021 new teams appointed and confirmed April 2021 – Stage 2 consultations increased	Completed – New service is now in place. Completed – New teams in place. Completed – 8 Days offered in the Autumn term to support Early Intervention from across SES and P&TS

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	• establish the new Whole School Inclusion Team to support and challenge inclusive practice in school • ensure a support mechanism for those more vulnerable CYP and their families, where the risk of disengagement is highest, via the new Inclusion Practitioner team		June 2021 – new appointment to SpLD team April 2021 to Sept 2021 – SENDAT transfer Implementation phase over the summer term 2021 Sept 2021 new teams operating and Stage 3 responses in place Sept 2021 new traded offer established from SES and P&TS Next steps feedback end of Autumn 2021	Completed – New teacher in post Completed – TUPE process complete, new cognition and learning service in place. Completed – Heads of Service worked in introduce new systems over school holiday period. In place including the new whole school inclusion team. In place across SES and P&TS. New systems will be reviewed including impact reporting from individual heads of service and to DMT.
3.0	**Ensure that assessments and reviews involve the right people and are completed on time.** (Lead: Stacy Baker) Outcome & Impact The quality of Assessments & Reviews is maximised by having all practitioners supporting the Child and Young Person contributing to assessments and reviews. Assessments and reviews meet statutory timeframes. Assessments and reviews are aligned (and work not duplicated) across the system (e.g. Continuing Health Care and EHC and CiC) Measures of Success • CYP and their families report that they were satisfied with the review and attendance at an annual review. • KPI 4, KPI 10, KPI 12, KPI 13			
3.1	Identify the assessments and reviews, statutory timescales for completion, frequency of reviews. - EHC Needs Assessment, Plan, Review - CETR (Link to P3) - Continuing Healthcare - Parent / Carer Needs Assessments - S17 Social Care Assessments Identify who are the right people to be involved Note – Action – consider rewording to change that assessments and reviews can be aligned and how this	Stacy Baker Kathryn Searle Mark Gower Social Care Paul Hill, Annie Webster	Sept-21 – Scoping meeting to Identify statutory processes, people and timescales	Oct-21 Explore continuing health care and annual reviews to be ran together – a questionnaire has been sent out to families to gather feedback. Responses have been minimal to date. Discussed with special school heads and family services. A trial has been agreed Oct-21 Holly to speak to Mark Gower regarding how Waveney will link in with this trial. Oct-21 - The process has been Co-produced to create a proposed plan with our CHC families

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	may happen but this is not compulsory or always possible.		Jan-22 - Trial commences with 3 Specialist Settings Jul-22 Review trial Alignment of PC Needs assessment and S17 Social Care Assessment	and young people. DCO team and assigned family services manager and includes involvement of SENDIASS/Engagement Hub/Special school Heads Next step for Audit to look at quality of EHCP Look at two processes to align the reviews **JAN-22 – Social Care update required.** **Jun-22 –** Awaiting update from settings re feedback on trial
3.2	Working across services to better understand potential and challenges of aligning reviews and avoiding duplication including timely and appropriate sharing of information	Stacy Baker Kathryn Searle Mark Gower Paul Hill Social Care	Spring 22 – Working group to explore all reviews	WORK NOT STARTED YET
3.3	Align Reviews in operational practice	Subject to above	Subject to above	WORK NOT STARTED YET
3.4	Check with the CCGs the effectiveness of the local protocol for effective sharing of information which addresses confidentiality, consent and security of information (Independent Review Rec 4) (This is about the timely access to information)	Stacy Baker Kathryn Searle Mark Gower Paul Hill	**Dec-21** - DPIA for agreement by all parties **Dec-21** – Set up sharepoint for EHCNA Panel to share information with Health colleagues	**Oct-21** WA leading on drafting DPIA for CCG's & LA to share information. **Nov-21** Alastair McCartney took on lead for DPIA across Health & Inclusion with support from WA & colleagues. Identified information to be shared, how, security and who will have access. **DEC 21 update: has this filtered into health providers?? Position is that we have different info in different places. More info needed – what info needs be shared??**

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			Jan-21 – Panel documents are now available on sharepoint for EHCNA panels	**How?? ON FORWARD PLAN for time at next meeting** **Jun-22 – Sharepoint site has been set up and testing has been completed to ensure it is accessible to colleagues across health. Sharepoint will be live 18 July 2022 to share panel information with colleagues in health as required.**
~~3.5~~	~~Implement the EHC Annual Review process in SEND Portal as a first step to Citizens Portal providing access to SEND documents and support tracking and reporting on EHC pupil level outcomes~~	~~Fran Alexander* (Hannah Fisk)~~	~~**Sep 21** User testing with Unity~~ ~~tbc – Go Live of Annual Reviews~~ ~~tbc – Assessment process~~ ~~tbc – Citizens Portal live~~	~~18 AR are live on the system following trial with SENDAT.~~ ~~**Oct-21** Unity joined September, with further schools due to follow. Unity have fed back that the system is difficult, challenges need to be overcome so we can then share wider with other schools~~ ~~**Dec-21** AR Portal is under review, concerns have been shared by users that this is not currently fit for purpose. IHub are leading conversations with Capita regarding pausing the use of AR Portal whilst they improve it. And focus on implementing the 'Citizens Portal'.~~ ~~**Jun-22 This work has now ceased and is superseded by Liquid Logic Programme.**~~
3.6	Establish a robust means of tracking and reporting on all Annual Reviews; develop appropriate processes that support proactive engagement with settings to ensure both that Annual Reviews are held and paperwork is submitted to the local authority within timescales. (Existing Action / Independent Review Rec 5)	IHub/Alexander Francesca*	**Autumn 21** - Ensure 'clean' data on EMS about which reviews are due each term and have a dedicated team/ role tracking receipt and following up with schools when not received. **Nov 21** – Identify all Sep 22 Phase Transfer Annual Reviews yet to be completed and communicate to settings.	**Sep-21** - Data on Annual Review requested from Ihub and received Communicate requirements to schools was completed in September 21. New BSO's have been recruited alongside money identified by COMF bid to support in the chasing and challenges to schools. Oct-21 1 x FTE recruited we continue to recruit for the other 2 X FTE. These BSO will support with this work.

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			Dec-21 Review of data to establish volume of work still to process and review action plan **Autumn 21** – Ensure on agenda for Head's meetings and SENCOs meeting in Autumn term to have this on the agenda **Spring-22** – SES supporting primary to secondary transfer End of Summer Term 2022 – Date set of all Annual Reviews for Sep 2023 Phase Transfers	Current BSOP have been requested to undertake additional hours. **Dec-21** PF leading on work as recently appointed Operational Service Manage Completed. – ACTION To become a termly communication. **Jun-21 –** Launch of Strategic & operational EPI provides tracking mechanism, further work is underway to review the input of information to ensure the reporting comes from appropriate cleansed data.
4.0	**Ensure that assessment and review reports, including Education, Health and Care Plans are person-centred, specific and understandable.** (Lead Stacy Baker) <u>Outcome & Impact</u> Needs Assessments, EHC Plans, Annual Reviews and Amended Plans are consistently of good quality <u>Measures of Success</u> KPI 1. KPI 5			
4.1	Implement action planning and learning following QA Audit to support continuous improvement in the quality of EHC Assessment and Planning	Stacy Baker	Quarterly QA Cycles **Nov 2021** – End of cycle year report to be completed for presentation to Programme Board **Jan 2022** – Introduction of co-production partner for QA process	QA Cycle 3 completed (full year). Learning points are include in reports and action plans sent to Health, Social & Education. Due to be reported at PB Jan-22. Co-production in QA process to be explored Dec-21 Health to undertake a QA check on advice given in EHCP's. Work underway with HO. **Jun-22 -** Annual QA report, provides update and recommendations that have been made**.** **Jun-22** QA Board membership has been widened and processes are under review.

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4.2	Identify what needs to be done differently (training, resources, processes) to improve the quality of older plans	Stacy Baker	**Apr 22** - Assessment advice and EHC plans are consistently of good quality as measured by the system.	Discussion with multiagency partners from the QA board on how to address this. Further update due **January 2022.**
4.3	Identify what needs to be done differently (training, resources, processes) to improve the quality of Annual Reviews including recommendations to adjust plans, ways of working, provision and target outcomes	Stacy Baker	**Apr 22** - Assessment advice and EHC plans are consistently of good quality as measured by the system.	Discussion with multiagency partners from the QA board on how to address this. Further update due **January 2022**.
4.4	Quality assurance and development processes fully established for Moving into Adulthood Plans in place (link to Priority 4)	Stacy Baker	**Mar 2022** – MiA criteria will be updated to reflect the detail of Suffolk MiA plans.	Checklist for MIA to be co-produced with YP as to what is important to them. Linked to P4.
5.0	**Ensure that children and young people receive the support they require to make progress towards their identified outcomes and ambitions.** (Lead Stacy Baker) <u>Outcome & Impact</u> CYP & families will report that the provision assessed as being required is in place. CYP & families report that provision has had a positive impact. Reporting demonstrates progress towards outcomes. <u>Measures of Success</u> • KPI 2, KPI 3, KPI 6, KPI 8, Outcomes Framework			
5.1	Ensuring we have checks in place - Check that provision is being delivered? - Process for raising concerns when provision is not being delivered - Communication on if provision is not being delivered or adequate? - Ensure we have systems in place to check that provision is delivered for CYP and professionals - for people to raise concerns when provision is not being delivered - Using information to challenge, commission and make changes when necessary?	Stacey Baker	**Jan-22** – Identify how we currently check process on how we know provision is being delivered around Health, Education & Care? **Mar-22** Establish mechanism for following up with schools how the LA are assured that provision is in place. **Apr-22** Early escalation process is defined and communicated if parent carer does not feel that provision is being delivered?	Previous practice was that following an Annual Review paperwork would be shared with school if provision was altered, a Letter to Provision 1 month after EHCP issued to check provision in place System set up when families advise that provision is not being made, action to be taken considered. – SB to review why what has happened to practice. **<u>JAN 22: UPDATE NEEDED – on the FORWARD PLAN for time to be used in the next meeting</u>** Jun-22 – WA to set up working group with Stacy

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5.2	Develop the Inclusion Service capacity to support education settings to effectively use SEND and High Needs Funding to deliver EHC Needs provision as specified in EHC Plans.	Izzy Connell	Milestones? Izzy to update?	Linked to SEND Decision-Making Panel
5.3	Timely and effective admissions to suitable specialist placements.	Fran Alexander/Alison Stanford	Aug-21 – Stakeholder events to review Specialist Education Placements – identify what works well, and what do we need to do differently.	**Sep-21** - New action plan developed as a priority from the SEND Independent Review. See Objective 9. **DEC 21: LINK to SEND Decision making panel – on-going**
5.4	Develop the SEND Outcomes Framework to understand impact on young people lives *(Delivery of this sits at Programme Level)*	Kathryn Searle/Stacy Baker	May 2021 – Outline outcomes framework to SEND Programme Board	Aug-21 Currently paused whilst DCO is recruited to. JAN-21 – Revisit with new DCO Jack Walker
6.0	**Strengthen the SEND operational practice by developing key roles within social care and health working closely with SEND and Education leaders** (Glynn Smith) <u>Outcome & Impact</u> <u>Measures of Success</u>			
6.1	Co-develop a recognition of role Social Care play and touchpoints to inform what is expected	Social Care? DCSOs	To Be Completed with new DCSO Hannah Holder	Opportunity to learn from LDA team where this is thought to be more advanced (Hannah) **Jun-22 –** To be linked to DSCO action plan.
6.2	Work with Social Care to establish a DSCO (Designated Social Care Officer) role	Walter McCulloch		DSCO has been agreed and has been appointed.
6.3	Identify SEND Champions within Social Care to creates local expertise within the Social Care system that can spread good practice		To be completed with new DCSO Hannah Holder	**Nov-21** – Appointed Hannah Holder due to start 01/01/2022
6.4	Develop the Deputy DCO role as an operational health link with the wider SEND system	Kathryn & Mark	**Feb-21** Appoint new DDCO and complete induction	**DEC-21** - DDCO has developed network and relationships across SEND System. They have played an integral part in transforming the health

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			Nov-21 DDCO to be fully integrated **Jan-22** - Impact of DDCO to be reviewed	involvement in EHCP process, joined up in the graduated response, leading on the SEND Performance dashboard and co-producing the outcomes framework for Suffolk Partners' **Jun-22 – DCO to provide updates in July**
6.5	Identify SEND Champions within Health to creates local expertise within the health Care system that can spread good practice	Kathryn & Mark	Identify SEND Champions within Health Communicate what this means and what difference this will make to our families	Health SEND Champions are DDCS Rita Jenner, Hollie Boyes.
7.0	**Review and learn from SEND feedback including surveys, complaints, compliments and comments, mediation, Tribunal appeals and Ombudsman outcomes to improve practice across the whole SEND system.** (Lead Parent/Carer Reps/SENDIASS/Francesca Alexander) (SEND Independent Review Rec 9) Outcome & Impact We will have a shared process across education, health and care to review all data received to critically analyse processes and decision making, identify learning points and make improvements across the SEND system. Measures of Success 'You said we did' will be updated to track and evidence differences made from learning Complaints will not be of a repetitive theme The volume of complaints, mediation and tribunals will decrease			
7.1	Review feedback received across the SEND system and identify gaps. Review Tracker Analysis group established with representation from Health, Education Skills & Learning and Social Care. Mediation, Tribunal, DDA, LGSCO, Dispute resolution Social Care – LGSCO Health - CQC	Fran Alexander, Stacy Baker, Hannah Fisk, Glynn Smith Kathryn Searle/Mark Gower	**Aug-21** - Establish Analysis group **Sep-21** Health, Education and Care will have reviewed all internal processes that capture feedback	Health Waveney – Mark Health Ipswich NW – Kathryn SENDIASS – Helen Cumbers Brokerage – Paula Benneworth Tribunal Lead – Helen Stanley Project Lead – Wendy Allen E&L – Francesca Alexander/Alison Jones Social Care – Glynn Smith **Sep-21** - Part completed during meeting, awaiting Tribunals as HS was unable to attend.

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			Oct-21 - Review complaints tracker and tribunals analysing themes, and looking at what we can do differently, learning points, changes to service. **Dec-21** Training on new systems starts **Jan-22** – Review of next steps and milestones with new HoS Fran Alexander	**Oct-21** HS joined and a wider understanding of Tribunals was shared. **Oct-21** – Reviewed a sample of complaints to understand context and consider what a formal review process would look like. **Oct-21** Decision to move CCC to sharepoint. Support from IT to move process to sharepoint to create a database Na implement process to assist in reporting and share dashboard. **Dec-21** Training on new system due 9/12 – communication on changes to be discussed. **Jun-22** Due to other pressures on Sharepoint partner this has paused, work is due to recommence in July 2022, and the new dashboard will be in place Sept-22.
7.2	Develop feedback systems form for use by		Align all data sets to be uniformed Establish baseline data requirements Identify gaps on data collection Creation of feedback form	Pending 7.1
7.3	Established feedback loop		Embedding the feedback process Create Quarterly monitoring report	Pending 7.1
8.0	**Transform the SEND Decision Making Panel and ensure capacity and capability within Inclusion Services to effectively operate it** (Lead Ros Somerville) **See SEND Decision Making Panels redesign plan** SEND Decision-Making Plan V2.docx (sharepoint.com) (Independent Review Rec 2,6,7,8) ‘			

We worked with our Young People's Network to ask children and young people with SEND in Suffolk what was important to them.

Here is what they told us:

My Journey

I want...

- To be involved in co-producing, creating and reviewing my plans.
- The plans for my education, health and care to be presented in a way that I understand.
- My plans to focus on my skills, interests, likes and dislikes, and to help me fulfil my dreams.
- My plans to go with me when I move on so that I don't have to keep telling my story.
- Education settings to raise awareness of children and young people with SEND so that people are kind and I am included.
- Mental health to be talked about more in education settings and with families.
- To have friends and relationships, girlfriends and boyfriends, and be supported to maintain them.
- All workers to adopt the 'Ideal Worker' principles and work in that way.
- People to check in with me on a regular basis to ask how I'm doing, and to respond quickly when things are not going well.
- To do things in a time that suits me not just because I have reached a certain age or milestone.

I want to be involved in creating and reviewing my plans. To co-produce them	Nov-21 – Impower work may assist in this as we look to ensure production of plans are person centre. Look at how this is done differently with schools and setting ensuring creative ways to create and review. Person Centred reviews on PTS site – How do we evolve this practice with schools?
I would like to do things in a time that suits me not just because I have reached a certain age milestone.	Nov-21 – If we can start achieving the co-production we can understand when those times suits, How do we involve education settings to support this? AR training with new SENCos MH & CD to join this up. Portal public interface will provide access for YP when brought in
I want the plans for my education, health and care to be presented in a way that I understand.	Nov-21 – QA process looks at what language is used and easy to read. Review template has started looking at easier ways to record advice. Progression of this work has paused. Primary school have drafted a one-page plan that is easy to read. This has been explored on how this can be

	adopted wider by other schools. ACTION – Discuss with Inclusion Facilitators – check Key to inclusion link,
I want my plans to focus on my skills and interests, likes and dislikes, and to help me fulfil my dreams.	Nov-21 Explore 'plan on a page' working group to be
I want my plans to go with me when I move on so that I don't have to keep telling my story.	Nov-21 – Phased transfer process has been tightened up? How plans Move in and out of counties? https://families.leicester.gov.uk/send-local-offer/send-news-and-events/rix-wiki-pilot-scheme/
I want education settings to raise awareness of children and young people with SEND so that people are kind and I am included.	Nov-21 – Whole School inclusion team work with schools to inform whole school practice and school leadership to raise this awareness and for CYP
I want mental health to be talked about more in education settings and with families.	Nov-21 – There are sufficient Primary Mental Health workers to cover all schools in Suffolk. https://www.suffolk.gov.uk/wellbeingeducation School Nurses work closely with Mental Health services. Visibility – How do we raise awareness, share resources, acknowledge ,mental health
I want to have friends and relationships, girlfriends and boyfriends, and be supported to maintain them.	PSHE Linked to P4 as well to raise with Jane Stannard
I want to be taught about relationships and have sex education at school.	PSHE Linked to P4 as well to raise with Jane Stannard
I want all workers to adopt the 'Ideal Worker' principles and work in that way.	
I want people to check in with me on a regular basis to ask how I'm doing and to respond quickly when things are not going well.	

Commented [WA1]: @Izzy Connell & @Maria Hough to update

Forward Agenda

How to we support schools with Mental Health & Wellbeing, pull strands together across what schools need and how we can support (Involve Paul Hill (NSFT) Beth Moseley (NSFT), Kathryn Searle, Mark Gower, Kelly Semper?, link in with CD & Jaime Hawkins working group).