

Royal Borough of Windsor and Maidenhead Local Area Written Statement of Action for Special Educational Needs and Disabilities (SEND)

Purpose of this statement

Between 3 July 2017 and 7 July 2017, Ofsted and the Care Quality Commission (CQC) conducted a joint inspection of the Royal Borough of Windsor and Maidenhead (RBWM) local area to judge its effectiveness in implementing the special educational needs and disability (SEND) reforms set out in the Children and Families Act 2014. As a result of the findings of the inspection, Her Majesty's Chief Inspector (HMCI) determined that a Written Statement of Action (WSOA) is required to address eight areas of significant weakness in the local area's practice. RBWM and the Windsor and Maidenhead (WAM) Clinical Commissioning Group (CCG) are jointly responsible for submitting the written statement, which has been produced in conjunction with Parents and Carers in Partnership (PaCiP).

The local area is required to produce and submit a Written Statement of Action to Ofsted that explains how the local area will tackle the following areas of significant weakness:

- tardiness and delay in establishing strategies to implement the reforms effectively
- the lack of leadership capacity across local area services, such as the time given to the role of the Designated Clinical Officer (DCO)
- poor use of management information to secure a robust overview of the local area's effectiveness
- weaknesses in how leaders are held to account across the local area
- the inequality of access to services and variability of experience for children and young people who have special educational needs and/or disabilities and their families
- the wide variances in the quality of education, health and care plans caused by weaknesses in the planning and transition processes
- the lack of effective co-production with parents when designing and delivering services and when planning for their individual children's needs
- poor joint commissioning arrangements that limit leader's ability to ensure that there are adequate services to meet local area needs.

Since the inspection, the Borough's Director of Children's Services and the CCG's Director of Quality have been working with services and stakeholders to understand the actions we need to take to make improvements. These include: PaCiP; employees of RBWM and WAM CCG; schools and colleges; Schools Forum; Public Health; Berkshire Healthcare Foundation Trust (BHFT) and other health care providers.

This is our statement of action. It sets out:

1. Our vision
2. The value of coproduction;
3. Key Themes from the inspection.
4. The framework we will use to measure our performance.
5. A summary of the outcomes we are seeking to achieve to address the weaknesses identified and the improvements we will make;

The action plan within the written statement of action will be overseen and scrutinised by a new multiagency SEND Steering Board. This will be an evolution of our existing multi agency SEND improvement group.

1. Our vision and principles.

Our vision for children and young people with SEND in RBWM was discussed at length during the co-production of the SEND strategy shared with the inspection team. These principles and priorities remain and underpin the actions which support our written statement.

In RBWM we are committed to developing inclusive communities which are welcoming to all. Our vision for Special Educational Needs and Disabilities (SEND) underpins this commitment. It is:

"To ensure that every child and young person with SEND in the borough is safe, has access to equal opportunities and is enabled to reach their full potential"

We are committed to securing the best possible outcomes for children and young people with SEND. We want them and their families to: feel valued; be able to participate; and be empowered to have choice and control. We will work together to give children and young people with SEND in RBWM every chance to be the best that they can be. We want them to enjoy a healthy and happy family life and to go to an educational establishment that meets their needs as near to their home as possible. This includes our strong commitment to our children in care.

Our SEND strategy focuses on three major priorities. These priorities run alongside the written statement of action. They are:

1. work to ensure that appropriate emotional wellbeing and mental health services are available to all children and young people.
2. support early year's settings, schools and others to be fully inclusive and improve educational outcomes for children and young people with SEN and Disabilities.
3. improve educational achievement for young people post 16 and ensure effective transitions into adulthood.

Three principles underpin our aspirations.

1. Involve children and young people and their parents and carers in all decisions about them, promoting independence and autonomy through to adulthood.
2. Enable inclusion and participation in all aspects of family, school and community life in a local and inclusive setting, making the best possible use of available resources.
3. Secure the right support at the right time for families by working in partnership with schools, health, social care and other key partners.

2. The value of coproduction

We will build on our coproduction partnerships and continue to make sure that the right people are involved in delivering the improvements set out in this plan in the same way as the strategy was developed. This work will include contributions from councillors, senior leaders, partners, schools, colleges, staff, PaCiP, and young people. Improvement work will be delivered through a SEND working groups overseen by the SEND Steering Board.

As part of this commitment, we will work with PaCiP to develop the understanding of coproduction for all stakeholders and use the model when designing changes to deliver the SEND strategy. We recognise that working with our partners within PaCiP we should ensure that co-production:

- Is recognised as important, valued, planned and is adequately resourced.
- is clearly viable at all stages in the planning, delivery and monitoring of services
- clearly describes roles for children, young people and parents
- builds into the process, strong feedback mechanisms to ensure that children, young people and parents understand the impact of their participation.

3. Key Themes from the inspection.

We have identified/recognised a set of Themes linked directly to the areas of weakness identified by inspectors. These are provided in the table below along with a summary of the key improvements that we will make to have the greatest impact.

Theme 1: Tardiness and delay in establishing strategies to implement the reforms effectively	
What Ofsted and CQC said	Outcome we are seeking to achieve
<i>"There is too little evidence of leaders' actions resulting in improvements to the experiences and outcomes of children and young people who have special educational needs and/or disabilities and their families."</i>	Clear strategic leadership to be evident in improved "customer" experience. Strategic leadership to roll out the co-production model across all services. Evidence that the child is at the centre of our system through case studies highlighting action and impact.
Theme 2: The lack of leadership capacity across local area services, such as the time given to the role of the DCO	
What Ofsted and CQC said	Outcome we are seeking to achieve
<i>"The clinical commissioning group's designated clinical officer (DCO) is under resourced. The time allocated for the role does not reflect the Children's Disability Council guidance and so the DCO's availability to lead the strategic agenda is limited."</i>	The outcome should be the employment of a dedicated Head of Children and Families to provide additional operational and strategic support to the DCO. Leaders have a secure and robust overview of the local areas effectiveness. SEND reforms are well known by all staff involved with SEND. Improved management of SEND processes. Multiagency decision making at panel improves fairness.
Theme 3: Poor use of management information to secure a robust overview of the local area's effectiveness	
What Ofsted and CQC said	Outcome we are seeking to achieve
<i>"Leaders across education, healthcare and care do not have effective oversight of the number of children and young people who have special educational needs and/or disabilities being supported across services."</i>	Robust and accurate data, across all agencies, for all children with SEND. (With and without an EHC plan). Transparent and published data which indicates the effectiveness of different elements of the SEND system.
Theme 4: Weaknesses in how leaders are held to account across the local area	

What Ofsted and CQC said	Outcome we are seeking to achieve
<p><i>“Furthermore, a lack of robust accountability measures means that not enough is being done to tackle these inconsistencies and to hold leaders and services to account.”</i></p>	<p>Improved information will allow transparent assessment of the effectiveness of systems in the local area and clarify governance and commissioning arrangements to ensure accountability.</p> <p>Leaders and services providers demonstrate responsibility and accountability for their role in SEND improvements and are held to account for under performance</p>
<p>Theme 5: The inequality of access to services and variability of experience for children and young people who have special educational needs and/or disabilities and their families</p>	
<p>What Ofsted and CQC said</p>	
<p><i>“There is too much variability in the implementation of the reforms across the local area. Despite pockets of good practice, joint working is not consistent enough.”</i></p>	<p>Greater consistency in expectation and understanding of responsibility and accountability across all service providers, including schools. Transparency and co-production in all SEND development activities including early help as well as EHCP related activity and processes.</p> <p>Publish via the Local Offer action plans with leads that hold accountability and responsibility for delivery and embedding of the SEND reforms.</p>
<p>Theme 6: The wide variances in the quality of education, health and care plans caused by weaknesses in the planning and transition processes</p>	
<p>What Ofsted and CQC said</p>	
<p><i>“Systems and processes around the application for, and management of education, health and care (EHC) plans are not working well enough.”</i></p>	<p>All stakeholders have a good understanding of the systems and processes for EHC plans and how they will be continuously improved.</p> <p>Consistent and robust systems and processes implemented for all aspects of the EHCP processes, including preparing for adulthood.</p> <p>Improved experience for children, young people and families.</p> <p>Equitable access to resources.</p>

Theme 7: The lack of effective co-production with parents when designing and delivering services and when planning for their individual children's needs	
What Ofsted and CQC said	
<i>"Co-production at a strategic level is not as well established as it should be, considering that the reforms were introduced in 2014."</i>	Parent / Carers/ young people feel better informed and that their child young person's needs / experiences are shaping services and they are receiving the appropriate services to meet their needs and the development of new approaches.
Theme 8: Poor joint commissioning arrangements that limit leaders' ability to ensure that there are adequate services to meet local area needs.	
What Ofsted and CQC said	
<i>"Joint commissioning is under-developed.....This means that in a period of declining budgets, opportunities to pool resources to tackle areas of need in the local area are under-utilised."</i>	To have evidence of a robust system of joint commissioning and procurement which improves the effectiveness of services available, identifies gaps and plans future strategies to support children and young people with SEND.

4. How will we manage performance?

We have adopted an “outcomes based accountability” structure to manage performance. Full training will be offered to contributors. For each of the areas for development we will be asking three questions. The SEND Steering Group will review progress and update the following table as part of the published report. The initial version is populated with questions that have been proposed during the development of this statement.

How much did we do?	How well did we do it?
<ul style="list-style-type: none"> ● Number of case audits completed ● Number of conversions from statements to EHCP ● Number of professionals completing training (by type) ● Number of children placed out of borough ● Number of places available in SEN Resource Provision ● Number of places available in RBWM Special Schools for children with complex SEND ● Attendance at commissioning and decision making meetings ● Number of inclusion self-evaluation frameworks completed 	<ul style="list-style-type: none"> ● % of new EHCP completed within statutory timescales ● Quality of assessments and plans (case audits report) <ul style="list-style-type: none"> ○ Outcomes focused ○ Personalised ○ Voice of child ● Customer experience survey ● Waiting times for specialist services ● Training evaluation ● Satisfaction of educational settings on quality of support offered
Is anyone better off as a result?	
<ul style="list-style-type: none"> ● % children and young people meeting goal based outcomes (measured at review) in their Education Health and Care plans ● Key Stage 2 attainment ● Educational progress of children with SEND ● Pupil absence rates of children with SEND ● Pupil exclusion rates of children with SEND 	

We recognise that some outcome measures are achieved over months and in some cases, years. We will therefore choose the best measures available to inform our progress reporting.

Glossary of Terms	
AfC	Achieving for Children
BCF	Better Care Fund - Health and Social Care joint funding
BHFT	Berkshire Healthcare Foundation Trust
CCG	Clinical Commissioning Group
Co-production	The process of practitioners, families and young people working together to develop plans and services which uses the unique perspectives of all to develop a service which meets the need of the service user
CQC	Care Quality Commission
CYP	Children and Young People
CYPDS	Children and Young People Disability Service
DCO	Designated Clinical Officer
DCS	Director of Children's Services
OfSTED	Office for Standards in Education, Children's Services and Skills
PaCiP	Parents and Carers in Partnership
PfA	Preparing for Adulthood
SENCO	Special Educational Needs Co-ordinator
SEND	Special Education Needs and Disabilities
Multi Agency Description	
This is a dynamic group process with parents/carers and professionals who work together to plan and transform services for disabled children and those with special education needs. Multi-agency means Council and AFC staff, CCG and health providers, school, college, and nursery staff as well as parent and carer representatives from PaCiP.	

5. A summary of the outcomes we are seeking to achieve to address the identified weaknesses.

Theme 1: Tardiness and delay in establishing strategies to implement the reforms effectively	Progress (BRAG)
<p>General outcomes:</p> <ul style="list-style-type: none"> • Leaders across the local area are embracing accountability and responsibility for the implementation of the SEND reforms. • Regular publication of progress in implementing the reforms on the Local Offer. • A strategic direction for meeting the needs of all children and young people with SEND. 	<p>Blue: completed and embedded Green: on track, no delivery concerns Amber: on track, minor delivery concerns Red: little progress major delivery concerns. White: not started</p>
<p>Theme owner: Director of Children’s Services</p>	

Required outcome	Action	Work Stream	Lead	Date of delivery	Progress Headlines	BRAG
Theme 1: Tardiness and delay in establishing strategies to implement the reforms effectively						
Ofsted Main Finding 1.1	Leaders across the local area are not implementing the reforms required by legislation in a timely manner.					
a. Accountability structure in place	Establish a high level SEND Steering Board made up of local authority, Health, Schools, and Parents that will hold all agencies to account for the delivery of the Action Plan and direct the outcomes of the resulting work stream groups. The Steering Board will report in to the Health and Well Being Board.	N/A	DCS and CCG Lead	November 2017	Steering Board established and meeting monthly Health and Wellbeing Board agreed as overall governance.	Blue
b. Clear communication from the SEND Steering Board to all partners and services users	Communicate termly on the progress of the action plan, including via the Local Offer which addresses the issues within the WSOA	N/A	Chair of the SEND Steering Board	Termly, beginning December 2017	All relevant documentation is published on the Local Offer and refreshed at least monthly. This includes: <ul style="list-style-type: none"> • Latest version of the WSOA • All termly chair's reports • Minutes of SEND Board meeting • Terms of Reference of the board • Other relevant documents. For example, those presented at the Inclusion Summit on 19 April 2018 All stakeholders share the above information within their networks to ensure the information reaches the wider audience.	Blue
c. A SEND Working Group model in place with capacity and responsibility to deliver key aspects of the action plan and wider reforms	Establish a local leader's Working Group to support the area-wide commitment to drive through SEND improvements	N/A	DCS	Beginning December 2017.	There is an established working group that meets monthly to update the action plan and to provide exceptions reports to the board. The board works to an agreed timeline for updates. The working group has agreed four specific workstreams to drive delivery of the action plan.	Blue

Required outcome	Action	Work Stream	Lead	Date of delivery	Progress Headlines	BRAG
					In addition to the workstreams, there is an overarching commitment to ensuring co-production and effective communication is a shared vision. PaCiP will provide a monthly report to the working group.	
Ofsted Main Finding 1.2	Though late in the day, leaders are consulting on a new SEND strategy which details how they intend to work together to implement the reforms.					
a. Publication of a 2017 - 2020 SEND Strategy	i. Complete the consultation on the SEND Strategy	WS 1	Service Leader CYPDS	February 2018	SEND Strategy has been co produced with all interested stakeholders during the specific nine week period in 2017. Further refinements were made up until the end of December 2017.	Blue
	ii. Soft launch SEND Strategy alongside the Inclusion Charter Footnote: SEND Steering Board agreed in November 2018 for the action to include 'Soft' to pre-fix launch	WS 1	Service Leader CYPDS	April 2018	The strategy was published at the Inclusion Summit on 19 April 2018 and is available on the Local Offer.	Blue
	iii. Publish the SEND Strategy	WS 1	Service Leader CYPDS	March 2018 April 2018	SEND strategy is now published on the Local Offer.	Blue
b. Publication of a 2017-2020 SEND Strategy implementation plan which details actions that need to be taken in order to achieve the priorities in the strategy.	Co-produce an implementation plan, overseen by the SEND Steering Board and led by the SEND Working Group. Launch Publish alongside the Inclusion Charter. Footnote: SEND Steering Board agreed in November 2018 for the action to be reworded to read "Publish..." instead of "Launch..."	WS 1	Service Leader CYPDS, SEND Working Group	February 2018 April 2018 July 2018 November 2018	Following the publication of the SEND strategy at the Inclusion Summit on 19 April 2018, the Implementation Plan format was discussed and agreed with a wide range of stakeholders on 08 June 2018. A user friendly version is at the draft phase following a workshop on 10.10.18. The Implementation Plan will be published on the Local Offer and form the basis for the SEND action plan 2018-19.	Green

Required outcome	Action	Work Stream	Lead	Date of delivery	Progress Headlines	BRAG
c. A well communicated strategy, known to all stakeholders.	Launch an annual "Inclusion Summit" which is open to all so that clear progress can be demonstrated in implementing the reforms.	WS 1	Service Leader CYPDS, PaCiP,DCO	April 2018	A very successful event was held on 19 April 2018, attended by around 180 participants from all sectors and stakeholder interest groups. These included parents, schools, community services and health. Going forward, the work will continue and a well communicated strategy, known to all stakeholders, eg Health, PaCiP and the LA will be communicated via the local offer. The evidence and impact will be recorded.	Blue
d. Understanding and commitment to inclusion from all providers of education (a major principle underpinning the strategy).	Develop an "Inclusion Charter" so every child and their family understand the commitments that all parts of the system have made to help them succeed i. 50% of schools signed up to support the Charter before the inclusion summit.	WS 2	DCS	March 2018 April 2018 July 2018 i. December 2018	The Inclusion Charter was launched at the Inclusion Summit on 19 April 2018. Following the interactive exercise at the Summit and further consultation the document was simplified and has now been finalised. The Inclusion Charter title "Working Together" has been agreed and Head Teachers and Governors were presented the final version in June, and officially launched in September 2018.	Blue Green
	ii. 80% of schools signed up to support the Charter by the end of the current school year.			ii. July 2019		
Ofsted Main Finding 1.3	Nor have local area leaders fully understood the depth of concern felt among their parents. Leaders have not recognised the limited progress in improving the experience and outcomes for children and young people who have special educational needs and/or disabilities which results from their slow and piecemeal implementation of the reforms.					

Required outcome	Action	Work Stream	Lead	Date of delivery	Progress Headlines	BRAG
a. Effective partnership working	i. Strengthen and develop the work with PaCiP as a group to represent views of parents to shape services	WS 1 WS 2 WS 3 WS 4	PaCiP , Service Leader CYPDS, DCO	Ongoing	PaCiP are integral to the development of this action plan and are involved in all relevant task and finish groups. Membership of PaCiP has increased. Regular meetings take place between PaCiP and CYPDS. Regular meetings held between CCG, LA and PaCiP. PaCiP have been invited to sit on the Joint Commissioning Board East Berkshire.	Green
	ii. Quarterly meetings between PaCiP committee with DCS and CCG lead officers to ensure feedback loop in addition to individual work items.	N/A	CCG , DCS, PaCiP DCO , Service Leader CYPDS,	Feb 2018, Ongoing	Initial meeting between PaCiP, DCS and CCG was held in December 2017. Regular meetings take place between PaCiP and CYPDS. East Berkshire meetings by the CCG, PaCiP, BHFT and LAs in place for setting strategy and collaborative working.	Green
b. Improved partnerships and shared responsibility and accountability	i. Review current feedback systems for young people and their families and identify gaps. <i>Note: This action is specifically in relation to the EHC assessment process</i>	WS 3	SEND Business Manager , Service Leader CYPDS, PaCiP, DCO	March 2018 End of June 2018 December 2018	A new questionnaire was developed based on the four Inclusion Charter statements. This was trialed between June and July for families within the EHC needs assessment process, and following a trial this is now being routinely sent out with new EHC plans. There is currently limited data to establish trends and identified gaps, however there are further opportunities to include the feedback link and we will continue to review the process to ensure we get the best feedback possible. The date of delivery	Green

Required outcome	Action	Work Stream	Lead	Date of delivery	Progress Headlines	BRAG
					is to allow sufficient feedback to be collated.	
	ii. Co-produce system changes so there is increased transparency of all elements of service delivery.	WS 3	SEND Business Manager , Service Leader CYPDS, PaCiP, DCO	September 2018	The development of the SEND handbook was carried out with parent groups, schools and health. The booklet clearly lays out what is expected during the EHCP cycle and will be reviewed annually. The handbook has been completed and features on the Local Offer in an easy to print format.	Blue
	iii. Routine monitoring of feedback by the East Berkshire SEND group to inform future system wide changes	WS 3	DCO	April 2018, Ongoing	Parent/Carer feedback is a regular agenda item for the East Berkshire SEND meeting to provide feedback directly from the parent reps to the group attendees for wide dissemination of new activities and areas where support is required. Local and national SEND initiatives are also disseminated and discussed.	Blue
	iv. Work with schools and other educational settings to ensure that the graduated approach to SEND best practice is known across the borough.	WS 4	SEND Business Manager , Service Leader, CYPDS, PaCiP, DCO	Feb 2018 June 2018 November 2018	A high needs matrix task and finish group commenced on 06 June 2018. The matrix is being updated alongside the Graduated Response booklet. A meeting to be held with partners in November 2018 to review proposed changes to Matrix.	Green

Required outcome	Action	Work Stream	Lead	Date of delivery	Progress Headlines	BRAG
c. Improved profile of SEND in all aspects of youth council work. Active promotion of information and understanding of SEND.	Ensure that children with SEND are included on the local youth council (Kickback – RBWM’s Children in care council) to ensure this group are represented in the voice of the child work across the borough	WS 3	Service Leader CYPDS	March 2018 April 2018	Two young people with SEND are members of Kickback and are supported to be active participants. Going forward there are plans to develop a SEND specific youth group to be involved in co-producing services and provision in the local area Young people from two local schools produced a film on Inclusion to share across all the schools and is uploaded on the Local Offer. 4 young people discussed what Inclusion would mean for them and this was presented at a Council meeting and sent to all schools in a presentation.	Blue
d. Clear communication to all partners and service users on progress in implementing the reforms.	Increase focus on the Local Offer ensuring this is up to date and includes a regular SEND newsfeed based on the half-termly Chair’s Report Footnote: the SEND Steering Board agreed that the action should state the Chair’s report to be termly, instead of half-termly.	WS 1	Service Leader CYPDS, PaCiP, DCO	January 2018	The Local Offer is updated on a regular basis with key documentation in relation to the WSOA.	Blue

Required outcome	Action	Work Stream	Lead	Date of delivery	Progress Headlines	BRAG
------------------	--------	-------------	------	------------------	--------------------	------

Theme 2: The lack of leadership capacity across local area services, such as the time given to the role of the DCO

Ofsted Main Finding 2.1	The clinical commissioning group's designated clinical officer (DCO) is under resourced. The time allocated for the role does not reflect the Children's Disability Council guidance and so the DCO's availability to lead the strategic agenda is limited.					
a. DCO has capacity to fulfil the role as indicated in the CDC guidance	<p>Agree with the CCG the reasonable capacity for the DCO to lead and manage the strategic agenda under the CDC guidance. Flexibility of the role to be agreed to:</p> <p>a. Raise the profile of SEND locally with GPs and health care staff.</p> <p>b. Identify gaps in current provision, and support the development of business cases and option appraisals</p> <p>DCO to develop and distribute across the health economy a biannual newsletter on SEND.</p>	WS1	DCO, CCG	December 2017	<p>Capacity of DCO has been reviewed and additional capacity has been agreed by the CCG. The DCO now has additional capacity to fulfil the CDC guidance.</p> <p>The Steering Board agreed that the DCO would not develop a bi-annual health newsletter on SEND as there are other avenues to disseminate information</p> <p>The LA SEND newsletter is distributed via the EB SEND group.</p>	Blue
b. Clear communication to all Health staff on progress in implementing the SEND reforms.	i. DCO to forward all relevant policy updates to health colleagues within the RBWM health economy, in a timely manner	N/A	DCO	December 2017	DCO is a member of SEND Steering Board and is carrying out the expected duties and responsibilities.	Blue
	ii. Key stakeholders (to include relevant health services) to attend the East Berkshire SEND meeting is a conduit to ensure communication of SEND updates and reforms to all agencies; each member of the group have a responsibility to ensure relevant information is disseminated across their agencies and to parents including Local events and Local Offer updates.	N/A	DCO	September 2018	Chair's report as part of the RBWM Health and Well Being Board February 2018.	Blue
	iii. The SEND Chair's Report communicated to all stakeholders	N/A	SEND Steering Board chair	January 2018	The SEND Chair's report is published termly on the Local Offer. All stakeholders share the report within their networks to ensure the information reaches the wider audience.	Blue

Required outcome	Action	Work Stream	Lead	Date of delivery	Progress Headlines	BRAG
	iv. SEND update session on the GP education programme	N/A	DCO	April 2018	GP update for SEND delivered jointly by LA head of SEND and DCO- September 2018.	Blue
c. DCO to be fully engaged in the strategic development of all SEND initiatives across the borough.	i. DCO to be part of the SEND Steering Board and an active member of the SEND Working Group.	N/A	DCO	December 2017	DCO a member of both the Board and the Working Group	Blue
	ii. DCO to develop multi-agency thematic reviews of EHCPs to undertake deep dive audits three times a year: initial assessments, review assessments and transition processes to drive up quality of plans across East Berkshire. Any themes, learning and improvement actions arising will be reported to the DCO and commissioner, to the East Berkshire SEND group and to the RBWM SEND Steering Board.	WS 3	DCO	December 2017	The programme of multiagency/ parent/ carer EHC Plan audits is in place; the first of three has taken place. Themes, learning and improvement actions arising are to be reported to the East Berkshire SEND Group in June 2018 and the RBWM SEND Steering Board in July 2018.	Blue
	iii. Multiagency audit programme in place and monitored by East Berks SEND group	WS 3	DCO	April 2018	First audit day took place 16 March 2018; follow up was held on 20 April 2018. The DCO completed a themes and learning report that was reviewed by stakeholders and discussed at SEND steering group. The report was reviewed at the East Berks SEND group.	Blue
d. Clear communication to all partners and service users on progress in implementing the reforms.	i. Oversee content of the Local Offer; ensure all Health references are accurate and up- to-date.	WS 1	BHFT / DCO	December 2017 July 2018	The current Local Offer has been refreshed and there are updated links and references to the BHFT website. The new Local Offer website will be launched by March 2019 and will continue to feature a link to all relevant Health information.	Blue
	ii. Monitor data / trends in SEND referrals via the SEND Coordinator	WS 1	BHFT / DCO	April 2018	Data set agreed and monitored quarterly by BHFT and CCG	Blue
Ofsted Main Finding 2.2	Key challenges, such as changes to the leadership structure at the Royal Borough of Windsor and Maidenhead (RBWM), and continued turnover of administrative staff, have limited the capacity to drive through the reforms					

Required outcome	Action	Work Stream	Lead	Date of delivery	Progress Headlines	BRAG
a. Shared responsibility for the implementation of the SEND reforms. This will enhance the leadership capacity across the area.	Work with educational settings to explain the leadership requirements of the graduated approach to SEND to Headteachers and Governors at the local Education Leadership Forum (ELF) on 23 January 2018.	WS 4	DCS	January 2018	Presentation given at ELF. The SEND Working Group of schools met on 9 th March and agreed to proceed with task and finish groups. On-going updates are given to all School Leaders and governors via the schools bulletin and ELF forum. All schools are now on-board with Leadership requirements through the updates, which are on-going. DFE Governors Driver Trust SEND tool Kit has been distributed to governors to challenge and support schools. SEND Specialist will continue to support schools	Blue
b. Shared leadership, responsibility and accountability for early identification and delivering outcomes through the SEND Strategy	Co-produce the SEND Strategy and implementation plan as set out in 1.2a and 1.2b.	WS 1	Service Leader CYPDS	April 2018 June 2018 July 2018 October 2018	As 1.2a/b Strategy complete, implementation plan in draft phase	Green
c. Staff in educational settings have the appropriate skills and abilities to identify and have meet the needs of CYP with SEND	i. Develop the use of educational networks and experience to share good practice to develop SEND capacity across the area.	WS 2	SEND Business Manager, Service Leader Education Leadership	July 2018	Educational networks identified and engaged including wider SENCO meetings. These meetings have been arranged for the academic year. SENCOs have been included in relevant task and finish groups. A SEND consultant position is now in place for the first two school terms and a SENCO coordinator position is currently being advertised, for a January 2019 start date. This outcome will be carried forward onto next year's action plan.	Blue

Required outcome	Action	Work Stream	Lead	Date of delivery	Progress Headlines	BRAG
	ii. Graduated approach is evidenced in 80% of new EHCP requests put forward by schools by the end of the academic year.	WS 3	SEND Business Manager, Service Leader Education Leadership	July 2018	The Graduated Response was reviewed alongside the EHC Handbook development during June. In the last six months (April 2018 – September 2018) an average of 83% of new needs requests were agreed at fist submission, compared to 70% in the six months before that (October 2017 – March 2018). This demonstrates that schools are using the graduated response more effectively, showing an understanding of school support and only applying for EHCPs when the graduated response is not enough to help pupils progress.	Blue
d. Increased Case Officer	The Children and Young People Disability Service (CYPDS) will add capacity with two Case Officer roles focused on the more challenging cases, either new or existing to ensure their effective resolution without impact on other cases.	WS 3	Service Leader CYPDS	April 2018	The Better Care Fund (Health and Social Care monies) have agreed £150k per year for three years. CYPDS increased staffing for one case officer post focussing on the more challenging cases. An interim worker has been in post since April. The funding has also supported a SEND consultant position from September '18 and an Area SENCo for schools, commencing January 2019.	Blue
Ofsted Main Finding 2.3	There is too little evidence of leaders' actions resulting in improvements to the experiences and outcomes of children and young people who have special educational needs and/or disabilities and their families.					

Required outcome	Action	Work Stream	Lead	Date of delivery	Progress Headlines	BRAG
a. Clarity for service users on where to go to access appropriate services and resources for Emotional Health and Wellbeing and CAMHS. This will help to reduce waiting times for SEMH support.	i. Create an Emotional Health and Wellbeing plan that seamlessly links to the CAMHS transformation strategy.	WS1	CCG Director of Strategy	September 2018 November 2018	Local Transformation Plan Children and Young People's Mental Health and Wellbeing (East Berkshire) Oct 2018 – Oct 2019 has been rewritten with commitment for implementation by all partners across East Berkshire via CCG, BHFT, LA DCS and Public Health; this is a significant workstream aiming for sustainability and transformation of the offer of early help emotional health and wellbeing services, the progress of which will feed into the joint children's commissioning board. Excellent feedback given from NHS England October 2018 and awaiting formal acceptance by November 2018.	Green
	ii. The online resource and single point of access will be accessible via the local offer.	WS1	BHFT	January 2018 September 2018 April 2019	The BHFT online resource offers information to parents, carers and professional on services available that are provided by BHFT, advice on how to support a child and also when to refer and access to the online referral form. The online resource was launched in October 2017: www.cypf.berkshirehealthcare.nhs.uk	Green
	iii. CCG will fund an additional 50 Autism Assessments for CYP on the waiting list across East Berkshire	N/A	CCG	January 2018	CCG have agreed to fund additional 50 autism assessments	Blue
	iv. BHFT will undertake an additional 50 Autism Assessments for CYP on the waiting list	N/A	BHFT	September 2018 November 2018	BHFT received funding agreement and the contract was agreed. BHFT started undertaking the assessments from July 2018. In October 2018 a total of 43 assessments have been completed of which 12 were for children registered with GPs in Windsor and Maidenhead. The longest wait for an RBWM child was 27 months.	Green

Required outcome	Action	Work Stream	Lead	Date of delivery	Progress Headlines	BRAG
	v. CCG will work with BHFT to look at the demand and capacity of the Autism Assessment service and plan an appropriate model	N/A	CCG BHFT	January 2018	A business case has been agreed through East Berkshire CCG to scope out a service model and pathway of care for people with Autism and ADHD, based on a) analysis of current service usage and b) prevalence. The recommended service model would be based on national best practice and provide a breakdown of what the options for a new pathway would be There is support across East Berkshire from CCG, health provider and three local authorities to complete a report to support us to make the right decisions for our local population. In the short term BHFT are working reviewing the demand/capacity for the current pathway. A recent development (Oct 2018) is that BHFT are now introducing online assessment for less complex cases and where this may be deemed appropriate.	Blue
	vi. The CCG will commence the business planning process of commissioning new pathway and service for an ageless autism service to be coproduced, with an options appraisal of the new pathway and service to be presented in September 2018.	N/A	CCG	January 2018 February 2019	It has been agreed by all stakeholders to carry out the scoping exercise detailed above. This work is currently going through procurement with a planned start date for end of Nov 18 and will take up to three months to complete. The findings of this will then inform the next steps for a pathway for the future. The report from the scoping exercise will be presented back to the East Berkshire SEND Group, local SEND Boards reporting into the Joint Commissioning Board CYP Health and Wellbeing.	Green

Required outcome	Action	Work Stream	Lead	Date of delivery	Progress Headlines	BRAG
<p>b. Improved experience of young people with SEND. For those with EHCP's Ensure annual reviews are focused, timely and update outcomes appropriately. In particular ensure those who are in Y9 and above have a well planned, meaningful transition into adulthood to equip them for the future.</p>	<p>i. The Inclusion Charter will set out clear expectations for all as described in 4.1a.</p>	<p>WS 2</p>	<p>Service Leader laPS, PaCiP</p>	<p>April 2018 June 2018</p>	<p>The Inclusion Charter was launched at the Inclusion Summit on 19 April 2018. Following the interactive exercise at the Summit and further consultation the document was simplified and has now been finalised. The Inclusion Charter title "<i>Working Together</i>" has been agreed and Head Teachers and Governors were presented the final version in June, with an official launch in September 2018.</p> <p>300 Inclusion Charter posters have been printed and displayed in public areas ahead of September 2018, and a card of the Charter is being prepared for children, young people and their families. To accompany the posters, Inclusion Charter presentations and children's short films were sent to all schools for their assemblies in September.</p>	<p>Blue</p>
	<p>ii. Regular annual training for all education providers to ensure that CYP have individually focused annual reviews, leading to increased satisfaction measures</p>	<p>WS 3</p>	<p>SEND Business Manager, PaCiP</p>	<p>April 2018 September 2018 December 2018</p>	<p>A review of the annual review processes was completed by the LA during July and August 2018 and annual review paperwork was refreshed and finalised following consultation with PaCiP by September 2018. A role has been created within the CYPDS service for an Annual Review coordinator who took up the post in October 2018. The post will set up training, improve processes and work in collaboration with the Preparing for Adulthood team, to improve transition process for children 14 years +</p>	<p>Green</p>

Required outcome	Action	Work Stream	Lead	Date of delivery	Progress Headlines	BRAG
	iii. Introduce specific 18-25 “Preparing for adulthood” pathway (PfA) with activity from Y9.	WS 1	Service Leader CYPDS	April 2018	CYPDS PfA strand is fully operational. Involvement from CYPDS is fully compliant with Children and Families Act 2014 and Care Act 2014 duties. A supported Internship offer has been co-produced and a local forum created in line with DfE expectation. A specific PfA event for young people is scheduled for September and has been co-produced with all key parties. This will be an annual event. The SEND Strategy Implementation Plan will include continued working on this pathway, as agreed by the SEND Steering Board.	Blue
	iv. BHFT to adapt forms on RiO, (health data management system) to capture information on transition discussions undertaken with service users from the age of 14. This will ensure that the views of the young people are captured and that this can be monitored.	N/A	BHFT	April 2018 November 2018	Ready, Steady Forms have been set up on RIO for use by children’s services. Further work being undertaken to fully embed use of forms	Green
	v. BHFT will be auditing young person’s experiences of transition will be undertaken in quarter 4.	N/A	BHFT	July 2018	The audit has been completed and the findings have been shared with the CCG via the SEND dashboard. BHFT will share the findings from the transition audit at the Berkshire SEND Group on 16 January 2019.	Blue
c. Clarity for parents and carers on what is available for pre-school children with SEND.	Early Years Area SENCO model and Inclusion Support Funding to ensure children’s needs are captured as early as possible to be established	WS 2	Service Leader Education Leadership	September 2017	Early Years Virtual SEND team, including Area SENCO established along with £160k fund from the early years block. Initial training to early years providers has been delivered. New Early Years SEND information is uploaded on the Local Offer.	Blue

Required outcome	Action	Work Stream	Lead	Date of delivery	Progress Headlines	BRAG
Theme 3: Poor use of management information to secure a robust overview of the local area's effectiveness						
Ofsted Main Finding 3.1	A lack of robust accountability measures means that not enough is being done to tackle these inconsistencies and to hold leaders and services to account.					
a. Accountability structure in place	The SEND Steering Board accountability and governance structure is communicated and regularly reports on progress, including to parents via the Chair's Report.	N/A	DCS and CCG lead	By the time this plan is published.	The SEND Steering Board has been established and the governance arrangements have been confirmed.	Blue
b. Understanding and commitment to inclusion from all providers of education. (a major principle underpinning the strategy).	Develop an "Inclusion Charter" so every child and their family understand the commitments that all parts of the system have made to help them succeed.	WS 2	Service Leader IaPS, PaCIP	March 2018	The Inclusion Charter was launched at the Inclusion Summit on 19 April 2018. Following the interactive exercise at the Summit and further consultation the document was simplified and has now been finalised. The Inclusion Charter title " <i>Working Together</i> " has been agreed and Head Teachers and Governors were presented the final version in June, with an official launch in September 2018. 300 Inclusion Charter posters have been printed and displayed in public areas ahead of September 2018, and a card of the Charter is being prepared for children, young people and their families. To accompany the posters, Inclusion Charter presentations and children's short films were sent to all schools for their assemblies in September.	Blue
c. Improved partnerships and greater collective accountability for SEND educational inclusion.	Establish an inclusion quality mark for schools and colleges to allow parents and young people to compare different approaches to inclusion.	WS 2	Service Leader IaPS, DCS	September 2018 April 2019	The funding has been established but resources are yet to be identified. A SEND consultant has been appointed to support and promote the Inclusion Quality Mark in schools.	Green

Required outcome	Action	Work Stream	Lead	Date of delivery	Progress Headlines	BRAG
d. Comprehensive communication of the SEND strategy and “buy in” from all stakeholders.	Launch an annual “Inclusion Summit” which is open to all so that clear progress can be demonstrated in implementing the reforms.	WS 1	Service Leader CYPDS, PaCiP,DCO		<p>A very successful event was held on 19 April 2018, attended by around 180 participants from all sectors and stakeholder interest groups. These included parents, schools, community services and health.</p> <p>Going forward, the work will continue and a well communicated strategy, known to all stakeholders, eg Health, PaCiP and the LA will be communicated via the local offer. The evidence and impact will be recorded.</p>	Blue
Ofsted Main Finding 3.2	However, leaders have not recognised that the data masks inequalities in the assessment, provision and outcomes for pupils who have special educational needs and/or disabilities across the local area					
a. Identification of those children with SEND whose difficulties have not been identified.	<p>Establish a comprehensive participant satisfaction and feedback survey at key stages to obtain an understanding of whether some children and young people’s SEND remains unmet.</p> <p><i>Note: WS 2 is working on improvements to practice around identification of additional needs and strategies to support children and young people</i></p>	WS 2	SEND Business Manager, Service Leader for CYPDS/ DCO	<p>April 2018</p> <p>May 2018</p>	<p>There are now embedded regular feedback points during new EHC assessment process. To fully ensure the required outcome is met, additional steps have begun at the initial phase which are for regular feedback systems to be set up for Early Help teams working with children with additional needs and for possible additional needs.</p> <p>The new Area SENCo post will work with schools on their Local Offers to explain how they identify children at SEN Support.</p> <p>The Steering Board recognise that the outcome cannot be achieved through the action detailed. It has been agreed that the outcome will be carried forward into next year’s plan, and a more appropriate action determined.</p>	Blue

Required outcome	Action	Work Stream	Lead	Date of delivery	Progress Headlines	BRAG
b. That no CYP drop between services with their needs remaining unmet as a result of poor information sharing.	Update data systems to ensure that children and young people with SEND are clearly identifiable to other appropriate services and professionals.	WS 1	Service Leader CYPDS	December 2017	The PARIS team have identified a way of placing an alert on a child/young persons file. This step is now a routine part of the initial file creation.	Blue
c. Regular accurate data reports commissioned to inform managers of outcomes of SEND CYP, at individual, school and borough wide.	Create a regular specific data set for measuring the outcomes in SEND (Include Healthy Child programme). Review health data routinely at East Berkshire SEND group.	WS 1	DCO, Service Leader CYPDS	April 2018 and ongoing	There is a multi agency response to identifying available data, understand its purpose and the various ways in which we will use it across SEND partnerships. Health, Children's Services and PaCiP met in September 2018 and identified an agreed data set and trends to inform and influence commissioning priorities. The next steps are to determine if BHFT can be commissioned to collect data in a different way to allow separate LA data to be collected.	Green
d. Annual 3 year trend datasets to inform leaders on SEND inclusion, assessments and services accessed. (school level)	Develop an Annual Trends report that shows inclusion rates, assessment and plan generation rates, service usage statistics and feedback from young people and their families in order to demonstrate progress	WS 1	DCS / CCG, Service Leader for CYPDS, DCO	April 2018 and ongoing	There is a multi agency response to identifying available data, understand its purpose and the various ways in which we will use it across SEND partnerships. Health, Children's Services and PaCiP met in September 2018 and identified an agreed data set and trends to inform and influence commissioning priorities. The Annual Trends report will be developed once data collation starts.	Amber
Ofsted Main Finding 3.3	This means that in a period of declining budgets, opportunities to pool resources to tackle areas of need in the local area are under-utilised					

Required outcome	Action	Work Stream	Lead	Date of delivery	Progress Headlines	BRAG
a. An annual SEND multiagency needs assessment to inform joint commissioning decisions	Develop an Annual Trends report so that commissioners can make improved budget and service planning decisions for young people.	WS 1	DCS / CCG, Service Leader CYPDS / DCO	March 2018 and annually.	There is a multi agency response to identifying available data, understand its purpose and the various ways in which we will use it across SEND partnerships. Health, Children's Services and PaCiP met in September 2018 and identified an agreed data set and trends to inform and influence commissioning priorities. The Annual Trends report will be developed once data collation starts.	Amber
b. Gaps Identified in locally organised SEND provision and support offered to schools to creatively meet needs	Support cluster groups of schools to bridge gaps of provision in their area through training and signposting	WS 4	Service Leader Education Leadership, Service Leader CYPDS / DCO	From March 2018 September 2018 April 2019	The returns of a schools questionnaire to head teachers and SENCOs, asking to identify and rank the provision gap, were discussed on 12 June 2018. The provision gap data indicated ADS Primary Phase and Mental Health Secondary Phase. The SEND consultant has is leading provision for these phases and has put together annual training for SENCOs. The next steps will be the set up of Resource Hubs for these areas. CCG and Children and Young People's Integrated Therapies liaising with the Las to organize more effective support across all settings.	Amber

Required outcome	Action	Work Stream	Lead	Date of delivery	Progress Headlines	BRAG
Theme 4: Weaknesses in how leaders are held to account across the local area						
Ofsted Main Finding 4.1	A lack of robust accountability measures means that not enough is being done to tackle these inconsistencies and to hold leaders and services to account. Inequalities in the quality of identification, assessment and meeting the needs of children and young people who have special educational needs and/or disabilities therefore remain.					
a. Accountability for inclusion through specificity of roles and responsibilities.	Clarity of roles and responsibilities of those involved with young people with SEND in the area are set out in the Inclusion Charter along with the area-wide measures that demonstrate progress for young people.	WS 2	Service Leader laPS, Service Leader for CYPDS / DCO	March 2018 July 2018 December 2018	Steering Board agreed at the April meeting that this action does not relate to the Inclusion Charter. Roles and responsibilities of those involved with SEND across all agencies are linked to the relevant agency websites via the on the Local Offer. The Inclusion Service Structure is on the Local Offer, alongside a list of all CYPDS staff names, job titles and contact number. The Local Offer will have a new page to provide guidance for parents who are not sure who to contact.	Blue Amber
b. Improved partnerships and greater collective accountability for SEND educational inclusion.	Develop an Inclusion Quality Mark for schools.	WS 2	Service Leader laPS, DCS	March 2018 September 2018 April 2019	The Inclusion Charter was launched at the Inclusion Summit on 19 April 2018 and the final version was officially launched in September 2018. A questionnaire was devised for schools to determine the best way to ensure schools buy-in to the Quality Mark. 57% of RBWM schools responded, and 61% wanted the Quality Mark to be managed by the new Area SENCo role rather than purchasing a package. Interviews for the Area SENCo role (5-16 years) took place in October 2018, with a start date of January 2019. The process for an appropriate Quality Mark for schools will continue through Task and Finish group.	Green

Required outcome	Action	Work Stream	Lead	Date of delivery	Progress Headlines	BRAG
<p>c. DCO to be fully engaged in the strategic development of all SEND initiatives across the borough.</p>	<p>DCO to lead the setting up of a multi-agency EHC audit group</p>	<p>WS3</p>	<p>DCO</p>	<p>January 2018</p>	<p>Multi agency Special Educational Needs & Disabilities (SEND) EHCP Assurance Audit Group has been set up and the first audit took place in March 2018. This has provided insight into the quality of EHC Plans which has allowed for emerging themes to be established and then feed into the strategic development of SEND. The audit has further facilitated joint working with parents and carers. The second audit focused on Year 5 review EHCPs with a transition to secondary education focus; and took place on 28 September. A meeting with CDC and preparing for adulthood, SEND leads and West CCG took place on 19 September to plan multiagency workshop as result of themes arising from audits.</p>	<p>Blue</p>

Required outcome	Action	Work Stream	Lead	Date of delivery	Progress Headlines	BRAG
d. Consistency across educational settings in the quality of identification and assessment of SEND.	Refresh the EHCP application process and publish an operational handbook outlining the standard process for all assessments. This will include signposting for support services for young people and families, in addition to PaCiP and the independent advice service.	WS 3	SEND Business Manager	January 2018 June 2018 September 2018 June 2019	<p>Current EHC application process has been reviewed and refreshed in line with statutory duties. Parent and carer, school and LA representatives agreed that the AfC (Kingston and Richmond) Golden Handbook would be adopted and its content tailored for the local area handbook. A suitably adapted version relevant to Windsor and Maidenhead has been produced and was published on the Local Offer in October 2018.</p> <p>An additional operational guide will be explored, which may include all the documents available on the Local Offer in one streamlined document. Potential users of the guide, including SENCo's and IAS will be consulted, and the operational guide will be co-produced.</p>	Blue Green
e. Robust accountability measures to assist staff in meeting the needs of children and young people who have special educational needs and/or disabilities.	Develop an Annual Trends report that shows inclusion rates, assessment and plan generation rates, service usage statistics and feedback from young people and their families in order to demonstrate progress.	WS 1	DCS / CCG, Service Leader CYPDS	March 2018 and ongoing	Identified and agreed data set was discussed in September/October 2018 and will now be collected quarterly through the new Implementation Group to discuss trends to inform and influence commissioning priorities. The Annual Trends report will be developed once data collation is underway.	Green

Required outcome	Action	Work Stream	Lead	Date of delivery	Progress Headlines	BRAG
Ofsted Main Finding 4.2	Leaders have not recognised the limited progress in improving the experience and outcomes for children and young people who have special educational needs and/or disabilities which results from their slow and piecemeal implementation of the reforms.					
a. Improved pace of implementation of SEND reforms.	The SEND Steering Board will hold partners to account and guide the work of the working party to ensure corrective action is planned.	N/A	DCS/ CCG lead	December 2017	The SEND Steering Board membership is established	Blue
b. Comprehensive communication on the progress in improving the experience and outcomes for children and young people who have special educational needs and/or disabilities.	The regular Chair's report from the SEND Steering Board will be communicated widely, including on the Local Offer. Regular reports will also be given to the Well Being Board as per the governance structure.	N/A	DCS/ CCG lead	April 2018	Report circulated Board members for dissemination Circulated to Health and Wellbeing Board.	Blue
c. Clear progress can be demonstrated in implementing the reforms.	The annual Inclusion Summit will provide a public forum to reflect on progress, share next actions and provide an opportunity to make connections.	WS 1	Service Leader CYPDS/ DCO	April 2018	A very successful event was held on 19 April 2018, attended by around 180 participants from all sectors and stakeholder interest groups. These included parents, schools, community services and health, and set the focus for future events. There is a fully functioning planning group for the next Summit. The next date is set for April 2nd 2019 and a hold the date communication is being sent out before the end of term within the special focus newsletter.	Blue

Required outcome	Action	Work Stream	Lead	Date of delivery	Progress Headlines	BRAG
<p>d. Improved experience and outcomes for children and young people.</p>	<p>Develop a comprehensive participant satisfaction and feedback survey at key stages to ensure children, young people and their family's views are heard by leaders and managers</p> <p><i>Note: This action is across a wide range of service areas.</i></p>	<p>WS 3</p>	<p>SEND Business Manager, Service Leader CYPDS/DCO/ PaCiP</p>	<p>January 2018 June 2018 Dec 2018 March 2019</p>	<p>A number of services already use feedback and a standardised approach. Based on Health sector a “friends and family” question was considered but this was identified as an opportunity to reinforce the principles laid out in the Inclusion Charter. A survey has been developed based on the four Inclusion Charter statement. Questions were trialled via telephone to families within the EHC needs assessment process who had a new EHCP during the period of May – August 2018. Survey questions are considered appropriate.</p> <p>Insufficient resource to continue telephone approach means survey is now available electronically however the volume of proactive responses is not large enough at present to establish a trend. Future approach to be determined.</p> <p>Steering group agreed that public process would report a range of satisfaction results from data already collected and not introduce yet another survey.</p>	<p>Green</p>

Required outcome	Action	Work Stream	Lead	Date of delivery	Progress Headlines	BRAG
Theme 5: The inequality of access to services and variability of experience for children and young people who have special educational needs and/or disabilities and their families						
Ofsted Main Finding 5.1	Inequalities in the quality of identification, assessment and meeting the needs of children and young people who have special educational needs and/or disabilities therefore remain					
a. Understanding and commitment to inclusion from all providers of education (a major principle underpinning the strategy).	Develop an Inclusion Charter so every child and their family understand the commitments that all parts of the system have made to help them succeed.	WS 2	Service Leader IaPS, Service Leader CYPDS, PaCiP	March 2018	<p>The Inclusion Charter was launched at the Inclusion Summit on 19 April 2018. Following the interactive exercise at the Summit and further consultation the document was simplified and has now been finalised. The Inclusion Charter title "<i>Working Together</i>" has been agreed and Head Teachers and Governors were presented the final version in June, with an official launch in September 2018.</p> <p>300 Inclusion Charter posters have been printed and displayed in public areas ahead of September 2018, and a card of the Charter is being prepared for children, young people and their families. To accompany the posters, Inclusion Charter presentations and children's short films were sent to all schools for their assemblies in September.</p>	Blue
b. Transparency and equality in the early identification and education systems for Children and young people with SEND.	Establish an inclusion quality mark for schools and colleges to allow parents and young people to compare different approaches to inclusion and encourage the improvement of services amongst schools and colleges	WS 2	Service Leader IaPS, DCS	<p>March 2018</p> <p>September 2018</p> <p>April 2019</p>	<p>The Inclusion Charter was launched at the Inclusion Summit on 19 April 2018 and the final version was officially launched in September 2018.</p> <p>A questionnaire was devised for schools to determine the best way to ensure schools buy-in to the Quality Mark. 57% of RBWM schools responded, and 61% wanted the Quality Mark to be managed</p>	Green

Required outcome	Action	Work Stream	Lead	Date of delivery	Progress Headlines	BRAG
					by the new Area SENCo role rather than purchasing a package. The process for an appropriate Quality Mark for schools will continue through Task and Finish group and discussion for Peer to Peer Programme is underway.	
c. Comprehensive specialist advice and support in place to educational settings.	i. Employ a SEND specialist to help schools develop their practice and support the achievement of the inclusion quality mark.	WS 2	Service Leader Education Leadership, DCS	April 2018 September 2018 January 2019	A job description and specification for an Area SENCo SEND was advertised in September 2018. An appointment was made in October 2018 for a January 2019 start. A SEND consultant position is currently in place for the first two school terms to bridge the provision gap ahead of January 2019. This work will be continued by the Area SENCo once in post and the SEND advisor will lead on resource units.	Blue
	ii. Schools have access to and prioritise attendance at appropriate training and support to ensure accurate early identification of young people with SEND.	WS 4	Service Leader Education Leadership	April 2018 May 2018 January 2019	School have access to a wide range of training and development opportunities which are published on a regular basis. The recent schools questionnaire highlighted additional needs and support and so Development Training for schools will be analysed on a needs basis with consideration for existing resources. The SEND consultant has discussed with SENCos and put together a programme of training for the year ahead. Information on attendance rates will be collated and the action will be reviewed over the year to ensure it is embedded.	Blue Green
Ofsted Main Finding 5.2	Some school leaders make very good use of local area resources to follow up concerns about children and young people's development. However, other schools take a much less proactive approach. Where this is the case, too many children and young people are not properly assessed, their needs not appropriately identified and then not met well enough					

Required outcome	Action	Work Stream	Lead	Date of delivery	Progress Headlines	BRAG
a. Staff in educational settings use local area resources to develop appropriate skills and abilities to identify and meet the needs of CYP with SEND.	i. Develop the use of existing educational networks and practitioner experience to share good practice and knowledge of resources in order to develop SEND capacity across the area, with 80% of schools signed up to the Inclusion Charter by July 2018.	WS 2	Service Leader laPS	July 2018	A wider SENCO network exists to include all schools and link to Better Care Funding projects. The first meeting was held on 26 April 2018. A SEND consultant position is now in place for the first two school terms and interviews have been held for a SENCO coordinator position for a January 2019 start date. The SEND consultant has set dates for regular SENCo partnership meetings for the forthcoming academic year and training for schools based on identified needs. They will feed back on the proportion of schools signed up at the end of each term.	Blue
	ii. SENCo Network meeting dates and agenda to be led by action plan development.	WS 2	Service Leader laPS	December 2017	The SENCo Network meeting happens regularly and attendees are very focused on the action plan and are taking collective responsibility for improving SEND provision and sharing best practice in their schools.	Blue
	iii. Specialist advisor to be recruited to galvanise the network and engage with schools.	WS4	Service Leader Education Leadership	April 2018 September 2018	Work stream 2 and 4 have combined their funding for an area SENCo post with reserve funding to be spent on supporting schools with targeted training. A SEND consultant position is now in place for the first two school terms and interviews took place for a SENCO coordinator position, for a January 2019 start date.	Blue

Required outcome	Action	Work Stream	Lead	Date of delivery	Progress Headlines	BRAG
b. Consistency of practice and specialist knowledge for those involved with children and young people with SEND.	Published information and strategies improve consistency and knowledge for those involved with children and young people with SEND.	WS 1	Service Leader CYPDS / DCO	January 2018	There will be a bi – annual newsletter to all those involved with SEND. First copy distributed in July 2018 with a focus on the Inclusion Summit. Communication plan is agreed – individual agencies hold responsibility for dissemination of key information and strategy updates. The DCS will be responsible for documenting the communications strategy. The SEND Steering Boards Chair’s report remains a key point of information and updates for key stakeholders. The Local Offer information across all fields will be updated as part of the launch of the new format in April 2019.	Green
c. Good use of local area resources.	The Local Offer provides accurate information on voluntary groups that can support young people with SEND. Where possible these groups are provided with non- financial support to enable better reach to young people	WS 1	Service Leader CYPDS / DCO	March 2018	The current Local Offer has been improved and provides accurate information. New post of Digital Officer in place and updated with high visibility on Google.The Local Authority has formally agreed to progress the move to AfC’s model for the Local Offer. This was demonstrated at the Inclusion Summit and was well received. The new Local Offer will be live in December 2018, and work continues to draw the Local Offer in line with AfC’s.	Blue

Required outcome	Action	Work Stream	Lead	Date of delivery	Progress Headlines	BRAG
d. Robust accountability measures to assist [school] staff in meeting the needs of children and young people who have special educational needs and/or disabilities.	Develop an Annual Trends report that shows inclusion rates, assessment and plan generation rates, service usage statistics and feedback from young people and their families in order to demonstrate progress.	WS 1	DSC / CCG, Service Leader, CYPDS / DCO	April 2018 and ongoing	Data being collected by CYPDS on the level of school inclusion/agreement linked to CY/P with new EHC plans. LA wide school data to be shared at Inclusion Summit.	Green
e. Investment and commitment from the schools in RBWM.	The Schools Forum will be asked to support a proposal to provide additional resources to those schools with the highest levels of children with EHCPs in the main school	WS 4	DCS	January 2018	Forum agreed a 0.5% transfer of funds from the schools block to the High Needs Block for 2018/2019. Proposal shared with School working group.	Blue

Required outcome	Action	Work Stream	Lead	Date of delivery	Progress Headlines	BRAG
Theme 6: The wide variances in the quality of education, health and care plans caused by weaknesses in the planning and transition processes						
Ofsted Main Finding 6.1	Systems and processes around the application for, and management of education, health and care (EHC) plans are not working well enough.					
a. Explicit systems and processes for the application and managing EHC plans.	i. The EHCP process handbook will be refreshed following a review of the processes. It will include: a communication standard, specific timescales and case escalation procedures.	WS 3	SEND Business Manager	January 18 May 2018 June 2018 September 2018 April 2019	SEND Business Manager led the work on the Handbook and completed in October 2018. Current EHC application process has been reviewed and refreshed in line with statutory duties. An additional operational guide will be explored, which may include all the documents available on the Local Offer in one streamlined document, including a communication standard, specific timescales and case escalation procedures.	Blue Green
	ii. The handbook will be a resource co-produced with families and young people to ensure it is suitable for a wide range of audiences. The handbook will be on the Local Offer, given out to families by schools or other services when an application for assessment is made, promoted by the Information, Advice and Support Service.	WS 3	SEND Business Manager	June 2018 September 2018 April 2019	Parent and carer, school and LA representatives agreed that the AfC (Kingston and Richmond) Golden Handbook should be adopted and its content tailored for the local area handbook. The development of the SEND handbook has been carried out with parent groups, schools and health. The booklet clearly lays out what is expected and when during the EHCP cycle. A prototype of the handbook was completed in June 2018 and the final version was published in October 2018. It features on the Local Offer in an easy to print format. An additional operational guide will be developed as per 6.1 ai.	Blue Green

Required outcome	Action	Work Stream	Lead	Date of delivery	Progress Headlines	BRAG
	iii. BHFT will develop a single point of access for Local authorities to send EHCP requests by the end of Q1 2018/19. To ensure that All services contacted will provide a response to the request including one demonstrating no health needs as appropriate.	WS 3	SEND Business Manager, BHFT	July 2018 April 2019	All new EHCP requests will be sent to BHFT CYPF hub as single point of access. LA continues to send requests directly to named services if they are aware of provision. The next step is to review the process for children and young people known to the service and set up one e-mail inbox for requests.	Green
b. Transparency in decision making.	i. Consistent feedback during the assessment will be given to all services, social care and specialist health teams, schools and parents who have involvement with a child which gives transparency in peer moderated, decision making following an EHC request for assessment.	WS 3	SEND Business Manager, Service Leader CYPDS	March 2018	Current EHC decision making processes have been reviewed and refreshed. Transparent feedback is provided because Panel A members agree within the panel reasons for decisions. This peer review process is attended by the same cohort which drives consistency. Parents receive feedback via a standard letter, which clearly states the reasons for a decision. The letter template has been adjusted to make it more informal.	Blue
	ii. This will include timescales for panel decision making, assessment process and final decision making timelines.	WS 3	SEND Business Manager, Service Leader CYPDS	March 2018	Current EHC application process has been reviewed and refreshed in line with statutory duties. To support assessment timescales new requests are taken to panel the week after receipt. Parents receive feedback via a letter, which clearly states the reasons for a decision. The letter template has been adjusted to make it more informal.	Blue
	iii. The handbook will be on the Local Offer, given out to families by schools or other services when an application for assessment is made, promoted by the Information, Advice and Support Service.	WS 3	SEND Business Manager	March 2018 June 2018	The development of the SEND handbook has been carried out with parent groups, schools and health. The booklet clearly lays out what is	Blue

Required outcome	Action	Work Stream	Lead	Date of delivery	Progress Headlines	BRAG
				September 2018	expected and when during the EHCP cycle. The handbook has been finalised and was published in October 2018. It features on the Local Offer in an easy to print format.	
c. The active use of feedback to improve systems and processes	<p>Service users will be able to provide feedback at each stage of the process and after every engagement with the service through a simple text-based survey.</p> <p><i>Note: The working group has charged WS 3 with revisiting what method parents would prefer to provide such regular feedback. Initial view is that a text based survey is not a popular option. It is proposed that the above text is changed to say 'a robust survey method'</i></p>	WS 3	SEND Business Manager	March 2018	<p>There are now embedded informal regular feedback points during new EHC assessment process. A survey was developed based on the four Inclusion Charter statements and trialled during June and July for families within the EHC needs assessment process. There were positive comments received around the use of an online survey which offered parents an avenue to feedback on their assessment experience.</p> <p>Feedback received in the survey was polarised but there is not enough to establish trends at this stage. Feedback it is now being routinely collected, however.</p> <p><i>See note under action in relation to text-based surveys.</i></p>	Blue
d. Investment to make the management of SEND CYP with complex issues more personal.	<p>CYPDS will have added capacity with two Case Officers focused on the more complex cases, either new or existing to ensure their effective resolution without impact on other cases.</p> <p>These specialist Officers will be able to work closely with families in a person centred way to seek resolution of differences.</p>	WS 3	SEND Business Manager	April 2018	CYPDS now have an additional case officer post focused on the more challenging cases and a second post to focus on Annual Reviews.	Blue

Required outcome	Action	Work Stream	Lead	Date of delivery	Progress Headlines	BRAG
e. Early identification and assessment of SEND.	Review the SEND support, advice and enhanced provision for pre-school settings, including effective use of the new Early Years Area SENCO model and Inclusion Support. Funding to ensure children's needs are captured as early as possible. Progress to be reported to the Schools Forum in May 2017.	WS 2	Service Leader Education Leadership	December 2017	Early Years Virtual SEND team, including Area SENCO established along with £160k fund from the early years block. Positive feedback on the model has been given by the Early Years settings. Seamless service for Autism is in place. Regular requests for support or funding are being received and responded to. And Early Years SEND conference is planned for July 2018.	Blue
Ofsted Main Finding 6.2	Despite recent improvement in the proportion of new plans completed in the statutory 20-week timescale, the quality of EHC plans and the process for administering them is too variable.					
a. Multi agency quality monitoring of EHC plans in place.	i. CCG and BHFT to agree a regular quality reporting schedule for children with SEND to expand on quantitative data presently reported. This data will enable early analysis of upward/ downward trends to inform commissioning cycles. Any themes, learning and improvement actions arising will be reported to the DCO and commissioner, to the East Berkshire SEND group and to RBWM SEND Steering Board	WS3	DCO, Service Leader CYPDS	December 2017	The first dashboard for Q4 2017/18 has been produced via CCG, CSU and BHFT and is available. This will be a quarterly dashboard produced by BHFT for the CCG and shared with other partners. The dashboard was reviewed in June 2018 by BHFT and the CCG, and in the future an agreement needs to be in place for the data to be shared with the LAs for the purpose of producing a common data set.	Blue
	ii. Additionally, multi-agency thematic reviews of EHCPs will be developed to undertake deep dive audits three times a year: initial assessments, review assessments and transition processes to drive up quality of plans across East Berkshire. Any themes, learning and improvement actions arising will be reported to the DCO and commissioner, to the East Berkshire SEND group and to the RBWM Steering Board	WS 3	DCO, Service Leader CYPDS	September 2017 December 2017 April 2018	The quality schedule for BHFT has been agreed. The first audit took place on 16 March 2018 and the outcomes have been shared with relevant parties. The second audit took place on 28 September 2018 and focused on Year 5 review EHCPs with a transition to secondary education.	Blue

Required outcome	Action	Work Stream	Lead	Date of delivery	Progress Headlines	BRAG
b. The active use of feedback to improve systems and processes.	Young people and families will be able to provide specific feedback on their plans and annual reviews in an easy to access text based system.	WS 3	SEND Business Manager	March 2018 June 2018 September 2018 December 2018	A text based format was considered by WS 3 however information gathered suggested parents were not all in favour of this model. A newly devised questionnaire is being used to collate formal feedback from families within the EHC needs assessment process. A similar questionnaire has been devised for the annual review process.	Green
c. Transparency in decision making.	The decision making panels will continue to be multiagency with increased clarity and accountability to simplify and accelerate the processes. This will lead to robust decision making in a timely way to continue to meet the 20 week statutory timescale. Routine monitoring of the timescale is by LA performance management systems.	WS 3	SEND Business Manager, Service Leader CYPDS/ DCO	December 2017	The two EHC decision making panels have representatives from the key agencies. This includes Special School, Educational Psychology, Social Care and Early Years Area SENCo. All school Headteachers, SENCos and Health representatives are invited to attend. Panel A for new assessments and issuing a plan, schools are members. Panel B is for assigning financial resource. New plans and Statement Transfers are completed in 20 weeks.	Blue
d. Transparency with actions taken as a result of feedback.	The East Berkshire SEND group will review the outcome of routine audits of plans as well as the multi agency audit programme led by health to scrutinise the quality of new plans. Overall findings will be included in summary reports which will be published on the local offer.	WS3	DCO	March 2018	The cycle of audits have been booked in, and two out of three audits have been completed. Feedback will go via the East Berks SEND group. Summary reports of the audits are published on the Local Offer. The SEND Business Manager audits all draft EHC Plans. Single agency audit results that require escalation will be presented to the LA Steering Board for review.	Blue

Required outcome	Action	Work Stream	Lead	Date of delivery	Progress Headlines	BRAG
Ofsted Main Finding 6.3	Many EHC plans include too little contribution from health and social care services. As a consequence, the intended outcomes within weaker plans are focused entirely on educational achievement, and so do not support children and young people to achieve better health and social care outcomes.					
a. Awareness of the importance of all dimensions of the EHC plan, especially in relation to children in the care of the local authority.	Develop an "Inclusion Charter" so every child and their family understand the commitments that all parts of the system have made to help them succeed.	WS 2	Service Leader IaPS, PaCiP	March 2018	<p>The Inclusion Charter was launched at the Inclusion Summit on 19 April 2018. Following the interactive exercise at the Summit and further consultation the document was simplified and has now been finalised. The Inclusion Charter title "<i>Working Together</i>" has been agreed and Head Teachers and Governors were presented the final version in June, with an official launch in September 2018.</p> <p>300 Inclusion Charter posters have been printed and displayed in public areas ahead of September 2018, and a card of the Charter is being prepared for children, young people and their families. To accompany the posters, Inclusion Charter presentations and children's short films were sent to all schools for their assemblies in September.</p> <p>The Steering Board recognise that the outcome has not been achieved through the action detailed. It has been agreed that the outcome will be carried forward into next year's plan to address.</p>	Blue
b. Multi agency quality monitoring of EHC plans in place.	i. CCG and BHFT to agree a regular quality reporting schedule for children with SEND to expand on quantitative data presently reported. This will include data on number of EHCP requests, response times from BHFT, timely submissions of EHCP returns and BHFT single agency dip sampling of quality of the health outcomes for children with EHCPs.	WS 1	Service Leader CYPDS /DCO/BHFT	January 2018	<p>The quality schedule for BHFT has been agreed and finalised January 2018.</p> <p>The reporting schedule will commence April 2018.</p>	Blue

Required outcome	Action	Work Stream	Lead	Date of delivery	Progress Headlines	BRAG
	ii. Multi-agency thematic reviews of EHCPs will be developed to undertake deep dive audits three times a year.	WS3	DCO	March 2018 July 2018 Oct 2018	Multagency agreement has been reached and the audit programme implemented.	Blue
	iii. Any themes, learning and improvement actions arising will be reported to the DCO and commissioner, to the East Berkshire SEND group and to RBWM SEND Steering Board	WS3	DCO	May 2018 Ongoing	First audit has been completed in March 2018; and reported to the East Berkshire SEND meeting May 2018. The audit provided insight into the quality of EHC Plans which has allowed for emerging themes to be established and then feed into the strategic development of SEND. The audit has further facilitated joint working with parents and carers. The second audit focused on Year 5 review EHCPs with a transition to secondary education focus; on 28 September. A meeting with CDC and preparing for adulthood, SEND leads and West CCG took place on 19 September to plan multiagency workshop as result of themes arising from audits.	Blue
c. Greater freedom of choice in the support that CYP with SEND can access.	Increase the number of young people accessing personal budgets and direct payments with an "EHC personal budgets" policy.	WS 1	Service Leader CYPDS / DCO	April 2018	Currently 71 families have Direct payments (60 in July 2017) for aspects of their EHC plan. There are only two families who receive a personal budget for aspects of their education but this is similar to the national position.	Blue

Required outcome	Action	Work Stream	Lead	Date of delivery	Progress Headlines	BRAG
Theme 7: The lack of effective co-production with parents when designing and delivering services and when planning for their individual children's needs						
Ofsted Main Finding 7.1	Co-production at a strategic level is not as well established as it should be, considering that the reforms were introduced in 2014					
a. Co-production embedded.	<p>Work with PaCiP to develop the shared understanding of co- production values and techniques so that all services can engage effectively for young people by:</p> <p>i. We will commission Contact to lead a workshop for all stakeholders on co-production during the spring.</p>	N/A	Service Leader CYPDS / DCO / PaCiP Chair	March 2018 November 2018	<p>PaCiP members are regularly invited to co-production and participation workshops. To date 24 parents / carers have completed the training. Contact delivered a workshop on co-production for the Steering Board and Working Group members on 03 May. Catch up training is planned for September 2018 for CYPDS – PaCiP will deliver this based on that delivered by Contact.</p> <p>Multi-agency membership of the task and finish group to agree co-production and participation principals for the local area has been agreed and the first meeting will take place in September 2018 with the aim of finalising the principals and a guidance document by the end of November 2018.</p>	Green
	<p>ii. The Inclusion Summit will be used as a vehicle to reinforce our co-production principles.</p>	N/A	Service Leader CYPDS / DCO / PaCiP Chair	April 2018	The Inclusion Summit was held on 19 April 2018. There were several opportunities to reinforce co-production.	Blue
	<p>iii. All development activities on this action plan will include parent/carers representation.</p>	N/A	Service Leader CYPDS / DCO / PaCiP Chair	July 2018 and ongoing	The workstream leads are committed to the inclusion of parents/carers in all relevant areas of work in relation to the action plan and wider projects/activities.	Green
Ofsted Main Finding 7.2	The re-launch of the Parents and Carers in Partnership (PaCiP) is very recent and is yet to have an impact.					

Required outcome	Action	Work Stream	Lead	Date of delivery	Progress Headlines	BRAG
a. PaCiP supported to develop reach and breadth of parental representation.	<p>Strengthen and develop the use of PaCiP as a group to represent views of parents to shape services.</p> <p>PaCiP will focus on widening their membership to include families with differing needs and at different point in their SEND journey so that we can be sure that all needs are represented.</p> <p>Steering Board to receive termly reports on PaCiP database with ambition to reach 120 fully signed up members, who are willing to participate and get involved in the forum's activities during this action plan.</p>	N/A	PaCiP, Service Leader CYPDS, IAS DCO	October 2018	PaCiP are actively involved in an increasingly large percentage of the actions within this plan. Events to date have enabled them to widen their reach and engage with more families. PaCiP's plan for 2018/19 sets out how they aim to reach underrepresented groups and offer them the chance to be involved in the forum. PaCiP have their first parent rep meeting of the academic year on 19 September 2018. Membership targets and strategies for increasing awareness will be agreed at this meeting. A termly membership update will be reported to the Steering Board .	Green
b. Use the Local Offer to spread knowledge and coverage of PaCiP.	<p>i. The Local Offer will contain a regular feed from the PaCiP facebook page to keep families informed and to encourage feedback.</p> <p><i>Note: the Local Offer will contain to regular PaCiP report rather than a direct feed from Facebook.</i></p>	N/A	Service Leader CYPDS, PaCiP, IAS DCO	Ongoing	The working group receive regular reports from PaCiP and these are an integral part of the reporting to the Board on the overall progress of the action plan. Parents and carers use social media to keep informed of PaCiP matters. Although it has not been possible at this time to set up a feed from PaCiP's facebook page into the local offer, PaCiP regularly submit news items for inclusion on the local offer.	Blue
	<p>ii. PaCiP will report back to Steering Board on Facebook usage statistics on a quarterly basis.</p>	N/A			Parents and carers use social media to keep informed of PaCiP matters. This is demonstrated from the quarterly reports submitted. Quarterly Facebook usage statistics were last reported to the Steering Board on 17 July 2018.	Blue

Required outcome	Action	Work Stream	Lead	Date of delivery	Progress Headlines	BRAG
c. Raise profile of co-production and PaCiP.	Ensure high profile engagement with PaCiP at the Inclusion Summit and promote their involvement at all stages in the journey of a young person. PaCiP to be core members of the East Berkshire SEND meeting to ensure active participation in developing strategies and decision making, including those leading to joint commissioning opportunities.	N/A	DCO, Service Leader, CYPDS, PaCiP, IAS	March 2018	The Inclusion Summit was held on 19 April 2018 and PaCiP were an integral part of all aspects of the event. PaCiP are members of the East Berkshire SEND meeting.	Blue
Ofsted Main Finding 7.3	Plans are in place to improve co-production, but currently parents in the local area have little faith that this will lead to an improved situation.					
a. Use and promote the local Offer.	<p>The Local Offer will contain a regular feed from the PaCiP facebook page to keep families informed and to encourage feedback.</p> <p><i>Note: the Local Offer will contain to regular PaCiP report rather than a direct feed from Facebook.</i></p> <p>PaCiP will report back to Steering Board on usage statistics on a quarterly basis.</p>	N/A	Service Leader CYPDS / PaCiP	April 2018	<p>The working group receive regular reports from PaCiP and these are an integral part of the reporting to the Board on the overall progress of the action plan.</p> <p>Parents and carers use social media to keep informed of PaCiP matters. This is demonstrated from the quarterly reports submitted. Although it has not been possible at this time to set up a feed from PaCiP's facebook page into the local offer, PaCiP regularly submit news items for inclusion on the local offer.</p>	Blue
b. Shared outcome information.	<p>A Communication Strategy that will provide regular feedback to CYP and their families on how their co-production has led to improved outcomes.</p> <p>This will include regular event for dissemination, live updates on the Local Offer, PaCiP website and social media.</p>	WS 1	DCS / CCG	<p>March 2018</p> <p>December 2018</p>	The Local Offer, PaCiP's website and social media are used to inform families of all developments which have been co-produced. Following the Board meeting in November 2018, it was agreed that a communication strategy would be published on the Local Offer to formalise the agreed approach of utilising existing communication channels.	Green

Required outcome	Action	Work Stream	Lead	Date of delivery	Progress Headlines	BRAG
c. Co-produce the Inclusion Summit.	Hold the first Annual Inclusion Summit so that parents/ carers, schools, voluntary organisations and partners come together to reinforce the commitment to inclusion within the borough.	WS 1	Service Leader CYPDS	March 2018	<p>A very successful event was held on 19 April 2018, attended by around 180 participants from all sectors and stakeholder interest groups. These included parents, schools, community services and health, and set the focus for future events.</p> <p>There is a fully functioning planning group for the next Summit.</p> <p>The next date is set for April 2nd 2019 and a hold the date communication is being sent out before the end of term within the special focus newsletter.</p>	Blue
d. Ensure co-production is present in the development of individual plans for children and young people.	The EHCP process handbook will include specific details of the co-production process and how to understand it. Feedback process will allow for immediate feedback on the effectiveness of co-production in each of the three areas: Education, Health and Care.	WS 3	SEND Business Manager, Service Leader CYPDS	<p>January 2018</p> <p>April 2018</p> <p>June 2018</p> <p>September 2018</p>	<p>Parents and carers were involved in a coproduction exercise on 18 January 2018 around what they would like to see in the new EHCP handbook.</p> <p>The development of the SEND handbook has been carried out with parent groups, schools and health. The booklet clearly lays out what is expected and when during the EHCP cycle.</p> <p>New training on person-centered approach set up for Assessment Co-ordinators to build on co-production of EHCPs.</p>	Green

Required outcome	Action	Work Stream	Lead	Date of delivery	Progress Headlines	BRAG
Theme 8: Poor joint commissioning arrangements that limit leaders' ability to ensure that there are adequate services to meet local area needs.						
Ofsted Main Finding 8.1	Joint commissioning is under-developed. This means that in a period of declining budgets, opportunities to pool resources to tackle areas of need in the local area are under-utilised.					
a. SEND strategy and implementation plan in place.	Complete the consultation on the SEND strategy, developing the working group to design and reshape services in line with the priorities with schools. Schools Forum support the joint commissioning of new services which will improve inclusion	WS 1	Service Leader CYPDS / CCG Lead	April 2018 January 2019	The December Schools Forum agreed a 0.5% transfer of funds from the schools block to the High Needs Block for 2018/2019. The SEND Working Group of schools was set up but no decisions on how to spend the money to innovate have been decided. A round of bidding from schools is underway with a deadline of January 2019.	Green Amber
b. Comprehensive needs assessment.	Develop an Annual Trends report which includes feedback from young people and their families in order to ensure service planning decisions are influenced by the young people they impact on.	WS 1	DCS/ CCG	March 2018 on going	Identified and agreed data set was discussed in September/October 2018 and will now be collected quarterly through the new Implementation Group to discuss trends to inform and influence commissioning priorities. The Annual Trends report will be developed once data collation is underway.	Green
c. Systems are in place to ensure collaborative planning and commissioning.	i. To develop the CAMHS transformation group into the East Berkshire children's commissioning group to ensure that SEND needs are included within the remit of the group.	N/A	CCG/DCS	March 2018	CAMHS transformation group will continue in current format as multiagency future in mind group and now reports into the new Joint Commissioning Board – CYP Health and Wellbeing (East Berkshire). Two board meetings have taken place; last one was on 4th May. A new integrated therapies forum will be established to ensure we better align commissioning in the future in order to prevent any inequity in provision, address any gaps and move towards a seamless system for children young people and their families (irrespective of who is commissioning the support or who the	Blue

Required outcome	Action	Work Stream	Lead	Date of delivery	Progress Headlines	BRAG
					provider is). An initial workshop is due to take place in November to include commissioners, SEND leads from LA, education, parent/ carer reps, health representatives.	
	ii. To review existing Speech and Language Therapy services across east Berkshire with the aim to commission a single service.	WS 1	CCG/DCS	July 2018 August 2018 March 2019	The Joint Commissioning Board is working to identify the range of contracts and terms in existence across CCG, BFHT and LA. This will inform the specification for future contracts. The current SALT contract has been extended with BHFT until March 2019 There was a joint therapies forum in September 2018 to look at current provision.	Amber
	iii. To write a business case for joint funding to the Better Care Fund to secure additional SEND capacity.	N/A	DCS	November 2017	The Better Care Fund has awarded £150k for three recurrent years to increase SEND capacity in the most complex cases and in schools to support inclusion and timely and good quality EHC Assessment requests.	Blue
Ofsted Main Finding 8.2	Some school leaders make very good use of local area resources to follow up concerns about children and young people's development. However, other schools take a much less proactive approach. Where this is the case, too many children and young people are not properly assessed, their needs not appropriately identified and then not met well enough.					
a. Fair and transparent high needs funding mechanism and policy in place.	Review the matrix-based funding system to ensure that it is fair and balanced across the system, ensuring that the most inclusive schools are not penalised for their approach.	WS 4 WS 3	SEND Business Manager, Service Leader CYPDS	January 2018 September 2018 November 2018	The matrix-based system for funding is being amalgamated with special school banding to ensure funding is appropriate for the individual needs of the child and C/YP are better supported to remain in mainstream. The SEND panel for EHCP's uses the matrix as a guide, and also takes each case on its own merits. Both the child's needs and the provision are incorporated. Further, the high needs block funding includes an element of	Green

Required outcome	Action	Work Stream	Lead	Date of delivery	Progress Headlines	BRAG
					revenue which is allocated each year amongst the schools with the highest proportion of pupils with EHCPs. This was first paid in financial year 2017-18.	

Appendix 1: Proposed Governance Structure

