Appendix 3

What?	Who?	How?	Success measures	Target/ date	Outcome – (report for Q1, Q2, Q3, Q4)
Priority Area One – Ensure every child has a place to be educated					
To continue to develop accurate pupil projections.	TDA – School Place Planning Team	The identification and development of proposals for suitable projects to meet the need of school places (including Early Years places) and/or other elements of the Schools' Asset Management Plan, the preparation/submission of bids to the Department for Education and other bodies and the management and allocation of Devolved Formula Capital and other sources of capital funding.	To ensure sufficient school places are planned and the Local Authority receives an accurate basic need allocation.	• Annual SCAP return December	
To create an annual sufficiency report for all phases.	TDA – School Place Planning Team Early Years Service	An annual sufficiency report will be written detailing need across all phases. This will set out the immediate need and the potential growth areas.	Sufficiency report and action plan agreed by the Policy Development and Decision Group (PDDG). Action plan completed on an annual basis.	Early years sufficiency report – annual update (Autumn) School Place Planning report – annual update (Dec)	
To communicate local need to elected members, local education providers and external bodies.	Head of Education and School Place Planning Officer	An annual report of sufficiency and school place planning will be presented in July. A members briefing and training event will be arranged to keep members updated on policy.	Sufficiency and school place planning understood by Members and external bodies. Capital plan completed and being delivered.	School place planning report delivered in PDDG meetings	

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What?	Who?	How?	Success measures	Target/ date	Outcome – (report for Q1, Q2, Q3, Q4)
Priority Area Two – Ensure the needs of vulnerable pupils are met					
To deliver, embed and monitor the comprehensive Special Educational Needs and Disability Strategy.	Head of Education, SEND team and wider stakeholder consultation	Published on line, shared with local area partners and consulted upon.	The plans measured targets and success criteria are monitored by the SEND operational group every 6 weeks	Review in 2020	
Develop and embed an audit process for EHCP to improve the quality of plans	SEND team	Communication within team to ensure all learning is captured to develop EHCP to provide best outcomes for pupils.

Evidence from Audits are communicated to social care, health and education. | LA can demonstrate good progress for pupils with an EHCP.

Audit cycles demonstrate progress in practice,

EHCP quality is raised and is aligned to the code of practice. | 2020 | |
| To use the ALFEY process to allocate additional funding to meet the needs of SEND and Vulnerable Children | EY Service | Half termly panel meeting | Appropriate referrals and reduction in number of referrals | Termly – ongoing panels | |
| To deliver the SEND strategic work plans with all partner agencies | Head of SEND | SEND operational leads to deliver the key project plans within the agreed milestones. | The strategy is being effective and RSA's are completed in a timely manner with increased quality. | Six weekly review though SEND operational leads groups | |
| To undertake needs assessment of alternative provision and ensure the generation of sufficient alternative placements. | Head of Vulnerable Pupils | The HoS will be mapping the provision accessed by and/or with the Authority are using the following criteria. This will then be compared to projected need to inform the commissioning of appropriate services.

a. Purpose | There will be sufficient places available to meet the educational needs of pupils within the local community for the majority of pupils.

Higher needs placement costs will demonstrate value for money. The Local Authority will be deliver the provision within the financial allocation | Data report and sufficiency assessment produced annually. | |

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What?	Who?	How?	Success measures	Target/ date	Outcome – (report for Q1, Q2, Q3, Q4)
		b. Intake c. Transition/ Reintegration Outcomes d. Qualifications	provided through the higher needs allocation. SEN officers able to place children in both mainstream and specialist provisions		
To continue to gather intelligence on the number of children receiving part time packages, **fixed t**erm exclusions and permanent exclusions. To use this intelligence to both support and challenge schools to ensure that pupils are re-integrated and their school place retained.	Head of Education, Head of Virtual School, Head of Vulnerable Pupils, Head of SEND	Establishing common identifiers for children and securing information from Social Care. The service now has a weekly workbook of live data allowing identification of pupils with multiple risk factors and who may not have been identified by any one element as a concern. Next steps in this work include: Moving to One Child – One Record as a basis for work within and beyond the team. Working with colleagues across Children's' Services to achieve this as a standard/ Identify ways in which Social Care information can reliably inform Vulnerable Pupils Team decisions and reviews. Starting to create a historical dataset that allows year on year analysis and trend identification.	The numbers of permanent exclusions will remain or be below the national averages The number of fixed term exclusions will decline in line with national averages. The number of part time packages will decline in line with national averages. No pupils in a Torbay school will be on a part time package that has not been approved by the Local Authority. The authorised and unauthorised absence rate of pupils across all phases.	Termly reporting of permanent exclusions. Termly reporting of permanent exclusions. Termly reporting of part time packages Termly reporting in place. Termly reporting in place.	

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What?	Who?	How?	Success measures	Target/ date	Outcome – (report for Q1, Q2, Q3, Q4)
		Looking at what the data held by Public Health and others can tell us.			
To develop the range of local policies and protocols to ensure that there is clarity in how to safeguard children in education.	TSCB Education Safeguarding and the Torbay Education Safeguarding Service (TESS)	The section 157/175 audit provides feedback to settings and a follow up audit is completed.	All providers will be compliant with the statutory regulations and will deliver "keeping children safe in education". OFSTED inspection outcomes will demonstrate that schools are performing at a good or better standard for safeguarding. The quality of referrals into social care pathways (at a statutory and non-statutory level) will be fit for purpose.	Bi- annual safeguarding audit On-going inspection framework Quarterly performance information from Social Care.	
To provide early years support through termly forums:	Early Years Service	SEND and VC forum Designated Safeguarding Lead forum	100% attendance	Ongoing	
To develop a shared raising attainment plan to enhance the outcomes of Children Looked After and hold ourselves and schools to account for the money received through pupil premium plus.	Virtual School Governing Body (VSGB)	VSGB will hold to account the Virtual School Headteacher on the Pupil Premium Plus allocated as part of the PEP process. The PEP process will be scrutinised to ensure that funds are allocated appropriately and impact measured.	The pupil premium plus investment will demonstrate improved outcomes as a direct consequence to the interventions provided. Children and Young People's outcomes have improved.	Annual report to VSGB	

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What?	Who?	How?	Success measures	Target/ date	Outcome – (report for Q1, Q2, Q3, Q4)
To Develop a Quality Assurance Framework for Alternative provision	Head of Vulnerable Pupils	The LA is confident that all Torbay pupils are in high quality provision.	The LA is assured that all alternative provisions produce the best outcomes for pupils.		
Priority Area Three – Act as a champion for all parents and families					
To create specific guidance and advice for parents to enable them to raise concerns and have their questions answered	Education Heads of Service Corporate Complaints Team Individual Education Providers	All Local Authority education department pages will have a link to the corporate complaints system. The website will be updated to ensure parents know how to raise concerns. This will include how parents can use the school complaints process, Ofsted and the Local Authority. Where a complaint is received by the Local Authority, the Local Authority meet with the parent and help to ensure the complaint goes through due process, including feeding back to Ofsted.	Parents have the correct information to raise their concerns. Concerns are dealt with at the lowest level and less escalation is needed. Local Authority works in partnership with parents and schools to facilitate complaints.	Website update January 2019 Individual complaints are dealt with in a timely manner.	
To keep an online space where information can be accessed up to date	FIS Manager/ SEND Officer/ Stakeholders Early Years	Local Offer and Family Information Service to be maintained and developed. Stake holders to update information regularly.	Parental feedback demonstrates that the online space provides relevant advice. Professionals use the online space as a mechanism to support families and update information frequently.	September 2019	
To make information available to help parents, children and young people to make informed choices.	Early Years	Ensure media/communication is celebrating success and significant achievements.	Parents are well informed and this is evidenced in the choices that are made for children. Parents and young people report that information can be obtained and that it	Annual review in place, continuation of embedding and improving practice.	

What?	Who?	How?	Success measures	Target/ date	Outcome – (report for Q1, Q2, Q3, Q4)
		Ensure newsletter for specific groups include good quality practice examples. Ensure school websites are compliant and have information to parents available i.e. Performance results, pupil premium reports, SEND reports	is helpful in making an informed choice.		
Priority Area Four – Act as a champion for high standards					
To manage a performance monitoring system that is shared with schools and used by systems leaders at the Local Education Board.	Head of Education, School Improvement and Performance Officer and Data Analyst	Centrally commission data collection systems for all phases. Provide opportunities collectively and in each phase to review all data.	Local Authority has a data set from EYFS to key stage 5 that sets out attainment and progress for all groups. School leaders know how their own school is performing against Local Schools, regional neighbours and national data. Schools have a collective view on what needs to improve across the system and have an agreed set of priority actions that are taken forward.	Annually – July/ August each year September – Primary January – Secondary Spring meeting of the Local Education Board	
To maintain system leadership and collaborative capacity, engaging with regional partners, local leaders and accountable bodies to share local priorities and gaps.	Head of Education, Teaching Schools, Regional Schools Commissioner	Continue to chair a local education board of system leaders to enable transparent conversation and the creation of agreed actions.	Local Education Board effectively commissioning support for system wide issues and school to school based support.	Spring 2019	
To centrally commission services targeted at local need.	Head of Education, Teaching Schools,	The agreed priorities will be used to target resources into individual	Commissioning is aligned to the agreed priorities and evidence of impact is being noted in improved standards	Annual process following the data in Spring.	

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	Regional Schools Commissioner	schools or in the whole system activity. Capacity is expanded in areas of development.	within individual schools or collectively.		
To ensure that the Schools Forum continue to action to meet the challenges at both a universal and specialist level.	Schools Forum	Schools Forum meet five times per year. The Forum has also set up a Higher Needs Recovery Group which meets between forum meetings.	The School Forum and Local Authority officers are implementing the Higher Needs Recovery Plan. The School Forum continue to take decisions on behalf of the whole sector needs.	Termly meetings	