

		Progress Update										Impact - Measured Difference for children and Parent/Carers				
		Commitment	Objective	Children Outcomes	Action	Milestones	Jun-24	Jul-24	Aug-24	Sep-24	Jun-24	Jul-24	Aug-24	Project Sponsor	Project Lead	
1	PAP 10.2	Communication & Information	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	I am in control of my life I feel supported My voice is heard	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  CF/LR to deliver Local Offer website sessions as part of induction for all new starters across the SEND Local Area Partnership  Working group to be established to create a coproduced guide with what should I expect whilst going through an EHCNA	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	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.	Was this page helpful now set up for reporting	36 Suffolk Local Offer website pages have been updated during Jun-Aug to reflect feedback, and changes, biggest areas of change are for Activities Unlimited and NDO.	Local Offer web manager to deliver Local Offer website training as part of induction to improve new recruits knowledge and awareness for the Local Offer  Working group to be established toFamily Experience whilst waiting for an EHCNA	Site views 35,024  Social Media views Facebook 64k (41k Local Offer, 23.3k) Twitter 2k (1.k Local Offer, 799) Feedback form  Tracking views on Social Media posts that are scheduled re services available	Site views 31,966  Social Media views Facebook 73.2 (39.7k Local Offer, 33.5k Activities Unlimited) Feedback form  Tracking views on Social Media posts that are scheduled re services available	Site views 13,466 28/08/24)  Social Media views  Feedback form  Tracking views on Social Media posts that are scheduled re services available	Wendy Allen	Carole Filby/Leigh Ramsey	
2	CI 1.2	Communication & Information	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.		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.  Working group to be established to review current communication reach against EDI Assessment and look at increasing reach across Suffolk 0 Include Fran Rusco, Sophie Martin, Emma Connell-Smith, ICB reps (Simon Morgan)	01/09/2024 Agree non-digital communication methods.	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.				Translation of website - 11 translated in german, 12 in Spanish, 15 in chinese, 20 in Polish 53% accessed via a computer 46% Mobile 1% Other	Translation of website 8 in Korean 14 Polish 64 Portugese 16 Chinese 5 Italian 52% accessed via a computer 48% Mobile	Translation of website 6 in Korean 2 Greek 9 Chinese  50% Desktop 49% Mobile	Wendy Allen	Sophie Martin	
3	PAP 10.4	Communication & Information	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	My voice is heard. I feel supported.	Maintain and develop opportunities for families to share their experiences and use this to inform improvements.  •Maintain feedback following initial EHC plans.  •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	In place - reporting to be reviewed Dec-25  Time to listen in place - feedback circle to be developed  Summer event planned to engage with Parent & Carers with a further session specific for Parents and Carers as part of the SEND Open Day	In place, development of using this to inform practice to be developed – December 2025  Jun-24 In-development – coproduction of survey question on EHCNA form to gain feedback from parents and carers on use of the portal.	Rise programe starting in September to inform this further.	A focused group was held in August with 11 parents/carers and young people, to provide feedback on the Suffolk Education Health Care Needs Assessment Portal	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.	Time to listen / since April-24  YPN - Impct to be confirmed  Co production - measures to be developed  Family Services EHCP feedback 74% pf families said that the final EHC Plan fully or		Fran Alexander	Sophie Martin/ Hannah Fisk		
4	CI 2.1	Communication & Information	Develop parent/carer focus groups alongside SPCF and support the Engagement Hub to extend their reach across Suffolk and increase engagement and feedback.		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 Sept-24 RISE Programme Coproduction Charter Sep-24 Set forward plan for expected focus groups		Delayed - Will recommence with RISE work in Septmeber-24	EHC Portal Parent Carer Focus Group held with 11 attendees				A diverse group of attendees provided representative insight into portal experiences, including those where english is an additional language. We will be making improvements to improve accessibility and user experience as a result.	Ros Somerville/Garry Joyce	Sophie Martin	
5	PAP 2.7	Communication & Information	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.		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	Agreed working group lead by Sophie M to look at what exists currently across the partnership to gather feedback from CYP and P/C. 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.	Initial meeting started to discuss how information is held and can be accessed.	We have begun to coproduce survey questions for the EHC Portal to capture user experience and feedback			Initial reporting from data captured within the revised review report indicates that young people, parents and carers feel that the support provided by their EHCP is helping them to make progress	Francesca Alexander			
6	PAP 10.1	Communication & Information	Effective communication across the SEND Partnership will enable needs to be understood and met in a timely fashion.	My voice is heard. I feel supported. I can learn.	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 seek feedback. 'Did we treat you well, Did we help you with your problem/ query?' New BSM leading on 8X8 phone system	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  Long term – continue to increase capacity to respond to families in a timely manner.	Delayed - will commence in August/September under new Business Support Manager			Local Offer line is manged by Customer rights enabling calls regarding the local offer to be answered timely and with appropriate responses and signposting (13 calls previously received 13 calls per day)	15 Calls via the local offer line (previous receivings 80+ per day)		Ros Somerville/Garry Joyce/R	Sophie Martin		
7	CI 3.1	Communication & Information	Develop a complaints BI Report to track the number of complaints, the timeliness of responses and the themes to identify learning and improve practice	My voice is heard. I am in control of my life. I am happy.	Develop a complaints BI Report to track the number of complaints, the timeliness of responses and the themes to identify learning and improve practice.	01/07/2024 Complaints BI Report is in use. 01/09/2024 Customer feedback group is established to review theme complaints and use to develop and inform improvements.	GOSS IT issues resolved - Officers now updatign data to test new BI Dashboard		New reegroup meeting set up to review dashboard and input and impact	Impacted by GOSS	Impacted by GOSS, now resolved		Wendy Allen	Steph Fowkes		
8	CI 3.2	Communication & Information	Telephone responses will be answered within the agreed time commitments set out in the communication charter.	My voice is heard. I am in control of my life. I am happy.	Telephone responses will be answered within the agreed time commitments set out in the communication charter. -Linked to PAP 10.1	Jul-24 Coproduce what the communication needs to include and share with services to develop their targets and responses. Sep-24 Launch communication charter	Due to start Jul-24 – This is connected to the RISE work							Wendy Allen	Danni Stanton	

9	CI 4	Communication & Information	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.	My voice is heard. I am in control of my life. I am happy.		Jun-24 - Suffolk Local Offer Website - provides accessibility statement and guidance on how to access via accessibility										Wendy Allen	Carole Filby/Leigh Ramsey
10	PAP 10.3	Communication & Information	Further develop the resources on websites, newsletters and social media to make it easier for families to find information		Further develop the resources on websites, newsletters and social media to make it easier for families to find information	Easy Read & translation of SEND Strategy to be available for Oct-24	May-24 – New feedback section is on every page of 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.	Quotation obtained for translation and Easy read - business cases being drafted for funding				Activities Unlimited and NDD Webpages have been improved following feedback on the web pages8	3 feedback forms have been received with requests that are not with in the gift of the website - no impact/improvements for August			Wendy Allen	Carole Filby/Leigh Ramsey
11	PAP 10.5	Communication & Information	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		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	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.	Work ongoing to address feedback (eg: task and finish group re known name, technical issue related to allocated worker displaying on portal resolved, work to align legacy EHCNA education advice and portal form). Portal Focus Group to be consulted Sept 24 Work to increase use of portal if parents and carers indicate it is their preferred communication method					Work is underway to look at capturing the number of new portal accounts requested by parent/carers versus those that are created by Assessment Team on behalf of.			Wendy Allen	Sophie Cooke
12	CI 4.1	Communication & Information	Work across children and young people's services to ensure services can sign post and support parent/carers to provide information advice and guidance to Children, Young People and their families for example admissions, education welfare officers etc.		Work across children and young people's services to ensure services can sign post and support parent/carers to provide information advice and guidance to Children, Young People and their families for example admissions, education welfare officers etc.	Short term – promote Local Offer across the SEND System to assist in sign posting.  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										Wendy Allen	Leigh Ramsey/Carole Filby
13	CI 4.2	Communication & Information	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 to documents going forward.	Connected to PAP 2.7		Business case for LT to approve translation of the SEND Strategy  System wide translation olution working group to commence in September to look at a system wide approach to translation.	Due to commence						Change Team	
14	PC1	Preparing for Change	See PAP 4.1	My voice is heard. I am happy. I can learn. I feel supported. I am safe	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.												
15	PAP 4.1	Preparing for Change	Work across children and young people's services to ensure services can sign post and support parent/carers to provide information advice and guidance to Children, Young People and their families for example admissions, education welfare officers etc.		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.  Long Term Plan Establish better working systems between services including, education health and social care, schools and early years to support all CYP with  Dec-24 – Communicate key principles to support all CYP with SEND in transitions			Special school profiling improvement project work commenced with Coms team and special heads to improve information available to parents and carers .  New Preparing for Adulthood Post is live for recruitment and will be integral to this role.						PFA Lead		
16	PC2	Preparing for Change	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.	My voice is heard. I feel supported. I can learn. I am happy. I am safe.												PFA Lead	
17	PAP 4.2	Preparing for Change	Continued improvement in meeting Phase Transfer deadlines is sustained to enable children, young people and families the time to prepare.						Working with the accessibility co-production group to review portal access								
18	PAP 4.3	Preparing for Change	Maintain summer and autumn term visits to every school to support transitions to primary and secondary		Maintain summer and autumn term visits to every school to support transitions to primary and secondary											Izzy Connell	
19	PC 2.1	Preparing for Change	There will be an increase in workers across the SEND Partnership that demonstrate the ideal worker principles, to support children and young people.		There will be an increase in workers across the SEND Partnership that demonstrate the ideal worker principles, to support children and young people.				Recruitment SEND assessment days used ideal worker principles when designing tasks .				Engagement hub CYP survey includes a question around this.			Ros Somerville	I Hub
20	PC 2.2	Preparing for Change	Transitions planning for children and young people without phase transfer placement.	My voice is heard. I feel supported. I can learn. I am happy. I am safe. I am in control of my life.	Transitions planning for children and young people without phase transfer placement.				Await PFA Lead							PFA Lead	
21	PC 3	Preparing for Change	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.						Await PFA Lead							PFA Lead	
22	PAP 5.3	Preparing for Change	Work with post-16 providers, young people and families to review the sufficiency (provision type, range, geography) of post 16 education and training provision to meet needs and attract young people to remain in education, training or to achieve employment			Initial meeting has scoped draft plan to review the join up of sufficiency planning. In order to align data and current plans this will commence in April 2025  12/25 Conclude Sufficiency Review			Await PFA Lead							PFA Lead	

		Preparing for Change	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		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										
23	PAP 5.1	Preparing for Change	There will be a wider range of Supported Internships for YP with SEND to access with the opportunity to gain employment skills.		There will be a wider range of Supported Internships for YP with SEND to access with the opportunity to gain employment skills.				Await PFA Lead						PFA Lead
24	PC 3.1	Preparing for Change	Enable young people with SEND to identify support to be active within their chosen community.		Enable young people with SEND to identify support to be active within their chosen community.				Await PFA Lead						Leann Ling
25	PC 3.2	Preparing for Change	Individuals working with children and young people with SEND will receive appropriate training for their areas of work to be more competent and confident.	My voice is heard. I feel supported. I am safe.	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 6.1)	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		4 week induction programme has been developed and rolled out to the first wave of new starters. Feedback and learning is beking recorded to make improvemnets. Tasks for evidencing learning have been developed. Full SEND services training days have been delivered with co-produced leaining agendas.					As the induction programme is deployed QA audits will show improved quality. Existing staff were asked to record there confidence, knowledge and skills, this showed that staff felt a 66% increase in confidence, knowledge and skills. Further impact will continue to show in quality improvemnt.		
26	PAP1.6	Timeliness and Quality	Set up a programme and hold multi-agency training and workshops to reinforce joined up working and quality advice		Set up a programme and hold multi-agency training and workshops to reinforce joined up working and quality advice			Induction programme has input from Health and Social care with dedicated learning sessions.						Francesca Alexander/ DCO/DCSO	
27	PAP 3.4	Timeliness and Quality	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 1.6)		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		4 week induction programme has been developed and rolled out to the first wave of new starters. Feedback and learning is beking recorded to make improvemnets. Tasks for evidencing learning have been developed. Full SEND services training days have been delivered with co-produced leaining agendas.						Wendy Allen	
28	PAP 6.1	Timeliness and Quality	SES and PTS Training offer is developed to provide a wide range of training for school-based staff working with children and young people with SEND to deliver quality first teaching, improving awareness of the 4 key areas of SEND Need.		SES and PTS Training offer is developed to provide a wide range of training for school-based staff working with children and young people with SEND to deliver quality first teaching, improving awareness of the 4 key areas of SEND Need.	Develop free at the point of delivery based on the themes that emerge from direct work from schools.								Izzy Connell/Claire Darwin	
29	QT 1.1	Timeliness and Quality	Review of training offer for all staff across the SEND Partnership, with a register for mandatory training, and a review to include CPD		Review of training offer for all staff across the SEND Partnership, with a register for mandatory training, and a review to include CPD.			suggested improvements with workforce development has been scoped.					BETEC Qualified staff within family services team being explored		Francesca Alexander
30	QT 1.2	Timeliness and Quality	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.	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.				Exploring the opportunity SEND staff exclusive KEYS to inclusion training arranged and introduced as part of the induction process (3rd October) . SEND staff exclusive PCP training day to be arranged.						Francesca Alexander	Emma Connell-Smith
31	QT 2	Timeliness and Quality	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) •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		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) •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	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 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.									
32	PAP 8.1 PAP 8.2 PAP 8.3 PAP 8.4	Timeliness and Quality												Francesca Alexander	Lizzie Girling

33	PAP 1.9	Timeliness and Quality	Within SCC, taking forward through the Council's budget approval route, additional funding requests of £4.4m for 2024/25 and £3.4m in 2025/26 and 2026/27 to increase capacity within SCC statutory SEND Service. (Duplicate in Governance)	Within SCC, taking forward through the Council's budget approval route, additional funding requests of £4.4m for 2024/25 and £3.4m in 2025/26 and 2026/27 to increase capacity within SCC statutory SEND Service.  Recruitment strategy £3.4m to recruit additional 59 posts.  Recruitment strategy £2.7m to recruit additional 33 posts	15/2/24 Full Council Agreement to the overall budget 27/2/24 Cabinet agreement to the detail of the additional investment deployment for SEND services												Ros Somerville	Wendy Allen
34	PAP 7.1 PAP 8.5	Timeliness and Quality	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.	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.													Francesca Alexander/Claire Darwin	
35	PAP 7.2	Timeliness and Quality	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	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													Francesca Alexander/Claire Darwin	
36	PAP 7.3	Timeliness and Quality	Use of a third-party contractor providing plan writing services and additional hours to support writing of new EHCPs	Use of a third-party contractor providing plan writing services and additional hours to support writing of new EHCPs													Francesca Alexander	Lucy Jacobs
37	PAP 7.4 PAP 8.7	Timeliness and Quality	Regular Trajectory Forecasting takes place to review progress against EHC timeliness targets	Regular Trajectory Forecasting takes place to review progress against EHC timeliness targets													Ros Somerville	Harriet Wakling
	PAP 2.1	Timeliness and Quality	Review and strengthen the multi-agency partnership SEND QA and Performance arrangements and Board with a workplan of:  - collaborative audits of children's - thematic audits - practitioner workshops - peer review - learning from national best practice. - Close the loop' processes follow up to ensure learning is embedded														Ros Somerville	Stacy Baker
38	PAP 2.2	Timeliness and Quality	Continue/further develop the parent/carer feedback survey after issuing the first draft EHCP.	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	Strengthened Board, TOR and Forward Plan by 1/5/24			Officers working with schools have capacity over the summer and have focused on calls to families.		44 Families responded -	20 Families responded - <b>Need to add changes</b>	49 Families have been contacted and responded to the survey					Francesca Alexander	Hannah Fisk
39	PAP 7.5	Timeliness and Quality	Continue to improve the information about support available to families while their children are going through an EHC needs assessment.	Continue to improve the information about support available to families while their children are going through an EHC needs assessment.				Development of the step by step what to expect graphic and information for the Local Offer website.									Francesca Alexander	Carole Filby
40	PAP 2.3 PAP 9.3	Timeliness and Quality	Develop and implement audit tools which evidence practice and impact for children and young people and their families using the Outcomes Framework building on the case audit tool developed to support the Area SEND Inspection	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												Ros Somerville	Stacy Baker
41	PAP 2.4	Timeliness and Quality	Continue the Audit cycles for new EHCP's	Continue the audit cycles for new EHCPs.				Report ready mid-September									Ros Somerville	Stacy Baker
42	PAP 2.5	Timeliness and Quality	Establish a collaborative audit process to regularly review a sample of children's case files incorporating multi-agency, young person and parent/carer views	Establish a collaborative audit process to regularly review a sample of children's case files incorporating multi-agency, young person and parent/carer views													Ros Somerville	Stacy Baker
43	PAP 3.3	Timeliness and Quality	Include specific analysis of multi-disciplinary working in collaborative case audits	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												Ros Somerville	Stacy Baker
44	QT 4	Timeliness and Quality	To have effective processes and practices across the partnership.  My voice is heard. I feel supported. I can learn. I am happy. I am safe. I am in control of my life.					SEND Strategy 24-29 SharePoint site launched to internal and external partners to support effective data/documentation sharing									Ros Somerville/Garry Joyce/Rebecca Hulme	
45	PAP 1.5	Timeliness and Quality	Partnership review of key performance information to develop data set informing outcomes framework	Partnership review of key performance information to develop data set informing the outcomes framework	By 30/4/24 Sep-24 – Reporting cycle in place for new impact measures Annual review portal dependant on bug resolving portal issue.	With support from Intelligence hub performance paper has been developed to show monthly, and annually data, detailing progress or decline, against agreed targets.	Health data is now included for areas of NDD, Emotional Wellbeing and number of referrals to Health										Ros Somerville/Garry Joyce/Rebecca Hulme	Harriet Wakling
46	PAP 1.6	Timeliness and Quality	Develop Outcomes Framework and measures to align with the Priority Action Plan and the new SEND Strategy and publish this.	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)				Agreed working group to be established to review work todate, incorporating the new performance board report, and to look at current surveys where child outcomes are looked at									Kathryn Searle	Wendy Allen
47	PAP 1.7	Timeliness and Quality	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	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			Agreed working group to be established to review work todate, incorporating the new performance board report, and to look at current surveys where child outcomes are looked at									Ros Somerville/Garry Joyce/Rebecca Hulme	Wendy Allen
48	PAP 2.6	Timeliness and Quality	Demonstrate progress towards outcomes for children by collating progress against EHCP outcomes as schools progressively adopt electronic Annual Review recording that will feed into the Liquid Logic Case Management System	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 transition of all schools to adopting electronic Annual Reviews	Apr-24- Pilot education Setting using EHC Portal  May-24-Revised Review Report launched, incorporating scaling for outcomes, provision and effectiveness of EHCP  Jun-24-Co-production session to develop revised Views Forms for Reviews	Jul-24-Schools data dashboard to support oversight of EHC processes launched to pilot setting  Aug-24- Outcomes and Scaling for EHC review reports submitted by education settings inputted into caseload management system. New reporting built to provide insight into data.	Work to begin to onboard additional sites to Review portal									Francesca Alexander	Sophie Cooke

49	PAP 2.7	Timeliness and Quality	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.	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										
50	PAP 9.1	Timeliness and Quality	A co-produced JSNA and Sufficiency Plan is jointly published by the partnership that dynamically informs best use of available resources	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									Ros Somerville	Sophie Martin
51	RR1	Right Support, Right Time	Across the partnership systematically plan effective services and use resources to meet children and young people's needs	My voice is heard. I feel supported. I can learn. I am happy. I am safe.										Ros Somerville/Garry Joyce/Rebecca Hulme	
52	PAP 1.8	Right Support, Right Time	Work with education leaders to develop strategies to improve inclusion and outcomes for children and young people with SEND including through supporting with: High quality teaching, Training, Suffolk Inclusion Toolkit, (Valuing SEND, SENCO Toolkit, Analysis of Additional Needs Tool), Ordinarily Available and Delivering Better Value).	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	All groups are in place, work is required to coordinate reporting and updates centrally under the Evidenced Based Outcome Accountability					Suffolk Education Partnership SES & PTS Training Offer Suffolk Inclusion Toolkit SMIF DBV				Ros Somerville	???
53	PAP 3.1	Right Support, Right Time	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	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									Wendy Allen	
54	PAP 3.2	Right Support, Right Time	Ensure high quality partner agency contributions to new and amended EHCPs	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 taken account of and reflect the range of advice received leading to improved plan quality evidenced through audits.	Jun-24-DCO dashboard launched to SNEE and N&W ICBS						Learning from rates of sign off trackable using the dashboard is to be used for induction and training for the service		Francesca Alexander	
55	RR 2	Right Support, Right Time	To provide support at the earliest opportunity through the accurate identification of the needs of children and young people with SEND.												
56	RR 2.1	Right Support, Right Time		Suffolk Mainstream Inclusion Framework	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										
57	RR 3	Right Support, Right Time	Training and interventions that are known to be effective will be available to all settings that work with children and young people with SEND.	I feel supported. I can learn. I am safe.										Izzy Connell/Claire Darwin	
58	RR 3.1	Right Support, Right Time		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									Izzy Connell	
59	RR 3.2	Right Support, Right Time	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	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.									Ros Sommerville	Lou Babbs
60	RR 3.3	Right Support, Right Time	Expansion of the Inclusion Quality Mark to support more inclusive practice in all schools, Whole School Inclusion, Education Access Team	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.									Izzy Connell	
61	RR4	Right Support, Right Time	We will create 826 specialist places by September 2026, ensuring that sufficient health and social care provision is also available to support these places.											Garry Joyce/Rebecca Hulme	
62	RR5	Right Support, Right Time	We will improve support to meet the needs of children and young people who are neurodivergent (both with and without formal diagnosis).											Garry Joyce/Rebecca Hulme	
63	PAP11.1	Right Support, Right Time	Promote the newly developed Autism and ADHD Resource Pack and hold follow up workshops for parents and practitioners	Promote the newly developed Autism and ADHD Resource Pack and hold follow up workshops for parents and practitioners										Garry Joyce/Rebecca Hulme	



64	PAP11.2	Right Support, Right Time	Introduce additional resource to reduce long waits for access to 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		Introduce additional resource to reduce long waits for access to 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	Milestones within NDD Action recovery plan													
	PAP11.3	Right Support, Right Time	Review impact of Voluntary, Community and Social Enterprise (VCSE) contracts providing support to CYP and their families waiting for a neurodiversity assessment. Take learning 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		Review impact of Voluntary, Community and Social Enterprise (VCSE) contracts providing support to CYP and their families waiting for a neurodiversity assessment. Take learning 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														Garry Joyce/Rebecca Hulme
	PAP11.4	Right Support, Right Time	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		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														Garry Joyce/Rebecca Hulme
	PAP11.5	Right Support, Right Time	Strengthening work across the partnership to further develop whole school 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		Strengthening work across the partnership to further develop whole school 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														Garry Joyce/Rebecca Hulme
67	PAP11.6	Right Support, Right Time	CYP Mental Health Crisis • Review and extend the 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	My voice is heard. I feel supported. I can learn. I am happy. I am safe. I am in control of my life.	CYP Mental Health Crisis • Review and extend the 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														Garry Joyce/Rebecca Hulme
	PAP11.7	Right Support, Right Time	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		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														Garry Joyce/Rebecca Hulme
69	PAP 11.8	Right Support, Right Time	Introduce Single session interventions for mental health to improve flow through the system		Introduce Single session interventions for mental health to improve flow through the system														Garry Joyce/Rebecca Hulme
70																			Garry Joyce/Rebecca Hulme

71	PAP 11.9	Right Support, Right Time	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 admission avoidance to CYP across Norfolk and Suffolk		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 admission avoidance to CYP across Norfolk and Suffolk										Garry Joyce/Rebecca Hulme	
72	PAP 11.10	Right Support, Right Time	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.		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										Garry Joyce/Rebecca Hulme	
73	PAP 11.11	Right Support, Right Time	Mobilise a two-year pilot navigator/keyworker scheme for children and young people with poor mental health at risk of admission		Mobilise a two-year pilot navigator/keyworker scheme for children and young people with poor mental health at risk of admission										Garry Joyce/Rebecca Hulme	
74	PAP 11.12	Right Support, Right Time	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.		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.										Garry Joyce/Rebecca Hulme	
75	PAP 11.13	Right Support, Right Time	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 mental health support and enable access to this through the Professional Therapeutic Pathway		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 mental health support and enable access to this through the Professional Therapeutic Pathway										Garry Joyce/Rebecca Hulme	
76	PAP 1.1		Agree and implement new SEND Improvement Governance arrangements			All SEND governance arrangements are in place with Programme Office, Feeding Committee and Committee Updating Improvement Board which is chaired by Independent Chair. Terns of reference have been agreed.	New Education reps have been appointed and are now board members	Meeting schedule has been put in place for the next academic year.		IT Delay for complaint dashboard escalated to Improvement Board. GOSS matter resolved, following Board Support	Further investment of budget agreed at Cabinet following support from Board				El Mayhew/Sarah Jane Smed	Wendy Allen
77	PAP 1.2	Governance	Finalise the new SEND Strategy 2024-29 that sets priorities for action, establish clear ownership, timescales and outcomes and can be tracked and measured.			Coproduced SEND Strategy finalised and agreed by cabinet, and ICB Exec Board.		Task and finish groups are mobilising for the SEND Strategy detail within SEND Strategy action plan.							Ros Somerville/Garry Joyce	Wendy Allen
78	PAP 1.3		Review partnership arrangements to improve the effectiveness of joint working accountability and coproduction with as many families as possible			Fortnightly partnership meeting, weekly SRO meetings to focus on partnership working	RISE Programme on hold until September-24								Ros Somerville/Garry Joyce	Sophie Martin
79	PAP 1.4		Work with schools and education providers to identify representatives to join the new SEND Improvement governance arrangements		Education Reps Suffolk Learning website page to be live September 24	School reps appointed by ballot nominations	Education reps confirmed and have joined Improvement Board	Set up Suffolk Learning dedicated page to Education Reps to share consistent messages out to the education area, including rep bio's and linked to Improvement Board papers	Following SPCF Survey Education Reps would like to coproduce a question with SPCF for schools to find out at a school level parent/carer and YP feedback.						Adrian Orr	Wendy Allen
80	PAP 1.5	Governance	Partnership review of key performance information to develop data set informing outcomes framework			With support from Intelligence hub performance paper has been developed to show monthly, and annually data, detailing progress or decline, against agreed targets.	Health data is now included for areas of NDD, Emotional Wellbeing and number of referrals to Health	Report now includes longest wait for EHCNA and waits over 20 weeks.							Ros Somerville/Garry Joyce	Harriet Wakling
81	PAP 1.6	Governance	Develop Outcomes Framework and measures to align with the Priority Acton Plan and the new SEND Strategy and publish this.				Initial meeting with QA lead from ICB SNEE to review progress to date.	Agreed working group to be established to review work todате, incorporating the new performance board report, and to look at current surveys where child outcomes are looked at							Kathryn Searle	Wendy Allen
82	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												Ros Somerville	Harriet Wakling
83	PAP 1.8	Governance	Work with education leaders to develop strategies to improve inclusion and outcomes for children and young people with SEND including through supporting with: High quality teaching, Training, Suffolk Inclusion Toolkit, (Valuing SEND, SENCO Toolkit, Analysis of Additional Needs Tool), Ordinarily Available and Delivering Better Value).			All groups are in place, work is required to coordinate reporting and updates centrally under the Evidenced Based Outcome Accountability				Suffolk Education Partnership SES & PTS Training Offer Suffolk Inclusion Toolkit SMIF DBV					Ros Somerville	????
84	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 2025/26 and 2026/27 to increase capacity within SCC Statutory services.		Recruitment strategy £3.4m to recruit additional 59 posts. Recruitment strategy £2.7m to recruit additional 33 posts	December-24 March-25	Started 13 Due to start in next month 21 In recruitment process 12 Further action required 13	Started - 41 Due to start - 4 In recruitment - 14 70% completed							Ros Somerville	Wendy Allen
85	PAP 1.10	Governance	Recruitment, Induction and Training of the planned 46 new practitioners supporting SCC Inclusion Services take place. Maintenance training ongoing for all staff in Family		Recruitment Strategy Induction planning Service Training days for Family Services	Linked to PAP1.9 Induction programme in place Jul-24 Ongoing	Induction programme put in place across Education, Social care and Health 4 Family Service days held (two focus sessions) Initial scoping for Family Services training days, content included, SEND and the LAW, Reflective Practice, Consults and EDI	Further development of Induction & Training programme with Specialist Head to include specialist provision training to understand what specialist provision is available.							Francesca Alexander	Wendy Allen

