

APPENDIX 2

City of London Special Educational Needs or Disabilities (SEND) Strategy 2013-17 Action Plan v3

1. **Priority:** To ensure the **early identification and intervention** of children with SEND.
2. **Priority:** To ensure **families have confidence** in the professionals supporting their child's learning and care.
3. **Priority:** To improve learning and life **outcomes** for children and young people with SEND
4. **Priority:** To support children and families at each **transition** point.
5. **Priority:** To develop new ways of **multi-agency working** which reflect the Government's plans for reforming the SEND system
6. **Priority:** To develop the best systems possible for implementing all **national reforms**

1. **Priority:** To ensure the **early identification and intervention** of children with SEND.

Success Criteria:

<i>Task</i>	<i>How</i>	<i>Who</i>	<i>By When</i>	<i>Actions & Resources</i>	<i>Monitoring and Updates</i>
1. Work with schools and settings with effective diagnostic tools to support the earlier identification of very young children with Special Educational Needs OR	<ul style="list-style-type: none"> • Delivery of Quality, Improvement and Inclusion training programme – continuation of the programme into 2014/15 • Attendance of Special Educational Needs Coordinators (SENCOs) at the Islington Early Years 	<p>Nikki Mellor, Early Years Advisory Teacher (NM) – Private Voluntary and Independent (PVI) Settings</p> <p>John Hutchings, Educational Psychologist (JH) – CASS</p>	March 2015	<p>The training sessions have been very useful and need to continue:</p> <ul style="list-style-type: none"> • Audit SEND training needs with managers and SENCO's in all early years settings. • Offer a staff meeting 	<p>Review Jan to Feb 2015</p> <ul style="list-style-type: none"> • In progress • Long established Advisory Teacher retired in July 2014, replacement assumed responsibilities in Sept 2014 • City of London Early Years

Task	How	Who	By When	Actions & Resources	Monitoring and Updates
Disabilities (SEND).	<p>SENCO Forum</p> <ul style="list-style-type: none"> • Development of 2-year-old reviews to support early identification. • 1 annual day's training for behaviour coordinators • A annual day's training for SENCOs 	<p>Child and Family Centre (CASS)</p> <p>Alice Taylor-Rugman, Advisory Teacher / EY Area SENCo (AT-R) from Sept 2014</p>		<p>session to all Early years settings (to include all staff including ancillary staff) on the ways to support any child they have concerns about so all staff develop/share their knowledge. Would be good to have sessions on food and exercise.</p> <ul style="list-style-type: none"> • Continue to attend Islington SENCO Forum • Proactively work with settings to develop their understanding, systems and capacity on SEND. 	<p>Forum took place on 1st April. Jacqueline Wye attended to raise awareness of the SEND reforms to early years (EY) practitioners</p> <ul style="list-style-type: none"> • Training Programme in progress, delivering bespoke training to early years settings • Attendance at Islington EY Area Forum by NM – AT-R to take over as Area SENCo from Sept 2014 • Review of 2 year old provision under way in line with the 2 year old provision of places to vulnerable groups.
2. Use the Early Support Framework as a model of excellent practice within Children Centres to enable the early identification of SEND and provide local support for families.	<ul style="list-style-type: none"> • Review of Early Support books given to PVI settings • Review of the use of Early Support materials 	<p>NM - PVI settings</p> <p>JH - CASS</p> <p>Andy Dobson, CASS Children Centre Manager (AD)</p>	March 2015	<ul style="list-style-type: none"> • Continue to work with settings to develop their understanding using resources like The learning Outcomes/"Development Matters" and other resources. • This will focus on the area/s of concern to enable settings to observe the child's 	<p>Review Jan to Feb 2015</p> <ul style="list-style-type: none"> • Scheduled for early 2015.

Task	How	Who	By When	Actions & Resources	Monitoring and Updates
				specific development within the context of their overall development.	
3. Use the Common Assessment Framework (CAF) to support a more holistic assessment to address needs of children in the early years.	<ul style="list-style-type: none"> Regular strategic review at the Early Intervention and Prevention (EIP) Sub group Launch of the EIP framework and Early Help agenda 	NM Interim EIP Lead, Lisa Pitters (LP) EIP Lead, Jackie Frisby (JF)	March 2015	<ul style="list-style-type: none"> Work with EIP group pro-actively on identifying children from the early years to Year 1. Develop our understanding of how early years practitioners and partners working with these practitioners work within the emerging new CAF/Early Help framework. 	Review Jan to Feb 2015 <ul style="list-style-type: none"> In progress EIP Sub group and Children's Executive Board (CEB) meet regularly The EIP Strategy is currently being developed The Pre-CAF Checklist / referral system is being used to initiate support and is being successfully followed through. Speech and Language Therapy services are involved in Multi-agency Practitioner meetings.
4. Review assessment strategies in the early years in line with identified best practice.	<ul style="list-style-type: none"> Delivery of Quality, Improvement and Inclusion training programme – continuation of the programme into 2014/15 The early identification of children's individual needs through regular contact with the early years settings Develop the 2-year-old 	Advisory teacher - PVI settings JH – CASS AD	Sept 2014 & on-going	<ul style="list-style-type: none"> Continue to support the development of good practice in the identification of SEN in PVI settings. Carry out a yearly audit of settings every September to assess training needs and 	Review March 2015 <ul style="list-style-type: none"> In progress Training programme has continued from the 2013/14 year into the 2014/15 year and is well attended Advisory Teacher attends settings each term to support

Task	How	Who	By When	Actions & Resources	Monitoring and Updates
	review in PVI settings as an effective assessment process in all early years settings.			follow up “housekeeping” visits to assess how practice has been embedded	staff in learning how to identify the needs of children early. This is also supported by the training programme <ul style="list-style-type: none"> Review of 2 year old provision under way in line with the 2 year old Free Entitlement offer.
5. Produce/strengthen guidelines for working with parents of very young children.	<ul style="list-style-type: none"> Solihull training for practitioners working directly with families and the 0 to 2 year olds Regular outreach to families, through the Family and Young People’s Information Service (FYI Service), Health visiting and Children’s Centre Health visiting for City families, based at the Neaman Practice Structured Conversation – Achievement for All Programme (increasing parent participation with schools) 	NM, Gerald Mehrrens, Education and Early Years Manager (GM), AD Georgina Poullais, Family Support Worker (GP), Angela Lancaster, Health Visitor Manager (AL), Najma Baig, Outreach and Information Officer (NB)	March 2015	<ul style="list-style-type: none"> Continue to work with parents to improve early identification of needs in different environments such as libraries and children’s centres 	Review Jan to Feb 2015 <ul style="list-style-type: none"> Scheduled for early 2015. Practitioners trained in the Solihull Approach and undertaking reviewing the impact.
6. Ensure the best training on SEND for early years’ practitioners.	<ul style="list-style-type: none"> Delivery of Quality, Improvement and Inclusion training programme – continuation of the programme into 2014/15 	NM, Workforce Development Lead	March 2015	<ul style="list-style-type: none"> Offer training for staff at staff meetings on referencing specific children with SEND 	Review Feb 2015 <ul style="list-style-type: none"> In Progress – SEND key worker training to be developed

Task	How	Who	By When	Actions & Resources	Monitoring and Updates
	<ul style="list-style-type: none"> • Staff practitioner attendance at the Islington SENCO Forum • Early Language development Programme • Regular visits to the early years settings by the Early Years Advisory Teacher 	(WDL) AT-R KH		<ul style="list-style-type: none"> • See above • Continue to role model practice to enable them to see what is being suggested in order to understand what is being asked of them. 	<ul style="list-style-type: none"> • Training programme has continued from the 2013/14 year into the 2014/15 year and is well attended • An early years forum was held on 1st April 2014 to discuss the forthcoming SEND reforms and changes to the legislation around SEN support • Regular termly visits are made to each setting
7. Promote more effective communication and coordination between services.	<ul style="list-style-type: none"> • FYI Service • Strategic Communications • Targeted Education Resources Panel • Health and Wellbeing Board • Clinical Commission Group 	Kaimi Ithia, Strategic Communications Manager (KI), Will Cooper, FYI Service Manager (WC), Kirstie Hilton, Family and Young People's Service Projects Manager (KH) Farrah Hart, Healthy City Development Manager (FH) Lorna Corbin, Commissioning and Performance Manager -	Sept 2014	<ul style="list-style-type: none"> • Review all communication channels to ensure that the right people are getting up to date messages • To utilise the FiSD to develop and communicate the Local Offer to City residents 	Review Feb 2015 <ul style="list-style-type: none"> • In progress – needs to be developed further • The Local Offer went live on Friday 29 August with around 14 live records. • The number of records has grown steadily since but the majority of providers have so far still not returned the questionnaire and is now being followed up by personal contact to encourage responses. • As at 20 January there are 154 providers listed in the Local

<i>Task</i>	<i>How</i>	<i>Who</i>	<i>By When</i>	<i>Actions & Resources</i>	<i>Monitoring and Updates</i>
		Public Health (LC)			Offer. <ul style="list-style-type: none"> • There has been a total of 83 user sessions on the Local Offer web page since it launched. 74% of these have been new users.

2. Priority: To ensure **families have confidence** in the professionals supporting their child’s learning and care.

Success Criteria:

<i>Task</i>	<i>How</i>	<i>Who</i>	<i>By When</i>	<i>Actions and Resources</i>	<i>Monitoring and Updates</i>
1. Increase the opportunities for parents to participate in decisions in relation to changes to policy, strategy or service delivery	<ul style="list-style-type: none"> • Support from the Bromley and Bexley Parent Participation Officer • To run an informative workshop for families on the SEND reforms • Creation of a working subgroup for parents to be fully involved in the design of services • To find creative ways of encouraging the engagement of families in decision making 	KH, GM, JH Kay Moore, Parent Participation Officer, Pathfinder Champions (KM)	July 2014	<ul style="list-style-type: none"> • Commitment from Senior Officers and changes to the current infrastructure on how families are involved in decision making 	Review Feb 2015 <ul style="list-style-type: none"> • In progress • Meeting with parents including presentation by Bromley Parent Participation Officer held on 2 July – further meeting held on 16 September 2014. • Parent group established. Meetings will be held half termly. The first meeting in September was well attended, with 50% of parents of pupils with current statements of SEN. • Next meeting scheduled for early February. • Parents consulted about EHC

<i>Task</i>	<i>How</i>	<i>Who</i>	<i>By When</i>	<i>Actions and Resources</i>	<i>Monitoring and Updates</i>
					<p>Plan and Transition process on phone and at Parent Forum on 16 September 2014.</p> <ul style="list-style-type: none"> • EHC template signed off by the DfE and the Learning Trust. • Parent Forum will address transitions and preparing for adulthood. • Independent Supporter has been identified to support local families and young people. This service is being provided to the City by KIDS. A representative will be attending the parents Forum in February.
<p>2. Ensure parents contribute to the decisions made about their child and are confident that the right support, at the right time will be available</p>	<ul style="list-style-type: none"> • To develop and embed a Person Centred Process • To introduce key working 	<p>GM, NB, JH</p>	<p>Sept 2014</p>	<ul style="list-style-type: none"> • To develop the role of 'key working' across services • To develop assessment and planning pathways • To identify Who the key workers are? What is their role? What training will key workers need to have? 	<p>Review Feb 2015</p> <ul style="list-style-type: none"> • In progress • Two EHC Needs assessments were initiated in the autumn term and one EHC plan has been issued within statutory timescale. The second is still in progress and is on track to be completed within the statutory timescale. • A further EHC plan has been issued following a statutory assessment. • Key Worker and support for families identified. Assessment and planning

Task	How	Who	By When	Actions and Resources	Monitoring and Updates
					<p>pathways have been developed and are being trailed</p> <ul style="list-style-type: none"> • Work in progress to define the role of key working and a key working policy is being developed. • Tower Hamlets Parents and Young People Information, Advice and Support Service provide impartial support and advice for City families. • Independent Supporter has been identified to support local families and young people. This service is being provided to the City by KIDS. A representative will be attending the parents Forum in February.
3. Ensure parents and schools know about the range of provision in the City to support children with SEND	<ul style="list-style-type: none"> • Development of the Local Offer 	GM, KH, Andy Beckett, SEND Consultant (AB) WC, Katherine Doyle, Local	Sept 2014	<ul style="list-style-type: none"> • One to one support day with Bexley • Develop a vision for the local offer • Audit services currently available with partners • Decide on the design of the local offer and 	Review Feb 2015 <ul style="list-style-type: none"> • The Local Offer went live on Friday 29 August with around 14 live records. This number has grown steadily since but the majority of providers have so far still not returned the questionnaire.

Task	How	Who	By When	Actions and Resources	Monitoring and Updates
		Offer Lead, Homerton University Hospital NHS Foundation Trust, (KD)		commission a web design team to support this	Parents and providers (schools etc.) are invited to pass feedback on it.
4. Improve communication with parents and carers	<ul style="list-style-type: none"> • FYI Service • Strategic Communications 	WC, KI	Sept 2014	<ul style="list-style-type: none"> • Utilise current systems to improve communication pathways for families of children with SEND 	Review Feb 2015 <ul style="list-style-type: none"> • In progress • The Local Offer went live on Friday 29 August with around 14 live records. This number has grown steadily since but the majority of providers have so far still not returned the questionnaire. • Parents Forum in place.
5. Work with schools and settings to ensure that parents receive quality information on the progress and attainment of their child.	<ul style="list-style-type: none"> • To work with schools and settings where City children and young people with SEND attend 	JH - CASS, (with Yvonne Caunter, SENCo (YC)) Sir John Cass's Foundation Primary School (SJC) and other schools NM – PVI settings	July 2015	<ul style="list-style-type: none"> • Support SJC to develop their skill and effectiveness in working with babies to 5 year olds • Audit early years settings on their working practices with parents on the development of their children. Use the results of this audit to target support. 	Review Feb 2015 <ul style="list-style-type: none"> • Scheduled for review in early 2015.

Task	How	Who	By When	Actions and Resources	Monitoring and Updates
6. Ensure that reports and information from professionals are written in plain English and where necessary available in a range of languages and formats.	<ul style="list-style-type: none"> • FYI Service • Strategic Communications 	WC,	July 2015 & on-going	<ul style="list-style-type: none"> • Commission expert advice on ensuring that all reports / information available to families is written in plain English 	Review Feb 2015 <ul style="list-style-type: none"> • Scheduled for early 2015.
7. Publicise case studies about different types of SEND to reassure parents can develop support networks where possible	<ul style="list-style-type: none"> • Identify good working practice • FYI Service • Strategic Communications 	WC, KH	July 2015	<ul style="list-style-type: none"> • To identify individual case studies and make them available to families • Consult with families and develop networking for families of children with SEND 	Review Feb 2015 <ul style="list-style-type: none"> • Scheduled for early 2015.
8. Develop an increased range of parent communication channels e.g. coffee mornings, face to face meetings	<ul style="list-style-type: none"> • Introduce parent champions • FYI Service • Strategic Communications 	WC,	July 2015	<ul style="list-style-type: none"> • Explore the need and demand for a parents self-help group and help develop such a group if needed. 	Review Feb 2015 <ul style="list-style-type: none"> • Scheduled for early 2015.

3. Priority: To improve learning and life **outcomes** for children and young people with SEND

Success Criteria:

Task	How	Who	By When	Resources	Monitoring and Updates
1. Commission specialist provision to support pupils with the most complex needs; including behaviour	<ul style="list-style-type: none"> • Allocation of resource through the Targeted Education Resources Panel (TERP) • Joint commissioning with the City of London's Clinical Commissioning Group (CCG) • Improve better understanding of commissioning process – smart commissioning with the Transactional Buying Team • Reviewing tripartite funding arrangements • Establish close links with the Health and Wellbeing board 	<p>Sarah Greenwood, Commissioning and Contracts Manager (SG),</p> <p>Dawn Jarvis, CCG Programme Lead (DJ)</p> <p>FH</p> <p>LC</p>	Sept 2014	<ul style="list-style-type: none"> • Work with health and social care to establish joint commissioning arrangements through the City's CCG and links with East London and City NHS 	<p>July 2014</p> <ul style="list-style-type: none"> • In progress • Representative attends the SEND Implementation Sub Group • Currently reviewing the Terms of Reference of the TERP to include health reps • Health representative attending TERP. • Links made with City and Hackney CCG and Hackney LA and meetings established.
2. Monitor and evaluate the impact of SEND services that are commissioned	<ul style="list-style-type: none"> • Establish processes within the Commissioning and Performance team to effectively monitor the outcome of service delivery 	SG	Sept 2014	<ul style="list-style-type: none"> • Commissioning and Performance team to develop and embed monitoring arrangements 	<p>Review Jan to Feb 2015</p> <ul style="list-style-type: none"> • In progress – further development needed • There are two services currently managed by this team that relate to SEND: personal budgets and the Youth and Play contract (covering the IAG Service) • Discussions have taken place with Prospects in relation to their involvement in the EHC Plans

Task	How	Who	By When	Resources	Monitoring and Updates
					<ul style="list-style-type: none"> Discussions have taken place around incorporating the City's contract with Penderels to include the administration of SEND personal budgets
3. Work with schools that have City children and young people with SEND to improve outcomes and skills, as required	<ul style="list-style-type: none"> To work with SJC and target other schools where City children attend to ensure that educational attainment is monitored Monitor progress 	JH, YC	July 2015	<ul style="list-style-type: none"> To attend regular meetings with SJC on the monitoring of children with SEND (those who are and who are not stated) 	Review Feb 2015 Monthly meetings <ul style="list-style-type: none"> Scheduled for early 2015.
4. Improve City provision for children and young people with SEND	<ul style="list-style-type: none"> Review the effectiveness of SEN arrangements in all settings and improve where necessary 	GM Targeted Education Resources Panel (TERP)	July 2015	<ul style="list-style-type: none"> For the TERP to be fully aware of its responsibility and to ensure that its terms of reference reflects this 	<ul style="list-style-type: none"> Scheduled for early 2015. Headliners commissioned to work with City Gateway to consult young people and parents on provision
5. Work jointly with families and schools to address the needs of children with complex learning and behavioural needs	<ul style="list-style-type: none"> Continue established practices Work within the Early Intervention and Prevention framework to ensure integrated working and multi-agency working Use of the Pre-CAF checklist 	GM, TERP, LP JF	July 2015	<ul style="list-style-type: none"> Further embed early intervention and prevention work with the new EIP Lead 	Oct 2014 <ul style="list-style-type: none"> Scheduled for review in early 2015.
6. Develop good practice in	<ul style="list-style-type: none"> Learn from the experiences of Adult Social Care and 	JH,	Sept 2014	<ul style="list-style-type: none"> Explore with Adult Social Care what 	Review Feb 2015

Task	How	Who	By When	Resources	Monitoring and Updates
personalised planning	<p>their implementation of personal budgets</p> <ul style="list-style-type: none"> • Endorse Person-Centred Planning 	Marion Willicome-Lang, Adult Social Care Manager (MW-L)		<p>arrangements are currently in place to implement personalisation. Ensure lessons learned</p>	<ul style="list-style-type: none"> • In Progress • Discussions have taken place with ASC around their current arrangements for managing personal budgets • Definition of Personal Budget produced and published on web site.
7. Identify training and support needs on specific disabilities such as Autism and Dyslexia	<ul style="list-style-type: none"> • Training to the Children and Families Team and wider services including schools 	WDL, JH	July 2015	<ul style="list-style-type: none"> • Training for multi-agency staff to work with young people with SEND through the projects they are organising. • Specific disabilities need to be covered in EY SEND training, staff meetings, Saturday training, etc. 	<p>Review Feb 2015</p> <ul style="list-style-type: none"> • Scheduled for early 2015.
8. Actively promote the inclusion of children and young people with SEND in mainstream settings where appropriate	<ul style="list-style-type: none"> • Allocation of resource through the TERP • Review of Terms of Reference and Governance arrangements to include additional members to the Panel 	GM, TERP	March 2015	<ul style="list-style-type: none"> • To review all statements of SEN and placements of children and young people 	<p>Review Sept 2015</p> <ul style="list-style-type: none"> • In progress – further development needed • Conversions of all SEN statements to EHC Plans to include person-centred planning • Plan of all conversions in

<i>Task</i>	<i>How</i>	<i>Who</i>	<i>By When</i>	<i>Resources</i>	<i>Monitoring and Updates</i>
					place and to be completed by December 2015.

4. Priority: To support children and families at each **transition** point.

Success criteria:

<i>Task</i>	<i>How</i>	<i>Who</i>	<i>By When</i>	<i>Resources</i>	<i>Monitoring and Updates</i>
1. Work with settings and schools to ensure that effective and supportive 'Person-Centred' transition plans are in place	<ul style="list-style-type: none"> Review the transition planning in line with the new SEND reforms Review transition plans at different transition points, including: EY to Primary; Primary to Secondary; and In year 	GM, JH, TERP	March 2015	<ul style="list-style-type: none"> This is a priority for PVI settings to ensure effective transition from early years to Reception class Attend all annual reviews at transition points and work with schools to ensure that transition plans are in place 	Review Jan to Feb 2015 <ul style="list-style-type: none"> In progress – building on current best practice All Annual reviews where required are attended by City Officers Families are supported through key transition points (EY to primary / primary to secondary, and children to adult services) to ensure key information is updated on statements / plans and appropriate schools are resourced
2. Ensure the 14+ Annual Review and Transition Plan supports the child	<ul style="list-style-type: none"> Review 'preparing for adulthood' transition processes Link with SEND reforms and 	Kim Watson, Participation Adviser, Prospects (KW),	March 2015	Work with the Careers adviser to ensure 'person centred' planning is in place for all young people	Review Jan to Feb 2015 <ul style="list-style-type: none"> In progress All Year 9 annual reviews

Task	How	Who	By When	Resources	Monitoring and Updates
from school into adulthood involving all relevant partners and professionals	guidance <ul style="list-style-type: none"> • Review links with Information, Advice and Guidance (IAG) Service, Prospects Careers Advice Plus 	KH JH		in Year 9 and Year 11 Introduction of an Education Health and Care (EHC) Plan where applicable	attended by City Officers and IAG worker <ul style="list-style-type: none"> • IAG advisor fully aware of reforms and review of current contract taking place to ensure that support is available in line with the new Reforms
3. Ensure a joined up approach from school to post school settings	<ul style="list-style-type: none"> • Review the finance process and funding for young people with SEND moving on to further education • Ensure that Section 139 assessments (soon to be replaced by EHC Plans) are updated and relevant to young people moving on to Further Education 	KW, KH TERP	March 2015	<ul style="list-style-type: none"> • To begin to review all young people in Year 11 with a Statement of SEN who may/will require an EHC Plan 	Review Jan to Feb 2015 <ul style="list-style-type: none"> • In progress – further development required • Conversion timetable in place detailing when LDAs will be replaced by EHC Plans

5. Priority: To develop new ways of **multi-agency working** which reflect the Government’s plans for reforming the SEND system

Success criteria:

Task	How	Who	By When	Resources	Monitoring and Updates
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Task	How	Who	By When	Resources	Monitoring and Updates
1. Improve the Statutory Assessment process; develop joint working between education, social care and health	<ul style="list-style-type: none"> Establish a multi-disciplinary working group as a sub group of the Children's Executive Board (CEB) to work specifically on the SEND reforms. Proposed name of SEND Implementation Board (SIB) Establish the Core Group early on 	JH, KH, 'SEND Implementation Sub-group'	April 2014	<ul style="list-style-type: none"> To organise a working group, as a subcommittee of the CEB to drive forward the SEND reforms and to ensure joint working from education, health and social care 	Review Sept 2014 <ul style="list-style-type: none"> In progress SEND Implementation Sub-group established and reporting progress to the CEB Core group, made up of parents / carers being held every 2 months Health representative attending TERP
2. Work with partners to reduce the time taken to complete the Statutory Assessment Process by 6 weeks	<ul style="list-style-type: none"> Review the current timeline Strengthen the monitoring process 	JH, KH	Sept 2014	<ul style="list-style-type: none"> Review the SA process and timeframes Work to develop a 20 week timeframe 	Review Feb 2015 <ul style="list-style-type: none"> In progress Process detailing the 20 week timeframe has been drafted and currently being trialled on new cases
3. Ensure that support received by the child and their family is brought together in a single holistic plan which is clear and easy to understand	<ul style="list-style-type: none"> Develop an EHC Plan to be used by all ages, which is person centred and designed in accordance with parent/carer views Design of plan overseen by the SEND Implementation Board 	JH, KH	March 2015	<ul style="list-style-type: none"> To work with Hackney LA including Health partners to develop a joint EHC Plan To consult with families and partners on the content and lay out of the plan 	Review Feb 2015 <ul style="list-style-type: none"> In progress Health reps currently attend the SEND Implementation Sub-group Parent / carer forum established to enable full consultation – being held

Task	How	Who	By When	Resources	Monitoring and Updates
					every 2 months
4. Trial a new single plan with particular groups of children and young people with SEND	<ul style="list-style-type: none"> • Work with other Services and parents and carers to identify a case 	JH	March 2015	<ul style="list-style-type: none"> • Identify and work with a particular family to trial the new EHC Plan 	Review Feb 2015 <ul style="list-style-type: none"> • In progress • An EHC plan has been issued following a statutory assessment. • A draft EHC plan has been issued following a conversion of a statement
5. Work with health partners and social care to make joint planning less complicated and more efficient for Looked After Children (LAC) and those with SEND	<ul style="list-style-type: none"> • To be overseen by the SIB • To develop the Personal Education Plan process 	KH, Pat Dixon, Children and Families Social Care Service Manager (PD), Siobhan Curry – EHC Plan and single assessment plan group lead, Homerton University Hospital NHS Foundation Trust (SC)	Sept 2014	<ul style="list-style-type: none"> • Attendance at City and Hackney Health group developing the EHC plan and single assessment. 	Review Feb 2015 <ul style="list-style-type: none"> • In progress • All areas represented at the SEND Implementation Sub-group meeting • Representatives from ASC and the Children and Families team attend the TERP meetings • Currently reviewing the Terms of Reference of the TERP to include health reps • The City's EHC Plan template has been agreed by the CCG

6. Priority: To develop the best systems possible for implementing all national reforms

Success criteria:

Task	How	Who	By When	Resources	Monitoring and Updates
1. Engage with national and regional support networks in implementing reforms and developing good practice	<ul style="list-style-type: none"> • Regular attendance by all partners where possible at the pathfinder champion events and thematic workshops • Organise the 1-2-1 support day with the Pathfinder Champions • Establish a working group (the SIB) to oversee all developments in line with the SEND reforms – as a sub group of the CEB • Enlist the help of Bromley and Bexley Parent Participation Officer to support the City in developing creative ways to engage parents 	SEND Implementation Board, Bromley/Bexley LA, KM	April 2014	<ul style="list-style-type: none"> • To attend all workshops where applicable • Organise a 1-2-1 support day with Bexley LA to deliver on areas of support, including the local offer and joint commissioning • Establish the SIB 	Review Feb 2015 Monitoring of the SIB to take place at CEB meetings <ul style="list-style-type: none"> • In progress • Pathfinder champion events attended by City officers and parent over last 6 months • 1-2-1 support day on 24/03/2014 • Another 1-2-1 support day to be organised in next 3 months • SEND Implementation Sub-group established • Bromley and Bexley Participation Officer attended the City's first parent/carers forum meeting in July 2014
2. Identify partners to work with on developments	<ul style="list-style-type: none"> • Create a Stakeholder map to identify partners and maximise engagement • Confirm designated leads for 	TD, DJ	April 2014	<ul style="list-style-type: none"> • For individual leads to identify key partners to be involved in the implementation of 	Review December 2015 <ul style="list-style-type: none"> • In progress – further development needed

Task	How	Who	By When	Resources	Monitoring and Updates
where appropriate	<p>all agencies – Hackney Arc, school etc.</p> <ul style="list-style-type: none"> • Organise a workshop for parents/carers (one during the day and one in the evening) to attend to raise awareness and provide information on the SEND reforms • Raise awareness of the SEND reforms with the Health and Wellbeing Board • Engagement of young people through City Gateway and the 'YES' group 	<p>KH, JH, FH, Youth Services – City Gateway / Prospects / 'YES' Group, Sir John Cass's Foundation Primary School (SJC), CASS and PVI settings</p>		<p>the reforms</p> <ul style="list-style-type: none"> • Organisation of a workshop for City families to attend to gain awareness of the SEND reforms and how the reforms may affect them • Work with City gateway through the launch of the Participation Strategy to engage and consult with City young people with SEND • Invitation to parents to form part of the SIB – identify if training is required 	<ul style="list-style-type: none"> • Representatives from key agencies are attending the SEND Implementation Sub-group • A parent / carer forum has been set up to raise awareness of the reforms but also to consult on key processes / pieces of work • Limited progress on engagement with children/young people however, Discussions are taking place about the best way to consult with young people and parents on provision to ensure that this meets their needs.
3. Ensure that the SEND workforce is supported to deliver changes through good communication, awareness raising, training and support	<ul style="list-style-type: none"> • Workforce Development Strategy to identify key learning for staff • Employment of a Workforce Development Lead • Delivery of Quality, Improvement and Inclusion training programme – continuation of the programme into 2014/15 • Communication through 	<p>WDL, KI, WC</p>	Sept 2014	<ul style="list-style-type: none"> • Raise awareness of the SEND reforms with PVI settings managers and SENCOS • Develop an Early Years and Child care forum, (EYCF) in March or April to link into Area Early Years developments (invite 	<p>Review Feb 2015</p> <ul style="list-style-type: none"> • In progress – further development needed • Workforce development programme established in DCCS – more work is needed to identify workforce needs in relation to SEND across children's services.

<i>Task</i>	<i>How</i>	<i>Who</i>	<i>By When</i>	<i>Resources</i>	<i>Monitoring and Updates</i>
	<p>strategic channels and FYI Service</p> <ul style="list-style-type: none"> • Support on developing the local offer with SJC 			<p>Jacqueline Wye as guest speaker)</p> <ul style="list-style-type: none"> • Develop processes and guidance for early years settings to follow the 0-25 EHC assessment and planning process. • Establish the training and support needs of staff working at SJC • Services to commit staff to attend at training and events 	<ul style="list-style-type: none"> • Training programme for 2014/15 in place but requires development to include SEND key worker training • City Officer working with the SJC school to develop the school's local offer • The Local Offer went live on Friday 29 August with around 14 live records. This number has grown steadily.
4. Establish strong joint commissioning processes to ensure that the needs of Education Health and Care Plans are met to a high standard and to achieve integration of delivery	<ul style="list-style-type: none"> • Develop a thorough understanding of the joint commissioning process and the roles of each service in this (Health, Social Care, Education) • Training on Strategic Commissioning • TERP to act as allocation of resource and make decisions on placements • Development of a co-produced EHC Plan, and trialling the new single plan with particular groups of children and young people with SEND 	<p>SG</p> <p>KH,</p> <p>GM,</p> <p>DJ,</p> <p>LC</p> <p>JH,</p> <p>TERP</p> <p>Simon Cribbens, Policy Development Manager - Housing and Social Care</p>	Sept 2014	<ul style="list-style-type: none"> • To establish what joint commissioning is currently taking place by the CCG • To make contact with Dawn Jarvis, City and Hackney NHS to identify the next steps and processes involved with joint commissioning • To develop a blueprint for joint commissioning to ensure assessment, 	<p>July 2014</p> <ul style="list-style-type: none"> • In progress – further development needed • City officers are more aware of commissioning processes within different agencies • Representatives from the CCG attend the SEND Implementation Sub-group meetings • Current review of TERP Terms of Reference to widen membership to CCG/Health. • City EHC Plan Template

Task	How	Who	By When	Resources	Monitoring and Updates
		(SC)		planning and support processes with health partners and the Children and Families Team	signed off' by the DfE as compliant with the Code in October 2014. First draft Plan presented to Targeted Education Resources Panel in November 2014 and issued in January within statutory timescale.
5. Develop a Local Offer that is co-produced with parent, carers and young people to ensure that it is informative and helpful and reflects local needs	<ul style="list-style-type: none"> Establish SIB to oversee all developments – possible a sub group of the CEB Engagement of young people through City Gateway and the 'YES' group Support from pathfinder champions and examples of other local offers currently in development Development of school-based local offer linking into the LA local offer Establish platforms and media to promote the local offer Establish any supporting IT or content management systems – FiSD Establish processes for publishing and maintaining accurate and up to date information 	KH, Gerard Loughran, Head teacher SJC (GL) GM, SEND Implementation Board, Pathfinder Champions: 1-2-1 Support Day, JH – SJC, WC Katherine Doyle, Local Offer Lead, Homerton University Hospital NHS Foundation Trust (KD)	Sept 2014	<ul style="list-style-type: none"> Identify gaps in local provision including training Attendance at City and Hackney Health group developing the local offer Establish the SEND Implementation Board (SIB) Organise a 1-2-1 support day with Bexley LA to deliver on areas of support, including the local offer and joint commissioning Development of webpages – additional capacity required Publication of a local 	July 2014 <ul style="list-style-type: none"> In progress – further development needed Local Offer questionnaire was distributed to around 200 organisations. The Local Offer went live on Friday 29 August with around 14 live records The number of records has grown steadily since but the majority of providers have so far still not returned the questionnaire and is now being followed up by personal contact to encourage responses. As at 20 January there are 154 providers listed in the Local Offer.

<i>Task</i>	<i>How</i>	<i>Who</i>	<i>By When</i>	<i>Resources</i>	<i>Monitoring and Updates</i>
				offer	<ul style="list-style-type: none"> • There has been a total of 83 user sessions on the Local Offer web page since it launched. 74% of these have been new users. • The launch of the Local Offer was publicised on the City of London website and through FYi's social media channels. • The Local Offer links to pages of information content on the City of London website that describes services such as personal budgets and Short Breaks provision. • Discussions are taking place about the best way to consult young people and parents on provision to ensure that this meets their needs?