2021-2022 part of SEND Strategy 2021-2023

SEND Decision Making Panels redesign plan - Draft deliverables and milestones

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Key Stakeholder Representatives: Schools, Parent/Carer, SES, SENDIASS

Target Outcomes	Measures of Success
• To provide appropriate education placements for children and young people that can meet needs identified by their EHCP Needs Assessment or Annual Review. (5)	• A suitable setting, school, college, or provision (EOTAS) which can meet need, is named in their plan in a timely manner. Accurately recorded on to Capita One system to allow reporting.
• The governance of this project will support and monitor the redesign and implementation of a sustainably effective interim and longer-term SEND Decision Making Panel process (1 & 2)	• Agreed Stakeholders, Plan, Target Outcomes and Measures of Success • Bi-monthly report to SEND Programme Board, Quarterly report to Lead Members, 6-month report to Education and Children's Service Scrutiny Committee
• Following effective co-production in the Needs Assessment and Annual Review process, co-production and communication with parents & carers will be timely and reasons for decisions clear (5)	• Feedback from parents/carers, using family services feedback form sent to parent/carers in all correspondence.
• There will be greater, shared understanding of how SEND needs can be met in mainstream schools (3)	• Mainstream Schools will report that they are supported to meet the needs of children and young people with SEND. To define mechanism
• The SEND Decision Making Panel process will be clearly understood by all stakeholders and the SEND Decision Makin Panel will have a clear remit, set of responsibility, and target outcomes. (5)	• Stakeholders will feedback that they understand the SEND Decision Making Panel process to define mechanism • Families will be communicated with efficiently and effectively as set out in the SEND Decision Making Panel Process Quality measured through case audit
• Education settings will receive accurate and timely information regarding consults. (5)	• Education settings will feedback back at How/When? that they receive accurate and timely information. To define mechanism
• Children and young people in Phase Transfer years will be offered an education placement by the statutory deadline as set in the SEND Code of Practice. (4&5)	• Automated weekly update of progress against phase transfer timescales and for non-phase transfer requests reported from spreadsheet (near term), Capita One system when viable
• Staff will have confidence, knowledge, and capacity to deliver the SEND Decision Making Panel process (6)	• Staff will say that they have the time to deliver the SEND Decision Making Panel process measured through staff survey

Panel work is currently underway as part of the Integrated plan, this action plan we recommence in July 2022.

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

#	Action / Deliverable	Owner	Milestones	Progress Update
1.0	**Review of 2019/2021 Specialist Education Panel process to understand what worked well and what are the areas of improvement required, to inform the future SEND Decision Making Panel process so it is effectively managed, communicated, and provides transparency and understanding of process and decisions.**			
1.1	Meet with key stakeholders of the Specialist Education Plans process for 2019/2021 to understand what has worked well, what needs to be done differently and how can we work differently incorporating the findings into this plan	TW/WA	August 2021 – TW collates SOS style feedback from SEND Decision Making Panel current panel August 2021 – WA collates SOS style feedback from Specialist Education Leaders and School leaders from Specialist Mainstream Units August 2021 – WA collates SOS style feedback from Priority 2 members	Review meetings have all taken place, feedback is being collated to provide a clear steer on areas of process that need to be maintained and those that need to be kept.
1.2	Review Independent Review report to capture key	GB/WA	August 2021	Recommendations from the draft SEND Review

Commented [WA1]: How do we receive feedback from education settings? Survey? Panels? Meetings?

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	recommendations and ensure these are implemented in this action plan.			report has been included in this and the wider Priority 2 milestone/action plans to ensure improvements are captured and implemented.
2.0	**Establish a clear governance structure to be used to support, manage, report, and strengthen the SEND Decision Making Panel process.**			
2.1	Governance to be established and communicated to ensure robust monitoring of this plan	RS	September 2021 - This plan needs to be shared, agreed and owned. August-21-January 2022 Documentation of governance structure is agreed with Terms of Reference August 21 – January 2022 Schedule weekly meetings with AD Inclusion August 21 – January 2022 Agree progress update format	Series of meeting from 7th October to include 2 parent carers, Action plan to be shared ToR has been shared W/C 1/11/2021, initial review meeting was held with PC & School rep. Collation of comments and feedback will be discussed at next full partnership meeting on 18/11/21. Final draft to be completed w/c 20/12/21 Weekly meetings are in place with Partnership Data reporting to be included from Clerk – meetings to commence Jan-22
2.2	Review support for senior management to manage the redesign of Educational Panels.	RS	August 21 – Senior Management involvement will be reviewed to ascertain additional support and capacity to manage redesign and implementation Sep-21 Additional SEND Management in place to support with panel process **Jan-22** New HoS due to start **Jan-22** Business Support to be recruited to support panels	(1 Sep) Impower approached and brief provided (scope of impower work needs to be agreed – clearly the 'valuing send' work will contribute, but not directly). Partnership meeting now established. Senior manager oversight of this from 30 November to be clarified. Family Services Mangers need to be fully involved W/C 4 October Alison Stanford to join to add senior management capacity.
2.3	Establish Decision Making Panels scope, organisation representation and decision-making process (Decision making panels include • Admission to Special School (3 days) • Admission to PRU/AP (1 day) • IYFAP (1 day) • EHCP Needs Assessment (1 day)	RS/FA	**Oct 21 – Nov-21** – SEND Decision Making Panel members will be agreed, including representatives to attend to shadow. **Nov-21** - SEND Decision Making Panel decision-making process will be defined and documented as key panel aid. (Feed into 5.1)	**Nov-21** Currently being explored in the ToRs. **Nov-21** Partnership agreed that IYFAP & AP will not form part of ToR. **Dec-21 –** Delay to completion of ToR – Due to capacity this has been delayed. ToR and SoD will be completed in Dec-21.
2.4	Review the functionality of the current spreadsheet in tracker for all CYP referred to specialist education panel, to track progress and outcome and determine how this can be improved / integrated within the Capita System to provide analysis and data reporting to governance structure • What data do we hold? • What data do we need that we do not hold? • Where do we hold the data? • How is the maintained? • What is our QA of data?	FA/WA	**Sept 21** – Meeting with Capita System (Martin Hole/Sally Scrutton) to ascertain what EMS can produce. **Jan 21**- Current spreadsheet will be reviewed by Senior Manager, Project Manager and SEND Decision Making Panel. Ensure consideration of 3.1 to track consults	**Oct-21** Review of current recording processes to establish what exists, shared with Ihub to review next steps in amalgamating and reporting requirements. **Nov-21** Series of meetings to progress reporting to assist with Supply and demand. Minimal progress – Work paused and to be restarted Jan-22.
3.0	**Develop the capability to understand the need, demand for and supply of Specialist Education Placements** (Link to Priority 3, Action 1 Sufficiency Refresh)			
3.1	Use data to establish how many children, in what geographic areas, and with what profile of need, may	I hub	**Aug 21** – Data of transition years for Early years, year 6 and year 11 CYP that have an	Annual review letters for phase transfer sent to schools Sept-21.

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	need a specialist education placement in phase transfer years and outside of phase transfer to report and inform need, demand for and supply of Specialist Education Placements. Alongside those leaving placements and newly created capacity from the SEND Capital programme Use previous year data and annual review outputs to create forecasts		EHCP and set up tracking process to request and monitor completion of AR by October 2021. **Aug 21** – Identify any CYP that are EHE in year 6 or year 11 transition year that requires an AR and allocate AR to appropriate practitioner for completion.	**Dec-21** Need to progress understanding demand and supply
3.2	Establish an automated weekly update for AD Inclusion on progress against phase transfer timescales and for non-phase transfer data of requests received, placements allocated, Incorporate summary into DMT performance report by I Hub.	I hub / TW	**Aug 21** – Agree data progress format **Nov-21 –** Weekly dashboard to be provided to AD & Directors as co-produced with IMPOWER	Paula Fuge has spreadsheet data on transfers – staff should be updating the specialist placement on this spreadsheet when it is agreed and updating EMS – Concerns regarding the accuracy – cross referencing activity to be completed early Dec-21 Data held on teams of current phased transfer years, progress reporting can be developed but needs support. Nov-21 – Evelyn has formulated a spreadsheet that provides number of Phased Transfer AR that have been completed.
3.3	Work with education leaders and parent carers to understand the increasing demand for specialist provision and use both SEND data and local intelligence and demographics to inform sufficiency planning. (SEND Independent review Rec 8)	IC	Work to commence Spring 2022	
4.0	**Work in collaboration with stakeholders to improve confidence, provision and understanding of how mainstream schools can meet needs through making reasonable adjustments and applying resources expected from within the school budgets (the first £6000 of costs) and top-up High Needs Funding allocated on a County-wide basis.** Link to Priority 2 Action 2: Embedding the Graduated Response			
4.1	Create a provision map detailing specialist education provision, specialist education provision attached to mainstream schools to share with families and practitioners to make informed requests.	GM	**Mar-22** Provision map to be completed and communicated out	**Nov-21 –** LG progressing provision map.
4.2	Hold a series of workshops with mainstream and specialist settings to discuss support available, High Needs Funding, how to support and how funding is accessed and to continually receive feedback from education setting stakeholders to improve system.	IC/CD SES	IC/CD to completed	**Dec-21 –** IC/CD to update
4.3	Review and track consults that are repeatedly turned down by education settings to understand the reason and rationale and use this understanding to strengthen knowledge of provision or support for provision.	FA	To be reviewed Jan-22 when new HoS in place	Mainstream consults are sent via EMS Capita - How do we track responses from Mainstream consult?
5.0	**Develop a clear process for placement decision making that is compliant with the code of practice and embeds co-production; detailing the entry points, contact points and outcomes of the Decision-Making Panel for 2022/2023 with an interim solution for 2021/2022**. (SEND Independent Review Recommendation 1,6,7) Links to Priority 2 Action 1			
5.1	Identify entry point for requests for Specialist Education Panel and what information is required and by who, to include CYP that are EHE, out of county and deferred placements. Transition years are identified so Phase Transfers are identified, actively tracked and completed. Establish a spreadsheet (near term), Capita system when viable to effectively track and report against legal timescales Review current Specialist Education Placement request form to ensure information requested is appropriate and the form headings are clear. Embed co-production within the SEND Decision Making Panel process	FA	Sept 21 – Jan-22 - Map As Is Process Jan-22 - To Be process map for 2021/22 admissions Jan-22/Feb-22 – Draft To be process map for 22/23 admissions Jan-22 – High level communication to schools, setting scene, what is coming, what is needed. Include voice over power point. (Short video link in with Martin Hole). Next steps to be reviewed by FA	Gathering data on current process has taken place Nov-21 Awaiting input from ToR to inform revised process.

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	Agree triage system of paperwork submitted to panel to ensure accuracy and quality of information to be provided. Process of consults will be mapped out and communicated to education settings to understand the process and timescales for SEND Decision Making Panel Updates to Local Offer for parent/carers on the process of applying for SEND Decision Making Panel Communication points and protocols are agreed and recorded for audit purposes (this is for SAR's, Quality Assurance checks). Agree communication points on when decision is made, when delays are happening, who communicates, how they communicate, who needs to know what and when? Follow up meeting with SENCO and SES for support Critically review proposed processes with Strategic Partner (once identified) and SCC legal			
6.0	**SCC staff involved with the Decision-making panels process will have the capacity, knowledge, and will be empowered and accountable to support families through the Decision-Making Panels process (This links to P1.4 and new objectives under P2)**			
6.1	A vision, objectives, and standards (communication, timescales for response to calls & emails, etc) for the service. This will be integrated into staff PDRs	PF/SB	Dec-21 – Collaboration on how Valuing SENDS works with Suffolk SOS Jan-21 IMPOWER to provide training programme on V Send to link in with WFD	Dec-21 IMPOWER to meet with Nicola Print to establish collaboration of SOS and V- SEND
6.2	Ensure the current team establishment is filled, strengthen the management capacity of the team, and establish the longer-term resource needs in the team	RS, HR Impower	Sep 21-Dec 21 Fill current and upcoming management team vacancies and add a second Placement Officer using the £100k agreed at DMT Oct 21 undertake capacity analysis to assess the sufficiency of resources to undertake the statutory duties Sep 21 Recruit temporary Business Support Officers to track Annual Review for phased transfers and support for revised SEND Decision Making Panel	W/C 4/10 Alison Stanford to start, recruit in progress for FSM North & West, and Head of Service. Impower to lead and benchmark against other. Short term analysis Mid December Long term analysis early Feb 2022 Additional capacity agreed at DMT, Payment per new plan, Business support additional hours and 2 x Advisory Teachers to support with EHCP AR phased transfer. Awaiting references 3 BSO awaiting to start 6/10/21 start date tbc. **Dec-21** – Significant delays in recruitment, minimal applicants from Opus. Agreed additional hours for BSO, and payment by completed plan for practitioners. Appointed HoS, New Senior Manager, additional support for Tribunal Officer. Interviews for additional BSO taking place Dec-21.
6.3	Based on the SCC Customer Commitment staff will be supported to effectively communicate decisions made by panel and will have the knowledge and expertise to support families and work with them on the outcome from panel.	SB/PF/ HS/RS	Dec-21 UNDER REVIEW	Dec-21 – Staff CPD and training is under review. Staff analysis of training need is due to be completed in Dec-21. Customer commitment training will be included in all staff training.
6.4	Training needs and development will be identified by line managers to support practitioners in working with children, young people with SEND and their families. (SEND Independent Review Rec 2)	SB/LG WFDev	Oct 21 Undertake Training Needs Analysis to identify gaps in knowledge and skills Nov-Jan 22 Develop appropriate training to	SEND & the LAW training delivered 04/11/21, and follow up session 17/11/2021

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			ensure all practitioners and managers are fully conversant with process, procedure SEND Legislation and Person-Centred Planning Feb-22 Process in place to record, review and monitor staff training. Spring 2022 Review to ensure processes are consistent across the County	Core group established to lead the review CPD training with WFD – Initial meeting held 09/11/21, Impower joined meeting 23/11/21. SLT meeting due 14/12/21 to scope survey of current training received by staff. Training to be consider, Tribunal Training, Enhance EHCP training – need to look at further plan writing training.