



Northumberland
County Council

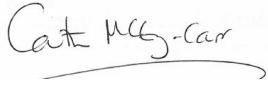


Northumberland
Clinical Commissioning Group

Northumberland Local Area Written Statement of Action Plan

Inspection Date : 1st October 2018
Publication Date : 7th December 2018

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



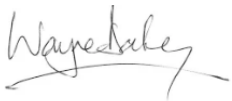
Dean Jackson - Service Director - Education and Skills, Northumberland County Council



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:

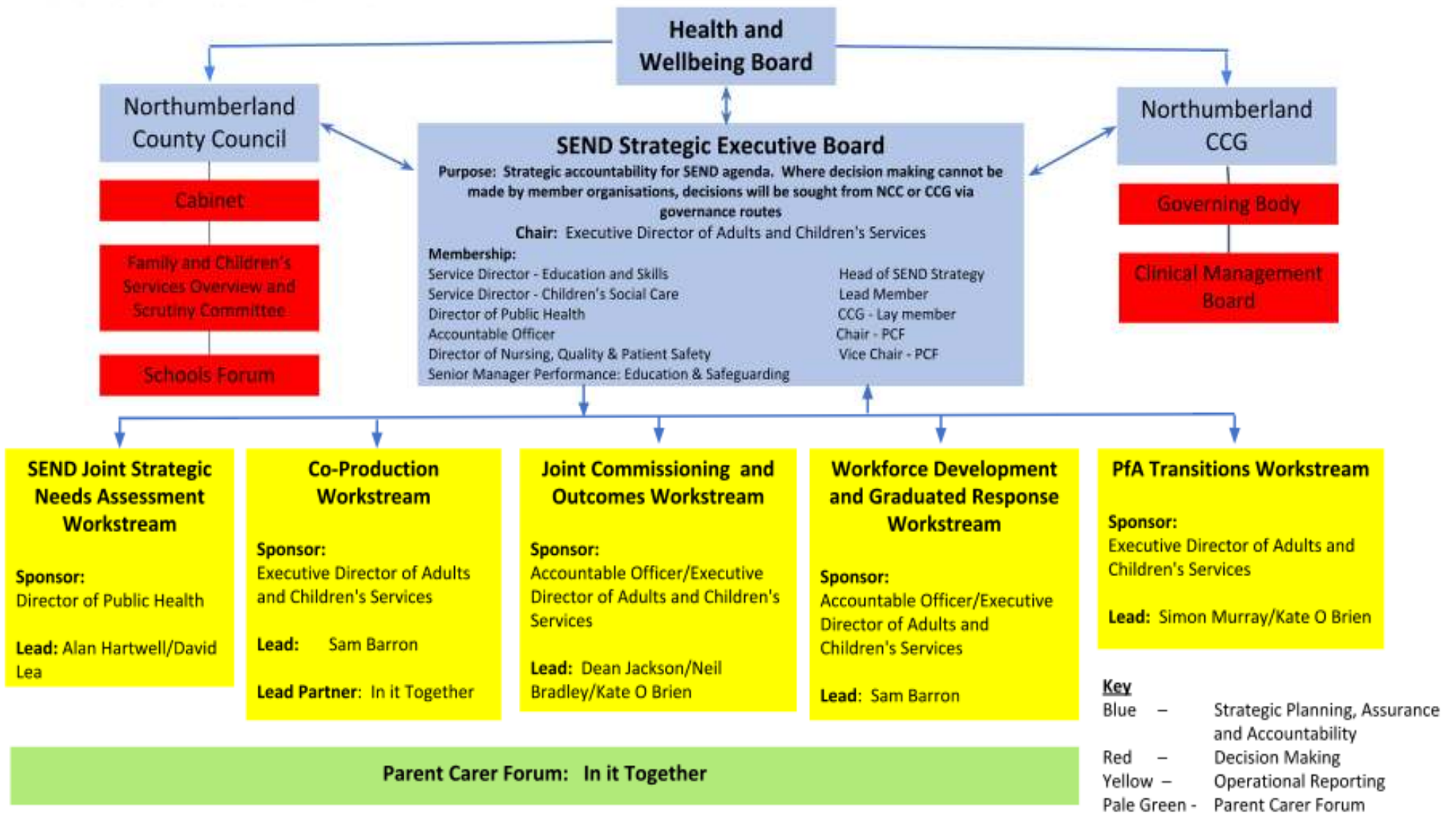
1. The weaknesses in the local area's arrangements for jointly planning, commissioning and providing the services children and young people who have SEN and / or disabilities and their families need.
2. The inconsistencies in the graduated response in identifying, assessing and meeting the needs of children 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.

Governance Structure



Glossary of terms

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 certifies 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.

Who's Who

Initials	Name	Role	Organisation
VB	Vanessa Bainbridge	Accountable Officer	CCG
SBr	Sam Barron	Head of SEND Strategy and Designated Clinical Officer	NCC / CCG
SBt	Suzanne Barton	Children's Commissioner	CCG
JB	Julie Beattie	Early Years Inclusion Co-ordinator	NCC
NB	Neil Bradley	Head of Commissioning (People)	NHCFT
AB	Alison Bravey	Information, Advice and Support Service Manager	NCC
FB	Fiona Brown	Senior Manager - Quality Assurance	NCC
LB	Lynn Bryden	Senior Manager - Commissioning	NCC
MC	Mary Connor	Acting Head of Early Help, Prevention & Support Services	NCC
DC	Dave Cookson	Commissioner for Secondary Education and Post 16 Provision	NCC
AD	Angela Davies	School Improvement Lead for SEND	NCC
JF	John Froud	Corporate Health and Safety Manager	NCC
VG	Vicki Graham	Information and Advice Support Officer	NCC
AH	Alan Hartwell	Senior Manager Performance : Safeguarding and Education	NCC
KH	Karen Herne	Senior Public Health Manager	NCC
DI	Dionne Illingworth	Business Improvement Manager	NCC
DJ	Dean Jackson	Service Director - Education and Skills	NCC
EJ	Elizabeth Johnston	Parent Carer Forum Chair	PCF
SJ	Sarah Jordan	SEN Team Manager	NCC
DL	David Lea	Head of Performance and Assurance	CCG
KM	Karen MacDonald	Senior Manager - Specialist Services	NCC
CM-C	Cath McEvoy-Carr	Executive Director of Adult Social Care and Children's Services	NCC
LM	Liz Morgan	Director of Public Health	NCC
SM	Simon Murray	Senior Operational Manager, Adult Social Care (Transitions)	NHCFT
KO	Kate O'Brien	Head of Mental Health, Learning Disability & Children's Commissioning	CCG
RP	Russell Pickering	Senior SEND Manager	NCC
GR	Graham Reiter	Service Director - Children's Social Care	NCC
DR	Doris Ross	Team Manager, Disabled Children's Team	NCC
DS	David Street	Commissioner for Early Years and Primary	NCC
NT	Nicola Taylor	SEND Project Development Manager	NCC
CT	Caroline Tulett	Head of Employability and Skills	NCC
JV	Jill Varney	School Admissions and Inclusion Manager	NCC
KW	Katie Watson	Early Years Adviser	NCC
SY	Stephen Young	Head of Governance and Participation	CCG

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 <i>What are we going to do?</i>	Lead <i>Who will do it?</i>	Timescale <i>By when?</i>	Milestone success measure / Intended outcomes <i>How do we know it's made a difference?</i>	Progress <i>What do we know has happened?</i>
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.	CM-C, VB	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.	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	DJ, VB	Sep 19	There is a SEND Strategy that children, young people and their families have coproduced and reflects the needs of the Local Area.	
	Finalise and publish SEND Strategy following approval by Cabinet, CCG executive governing body and Health and Wellbeing Board.	CM-C, VB	Oct 19	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.	
	Cascade SEND Strategy through series of events for Parents and Carers and local area managers and teams.	SBr	Oct 19	SEND Strategy formally adopted for Northumberland setting direction and vision for SEND over the coming years and available on the Local Offer.	
	Co-produce a Participation and Co-production Policy with parents, carers and young people	AB, SBr, EJ	Jun 19	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.	

1c. To develop an effective joint commissioning strategy to support the delivery of the SEND strategy	<p>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.</p>	LM, AH, DL	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.	Structure and data sets agreed by all stakeholders. Data collation methods identified.
	<p>Establish workstream to embed SEND JSNA refresh into performance updates.</p> <p>Analyse data for implications for service planning and commissioning.</p>	AH, LM	Jun 19	The Joint Commissioning Strategy, Group and Action Plan is based on robust data analysis of the local population and identified need.	Workstream established for SEND JSNA.
	<p>Review arrangements for operational decision making forums, ensuring all have clear Terms of Reference, appropriate governance, membership.</p> <p>Audit attendance of membership of panels.</p>	LB, KO	Feb 19 Mar 19	<p>There is a transparent decision-making process in place enabling effective decisions to be made about resourcing.</p> <p>Evidenced by: Audit attendance lists to ensure there is 90% multiagency representation from E, H and C in all forums.</p>	<p>Arrangements reviewed</p> <ul style="list-style-type: none"> • SEND Panel • High Level Resource Panel • Children's Continuing Care • Dynamic Risk Register <p>Terms of reference and membership refreshed.</p>
	<p>Establish 0-25 years SEND joint commissioning workstream, agree Terms of Reference and meetings schedule.</p> <p>Agree priorities between education and health.</p> <p>Refresh 0-25 SEND Commissioning Strategy and co-produce workplan.</p>	NB, VB	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.	
	<p>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.</p> <p>Appoint integrated services post to review therapies and nursing.</p>	KH	Feb 20	Evidence based, outcome focussed reports to inform joint commissioning are produced.	Service Review Practitioner (Integration) post appointed. Review of SLCN, OT services started Feb 19.

	<p>Carry out service reviews to support the co-production of future service delivery</p> <ul style="list-style-type: none"> • Mental health pathways • Special School Nursing • Speech and Language Therapy / Occupational Therapy • Transition 	<p>KO / SBt RM KH</p> <p>DJ / GR</p>	<p>Apr 20 Dec 20 Mar 20</p> <p>Aug 19</p>	<p>100% services reviewed with PCF and any identified developments co-produced with the PCF.</p>	<p>ASD pathway under review. 22k investment from CCG to deliver Cygnet training for ASD post diagnostic support, delivered through NCC ASD SEND Support Service.</p>
	<p>Embed an outcomes based accountability approach to monitoring local area outcomes for children and young people with SEND (See section 3).</p>	<p>SBr</p>	<p>Mar 20</p>	<p>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.</p>	
<p>1d. using a person centred approach to improve the quality of Education Health Care Plans</p>	<p>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.</p> <p>Explore with PCF / SENDIASS how to best include this within staff training eg delivered by a parent / carer / young person, video resource etc</p> <p>Audit Section A of new EHCPs to establish baseline.</p> <p>Repeat Section A audit following delivery of training.</p>	<p>EJ, AB</p> <p>EJ, AB</p> <p>SJ, EJ</p> <p>SJ, EJ</p>	<p>April 19</p> <p>May 19</p> <p>May 19</p> <p>Nov 19</p>	<p>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.</p> <p>Evidenced by: Monthly multi-agency audit of plans with PCF will demonstrate improvement in quality of Section A in EHCPs.</p> <p>80% of new EHCPs evidence the views, interests and aspirations of children and young people.</p>	
	<p>Deliver training to children and adult teams on person centred planning and provision of high quality EHC needs assessment advice</p> <ul style="list-style-type: none"> • Health teams • Social care teams • Education Support Teams <p>Training to be rolled out by team managers to staff who are not available for the training session.</p>	<p>SBr FB NT</p>	<p>Mar 20</p>	<p>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.</p> <p>Children and young people benefit from high quality EHCPs which leads to better progress against outcomes in education, health and social care.</p> <p>Evidenced by:</p>	<p>25% of teams achieved to date.</p>

				75% teams in localities will be trained by Dec 19, 100% teams by Mar 20.	
<p>Provision of plan writing training to SEN Team</p> <ul style="list-style-type: none"> 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 <p>Improve culture towards developing a joint local area responsibility and ownership of EHCPs through multi agency training involving PCF.</p>	SJ	Dec 18	<p>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.</p> <p>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.</p> <p>95% of EHCPs are completed within statutory timescales for each academic year.</p>	<p>In house and regional plan writing training accessed by 75% of SEN team. Action Plan in place.</p> <p>Timeliness of plans is monitored monthly.</p>	
<p>Establish weekly monitoring from Capita One report for the SEN Manager and Coordinators to enable effective monitoring of performance of</p> <ul style="list-style-type: none"> Timeliness of provision of advice from education, health and social care Workload of SEN Team individuals Statutory timescales for EHCPs, Annual Reviews <p>Results to be shared during individual and / or team support and supervision with actions put in place as required</p>	SJ	Dec 18 Feb 19 Monthly	<p>Staff within the SEN Team have a shared understanding of best practice in relation to plan writing.</p> <p>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.</p> <p>Quarterly external scrutiny from North SEN and Disability Professional Adviser, DfE of three most recent EHCPs. Feedback to be provided at monitoring visits.</p>	<p>Weekly monitoring in place for the timeliness of provision of E,H and C advice.</p> <p>Statutory timescales for EHCPs above 95% as of Feb 19.</p>	
<p>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.</p> <p>Complete multi agency audit with PCF of EHCPs to ensure above pathways are delivering improvement in quality of plans.</p>	SBt, DR	Nov 19 Jan 20	<p>Education Health and Care Plans fully reflect the aspirations, need and provision of individual children.</p> <p>Evidenced by: Targeted multi-agency audit of plans with PCF demonstrate 90% of new plans contain all relevant information.</p>	<p>LAC Manager signed up to principle and embed within Key Performance Indicator's of Independent Review Officer Service.</p>	

	<p>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.</p> <p>Complete audit of Section H of EHCPs to ensure social care information is present and accurate.</p>	KM	<p>May 19</p> <p>Mar 20</p>	<p>Education Health and Care Plans fully reflect the identified social care need and provision of individual children.</p> <p>Evidenced by: By 2020 75% of EHCPs for LAC show social care needs accurately reflected in the EHCP.</p>	
	<p>Audit Quality Assurance systems across education, health and social care to ensure that good quality advice and effective EHCP systems are in place.</p>	SBr	Sept 19	<p>All services produce high quality advice as part of an education health and social care needs assessment.</p> <p>Evidenced by: 90% of education, health and social care teams have effective QA processes in place to monitor the quality of EHCP advice.</p>	
1e. Increase workforce capacity to be able to lead on improvement required within the Local Offer	<p>Identify funding to enable recruitment of Local Offer Officer post.</p> <p>Develop job description, person specification and parameters and remit of the role.</p>	DJ / SBr	Mar 19	Dedicated resource allocated for improvement of the Local Offer.	Funding agreed. Job description and person spec drafted.
	<p>Appointment of Local Offer Officer to lead work on improving the content and accessibility of Local Offer</p>	AB / SBr, EJ	Jun 19	Local Offer Officer in post and delivering on actions within the Local Offer action plan.	
	<p>Establish Local Offer Steering Group and co-produce Local Offer action plan.</p>	SBr, EJ	Jul 19	<p>Increased accessibility of the Local Offer for families. Steering Group and Action Plan in place.</p> <p>Progress on Local Offer action plan to report to SEND Strategic Executive board quarterly.</p>	
1f. Improve the content and accessibility of the Local Offer for	<p>Re-audit the Local Offer against the Code of Practice and identify information that is missing or requires improvement.</p> <p>Develop action plan with steering group to ensure all</p>	Local Offer Lead	Aug 19	The content of the Local Offer will enable parents and carers to know what services are available and how to access them.	

children, young people and their families.	relevant information is included and is accessible.			Evidenced by user survey.	
	<p>Identify a regular feedback mechanism for improving accessibility and measuring progress on the quality of the Local Offer through working with In It Together.</p> <p>Establish mechanism in place to capture views re accessibility and publish a 'you said, we did' response.</p>	Local Offer Lead	<p>Sept 19</p> <p>Oct 19</p>	<p>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.</p>	

2. 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 <i>What are we going to do?</i>	Lead <i>Who will do it?</i>	Timescale <i>By when?</i>	Milestone success measure / Intended outcomes <i>How do we know it's made a difference?</i>	Progress <i>What do we know has happened?</i>
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.	SBr	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.	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 <ul style="list-style-type: none"> • 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 	NT / AD AD AD AD / NT DJ AD AD	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.	Data set established and agreed reports identified, Jan 19. 15 schools identified and targeted for support visits / training.

	<p>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.</p>	AD / NT	Jul 19	<p>There will be greater consistency in inclusive educational practice across settings and schools.</p> <p>Evidenced by: 100% of partnerships will receive training and support visits at SENCo network meetings.</p>	10 partnerships have received training and / or support - Mar 19.
	<p>Establish support mechanisms for groups of SENCos</p> <ul style="list-style-type: none"> • 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. 	AD	Dec 18	<p>SENCos are aware of developments within SEN and are aware of any sessions, training, developments available. SENCos are informed of national developments and publications.</p>	<p>Support group established. Dates diaried for academic year.</p>
		AD	Jan 19		<p>High school SENCos met 10.12.18, March meeting to focus on transition and developing a proforma to use to support movement between phases.</p>
		AD	July 19	<p>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.</p>	
		DS / AD	Jul 19	<p>Evidenced by: Annual SENCo confidence survey Sept 19.</p>	
	<p>Improve communication with all SENCos</p> <ul style="list-style-type: none"> • 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 	AD	Jan 19	<p>Northumberland GA guidance is evident within the SEN processes settings and schools follow within SEND paperwork within school and requests to panel.</p>	<p>Half termly bulletin to SENCos in place.</p>
			July 19		
			Jul 20	<p>Evidenced by: 75% of paperwork submitted to the SEN Panel shows evidence of the implementation of the graduated approach with children and young people.</p>	
	<p>Monitor capacity within SENCo workforce through annual audit of time, size of school, qualification and SMT membership.</p>	AD	Nov 18	<p>There will be an increase in SENCo capacity across the system from 2018 to 2019 audit.</p>	<p>Report produced and disseminated through Governor & HT briefings Jan 19.</p>

	Add 'SENCo confidence' to annual audit from September 2019 onwards, initially establish baseline to re-audit in 2020.	AD	Sept 19	Baseline established of SENCo conference.	
	Feedback to Governors and HTs for discussion and challenge.	AD	Oct 19		
	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	AD	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.	Conference venue and date confirmed. Agenda and keynote speaker agreed.
	Deliver Northumberland SENCo conference <ul style="list-style-type: none"> • 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' 	NT / AD	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.	Venue and speaker booked and confirmed.
	Deliver NCFE Cache Level 3 Early Years SENCO Award to the 21 participants from the Private Voluntary and Independent child care sector.	JB / KW	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.	SENCo Award programme commenced Mar 19.
	Deliver 2018-19 Early Years Professional development programme for SENCos	KW	Jul 19	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.	
	Refresh and publish 2019-20 Early Years Professional development programme for SENCos	KW	Sep 19		

	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.	AB / VG	May 19	Voice of the child, young person and their families is embedded within training package for schools.	
	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.	AD / NT	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.	
• Teaching and support staff	Deliver SEND training to NQTs <ul style="list-style-type: none"> • '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 	AD / NT	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.	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 <ul style="list-style-type: none"> • SEND Awareness training for ITT cohorts via Schools Direct Programmes 3Rivers, Ponteland Primary, The Sele 	AD / NT	Feb 19	Teachers being trained within Northumberland will have increased knowledge of SEND. Evidenced by: Pre and post evaluations.	Training delivered to Initial Teacher Training cohort.
	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.	NT / AD	Mar 19	Improving knowledge and skills of workforce. Evidenced by pre and post evaluations.	Categories of need and Graduated Approach training completed in Nov and Dec 18. Positive evaluations indicating change in practice of attendees. Additional training dates arranged.
2b. System wide improvement in application of	Roll out use of Whole School SEND Review process following pilot			Schools review their SEND response using a nationally validated effective tool and are able to effectively plan to deliver	Pilot completed with Newminster Middle School. Feeder schools on 8 th March. Newminster have developed

<p>Graduated Approach via SEND Governance processes</p>	<ul style="list-style-type: none"> • 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 	<p>AD / NT</p> <p>AD</p> <p>AD</p>	<p>Oct 18</p> <p>Mar 19</p> <p>Mar 19</p> <p>Dec 19</p> <p>Dec 19</p> <p>Jul 19</p>	<p>improvements in the graduated approach.</p> <p>Evidenced by: 14 schools will have Whole School SEND Review completed by Dec 19 by SEND Reviewers.</p>	<p>SEND action plan as a result.</p>
	<p>Provide training to SEN Governors on Graduated Approach and reviewing SEND governance.</p>	<p>AD / NT</p>	<p>Jul 20</p>	<p>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.</p>	<p>39 out of 166 schools have received training as of March 2019.</p>
<p>2c. Co-produce outcome tool for measuring children and young peoples Behaviour, Attitudes and Personal development in schools</p>	<p>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</p> <ul style="list-style-type: none"> • 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 	<p>AD</p>	<p>Mar 19</p> <p>May 19</p> <p>Sept 19</p> <p>Jan 20</p> <p>Mar 20</p>	<p>Tool used in 50% of schools by March 2020. 75% of schools by Dec 2020.</p>	<p>Meeting dates diaried for March 2019.</p>

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.	SBr / DJ	Jun 19	SEND Support Services offer high quality specialist support to promote inclusive educational practice that is allocated according to need	
	Clarify funding mechanisms to support identified, co-produced new model of service delivery.	DJ	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.	SBr / DJ SBr	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 <ul style="list-style-type: none"> • 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 	SBt	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.	Role launched in conference Nov 18. 145 from 166 schools have identified lead in place Jan 19.
	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.	SBt, NT, MC	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.	
	Establish a Single point of access for social, emotional and mental health services <ul style="list-style-type: none"> • Set up improving access group to lead work • Identify and agree model for single point of access • Identify admin pathway for referrals 	SBt	Jul 19	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	Improving access group in place. Agreement reached on process.

	<ul style="list-style-type: none"> 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 20	and decrease in waiting times to treatment for PMHW and CYPS by July 20.	
	<p>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.</p> <ul style="list-style-type: none"> SENCo conference in Jun 19 Produce written guidance and pathway on Early Help referrals for schools 	MC	Mar 20	10% increase in Early Help referrals from schools ensuring pupils are able to access appropriate early support by Mar 20.	:
	<p>Pilot to develop a model of CYPS service delivery that delivers support within schools (Successful Wave 1 Trailblazer bid).</p> <ul style="list-style-type: none"> 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 	SBt	Jul 20	<p>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.</p> <p>Evidenced by: Increase in referrals to PMHW and decrease in waiting times to treatment for PMHW and CYPS by July 20.</p>	<p>Successful bid to become a wave 1 trailblazer site. Schools identified including vulnerable groups and those not in education. Workforce and communication plan in place. Project steering group established and project plan has been developed. Schools have been contacted to confirm their commitment.</p>
	<p>Extend the healthy child programme to enable increased effectiveness of early identification of SEND</p> <ul style="list-style-type: none"> 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 	KH	<p>Sept 19</p> <p>Sept 19</p> <p>July 19</p> <p>Quarterly</p>	<p>All children entering Reception will receive the reception age questionnaire enabling the early identification of children with additional needs. Quarterly monitoring from Sept 19.</p>	<p>PHSN service has been reviewed and capacity identified to ensure that all Reception aged children will receive questionnaire. To be in place from September 2019. Head Teachers and Governors have been informed in January 19 through face to face briefings.</p>

	<p>Refresh 'Supporting Pupils with Medical Conditions in Schools' guidance from the council with update re anaphylaxis.</p> <ul style="list-style-type: none"> • 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. 	JF, SBr	<p>Mar 19</p> <p>Jun 19</p> <p>Jul 19</p>	<p>Schools in Northumberland will have up to date guidance re policy and practice for supporting children and young people with medical conditions.</p> <p>Evidenced by: 100% schools will have refreshed school guidance by July 2019.</p>	
2f. Improve parental confidence in the graduated approach and the ability of mainstream schools to meet children and young people's needs	<p>In addition to improvements detailed above, provide regular communication with parents and carers</p> <ul style="list-style-type: none"> • 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 	NT	Dec 19	<p>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.</p>	

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 <i>What are we going to do?</i>	Action required <i>What are we going to do?</i>	Lead <i>Who will do it?</i>	Timescale <i>By when?</i>	Milestone success measure / Intended outcomes <i>How do we know it's made a difference?</i>	Progress <i>What do we know has happened?</i>
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 <ul style="list-style-type: none"> • 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 	AD and School Improvement Leaders DI	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	
	Improve progress across wide range of subjects at KS4 by <ul style="list-style-type: none"> • 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 	DC AD DC DI	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	
	School Improvement Partners <ul style="list-style-type: none"> • 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 	AD AD DS / DC DS / DC	Apr 19 Apr 19 Jul 19 Jul 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.	

	<p>of SEND provision at each school in summer term reports</p> <ul style="list-style-type: none"> 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 	DS / DC	Dec 19		
		DS / DC	Jul 19		
		AD	Dec 19		
3b. Decrease the numbers of children and young people with SEND being excluded from schools	<p>Establish Exclusion Task and Finish group to review the current position and develop and implement action plan</p> <ul style="list-style-type: none"> 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 	DJ	Dec 18	<p>Compared to 2017-18, there will be a</p> <ul style="list-style-type: none"> 25% decrease in SEN permanent exclusions in the academic year 2018-19 40% decrease in SEN permanent exclusions, in the academic year 2019-2020. <p>Increased numbers of children and young people receiving a positive learning experience in school.</p>	Exclusion task and finish group established and due to report in April 19
		JV	Apr 19		
		JV / DJ	Jul 19		
	Support parents of permanently excluded pupils by offering advocacy support enabling them to challenge schools more effectively.	JV	Jul 19	<p>Parents and carers will have the information and support to be able to advocate for their children.</p> <p>Evidenced by: 100% parents have access to advocacy support term on term.</p>	
	<p>Workforce development programme</p> <ul style="list-style-type: none"> 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 	JV	Jul 19	<p>SENCOs and Governors will have a greater understanding of their role and responsibilities in supporting children and young people within mainstream schools.</p> <p>Evidenced by: Training delivered to 100% SENCO network / partnership meetings</p>	
		JV	Jun 19		
		JV	Jul 19		

	and 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	SBr	Jan 19	Evaluation demonstrates the Local Area has a greater understanding of multiagency practice in order to be able to drive improvement.	80 EHCPs reviewed by 120 participants from E, H, C, PCF. Audit completed. Report produced.
	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.	SBr	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.	Action plan produced.
	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.	NT	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.	
	Co-produce with young people and their families a multi-agency preparation for adulthood training package to include <ul style="list-style-type: none"> • 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 	NT, EJ NT	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.	
	Deliver multi-agency training on preparation for adulthood	SBr	Dec 19	All middle / secondary / high and special schools to have received training re Preparation for	

	to education, health and social care staff who work with young people in Northumberland from 11 to 25 years			adulthood and annual review process by December 2019.	
	<p>Establish multi-agency 'Transition Tracker' to identify young people who need support for transition.</p> <ul style="list-style-type: none"> 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 	FB	<p>Dec 18</p> <p>Jan 19</p> <p>Feb 19</p> <p>Nov 19</p>	<p>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.</p> <p>By November 2019 the most vulnerable young people will be identified and targeted for support.</p>	Transition Tracker in place. Matrix to support identification established.
	<p>Produce a clear transition pathway from children to adult social care for young people with SEND</p> <ul style="list-style-type: none"> 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 	<p>SM / GR</p> <p>SM</p> <p>SM</p> <p>SM</p>	<p>Apr 19</p> <p>May 19</p> <p>Jul 19</p> <p>Dec19</p>	<p>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.</p> <p>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.</p>	
	<p>Strategically review transition arrangements across education and social care to increase integrated working and create greater alignment across working practices and pathways.</p> <p>Establish new transition arrangements.</p>	GR / DJ	<p>Mar 19</p> <p>Apr 20</p>	<p>Teams and services are aligned operationally to enable integrated working practices and pathways.</p>	Draft review complete.
3d. Co-produce a clear guide for young people with SEND to enable them to know what support and	<p>Co-produce a guide for young people and their families for moving on into adulthood which</p> <ul style="list-style-type: none"> Describes what to expect and when Explains the role of different support services Details range of options / pathways available 	SBr	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.	

services are available moving on into adulthood.				By April 2020, all Year 9 young people and their families will have access to the PfA pathway and receive PfA information.	
3e. Audit the range and quality of Post 16 and Post 19 provision of Special Schools in Northumberland	<p>Review current available Post 16 provision</p> <ul style="list-style-type: none"> • 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 	<p>CT</p> <p>RP</p> <p>RP</p> <p>RP</p> <p>RP</p>	<p>Nov 18</p> <p>May 19</p> <p>Jul 20</p> <p>Jul 20</p> <p>Jul 20</p>	<p>Young People in Northumberland access high quality Post 16 provision which supports Preparation for Adulthood.</p> <p>Establish baseline of progress against outcomes in EHCPS 2018-19 and demonstrate improvement in 2019-20.</p>	
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.	AH, SBr	May 19	<p>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.</p> <p>Effective long term planning will be informed by accurate data analysis enabling the commissioning of services to</p>	
	<p>Capture outcomes data from annual reviews of EHCP and the level of the child / young person</p> <ul style="list-style-type: none"> • 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 	AH, SBr	<p>Mar 19</p> <p>Apr 19</p> <p>May 19</p> <p>Jun 19</p> <p>Sept 19</p>		Mechanism agreed to capture outcomes data.
	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	SBr	Apr 19		

	framework for SEND.			meet need.	
	Identify the range of outcomes that are captured in different systems for the four Preparation for Adulthood strands.	AH, SBr	May 19	There will be a clear co-produced performance and outcomes based accountability framework within Northumberland which informs future planning and commissioning of services.	
	<p>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</p> <ul style="list-style-type: none"> • Employment • Independent Living • Community Inclusion • Health <p>Identify key stakeholders, lead and plan for each PfA strand from families, education, health and social care.</p> <p>Hold stakeholder workshop to produce outcome framework for each strand, facilitated by regional lead and generate action plan.</p> <p>Implement and monitor PfA outcome framework.</p>	SBr, AH	<p>May 19</p> <p>Oct 19</p> <p>Half yearly</p>	<p>Half yearly monitoring of outcomes framework by SEND Strategic Executive Board.</p> <p>For SEND NEET rates to be brought in line with the overall NEET cohort by Jul 21.</p>	