

Torbay Local Area Written Statement of Action



One Torbay; working for all Torbay

Final Version 3.3

14th April 2022



Introduction from SEND Family Voice Torbay

As Torbay's parent/carer forum, we are delighted to have been central to the development of the Written Statement of Action as equal partners alongside other professionals in education, schools, social care and health. We know that many challenges face us as we all strive to offer the very best for children and young people with SEND and their families in Torbay. The co-production of this statement is a positive first step. We are keen that an ambitious SEND strategy, supported by a commitment from all partners to co-production, will be the driving force in rebuilding trust in SEND services for our families and their children and young people.

At the heart of rebuilding that trust will be a valuing of the lived experience of families and carers so that education, social care and health work alongside them to improve outcomes for our children, young people and our families. Our parents and carers need to feel confident they are heard at every level and in every interaction, and the needs of their children are recognised. This will require a culture of openness across the local area that supports everyone to learn from mistakes and to build an honest and supportive environment. The role of voluntary and community organisations and parent carer support groups in making our communities stronger will be valued and we are committed to building on the experience of that sector and all our partners. Together we will build a future that truly values our children and young people and their uniqueness and creates for them a world of opportunities where they can follow their own pathways and thrive as adults. This can only be achieved if parents are seen as an integral part of the solution for addressing these weaknesses.

Whilst we do not underestimate the challenges we face; this written statement is the first step in achieving that solution.

“We have been heard and our lived experience has been valued”

“There was a shift in language in the first and second meetings, which was really lovely to hear”.

‘What has been empowering to us as parents, is that our vision for the future is now very much aligned with the professionals we have been working with’.

‘It feels that whilst there is still much to be done, there is now a joint commitment and understanding to reach goals for our children and young people together.’

Torbay Local Area Vision and Principles

Our overarching vision, as set out in Torbay's Joint Health and Wellbeing Strategy, is **'to create a healthy, happy Torbay where individuals and communities can thrive'**.

Children and young people are our future and our ambition of achieving this vision must start with them. Getting a good start in life and childhood, building resilience and getting maximum benefit from education are important markers for good health and wellbeing throughout life. Offering support to all children, young people and their families, as well as focusing on those who need help the most, reduces inequalities and improves health outcomes.

We know we must do better when it comes to delivering services for children and young people with Special Educational Needs and Disabilities (SEND), and their families – and we are firmly committed to doing so.

Placing children, young people, and their families at the heart of this work is key to achieving this and the principles of co-design and co-production will underpin everything we do.

Torbay's Special Educational Needs and Disabilities SEND Strategic Partnership Board – which brings together people representing local families in Torbay, social care, education and health – will drive this work, with the main statutory organisations responsible for this work being Torbay Council and NHS Devon Clinical Commissioning Group (CCG).

As a Council, our mission is to support, enable and empower our residents, communities and partnerships. As a Clinical Commissioning Group, our mission is to work together to commission the right services which improve the lives of those who live in Torbay and the rest of Devon.

Torbay Council is committed to be forward thinking, people orientated and adaptable – always with integrity.

NHS Devon Clinical Commissioning Group (CCG) core values include:

- One team – working together with staff, partners, patients, families, carers, communities and professionals to commission the right services for our population, and
- Quality in everything we do – developing safe, effective and accessible services.

Ensuring all these values are central to the work of the SEND Strategic Partnership Board and drive our cultural shift, will be vital.

The vision for the Integrated Care System (ICS) for Devon, which will replace CCG in July 2022, is “equal chances for everyone in Devon to lead long, happy and healthy lives” with six ambitions including:

- Children and Young People – ensuring access to a personalised, sustainable and coordinated system of care and support that meets needs early and improves quality of life from early years through to adulthood.
- Community and People-led Change – empowering communities to take responsibility for their health and wellbeing so they can help themselves.
- Equally Well in Devon – helping address all needs, mental and physical, equally and holistically.

In practice, this means, together, Torbay Council and NHS Devon CCG and the ICS are committed to working in partnership with SEND Family Voice Torbay as well as children, young people, parents, carers and partners to radically improve support for children and young people with special educational needs and/or disabilities within Torbay so they have the very best life chances.

This Written Statement of Action explains the steps that we will take to improve services and the culture identified in the Local Area Inspection. We have taken the views from nearly 500 people and held over 50 meetings, alongside analysing our survey which sought feedback from parents and carers of children and young people with SEND, as well as, from children and young people themselves, to develop a robust statement which will drive improvement and significantly enhance outcomes for young people and their families.

As a Board, we are acting on the clear message that our children and families gave us through the joint area SEND inspection undertaken by Ofsted and the Care Quality Commission. As a result, we are committed to:

- Working determinedly for a **child friendly Torbay** where children and young people with SEND and their families experience a well-planned continuum of provision from birth to 25 and beyond.
- Aiming high so that all children and young people with special educational needs and disabilities are able to **reach their full potential, receive the right support, at the right time**, with **choice and control** so that they can **lead fulfilling lives**.
- Aligning our resources to drive sustained improvement.

We want this work to be led by local families and young people. Leaders and professionals from the Council, the NHS and other local organisations will support, but will not direct, and we will be held to account for this in future.

As part of the work in implementing this Written Statement of Action, we will co-produce an aspirational vision and a shared set of key values around the concept of inclusion and develop a Local Inclusion Plan which will underpin our work with children, young people and their families.

We recognise the understandable dissatisfaction families must be feeling at the moment, and we appreciate whole-heartedly that nobody knows the individual needs of a child as well as their parents and carers. That is why we are determined to work together to ensure an improvement in the quality of outcomes for those children and young people with SEND.

As the young people have said,

***'When you listen to me it feels good. It makes it easier to be truthful, as I know I can trust you.'* Kieran**

***'When I have spoken with you, I feel heard, which means I matter.'* Jamie**



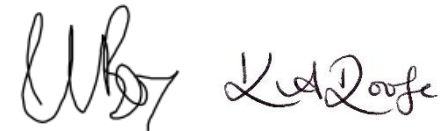
Councillor Cordelia Law
Cabinet Member for
Children's Services
Torbay Council



Nancy Meehan
Director of Children's
Services
Torbay Council



Darryn Allcorn
Chief Nursing Officer
NHS Devon CCG

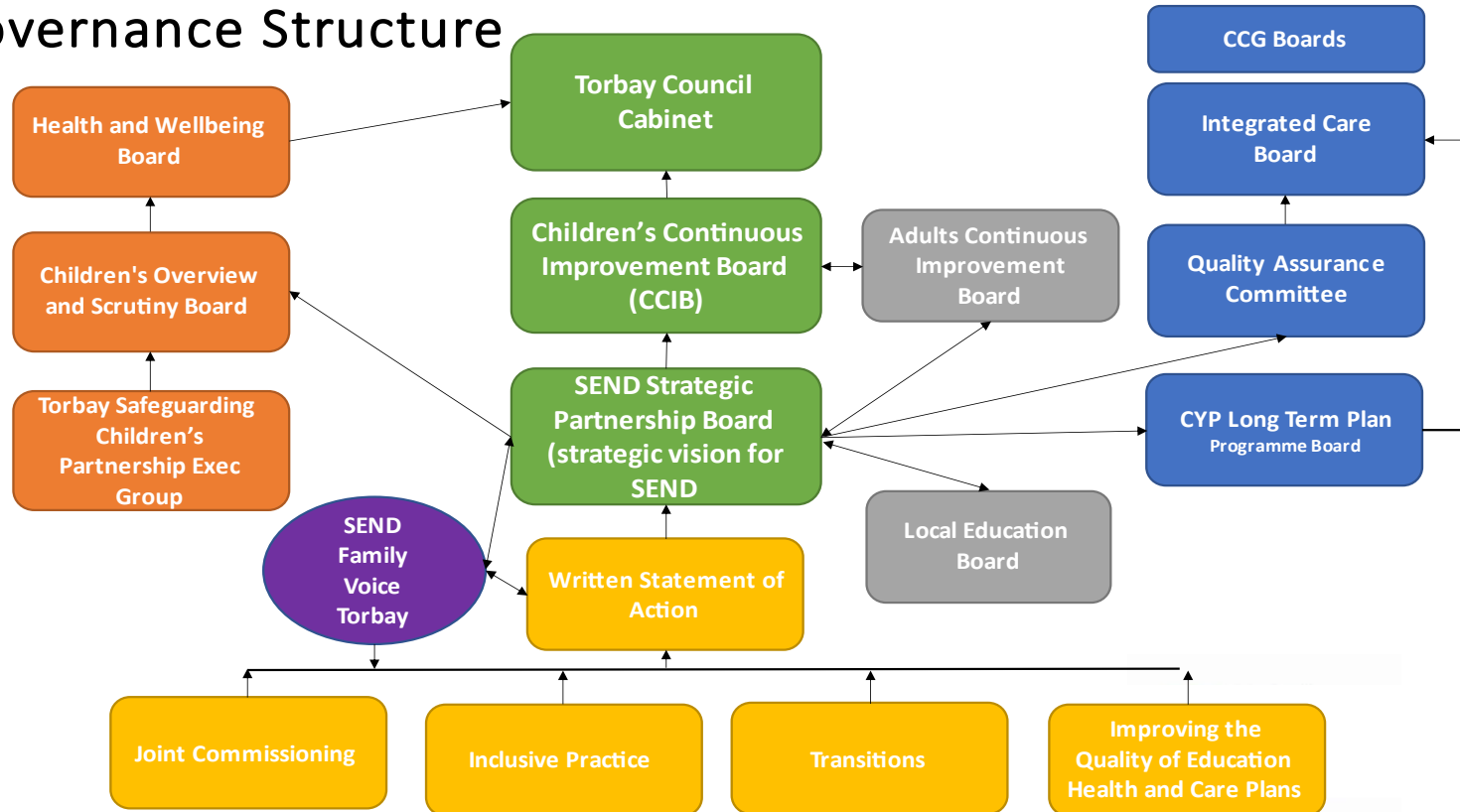


**Rebecca Box and
Karen Roofe**
Co-chairs
SEND Family Voice Torbay

1. Governance

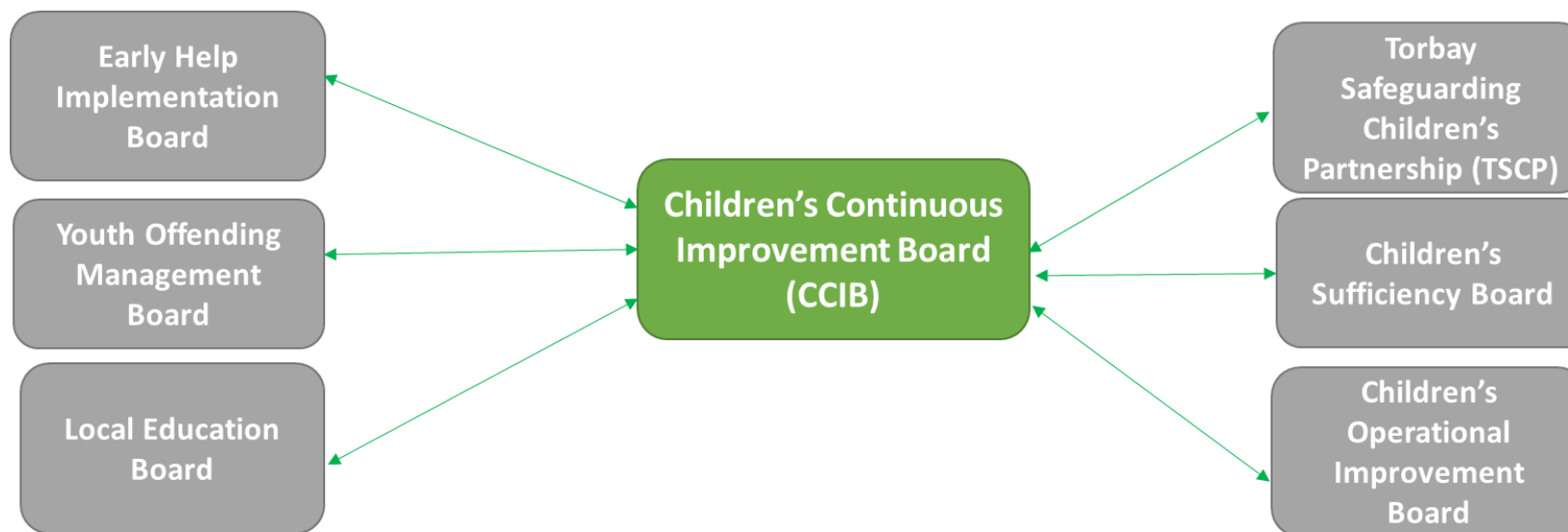
Our governance structures are at the heart of ensuring our commitment to improved services for children and young people with SEND and their families. The SEND Strategic Partnership Board, which includes representatives from SEND Family Voice Torbay and DfE and NHSE Advisors, reports into our Children’s Continuous Improvement Board (CCIB) ensuring that our work around SEND is embedded in a broader approach to improvement and securing the very best outcomes for children and young people. The CCIB feeds into Torbay’s Health and Well Being Board ensuring strategic alignment across social care, education and health. This ensures the voices of our children are heard and embedded at the most senior corporate levels of the Council. Where appropriate we are aligning the key objectives and values of corporate plans with the actions contained in our Written Statement.

Governance Structure



Sub-board Name	Chaired by	Meeting frequency
Torbay Cabinet	Leader of Torbay Council (Cllr SD)	Monthly
Children's Continuous Improvement Board	Independent Chair (SH)	Every Six weeks
SEND Strategic Partnership Board	Director of Children's Services and Chief Nursing Officer (NM/DA)	Monthly
Health and Wellbeing Board	Cabinet Member for Adults and Public Health; Mental Health and Wellbeing (Cllr JS)	Monthly
Children's Overview and Scrutiny Board	Leader for the opposition (Cllr NB)	Bi-monthly
Torbay Safeguarding Children's partnership executive group	Chief Nursing Officer (DA)	Bi-monthly
Adults Continuous Improvement Board	Independent Chair (MM)	Quarterly
Local Education Board	Torbay Chief Executive Officer (AB)	Termly
Integrated Care Board	Chief Executive Integrated Care System for Devon and NHS CCG Devon (JM)	Quarterly
Quality Assurance Committee	Chief Nursing Officer (DA)	Eight times per year
CYP Long Term Plan Programme Board	CEO Livewell South-West (MT)	Monthly

The Children’s Continuous Improvement Board reports to Cabinet and brings together all aspects of children’s services at a strategic level thus enabling appropriate oversight and accountability.



Sub-board Name	Chaired by	Meeting frequency
Children’s Continuous Improvement Board	Independent Chair (SH)	Every six weeks
Early Help Implementation Board	Independent Co-Chairs (SH & MG)	Every six weeks
Youth Offending Management Board	Superintendent Devon and Cornwall Police (EW)	Bi-monthly
Local Education Board (LEB)	Chief Executive Officer, Torbay Council (AB)	Termly
Torbay Safeguarding Children’s Partnership Executive Group (TSCP)	Chief Nursing Officer, Clinical Commissioning Group (DA)	Bi-monthly
Children’s Sufficiency Board	Director of Children’s Services (NM)	Bi-monthly
Children’s Operational Improvement Board	Director of Children’s Services (NM)	Monthly

2. What We Are Aiming to Achieve

Our Partnership Commitment

- We have heard the message our children and families have given us through the inspection and in developing the Written Statement.
- We will work determinedly for a child friendly Torbay where children and young people with SEND and their families experience a well-planned continuum of provision from birth to 25.
- We will aim high so that all children and young people with special educational needs and disabilities are able to reach their full potential, receive the right support, at the right time, with choice and control so that they can lead fulfilling lives.
- We will align our resources to drive sustained improvement and enhance outcomes for children, young people and their families.



3. Action Taken

We have:

- acted promptly to publicly accept and apologise for the findings of the SEND Inspection and to commit, as a SEND partnership, to further develop our work with parents, carers, children and young people to ensure the support needs of the cohort with SEND are met.
- engaged with children and young people to hear their views and thoughts.
- begun a process of renewal in our relationships with existing parent / carer groups to understand themes coming from parents and identify ways forward and to embed co-production as our way of working.
- commissioned an independent review of our governance arrangements.
- embedded our Early Help approach to target intervention and prevent escalation into crisis and exclusion.
- ensured that the Head of the Learning Academy reviews and revises the QA systems and processes within SEND and adult services.
- ensured the Virtual School has provided training for almost 200 school staff as 'Attachment Leads', 60 of those at a strategic level. Ongoing training is delivered by the Virtual School staff within schools, social care and with foster carers to ensure that we take a 'team child', 'team pupil' approach.
- radically revised the membership and terms of reference of the SEND Strategic Partnership Board to ensure embedded system leadership and to include representation from SEND Family Voice Torbay.
- increased resource and joint funding for: Two Strategic Leads, full-time Project Manager, Auditor, Young Researchers, increased DCO funding, supported SEND Family Voice Torbay and commissioned the Participation Survey.

4. Linked Programmes – The Vehicles for Change

Early Help

For us, Early Help is not a specific service or team it is an approach to working that brings together professionals from a range of different services who will work with the whole family.

We believe that children and families need to be heard when they first ask for help to minimise the risk of problems getting worse and help them address them at the earliest opportunity by encouraging engagement.

Our principles for Early Help are:

- Always working **with** the child, young person, and family, and not “doing to” or “doing for”.
- Working in a relational and strengths-based way.
- Considering the whole family as part of the analysis of need and the solutions to that need.
- Identifying and addressing the problem at the earliest opportunity.
- Early Help being “everyone’s business”, promoting accountability, evaluation, and sustainability across the partnership.

Family Hubs will be placed firmly at the centre of our Early Help system in Torbay. Supported by our partnership with the University of Exeter, who are assisting us in our approach to sustainable co-production with communities. We are determined that children, young people and their communities will shape our vision and come to own it.

Our Early Help Model is embedded in our approach to community-based Family Hubs which will enable:

- A clear, simple way for families to access help and support.
- Services working together for families with shared outcomes and effective governance.
- Families telling their story once, and families get more effective support.
- Statutory services, the community, charities, and faith sector partners working together to get families the help they need.
- Strengthening relationships that carry us through life.

Mental Health in Schools Team

As part of the 2017 Transforming Children and Young People’s Mental Health Provision Green Paper, Torbay has progressed the roll-out of Mental Health Support Teams in Schools. This whole school approach is designed to enable mental health to become a valued and intrinsic part of school culture. There are currently twenty schools being supported

through two waves of this programme. This is further supported by Mental Health Lead Training for senior and middle leaders to support systematic change and strategic planning to adopt whole school change for approaches to mental health support.

Restorative Practice

Torbay Children's Services are embarking on an ambitious journey to embed restorative practice across our workforce and partner agencies to build better relational and restorative ways of working with our children and families. When we work with and alongside children and families using a high support and high challenge approach, rather than make decisions about them in isolation, there is strong evidence to say that outcomes for children and their families are greatly improved.

Attachment and Trauma Informed Practice

In response to the National Institute for Clinical Excellence (NICE) guidelines 2015 'Mental health and well-being of looked-after children' it was recognised that there was a need to support children and young people with attachment difficulties in schools and other education settings (including early years). The guidance was clear in that schools and other education providers should ensure that all staff who may come into contact with children and young people with attachment difficulties receive appropriate training in this area. Eight of our local schools have been part of the five-year Alex Timpson Attachment and Trauma Awareness in School Programme led by the Rees Centre in exploring the impact of 'whole school' attachment and trauma awareness training on experiences and outcomes for vulnerable young people. The final report will be published in October 2022.

Child Friendly Torbay

Taking inspiration from other Councils, Torbay is on a journey to make the area 'child friendly'. Our ambition is to put children at the heart of all that we do in Torbay, to ensure they have the best possible start in life and for Torbay to be a great place in which to grow up.

For the Child Friendly Torbay initiative to work effectively we will work with children and young people, businesses, the voluntary and community sector, statutory services, schools, emergency services and recreational groups.

We want to maximise opportunities for children and young people, raise their aspiration and for the whole of Torbay to play an important part in their development.

The Child Friendly Torbay Vision: 'We want Torbay to be a great place for all of our children and young people to grow up in. We want to work together to deliver this; every contribution counts, and we can all play a part in making a difference.'

New Integrated Care System for Devon

The new Integrated Care System for Devon has six key priorities one of which is Children and Young People – ‘investing more in children and young people to have the best start in life, be ready for school, be physical and emotionally well and develop resilience throughout childhood and on into adulthood’.

This work is being led at an ICS level, but we know that children’s and families’ lives are lived within their communities, schools and local health provision. All the programmes will therefore be locally delivered and co-produced with representation from local health, education and care. Most importantly with local children and young people, parents and carers and representatives of the communities and organisations that support them. Through this co-produced approach, we will:

- **Optimise the services for children and young people with Neurodiverse needs.**
- **Improve access to speech language and communication support.**
- **Develop Local maternity and neonatal transformation work.**
- **Align our Surgery in Children (SiC) work to the implement the National SiC model.**
- **Support improved acute hospital and community-based paediatric services through integration and enhancing the overall offer.**
- **Continue to support the Suicide Postvention Service Project.**
- **Continue to support the Children’s Society delivery of the School Based Family Self Harm Intervention.**
- **Support the Torbay Young People Wellbeing Service.**
- **Support the Children and Young People’s Crisis Services.**
- **Continue to support the Mental Health Support Teams.**

We will use a variety of measures to assess impact and progress including:

- **KPI – Key Performance Indicators and/or data reported via scorecards.** This will include local and national measures, analytics from Local Offer webpages, targets if applicable and benchmarking where available.
- **Audit – Planned audits or formal evaluations.** Developed for the relevant area, which will include audit tools and written reports. These will be used where qualitative measures are not possible or alongside quantitative measures to provide evidence of quality alongside measurable performance. This may also include progress against actions identified from audit work.
- **Voice – Feedback from children, young people, parents, carers and delivery colleagues.** This will take a variety of forms, such direct work with SEND Family Voice Torbay, minutes from user groups, capturing of voice from face-to-face work and the recent

- Participation Plan, analysis of compliments and complaints and analysis of supervision and 1:1 staff meetings.
- **Review – Feedback from evaluations, documentation that evidences action, reviews of minutes or observations of meetings, which confirm actions.** This will take a number of forms from simple confirmations of actions taken to more in-depth reviews and evaluations.
- **Minutes** – a record of actions having been agreed at Boards or groups.
- **Surveys** – These can be surveys issued and completed by any of the partners within the Local Area or external Surveys relating to the Local Area.

Definitions of Partnership:

Throughout the written statement of action, we have used the terms: partners or partnership to include:

- SEND Family Voice Torbay
- All Torbay education settings, from early years to post-16
- All health authorities
- Adult and children's social care
- The voluntary and community sector
- All Council departments
- Local businesses where appropriate.

Ways of Reading the Action plan

We have intentionally repeated some actions across the four Pillars, from the Local Government Association Peer Review, in order to recognise the cross relationships but have indicated the main lead for the action.

The Schools White Paper and the Green Paper SEND review were published on 28 and 29 March 2022 respectively. Many of the actions in our written statement align with the key issues raised in those papers, however, through the process of implementation we will continue to embed changes in our local actions to respond to Government policies as appropriate.

Improvement Pillar 1 – Joint Commissioning

AFI 7 - Poor joint commissioning arrangements that limit leaders' ability to meet area needs, improve outcomes and achieve cost-efficiencies

Progress (BRAG)	
	Complete and embedded
	Completed
	Progressing to Timescale
	Little or no progress/delayed

- Joint commissioning is underdeveloped. (P4 MF7)
- there remains a lack of joint working between services to tackle the issues with the pace of change that is needed. (P2 MF 1)
- This does not reflect what is needed to secure cost- efficiencies across the area to tackle bigger problems. (P4 MF7)
- opportunities to improve outcomes for children and young people with SEND and their families at the same time as saving money through joint ventures are under-utilised. (P4 MF7)
- Area leaders do not have a comprehensive knowledge of the needs of children and young people who receive support for their special educational needs but donot have an EHC plan (SEN support) in schools. (P6 AFD 2)
- Area leaders cannot commission with accuracy the services and support needed for this key group. (P6 AFD 2)
- Weaknesses in joint working across education, health and care, and the systems and processes for assessing children's and young people's needs are not strong enough (P13 AFI 6)
- Leaders' overall plans are not joined up enough to tackle the depth of these issues (P12 AFD16)
- Some young people with complex needs have little or no meaningful provision once they are 20 P12 AFD 17)

Focus Area 1. Create an effective Joint Strategic Needs Assessment (JSNA) demonstrating current and future health, education and social care needs of those living with SEN and Disability to inform commissioning decisions

ACCOUNTABLE OFFICER(S): Director of Public Health (LS), Director of Children’s Services (NM),

Ref	Milestone Action	Lead officer (s)	Milestone Start Date	Milestone End Date	RAG	Outcome and Evidence of Impact	Overall Impact of FocusArea
1A	Create a JSNA Data group to:	Public Health Consultants (JC, BB)	April 2022	May 2022		Fully representative group in place to co-produce the JSNA	There is a co-produced JSNA including details of Health, Education, social care and community aspects of Torbay that allows, and is used, for developmental planning to identify and plan provision and services more effectively for SEND needs across Torbay.
1A.1	<ul style="list-style-type: none"> Establish and develop the contents of a JSNA building on the current JSNA that integrates and incorporates health, education, social care and local area data 	Public Health Consultants (JC, BB)	May 2022	November 2022		A clear link between the JSNA and the local area's vision, strategy and framework for joint commissioning (Minutes)	
1A.2	<ul style="list-style-type: none"> Collate and review all existing datasets and determine whether they are fit for purpose 	+ Public Health Consultants (JC, BB) Head of Safeguarding, Reviewing Service and Early Help (SE)	May 2022	September 2022		Content list which shows link between health, education and social care IMPACT – data driven decisions on quantity, quality and location of provision Report to SEND Strategic Partnership Board 20 September 2022	
1A.3	<ul style="list-style-type: none"> Link this to the development of a data dashboard that is shared and understood by all that can drive strategic and operational planning 	Public Health Consultants (JC, BB) Head of Safeguarding, Reviewing	September 2022	November 2022		Joint agreement on relevant datasets that aid joint commissioning across education, health and social care. IMPACT – the cohesive agreement on appropriate data	

		Service and Early Help (SE)				use is in place across the partners (Audit)
1A.4	<ul style="list-style-type: none"> Ensure an appropriate data infrastructure that enables the sharing of key datasets. 	Public Health Consultants (JC, BB) Head of Safeguarding, Reviewing Service and Early Help (SE)	December 2022	January 2023		Easily accessible data dashboard that covers relevant areas of education, health and social care, linked to social demands is in place. IMPACT – data dashboard is used to drive decisions (Audit)
1A.5	<ul style="list-style-type: none"> Create and launch the new JSNA 	Public Health Consultants (JC, BB) Director of Children’s Services (NM) & Director of Public Health (LS)	January 2023	March 2023 and subsequent years.		New JSNA provides joint agreements on the existing challenges where the partners should immediately focus its resources to achieve improvement/transformation and best value. (Minutes) Report to SEND Strategic Partnership Board February 2023 IMPACT – more focused decision making that responds effectively to the demands across the Local Area. (KPIs, Reports, Minutes)
1A.6	<ul style="list-style-type: none"> Ensure monthly updates to the JSNA and explore the possibility of a ‘live’ JSNA model 	Education business and performance manager (MG) & Public	April 2022	March 2023 and subsequent years.		The JSNA is updated both with ‘live’ data and with statutory information so that users can plan more effectively. IMPACT – More effective data

		Health Consultants (JC, BB)				access for focused planning. (KPIs, reports, minutes)	
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Focus Area 2. Establish a vision, strategy and governance for joint strategic planning and commissioning and planning of services between education, health and care

Accountable officer(s): Director of Children’s Services (NM) & Head of Procurement, Contract Management and Commissioning (TF), Director of Primary Care, Community and Mental health Commissioning (JT)

Ref	Milestone Action	Lead officer (s)	Milestone Start Date	Milestone End Date	RAG	Outcome and Evidence of Impact	Overall Impact of Focus Area
2A	Establish a Joint Commissioning Group consisting of all partners that will:	Head of Women’s and Children’s Commissioning (HP), Strategic Commissioning Manager (TT)	April 2022	April 2022		Fully representative co-production group in place to lead the Joint Strategic Planning and Commissioning is in place to undertake the following actions.	A Joint Commissioning Group is in place across the Local Area leading to more effective and efficient commissioning that meets the needs of the young people and families in Torbay and
2A.1	<ul style="list-style-type: none"> Create a joint vision of commissioning with children, young people and their families at its centre and link the impact of commissioning to reducing the High Needs Block (HNB) overspend. 	Strategic Commissioning Manager (TT)	April 2022	June 2022		<p>Draft vision produced and</p> <p>Report to SEND Strategic Partnership Board 20th June 2022</p> <p>IMPACT – there is shared vision of how joint commissioning works for the benefit of parents, carers and young people leading to measurably more efficient and effective provision, reducing the HNB overspend. (AUDIT)</p>	provides greater value for money and contributes to a reduction in the High Needs Block overspend.

2A.2	<ul style="list-style-type: none"> Develop a joint commissioning strategy building on the SEND strategy and the existing JSNA (by September 2022). 	Strategic Commissioning Manager (TT)	May 2022	November 2022	<p>There is a clear picture of all the commissioning activity for SEND across the Local Area and all agencies.</p> <p>Strategy to be approved at SEND Strategic Partnership Board 28 November 2022</p> <p>IMPACT – identification of inefficient use of resources, gaps in provision and duplication of effort so needs are met more effectively and rapidly. (KPI)</p>	
2A.3	<ul style="list-style-type: none"> Build on existing progress in mapping gaps in provision and consistency of governance and that there are plans in place to ensure such gaps are filled 	Strategic Commissioning Manager (TT)	September 2022	April 2023	<p>There is a clear picture of all the commissioning activity for SEND across the Local Area and all agencies.</p> <p>IMPACT – identification of inefficient use of resources, gaps in provision and duplication of effort so needs are met more effectively and rapidly. (KPI)</p>	
2A.4	<ul style="list-style-type: none"> Implement and monitor the strategy (from April 2023 to align with new financial year) 	Strategic Commissioning Manager (TT)	From April 2023	Each financial year	<p>Commissioning decisions are more effective, and resources are targeted to areas of need.</p> <p>IMPACT - identification of inefficient use of resources, gaps in provision and duplication of effort so needs are met more effectively and rapidly. (KPI)</p>	

2A.5	<ul style="list-style-type: none"> Identify best practice for contract monitoring and performance and ensure it is embedded in the new strategy. 	Strategic Commissioning Manager (TT)	April 2022	September 2022	Contract management and performance meets the highest standards for public sector procurement. IMPACT - There is an increased knowledge of where elements of joint commissioning have occurred allowing them to be used further.	
2B	Communicate the joint commissioning strategy so that all partners know how to engage in the commissioning cycle and understand and implement the strategy and decision making for provision is clearly understood.	Heads of Communication in Torbay Council and Health (KS and AC JG)	May 2022	November 2022	Joint commissioning communication strategy is presented to and agreed by the SEND Strategic Partnership Board. Strategy to be approved at SEND Strategic Partnerships Board 28 November 2022 IMPACT – all organisations are aware of the strategy for joint commissioning and understand the need for its existence. (Minutes, Feedback)	
2C	Address the overspend in the High Needs Block through a variety of mechanisms including producing a reduction strategy building on the current recovery plan and DfE support if appropriate, as agreed by the Schools' Forum.	Divisional Director Education, Learning and Skills (RW)	1 April 2022	September 2023	Schools' Forum minutes show agreed strategy for reducing the deficit and steps towards to achieving that reduction. Recovery plan or equivalent agreed by DfE IMPACT - There is a termly reduction from September 2022 in the overspend of the high needs budget to a balanced In-year budget by September 2023 and a balanced budget overall by September 2024	

Improvement Pillar 2 – Inclusion

AFI 1 - The lack of a suitably ambitious SEND strategy based on robust self-evaluation, and open co-production, and with the buy-in of all services across education, health and care and that includes measurable criteria for success

Progress (BRAG)

Complete and embedded

Completed

Progressing to Timescale

Little or no progress/delayed

- Children and young people with ASD, SEMH difficulties or similar associated needs do not experience improved outcomes as a result of the reforms. (P12 AFD 16)
- Poor timeliness in identification and variability in inclusive practice (P12 AFD 16)
- There is too much variability in the implementation of the reforms across services. (P9 AFD 16)
- Some schools show a lack of commitment to the reforms. (P3 AFD 3)
- The rate of exclusion of pupils with SEND from school is too high (P3 AFD 6)
- The need to improve children’s social care services has contributed to the stalled development of a useful SEND strategy. (P7 SFD 8)
- Children’s needs are not met well, particularly in the mainstream school system (P7 AFD 8)
- Variability in the desire to be inclusive among some schools. However, there is a lack of a coherent strategy to improve this (P7 AFD 8)
- There is not a strategy in place to address this (exclusion) as robustly as is needed (P9 AFD 19)
- The proportions of children and young people excluded from school in the area are high and much higher than is typical (P9 AFD 19))
- Too often, this presentation (behaviour) is seen as a SEMH need or owing to weaknesses in parenting, rather than understanding that it has come about because of an underlying unmet need (P9 AFD19)

Focus Area 3. Create an ambitious co-produced SEND Strategy that embodies the recommendations in the Green Paper for SEND.

ACCOUNTABLE OFFICER(S): Director of Children’s Services (NM), Chief Nursing Officer (DA)

Milestone Actions		Lead officer (s)	Milestone Start Date	Milestone End Date	RAG	Outcome and Evidence of Impact	Overall Impact of Focus Area
3A	Establish a SEND Strategy Group to develop a co-produced aspirational vision and a shared set of key values around the concept of a local inclusion plan	Divisional Director Education, Learning and Skills (RW) Head of Women and Children’s Commissioning (HP)	April 2022	June 2022		Report presented to SEND Strategic Partnership Board to propose a co-produced aspirational vision and set of key values and agreed by the Board. Report to be considered at SEND Strategic Partnership Board 18 July 2022 IMPACT -there is an agreed vision and set of values encompassing inclusion that can be used to develop further work across the Local Area. (Report, Minutes)	There is a shared and co-produced Local Area vision of inclusion that leads to an aspirational approach for children and young people with SEND across Torbay providing them appropriate and timely support and services to ensure they achieve the best outcomes for children and young people.
3A.1	<ul style="list-style-type: none"> Co-produce a SEND strategy including an inclusion plan if appropriate, building on analysis of the recent SEND Participation Plan, that has the lived experience of children, young people and their families at its core., This should take into consideration best practice from other authorities and engage all partners in the local area and be aligned with the ‘Child Friendly Torbay’ initiative, the Health and Well Being strategy with a particular focus 	Divisional Director Education, Learning and Skills (RW) Head of Women and Children’s Commissioning (HP)	July 2022	October 2022		SEND Strategy Group established and begins to develop the SEND Strategy with all partners contributing to the development, particularly in gathering evidence of the ‘lived experience’ of families. IMPACT – All parts of the Local Area including parents, carers and young people are involved in defining an inclusive SEND	

	on neurodiversity, and other key corporate/local area strategies as appropriate.				Strategy (Minutes, Reports, Family Voice Torbay) SEND Strategy, Local Inclusion Plan to be approved at SEND Strategic Partnership Board 28 November 2022
3A.2	<ul style="list-style-type: none"> Refresh the local offer content and information so that it is parent friendly and accessible to all by using SEND FVT as a 'critical advisor' to drive the refresh 	Head of SEND service (DH)	April 2022	April 2023	Current Local Offer is reviewed and improved so that it has accessible and up to date information. IMPACT – The Local Offer is now fully accessible, more utilized and well regarded by all (Reports, Analytics Tracking)
3B	Launch the SEND strategy and ensure it is communicated across the Local Area so that the centrality of families, children and young people is embedded in all Council and Health departments	Director of Children's Services (NM), Chief Nursing Officer (DA)	October 2022	November 2022	The SEND Strategy is in place. IMPACT – There is a clear understanding of the Inclusive vision and the inclusion plan across the Local Area and is evident in practice. (Minutes, Reports, Surveys, KPIs, Family Voice Torbay, SENDIASS)
3D	Build on existing good practice in other Local Areas, of SEND identification and provision, to ensure Torbay young people achieve the best possible outcomes wherever they are placed.	Divisional Director Education, Learning and Skills (RW) Head of Women and Children's Commissioning (HP)	September 2022	August 2023	The successful work in other Local Areas helps to inform future identification, provision and outcomes practice in Torbay. IMPACT – There is consistency in inclusive practice for all Torbay young people wherever their needs are being met, leading to improved outcomes, as early as possible, for young people with SEND in Torbay. (Reports, KPIs)

Focus Area 4 – Establish a Self-Evaluation process to ensure the effectiveness of the Strategy

Accountable Officer(s): Director of Children’s Services (NM) Chief Nursing Officer (DA), Head of Commissioning and Procurement (TF)

	Milestone Actions	Lead officer (s)	Milestone Start Date	Milestone End Date	RAG	Outcome and Evidence of Impact	Overall Impact of Focus Area
4A	Build on the existing partnership quality assurance process, with parents, carers and young people, producing termly audits, to ensure that there is confidence that the SEND Strategy is being implemented across the Local Area (Within 4B)	Head of Learning Academy (RS)	April 2022	October 2022 QA Implementation from January 2023 including monthly reports to Board		The vision and values embodied in the SEND Strategy are seen to be carried out across all services and agencies. Report to be considered at SEND Strategic Partnership Board 28 November 2022 and then monthly reports to Board from January 2023. IMPACT – there is confidence in all users, but particularly parents, carers and young people, that there is a more inclusive SEND response. (Range of data – Exclusions, Needs Assessments etc.)	The local area knows its strengths and areas for development and appropriate early action is taken to ensure weaknesses are addressed and there is evidence that improvements have been made leading to increased trust across all partners but particularly parents, carers and young people.
4B	Offer a training and support package for schools and settings and their governors, building on best practice in early identification and intervention activities, to ensure they understand their responsibilities for inclusion and system leadership.	Head of Learning Academy (RS), Head of School Improvement (DH)	September 2022	July 2023 and further academic years		Learning academy implements locality-based solutions to providing support. IMPACT – Data on inclusion shows improved provision to meet needs across all mainstream schools. Reduction	

					<p>in requests for Assessments.</p> <p>Current average Requests for assessment (Jan/Feb 2022) 28 pcm Target September 2022 – 20 pcm July 2023 – 15 pcm Overall absence rate to be reduced for those with a plan to below the National Mean. (Audit, KPIs, Family Voice Torbay)</p>
4C	<p>Build on the existing multi-disciplinary pilot programme, in collaboration with schools and settings, to:</p> <ul style="list-style-type: none"> proactively support pupils at risk of exclusions / experiencing poor attendance. <i>(Cross reference to: 14A, C, D)</i> 	Head of Vulnerable Pupils (DH)	September 2022	July 2023	<p>All schools agree, through Schools' Forum, to participation in a support programme for pupils at risk of exclusion or poor attendance. Reduction of suspensions (fixed term exclusions) from 33.7% (2019/20) to at or below national average by September 2024</p> <p>Reduction of permanent exclusions of those with EHCP from 0.08% (2019/20) And 0.31% for those with SEND Support to at or below national averages by September 2024</p> <p>IMPACT – reduction in exclusions. (Audit)</p>
4D	All settings and the Council to pilot a pre-exclusion 'case conferencing' system to strengthen inclusive approaches <i>(cross ref to: 14A, C, D)</i>	Head of Vulnerable Pupils (DH)	September 2022	July 2023	Group of schools agree to pilot a pre-exclusion case conference format.

						IMPACT reduction in exclusions as above (Audit)
4E	Existing Alternative Provision Group to:	Education Safeguarding Lead (DF), Strategic Commissioning Manager (TT)	September 2022	Sept 2022		Representative group is in place and undertaking quality assurance and monitoring processes.
4E.1	<ul style="list-style-type: none"> Build on existing good practice, confirm quality standards for Alternative Providers with outcomes for young people at their heart. 	Education Safeguarding Lead (DF), Strategic Commissioning Manager (TT)	September 2022	November 2022		<p>Agreed quality standards for Alternative Providers are co-produced.</p> <p>Report to SEND Strategic Partnership Board 28 November 2022</p> <p>IMPACT – Assured quality framework in place for all Alternative Providers (Linked to Joint Commissioning) (Audit, Reports)</p>
4E.2	<ul style="list-style-type: none"> Build on existing timescales for reviewing the AP Framework informed by the standards with a view to informing commissioning decisions. 	Head of Vulnerable Pupils (DH) and Strategic Commissioning Manager (TF)	September 2022	January 2023 and subsequent years		<p>Programme to review the Alternative Provision framework is in place.</p> <p>IMPACT – There is confidence that Alternative Provision is meeting the needs of young people and conforming to the agreed standards. (Data, KPIs, Reports, SEND Family Voice Torbay)</p>

Improvement Pillar 2 – Inclusion

Area for Improvement 2 – Cultural Change The deep cultural issues leading to weak co-production and the inability of children and young people with SEND and their parents and carers to be equal partners in strategic and local decision-making	Progress (BRAG)	
		Complete and embedded
		Completed
		Progressing to Timescale
		Little or no progress/delayed

- Area leaders have only just started to work together to implement the SEND reforms. (P2 MF1)
- Leaders have been slow to turn their focus to this important work the impact of this new commitment is limited. Consequently, there remains a lack of joint working between services (P2 MF 1)
- The views of parents and carers are often treated as trivial in the decisions that are made about their children and young people. (P2 MF2)
- Many front-line professionals' express views that parents and carers are difficult to engage with because of their social deprivation and own personal needs. (P2 MF 2)
- Too often, this is used as an excuse for poor co-production. (P2 MF 2)
- However, a lack of central leadership over many years has led to an entrenched culture among services to solve the challenges they face on their own. (P2 MF 3)
- The rate of exclusion of pupils with SEND from school is too high. (P4 MF 7)
- Too many pupils are not accessing education because they are excluded. (P4 MF 7)
- Occasionally, parents state that school leaders are a barrier to children's and young people's needs being identified. (P6 AFD 5)
- too often, the default position is that presentation by children is assumed to be a behavioural issue because of poor parenting, rather than an indication of need. (P4 MF 7)
- children's needs are not met well, particularly in the mainstream school system (P7 AFD 8)
- Variability in the desire to be inclusive among some schools. However, there is a lack of a coherent strategy to improve this (P7 AFD 8)
- A legacy of mistrust and poor identification and meeting of needs means that many families still feel that they need to fight for their children's rights (P8 AFD 14)

Focus Area 5 - Partners agree a set of values led behaviours which are the basis of creating a shared culture across the local area leading to a co-produced SEND system.

Accountable officer(s): Director of Children’s Services (NM), Chief Nursing Officer (DA)

Milestone Actions		Lead officer (s)	Milestone Start Date	Milestone End Date	RAG	Outcome and Evidence of Impact	Overall Impact of FocusArea
5A	Establish a Culture Group of all partners to:	Divisional Director Education, Learning and Skills and Head of Women and Children’s commissioning (RW and HP)	April 2022	May 2022		A fully representative group of members is in place and meeting schedule agreed. IMPACT – (Minutes indicate planning to achieve delivery within timescale)	All partners act in accordance with the values and a shared culture focused on delivering the very best for children, young people and their families is embedded. Families feel their views are valued and a culture of trust is in place. A culture of acceptance of responsibility and multi-agency working for children in crisis or accessing the risk support quadrant of the THRIVE framework is in place
5A.1	<ul style="list-style-type: none"> Co-produce an agreed set of values led behaviours incorporated into a Partnership pledge. Partners to include the pledge in all appointments and induction. 	Divisional Director Education, Learning and Skills and Head of Women and Children’s commissioning (RW and HP)	May 2022	July 2022		SEND Strategic Partnership Board and CCG agree the report from T&F group along with plan for adoption of the values and beliefs across the Local Area Report to be considered at SEND Strategic Partnership Board 22 August 2022 IMPACT – there is a published agreement across the Local Area of the necessary values led behaviours that reflect the 2014 reforms and build on the content of the Green Paper (Minutes, Report)	

5A.2	<ul style="list-style-type: none"> Implement the values led behaviours across all parties, agreed in the Local Area pledge, including schools and create an annual survey which measures the degree of trust, transparency, and co-production within the systems and processes. 	Divisional Director Education, Learning and Skills and Head of Women and Children's commissioning (RW and HP)	July 2022	September 2022	<p>Plan is agreed and in place across all agencies, covering where young people are from or from whom they receive services, is communicated widely and is improving trust within the Local Area</p> <p>Action Plan to be approved at SEND Strategic Partnership Board 24 October 2022</p> <p>IMPACT – reports from families show an increasing and high level of trust (Over 90% positive responses in the survey by February 2023)</p>	
5B	All partners to co-produce and implement the values-led behaviours between themselves and families to cover all forms of communication.	Divisional Director Education, Learning and Skills and Head of Women and Children's commissioning (RW and HP)	September 2022	January 2023 and following years	<p>Changes to interactions with parents, carers and young people are published on the Local Offer through a 'You said – We responded' section and there is a 'feedback loop' so all are aware of issues.</p> <p>IMPACT – Families are aware of the interactions they can expect, through the co-production charter and report that they are happening. (Over 85% positive responses in the survey by February 2023)</p>	

Focus Area 6 - Ensure the lived experience of families informs all operational and strategic work across the SEND System.

Accountable officer(s): Director of Children’s Services (NM), Chief Nursing Officer (DA), Director of Adults Services (JW), Head of Commissioning and Procurement (TF), Director of Public Health (LS)

Milestone Actions		Lead officer (s)	Milestone Start Date	Milestone End Date	RAG	Outcome and Evidence of Impact	Overall Impact of FocusArea
6A	Using the Culture Group in Focus Area 5, and involving families as critical advisors, to:	Divisional Director of Safeguarding (BT and Head of Women and Children’s commissioning (HP)	May 2022	June 2022		Group is in place and membership fully agreed.	Professionals understand and value the lived experience of families and use that knowledge to help shape provision of support and services. Oral and written communication
6A.1	<ul style="list-style-type: none"> Build and improve on current practice - particularly the work on restorative practice to identify through a report to SEND Strategic Partnership Board how the lived experience of families should be embedded in the work of all Local Area agencies to inform their work and that parents no longer feel ‘blamed’ for children and young people’s needs. (Incorporated into Task and finish group in 5A) 	Divisional Director of Safeguarding (BT and Head of Women and Children’s commissioning (HP)	May 2022	June 2022		Report presented to SEND Strategic Partnership Board and agreed. Report to be considered at SEND Strategic Partnership Board 18 July 2022 IMPACT - The lived experience of families is understood by the Senior Leadership of all agencies and strategies to improve the experience are embedded across the Local Area. (Minutes, Reports)	demonstrate the dignity and respect necessary for children, young people and their families. There is an improved ‘satisfaction’ rating in the annual survey.
6A.2	<ul style="list-style-type: none"> Make improvements in the use of both written and spoken language in 	Head of Learning	April 2022	June 2022		Task and finish group produce a report and recommendations to	

	communication with parents and young people such as that made already in Education Psychology communication with families, as well as between services and SENDCOs, including the use of 'restorative language' in line with 'Language that Cares'	Academy (RS)			be shared across all agencies. IMPACT – there is a greater understanding of the issues around use of written and spoken language demonstrated in feedback from. (Reports, Minutes, School Survey, Family Voice Torbay)	
6B	Ensure that there is shared communication through the local offer of all developments for parents, carers, young people and partners.	Head of SEND service (DH)	April 2022	July 2023 and following academic years.	The Local offer contains all information in an accessible manner about developments across the Local Area. IMPACT – Parents, carers and young people are aware of developments in the Local Area around the culture across all agencies. (Family Voice Torbay, SENDIASS, reports)	
6C	Workforce development strategies include a focus on the use of accessible written and spoken language across the Local Area (As in 8A)	Head of Learning Academy (RS)	June 2022	September 2022	There is greater understanding and use of accessible spoken and written language strategies across the Local Area. IMPACT – Parents, carers, young people and other users report improvement in the use of spoken and written language. (at least 90% satisfaction rating) (Family Voice Torbay, SENDIASS, Teams)	

Focus Area 7 – Ensure that Leaders across the Local SEND Area understand the impact of culture work and hold each other to account.

Accountable officer(s): Director of Children’s Services (NM), Chief Nursing Officer (DA)

Milestone Actions		Lead officer (s)	Milestone Start Date	Milestone End Date	RAG	Outcome and Evidence of Impact	Overall Impact of FocusArea
7A	Identify in a workforce development plan that agreed values led behaviours are embedded at all stages from appointments through to senior leadership across the Local Area that places culture centrally building on Torbay’s People Strategy. Ensure that schools are a part of the plan and its implementation.	Head of Learning Academy (RS)	September 2022	January 2023		There is a strategy to ensure values led behaviours are understood and demonstrated at all stages of the work of the Partnership IMPACT – there is a clear understanding throughout the Partnership from appointment through to Senior Leadership of the agreed values led behaviours and this is recognized and adopted by all. (1:1 /Supervision / Appraisal meetings, Family Voice Torbay. SENDIASS)	Staff live the values of the organisation and those not living the values are held to account. Children, young people and their families are treated with respect and dignity and their lived experience is valued, demonstrated throughout the quality assured work and communication.
7B	Work with parents, carers and young people to assess how well values led behaviours are being implemented to ensure the accountability for ‘culture change’ across the Local Area.	Divisional Director Education, Learning and Skills. Head of HR (RW & SW)	September 2022	August 2023 and subsequent years		Continuing assessment process of the effectiveness of the ‘culture change’ is ensured. IMPACT – there is evidence that there are rapid improvements taking place in the adoption of the values – led behaviours. IMPACT – There is increased confidence amongst parents, carers and young people that their views and trust in the Local Area are improving. (At least 90% positive responses) (Family Voice Torbay, SENDIASS, Surveys,	

					reports).	
7C	Move away from 'them and us' culture to develop a shared approach using a published programme of workforce development and training that involves and is based on children and young people and their families 'lived experience' and develops trust between services and agencies.	Heads of Human Resources, Torbay Council (SW) and Director of Children and Family Health Devon, (BM)	April 2022	For implementation from September 2022	A shared approach to workforce development is created moving away from the 'them and us' culture. IMPACT – Parents, carers and young people are involved in the design of courses so that needs and concerns are met. (Family Voice Torbay, Audit, Surveys, Reports, 1:1, Appraisal, Supervision)	

Improvement Pillar 2 – Inclusion

Area for Improvement 3 – Joint Working

The lack of joint working between services, which prevents area leaders working collaboratively to secure more consistent outcomes for children and young people with SEND and their families

Progress (BRAG)

Complete and embedded

Completed

Progressing to Timescale

Little or no progress/delayed

- Area leaders have only just started to work together to implement the SEND reforms. (P2 MF 1)
- Children and young people with SEND and their families are not at the centre of leaders' work to implement the reforms. There are no formal arrangements in place for leaders to engage with children and young people with SEND. (P2 MF2)
- Too often, this is used as an excuse for poor co-production (P2 MF2)
- children and young people with SEND and their parents and carers are not able to contribute to strategic and individual planning. (P2 MF2)
- The views of parents and carers are often treated as trivial in the decisions that are made about their children and young people (P2 MF2)
- Joint working between services is limited. (P2 MF3)
- Some schools show a lack of commitment to the reforms (P4 MF4)
- However, a lack of central leadership over many years has led to an entrenched culture among services to solve the challenges they face on their own. (P2 MF3)
- This leads to inequality and varied access for children and young people with SEND in the area. (P2 MF3)
- The quality of education, health and care (EHC) plans reflects the lack of joint working between education, health and care. (As in section 6)
- they do not include the holistic outcomes that are planned to be achieved through joint working between services. (As in section 6)
- slow autism spectrum disorder (ASD) assessment pathway, have led to a lack of timeliness in identifying the needs of children and young people.
- Variability in the strength of school provision means that some pupils go through the system without their needs being properly understood or met. (As in Section 4)
- Little evidence that children and young people with SEND and their families benefit from a more joined-up experience.
- Area leaders' response to the pandemic has been hampered by weaknesses in joint working and checks on the effectiveness of their initiatives
- The 0–19 service now has two teams in response to challenges created by the pandemic, this did not help services reach the children and young people with SEND and their families in the way that was intended.
- Many children and young people with SEND needing support as a result of their additional needs were not identified.
- Weaknesses in joint working across education, health and care, and the systems and processes for assessing children's and young people's needs are not strong enough (As in Sections 6 & 7)
- those working with families are not able to contribute fully to meeting children's and young people's wider needs, particularly in preparation for adulthood (As in Section 5)
- There is variability in the implementation of the SEND reforms across health and care services. (As in Section 8)
- The uptake of the annual health review for young people with SEND aged 14–25 years with their GPs is lower than is typical.

- Area leaders have failed to sustain effective ways of engaging with parents and carers. Weaknesses in parental engagement leading into the pandemic meant that when PCF members needed to look after their own children, the PCF stopped operating.
- Parents and carers have not been involved in the development of the website.
- Leaders' overall plans are not joined up enough to tackle the depth of these issues.

Focus Area 8. Ensure we understand and embed the lived experience of families so that it informs all operational and strategic work across the SEND system

Accountable officer(s): Director of Children's Services (NM), Chief Nursing Officer (DA)

Milestone Actions		Lead officer (s)	Milestone Start Date	Milestone End Date	RAG	Outcome and Evidence of Impact	Overall Impact of Focus Area
8A	Establish a group of partners (within the Culture Group) to produce a Co-production Charter/Strategy for Torbay	Head of SEND (DH), Senior Children and Young People's Commissioner (SO'G)	April 2022	July 2022		An agreed Co-production Charter is in place and is communicated throughout the Local Area with 'sign up' by all agencies. IMPACT – there is co-production throughout the Local Area that is recognised as being successful by all parent/carer, voluntary and community groups. (Survey, Family Voice Torbay, SENDIASS) (Survey responses show over 90% adherence to the co-production principles)	The lived experience of families is valued and embedded in all decisions. Families have trust in the system and that professionals will treat them with dignity and respect.

8B	Create opportunities to allow professionals working with families in education, social care and health to work with parents, carers and young people to hear and understand the 'lived experience' of families in the Local Area	Head of Learning Academy (RS)	April 2022	April 2023	Regular programme of meetings of teams within the partnership with families or Groups to hear the 'lived experience' IMPACT -Greater understanding of the lived experience is reflected in documentation. (Audit, Reports, Family Voice Torbay, SENDIASS)
8B.1	<ul style="list-style-type: none"> Create a partnership communication plan which has communication with families, including a central point of contact at its centre. 	Heads of Communication, Torbay Council and Health (KS, AC and JG)	April 2022	July 2022	Partnership Communication Plan is in place and there is a plan for a central point of contact. Plan to be approved at SEND Strategic Partnership Board 22 August 2022 IMPACT – Parents report a high degree of satisfaction (at least 90%) of communication processes with all agencies. (Family Voice Torbay, SENDIASS, Surveys)
8C	Determine and implement a strategy involving partners to: <ul style="list-style-type: none"> Create opportunities for training 'peer support (Parent Graduates)' to support parents and carers to provide continuity of support and building capacity for SENDIASS and produce report for SEND Strategic Partnership Board 	Head of SEND (DH), Head of Learning Academy (RS)	June 2022	May 2023	Task and finish group presents its findings to the SEND Strategic Partnership Board for the appropriate implementation. Report is considered at SEND Strategic Partnership Board May 2023 IMPACT – Parents and carers feel more supported in meetings and discussions leading to better decision making. (Feedback is 90% or better (Audit, Reports, Family Voice Torbay, SENDIASS))

Focus Area 9. Implement a tell it once approach for parents across all agencies.

Accountable officer(s): Director of Children’s Services (NM) Director of Primary Care, Community and Mental health Commissioning (JT)

Milestone Actions		Lead officer (s)	Milestone Start Date	Milestone End Date	RAG	Outcome and Evidence of Impact	Overall Impact of Focus Area
9A	<p>Within the SEND Strategy group:</p> <ul style="list-style-type: none"> review the processes within SEND across all agencies and schools to a ‘tell it once’ approach, addressing how families currently experience telling their story 	<p>Head of Service safeguarding, reviewing and early help (SE) Head of Women and Children’s Commissioning (HP)</p>	April 2022	June 2022		<p>Report from Task and finish group is presented to the SEND Strategic Partnership Board who examine how to take this forward. Report is considered at SEND Strategic Partnership Board 18 July 2022 IMPACT – Clear view and definition of agency roles of what is needed to create a ‘tell it once’ approach agreed by parents (Report, Minutes)</p>	<p>There is a significant reduction in the number of times that families have to tell their story. Time, resources and energy are ‘freed up’ by an effective system to focus on supporting children and young people to thrive.</p>
9B	<p>Implement a consistent system, with input from parents and carers and young people so that relevant information is carried forward to those who are involved with the family, based on the concept of health passports or similar as highlighted in the Green Paper</p>	<p>Head of Service safeguarding, reviewing and early help (SE) Head of Women and Children’s Commissioning (HP)</p>	July 2022	March 2023		<p>A tell it once system is in place across the Local Area. IMPACT – Parents and carers feel that they are being listened to and that there is an understanding of their ‘lived experience’ by all professionals. Complaints are reduced from the current number of 6 to at most 3 by July 2023(Audit, Family Voice Torbay, SENDIASS).</p>	

Focus Area 10. All stakeholders to be committed to the principles of working together with equal voices, to shape a co-produced approach to meeting the needs of children young people and their families at all levels

Accountable officer(s): Director of Children’s Services (NM), Chief Nursing Officer (DA)

Milestone Actions		Lead officer (s)	Milestone Start Date	Milestone End Date	RAG	Outcome and Evidence of Impact	Overall Impact of Focus Area
10A	Develop a plan to ensure health and social care advice is embedded in EHCPs and that health and social care colleagues are involved at an earlier stage through co-production.	Head of SEND service (DH) Head of Learning Academy (RS)	April 2022	July 2022		Health and Social Care inputs are embedded in all EHCPs. IMPACT – There is a consistent input to EHCPs that is valued by all, including parents, carers and young people. (Survey, SENDIASS, Family Voice Torbay). Quality Assurance shows above 95% satisfaction rate.	Co-production is embedded in the day-to-day culture of the local area. Children, young people and their families are valued and treated with dignity and respect and their needs are met.
10B	Ensure EHCPs reflect the provision available from the voluntary and community sector where appropriate.	Head of SEND service (DH)	April 2022	July 2022 and subsequent years.		There is shared work undertaken with the voluntary and community sector and where appropriate this is reflected in the EHCP. IMPACT – Voluntary and Community sectors report that they are valued as equal partners. (Survey, Reports) Audit of EHCPs. (Quality Assurance shows that this aspect has always been considered.)	
10B.1	<ul style="list-style-type: none"> Implement the plan across all teams in all agencies in a co-ordinated manner 	Heads of Communication, Torbay Council and	July 2022	July 2023 and subsequent years.		Partnership Communication Plan is implemented across all teams in all agencies. Annual report to SEND Strategic Partnership Board.	

		Health (KS and AC)				IMPACT – There is a consistent approach to gathering information which is valued by parents, carers and young people)	
10D	The Council and CCG issue a public statement of commitment to working with a wide range of parent carer groups	Heads of Communication, Torbay Council and Health (KS, JG and AC)	April 2022	June 2022		The Local Offer contains a public statement of commitment. Statement to be approved at SEND Strategic Partnership Board 20 June 2022 IMPACT – The statement is well received by the parent carer groups. At least 95% satisfaction rate). SEND Family Voice Torbay, SENDIASS, Uptake of surveys.	
10E	The Council and CCG to agree respective senior officers, within SEND Strategic Partnership Board, with lead responsibility for co-production in their organisations, who receive regular reports on the outcomes of the quality assurance framework for co-production.	Director of Children’s Service and Chief Nursing Officer (NM and DA)	At SEND Strategic Partnership Board 17 May 2022			Senior Officers with a responsibility for co-production are in place within the SEND Strategic Partnership Board. IMPACT – There is specific oversight of co-production and joint working at a strategic level and challenge is evidenced through minutes and report. (Minutes, Audit)	

Improvement Pillar 2 – Inclusion

Area for Improvement 4 – Graduated Response

The variability in the implementation of the graduated response, leading to slow identification, high levels of exclusion, some poor inclusive practices, and inequitable access and experience of the system across education, health and care

Progress (BRAG)	
	Complete and embedded
	Completed
	Progressing to Timescale
	Little or no progress/delayed

- The rate of exclusion of pupils with SEND from school is too high. (P3 MF6)
- Variability in the strength of school provision means that some pupils go through the system without their needs being properly understood or met. (P3 MF6)
- Some children and young people with SEND develop behaviours that challenge. Others lack self-esteem because their needs have not been met for prolonged periods of time. (P3 MF6)
- The high proportion of pupils identified as having primary social, emotional or mental health (SEMH) difficulties. There is a high demand on (CAMHS), (P3 MF6)
- Too many pupils are not accessing education because they are excluded. (P3 MF6)
- Many children and young people’s needs are not identified accurately or quickly enough. This contributes to challenges in the behaviour because their needs are not met well or early enough. (P5 AFD 1)
- A higher proportion of children and young people than is typical being issued with an EHC plan. (P5 AFD 1)
- The neurodevelopmental pathway, which includes the ASD pathway, is not effective. (P5 AFD 3)
- The effectiveness of early identification in schools is too varied. (P5 AFD 5)
- Too often, the default position is that presentation by children is assumed to be a behavioural issue because of poor parenting, rather than an indication of need. (P5 AFD 5)
- Several parents experience shock and feelings of isolation when their children’s needs are identified late. (P5 AFD 5)
- Not enough is being done to enable children and young people, particularly those who are disadvantaged, to have their needs identified in a timely manner. (P5 AFD 5)
- The implementation of the graduated response reflects the lack of consistency in the area. (P7 AFD 8)
- A legacy of mistrust and poor identification and meeting of needs means that many families still feel that they need to fight for their children’s rights. (P8 AFD 14)
- Too often, this presentation (behaviour) is seen as a SEMH need or owing to weaknesses in parenting, rather than understanding that it has come about because of an underlying unmet need. (P9 AFD 19)

Focus Area 11 - The Graduated Response is used effectively so that needs are identified in a timely way to enable children, young people, parents, carers and professionals to access appropriate support and resources

Accountable officer(s): Director of Children’s Services (NM), Director of Primary Care, Community and Mental Health Commissioning. (JT)

Milestone Actions		Lead officer (s)	Milestone Start Date	Milestone End Date	RAG	Outcome and Evidence of Impact	Overall Impact of Focus Area
11A	Establish a Graduated Response group comprising representation from all partners to:	Divisional Director, Education, learning and skills (RW) Head of Women’s and children’s Commissioning (HP)	May 2022	May 2022		Fully representative group is in place to review and implement	The revised Graduated Response is used effectively along with specific pathways to identify needs at the earliest possibility and decide the provision to meet those needs appropriately, removing waiting times and
11A.1	<ul style="list-style-type: none"> Review the content and implementation of the current Graduated Response documents, including the embedding of Early Help approach, and report to the SEND Strategic Partnership Board 	Divisional Director, Education, learning and skills (RW) Divisional Director Safeguarding (BT) Head of Women’s and Children’s Commissioning (HP)	May 2022	July 2022		<p>There is a clear understanding of existing strengths and areas for improvement within the current Graduated response as well as its current usage.</p> <p>Report to be considered at SEND Strategic Partnership Board 22 August 2022</p> <p>IMPACT – Understanding of the areas for improvement in the Graduated Response and how its use can be extended and broadened. (Report, Minutes)</p>	reducing significant delays in the diagnostic pathways.

11A.2	<ul style="list-style-type: none"> Establish comprehensive packages of coordinated support across a range of statutory and voluntary agencies for those children at risk of crisis, particularly related to neurodiversity. 	Divisional Director, Education, learning and skills (RW) Divisional Director Safeguarding (BT) Head of Women's and Children's Commissioning (HP).	July 2022	December 2022	There are packages of coordinated support across both statutory and voluntary agencies that lead to more effective provision for children with neuro diverse needs at risk of crisis IMPACT – Children at risk of crisis have their needs met more rapidly. (KPIs, Report)	
11A.3	<ul style="list-style-type: none"> Co-produce a refreshed graduated response which includes health and social care and ensure it is known and used throughout the system and is of value to parents, carers and young people. This will be grounded in a 'needs led' rather than diagnostic approach. 	Divisional Director, Education, learning and skills (RW) Senior Divisional Director Safeguarding (BT) Head of Women's and Children's Commissioning (HP)	September 2022	April 2023	The Graduated Response is rewritten incorporating all partners Refreshed Graduated Response to be approved at SEND Strategic Partnership Board May 2023 IMPACT - There is evidence of increased use by those bodies and is valued by parents, carers and young people (Audit, Family Voice Torbay, SENDIASS, Reports from SEND Assessment)	
11B	Build training to develop the knowledge in all schools, settings and alternative provision (including Early Help), to ensure a level playing field for children and young people with SEND, mapping available	Head of Learning Academy (RS)	September 2022	July 2023 and subsequent years	The Learning Academy develops a learning programme to increase knowledge about effective implementation of the Graduated	

	pathways and create a plan to fill any gaps which focuses on raising standards, catch up programmes promoting safeguarding.	Head of School Improvement (DH)				Response IMPACT – There is more evidence of the effective use of the Graduated Response across education, health and social care and increased knowledge by parents, carers and young people about how the Graduated Response can be used. (Audit, Reports, Family Voice Torbay, SENDIASS).
11C	Schools, settings and other agencies, along with parents and carers, agree to implement the outcomes of the review and use the Graduated Response as part of any requests for assessment	Divisional Director Safeguarding (HP) Divisional Director Education, Learning and Skills (RW). Head of Women's and Children's Commissioning	April 2023	April 2023		There is a more consistent and effective use of the Graduated Response and evidence that it is being used prior to as well as part of the Assessment process. IMPACT – Increase in needs being met in schools, reduction in number of requests for assessment, more detailed information in requests for assessment. Current average Requests for assessment (Jan/Feb 2022) 28 pcm Target September 2022 – 20 pcm July 2023 – 15 pcm (Data, Audit, KPIs, Family Voice Torbay, SENDIASS)
11D	Develop coordinated and streamlined diagnostic pathways founded in an integrated model of provision across health, social care, and education for those children with high levels of need	Head of Women and Children's Commissioning (HP), Director for	July 2022	December 2022 with implementation from January 2023		More developed diagnostic pathways. IMPACT – the high-level needs are identified more rapidly and provision is put in place earlier.

		CFHD (BM)				
11E	Integrate diagnostic pathway for children presenting with neurodiverse conditions building on the First Steps approach	Head of Women and Children's Commissioning (HP), Director for CFHD (BM)	May 2022	From December 2022		More developed diagnostic pathways. IMPACT – the high-level needs, including those with neurodiversity are identified more rapidly and provision is put in place earlier. (DATA)
11F	Establish a comprehensive drive focusing on prevention as well as early identification and intervention for Children and Young People across health, care and education to improve speech and language and communication and support. Building on the successful early years work, reducing waiting times and improving advice and guidance	Head of Women and Children's Commissioning (HP) Director for CFHD (BM)	May 2022	From December 2022		Assessment pathways integrate aspects of prevention as well interventions. IMPACT – there is a reduction in the waiting times and number of diagnoses due to increased preventative measures.
11G	Continue to work with local schools and Burdett trust team to encourage awareness and uptake of annual health checks for 14-17year old's: <ul style="list-style-type: none"> regular meetings with children's services, parent carer chairs and primary care to agree and coproduce a sustained promotional campaign to improve awareness and promote the uptake of AHC. Promote and embed the use of EHCP Year 9 reviews and Children in Care reviews to identify and promote ACH/LD registers for CYP with LD Learning disability nurses to pilot a toolkit to support staff to identify and diagnose CYP with Learning Disability and help to increase the numbers of CYP on the GP register. 	Head of Women and Children's Commissioning (HP) Director for CFHD (BM)	May 2022	From September 2023		The annual health checks for young people aged 14 – 17yrs increases and matches, at least, the national figure. IMPACT – There is increased knowledge of the needs of this group of young people, leading to more relevant provision. (DATA, Family Voice Torbay)

11H	Develop a more accessible, online version of all key documents including the Graduated Response identifying ordinarily available provision, and ensure they are accessible to parents, carers and young people.	Heads of communication, Torbay Council and Health (KS and AC)	January 2023	April 2023 and subsequent years.		On-line version with alternative hyperlinked pdf version is produced which is easier to use and provides more effective strategies for 'plan, do, review' IMPACT – the Graduated Response is easier to use, provides more guidance, reduces the number of requests for assessment and is used more effectively. (Audit, Plans, Family Voice Torbay, SENDIASS)	
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Focus Area 12 – Identification of availability of support for Social, Emotional, Mental Health and Wellbeing as a part of the graduated response.

Accountable officer(s): Director of Children’s Services (NM), Director of Commissioning for Primary Care, Community and Mental Health (JT)

	<i>Milestone Actions</i>	Lead officer (s)	Milestone start date	Milestone end date	RAG	Outcome and evidence of impact	Overall Impact of Focus Area
12A	Within the graduated response task group:	Divisional Director, Education, Learning and Skills and Head of Women and Children’s Commissioning (RW and	May 2022	May 2022			Children and young people have access to early support through greater knowledge by appropriate partners in the Local Area

		HP)				
12A.1	<ul style="list-style-type: none"> Build on the Early Intervention Self Harm Service (EISH) and the Torbay Young people Well-being Service to identify how teachers/SEND/COs/parents can access support for identified needs at the earliest stage including: <ol style="list-style-type: none"> 1. Emotional wellbeing needs 2. Mental health concerns 3. Mental health and emotional wellbeing needs for pupils with neurodiverse conditions 	Divisional Director, Education, Learning and Skills and Divisional Director, Education, Learning and Skills, Head of Women and Children's Commissioning (RW and HP) and Head of Mental Health Commissioning (LA)	May 2022	Implementation from July 2022		<p>There is greater and readily available support for all partners working with young people with these specific needs.</p> <p>IMPACT – There is a reduction in referrals for mental health and well-being concerns (Baseline and targets to be established)</p>
12A.2	<ul style="list-style-type: none"> Build on available national initiatives for school improvement ensuring our schools are identified for programmes and initiatives to encourage Quality First Teaching at SEND support levels. 	Divisional Director, Education, Learning and Skills				There is greater evidence of Quality First teaching being in place through early years to secondary level of schooling. (Survey)
12B	Improve access to speech and language support for children with mental health needs to improve effectiveness of treatment and intervention	Head of Women and Children's Commissioning (HP)	September 2022	April 2023		Access to speech and language support is available at early stages to encourage identification and more effective treatments and interventions.

						(Baseline to be established and appropriate targets set)	
12C	Ensure there is 24/7 mental health crisis care provision for children and young people, which combines crisis assessment, brief response and intensive home treatment functions	Head of Mental Health Commissioning (LA)	May 2022	April 2023		By April 2023, ensure there is 79% coverage of 24/7 mental health crisis care provision for children and young people, which combines crisis assessment, brief response and intensive home treatment functions	
12D	Continue to deliver Mental Health Support Teams in schools, offering evidence-based interventions and a whole school approach to emotional wellbeing. Consider the approach to schools not involved in the scheme and to pupils not in schools	Head of Mental Health Commissioning (LA), Head of School Improvement (DH)	May 2022	April 2023		At least 20% -25% coverage of school population in Torbay by April 2023	

Focus Area 13- Exclusion data is analysed sufficiently to direct input so that exclusion rates are reduced.

Accountable officer(s): Director of Children’s Services (NM)

Milestone Actions		Lead officer (s)	Milestone Start Date	Milestone End Date	RAG	Outcome and Evidence of Impact	Overall Impact of Focus Area
13A	Establish Subgroup of the SEND Strategy group for Behaviour focus, including all partners in order to:	Divisional Director, Education, Learning and Skills (RW)	September 2022	September 2022		IMPACT – there is a reduction in variation between schools’ approaches leading to a reduction in exclusions. (Audit, KPIs).	There is a consistent approach to behaviour policies and practices across the Local Area so that both exclusions and suspensions are reduced for young people with SEND Reduction of suspensions (fixed term exclusions) from 33.7% (2019/20) to at or below national average by September 2024 Reduction of permanent exclusions of those with EHCP from 0.08% (2019/20)
13A.1	<ul style="list-style-type: none"> Explore how there can be parity of behaviour and policy/practices across schools to reflect the recent changes in DfE guidance. 	Divisional Director, Education, Learning and Skills (RW)	September 2022	January 2023	Work is undertaken to increase parity of behaviour policy and practice. Learning opportunities take place to extend the knowledge and application of restorative and attachment awareness practices Report to SEND Strategic Partnership Board 23 January 2023		
13B	Review the quality and use of alternative provision and its impact based on existing procedures and the use of bespoke packages of support and personal budgets.	Head of Vulnerable Pupils (DH)	May 2022	September 2022	Review is undertaken examining the current procedures. IMPACT – there is assured quality in Alternative provision.		

13C	Use the business intelligence and data relating to exclusions to support partners increasing understanding of the need for a coordinated response	Head of Vulnerable Pupils (DH)	May 2022	June 2022		Shared ownership of the high rate of exclusions leading to an overall reduction to at minimum national averages. IMPACT – targeted support for high excluding schools leading to reduced exclusions within individual schools.	And 0.31% for those with SEND Support to at or below national averages by September 2024
13D	Develop an area wide exclusions strategy, building on the Local Inclusion Plan	Divisional Director, Education, Learning and Skills	May 2022	December 2022 for implementation from September 2023		Agreed exclusions strategy in place. Strategy to be approved at SEND Strategic Partnership Board 23 January 2023 IMPACT – reduction in suspensions and permanent exclusions.	

Improvement Pillar 3 – Becoming an Adult

Area for Improvement 5 – Becoming an Adult

The poor range of opportunities and choice for children and young people with SEND when they reach 16 or transition to adulthood

Progress (BRAG)	
	Complete and embedded
	Completed
	Progressing to Timescale
	Little or no progress/delayed

- Their EHC plans focus too much on education, rather than on supporting independent living as they move into adulthood. (P3 MF 4)
- Progress in delivering a cohesive offer for young people with SEND post-16 and up to age 25 across education, health and care has been slow. (P3 MF 7)
- Some areas of strength, such as the specialist school offer, are not maintained for young people when they turn 19. (P3 MF 7)
- Many areas of the health offer for young people end when they turn 20. (P3 MF 7)
- The uptake of the annual health review for young people with SEND aged 14–25 years with their GPs is lower than is typical. (P8 AFD 10)
- Opportunities and choices for young people as they transition into adulthood are limited. (P3 MF 8)
- Limitations in provision within the area. (P4 MF 8)
- Those working with families are not able to contribute fully to meeting children’s and young people’s wider needs, particularly in preparation for adulthood (P7 AFD 7)
- Opportunities and choices for children and young people in the area when they reach 16 significantly reduce. (P8 AFD 12)
- There is very little choice for young people to access education post-16. Some young people with complex needs have little or no meaningful provision once they are 20. (P8 AFD 12)
- Area leaders’ work to improve the life chances of young people with SEND as they move into adulthood has had limited impact. (P9 AFD 18)
- The proportion of young people with learning disabilities who secure paid employment is low (P9 AFD 18)
- Some young people with complex needs have little or no meaningful provision once they are 20 (P9 AFD 17)

Focus Area 14 – There a comprehensive approach to the provision of Post 16 opportunities for those with SEND in Torbay

Accountable officer(s): Director of Children’s Services (NM) Chief Nursing Officer (DA), Director of Adults and Communities (JW)

Milestone Actions		Lead officer (s)	Milestone Start Date	Milestone End Date	RAG	Outcome and Evidence of Impact	Overall Impact of Focus Area
14A	Embed Traineeships, supported Internships, Apprenticeships and School Leaver Schemes, across Torbay and beyond, setting targets for uptake in individual organisations.	Divisional Director, Education, Learning and Skills (RW) Deputy Director Adults (SO)	May 2022	June 2022 and ongoing yearly		Greater use of Post 16 and Post 18 option for School Leavers. IMPACT – Greater proportion of young people in education, Employment or Training Reduce the number who are available but not in Education, employment or training from 16 to 8 in 2023 and then to 0 in 2024. Reduce the number who are not ready for education, employment or training by at least half from the current number of 30.	There is an increase in the proportion of young people in education, employment and training and in the proportion of young people achieving Level 3 qualifications and that there are greater employment opportunities for these young people within the Local Area. KS5 students with EHCP
14B	To develop pathways for Post – 16 Provision and employment for young people with mainstream and special schools identifying gaps in commissioning alternatives.	Post-16 lead (DH) Strategic Commissioning Manager (TT)	June 2022 to July 2022 for exploration	September 2024 for implementation		Schools supported to create a forum for improving communication around vocational offers. IMPACT – Evidence of closer working between schools and increased communication about opportunities leading to increased EET. (Data, minutes, Reports, SEND Family Voice Torbay)	in education, employment or training increases from 79.7% (2019/20) to at or above National average by September 2023 Increase the percentage of 19year old’s with EHCP qualified to Level 2 from 11.4% (2019/20) to

					Curriculum change allows numbers not ready for education employment or training to be reduced to 15, from 30, by Sept 2024.	at or above National average. Increase the percentage of 19-year old's with EHCP qualified to Level 3 from 5.7% (2019/20) to at or above National average. Increase the number in Apprenticeships overall in the 16 to 19 group from 7 to 14 by September 2024 And in the 20 to 25 group from 6 to 12 by September 2024
14C	Build on the existing transition protocol between children and adult services to enable young people to be supported as they move from one service to another including decision making and resolution arrangements.	Divisional Director, Safeguarding (BT)	April 2022	May 2022	Protocol to be approved at SEND Strategic Partnership Board 18 July 2022	
14D	Analyse 'ceased' plans and 'excellent' EHC plans to identify what has worked well and what could be better and share this practice, including feedback from young people and what worked for them.	Senior SEN officer (HS) Head of Learning Academy (RS)	April 2022	December 2022 and then termly for analysis	Analysis undertaken on a termly basis to identify successful outcomes and why they were so, along with those where improvements could have been made. Reports provided to SEND Strategic Partnership Board. IMPACT – More effective plans leading to successful outcomes for young people.	

Improvement Pillar 4 – Quality Assurance and Community Engagement

<p>Area for Improvement 6 – Quality of Education, Health & Care Plans</p> <p>The wide variances in the quality of EHC plans caused by weaknesses in joint working, fair access and the timeliness of assessments</p>	Progress (BRAG)	
		Complete and embedded
		Completed
		Progressing to Timescale
		Little or no progress/delayed

- The quality of education, health and care (EHC) plans reflects the lack of joint working between education, health and care. (P3 MF 4)
- Plans are generally education plans, with little and often no input from health and care. (P3 MF 4)
- The views of parents and carers are often treated as trivial in the decisions that are made about their children and young people. (P2 MF 2)
- Many front-line professionals' express views that parents and carers are difficult to engage with because of their social deprivation and own personal needs. (P2 MF 2)
- EHCPs do not include the holistic outcomes that are planned to be achieved through joint working between services. (P3 MF 4)
- Joint commissioning is underdeveloped. (P3 MF 5)
- slow autism spectrum disorder (ASD) assessment pathway, has led to a lack of timeliness in identifying the needs of children and young people. (P3 MF 6)
- Their EHC plans focus too much on education, rather than on supporting independent living as they move into adulthood. (P3 MF 4)
- A higher proportion of children and young people than is typical being issued with an EHC plan. (P5 AFD 1)
- Weaknesses in joint working across education, health and care, and the systems and processes for assessing children's and young people's needs are not strong enough. (P5 AFD 4)
- Children and young people with ASD, SEMH difficulties or similar associated needs do not experience improved outcomes. (P9 AFD 16)
- Many service leaders have lost faith that any central direction will now make a difference. (P7 AFD 8)
- parents talk about meeting several different social workers and having to retell their stories each time. (P3 MF 3)

Focus Area 15. The assessment process results in high quality EHCPs and Annual Reviews that fully meet the statutory requirements and is part of a co-produced, consistent and cohesive Torbay policy

Accountable officer(s): Divisional Director, Education, Learning and Skills (RW)

Milestone Actions		Lead officer (s)	Milestone Start Date	Milestone End Date	RAG	Outcome and Evidence of Impact	Overall Impact of Focus Area
15A	Within the SEND Strategy Group,	Head of SEND service (DH)					Every child or young person has a high quality EHCP which is annually reviewed. Annual reviews are appropriate and build on the lived experience of young people and their families.
15A.1	<ul style="list-style-type: none"> Establish an end-to-end review of EHCP and Annual Review processes using SEND FVT and partners as critical advisors (cross ref to: 14G) 	Head of SEND service (DH)	April 2022	December 2022		Review of the EHCP and Annual review processes identifies areas for development and strategies to make those improvements. IMPACT – System gaps and inefficiencies are identified so that they are co-produced and fully meet statutory requirements (Audit, QA process, SEND Family Voice Torbay)	
15A.2	<ul style="list-style-type: none"> Review the current formats for seeking parent, carer and young people’s views to ensure it is fully accessible and seeks a breadth of information and implement, building in the ‘tell it once’ action (cross ref to 16E and 9A) 	Heads of Communications, Torbay Council and Health (KS and AC)	April 2022	June 2022		Processes allow partners to present their information and aspirations to be carried forward through a ‘tell it once’ approach. IMPACT – There are more detailed facts relating to information and aspirations gathered from parents, carers and young people’s input. (Audit, Survey, SEND Family Voice Torbay, SENDIASS)	

15A.3	<ul style="list-style-type: none"> create assessment process where parents, carers and young people understand and feel part of the process creating a feeling of trust in a system that meets the requirements of the Code of Practice and publish on the Local Offer. 	Head of SEND service (DH)	June 2022	July 2023 and subsequent years	The system and processes are modified so that parents can be, and feel, more part of the system. IMPACT – Parents, carers and young people report that they feel part of the system and that their trust is improving. (SEND Family Voice Torbay, SENDIASS, Audit, QA Annual survey, Oxford Happiness Survey)	
15B	Create a short-term pilot, with all agencies, to develop 'drafting meetings' to create more collaborative EHCPs and amended plans and roll-out if appropriate	Senior SEN officer (HS)	May 2022	June 2022	Decision made to devise a format for 'drafting meetings' and is presented to SEND Strategic Partnership Board. Report to be considered on 18 July 2022. IMPACT – all EHCPs are judged at least good and all areas for improvement are followed up with learning opportunities. (QA, Audit, Report) Baseline to be established	
15C	Build on current practice to develop a rigorous multi-disciplinary quality assurance process with partners which establishes a baseline of the quality of EHCPs.	Senior SEN officer (HS)	April 2022	July 2022	Results of high-level audit are fed through into education, health and social care teams for improvement. IMPACT – all EHCPs are at least good and all areas for improvement are followed up with learning opportunities. (Audit Report). Report on Baseline to SEND Strategic Partnership Board on 22 August 2022.	

					<p>Timeliness 2020 – 53%, Target 100%</p> <p>Report on timeliness and quality to SEND Strategic Partnership Board monthly.</p>	
15D	Ensure regular high-quality assurance of EHCPs is undertaken before plans are issued.	Head of SEND (DH)	September 2022	July 2023 and subsequent years	<p>Reviewed QA process is undertaken on a regular basis by SEND Team manager and reported to SEND Strategic Partnership Board.</p> <p>IMPACT – there is greater consistency in EHCPs that are issued.</p> <p>IMPACT – All EHCPs issued are good or better. (QA, Audit)</p> <p>Baseline to be established.</p>	

Focus Area 16. There is high quality co-produced advice from all providers (particularly with parental and young people's views) within timescales where provision and outcomes are clear from 0-25

Accountable officer(s): Director of Children's Services (NM), Chief Nursing Officer (DA)

Milestone Actions		Lead officer (s)	Milestone Start Date	Milestone End Date	RAG	Outcome and Evidence of Impact	Overall Impact of Focus Area
16A	Partners refresh quality assurance processes to ensure good quality advice is provided in a timely manner and devise and implement co-produced training to support and advise professionals.	Divisional Director Education, Learning and Skills (RW)	May 2022	July 2023		There are published processes for the quality assurance of advice from all partners IMPACT – Advice of good quality is received in a timely manner contributing to high quality assessments. (Audit, KPIs, Family Voice Torbay, SENDIASS).	Every child or young person has a high quality EHCP based on high quality co-produced advice. Annual reviews receive high quality input in order to judge the effectiveness of the provision and the appropriateness of the existing EHCP.
16B	Review the processes within SEND across all partners to enable a 'tell it once' approach, so families are required to give information once.	Divisional Director Safeguarding (BT)	April 2022	June 2022		There is a process that is reported to SEND Strategic Partnership Board for agreement Report to SEND Strategic Partnership Board 18 July 2022 IMPACT – There is an agreement across partners of how to achieve the tell it once approach.	
16C	Implement the 'tell it once' approach so that there is consistent use between partners	Divisional Director Safeguarding (BT)	July 2022	December 2022		A 'tell it once' process is in place and working efficiently. IMPACT – Parents report that the	

						process of providing information to a range of agencies is coordinated so that they do not have to keep repeating information. (Family Voice Torbay, Audit, QA, SENDIASS) Survey -90% satisfaction rate	
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Focus Area 17. There is a clear thread throughout the plans that reflects the desired outcomes for the young person, through to becoming an adult

Accountable officer(s): Director of Children’s Services (NM), Deputy Director, Adult Services (SO)

Milestone Actions		Lead officer (s)	Milestone Start Date	Milestone End Date	RAG	Outcome and Evidence of Impact	Overall Impact of Focus Area
17A	Partners to build on the experience of South Devon College to expand vocational pathways thus increasing life chances for young people, particularly for those with Autism (cross ref to 17D)	Divisional Director, Safeguarding Head of SEND service (BT and DH)	September 2022	July 2023		<p>There is extensive work undertaken to work towards increasing the life chances for young people especially those with autism.</p> <p>Report to SEND Strategic Partnership Board, 18th July 2022 (Report to include targets for increased opportunities)</p> <p>IMPACT – there are improved outcomes at level 3 leading to</p>	<p>Increased vocational opportunities for young people post 16 and post 19</p> <p>Increase the number in Apprenticeships overall in the 16 to 19 group from 7 to 14 by September 2024 And in the 20 to 25 group from 6 to 12 by September 2024</p>

						better opportunities for young people on leaving school or college. (Audit)	Increase the percentage of 19year old's with EHCP qualified to Level 3 from 5.7% (2019/20) to at or above National average
17B	Attach greater importance to each child and young person's aspirations so that they are fully considered and are individual to their plan.	Senior SEN manager (HS)	April 2022	July 2022 and subsequent years		EHCPs include statements of aspirations for becoming an adult. IMPACT – For individual young people the plan clearly shows the steps to becoming an adult and matches their aspirations.	
17C	Build on the existing practices and processes within the Preparing for Independence Strategy including Preparation for Adulthood (PfA)SEN at all relevant stages ensuring that PfA includes all young people, including those not in settings and/or those in alternative provision, and produce a plan and system	Divisional Director, Safeguarding Head of SEND service (BT and DH)	May 2022	July 2022 and implementation of plan from September 2022		Revised systems are in place for including PfA at all stages. IMPACT – There are better opportunities for young people through PfA and these are evident in outcomes. (Audit, Data) Report to SEND Strategic Partnership Board 22 August 2022	
17D	Promote the use of apprenticeships, supported internships and traineeships for young people with SEND, within the local area employers, specifically Torbay Council, health and schools and make families aware via Local Offer website	Divisional Director, Safeguarding Head of SEND service (BT and DH)	May 2022	July 2022 and subsequent years		A system is in place to increase and maintain apprenticeships and supported internships within Council, health and Schools. IMPACT – Young people are taking up apprenticeships supported internships and traineeships within the Council, health and Schools. (Audit, Data) There is an increase in apprenticeships and supported internships and traineeships offered across the local area.	

Focus Area 18. There is a learning and development programme for all teams to address consistency in advice, plan writing, Annual Reviews and casework

Accountable officer(s): Director of Children’s Services (NM), Chief Nurse CCG (DA)

Milestone Actions		Lead officer (s)	Milestone Start Date	Milestone End Date	RAG	Outcome and Evidence of Impact	Overall Impact of Focus Area
18A	Develop and implement a learning and development programme across all partners to address consistency in identification and provision of advice to support plan writing and raising standards.	Head of Learning Academy (RS)	June 2022	September 2022 for implementation		<p>Learning and development programme is established .</p> <p>Programme to be approved at SEND Strategic Partnership Board 22 August 2022</p> <p>IMPACT – There are improvements in the quality and provision of advice to support plan writing. (Audit, QA)</p>	<p>There is greater knowledge of identification of needs leading to earlier interventions and provision and a reduction in requests for assessment as needs are being met in the host school or setting.</p> <p>Current average Requests for assessment (Jan/Feb 2022) 28 pcm Target September 2022 – 20 pcm July 2023 – 15 pcm</p> <p>Training Target Within 1 year of implementation at least 80% of workforce have attended an appropriate course</p>

Appendices

Workstream membership

Drawing on the LGA Peer Review and our SEND inspection, we developed four pillars that guide our Written Statement and ensure that our actions are focussed on tackling our weaknesses and facing our challenges. The membership of each pillar reflects the centrality of co-production with representatives from SEND Family Voice Torbay, adult and children's social care, health and all education settings represented in and guiding the development of the Written Statement. We have listed below the membership of the four pillars, their job title and (in brackets) the initials of the person holding this role.

Pillar 1 - Joint Commissioning

- Business and Performance Lead, Torbay Council (MG)
- Child Health Service Manager, Torbay and South Devon NHS Foundation Trust (SD)
- Children's Alliance Director, Children and Family Health Devon (BM)
- Consultant Paediatrician, Torbay and South Devon NHS Trust (JG)
- Consultant Paediatrician, Royal Devon University NHS Foundation (HB)
- Deputy Director of Adult Services, Torbay Council (SO)
- Designated Clinical Officer, Devon Integrated Children's Services (JP)
- Designated Clinical Officer, Devon Integrated Children's Services (PL)
- Divisional Director of Education and Learning, Torbay Council (RW)
- Education Safeguarding Lead, Torbay Council (DF)
- Head of Service SEND, Torbay Council (DH)
- Head of Service Vulnerable Pupils, Torbay Council (DH)
- Head of Women and Children's Commissioning, Devon Clinical Commissioning Group (HP)
- Headteacher, Mayfield Special School (SH)
- Public Health Specialist, Torbay Council (SF)
- Representative, SEND Family Voice Torbay (JN)
- SENDCo for Autism, Brixham College (CB)
- Service Manager- Placements, Day Care Services, Short Breaks, Torbay Council (GP)
- Strategic Commissioning Manager, Torbay Council (TT)
- Strategic Director, Torbay Community Development Trust (SS)

Pillar 2 - Inclusive Practices

- Business and Performance Lead, Torbay Council (MG)
- CAMHs Operational Lead, Children and Family Health Devon (CB)
- Chief Executive Officer, Coast Academies (KK)
- Chief Executive Officer, Riviera Trust (SB)
- Children's Alliance Director, Children and Family Health Devon (BM)
- Consultant Psychiatrist and Associate Clinical Director, CAMHs, Children and Family Health Devon (SG)
- Designated Clinical Officer, Devon Integrated Children's Services (JP)
- Director, Play Torbay (TS)
- Divisional Director of Education and Learning, Torbay Council (RW)
- Head of Centre, Chestnut School (SW)
- Head of Service SEND, Torbay Council (DH)
- Head of Vulnerable Pupils, Torbay Council (DH)
- Head of Women and Children's Commissioning, Devon Clinical Commissioning Group (HP)
- Headteacher, Burton Academy (SH)
- Headteacher, Torre Academy (SJ)
- Manager, SENDIASS (KG)
- Mental Health Support Team Lead, Torbay and South Devon NHS Trust (EW)
- Neurodiversity Lead, Torbay and South Devon NHS Trust (RW)
- Principal, Brixham Academy (ME)
- Professional Lead Nurse – Learning Disability Services, Devon Partnership NHS Trust (KW)
- Professional Lead Occupational Therapist – Learning Disability Services, Devon Partnership NHS Trust (RD)
- Restorative Practice Lead, Learning Academy (RR)
- SEND Family Voice Torbay Co-Chair, (RB)
- SEND Service Manager, Torbay, South & West Devon Adult Service Directorate (JW)
- SENDCo at Medical Tuition School and Furzeham Primary School (NS)
- SENDCo, St Cuthbert Mayne School (ST)
- Senior Educational Psychologist, Torbay Council (PW)
- Senior SEND officer, Torbay Council (HS)
- Strategic Commissioning Manager, Torbay Council (TT)
- Team Leader for 0-19 Service, Torbay and South Devon NHS Foundation Trust (NA)
- Vice-Principal, Torquay Academy (BC)

Pillar 3 – Transition ‘Becoming an Adult’

- Assistant Principal, Paignton Academy (HW)
- Business and Performance Lead, Torbay Council (MG)
- Child Health Service Manager, Torbay and South Devon NHS Foundation Trust (SD)
- Clinical Psychologist and Lead for Psychological Therapies, Children and Family Health Devon (LT)
- Deputy Director of Adult Services, Torbay Council (SO)
- Designated Clinical Officer, Devon Integrated Children’s Services (PL)
- Director, Play Torbay (TS)
- Divisional Director of Education and Learning, Torbay Council (RW)
- Divisional Director of Safeguarding, Torbay Council (BT)
- Head of College, Mayfield Special School (RH)
- Head of Service SEND, Torbay Council (DH)
- Headteacher, Combe Pafford Special School (ML)
- Interim Head of Integrated Nursing and Therapies, Children and Family Health Devon (AP)
- Manager, SENDIASS (KG)
- Neurodiversity Lead, Torbay and South Devon NHS Trust (RW)
- Positive Intervention Lead, South Devon College (LL)
- Post 16 Review Officer, Torbay Council (MR)
- Post 16 Senior SEND Caseworker, Torbay Council (LW)
- Project Worker ASC, Children’s Society (SP)
- Representative, SEND Family Voice Torbay (TP)
- SEND Monitoring Officer, Torbay Council (KL)
- SENDCo, Brixham College (SL)
- SENDCo, Virtual School (AW)
- Senior Educational Psychologist, Torbay Council (PW)
- Senior Manager CAMHs, Children and Family Health Devon (CB)
- Senior Operational Manager Learning Disability Services, Devon Partnership NHS Trust (LM)
- Senior Operations Manager for Child Health, Torbay and South Devon NHS Trust (AH)
- Senior Social Work Practitioner, Torbay and South Devon NHS Trust (SF)
- Strategic Commissioning Manager, Torbay Council (TT)
- Team Leader for 0-19 Service, Torbay and South Devon NHS Foundation Trust (NA)
- Team Manager, Children with Disabilities Team, Torbay Council (KF)
- Transitions Manager, CSW Group (DR)

- Transitions Social Worker, Torbay and South Devon NHS Trust (NH)
- Turning Heads, Windmill Centre (AT)

Pillar 4 - Quality Assurance and Community Engagement

- Assistant Headteacher, Paignton Academy (HW)
- Business and Performance Lead, Torbay Council (MG)
- Child Health Service Manager, Torbay and South Devon NHS Foundation Trust (SD)
- Clinical Lead for CAMHs, Children and Family Health Devon (LT)
- Co-Chair, SEND Family Voice Torbay (KR)
- Consultant Community Paediatrician, Torbay and South Devon NHS Trust (LT)
- Coordinator, Imagine This! (JA)
- Deputy-Head of Communications and Engagement, Devon Clinical Commissioning Group (AC)
- Deputy-Headteacher, Torre Church of England Academy (LK)
- Designated Clinical Officer, Devon Integrated Children's Services (PL)
- Director of Children's Services, Torbay Council (NM)
- Director, Play Torbay (TS)
- Director, Torbay Youth Trust (JM)
- Divisional Director of Education and Learning, Torbay Council (RW)
- Joint Head of Communications for Torbay and South Devon NHS Foundation Trust & Interim Communications Lead for Children and Family Health Devon (JG)
- Head of Communications, Torbay Council (KS)
- Head of Service for Integrated Nursing & Therapies, Children and Family Health Devon (AP)
- Head of Service SEND, Torbay Council (DH)
- Head of the Learning Academy, Torbay Council (RS)
- Interim Deputy Director, Children and Family Health Devon (CT)
- Lead Psychologist – Learning Disability Services, Devon Partnership NHS Trust (MC)
- Manager, SENDIASS (KG)
- Neurodiversity Lead, Torbay and South Devon NHS Trust (RW)
- Post 16 SEND Senior Caseworker, Torbay Council (LW)
- Professional Lead Nurse – Learning Disability Services, Devon Partnership NHS Trust (KW)
- Project Worker ASC, Children's Society (SP)
- SEND Advisor and Data Officer, Torbay Council (GB)
- SEND Monitoring officer, Torbay Council (SD)

- SENDCo, Brixham College (SL)
- Senior Educational Psychologist, Torbay Council (PW)
- Senior Manager for CAMHs, Children and Family Health Devon (CB)
- Senior Operations Manager for Child Health, Torbay and South Devon NHS Trust (AH)
- Senior SEND officer, Torbay Council (HS)
- Speech and Language Therapist Interim Clinical Manager for the Children's Speech and Language Therapy Service, Children and Family Health Devon (SM)
- Team Leader for 0-19 Service, Torbay and South Devon NHS Foundation Trust (NA)
- Team Manager, Children with Disabilities Team, Torbay Council (KF)
- Youth Practice Programme Manager, Torbay Council (RK)

Glossary

CCG	NHS Devon Clinical Commissioning Group
CCIB	Children’s Continuous Improvement Board
Child Friendly Torbay	An initiative which seeks to make ‘Torbay to be a great place for all of our children and young people to grow up in’.
CYP	Child or Young Person
DCO	Designated Clinical Officer
EHCP	Education, Health and Care Plan
EISH	Early Intervention for Self-Harm
FTE	Fixed Term Exclusion
Graduated Response	The Graduated Response is a document that sets out how pre-schools, schools and colleges can provide the right level of support to meet a child's special educational needs.
ICS	Integrated Care System – Replacing CCG from July 2022
JSNA	Joint Strategic Needs Assessment, bringing together data and information across a local area to inform planning
Local Offer	An explanation of support and services available for young people with SEND in Torbay.
NICE	National Institute for Clinical Excellence, role to improve outcomes for people using the NHS and other public health and social care services
PfA	Preparation for Adulthood, preparing young people from the earliest years. to achieve paid employment, independent living, housing options, good health, friendships, relationships and community inclusion.
SENDCo	Special Educational Needs & Disabilities Coordinator, a schoolteacher who is responsible for assessing, planning and monitoring the progress of children with special educational needs and disabilities (SEND)
SEND	Special Educational Needs and Disability
SENDIASS	Special Educational Needs Information, Advice and Support Services
THRIVE	An initiative that supports the relationships that help children and young people to flourish and learn.

End of document