

**Northumberland Local Area**

**Written Statement of Action Plan**

**Progress Update : November 2020**

**Inspection Date : 1st October 2018**

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**This Written Statement of Action has been approved and endorsed by:**



Cath McEvoy-Carr - Executive Director of Adult Social Care and Children's Services, Northumberland County Council



Vanessa Bainbridge - Accountable Officer – Northumberland Clinical Commissioning Group



Dean Jackson - Service Director - Education and Skills, Northumberland County Council



Liz Morgan - Director of Public Health, Northumberland County Council



Graham Reiter - Service Director - Children's Social Care, Northumberland County Council



Councillor Wayne Daley - Lead Member for Children and Families for Northumberland County Council

**The Northumberland Local Area Commitment**

*The Northumberland Local Area is committed to giving all children the best start in life and to support them to reach their full potential. We want vulnerable children and young people to develop their independence and resilience and to become confident adults who live fulfilled and productive lives. To this end, we will work in partnership as professionals from a variety of organisations and with children, young people and their families to ensure that services and support arrangements for children and young people with special educational needs and disabilities are of the highest quality and have the maximum impact.*

The Northumberland Joint Health and Wellbeing Strategy 2018-2028 (JHWS) underpins this commitment. Within the theme of ‘*Giving children and young people the best start in life’*, a key priority in Northumberland is *‘to provide the best quality education that we can’.* In particular, the JHWS says that the local area will ensure that children and young people with special educational needs and/or disabilities will all have *‘the appropriate level of support’.*

The Northumberland local area was inspected in October 2018. The outcome letter detailed the strengths of the local area’s provision, the areas for improvement and, most importantly, the identified areas of significant concern that this Written Statement of Action will address. These are:

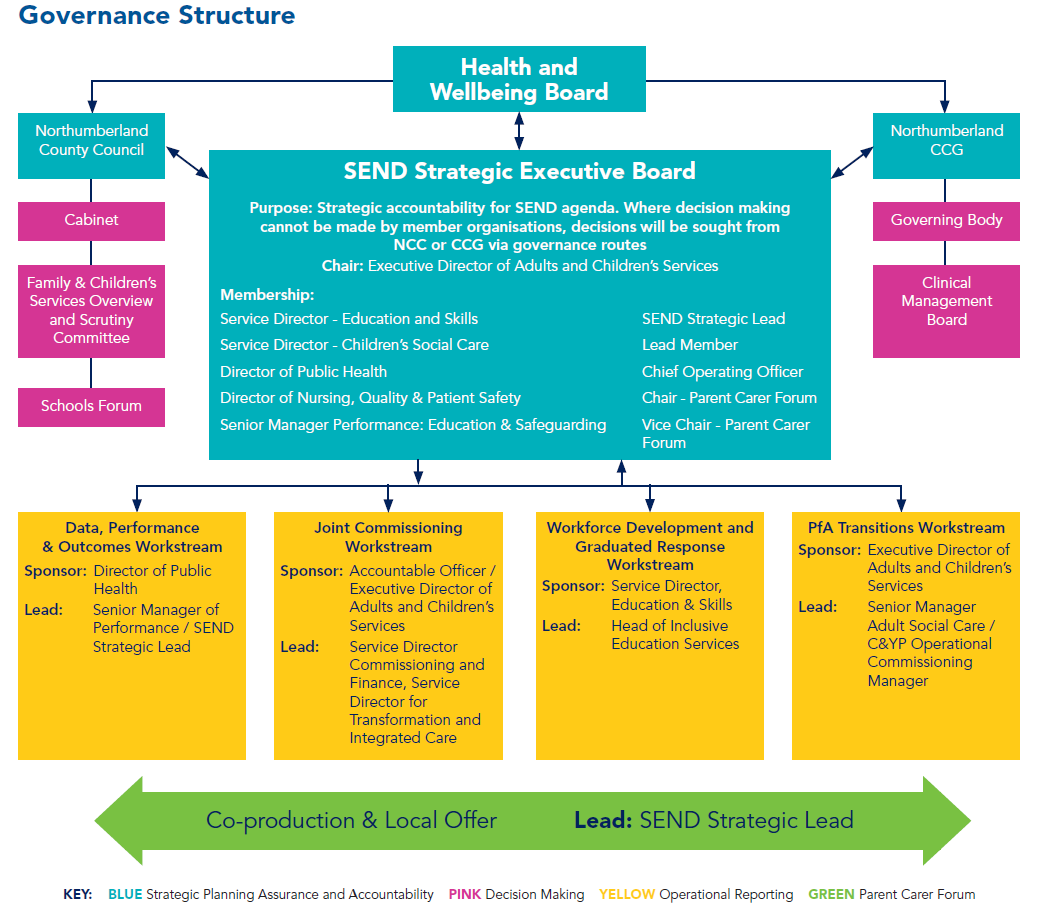
1. The weaknesses in the local area’s arrangements for jointly planning, commissioning and providing the services children and young people who have SEN and / or disabilities and their families need.
2. The inconsistencies in the graduated response in identifying, assessing and meeting the needs of children and young people who have SEN and / or disabilities in mainstream primary and secondary schools.
3. The poor outcomes achieved by children and young people with SEN and / or disabilities and the weaknesses in successfully preparing them for their adult lives.

We will know that these areas of concern have become strengths when

1. Using the JSNA, there is a shared understanding of the needs of the population across partners with clear strategic co-produced plans to promote effective commissioning and provision of services to meet identified need.
2. The graduated approach is understood and embedded within the practice of our settings and schools and children, young people and their families have confidence that their needs are identified and met effectively across all ages.
3. There is a local area co-produced Outcomes Framework in place that demonstrates that children and young people with SEND achieve positive outcomes and as a result are well prepared for moving into adulthood.

To achieve these strengths the Written Statement of Action describes the actions and milestones that will be taken to bring about rapid improvement in the local area’s services for children and young people with SEND. We are aware that several of our success measures are new and local, and therefore rely on the development of new data collections / audits or surveys. Where it is clear that impact should be measured by hard data to help us track milestones and there is no baseline data, we will establish systems to gather that information. This will be supported by a rigorous quality assurance and audit programme.

All partners and the Parent Carer Forum have been consulted during its development and the Statement will be monitored monthly against its milestones and key indicators. Arrangements are in place to provide clear lines of accountability for the implementation and monitoring of the Written Statement of Action which will be delivered through the workstreams illustrated below. The SEND Strategic Executive Board, chaired by the Executive Director of Adult Social Care and Children’s Services, will meet monthly to monitor progress against the actions set out in the WSOA and its links to the revised Local Area SEND Strategy. The SEND Workstreams, will drive implementation and report their progress at every SEND Strategic Executive Board and at least bi-annually to the Family and Children’s Scrutiny Committee and the Health and Wellbeing Board.



Glossary of terms

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| **Abbreviation** | **Term in full** | **Definition** |
| CCG | Clinical Commissioning Group | Northumberland Clinical Commissioning Group commissions most of the hospital and community NHS services in Northumberland. |
| CYPS | Children and Young People’s Service | The service is for children and young people (0-18 years) who may be experiencing some kind of distress or mental health difficulty and who may or may not have a learning disability. |
| DfE | Department for Education | The Department for Education is responsible for children’s services and education, including early years, schools, higher and further education policy, apprenticeships and wider skills in England. |
| EHA | Early Help Assessment | Early Help means providing support as soon as a problem emerges, at any point in a child’s life, from the foundation years through to the teenage years |
| EHC | Education Health and Care | Education Health and Care |
| EHCP | Education Health and Care Plan | An EHCP is for children and young people aged up to 25 who need more support than is available through special educational needs support. EHC plans identify educational, health and social needs and set out the additional support to meet those needs. |
| GA | Graduated Approach | The SEND Code of Practice describes it as “a model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs.” |
| IIT | In It Together | Northumberland Parent Carer Forum |
| ITT | Initial Teacher Training | To become a qualified teacher in schools across the UK, you need to undertake Initial Teacher Training. |
| JSNA | Joint Strategic Needs Assessment | A Joint Strategic Needs Assessment looks at the current and future education, health and care needs of local populations to inform and guide the planning and commissioning (buying) of health, well-being and social care services within a local authority area. |
| NCC | Northumberland County Council | The Council is responsible for agreeing the County Council's budget and setting Council Tax. It also agrees the major policies that set out the County Council's overall approach to service delivery. |
| NCFE | NCFE | NCFE originally stood for Northern Council for Further Education, but it dropped the full name in the 1990s and is now simply known as NCFE.  NCFE is a national, educational awarding organisation that designs, develops, and certificates diverse, recognised qualifications and awards, including for distance learning courses. |
| NDTi | National Development Team for Inclusion | NDTi is a not for profit organisation that has been working for 25 years with communities, governments and health and social care professionals to enable people at risk of exclusion, due to age or disability, to live the life they choose. |
| PCF | Parent Carer Forum | A parent carer forum is a group of parents and carers of disabled children. Their aim is to make sure the services in their area meet the needs of disabled children and their families. |
| PfA | Preparation for Adulthood | Describe the process of moving from childhood into adulthood. |
| PHSN | Public Health School Nurse | Public health nurses are qualified and registered nurses or midwives who have specialist knowledge around supporting children and young people in schools and the communities. |
| QA | Quality Assurance | Having a system in place that ensures quality of a service or process by means of attention and oversight of every step within a process or service. |
| SENCo | Special Educational Needs Coordinator | A SENCO is a teacher who coordinates the provision for children with special educational needs or disabilities in schools. |
| SEND | Special Educational Needs and Disability | The needs of a child or young person who has a difficulty or disability which makes learning harder for them than for other children their age. |
| SEND IASS | SEND Information Advice and Support Service | SEND IASS offers impartial information, advice and support to families of children and young people with special educational needs or disabilities. |

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| 1. **Weaknesses in the local area’s arrangements for jointly planning, commissioning and providing the services children and young people who have SEN and / or disabilities and their families need.** | | | | |
| Key Priorities | Action required  *What did we say we were going to do?* | Timescale  *By when?* | Milestone success measure / Intended outcomes  *How will we know it’s made a difference?* | Progress – November 20  *What do we know has happened?* |
| 1a. Review governance arrangements to ensure there are clear lines of accountability across the whole system | Refresh governance arrangements ensuring that there is clear understanding of accountability and governance across all stakeholders  Arrangements shared with all organisations and services through Northumberland SEND Bulletin and Managers briefings. | Jan 19  Jun 19 | Evidence of key decisions and of progress updates at the appropriate SEND Board, Cabinet, Health and Wellbeing Board and CCG Board.  Evidenced by:  Action log will demonstrate timely decisions and monitoring of plan. | Achieved.  Governance arrangements refreshed. Agreed terms of reference and membership. |
| 1b. Revision of Local Area SEND Strategy | Co-produce through engagement activities with children, young people and their families, Parent Carer Forum, schools, settings and health and social care partners, a Local Area SEND Strategy 0-25 | Sep 19 | There is a SEND Strategy that children, young people and their families have coproduced and reflects the needs of the Local Area.  Professionals across the Local Area are aware of their role and responsibilities for SEND and have a clear understanding of the vision and strategy for SEND in Northumberland.  SEND Strategy formally adopted for Northumberland setting direction and vision for SEND over the coming years and available on the Local Offer.  Evidenced by:  Children, young people and their families are involved in 100% of stakeholder engagement activities.  Survey showing that 80% of stakeholders involved in engagement activities feel their voice was heard. | Partially achieved.  Local Area SEND Strategy reviewed in the light of the pandemic. Amendments made to reflect the findings from parents and carers from the SEND Survey. Draft Strategy to go for consultation. |
| Finalise and publish SEND Strategy following approval by Cabinet, CCG executive governing body and Health and Wellbeing Board. | Oct 19 | Partially achieved.  Awaiting consultation before publications. |
| Cascade SEND Strategy through series of events for Parents and Carers and local area managers and teams. | Oct 19 | Partially achieved.  Awaiting consultation before publication. |
| Co-produce a Participation and Co-production Policy with parents, carers and young people | Jun 19 | Achieved.  Participation and Co-Production Policy produced, placed on Local Offer. |
| 1c. To develop an effective joint commissioning strategy to support the delivery of the SEND strategy | Within general review of JSNA, there will be a SEND (0-25 years) Joint Strategic Needs Assessment to include prevalence data, analysis and forward projection of need to enable a clear understanding of needs of SEND population 0-25. | Jun 19 | The Joint Strategic Needs Assessment enables strategic leaders to have an understanding of need and forward projections to effectively plan and commission services and care packages that can meet need. | Achieved.  SEND JSNA 2019 produced.  Refresh in Oct 20 with added data from education, health and social care and the findings from the SEND Survey on the impact of families |
| Establish workstream to embed SEND JSNA refresh into performance updates.  Analyse data for implications for service planning and commissioning. | Jun 19 | The Joint Commissioning Strategy, Group and Action Plan is based on robust data analysis of the local population and identified need. | Achieved.  Workstream established for SEND JSNA. |
| Review arrangements for operational decision making forums, ensuring all have clear Terms of Reference, appropriate governance, membership.  Audit attendance of membership of panels. | Feb 19  Mar 19 | There is a transparent decision-making process in place enabling effective decisions to be made about resourcing.  Evidenced by:  Audit attendance lists to ensure there is 90% multiagency representation from E, H and C in all forums. | Achieved.  Arrangements reviewed   * SEND Panel * High Level Resource Panel * Children’s Continuing Care * Dynamic Risk Register   Terms of reference and membership refreshed.  Audit showed effective multiagency representation from E, H and C. |
| Establish 0-25 years SEND joint commissioning workstream, agree Terms of Reference and meetings schedule.  Agree priorities between education and health.  Refresh 0-25 SEND Commissioning Strategy and co-produce workplan. | Jul 19  Jul 19  Sep 19 | There is a mechanism for addressing the commissioning requirements needed to deliver the SEND Strategy which leads to swift implementation of care packages evidenced by EHCP reviews. | Achieved.  Workstream established and priorities agreed between education and health.  Joint Commissioning Strategy and workplan completed. |
| Establish joint arrangements with Public Health, Children’s and Adult Social Care, CCG and NCC to review in house provision across education, health and social care to align resources accordingly.  Appoint integrated services post to review therapies and nursing. | Feb 20 | Evidence based, outcome focussed reports to inform joint commissioning are produced. | Appointed a PT Health Practitioner to review SALT and OT Therapies delivered by specialists and generalists. Report completed Sept 2019 |
| Carry out service reviews to support the co-production of future service delivery   * Mental health pathways * Special School Nursing * Speech and Language Therapy / Occupational Therapy * Transition | Apr 20  Dec 20  Mar 20  Aug 19 | 100% services reviewed with PCF and any identified developments co-produced with the PCF. | Partially achieved  Mental health pathways reviewed. Special School Nursing provision more equitably distributed across schools according to clinical need.  Identified next steps to be taken to progress speech and language therapy / occupational therapy. |
| Embed an outcomes based accountability approach to monitoring local area outcomes for children and young people with SEND (See section 3). | Mar 20 | The Local Area will be able to understand how effective it is at meeting the needs of children young people and their families with SEND. | Partially achieved.  NDTi supported the Local Area in using a performance based accountability approach to developing an Outcome Framework. A Draft Outcomes Framework and SEND Dashboard are now in place. |
| 1d. using a person centred approach to improve the quality of Education Health Care Plans | Develop a module of the Local Area EHCP training programme which is produced by children, young people and their families to promote a person centred approach within education health and care needs assessments and delivery.  Explore with PCF / SENDIASS how to best include this within staff training eg delivered by a parent / carer / young person, video resource etc  Audit Section A of new EHCPs to establish baseline.  Repeat Section A audit following delivery of training. | April 19  May 19  May 19  Nov 19 | The voice of the child, young person and their family is central to the EHCP process. Professionals have an understanding of what person-centred planning is and how to embed it within their practice.  Evidenced by:  Monthly multi-agency audit of plans with PCF will demonstrate improvement in quality of Section A in EHCPs.  80% of new EHCPs evidence the views, interests and aspirations of children and young people. | Achieved.  Training workshop developed by SENDIASS and In It Together (PCF). Training on person centred planning delivered at SENCo conferences and annual review training.  Audit of Section A within EHCPs shows aspirations clearly included in EHCP and progress maintained over time. |
| Deliver training to children and adult teams on person centred planning and provision of high quality EHC needs assessment advice   * Health teams * Social care teams * Education Support Teams   Training to be rolled out by team managers to staff who are not available for the training session. | Mar 20 | Staff within Education, Health and Social Care teams have a shared understanding of best practice in relation to the provision of quality advice as part of an EHC needs assessment.  Children and young people benefit from high quality EHCPs which leads to better progress against outcomes in education, health and social care.  Evidenced by:  75% teams in localities will be trained by Dec 19, 100% teams by Mar 20. | Achieved.  All teams across education, health and social care received training on the provision of high quality EHC needs assessments. |
| Provision of plan writing training to SEN Team   * In house training to develop shared standards of best practice for each section of the EHCP * Team to access training coordinated by DfE * Areas for development identified within the monthly Multi Agency EHCP Audit meetings to be shared and actioned * Audit timeliness of provision of plans   Improve culture towards developing a joint local area responsibility and ownership of EHCPs through multi agency training involving PCF. | Dec 18  Monthly  Dec 19 | Person centred, high quality Education, Health and Social Care Plans will be issued within statutory timescales enabling an effective package of support to be put in place.  Evidenced by:  Monthly multi-agency audit of plans with PCF will demonstrate 75% of EHCPs will be judged to be of a good quality by Mar 20.  95% of EHCPs are completed within statutory timescales for each academic year. | Achieved.  In house and regional plan writing training accessed by75% of SEN team. Action Plan in place.  Timeliness of plans is monitored monthly and is routinely above 90%. |
| Establish weekly monitoring from Capita One report for the SEN Manager and Coordinators to enable effective monitoring of performance of   * Timeliness of provision of advice from education, health and social care * Workload of SEN Team individuals * Statutory timescales for EHCPs, Annual Reviews   Results to be shared during individual and / or team support and supervision with actions put in place as required | Dec 18  Feb 19  Monthly | Staff within the SEN Team have a shared understanding of best practice in relation to plan writing.  Evidenced by:  Monthly multi-agency audit of plans with PCF will demonstrate 75% of EHCPs will be judged to be of a good quality by Mar 20.    Quarterly external scrutiny from North SEN and Disability Professional Adviser, DfE of three most recent EHCPs. Feedback to be provided at monitoring visits. | Achieved.  Weekly monitoring in place for the timeliness of provision of E,H and C advice.  Statutory timescales for EHCPs above 90% as of September 20. |
| Establish pathways to ensure that children and young people with personal budgets, continuing care and continuing healthcare have these arrangements consistently reflected within their EHCP and are updated annually.  Complete multi agency audit with PCF of EHCPs to ensure above pathways are delivering improvement in quality of plans. | Nov 19  Jan 20 | Education Health and Care Plans fully reflect the aspirations, need and provision of individual children.  Evidenced by:  Targeted multi-agency audit of plans with PCF demonstrate 90% of new plans contain all relevant information. | Achieved.  Pathway developed and agreed to ensure that those who access continuing care have this information included within their EHCPs.  Multi agency audits show consistent improvement being made on a bi monthly basis across all areas of the EHCP. |
| Develop a pathway to ensure that during a 12 month rolling period one LAC review will be jointly held with the EHCP annual review to ensure needs are being met in an integrated way.  Complete audit of Section H of EHCPs to ensure social care information is present and accurate. | May 19  Mar 20 | Education Health and Care Plans fully reflect the identified social care need and provision of individual children.  Evidenced by:  By 2020 75% of EHCPs for LAC show social care needs accurately reflected in the EHCP. | Partially achieved.  Pathway developed to increase alignment of LAC review with EHCP Annual Review. Increasing alignment of reviews, though not yet at 75%. Process reviewed and agreed slightly different approach to be supported going forward by Virtual School deputy head and new LAC SEND post in the SEN team.  100% of children and young people undergoing an EHC needs assessment have advice from children’s social care. |
| Audit Quality Assurance systems across education, health and social care to ensure that good quality advice and effective EHCP systems are in place. | Sept 19 | All services produce high quality advice as part of an education health and social care needs assessment.  Evidenced by:  90% of education, health and social care teams have effective QA processes in place to monitor the quality of EHCP advice. | Achieved.  CNTW and NHCT have quality assurance processes in place with monitoring through quarterly meetings with DCO.  NCC education and social care teams have QA processes in place. |
| 1e. Increase workforce capacity to be able to lead on improvement required within the Local Offer | Identify funding to enable recruitment of Local Offer Officer post.  Develop job description, person specification and parameters and remit of the role. | Mar 19 | Dedicated resource allocated for improvement of the Local Offer. | Achieved.  Funding identified and key tasks and responsibilities identified. |
| Appointment of Local Offer Officer to lead work on improving the content and accessibility of Local Offer | Jun 19 | Local Offer Officer in post and delivering on actions within the Local Offer action plan. | Achieved.  Local Offer Lead in place Jun 19. |
| Establish Local Offer Steering Group and co-produce Local Offer action plan. | Jul 19 | Increased accessibility of the Local Offer for families.  Steering Group and Action Plan in place.  Progress on Local Offer action plan to report to SEND Strategic Executive board quarterly. | Achieved.  Local Offer Action Plan in place with quarterly progress reporting to the SEND Board. |
| 1f. Improve the content and accessibility of the Local Offer for children, young people and their families. | Re-audit the Local Offer against the Code of Practice and identify information that is missing or requires improvement.  Develop action plan with steering group to ensure all relevant information is included and is accessible. | Aug 19 | The content of the Local Offer will enable parents and carers to know what services are available and how to access them.  Evidenced by user survey. | Achieved.  Audit completed and informed development of Local Offer Action Plan. Quarterly progress reporting to the SEND Board. |
| Identify a regular feedback mechanism for improving accessibility and measuring progress on the quality of the Local Offer through working with In It Together.  Establish mechanism in place to capture views re accessibility and publish a ‘you said, we did’ response. | Sept 19  Oct 19 | Increased accessibility of the Local Offer for families.  Feedback through surveys and focus groups demonstrates increased accessibility of the Local Offer on a termly basis. | Achieved.  Mechanism established and can be seen [HERE](https://www.northumberland.gov.uk/NorthumberlandCountyCouncil/media/Child-Families/SEND/Comments%20on%20the%20local%20offer/SEND-Local-Offer-Comments-Jan-2020.pdf) |

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| 1. **Inconsistencies in the graduated approach to identifying, assessing and meeting the needs of children and young people who have SEN and / or disabilities in mainstream primary and secondary schools.** | | | | |
| Key priorities | Action required  *What did we say we were going to do?* | Timescale  *By when?* | Milestone success measure / Intended outcomes  *How will we know it’s made a difference?* | Progress – November 20  *What do we know has happened?* |
| 2a. System wide improvement to embed the graduated approach   * SENCo’s | Establish Graduated Approach Steering Group of Head Teachers, SENCos, education, health and social care staff to oversee, review and monitor plan to embed graduated approach within mainstream schools. | Jan 19 | Schools steer the embedding of the GA and identify what support is needed to enable this to be fully embedded.  Evidenced by increase use of graduated approach detailed in outcome measures below. | Achieved.  Initial meeting of Steering Group held Jan 19. Workforce development plan reviewed and updated. |
| Establish data set and reporting that will enable the identification of schools where support is required / best practice to share to target local area support   * Identify data trends to understand practice on the ground at the level of partnerships and individual schools * Understand where ‘early identification of need’ is inconsistent within partnerships, schools * Identify best practice that can be shared across the system * Identify target schools 2018-19 that require additional support and / or challenge from the council for implementation of the GA and school improvement in relation to SEND * Identify agreed actions to be taken when schools are non-compliant with targeted support * Data reports to feed into Graduated Approach Steering Group to determine actions needing to be taken and to monitor inclusive practice across the Local Area * Identify target schools 2019-20 that require additional support and / or challenge from the council for implementation of the GA and school improvement in relation to SEND from updated data and repeat cycle | Jan 19  Feb 19  Feb 19  Mar 19  Mar 19  Ongoing  Aug 19 | Strong inclusive educational practice is identified and best practice is shared. Schools who require support and / or challenge around inclusive educational practice are identified and support provided leading to greater consistency in the graduated approach in schools and settings.  Evidenced by:  By the end of the academic year 2018-19 15 targeted schools will receive support / best practice visits for SEND. | Achieved.  Data set established and agreed reports identified, Jan 19.  15 schools identified who received support visits / training. |
| Following the relaunch of the Northumberland Graduated Approach in July 18, strengthen the role of the SENCo through the delivery of training and support through SENCo network meetings across the 13 partnerships to increase knowledge and understanding of Graduated Approach guidance, Mainstream local offer, SEN Info reports, SEN register. | Jul 19 | There will be greater consistency in inclusive educational practice across settings and schools.  Evidenced by:  100% of partnerships will receive training and support visits at SENCo network meetings. | Achieved.  All partnerships received training and / or support by the end of July 19. |
| Establish support mechanisms for groups of SENCos   * Following request from High School SENCos, establish a specific High School group to provide KS3 / 4 specific, Preparation for Adulthood, SEND support, advice and guidance. * Establish half termly support group for new SENCos * Deliver support on their skills and knowledge of the role of the SENCo, the Graduated Approach and SEND systems * Explore feasibility and funding of a model of Lead SENCos to ensure county wide availability and sustainability of support and sharing of good practice. | Dec 18  Jan 19  July 19  Jul 19 | SENCos are aware of developments within SEN and are aware of any sessions, training, developments available. SENCos are informed of national developments and publications.  Sustainable model of support for KS3 / 4 / 5 which discusses SEN issues unique to this age bracket enabling young people with SEND to have increased quality of support in school.  Evidenced by:  Annual SENCo confidence survey Sept 19. | Achieved.  Support groups established and in place.  Lead SENCo programme funded. Lead SENCos appointed and providing support and guidance to SENCo networks and individual settings.  Training and support offered to SENCos on implementation of graduated approach. |
| Improve communication with all SENCos   * Establish half termly communications with all SENCos to ensure they are informed and aware of developments within SEND from the local area * Establish SENCo facebook page for sharing general SEND information, useful resources, articles, training * Complete evidence of graduated approach through annual audit of SEN Panel submissions from schools and settings at the end of academic year | Jan 19  July 19  Jul 20 | Northumberland GA guidance is evident within the SEN processes settings and schools follow within SEND paperwork within school and requests to panel.  Evidenced by:  75% of paperwork submitted to the SEN Panel shows evidence of the implementation of the graduated approach with children and young people. | Achieved.  Half termly bulletin to SENCos in place.  Audit completed and showed graduated approach consistently evidenced in more than 75% of the EHC needs applications. |
| Monitor capacity within SENCo workforce through annual audit of time, size of school, qualification and SMT membership.  Add ‘SENCo confidence’ to annual audit from September 2019 onwards, initially establish baseline to re-audit in 2020.  Feedback to Governors and HTs for discussion and challenge. | Nov 18  Sept 19  Oct 19 | There will be an increase in SENCo capacity across the system from 2018 to 2019 audit.  Baseline established of SENCo conference. | Achieved.  Yearly report carried out on SENCo workforce. Report findings shared 2018, 2019 & 2020 with Head Teachers, Governors and SENCos. |
| Provide targeted support on the Graduated Approach and managing SEND in small schools at Small Schools Conference to promote inclusive educational practice within the challenge of a small setting and budget | Jun 19 | Small schools will receive targeted advice and support for the promotion of inclusive educational practice in mainstream schools. Increase in parental satisfaction and confidence in small school settings to meet their child’s need.  Evidenced by:  Effectiveness of conference via pre and post evaluation. | Achieved.  Small school conference delivered Jun 19 advice and training on supporting SEND within a small school. |
| Deliver Northumberland SENCo conference   * Focus – Graduated Approach for pupils with SEMH * Understanding Early Help and the role of EHAs and the hub * Identify areas of additional focus through SENCo network meetings * Provisional title - ‘Getting it Right From The Start: Effective Implementation of the Graduated Approach’ | Jun 19 | SENCos understand which services to access for which level of need from mental health enabling children and young people to access the right service at the right time.  Evidenced by:  Increase in referrals to PMHW and decrease in waiting times to treatment for PMHW and CYPS by July 20. | Achieved.  SENCo conference delivered 2019 & 2020. |
| Deliver NCFE Cache Level 3 Early Years SENCO Award to the 21 participants from the Private Voluntary and Independent child care sector. | Jun 19 | Qualified EY SENCO's will have knowledge skills and understanding of their SENCO role and perform effectively. Supporting more early Identification and intervention within the PVI sector.  Evidenced by:  75% of paperwork submitted to the Early Years SEN Panel shows evidence of the implementation of the graduated approach with children as measured through annual June audit. | Achieved.  SENCo Award programme commenced Mar 19 with 21 settings completing the training. |
| Deliver 2018-19 Early Years Professional development programme for SENCos  Refresh and publish 2019-20 Early Years Professional development programme for SENCos | Jul 19  Sep 19 | Achieved.  Early Years professional development programme delivered to SENCos with yearly provision of SENCo development programme. |
| Hold a Participation event with young people to inform the development of training package to support schools in providing child centred SEN support as part of the graduated approach within their practice. | May 19 | Voice of the child, young person and their families is embedded within training package for schools. | Achieved.  Participation Event held and report produced to raise schools awareness of children and young peoples views on support and involvement. Report shared with HTs and SENCos and used to inform training. |
| Establish and roll out resources for schools to use to promote and embed the Graduated Approach within the practice of their staff. Training to be informed by the voice of children and young people from the Participation Event.  Audit number of schools that have delivered training package. | Jun 19 | Schools understand what is important to young people and embed this within their practice.  Evidenced by:  50% schools will have delivered training package to their staff by Mar 20. 75% schools by Dec 2020. | Achieved.  Training package on the Graduated Approach for whole school teams developed and shared with educational settings. |
| * Teaching and support staff | Deliver SEND training to NQTs   * ‘Quality First Teaching and SEND - Are our classrooms for all?’ delivered to NQTs through NCC * Training Offer (NQTs) on NCC Programme via induction day session (AD) * SEND Awareness training for NQTs on other County Programmes via Teaching Schools - 3Rivers, Ponteland Primary | Feb 19 | NQTs will have a greater understanding of SEND and their role and responsibilities which will be followed up through performance management. Children and young people with SEND have their needs met within school.  Evidenced by:  Pre and post evaluations. | Achieved.  Training delivered to SENCos, positive feedback detailing developments in inclusive educational practice that will be taken as a result. |
| Deliver SEND awareness training to Initial Teacher Training programme   * SEND Awareness training for ITT cohorts via Schools Direct Programmes 3Rivers, Ponteland Primary, The Sele | Feb 19 | Teachers being trained within Northumberland will have increased knowledge of SEND.  Evidenced by:  Pre and post evaluations. | Achieved.  Training delivered to Initial Teacher Training cohort, increase in knowledge evidenced in evaluations. |
| Deliver SEND CPD opportunities as stated in the Council’s Training Directory on - Graduated Approach, Categories of Need, Preparation for Adulthood, including appropriate outcomes for learners at all ages for schools staff. | Mar 19 | Improving knowledge and skills of workforce.  Evidenced by pre and post evaluations. | Achieved.  Categories of need and Graduated Approach training completed in Nov and Dec 18. Positive evaluations indicating change in practice of attendees... |
| 2b. System wide improvement in application of Graduated Approach via SEND Governance processes | Roll out use of Whole School SEND Review process following pilot   * Pilot use of Whole School SEND Review documentation with Newminster Middle School * Triangle of schools within The Three Rivers Academy Trust to pilot SEND self review process * Deliver Whole school SEND Reviewer Training to 7 SENCos from across five partnerships * Trained Reviewers to carry out reviews in their own school and one other, supported by NT / AD as required * Evaluation of progress with Whole School SEND Review with Graduated Approach Steering Group and determine forward performance target * Targeted SEN Reviews to take place in ‘schools of concern’ identified via evidence base of OFSTED ratings, SEND Commissioning Panel throughput, other intelligence around inclusive practice | Oct 18  Mar 19  Mar 19  Dec 19  Dec 19  Jul 19 | Schools review their SEND response using a nationally validated effective tool and are able to effectively plan to deliver improvements in the graduated approach.  Evidenced by:  14 schools will have Whole School SEND Review completed by Dec 19 by SEND Reviewers. | Achieved.  Whole School SEND piloted with schools and SEND Reviewer Training delivered to SENCos.  Partially achieved.  Targeted SEN Reviews carried out in 9 schools, with plans for Spring and Summer Term 2020, however paused due to the ongoing pandemic. |
| Provide training to SEN Governors on Graduated Approach and reviewing SEND governance. | Jul 20 | Governors are able to more effectively understand the strengths and weaknesses of their school in relation to SEND and enable quality action plans for improvement to be delivered where required.  100% Governing Bodies of Maintained and Academy schools to receive training by July 2020. | Partially achieved.  Paired training to SENCo and SEN Governor delivered. Termly newsletter for SEN Governor detailing key information in place and well received.  Audit being undertaken with SEN Governor conference cancelled due to pandemic, to be rearranged. Governors to inform future training programme. SEND included |
| 2c. Co-produce outcome tool for measuring children and young peoples Behaviour, Attitudes and Personal development in schools | Scope existing tools and develop tool if required that can be used across the age range to measure outcomes other than educational attainment and progress   * Establish working group with SENCos, EP, SENDIASS, Parent Carer Forum * Plan and deliver engagement events with children and young people to inform the development of the tool * Develop tool and pilot * Support schools to monitor aspects of their SEND pupils progress that relate to health, wellbeing, attitudes, behaviour and personal development through roll out use of the tool   Audit number of schools that have used the tool | Mar 19  May 19  Sept 19  Jan 20  Mar 20 | Tool used in 50% of schools by March 2020. 75% of schools by Dec 2020. | Partially achieved.  Tool developed and successfully piloted in a number of schools. Schools requested that the tool be made electronic and options are being explored. Progress impacted by pandemic. |
| 2d. Review SEND Support Services | Carry out review of SEND Support Services who are under Service Level Agreement arrangements to generate future ways of working with parents and carers, education, health and social care staff. Identify new model of service provision. | Jun 19 | SEND Support Services offer high quality specialist support to promote inclusive educational practice that is allocated according to need | Achieved.  Review undertaken, new model of service delivery designed.  Northumberland Inclusive Education Services launched 1st Sept 20. Service level agreement arrangements are no longer in place and services are now free at point of delivery. |
| Clarify funding mechanisms to support identified, co-produced new model of service delivery. | Jul 19 | Funding identified for new model for SEND Support Services. |
| Launch new arrangements for SEND Support Services.  Produce annual service evaluation report for each SEND Support Service that includes the views of children, young people and their families and staff in schools. | Apr 20  Jul 19 | SEND Support Services provides quality evidence based support to settings and schools as evidenced by end of year survey. |
| 2e. Partnership involvement and support of health and social care services in the graduated approach | Develop the role of the Mental Health Leads within schools so that every school has an identified lead   * Launch role of MH Lead through conference * Review Early Help training to include the role of MH Lead * Revise Early Help training to ensure it meets the need of this group | Mar 19 | There will be a designated senior lead for mental health in every school in line with the national green paper for children’s mental health that will link the school and wider SEMH system. | Achieved.  Role launched in conference Nov 18. Jointly appointed Senior SMHL lead coordinating HIVE networks across all mental health leads. |
| Establish a clear local offer from all services across education, health and social care for those who support children and young people with social, emotional and mental health needs. Information to be placed on the Local Offer and shared at SENCo conference Jun 2019. | Jun 19 | Clear local offer detailing what support is available from which services and how to access them. Services receive appropriate referrals and children and young people are able to access support in a timely way.  Monitored through Local Offer workstream. | Achieved.  Multi-agency graduated approach for children and young people with social, emotional and mental health needs developed and shared with schools at SENCo conference. |
| Establish a Single point of access for social, emotional and mental health services   * Set up improving access group to lead work * Identify and agree model for single point of access * Identify admin pathway for referrals * Train schools and partner agencies in new referral route * Establish baseline of referrals to PMHW and CYPS and re-audit to evidence impact of changes | Jul 19  Jul 20 | There will be a single point of access for SEMH that will reduce “bounce” in the system and reduce waiting times.  Evidenced by:  Increase in referrals to PMHW and decrease in waiting times to treatment for PMHW and CYPS by July 20. | Partially achieved.  Improving access group in place. Model being reviewed to include children social care to ensure full multi-agency response. Options being explored to include virtual / digital solutions. |
| Increase the number of EHAs and Hub referrals being undertaken by schools to ensure that early help for children and young people is able to provide timely and effective early intervention, particularly for secondary aged pupils.   * SENCo conference in Jun 19 * Produce written guidance and pathway on Early Help referrals for schools | Mar 20 | 10% increase in Early Help referrals from schools ensuring pupils are able to access appropriate early support by Mar 20. | Achieved.  Early Help referrals increased significantly from 2018 to 2019 by 100%. |
| Pilot to develop a model of CYPS service delivery that delivers support within schools (Successful Wave 1 Trailblazer bid).   * Establish workforce and communication plan * Establish project steering group and develop project plan * Appoint 2 Mental Health Support Teams * Identify schools for project and obtain commitment * Identify model of service delivery   Monitor impact of pilot | Jul 20 | There will be 2x Mental health support teams in line with the national trailblazer bids in the county that will deliver services closer to the young person and shift referral trends across the pathway.  Evidenced by:  Increase in referrals to PMHW and decrease in waiting times to treatment for PMHW and CYPS by July 20. | Achieved.  Two Mental Health Teams established, with all actions achieved. Successful bid has enabled future expansion into Ashington and Bedlington. |
| Extend the healthy child programme to enable increased effectiveness of early identification of SEND   * Review current work demands of Public Health Nursing Team and identify resource to deliver * Implement universal Reception age questionnaire from Sept 19 * PHSN will work with partners to increase accessibility to health services for 5-19yr age group so every child has access to a Public Health School Nurse or partner dependent on assessment through a weekly clinical triage   Monitor Emotional Health triage system on a quarterly basis as part of 0-19 IPH contract review | Sept 19  Sept 19  Quarterly | All children entering Reception will receive the reception age questionnaire enabling the early identification of children with additional needs. Quarterly monitoring from Sept 19. | Achieved.  As from September 2019, the 0-19 Integrated Public Health Team ensures that all Reception aged children will receive the Reception age questionnaire.  Quarterly monitoring of triage and waiting times in PHSN provides assurance that increased resources and realigned delivery has reduced waiting times to be seen by a PHSN across the whole county. Urgent referrals all triaged the same day of receipt and maximum wait time to be seen face to face is 6 weeks - Nov 2020 |
| Refresh ‘Supporting Pupils with Medical Conditions in Schools’ guidance from the council with update re anaphylaxis.   * Share with Nursing and Paediatric leads from Northumbria Healthcare NHS Foundation Trust for assurance. * Launch new guidance through Governor, Head Teacher & SENCo briefings * Written confirmation of Supporting Pupils with Medical Conditions from Head Teachers of school policy in place. | Mar 19  Jun 19  Jul 19 | Schools in Northumberland will have up to date guidance re policy and practice for supporting children and young people with medical conditions.  Evidenced by:  100% schools will have refreshed school guidance by July 2019. | Partially achieved.  Outstanding schools from initial audit followed up in Autumn Term 19, however risk assessment guidance changed necessitating all schools needing to refresh guidance. School websites being reaudited. |
| 2f. Improve parental confidence in the graduated approach and the ability of mainstream schools to meet children and young people’s needs | In addition to improvements detailed above, provide regular communication with parents and carers   * production of bi-monthly SEND bulletin * Communicate key messages through social media * Plan survey / focus group cycle with PCF to establish annual measure of parental confidence | Dec 19 | Parents and carers receive regular updates on improvements and developments being undertaken. Increased opportunities for co-production for more children, young people and families.  Levels of confidence to be established through survey. | Achieved.  See Local Offer for SEND Bulletin and SEND Updates. |

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| **3.The poor outcomes achieved by children and young people with SEN and / or disabilities and weaknesses in successfully preparing them for their adult lives.** | | | | |
| Objective  *What are we going to do?* | Action required  *What did we say we were going to do?* | Timescale  *By when?* | Milestone success measure / Intended outcomes  *How will we know it’s made a difference?* | Progress – November 20  *What do we know has happened?* |
| 3a. Improve educational progress for children and young people with SEN and/or disabilities in mainstream primary and secondary schools | Improve progress in reading, writing and mathematics in KS2 by   * Delivery of workforce development for SEND as detailed above in sections 2a, 2b * Develop a primary outcomes module which looks at outcomes beyond academic achievement   Provide all governors with a report highlighting SEND support and EHCP progress and quality of provision for SEND learners | Apr 19  Sep 19  Oct 19 | Using 2018 validated progress data as our baseline, KS2 progress measures for SEND support and EHCP will show an improving trend from 2019 to 2023.  Rag rating scores of EHCP outcomes show an increase year on year through annual reviews.  Attainment outcomes are regularly reviewed by senior leaders in schools / settings | Achieved.  Performance at Key Stage 2 for reading, writing and maths is showing improvement for SEN Support learners (30.6%) and is above the national average (25.3%) for this group. Outcomes for EHCP pupils improved in 2019 to 7.8% and narrowed the gap against National Average (9.2%). |
| Improve progress across wide range of subjects at KS4 by   * Delivery of workforce development for SEND as detailed above in sections 2a, 2b * Develop a secondary outcomes module which looks at outcomes beyond academic achievement * Liaise with local teaching schools to provide SEND specific training for subjects   Provide all governors with a report highlighting SEND support and EHCP progress and quality of provision for SEND learners | Apr 19  Sep 19  Sep 19  Oct 19 | Using 2018 validated progress 8 data as our baseline, KS4 progress 8 for SEND support and EHCP will continue to show an improving trend from 2019 to 2023.  Rag rating scores of EHCP outcomes show an increase year on year through annual reviews  Attainment outcomes are regularly reviewed by senior leaders in schools / settings | Achieved.  Validated Attainment 8 scores show an improvement for both SEN Support and EHCP learners in 2019. SEN support learners have improved at a faster rate than nationally, but this remains below the national average. The proportion of KS4 pupils achieving 5+ English & Maths (Basics) has improved for all groups, and significantly for those with an EHCP. |
| School Improvement Partners   * Identify SEND key measures which will be addressed through school improvement visits * School Improvement Partners attend SEND specific training * Monitor school improvement reports to ensure there is equitable and consistent challenge around SEND and vulnerable learners * School Improvement Partner reports detail quality of SEND provision at each school in summer term reports * School Improvement Partners focus on vulnerable learners and SEND outcomes in annual reports * QA of reports targets interventions at schools where SEND provision is not good * Outcome of SEND interventions by central team are reported to Education and Skills Senior Management Team * Audit school improvement plans for evidence of challenge on SEND | Apr 19  Apr 19  Jul 19  Jul 19  Dec 19  Jul 19  Dec 19 | School improvement partners have refreshed guidance re SEND and expectations of schools.  Evidenced by:  Audit of school improvement plans shows consistent challenge of SEND in 100% of reports. | Achieved.  All actions completed. Areas of strength and areas for support and development identified. |
| 3b. Decrease the numbers of children and young people with SEND being excluded from schools | Establish Exclusion Task and Finish group to review the current position and develop and implement action plan   * Establish monthly analysis of exclusion data to identify patterns/trends to be monitored by JV * Identify provision that requires targeted support on the Graduated Approach and supporting SEND * Constructively challenge schools when Graduated Approach has not been followed or alternatives to exclusion have not been explored | Dec 18  Apr 19  Jul 19 | Compared to 2017-18, there will be a   * 25% decrease in SEN permanent exclusions in the academic year 2018-19 * 40% decrease in SEN permanent exclusions, in the academic year 2019-2020.   Increased numbers of children and young people receiving a positive learning experience in school. | Achieved.  Exclusion Task and Finish group established and fixed term and permanent exclusions have reduced for SEND learners year on year. |
| Support parents of permanently excluded pupils by offering advocacy support enabling them to challenge schools more effectively. | Jul 19 | Parents and carers will have the information and support to be able to advocate for their children.  Evidenced by:  100% parents have access to advocacy support term on term. | Achieved.  100% of permanently excluded pupils were offered advocacy support. |
| Workforce development programme   * Promote best practice and the use of EHAs/hub referrals in a timely manner-proactive v’s reactive through SENCO/partnership meetings * Provide training for governors re: their statutory role in reviewing exclusions and challenging the head teacher where appropriate * Deliver session focussing on preventing exclusions and roles and responsibilities of schools to network and partnership meetings | Jul 19  Jun 19  Jul 19 | SENCos and Governors will have a greater understanding of their role and responsibilities in supporting children and young people within mainstream schools.  Evidenced by:  Training delivered to 100% SENCo network / partnership meetings | Achieved.  Training was delivered in 100% SENCo network / partnership meetings |
| 3c. Review service structures and pathways across education, health and care services to align services for effective support for transition into adulthood | Hold Preparation for Adulthood event facilitated by regional PfA lead to carry out multiagency audit of anonymised EHCPs from Yr 7 onwards to identify strengths and areas for development for the local area | Jan 19 | Evaluation demonstrates the Local Area has a greater understanding of multiagency practice in order to be able to drive improvement. | Achieved.  Multi-agency audit of EHCPs carried out, facilitated by the national development Team for Inclusion. Actions identified to improve. |
| Co-produce action plan to improve multi agency working following audit with key stakeholders, PCF and Regional PfA lead for improving and developing Preparation for Adulthood pathway across education, health and social care. | Mar 19 | Children and Young People in Northumberland will have an improved experience of moving into adulthood.  All professionals across education health and social care will work in line with agreed multi agency Preparation for Adulthood pathway.  We will understand success through monitoring transition indicators in the EHCPs. | Achieved  Action plan produced and being monitored through SEND Board. |
| Co-produce with parents and carers, young people and schools revised guidance for schools and partners on annual review process to better support transition into adulthood.  Place on the Local Offer. | Jul 19 | Young people receive services that have the young person at the centre, are well coordinated and provide timely access to support.  Evidenced by:  Audit of timing of annual reviews. | Achieved.  Annual review guidance reviewed and placed on the Local Offer. |
| Co-produce with young people and their families a multi-agency preparation for adulthood training package to include   * Planning annual reviews * Person centred planning * Revised parent / carer / young people guidelines for submitting advice * What information young people and families need and when, ensuring information provision is proactive * Deliver training package to SENCos in middle / secondary / high and special schools | Jul 19  Dec19 | Schools, health and social care will have clear guidelines to support young people in moving on into adulthood. Young people and their families will be clear on what pathways and support are available moving on into adulthood. | Achieved.  Annual review and person centred planning training delivered to all SENCos in July 2019. In It Together and the LA co-produced revised guidelines and paperwork for submitting advice. Additional training delivered to schools and more is planned. |
| Deliver multi-agency training on preparation for adulthood to education, health and social care staff who work with young people in Northumberland from 11 to 25 years | Dec 19 | All middle / secondary / high and special schools to have received training re Preparation for adulthood and annual review process by December 2019. | Achieved  SENCo training delivered through SENCo partnership meetings. |
| Establish multi-agency ‘Transition Tracker’ to identify young people who need support for transition.   * Develop clear process for transition tracker dataset that is GDPR compliant * Identify dataset and source to populate tracker * Develop matrix to support services in identifying young people who will need additional support at transition * Embed use of tracker within operational pathways across E, H and C services | Dec 18  Jan 19  Feb 19  Nov 19 | There is a mechanism by which young people who are in need of additional support moving into adulthood are proactively identified by services. Young people are supported in planning their transition into adulthood.  By November 2019 the most vulnerable young people will be identified and targeted for support. | Achieved.  Transition Tracker in place to improve the identification of young people who will require support at transition. |
| Produce a clear transition pathway from children to adult social care for young people with SEND   * Identify and agree roles and responsibilities of children and adult social care * Identify named adult social care contact for special schools and make contact with SENCos and Head Teachers * Deliver training to children and adult social care staff to increase understanding of SEND, EHCPs and role * Produce adult social care policy and pathway and operational implementation | Apr 19  May 19  Jul 19  Dec19 | Young people experience a smooth transition from children to adult social care services. Young people and their families know what support is available and when as demonstrated through formal feedback mechanisms.  75% of young people 17 and under who will require access to adult social care receive an adult social care assessment prior to leaving school. | Achieved.  Transition pathway and policy in place between children and adult social care. |
| Strategically review transition arrangements across education and social care to increase integrated working and create greater alignment across working practices and pathways.  Establish new transition arrangements. | Mar 19  Apr 20 | Teams and services are aligned operationally to enable integrated working practices and pathways. | Achieved.  Arrangements reviewed and changes made to organisation of social care teams. |
| 3d. Co-produce a clear guide for young people with SEND to enable them to know what support and services are available moving on into adulthood. | Co-produce a guide for young people and their families for moving on into adulthood which   * Describes what to expect and when * Explains the role of different support services * Details range of options / pathways available | Jul 19 | Young people, their families and carers have clear information on pathways and services available enabling them to make informed choices around their future.  By April 2020, all Year 9 young people and their families will have access to the PfA pathway and receive PfA information. | Achieved.  Guide co-produced and placed on Local Offer. |
| 3e. Audit the range and quality of Post 16 and Post 19 provision of Special Schools in Northumberland | Review current available Post 16 provision   * Commission Northumberland Adult Learning Service to review Post 16 provision * Feedback audit of findings to each Post 16 provider and agree any actions that need to be taken and by when * Establish programme of study for each student in special school provision clarifying the core objectives of the programme * Review progress of schools against study programmes to ensure delivery of high quality post 16 provision * Monitor progression to future study programmes to demonstrate appropriate progression towards preparing for adulthood | Nov 18  May 19  Jul 20  Jul 20  Jul 20 | Young People in Northumberland access high quality Post 16 provision which supports Preparation for Adulthood.  Establish baseline of progress against outcomes in EHCPS 2018-19 and demonstrate improvement in 2019-20. | Achieved.  Post 16 provision reviewed and fedback to Post 16 providers. Multi-agency process established to ensure that programmes of study for each student are high quality and deliver outcomes that promote preparation for adulthood. |
| 3f. Identification of meaningful outcomes within an  agreed framework  that allows leaders and parents and carers to measure  improvement in education, health and care, 0-25 | Review data dashboards/outcomes data and reporting cycle with a view to adopting a SMART SEND local area  dashboard which will include data from NCC and CCG reflecting E, H and C outcomes. | May 19 | The Local Area will be able to understand how effective it is at meeting the needs of children young people and their families with SEND.  Effective long term planning will be informed by accurate data analysis enabling the commissioning of services to meet need.  There will be a clear co-produced performance and outcomes based accountability framework within Northumberland which informs future planning and commissioning of services.  Half yearly monitoring of outcomes framework by SEND Strategic Executive Board.  For SEND NEET rates to be brought in line with the overall NEET cohort by Jul 21. | Achieved.  Dashboard in place. |
| Capture outcomes data from annual reviews of EHCP and the level of the child / young person   * Agree mechanism to capture outcomes achieved on individual children and young people’s EHCPs. * Identify resourcing to complete data capture through annual review paperwork. * Devise data capture form, to include multi-agency involvement in annual review process * Carry out pilot * Implement full system | Mar 19  Apr 19  May 19  Jun 19  Sept 19 | Partially achieved.  Two pilots have been implemented to capture outcomes through annual reviews. The pilots did not produce data of a high enough quality to be able to inform local area understanding of outcomes being achieved by children and young people. Work is ongoing to capture the voice of children and young people and their families to inform this work. |
| Work with regional partners and CQC, Ofsted and NDTi to explore the feasibility of being a pilot site for the development of an outcomes based accountability framework for SEND. | Apr 19 | Achieved.  National Development Team for Inclusion agreed to support Northumberland in using an outcomes based accountability approach to monitoring outcomes. |
| Identify the range of outcomes that are captured in different systems for the four Preparation for Adulthood strands. | May 19 | Achieved.  Outcomes identified against four key areas of Preparation for Adulthood. |
| With support from the regional PfA team (either through NDTi programme or commissioned by NCC) , employ an outcomes based accountability approach to generating Northumberlands outcomes framework for the following four PfA strands   * Employment * Independent Living * Community Inclusion * Health   Identify key stakeholders, lead and plan for each PfA strand from families, education, health and social care.  Hold stakeholder workshop to produce outcome framework for each strand, facilitated by regional lead and generate action plan.  Implement and monitor PfA outcome framework. | May 19  Oct 19  Half yearly | Partially achieved.  Supported by National Development Team for inclusion, workshops were held to co-produce a set of indicators which would inform an outcomes framework. Outcomes framework and SEND dashboard in place.  SEND NEET rates not yet in line with overall cohort. |