In progress	Delayed	At risk	Completed – Business as Usual

Suffolk SEND Strategy 2024-2029: Our Commitments - Objectives and Impact

Communication and Information Commitment	
This is a priority for us because: • The voice of children and young people, parents, carers, and practitioners are important and valuable to us. • Children and young people, parents, carers, and practitioners report that it is difficult to contact services and this needs to improve. • Children and young people, parents, and carers report that they do not always know what services are available to them. • Delays in communication lead to less joint working and poorer outcomes for children and young people with SEND. • The Local Area Partnership wants to support the growth of Suffolk Parent Carer Forum (our strategic co-production partner) to enable the voice of parents and carers across Suffolk to improve inclusivity of any underrepresented parents and carers. • Communication between services and partners are not always effective. **Ofsted and CQC Reported** Suffolk Local SEND Inspection found: The local area partnership should engage effectively and widely with children and young people and their Parents and Carers, developing effective communications systems, and acting to address parents' and carers' concerns at an early stage, to reduce dissatisfaction and reduce the need for parents and carers to have to follow formal routes.	
CI 1.1	**Objective:** Children and young people with SEND and their parents and carers understand what services and support are available and know how to access them. **If we do this well:** • We will have improved communication and reach across Suffolk through community settings such as GPs, libraries, family hubs and digital platforms to ensure children, young people and their parents and carers are aware of services and the support available. • Children, young people and their parents and carers will feedback that they are able to access resources and useful information. Services will receive appropriate referrals because there is available and accessible information for children, young people, parents and carers and practitioners.
• **I am in control of my life.** • **I feel supported.** • **My voice is heard.**	

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	Action	Milestone	Owner	Evidence of Impact	Progress
PAP 10.2	Review and improve the summaries for each service on the Local offer website, so that families know what support is on offer and how to access it across the public sector and wider community services	**31/8/24** publish initial pages within the Local Offer **January 25** Each service within the SEND System will coproduce and publish a service offer. **Long term** – A map of the SEND Journey will be coproduced to show families, the routes and services joined up offer	**SEND Programme Manager – Support Web & Comms Managers Local Offer & Suffolk Learning**	**Specific feedback on webpages** **New site** 135,447 page views from 64,270 users (from 01/01/24) **Old site 2357 page views from 1,114 users** **Specific number of hits of webpages specific for information** EHCNA/P/AR page views: Since 01/01/24: 6787 page views from 5245 users Clicks through to the EHCNA portal from the LO: Since 01/01/24: 547 **Data feedback from the was this page helpful**	**Local Offer website launched November 2023** **Jun-24 – Suffolk Local Offer Website has been reviewed and content has been updated to reflect summaries for more services.** **Jun 24 (to 27/06/24)** LO site users: 12,382 LO page views: 25,380 Social reach: 52,372

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				To be development 2024/2025 - Voice/Survey – Families will report through surveys that they know how and where to access support	**May-24 - Was this page helpful activated in May, Reporting will start from June-24.**
CI 1.2	Improve communication reach via Education Settings, Doctor Surgeries and Community Settings to ensure information and communications are accessible via a digital and non-digital platform.	**Sept-24** Agree non-digital communication methods	**SEND Programme Manager** Supported by Communication and Web Manager Local Ofer and Suffolk Learning	Communication register increases to show reach of communication for digital and non-digital.	**Working group to be established Jul-24** **Agreed project Lead – Emma Connell-Smith, supported by Carole Filby, Leigh Ramsey and Sophie Martin – T&F group to include Fran Rusco, Rep from ICB comms (Simon Morgan), SPCF, working group will use Equality Impact Assessment to ascertain reach and work with specialised activity and ensure accessible communications.**

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CI 2	**Objective:** We will maintain and develop opportunities to hear the voice of children, young people, their parents and carers and practitioners to inform and co-produce improvements across the SEND Partnership **If we do this well:** • We will develop parent carer focus groups, working alongside the Suffolk Parent Carer Forum (SPCF), and supporting the Engagement Hub to extend their reach to children and young people across Suffolk. • Children, young people, parents, and carers will tell us that they are able to share their experiences and have their voice heard. • Children, young people, parents and carers and practitioners will see improvements identified through their experiences and feedback embedded as systems change.

This objective will help children and young people achieve the following outcomes.
- **My voice is heard.**
- **I feel supported.**

	Action	Milestone	Owner	Evidence of Impact	Progress
PAP 10.4	Maintain and develop opportunities for families to share their experiences and use this to inform improvements. • Maintain feedback following initial EHC plans.	In place, on-going In place, on-going	Head of SEND Family Services	Feedback shows improvements in: • Respondents finding Family Services Coordinators helpful. Mar-Apr-24 – 68% (Jan-Feb 75%) • Respondents feeling that the final EHC Plan largely or fully took account of their views.	In place, development of using this to inform practice to be developed – December 2025

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	• Maintain Time to Listen Sessions for parents/carers to talk to Senior Leads directly. • Establish a regular forum for effective engagement of the range of local parent/carer representative groups in the SEND Programme		AD Inclusion, SCC SEND Programme Manager SEND Partnership Coproduction Lead	Mar-Apr 67% (Jan-Feb 73%) • Feedback informs continuous improvement. Systemic improvements identified from family experience and feedback are embedded as system changes	In place, further promotion is required. May-24 Coproduction Lead meeting with RISE to develop 3 phase approach 1) coproduction working groups, 2) coproduction charter, 3) Reflection. **Jun-24 In-development – coproduction of survey question on EHCNA form to gain feedback from parents and carers on use of the portal.**
CI 2.1	Develop parent/carer focus groups alongside SPCF and support the Engagement hub to extend their reach across Suffolk and increase engagement and feedback. (Linked to PAP 10.4)	**Jul-24** Develop parent/carer principles of working **Jul-24** Coproduction Charter **Sep-24** Set forward plan for expected focus groups			May-24 Coproduction Lead meeting with RISE to develop 3 phase approach 1) coproduction working groups, 2) coproduction charter, 3) Reflection
PAP 2.7	Evaluate existing mechanisms for CYP and families feedback across education,	From 1/7/24, On-going, feedback reviewed at SEND QA and Performance Board	AD Inclusion, SCC AD CYP SNEE ICB	A common set of simple to collect measures is embedded throughout the EHC process and used at an aggregate and individual child level	**In development – Working group needs to be established to review all**

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	health and social care. • agree a simple process to collate feedback from families throughout their SEND journey to provide, at an aggregate level, a measure of whether things are improving and as a basis for discussion and review at an individual child level.			to demonstrate what is working and where practice needs to improve.	**streams of feedback, and the so what – What do we do?** **New annual review form will capture some of this.** **Friends and Family Test, concerns on this being used.** **Working group to be established July-24** **Sophie Martin (Lead), SPCF, Stacy/Hannah, Holly Robertson, New Deputy HoS – Jen Beaton, Imogen Howarth, Sophie Cooke.** **Action HH – Social Care rep to be agreed.** **Action SM – working group initial meeting to be set up.**

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CI 3	**Objective:** Effective communication across the SEND Partnership will enable needs to be understood and met in a timely fashion. **If we do this well:** • Children, young people, parents, and carers will report that they are informed of progress for assessments via their preferred communication method. • There will be a reduction in complaints on the theme of communication. • Telephone responses will be answered within the agreed time commitments set out in the communication charter.

This objective will help children and young people achieve the following outcomes.

- **My voice is heard.**
- **I feel supported.**
- **I can learn.**

	Action	Milestone	Owner	Evidence of Impact	Progress
PAP 10.1	Improve telephone and email-based communication arrangements so that families receive a better service; including the publishing of a partnership-wide communications charter, with an agreed response times to phone calls, letters and emails and routinely	By 1/7/24 8x8 call-handling I place By 1/9/24 more robust staffing model in place By 31/12/24 publish Charter **<u>Long term</u>** – continue to increase capacity to	SEND Programme Manager, SCC	10% reduction in complaints on the theme of Communication Number of new and returning visitors to the Local Offer website pages Positive feedback about the Local Offer Helpline Improved response to feedback questions	May-24 • 8X8 System delayed, lines are now available, and training is being planned to be in place for July-24. • BSO recruitment delayed due to programme team capacity. Align with working group How and style of communication.

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	seek feedback. 'Did we treat you well, Did we help you with your problem/ query?'	respond to families in a timely manner.			**Jun-24 – New voice recording being prepared; technical queries being resolved to ensure 8x8 is set up specifically for Family Services.**
CI 3.1	Develop a complaints BI Report to track the number of complaints, the timeliness of responses and the themes to identify learning and improve practice.	**Jul-24** Complaints BI Report is in use. **Sep-24** Customer feedback group is established to review theme complaints and use to develop and inform improvements.	Quality Assurance Manager SEND, SCC	Reduction in complaints within specific themes.	May-24 • Further delay due to GOSS system unable to cope with volume of data, and overwriting data cells. This is being investigated, and has been escalated to IT. **Jun-24** • **Escalation to IT Partner from SEND Improvement Board, IT have actioned with GOSS, to resolve the work, estimated 1 day work to complete fix.**
CI 3.2	Telephone responses will be answered within the agreed time commitments set out in the communication charter.	**Jul-24** Coproduce what the communication needs to include and share with	SEND Programme Manager and Coproduction Lead, include Comms & Web Managers	8x8 Tracker will support in tracking call volumes and repeat callers which is expected to reduce as callers have their queries responded to.	**Due to start Jul-24 – This is connected to the RISE work.**

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		services to develop their targets and responses. **Sep-24** Launch communication charter		Reduction in complaints with communication as a theme.	
CI 4	**Objective:** Information about resources and support will be available to children, young people and their parents and carers, and practitioners in a range of formats including written information, digital and through face-to-face meetings and events. **If we do this well:** • Children, young people, parents, and carers will find it easier to access resources on websites, social media, and online portals as well as newsletters. • Children, young people, parents, and carers will feedback that they have improved oversight of progress through statutory processes as a result of the Education Health and Care portal as a communication tool. • Information shared will be better promoted and be more accessible to all children, young people, their parents and carers and staff working across the SEND partnership.				
This objective will help children and young people achieve the following outcomes. • **My voice is heard.** • **I am in control of my life.** • **I am happy.**					
	Action	**Milestone**	**Owner**	**Evidence of Impact**	**Progress**
PAP 10.3	Further develop the resources on websites,	On-going incremental improvements	SEND Programme Manager. Supported by	Specific feedback on webpages	May-24 – New feedback section is on every page of

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	newsletters and social media to make it easier for families to find information		Web & Communications Managers		the local offer. Reporting will be available from June-24. **Jun-24 – Develop feedback form on to Suffolk Learning, to be live from Jul-24.**
PAP 10.5	Improve uptake and use of the online Education Health and Care (EHC) portal for families and practitioners so that families are kept informed about their child's assessment and plan	On-going	SEND Programme Manager	Positive parents/carer feedback about the Liquid Logic Parent Portal especially around communication.	May-24 – Task and finish group will be created with SPCF, and parent/carer focus group. Change team met with SPCF and have implemented changes to include pop up's to assist. **June-24 – Feedback from SPCF collated and technical possibilities explored. Coproduction to take place to produce additional guidance wording/ signposting on portal.**
CI 4.1	Work across children and young people's services to ensure services can sign post	Short term – promote Local Offer across the SEND System to assist in sign posting.	SEND Programme Manager supported by Communication and Web	Visits to the Local Offer website	In development to start September 2024.

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	and support parent/carers to provide information advice and guidance to Children, Young People and their families for example admissions, education welfare officers etc.	Medium term – Use promotional events including SEND drop ins and link in with libraries to share information. Use SEND Local Offer news to reach services and families to share information	Manager (Local Offer and Suffolk Learning).	Number of people reached via promotional events Access to SEND Local Offer newsletter	Action – WA to follow up with LR & CF – link in with other work – link to focus groups – Mystery shopping exercise.
CI 4.2	Ensure information regarding resources are available in non-digital formats, easy read, alternative languages and accessible for visually and hearing impaired.	Short Term Agree criteria for when documents should be involved in non-digital formats, easy read, alternative language and accessible. Medium Term Agree principles for accessible format and apply to documents going forward.	SEND Change Team Lead	Number of accessible versions will increase	In development to start September 2024, this will feed on from PAP 2.7.

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Preparing for Change Commitment

This is a priority for us because:

- Children, young people, parents, and carers report that transition planning (at all stages) is often rushed or inconsistent, and that information is not always shared between settings.
- There are too many young people with SEND who are not in education, employment, or training.
- Children and young people are not sufficiently involved in preparing for adulthood in terms of their education, independent living skills, involvement in their communities and having good health.
- Children and young people need to be supported to prepare for changes big and small.

Ofsted and CQC Reported
Ensure consistently good processes supporting transition from Early Years to Primary, Primary to Secondary and Secondary to Further Education.

PC 1	**Objective:** Develop a multi-agency Suffolk-wide "Preparing for Change Charter", outlining how we will work with children, young people, parents, and carers to prepare young people for times of change to ensure they feel supported and can go on to each new chapter with confidence. **If we do this well:** • 'Ideal worker' principles will be applied, ensuring children and young people's voice are clear and inform the help they receive. • Children, young people, parents, and carers will feedback that they were informed of and understand the options open to them at each point of change. • The charter will be communicated and used to support children and young people as they progress through phases of change.

This objective will help children and young people achieve the following outcomes.

- **My voice is heard.**
- **I feel supported.**
- **I can learn.**
- **I am happy.**
- **I am safe.**

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	Action	Milestone	Owner	Evidence of Impact	Progress
PAP 4.1	Responsibilities of each partner in respect of transitions will be co-produced, documented and embedded to support children and young people in preparing for change across stages of education, health and care.	April-September 2024 Consultation 31/10/24 Revised transition documentation in place **July-24 –** Established key stakeholders to agree the working group to coproduce key principles for successful transition. **Dec-24 –** Communicate key principles to support all CYP with SEND in transitions. **Long Term Plan** Establish better working systems between services including, education health and social care, schools and early years to support all CYP with	AD Education, Skills and Learning Director for CYP, Maternity and Safeguarding NandW ICB AD CYP SNEE	Responsibilities are clear across partners. Pathways are embedded within all agencies Annual Reviews incorporate Moving into Adulthood plans from year 9 onwards. Audits evidence Transition responsibilities are fulfilled	RISE Workshop will focus on transitions – Update Post September-24

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		SEND at transition points.			
PC 2	**Objective:** Children and young people will be supported to successfully navigate times of change including starting education, moving between services or phases of education, and preparing for adulthood. **If we do this well:** • Phase transfers with named education settings will happen by statutory deadline dates to allow sufficient time for children, young people and their parents and carers to plan for and receive the support they need to enable a good transition. • Children, young people, parents, and carers will be better supported at times of transition – including important decisions being made in good time to allow for multi-agency planning and preparation with the child and young person involved.				
This objective will help children and young people achieve the following outcomes. • **My voice is heard.** • **I feel supported.** • **I can learn.** • **I am happy.** • **I am safe.** • **I am in control of my life.**					
	Action	**Milestone**	**Owner**	**Evidence of Impact**	**Progress**
PAP 4.2	Continued improvement in meeting Phase Transfer deadlines is sustained to enable		Head of SEND Family Services	Sustain the good performance in meeting the 15 February (pre-16) Phase Transfer deadline. - 99% 24, 84% 23, 24% 22	May -24 increase in timeliness for 2024 – Working group to review in Jul-Aug 2024

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	children, young people and families the time to prepare.			Improve performance meeting the 31 March (post 16) Phase Transfer deadline. 76% 24, 54% 23, 32% 22 Increase in the % of Phase Transfers with named setting.	**Jun-24 practitioners survey is being sent out to gather feedback to inform improvements to allocation meetings.**
PAP 4.3	Maintain summer and autumn term visits to every school to support transitions to primary and secondary	In place, on-going	Inclusion Heads of Service	Audits of transitions are positive from perspective of families, children, and settings. Indicators show successful placements such as increased attendance, reduced breakdowns in placements, reduced suspensions	
PC 2.1	There will be an increase in workers across the SEND Partnership that demonstrate the ideal worker principles, to support children and young people.	In development	SEND Programme Manager – supported by Change team & Web Communication Officer.	To be development 24/25 - Voice/Survey – Families will report through surveys that they know how and where to access support. Young Person's SEND Survey 2023 201 responses - School or College 137 46.76% Youth or activity club 25 8.53% GP / nurse 39 13.31% Support worker outside of school or college 46 15.70% No-one works with me in this way 27 9.22% Other 19 6.48% 293	**Jun-24 - Ideal worker principles have been coproduced and will be republicized as part of a communication campaign – the feedback of family voice will be developed to capture the impact. Further consideration of an ideal worker for Parent/carers – How would this differ?**

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	Transitions planning for children and young people without phase transfer placement.	Short term – Review Admissions process for 2024, and develop plan for 2025 with learning – to include those without placements, those wishing to have Supported Internships etc Work with School Heads to review the admissions process to agree learning points and improvements.	SEND Change Team Lead with Head of SEND Service		To be included in the lessons learned review commencing July/Aug 2024. Phased transfer for post 16 how is this monitored? – ACTION – Ros re FE Committee

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PC 3	**Objective:** Post 16 providers and system partners will be supported to develop and deliver education and training opportunities so that young people are prepared for employment, independence, and inclusion within their communities and to manage their health and wellbeing. **If we do this well** • The number of young people with SEND in post 16 education (including apprenticeships and supported internships) will rise. • The number of young people with SEND not in education, employment or training will drop. • Young people with SEND will be supported to be active within their chosen communities and build meaningful relationships. • Young people will be better prepared to gain independence in adulthood and manage their health and wellbeing. • Services will embed use of the Preparing for Adulthood plan in collaboration with practitioners supporting young people to set and achieve goals.

This objective will help children and young people achieve the following outcomes.

- **My voice is heard.**
- **I feel supported.**
- **I can learn.**
- **I am happy.**
- **I am safe.**
- **I am in control of my life.**

	Action	Milestone	Owner	Evidence of Impact	Progress
PAP 5.3	Work with post-16 providers, young people and families to review the sufficiency (provision type, range, geography) of post 16 education and training	Initial meeting has scoped draft plan to review the join up of sufficiency planning. In order to align data and current plans this will	Sufficiency Group Lead	Findings from the sufficiency review and plan result in a better range of provision meaning more young people with SEND engage in education, training or employment post 16.	Commence April 2025

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	provision to meet needs and attract young people to remain in education, training or to achieve employment	commence in April 2025 12/25 Conclude Sufficiency Review			
PAP 5.1	Undertake a Preparing for Adulthood (PFA) strategic review to understand how the SEND system can best support in preparing young people for post-16 transitions and develop a plan	30/12/24 Conclude PFA Strategic Review Jan—Mar 25 Specific plan in place	Preparing for Adulthood (PfA) Lead	The analysis of what is working well and what needs to improve informs strategic plans Preparing for Adulthood Training informed by the review is rolled out supporting education, health and care providers and practitioners. Transitions Guide continues to be maintained and extended informed by the review as a valued source of information for young people and families. More young people with SEND are in sustained education, training or employment	In development when new PfA post starts – estimated Oct-24
PC 3.1	There will be a wider range of Supported Internships for YP with SEND to access with the opportunity to gain employment skills.	**Short term –** Establish improved recording for Supported Internships, link to action XX for Post 16 Phased transfer	**Support Internship Lead**	Increase in the number of quality Supported Interns March 2024 – 24 June 2024 - 72	**Jun-24 Leann Ling invited to Jul-24 programme office**
PC3.2	Enable young people with SEND to identify support to be active	**In development**	**Coproduction Lead – With Inclusion Change team and Engagement Hub**	**In development**	**In development – SEND Committee to review Jul-24**

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	within their chosen community.				**Jun-24 – Look at external support from ICP & SCC – Connected Community work – engaged community group .** **Action - Sophie & ECS – To look into**

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Timeliness and Quality Commitment
This is a priority to us because: • Too many children and young people with SEND and parents and carers are not having their assessments completed within the statutory timescales. • Too many children and young people with SEND do not have their Education Health and Care plans reviewed every year to make sure the provision set out in their plan is meeting their needs. • Children, young people, parents, and carers report that waiting times across the partnership are too long. • Our current quality assurance and audit processes are not robust enough in all areas.

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- Delays in children and young people accessing the right support can cause frustration and a lack of confidence for children, young people parents, carers, and providers.

Ofsted and CQC Reported

The Local Area SEND Inspection found: Local area partnership leaders should cooperate to take urgent action to improve the timeliness and quality of the statutory Education Health and Care plan processes, education health and care plan needs assessments, and education health and care plans and annual reviews, particularly using annual reviews to amend the quality of existing Education Health and Care plans where required. This should ensure that plans meaningfully capture the views and aspirations of children and young people with SEND and their families, so that they get the right support at the right time.

TQ 1

Objective:
Individuals working with children and young people with SEND will receive appropriate training for their areas of work to be more competent and confident.

If we do this well:

- New staff will receive induction training, and existing staff will have the time to undertake continuous professional development.
- Staff will tell us they feel more confident.
- Feedback from children, young people, parents, and carers will indicate quality is consistently good for Education Health and Care plans and service delivery.
- The voice of children and young people will be evident in Education Health and Care plans.

This objective will help children and young people achieve the following outcomes.

- **My voice is heard.**
- **I feel supported.**
- **I am safe.**

PAP 1.6	Recruitment, Induction and Training of the planned 46 new practitioners supporting	03/24 Recruitment activity commences following Cabinet agreement to the	AD Inclusion supported by Head of SEND Family	Communication and compliance are improved for the statutory processes	May-24 - Recruitment has commenced with 99 applicants for 5 posts.

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	SCC Inclusion Services takes place. Maintenance training ongoing for all staff in Family Services (Also shown as Action 6.1)	detail of the additional investment deployment for SEND services. 09/24 Final cohort (those that may come from schools' backgrounds) of additional agreed staffing fully in place. 12/24 Induction Training complete for final cohort	Services, SCC and SEND Programme Manager	evidenced by a reduction in complaints on the theme of communication.	Interviews and appointments will take place in June with new starters in Sep-24. May-24 – Induction and Training- initial scoping has taken place – Task & Finish group in June to agree and coordinate Induction & Training with SEND Leaders. **Jun-24 – Recruitment is ongoing, 13 have started, 21 have an agreed start date, 12 are in the recruitment process and 13 and due to commence.**
PAP 3.4	Set up a programme and hold multi-agency training and workshops to reinforce joined up working and quality advice	From 06/24	Designated Officers (DCOs and DScO)	Attendance and feedback following training. • Evidence of impact of the training seen in audits of children's cases	May-24 - 3 x Family Services training dates have been agreed in June and July. Training details to be agreed in task and finish group – this will include communications, legal training, and process improvements.

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					Health & Social Care are holding regular drop in's for Family Services staff to develop multi agency working for EHC plans.
PAP6.1	Recruitment, Induction and Training of the planned 46 new practitioners supporting SCC Inclusion Services takes place. Maintenance training ongoing for all staff in Family Services (Also shown as Action 1.1)	03/24 Recruitment activity commences following Cabinet agreement to the detail of the additional investment deployment for SEND services. 09/24 Final cohort (those that may come from schools' backgrounds) of additional agreed staffing fully in place. 12/24 Induction Training complete for final cohort	Head of SEND Family Services, SCC	Additional resourcing will mean: • Number of EHC plan drafts issued at 16 weeks increases. • Number of final EHC plans issued by 20 weeks increases by September 2025 to National average. • Average number of weeks to finalise EHC plans decreases. • Maximum time to issue EHC plans decreases. • Annual Reviews are held within time. • QA processes indicate quality is good for new plans and updated plans following Annual Reviews.	**Linked as above PAP 1.6**
QT 1.1	SES and PTS Training offer is developed to provide a wide range of training for school-based staff working with	Develop free at the point of delivery based on the themes that emerge from direct work from schools.		During 2022/23 SES delivered free (at the point of delivery) 'essentials' training from across other	**May 24** - SES have developed the Graduated response to assist education settings in

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	children and young people with SEND to deliver quality first teaching, improving awareness of the 4 key areas of SEND Need.			SES teams to 783 teachers in over 200 Suffolk mainstream schools. This academic year to date SES has delivered to 341 teachers. From evaluations, 9/10 schools continue to report this training has enabled their increased confidence and knowledge within the area of need. **P&TS (face to face) training offer** to education settings includes **Keys to Inclusion, Person Centred Planning & Competency Profiling**. Since June 2023 126 colleagues (mainly school staff and some professionals across the SEND system) have attended this training. To date 51 people completed the online SmartSurvey regarding usefulness and impact of this training –	delivering the graduated approach for CYP with SEND. Resources, training and networks are provided consultations assessments and interventions as well via SES & PTS **Jun-24** – PTS have tailored Keys to Inclusion & Person centred planning, from feedback now offer mini paths and competency profiling. SES – working with PTS to bring together an oversight of the Graduated Approach, the What did we do, what did people think, what is the impact. Graduated Response – Suffolk Learning

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				100% reported that the training was useful in terms of supporting inclusive practice (88% found the input extremely useful, 8% very useful and 4% useful).	
QT 1.2	Review of training offer for all staff across the SEND Partnership, with a register for mandatory training, and a review to include CPD.				**May- 24** In development, commencement date to be agreed at SEND Committee July-24 Need to be a multiagency training offer **Jun-24 - ECS and Sarah Ramsey to lead working group -** **Working group – SPCF, SENDIASS, HoS, Engagement Hub, Sarah Ramsey, Health Providers,**
2	**Objective:** Improve staffing levels and ways of working to strengthen quality, person centred planning and co-producing to increase positive outcomes for children and young people whilst also improving statutory timeliness and service targets.				

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	we do this well: • Children and young people with SEND and their parents and carers will receive quality assessments, plans, and reviews on time. • Children and young people with Education Health and Care plans will receive the support and provision they require to meet their needs without delay. • The attainment and progress of children and young people with SEND will improve because their educational needs are identified, and provision is adapted to meet needs more quickly.				
This objective will help children and young people achieve the following outcomes. • **My voice is heard.** • **I feel supported.** • **I can learn.** • **I am happy.** • **I am safe.** • **I am in control of my life.** • **I am healthy.**					
PAP 8.1 – 8.7	Annual reviews are held within time and are of good quality including incorporating the views and aspirations of children, young people and families • Make permanent the Annual Review Triage Team (8.1 PAP) • Continuation of Enhance contract to support Annual Review amendments (8.2 PAP)	**September 24 –** New officers start as a result of the SEND Recruitment Strategy Sept-24 – Set up Annual Review task and Finish group to focus on systems and processes to support the quality and timeliness of EHC Annual Review Sept 24 – New Annual		• Data of timeliness Annual Reviews % Annual Reviews in time/not yet due *Metric ID: SCC High Needs* Apr-23 29.7% annual reviews held within 12 month. Apr-24 46.8% *Reference performance report.*	May-24 – Annual Review Triage team to be permanent and new officers to start in permanent posts – Sept-24 May-24 – new DCO dashboard launched 30/05/24 to enable DCO to have oversight and ensure that social care distributions are clear.

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	• Create a new permanent Annual Review team to address the new AR's (8.3 PAP) • Create a Temporary Team to address the backlog of Ars (8.4 PAP) Ensure Annual Reviews are held for those without an education setting using Inclusion SENDCo resource (8.6 PAP) Rigorously track the progress towards timely, good quality Annual Reviews, including through weekly strategy meetings and weekly supervision, making use of the Business Intelligence dashboards designed for this. (8.5) Regular Trajectory Forecasting takes place to review progress against Annual Reviews held within time PAP 8.7	Review Lead to work with Social Care to ascertain a system to identify social care involvement to implement the community life annual review report. Short term – system to support CYP without an education setting to ensure sufficient resource to hold a annual review.			May-24 - Agreement of EHC Plan writing contract for 3 years. May-24 - Implementation of the new Assessment Team will enable current team to focus on outstanding annual reviews. July-24 Coproduction of revised EHCP Review Views forms (Family Views, Child Views, Preparing for Adulthood).
PAP 1.9	Within SCC, taking forward through the Council's budget approval route, additional funding requests of £4.4m for 2024/25 and £3.4m in	15/2/24 Full Council Agreement to the overall budget 27/2/24 Cabinet agreement to the detail of the additional investment	DCS Cabinet Member for Education and SEND	Resources are in place to improve the quality and timeliness of EHCPs and Annual Reviews and the supporting processes.	Completed - £3.4 agreed recurring – recruitment of posts with action XX

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	2025/26 and 2026/27 to increase capacity within SCC statutory SEND Service.	deployment for SEND services		Additional resourcing will mean: o Decisions on EHCNA in 6 weeks remain at 99% o Number of draft plans issued by 16 weeks increases. o Number of final plans issued by 20 weeks increases. o Average number of weeks to finalise EHCPs decreases. o Increase in the number of Annual Reviews held within time. o QA processes indicate quality is good for new plans and updated plans following Annual Reviews.	
PAP7.1 8.5	Rigorously track the progress, including through the weekly strategy meeting and weekly supervision, towards finalisation of EHC Plans making use of the Business Intelligence dashboards designed for this.	In place, on-going	Head of SEND Family Services, SCC	• Data – of EHCNA (6 weeks is at 100%) • Monthly LT data reporting using iHub dashboards. • Review of data quality reports at team level for missing data Regular running during the year of SEN2 report to help data quality and necessary training requirements.	May-24 – Weekly Family Service Senior Managers meeting tracks EHC Plans using the new dashboard and disseminates requests for action into operational teams. Operational weekly supervisions for coordinators with service leads to support, track and resolve concerns.

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				% of new EHC Plans issued within 20 weeks, excl. exceptions *Metric ID: 2214, Department for Education* Cal Yr 2022 Suffolk **22.8%** England 49.1% Next Publication May/June 2024 SCC Data for month of April 2024 (not annual) • 16% of Final plans issued within 20 wks Average time to issue 38 weeks, 3 days	
PAP7.2	Weekly meeting with Deputy Principal EP and Deputy Head of SEND Services to ensure processes and systems are running smoothly and reduce risk of any delays to allocation of an Educational Psychologist	In place, on-going	Deputy Principal EP Deputy Head of SEND Family Services	Improved timeliness of EHCPs within 20 weeks • Reduced average time to issue an EHCP	May-24 Fortnightly meeting in place between Deputy HoS and Deputy Principal EP, as well as weekly Family Services and EPs meeting to track EHC plans and reduce delay.
PAP7.3	Use of a third-party contractor providing plan writing services and	In place, on-going	Head of SEND Family Services, SCC	Improved timeliness of EHCPs within 20 weeks. • Reduced average time to issue an EHCP	May-24 Enhance Contract in place and being utilised contract is to allocate 50

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	additional hours to support writing of new EHCPs				new plans and 100 annual review amendments -
PAP7.4 8.7	Regular Trajectory Forecasting takes place to review progress against EHC timeliness targets	From 1/3/24 repeated quarterly	CYP Intelligence Hub - Education Lead, SCC	Trajectory forecasting informs effective deployment of resources	May-24 Trajectory work has been completed with an ongoing model to be established as part of the tracking and monitoring of EHCNA and subsequent plans.
PAP7.5	Continue to improve the information about support available to families while their children are going through an EHC needs assessment.	On-going	SEND Programme Manager	Families are supported to access information and wider community support as they need it	Linked to Communication and Information PAP 10.3
QT 3	**If we do this well:** • The collaborative audit process will be strengthened to regularly sample children's files, incorporating multiagency partners, young people and parents and carers views to improve services. • Audits will evidence the voices and ambition of children and young people and evidence the progress they are making. • The impact of audit outcomes will be strengthened across the partnership, helping to improve the quality of our Education Health and Care plans and reviews and identify best practice and areas for improvement. • Staff will be working more efficiently, improving timeliness alongside quality • Children, young people, parents, and carers will receive Education Health and Care plans of higher quality, promoting better outcomes.				

This objective will help children and young people achieve the following outcomes.

- **My voice is heard.**
- **I feel supported.**
- **I can learn.**
- **I am safe.**
- **I am in control of my life.**

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PAP2.1	Review and strengthen the multi-agency partnership SEND QA and Performance arrangements and Board with a workplan of: • collaborative audits of children's files. • thematic audits. • practitioner workshops. • peer review. • learning from national best practice. • 'Close the loop' processes follow up to ensure learning is embedded	Strengthened Board, TOR and Forward Plan by 1/5/24	Head of Programmes, CYP	Good practice is identified to build on. Gaps in performance and development needs are identified and addressed so that the quality of practice improves. • Collaborative Case Audits and Thematic audits demonstrate continuous and sustained improvement in the quality-of-service delivery (How much did we do? How well did we do it? What difference have we made?)	**May – 24** EHCP Quality Assurance Action plan has been developed. This is under review and will be shared in due course.
PAP2.3 **PAP 9.2**	Develop and implement audit tools which evidence practice and impact for children and families using the Outcomes Framework building on the case audit tool developed to support the Area SEND Inspection	03/24 Case Audit tool refined and agreed. 04/24 Case Audit tool implemented. From 04/24 Additional tools developed to support wider auditing	Progress and Quality Assurance Manager SCC	Audit tools provide an accurate assessment of good practice and areas for improvement which in turn inform system-wide change	**May-24** - Children and young people outcomes framework have been linked to all objectives, work will commence through Annual Reviews to gather outcome progress from September 24
PAP2.4	Continue the audit cycles for new EHCPs.	On-going, feedback reviewed at QA and Performance Board	Progress and Quality Assurance Manager SCC	Multi-disciplinary collaborative (involving both the practitioners and the parent/carer and young person voice) case audits of 40 new EHCPs are	**May-24** – EHCP audit cycle continues, work is underway to strengthen QA – this will be focus on the SEND Committee in July -24

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				undertaken each term which evidence and inform continuous practice improvement and consistency. • Increase in quality evidenced through increasing the Audit score of new Final EHC Plans • Audits evidence the voices and ambition of children and young people in shaping their plans.	
PAP2.5	Establish a collaborative audit process to regularly review a sample of children's case files incorporating multi-agency, young person and parent/carer views	In place from 1/6/24	Progress and Quality Assurance Manager SCC	Multi-disciplinary collaborative case audits of 20 EHCPs following the Annual Review are undertaken termly which inform practice improvement and consistency. • Audits evidence the voices and ambition of children and young people and recognise their progress. • Audit findings reviewed and actioned at SEND QA and Performance Board resulting in improvement in SEND services.	**May-24**-Confirmed this is in development with PQA team further update due in July-24

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PAP3.3	Include specific analysis of multi-disciplinary working in collaborative case audits	From 04/24 in line with the reviewed case audit tool. On-going, feedback reviewed at SEND QA and Performance Board	Progress and Quality Assurance Manager SCC	Case audits evidence appropriate join up across services and timely involvement/attendance at key meetings. • Case audits inform systemic improvements in multidisciplinary working	**May-24**-Confirmed this is in development with PQA team further update due in July-24
QT 4	**Objective:** To have effective processes and practices across the partnership. **If we do this well:** • Performance and impact data will be utilised through further developments of audits, learning from complaints and feedback, and using internal systems to manage workload. • We will see a reduction in children, young people, parents, and carers unhappy with the quality of their plans or service • Children and young people with SEND and their parents and carers will experience the delivery of quality services within the set timeframe.				
This objective will help children and young people achieve the following outcomes. • **My voice is heard.** • **I feel supported.** • **I can learn.** • **I am happy.** • **I am safe.** • **I am in control of my life.**					
PAP1.5	Partnership review of key performance information to	By 30/4/24	AD Inclusion, SCC	Partners have a shared ownership and mutual	**May-24** – Impact measures agreed as part

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	develop data set informing the outcomes framework	**Sep-24 – Reporting cycle in place for new impact measures** **Annual review portal dependant on bug resolving portal issue.**		understanding of the indicators which track outcomes for children and young people rather than just activity.	of the development for the Priority Action Plan **May-24** – Outcomes linked to strategy objectives have been included. **May-24** CYP EHC plan annual review is developing to capture CYP outcomes for reporting – this will be in place from September and will build a picture of impact over time.
PAP 1.6	Develop outcome framework and measures to align with the Priority Action Plan and the new SEND Strategy and publish this (Also shown as Action 9.2)	By 08/24		Leaders work more collaboratively with a collective ambition that focuses on things that are most important to and for children, young people and their families. • Stakeholders, including parents and carers will see, through clear, published performance information and Suffolk SEND and AP Data Set the progress being made by the SEND system in Suffolk. • Leaders and partners understand	**May-24 -** Childrens EIAframework has been aligned with the SEND Strategy, the annual review form has been updated to gather CYP progress against outcomes, further development is required to bring this together to report and track. **Review working group – re RISE – Discuss with SRO's - Priority on creating a plan and timeframes.**

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				children, young people and families lived experience better and use this to improve services. Evidenced through surveys, feedback and 'You said, we did'	
PAP 1.7	The SEND Improvement Board uses performance information to assess and challenge progress and deliver improved outcomes for children and young people with SEND and their families.	From 5/24	**SRO – Assistant Director Inclusion, Director of Transformation ICB**		**May-24** Performance dashboard is in development, initial draft shared at SEND Shadow improvement board May-24.
PAP2.6	Demonstrate progress towards outcomes for children by collating progress against EHCP outcomes as schools progressively adopt electronic Annual Reviews recording that will feed into the Liquid Logic Case Management system	By 30/4/24 Revised Annual Review Form launched to schools with more defined outcome progress scaling. 1/5/24 Introduce new recording format to schools and start recording outcomes on Liquid Logic when AR received. 1/9/24 Pilot School adopts electronic Annual Review process. Subject to a Liquid Logic development (date as yet unknown) to allow multiple SENCOs to submit Annual Reviews, phased	Programme Manager SEND, SCC	Progress against EHC plan outcomes can be collated and aggregated to provide evidence of children's progress towards outcomes in their EHCPs. • Electronic annual review and use of the on-line portal recording enables improved communication around Annual Reviews for schools and families.	**Linked to PAP 1.5** **May-24 Delay in launch to Annual Review form, to take opportunity to enable the form to capture data on children's outcomes.**

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		transition of all schools to adopting electronic Annual Reviews			
PAP 2.7	Evaluate existing mechanisms for CYP and families feedback across education, health and social care. • agree a simple process to collate feedback from families throughout their SEND journey to provide, at an aggregate level, a measure of whether things are improving and as a basis for discussion and review at an individual child level.	From 1/7/24, On-going, feedback reviewed at SEND QA and Performance Board	AD Inclusion, SCC AD CYP SNEE ICB	A common set of simple to collect measures is embedded throughout the EHC process and used at an aggregate and individual child level to demonstrate what is working and where practice needs to improve.	**In development**
PAP9.1	A co-produced JSNA and Sufficiency Plan is jointly published by the partnership that dynamically informs best use of available resources	12/24 JSNA produced. 3/25 Sufficiency Plan	AD Inclusion, SCC Deputy Director of Transformation SNEE ICB Director NandW	There is alignment of plans that means joined-up services for families. • Families report fewer gaps in services	**Delayed to 2025, due to current sufficiency plans, JSNA plans and availability of data**

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Right Support, Right Time Commitment	
This is a priority for us because: • Early intervention across the partnership is essential to better meet children and young people's needs. • Inclusive practice is not always consistent across all settings and areas. • There is high demand for specialist services, bespoke and alternative provision. • Children, young people, parents, and carers continue to report delays in accessing services and provision. • Some schools report not feeling confident or able to meet the needs of all their children and young people. • The partnership wants to ensure there are good high-quality services within Suffolk that have the capacity to meet need. • Children, young people, parents, and carers have told us they are not getting support early enough, leading to crises and children's needs escalating. **Ofsted and CQC Reported** Suffolk Local SEND Inspection found: The partnership must agree and embed clear expectations for co-ordinated multi-agency working of children and young people's cases across the Area SEND Partnership.	
RR **1**	Across the partnership systematically plan effective services and use resources to meet children and young people's needs **If we do this well** • An increase in children, young people and their parents and carers getting earlier help and an increase in accessible specialist services for those who need additional specialist support. • There will be improved coordination of data and information across the system to better establish and maintain our understanding of the needs of children and young people with SEND as fully and early as possible. • Needs will be met whilst children, young people, parents, and carers are awaiting specialist placements. • Children and young people's individual needs will be understood, and they will be able to access holistic support to meet those needs.

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	• There will be more inclusive schools supported by specialist services to better meet the needs of children and young people through whole school approaches. • Children, young people and their parents and carers will provide positive feedback about the services they receive.

This objective will help children and young people achieve the following outcomes.

- **My voice is heard.**
- **I feel supported.**
- **I can learn.**
- **I am happy.**
- **I am safe.**

	Action	Milestone	Who	Impact	Progress
PAP 1.8	Work with education leaders to develop strategies to improve inclusion and outcomes for children with SEND including through supporting with: High quality teaching Training Suffolk Inclusion Toolkit (Valuing SEND, SENCO Inclusion Tool Kit, Analysis of Additional Needs Tool) Ordinarily Available Provision Delivering Better Value		AD Inclusion AD Education, Skills and Learning	• Improved progress and attainment for young people with SEND measured by national indicators and direct feedback and tracking of pupil progress. • Reduction in the number of children with SEND excluded. • Survey results indicate that parental satisfaction increases regarding schools' ability to meet need	**May-24 –** SES providing Graduated Response, Roll out and monitoring of Suffolk Inclusion Toolkit, Promotion and engagement to ensure schools are using VSEND. Delivering of DBV, to schools.

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PAP3.1	Review and adopt best practice around having a lead co-ordinating practitioner for each individual child or young person with complex situations adopting best practice using a Team Around the Child approach	Embed this in a phased way from 1/9/24	SEND Programme Manager to coordinate	Lead co-ordinating practitioners are progressively identified for children with complex situations. This supports families with the join-up of services.	May-24 - SEND Programme Committee to review commencement in July-24
PAP3.2	Ensure high quality partner agency contributions to new and amended EHCPs	On-going Improved and consistent system for DCO sign-off of draft plans with content in Section G increasing compliance and quality of EHCPs. • System for DCSO to check plans with content in Sections H improving quality of EHCPs. • Advice audits evidence improved quality and the voice of the child or young person in advice. • Audits evidence NHS and Social Care contributions are present where appropriate in Annual Reviews All those involved with the child or young person will know where to go to access more help if needed. • EHCPs will have	AD Inclusion supported by DCO oversight DCSO oversight	Data to be pulled through – in development	**May-24 –** Launch of DCO dashboard in May-24, to enable tracking of EHC plans needing health and social care advice with sign off.

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		taken account of and reflect the range of advice received leading to improved plan quality evidenced through audits.			
RR 2	**Objectives** To provide support at the earliest opportunity through the accurate identification of the needs of children and young people with SEND. **If we do this well** • The use of the Suffolk Inclusion Toolkit with schools will be embedded. • Opportunities such as the 2 and a half year health check will be utilised. • Mainstream schools will feel increasingly able to meet the needs of children and young people on their rolls. Fewer children and young people will be suspended or excluded.				
RR2.1	Suffolk Mainstream Inclusion Framework (SMIF)	Sept-23 – Dec-23 coproduce the What's ordinarily available toolkit. Jan-Mar-24 – Quality Assure of toolkit. June-July-24 – soft launch of framework July-24 – Gather feedback from schools	**Specialist Headteacher SES**	**SES School focus groups to ascertain evaluation impact – Expected – Starting in September-24 – data update due December-24.**	**May-24 –** Update SMIF has been launched to schools for review and feedback. **Jul-24 –** Headlines draft form 25 June. Graphic design to be applied – requested feedback from schools, positive feedback received to date. Inclusion Team are completing training on using and how to gather evaluation on impact from this.
RR 3	**Objectives** Training and interventions that are known to be effective will be available to all settings that work with children and young people with SEND.				

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	If we do this well • The number of settings accessing programmes such as 'Delivering Better Value, Raising Achievements' and the All-Age Autism Strategy will increase. • Education settings will feel confident in the delivery of effective interventions. • Evidence-based interventions will improve the skills and confidence of children and young people with SEND at an early age, preventing needs escalating.				
This objective will help children and young people achieve the following outcomes. • **I feel supported.** • **I can learn.** • **I am safe.**					
RR3.1	Embed the graduated response	**January 24 –** All Suffolk schools have a termly visit from a Specialist Teacher **September 24 –** Review of locality teams across education, health and care to work with schools to support children and young people at the earliest stage	**Specialist Headteacher SES**	• Data – SES outcomes will show interventions have improved outcomes for CYP with SEND • Voice – Survey practitioners and schools will report that services are joined up around the child	**May-24** – Graduated Response is delivered through a range of tools, training and resources. Termly visits are showing success with less referrals to SES, and a reduction in calls to the Inclusion Support Line. **Jul-24** Visits going to bi-annually, following feedback request from schools. Purpose to ensure School are aware of the SES offer and look at school identified need round SEND, visits will be undertake by WSI team.

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RR3.2	Implement the Delivering Better Value (DBV) programme to support schools to deliver evidence-based interventions for children with SEND to improve their skills and confidence at an early stage and, in turn, prevent needs escalating	DBV Programme will run from **Jan 24 to Dec 25.** This will benefit approx. 150 schools across Suffolk, split into 5 cohorts.	Delivering Better Value Programme Lead	• Data - Assessment data collected in schools from each Cohort will show progress made because of DBV Interventions • Data and Voice/Survey - Confidence changes of children involved in DBV, will be analysed. This will be combined with parental and school feedback to understand wider benefits of DBV interventions (For example this could lead to improved school attendance, reduced need for EHCP applications, greater staff satisfaction).	**Jun-24** • DBV Programme team recruited in Jan 24. • First cohort of 15 schools started **March 24** as a pilot group. They will deliver DBV interventions to children until July 24. • Training programmes for 4 DBV Interventions designed, tested and rolled out to first cohort of schools.
RR3.3	Expansion of the Inclusion Quality Mark to support more inclusive practice in all schools, Whole School Inclusion, Education Access Team	**Awaiting Funding for further progress – Further funding may be identified.**	**Headteacher of SES -**		Feb 24 30 schools now have achieved IQM mark. May24 – 33 and further 3 being assessed. – Funding will al have been used by

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					end of term – Nigel Bougoyne has requested further funding, and Dan Jones – is trying to source additional funding for the smaller schools. Additional funding is agreed for 10 small schools – panel will be established to agree panel education and LA, SPCF]to be part of panel.
RR 4	**Objectives** We will create 826 specialist places by September 2026, ensuring that sufficient health and social care provision is also available to support these places. **If we do this well** • Our SEND capital programme will create more specialist places attached to mainstream schools and special school places; to find out more information please see Our Capital Programme - Suffolk SEND Local Offer (suffolklocaloffer.org.uk). • More children and young people will be supported in settings to meet their needs closer to home. • There will be a reduction in waiting times for suitable placements for children and young people that require a specialist placement. • Children and young people will feel included within appropriate settings and have their needs understood and met. Parents and carers will feel reassured that their child and young person's wellbeing and educational needs are recognised and can be met by their setting				
	Phase 1	Completed	Head of Provider Services	More children will be placed in specialist schools and settings, with less children waiting for a specialist placement and having their needs met earlier. – Data developed on school places	Completed
	Phase 2	On target			In progress
	Phase 3	On target			In progress This is monitored via the capital programme board; progress reports will be

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					provided to board on a quarterly basis.
RR 5	**Objectives** We will improve support to meet the needs of children and young people who are neurodivergent (both with and without formal diagnosis). **If we do this well** • Children, young people and their parents and carers will receive support whilst waiting for assessments and diagnoses, including through the promotion of the Neuro Developmental Delay resource pack. • Parents and carers and practitioners across the partnership will report and demonstrate increased confidence in supporting neurodivergent children. • Waiting times for diagnoses will be within mandated timescales. • Children and young people, parents and carers will feel supported and valued and are able to access the services they need.				
PAP11.1	Promote the newly developed Autism and ADHD Resource Pack and hold follow up workshops for parents and practitioners	01/24	CYP Transformation Lead, SNEE ICB	Promotion of resource pack, monitor access and feedback through local offer following publication in January 24 • Increased online workshops available, attendance data and feedback collected to review effectiveness. • Parent and practitioners report increased confidence in supporting neurodivergent children.	**May-24 –** The resource pack is live on Suffolk Local Offer Website
PAP 11.2	Introduce additional resource to reduce long waits for access to	Milestones within NDD Action recovery plan	CYP Transformation Lead, SNEE ICB	Additional capacity in place for Autism and ADHD assessments from June	**June-24** – Work to clear the backlog is ongoing and for the ASD under 11

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	diagnostic assessments for neurodiversity. • Agree business cases detailing approach to reducing waiting times for autism and ADHD assessments. • Agree trajectories with both West Suffolk Foundation Trust (WSFT) and Norfolk and Suffolk Foundation Trust (NSFT) around reduction in waiting times for autism assessments. • Commission additional capacity from the market for autism assessments. • Commence recruitment of additional ADHD staffing within NSFT • Monthly meetings to monitor progress against waiting time trajectories. • Develop long term revised model for ADHD and Autism assessment with NSFT and WSFT			2024 onwards • Reduction each month in current waiting list for Autism and ADHD assessments from June 2024 onwards • Longer term, improvements in wait times for assessment	service all 852 cases have now been triaged and those going forward to assessment should all be assessed by end November 24. For ADHD and ASD over 11, the procurement of additional support will be completed by the end of July.
PAP11.3	Review impact of Voluntary, Community and Social Enterprise (VCSE) contracts providing support to CYP and their families waiting for a neurodiversity assessment. Take learning	Milestones within NDD Action recovery plan	CYP Transformation Lead, SNEE ICB	Revised services in place to support children and young people while waiting for NDD assessments by August 2025 • Offer made to all children and young people waiting for a	**June-24** The continuing investment into the voluntary sector to provide support services for families while waiting across the ICB has been a

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	and family feedback to redesign delivery prior to reprocurement. • Review existing service provision. • Develop new co-produced service specifications. • Commence procurement programme. • Award contracts. • New service start			diagnosis for support. • 75% of families who are receiving support whilst waiting report an increase in confidence.	success and we are now in the process of evaluating all services prior to a re-procurement exercise commencing in the October 2024 with expected awards of new contracts from August 2025. The total investment across the ICB has been £1m recurrently per year since 2021.
PAP11.4	Strengthen work across the partnership to further develop whole school approaches to supporting neurodiversity and to further develop support for children not in school. • Formal evaluation to be completed by August 2025	31/12/2024 31/08/2025	CYP Transformation NandW ICB		**May-24** – ICB Norfolk & Waveney - Over 100 schools have participated in training to meet sensory needs delivered through four themed events over the 2023/24 academic year. We await analysis of the feedback, but early intelligence suggests expanding the training offer is necessary for professionals to feel confident in supporting children.
PAP 11.5	Strengthening work across the partnership to further develop whole school	01 – 04/24 04/24 07/24	Deputy Director CYP, SNEE ICB and SCC	Complete workshops around new iTHRIVE models of delivery by April	**June-24** The workshops have now been completed and a number of smaller

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	approaches to supporting emotional wellbeing and mental health: • Delivering system workshops to further establish the iThrive Framework within Suffolk • Recovery plan agreed to manage CAMHS and YAMHS waiting times with a clear trajectory for improvement. • Develop implementation plan for new models of delivery. • Oversee the delivery of the new model of care deliver through the Suffolk Mental Health Collaborative • Psychology in Schools Team (Senior Education Psychologist Mental Health / Whole School Approaches - with a current focus on Emotional Based School Avoidance) further develop approach to support for the Wellbeing in Education Mental Health Network, training and resources. An example of current joint working across NSFT, Psychology in Schools and the SCC Psychology and Therapeutic Services) •	08/24 onwards 09/24 09/24		24 • Confirmed recovery plan for CAMHS and YAMHS waiting times with demonstrable improvement by March 25 compared to March 24	working groups are being established to take forward a number of different work streams which will be finalised over the coming weeks,

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	Psychology in schools – review • Embed Mental Health in Schools Teams and utilise learning from programme for future waves				
6	**Objectives** We will establish a system wide holistic approach to supporting the emotional wellbeing and mental health of children and young people with SEND and their parents and carers. **If we do this well** • Resources will be available for parents and carers, schools, practitioners, and the voluntary sector, with direct support for children and young people and access to formal mental health pathways as appropriate. • Fewer children, young people, parents, and carers will need crises support. When crises support is still needed, it will be accessible and better meet needs. • The iThrive framework will be adopted and established within the partnership. • Children and young people will feel understood, safe, and secure, and able to access and enjoy the wider aspects of their life. • There will be a reduction in children and young people who are not accessing education, employment, and training due to poor mental health. • Parents and carers of children with poor mental health will report positive change and improved outcomes.				
This objective will help children and young people achieve the following outcomes. • **My voice is heard.** • **I feel supported.** • **I can learn.** • **I am happy.** • **I am safe.** • **I am in control of my life.**					
PAP 11.6	CYP Mental Health Crisis • Review and extend the	Reduction in CAMHS Tier 4 referrals March 2025	CYP Transformation Lead, SNEE ICB		**June-24** The review is ongoing and has been

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	peripatetic offer wrap around support for children and young people in crisis. • Carry out review of the currently commissioned Coordinated Help and Risk Intervention Service (CHRIS) service with any recommendations feeding into the business case to be developed. • Develop a business case/proposal to meet any gaps in the CYP crisis pathway. • Update to the system wide crisis protocol following stocktake. • Commissioning of any gaps identified through the stocktake. • Strengthening support for children and young people attending A+E in crisis by the continuation of acute mental health practitioners post review	versus March 2024 • Increase in number of children and young people supported by CYP crisis support service March 2025 versus March 2024 • Evaluate impact on families of CHRIS and peripatetic offer. • Families of children with poor mental health report positive change and improved outcomes			slightly delayed, new model will be finalised by end August and once approved implementation will begin.
PAP 11.7	Increase access to support for mental health needs through the Norfolk and Waveney Integrated Front Door (IFD) • Further develop the approach to measuring impact for CYP and families	31/12/2024	CYP Transformation NandW ICB	Children and young people with poor mental health and their families report positive change and improved outcomes using PROMs data and included in routine measurement of	**Jul-24 – Already been expanded – all providers coming through front door, data and measures to demonstrate.**

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				experience. • Reduction of 5% by December 2024 (against December 2023 numbers) in re-referrals – demonstrating needs increasingly met at first contact. • Reduction of 10% in number of CYP rejected by provider following request for support by December 2024 (against December 2023 numbers) • Increase in number of CYP accessing mental health support – meeting or exceeding national trajectory by April 2025 • Increase of 5% in number of self-referrals by December 2024 (against December 2023 numbers) • All requests for support received through IFD by August 2025 • Reduction in waiting list size of at least 10% by August 2025 and trajectory in place to demonstrate continued reduction. • Reduction in recorded absence from school due to a mental health need by July 2025	

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In progress	Delayed	At risk	Completed – Business as Usual

				(against July 2024 numbers).	
PAP 11.8	Introduce Single session interventions for mental health to improve flow through the system	50 individuals trained to deliver Single Session Interventions • Implement Single Session Interventions practice. Greater than 100 CYP effectively supported and discharged following through single session practice by July 2025 • Greater than 50% of CYP supported through single session intervention report needs met. • Fewer than 20% of CYP supported by single session intervention request further support within six months of intervention. • 10% or greater reduction in requests for support tor getting more help and getting risk support	NandW ICB CYPMH		**Jul-24 – Training on going single session interventions - need to measure and will linked to PROMS – collecting and measuring if they are coming within 6 months.**
PAP 11.9	CYP Eating Disorders • Implementation of the new ARFID pathways following agreed business case • Develop and expand Intensive Day Service as an alternative to admission and	Families of children with ARFID report positive change and improved outcomes. • Reduction in CYP admitted for medical stabilisation. • Reduction in number of CYP admitted	NandW ICB CYPMH		**Jul-24 – Plan to be a 7 day a week service, family reporting positive change will come from the PROMS work.**

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In progress	Delayed	At risk	Completed – Business as Usual

	admission avoidance to CYP across Norfolk and Suffolk	to an inpatient unit with an eating disorder by December 2024 (against December 2023 numbers) • Reduction in length of stay for CYP admitted to an inpatient unit with an eating disorder by December 2024 (against December 2023 numbers)			
PAP 11.10	Key workers / care navigators / Dynamic Support Register (DSR) • Early identification of CYP with escalating / unmet needs to DSR and allocation to key worker / navigator service. Care Education and Treatment Reviews, reviews and recommendations completed promptly and plans to meet need in place for CYP. • CYP at risk of needing the DSR are identified earlier. • Bimonthly reporting of DSR/CETR policy implementation and action plan to NHSE	On-going	Quality Lead SNEE	RAG ratings are dynamic and evidence of change to show reduction of risk. • Monitoring of caseload demonstrates that appropriate CYP are identified on the DSR. CYP and families report good experience of the support evidenced by routine capture of feedback when CYP are no longer on the DSR. • Risk levels are appropriately assessed with support of CYP and families and reduction of assessed risk is evident within DSR. • Less than 10% of CYP who are 'stepped aside' from support require re-referral DSR evidences 100% completion of CETR's and	**June 2024** – SNEE ICB update In place and business as usual: • Monitoring of caseload to ensure appropriate CYP identified. • Routine feedback of change experienced from CFYP view through Navigators. • 100% completion of CETRs and recommendations in place, with tracking of recommendations completed through Navigators to DSR

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In progress	Delayed	At risk	Completed – Business as Usual

				that recommendations are in place in place. • Achievement of or exceeding national trajectory for CYP in the Transforming Care cohort requiring inpatient admissions by December 2025.	• Risk levels appropriately assessed and evidence of reduced risk • Work to achieve national trajectory for Transforming Care cohort in inpatient care. This is closely monitored on a regular basis with oversight by EdoN. Active admission avoidance and discharge planning work by CYP Quality Lead. In progress • Work to measure that less than 10% of children re-referred • Feedback from CFYP of their experience of DSR support
PAP 11.11	Mobilise a two-year pilot navigator/keyworker	04/24	NandW ICB CYPMH	MH Navigator Team Manager in post and	**Jul – 24 Recruited with manager in place, waiting**

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In progress	Delayed	At risk	Completed – Business as Usual

	scheme for children and young people with poor mental health at risk of admission			recruitment to five MH Navigator posts complete by August 2024 • Mental health DSR in place by October 2024 and utilised to identify CYP in greatest need of access to more support and risk support. • Reduction in number of CYP presenting in crisis to acute hospitals of 10% or greater by January 2025 (against January 2024 numbers) • All children identified as at risk of admission will have a nominated mental health navigator as evidenced by tracking and on DSR. • Monthly Meetings to review MH DSR in place by August 2024 and all young people on register reviewed. • Report project plan updates to NHSE in place and demonstrating impact of model. Families of children supported by navigator scheme report positive change and improved outcomes through routine	**for all st start (with one already started)**

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In progress	Delayed	At risk	Completed – Business as Usual

				collection of outcome and experience data. • Reduction in numbers of CYP reattending acute hospitals with mental health presentation of 10% or greater by January 2025 (against January 2024 numbers)	
PAP 11.12	Consolidate and expand the Professional Therapeutic Pathway – providing additional MH capacity within Waveney. Particular focus on supporting CYP with neurodiversity through personalised offers of support.	Launched 06/23	NandW ICB CYPMH	Number of CYP supported through PTP to increase by 20% or more by August 2024 (against August 2023 numbers) • Number of CYP with a SEN supported routinely recorded and represent at least 20% or greater of overall PTP use. • Children and young people with poor mental health and their families report positive change and improved outcomes using PROMs data and included in routine measurement of experience. • Reduction of 5% or greater in re-referrals by January 2025 (against January 2024 numbers) – demonstrating needs met at first contact. • Reduction of 10% or greater in number	**Jul – Increased against August 2023 data – and then measure increase against that. Number of CYP with Special Education Need – Feedback using PROMS to collect feedback. To develop the routine reporting**

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In progress	Delayed	At risk	Completed – Business as Usual

				of CYP rejected by provider following request for support by January 2025 (against January 2024 numbers) • Increase in number of CYP accessing mental health support – meeting or exceeding national trajectory by August 2025 • Increase of 5% or greater in number of self-referrals to IFD by January 2025 (against January 2024 numbers) Reduction in waiting list size of 10% or greater by August 2025 (against August 2024 numbers) and trajectory in place to demonstrate continued reduction. • Reduction in 10% or greater of recorded absence from school due to a mental health need by July 2025 (against July 2024 numbers).	
PAP 11.13	Develop and pilot a MH Toolkit to support CYP and their families waiting on the NDD assessment waiting list and identify CYP who may require more specialist	Launch by 30/09/2024	NandW ICB CYPMH	CYP and families report feeling supported whilst they are waiting for an assessment. • Fewer CYP present in MH crisis whilst waiting for an NDD	**May-24 –** To be updated

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	mental health support and enable access to this through the Professional Therapeutic Pathway			assessment (metric to be confirmed)	
To be moved into a strategy commitment – In development					
	Short Breaks reforms - Reduce Activities Unlimited renewal process for families by roll over assessment other than Transition years				
	Healthy Parent Carer training				
	Alternative Provision development				
	Continue to develop Friends and Networks Project supporting day activities / overnight breaks to support re-engagement with school				

Key Enablers					
	Action	**Milestone**	**Owner**	**Evidence of Impact**	**Progress**
PAP 1.1	Agree and implement new SEND Improvement governance arrangements	**1/03/24 Initial Meeting of Shadow SEND Improvement Board, 30/04/24 full governance structure agreed**	**Cabinet Leads** **DCS** **ICB CEO's**	• New Governance arrangements are effective in driving the Priority Action Plan and wider Strategic Action	**May-24 –** New governance arrangements in place with Terms of Reference signed off

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In progress	Delayed	At risk	Completed – Business as Usual

				Plan so that improved outcomes and a better experience for families from the SEND process are realised, as evidenced through the Suffolk SEND and AP Data Set. • Partners understand roles and responsibilities. Clear lines of accountability and oversight provide high support and high challenge as evidenced through the minutes of the meeting.	
PAP 1.2	Finalise the new SEND Strategy 2024-28 that sets priorities for action, establish clear ownership, timescales and outcomes and can be tracked and measured	7/3/24 Draft SEND Strategy March 2024 Co-production incorporating feedback from consultation. 06/24 Final SEND Strategy published	AD Inclusion, SCC Deputy Director of Transformation SNEE ICB Director SNEE ICB Director NandW	• Partners can be held to account for progress against the strategy which will help overcome barriers and drive progress. Evidenced through the achievements of the tracked outcomes	**May-24 –** SEND Strategy has been signed off – final proof will be updated Monday 3 June ready to launch post moratorium. **Jul-24** – SEND Strategy will be publicised on Monday 8 July,
PAP 1.3	Review partnership arrangements to improve	03/24 Review	DCS ICB CEOs	• Improved joint working arrangements drive co-ordinated change and	**May-24 –** Partnership meetings established, and

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	the effectiveness of joint working and accountability			ensure more children receive the right help at the right time from the right person in a way that is joined up across the system.	separate weekly SRO meetings are in place.
PAP 1.4	Work with schools and education providers to identify representatives to join the new SEND Improvement governance arrangements	By 30/4/24	AD Inclusion, SCC	• Joint work informed by education leaders will help ensure changes translate into better outcomes and experiences for children.	**May-24 –** Process has been completed and school reps have been appointed. **Jul-24 –** SROs to meet with new school leaders to share strategy and action plan

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