



Derby City Council



Derby and Derbyshire
Clinical Commissioning Group



DERBY CITY LOCAL AREA WRITTEN STATEMENT OF ACTION 2019

Derby City Written Statement of Action (WSOA)

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1. Introduction

Children, young people, their families and our front line services are at the heart of everything we do. We want children and young people living with special educational needs and/or disabilities (SEND) in Derby to be:

- happy, healthy and have positive relationships
- informed to make positive choices and understand the services available
- involved to set goals and arrange the right support to succeed
- able to access the right support at the right time
- independent, reaching their potential and thriving into adulthood.

As a local area, we will achieve this by: working together, listening and being honest, so that children, young people, their families and colleagues have trust in, and are engaged with decision making and our SEND processes. Our Written Statement of Action sets out how we will improve parental engagement and satisfaction. Our approach to this action has its own section in our plan, to highlight how important it is to improve our relationships with families in the city, alongside also being a golden thread throughout the document, recognising that it is pivotal to the success of every action in our Written Statement of Action. This means, that section five includes additional actions that will help us to build trust and engage parents and cares to develop our joint commissioning plans, co-produce our SEND strategy, improve our EHCP processes and resolve wait times.

We recognise that our actions to implement the 2014 SEND reforms have not delivered our vision consistently, as a local area we will build trust. The SEND Local Area Inspection, the Parent Carer Together - In My Shoes survey, and the SEND peer review in June 2019 all identified key areas for improvement, which have informed our Written Statement of Action.

Our action plan has been developed as a local area with partners from Parent Carers Together, Derbyshire Clinical Commissioning Group, all Health Provider Trusts, Derby Schools Forum, Derby City Council Children and Adult Social Care Services, Children's Commissioning Teams, and the School Improvement Team. We have hosted engagement and feedback events to make sure our Written Statement of Action addresses the key areas of weakness, is deliverable and drives a culture of inclusion and co-production.

Our feedback events have enabled us to take immediate action to address areas of weakness. This includes implementing our re-designed and co-produced governance arrangements, so that parents and carers are involved in decision making at the most strategic level and executive representation is guaranteed. This makes sure that the services delivered address need, and embed a culture of continuous improvement in delivery. Working with parents and carers, we are developing an outline co-production charter for Derby City.

We personally thank Ofsted, CQC and Parents Carers Together for identifying key areas to improve SEND arrangements for Derby. We also thank everyone who took part and contributed in the inspection, alongside informing the development of our Written Statement of Action.

**Andy Smith, Strategic Director People Services
Derby City Council**

**Dr Chris Clayton, Chief Executive Officer
Derby and Derbyshire Clinical Commissioning Group**

2. The context to our Written Statement of Action

Feedback from parents reported through 'In My Shoes' published in May 2019

Derby's Parent Forum, Parent Carers Together, supported by Derby City Council Opportunities Area Board commissioned the 'In My Shoes' survey, targeted at parents and carers in Derby to better understand their experiences of SEND services delivered. Feedback from the survey has been used to inform and develop our action plan, setting a benchmark for our improvements.

425
questionnaire
responses were
received

Overall the levels
of satisfaction
have been
reported as been
either '**quite well**'
or '**very well**' at a
combined number
of between **73%** -
77% satisfaction
across all services

You said

"Very poor communication - as a parent - the school is fantastic in support/reviews - but when these are passed to the relevant service - it stops there!"

"EHCP process is poor, parents shouldn't have to fight to get the support their child needs. The review process is even worse, with council missing deadlines by months. Poorly written EHCP"

"Health do not cover areas of need e.g. direct SLT, sensory integration. Assessments are limited even though there is a huge need. CAMHS is shocking to see anyone!"

"There were gaps in provision. Identifying SEND was easy but pushing services to meet needs was not. Gaps in provision, change in practitioner"

"Little info for parents pre diagnosis, how to access support, services and help"

Together we will...

Develop and act on a local area communication and engagement plan for SEND (Action 2.2.1)

Refresh our Local Offer Website in partnership with parents and professionals (Actions 5.1.1 to 5.1.5)

Improve our current processes for EHCPs, strengthening annual reviews and asking for more feedback at the end of each plan (All actions-Section 3)

Agree SEND commissioning priorities, making sure that we have the right services to meet the needs of our C&YP (Action 1.3.1)

Reduce waiting times for the neuro development pathway (Action 4.1.1)

Recommendations

1. Prioritise to update an area review for SEND known as the 'Joint Strategical Needs Analysis JSNA'.
2. Develop new strategies that ensure Derby City services have a systematic pathway for Preparing for adulthood PFA.
3. Partnership working to improve 'Achieving Inclusive Education'
4. Improve information and support that is responsive to needs, by looking at the results of the survey that is what people want.
5. Review of the Derby City SEND vision.

NB - All recommendations are referenced against relevant actions in Section 4

Stakeholder Events

As a local area, we have hosted events to develop our Written Statement of Action (**Appendix 1**). Our stakeholders engagement and everyone's commitment to the sessions highlight our promise to work together to deliver the right improvements to help children and young people living with SEND in Derby achieve their outcomes and thrive. Ideas identified in the stakeholder events have been pivotal in developing key actions.

You said

"Making SEND everyone's business, keeping it on the agenda all the time"

"Changing our culture and the 'Derby Story'"

"Review of the graduated response – what are the barriers with the current approach? Why has it not had the intended impact?"

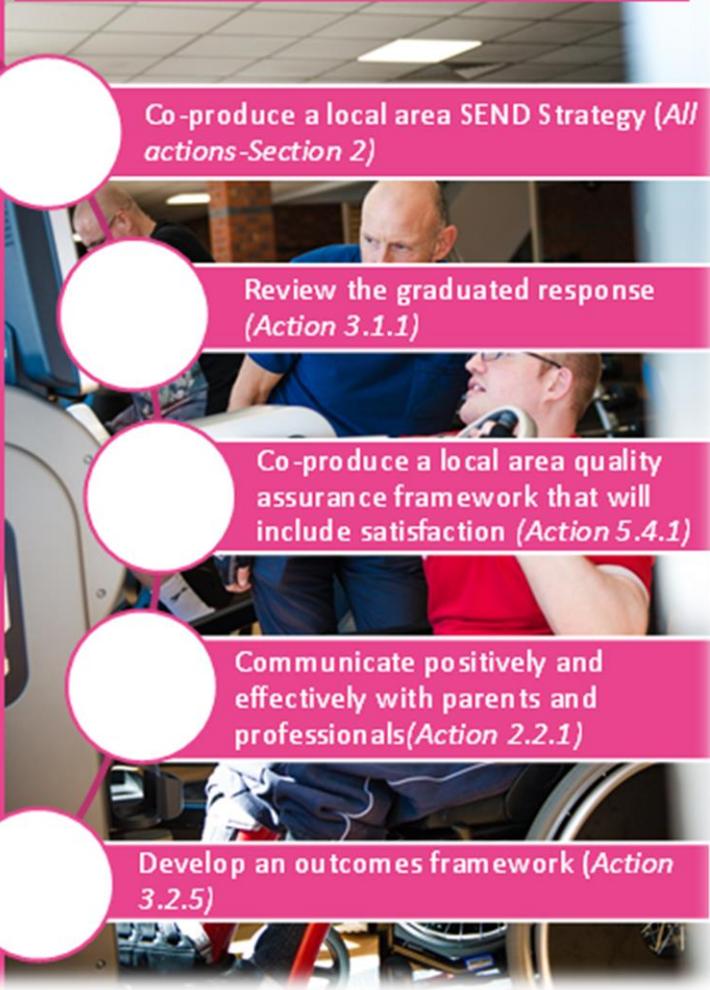
"Parental satisfaction questionnaires that are analysed and acted on across the local area – development of common questions across services / points of feedback"

"Clarity and consistency in support to all parents waiting for an assessment for their child – identified contact"

"All schools, sectors, providers etc. to sign up to the strategy through a formal launch event"

"Remove ambiguity on what the universal, targeted and specialist offer are at strategic and operational levels"

Together we will...



Co-produce a local area SEND Strategy (All actions-Section 2)

Review the graduated response (Action 3.1.1)

Co-produce a local area quality assurance framework that will include satisfaction (Action 5.4.1)

Communicate positively and effectively with parents and professionals (Action 2.2.1)

Develop an outcomes framework (Action 3.2.5)

Derby - Key facts



There are **257,200** residents in Derby...

- 16,674 - 0 to 4 year olds.
- 17,889 - 5 to 9 year olds.
- 16,478 - 10 to 14 year olds.
- 15,661 - 15 to 19 year olds.
- 18,493 - 20 – 24 year olds.



Derby has a proportionally **younger population** than England and other Unitary Authorities.



Four in ten school children are from minority ethnic groups.



Proportionally **more** children and young people in Derby live in poverty (**1 in 5**).



We have **43,619** pupils in our schools...

- 7 nursery schools (612 pupils).
- 45 primary schools (17,641 pupils).
- 13 Infant schools (3,317 pupils).
- 11 junior schools (3,764 pupils).
- 14 secondary schools (15,714 pupils).
- 1 all through school (1,090 pupils).
- 6 special schools (700 pupils).
- 3 free schools (417 pupils).
- 1 UTC (235 pupils).
- 2 pupil referral units (129 pupils).



In January 2019, **16.8%** of children and young people in Derby were identified as having a SEND, against a national position of 14.9%. Of these, **3.7%** have an Education, Health and Care Plan (EHCP), compared to 3.1% in England.



There were **444** new EHCPs finalised in 2018, an increase of 177 (66.3%) compared to 2017.



Autistic Spectrum Disorder (ASD) represents the most common type of primary need for those children and young people with an EHCP – **37%** in Derby, compared with 29% in England.



73% of our schools are rated as 'good or better' by Ofsted, with **100%** of our special schools assessed as 'good or better'.



There are **13.1%** of pupils in Derby that have been identified as 'SEN Support', compared with 11.9% in England.



Between January 2019 and October 2019, there have been **68** appeals to First-Tier Tribunal (SEND), of which **44** were conceded. **9** tribunal hearings have been held, **4** of which were upheld. The remaining cases are on-going.



At the end of June 2019, there were **40** 16 and 17 year olds with SEND that were not in employment, education or training, this will include both young people with an EHCP and those previously assessed as SEN Support.



Between April 2017 and March 2018, **83** pupils with an Educational Health and Care Plan received at least one fixed-term exclusion. **5** pupils with a plan were permanently excluded.



At the end of June 2019, our Preparing for Adulthood team was supporting **165** young people and adults with an EHCP.

Derby's Local Area SEND inspection took place in June 2019. Ofsted and CQC focused on evaluating our services against three key questions:

- How effectively does the local area identify children and young people who have special educational needs and/or disabilities?
- How effectively does the local area assess and meet the needs of children and young people who have special educational needs and/or disabilities?
- How effectively does the local area improve outcomes for children and young people who have special educational needs and/or disabilities?

The Inspection recognised many strengths, this included:

- improved outcomes for children in early years and key stage 1 with good joint working between education, health and social care
- vulnerable children and young people with SEND such as looked after children and those entering the youth offending service receive good support
- children and young people with SEND with identified health needs benefit from specialist health visiting services and the children's community nursing team
- young people with SEND are well supported into adult life with the majority of young people with SEND leaving school and college to enter employment or higher education
- children and young people with SEND speak positively about their schools and the range of different professionals who help and support them.

However, a number of key areas of improvement have been identified. This plan addresses how we will improve support to children and young people living with SEND in Derby supporting them to be happy, healthy and have positive relationships to ensure success into adulthood.

A copy of the inspection letter is available on our local offer website, or you can download it using this link:

<https://www.derby.gov.uk/media/derbycitycouncil/contentassets/documents/sendlocaloffer/derby-city-joint-local-area-send-outcome-letter-2019-v2.pdf>

We can give you this information in any other way, style or language that will help you access it. Please contact us on: 01332 640767
Minicom: 01332 640666

Polish

Aby ułatwić Państwu dostęp do tych informacji, możemy je Państwu przekazać w innym formacie, stylu lub języku.
Prosimy o kontakt: 01332 640767 Tel. tekstowy: 01332 640666

Punjabi

ਇਹ ਜਾਣਕਾਰੀ ਅਸੀਂ ਤੁਹਾਨੂੰ ਕਿਸੇ ਵੀ ਹੋਰ ਤਰੀਕੇ ਨਾਲ, ਕਿਸੇ ਵੀ ਹੋਰ ਰੂਪ ਜਾਂ ਢੰਗ ਵਿੱਚ ਦੇ ਸਕਦੇ ਹਾਂ, ਜਿਹੜੀ ਇਸ ਤੱਕ ਪਹੁੰਚ ਕਰਨ ਵਿੱਚ ਤੁਹਾਡੀ ਸਹਾਇਤਾ ਕਰ ਸਕਦੀ ਹੋਵੇ। ਕਿਰਪਾ ਕਰਕੇ ਸਾਡੇ ਨਾਲ ਟੈਲੀਫੋਨ 01332 640767 ਮਿਨੀਕਮ 01332 640666 'ਤੇ ਸੰਪਰਕ ਕਰੋ।

Slovakian

Túto informáciu vám môžeme poskytnúť iným spôsobom, štýlom alebo v inom jazyku, ktorý vám pomôže k jej sprístupneniu. Skontaktujte nás prosím na tel.č.: 01332 640767 Minicom 01332 640666.

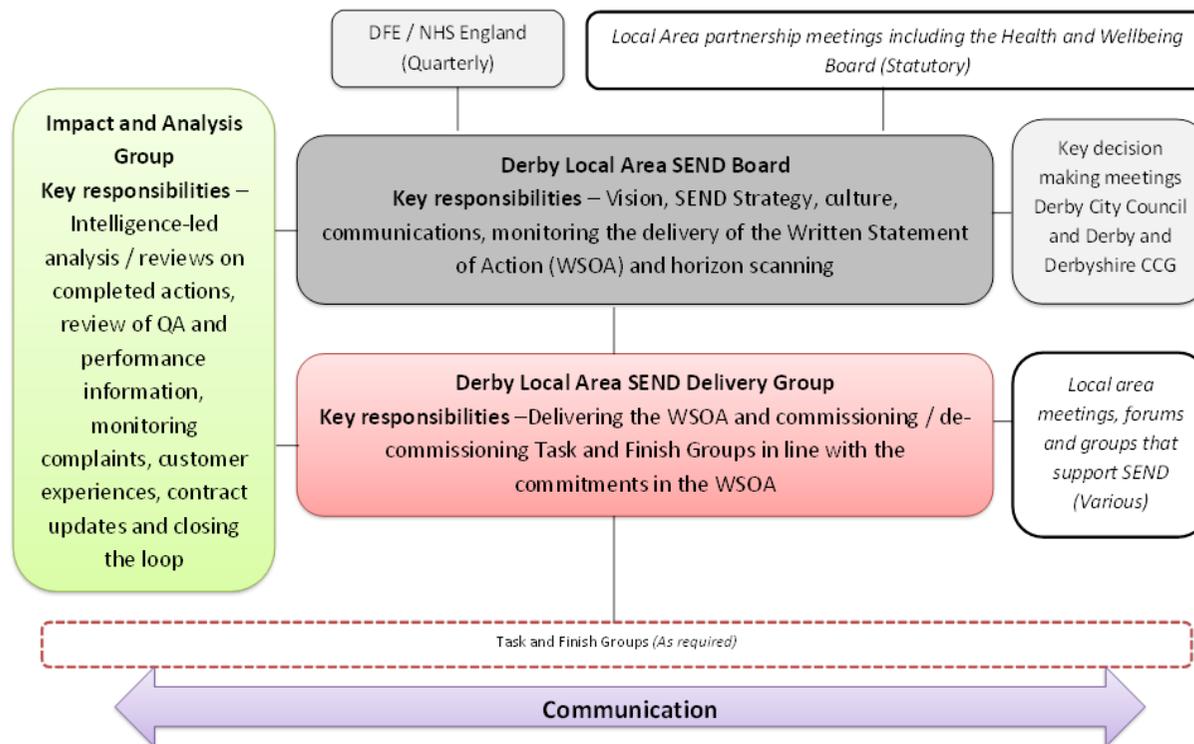
Urdu

یہ معلومات ہم آپ کو کسی دیگر طریقے، انداز اور زبان میں مینیا کر سکتے ہیں جو اس تک رسائی میں آپ کی مدد کرے۔ براہ کرم 01332 640767 پر کال کریں یا 01332 640666 پر مینیکام کریں۔

Our progress to date

As a local area, we have already achieved some key milestones, these include:

1. Our local area 'Insight Pack' will be published by Spring 2020, this builds on our 2016 SEND Joint Strategic Needs Assessment (*action 1.1.1*). This document looks at our latest data and forecasts future trends on the possible level of need. It has been used to shape some of the actions in our Written Statement of Action. It will also be used to shape our SEND Strategy (*action 2.1.4*) and our Joint Commissioning Strategy (*action 1.3.1*).
2. We have redesigned and co-produced our local area governance structure, to make sure that we have the right people in the right meetings to make decisions. Our senior leaders and Parent Carers Together are represented in the Local Area SEND Board, overseeing progress on our improvement work, challenging and approving decisions. We have appointed an Independent Chair to this Board, to provide impartiality and additional rigour. The SEND Delivery Group will be our 'engine room', driving the delivery of the Written Statement of Action. We will also have a targeted Impact and Analysis Group working to evidence the difference that we are making. A summary of our updated governance is presented below:



NB - Those boxes shaded in 'grey' hold other groups to account

3. Lead SEND responsibility within Derby City Council now sits with the Director of Learning and Skills, so that the SEND Strategy and associated improvements sit as close as possible to front line services, schools, children, young people and their families, to deliver consistent and effective communication (*actions in sections 2 and 3 of our plan*). Other Directors across Derbyshire CCG and Derby City Council will also continue to ensure senior leadership to drive forward the SEND reforms for Health, Social Care, and Integrated Commissioning.
4. We have started work together, through our stakeholder events, to develop an outline view of what co-production means for Derby (*action 2.1.1*).
5. We have commenced the development of our local area SEND Strategy (*action 2.1.4*), collecting views on how we can re-shape our local area vision, identifying some early priorities for improvement that will take us beyond our Written Statement of Action.
6. Improvement work on our processes for Education, Health and Care Plans (EHCPs) has started, with multi-professionals workshops in November 2019 (*action 3.2.1*).
7. We have started work to improve our health IT systems to notify health professions that children and young people have an Education, Health and Care Plan. IT teams from health providers have met and started planning how this will work (*action 3.2.4*).
8. We have started work to develop and improve our neuro-development pathways. Our provider Trusts have met with Commissioners to start talking about the issues and ways to co-produce with parents, carers and children and young people the solutions needed (*actions 1.3.3 and 4.1.1*).

3. Making a difference to the lives' of our children and young people and their families/carers

Our Written Statement of Action must deliver Derby's SEND vision for children and young people to be:

- happy, healthy and have positive relationships
- informed to make positive choices and understand the services available
- involved to set goals and arrange the right support to succeed
- able to access the right support at the right time
- independent, reaching their potential and thriving into adulthood.

To make sure that we achieve this, we have laid out plans in our Written Statement of Action to track delivery, this includes developing our current performance (*action 1.1.2*) and quality assurance frameworks for SEND (*action 5.4.1*). Work on these areas will start in January 2020 and be on-going until September 2020. In addition to these actions, we will track, monitor and report our progress in line with the following qualitative and performance data collection, which will be reported into our updated governance structures (**Appendix 2**):

Priority areas for improvement	Our targets	Key performance indicators (KPIs)
Increased confidence from children, young people and their families in the support and services for those with special educational needs and/or disabilities	Improved parental satisfaction and engagement	<i>Measures to be developed - We will establish clear feedback and engagement opportunities in our communications plan so we capture feedback at the right time to track, monitor and report our improvement plan.</i> <i>Measures to be developed - We will repeat elements of Derby's Parent Carers Together 'In My Shoes' survey through 'Shoes on Wheels'. Parental feedback will be reviewed against this year's survey to show increased confidence. This will be supported by our local area communication plan.</i>
	Engagement with Children and Young People with SEND	<i>Measures to be developed - Appropriate qualitative feedback captured from C&YP about the services they access will tell us if are happy, healthy and have positive relationships</i>
	To improve satisfaction levels in the SEND statutory processes	<ul style="list-style-type: none"> • KP1a - Reduced number of complaints received (CCG and Local Authority) • KP1b – Reduced average number of working days to respond to a complaint (Local Authority)
	Prevention of cases escalating to mediation and tribunal	<ul style="list-style-type: none"> • KP2a - Number of mediation cases held • KP2b - Number of mediation cases held that are followed by appeals to tribunal • KP2c - Total number of tribunals held • KP2d - Total number of tribunals upheld
	To reduce the number of pupils placed out of area or in our special schools	<ul style="list-style-type: none"> • KP3a - Number of pupils with SEND in specialist out of area educational settings • KP3b - Number of pupils with SEND placed in a mainstream setting
	Improve the overall absence of pupils with SEND,	<ul style="list-style-type: none"> • KP4 - Overall absence of pupils with SEND (by school type), stage one - achieve the national average
	Improve the number of C&YP with SEND excluded from education settings to at least the national rate	<ul style="list-style-type: none"> • KP5a - Fixed-term exclusions of pupils with SEND (by school type) • KP5b - Permanent exclusions of pupils with SEND (by school type)

Priority areas for improvement	Our targets	Key performance indicators (KPIs)
	To improve the number of SEND pupils who are EHE	<ul style="list-style-type: none"> • KP6a - Number pupils with SEND who move to electively home-educate • KP6b - Total number of pupils with SEND who are currently electively home-educate
	To improve the satisfaction levels of parents and carers	<ul style="list-style-type: none"> • KP6c - % of parents / carers reporting that they are either 'quite well' or 'very well' satisfied with services (as measures by 'Shoes on Wheels' surveys – action 5.2.3.
Reduced waiting times for access to specialist support and provision	Improved parental confidence in access to health provision to support C&YP with SEND	<p><i>Measures to be developed - Parent and Carer Forums will be asked to join the Health SEND footprint delivery group to provide feedback on current models and deliver an engagement mechanism to develop and improve services</i></p> <p><i>Measures to be developed - Feedback and engagement opportunities will be established with Parents and Carers to tell us about their experience so we can track, monitor and report our improvement plan.</i></p>
	Engagement with Children and Young People with SEND	<p><i>Measures to be developed - Appropriately tailored feedback platforms (post card survey's and patient stories) will be captured from C&YP about the assessment they received to tell us if C&YP are achieving Derby's vision</i></p>
	We will improve wait times to ensure C&YP receive timely health support to meet their needs and where appropriate access to assessments	<ul style="list-style-type: none"> • KP7a and b - Waiting times for services including; neuro-development assessment (a) and CAMHS support (b) align to national targets • KP7c - Waiting times for Children's Social Care Occupational Therapists in IDCS • KP7d - % of completed health checks for young people with learning disabilities aged 14+ • KP7e - Timeliness of statutory health assessments for our children in care
	We will improve the proportion of EHC Plans delivered within statutory timescales to prevent unnecessary waits and improve parental confidence	<ul style="list-style-type: none"> • KP8a – Number of statutory assessments completed • KP8b - % of EHC Plans completed within 20 week timescale <p><i>Measures to be developed - We will develop a satisfaction survey to be completed by parents after their C&YP's EHCP has been finalised to show improved satisfaction and confidence. This feedback will be used to track, monitor and report out improvement plan.</i></p>
Improved educational attainment and progress for pupils with special educational needs and/or disabilities	We will increase levels of attainment and progress of pupils with SEND to at least the national rate to ensure C&YP achieve their goals and thrive into a successful adulthood	<ul style="list-style-type: none"> • KP9a - % of pupils with SEND achieving the expected standard in reading, writing and maths at Key Stage 2 • KP9b - Progress score in reading of pupils with SEND at Key Stage 2 • KP9c - Progress score in writing of pupils with SEND at Key Stage 2 • KP9d - Progress score in maths of pupils with SEND at Key Stage 2 • KP9e - Attainment 8 score of pupils with SEND at Key Stage 4 • KP9f - Progress 8 score of pupils with SEND at Key Stage 4 <p><i>Measures to be developed - C&YP life stories will be captured to monitor the SEND journey inclusive of Education, health and care support. C&YP and their family's journey will be captured to highlight improvement to multi-disciplinary working and achievement of a 'tell us once' approach to meeting need.</i></p>
More young people with special educational needs and/or disabilities moving into meaningful activity into	We will increase participation of young people with SEND in education, employment and training to ensure they achieve independence, reach their	<ul style="list-style-type: none"> • KP10a - Total number of young people with a personal budget • KP10b - % of young people with SEND who are open to our youth offending service • KP10c - % of 16-17 year old young people with SEND who are NEET • KP10d - % of 16-17 year old children in care with SEND who are NEET

Priority areas for improvement	Our targets	Key performance indicators (KPIs)
adulthood	potential and thrive into a successful adulthood	<ul style="list-style-type: none"> • KP10e - % of young people aged 18-25 with a learning disability (LD) in paid employment • KP10f - % of young people aged 18-25 with a LD living on their own or with family • KP10g - Rate of adults aged 18 to 64 whose long term care needs are met through residential or nursing care per 100,000 population <p><i>Measures to be developed - C&YP engagement and feedback opportunities will be developed in collaboration with our special needs collage, Transition 2' to ensure the courses offered, deliver opportunities to support independence, build positive relationships with peers and opportunities to make choices</i></p>

Progress against all our actions will be tracked, monitored and reported every three months into our Local Area SEND Board, and Joined Up Care Derbyshire.

Targeted progress reports will be presented to our Local Area SEND Board at every meeting (6 weekly), delivered by the Senior Responsible Officer associated to their actions, in the Written Statement of Action (**Appendix 3**). Our Parent Forum, Parent Carers Together, will sit on this Board making sure that our children and young people and their parents/carers remain at the heart of all our improvement work.

We have also recently established a local area Impact and Analysis Group; their focus is to track the differences that we are making; measuring progress against our targets and reporting performance against our key identified indicators.

Our Communication Strategy and Plan (*action 2.2*) will assure our qualitative feedback and engagement opportunities are established, efficient, appropriate and inclusive. The plan will drive our improvement plan, promoting a culture of inclusivity and improving the confidence of parents and carers by assuring our promises to listen, work together and be transparent in all that we do.

4. Written Statement of Action:

Section 1 - Failure of the local area to take the joint commissioning actions required to implement the reforms across education, health and social care

What we are going to do - action description	Timeline / deadlines			Lead(s) for completing the action	Planned output(s) and aim(s) to be achieved from completing this action	Impact - how we will evaluate if we have made a difference
	2019/20	2020/21	2021/22			
<p>Senior Responsible Officer(s) – Gurmail Nizzer (Service Director Integrated Commissioning, Derby City Council) and David Gardner (SEND SRO & Assistant Director MH/LD & Children’s Commission Derby & Derbyshire CCG)</p> <p>Our areas for action and our commitments as a local area</p> <p>1.1 - Shared Understanding of need: As a local area, we will have a shared and improved understanding of needs for children and young people with SEND in order to secure the appropriate and consistent commissioning of provision to address need and help children and young people achieve their outcomes.</p> <p>1.2 - Improved Joint Commissioning arrangements: As a local area we will have robust commissioning arrangements with clear governance and assurance structures.</p> <p>1.3 - Joint Commissioning Plan: As a local area we will have an Integrated Commissioning Strategy for Children and Young People (2021 - 2023), to secure effective, efficient provision to deliver positive outcomes for children and young people with SEND. This strategy will include a specific and transparent commissioning position statement for children and young people with SEND.</p>						
Shared understanding of need						
<p>1.1.1 - Complete and publish an updated Local Area JSNA Plan based on information from a number of sources including health, social care and education (updating the data from SEND JSNA 2016). This will include using information from the SEND Insight Pack</p>	<p>Start: September 2019</p> <p>End: February 2020</p>	<p>Review by: March 2021</p>		<p>AM</p>	<p>As a Local Area, we will publish our updated JSNA findings in relation to the needs of all local people on Local Offer website, our external websites and all other relevant websites, for example, PCT, SENDIASS, Umbrella, Providers and the Council’s website</p> <p>We will actively use this to inform our joint commissioning priorities, including an annual review of our Local Area SEND JSNA</p> <p>Minutes from our boards will evidence that the intelligence has been extensively used, and highlight that as a system we have an understanding of the needs of our population</p> <p>Completing this action addresses recommendation 1 from the 2019 In My Shoes Survey</p>	<p>Qualitative feedback will tell us that leaders across the system understand the needs of our population – <i>targeted survey to be agreed / completed through actions 1.2.4 and 5.4.1</i></p>
						<p><i>“More understanding about child’s needs”</i> (In My Shoes, 2019)</p>

What we are going to do - action description	Timeline / deadlines			Lead(s) for completing the action	Planned output(s) and aim(s) to be achieved from completing this action	Impact - how we will evaluate if we have made a difference
	2019/20	2020/21	2021/22			
1.1.2 - Co-produce a citywide Local Area joint SEND data and quality-dashboard, which includes qualitative and quantitative information to ensure we use feedback to drive change, improve services and clearly demonstrate that we are listening – to be monitored through the Local Area SEND Board (<i>Links to action 1.1.1</i>)	Start: January 2020	End: July 2020 <i>To ensure it supports the SEND Strategy (action 2.1.4.)</i>	Review: June 2021	ASm	Jointly reviewed SEND data set, which improves our local area understanding of need and enables leaders to identify any gaps in data to assure delivery to address need Updated framework to be approved by the Local Area SEND Board Regular Performance Monitoring Reports Discussions and evaluations through the Impact and Analysis Group with recommendations for improvement/action	Feedback will tell us that C&YP and their families feel engaged in the commissioning process – <i>targeted survey to be agreed / completed through actions (1.2.4 and 5.4.1)</i>
1.1.3 - Map and review all provision available, in consultation with providers, relating to SEND in the Local Area against need in order to identify any gaps and commission provision to secure better outcomes for children and young people with SEND	Start: January 2020	End: October 2020		SM	Joint document that maps and informs future commissioning, and links to needs & priorities identified in the JSNA, and overarching SEND vision & strategy (<i>links to action 1.1.1</i>) As a system, we will have a clear and well documented understanding of the services we commission, outputs and strategic outcomes This will also support the co-ordination of services, and demonstrate how education, health and social care services work together to identify and support the needs of children and young people with SEND. This will include improved communication with parents in relation to referrals This process will be overseen by the SEND Governance Board, including board decisions to agree areas for development (<i>links to action 1.1.2</i>)	Feedback will tell us the C&YP have their needs met through commissioned services – <i>targeted survey to be agreed / completed through actions (1.2.4 and 5.4.1)</i> We will see a reduction in the number of cases going to tribunal, from our latest baseline in Appendix 2.

“There were gaps in provision”
(In My Shoes, 2019)

What we are going to do - action description	Timeline / deadlines			Lead(s) for completing the action	Planned output(s) and aim(s) to be achieved from completing this action	Impact - how we will evaluate if we have made a difference
	2019/20	2020/21	2021/22			
1.2 - Improved joint commissioning arrangements						
1.2.1 - Refresh, update, consult and approve our Integrated Commissioning Strategy for Children and Young People. This strategy will have a sub set and specific focus on joint commissioning for SEND 0-25 years and the governance arrangements around this	Start: January 2020	End: September 2020		LM / NC	Our Strategy will outline Commissioning principles and intentions to maximise opportunities for aligned and joint commissioning The output will be to demonstrate how joint commissioning arrangements have led to improved outcomes for Children and Young People with SEND	Feedback will tell us that commissioners are using intelligence from C&YP, their families, front line staff and data sources to make improvement to SEND arrangements – <i>targeted survey to be agreed / completed through actions (1.2.4 and 5.4.1)</i>
1.2.2 - We will produce a high level SEND single operational guide clearly defining SEND processes (from decision making related to the delivery/production of an EHCP) in order to ensure a wide understanding, and we will use this to drive joint commissioning arrangements <i>(Action links to 2.1.4 and 3.2.1)</i>	Start: January 2020	End: December 2020		JH / SM / LM	We will have a clear operational guide that will be disseminated to all, including parents, carers, providers and frontline staff. This will also be published on our Local Offer website, and other websites (PCT, Umbrella, SENDIASS, Providers) defining our joint arrangements for SEND This will improve communication and transparency with parents, carers and children and young people with the EHCP process	Feedback will tell us that C&YP, their families and front line staff understand and find our SEND process easy to navigate – <i>targeted survey to be agreed / completed through actions (1.2.4 and 5.4.1)</i>

What we are going to do - action description	Timeline / deadlines			Lead(s) for completing the action	Planned output(s) and aim(s) to be achieved from completing this action	Impact - how we will evaluate if we have made a difference
	2019/20	2020/21	2021/22			
1.2.3 - Review and implement revised joint commissioning governance arrangements 0-25 years to include both operational and strategic planning	Start: January 2020	End: April 2020		GN / DG	<p>Improved governance and strategic partnership working across the LA and CCG</p> <p>The outcome will be to ensure clear accountability for commissioning services and decision making structures to ensure joint commissioning is focused on achieving agreed outcomes. Parents are clear about who is delivering what, who the decision makers are in education, health and social care and how partners will hold each other to account in the event of a disagreement</p> <p>Ensure effective interface and consistent delivery of JSNA SEND priorities agreed by Derby Local Area SEND Governance Board, Health and Well Being Board, Joined Up Care Derbyshire (CYP) Board, and People Commissioning Board (0-25)</p> <p>Completing this action addresses recommendation 2 from the 2019 In My Shoes Survey</p>	<p>Evidence of joint commissioning decisions, minuted through meetings</p> <p>Improved transition planning arrangements</p> <p>We will benchmark our current joint commissioning arrangements against the ISOS SEF now (December 2019), and review progress in 18 months to map improvement (by June 2021)</p>
1.2.4 - We will have representation and mechanisms in place to capture the voice of all stakeholders, including parent/carers/children/young people involved in SEND arrangements (<i>This will enable the local area to evaluate impact of actions 1.1.1, 1.1.2, 1.1.3, 1.2.1, 1.2.2, 1.3.2, 1.3.3, 1.3.4. and 5.4.1</i>)	Start: January 2020	End: June 2020		NC	<p>User forums will influence and co-produce commissioning decisions</p> <p>This will specifically relate to the proposed review of Community Paediatric arrangements, including nursing, and improvements to the Neuro-development pathway (<i>Actions 1.3.2 and 1.3.3</i>)</p> <p>Effective engagement with children and young people through Voices in Action, and participation and engagement strategies</p> <p>Parent and carers to be included as equal representatives on Boards</p>	<p>Feedback will tell us that C&YP, their families and frontline staff engage in, and influence at all levels including from strategic commissioning making to co-production of their EHCP (<i>action 5.4.1</i>)</p>

*“To be informed of what is available & to have ongoing support”
(In My Shoes, 2019)*

What we are going to do - action description	Timeline / deadlines			Lead(s) for completing the action	Planned output(s) and aim(s) to be achieved from completing this action	Impact - how we will evaluate if we have made a difference
	2019/20	2020/21	2021/22			
1.3 - Joint commissioning plan						
<p>1.3.1 - We will develop a clear SEND Joint Commissioning plan based on areas outlined in our Commissioning Strategy, including the JSNA priorities, feedback from parents, carers and children and young people, providers, quality-dashboard and SEND operational guide, to ensure areas that require improvement are prioritised across the system, leaders and other stakeholders are informed of system improvements and can respond effectively and methodically</p> <p><i>Also links to the local area SEND Strategy, where priorities for wider improvement will be articulated – actions 2.1.3 and 2.1.4. (Please also refer to actions 1.1.1 and 1.2.1)</i></p>	<p>Start: January 2020</p>	<p>End: September 2020</p>		<p>LM / NC</p>	<p>We will have an informed, joint and published commissioning plan available on the local offer that outlines our commissioning plans for the next financial year</p> <p>The output will be to demonstrate how joint commissioning arrangements and the joint commissioning cycle has led to improved outcomes for Children and Young People with SEND. Joint commissioning will be based on evidence, with an integrated approach to make best use of resources</p> <p>Completing this action addresses recommendation 3 from the 2019 In My Shoes Survey</p>	<p>Feedback will tell us that C&YP, their families and frontline staff have co-produced the commissioning plan and that is effectively addressing the issues that matter to them – <i>targeted survey to be agreed / completed through actions (1.2.4 and 5.4.1)</i></p>
<p>1.3.2 - Joined up Care Derbyshire will ensure a Review of Community Paediatric arrangements, this includes community nursing to ensure appropriate out of hours support to meet the health need of children and young people with SEND</p>	<p>Start: January 2020</p>	<p>Progress review: December 2020</p>	<p>End: April 2021</p>	<p>NS</p>	<p>We will have a commissioning plan that demonstrates capacity to care for children with complex needs on a 24/7 basis efficiently and effectively</p> <p>The outcome will be to improve the Children and Young People with SEND experience from the school nursing and health visiting service</p>	<p>Feedback will tell us C&YP will have access to the right health provision at the right time and in the right place – <i>targeted survey to be agreed / completed through actions (1.2.4 and 5.4.1)</i></p>

*“Confusing and contradictory information”
(In My Shoes, 2019)*

What we are going to do - action description	Timeline / deadlines			Lead(s) for completing the action	Planned output(s) and aim(s) to be achieved from completing this action	Impact - how we will evaluate if we have made a difference
	2019/20	2020/21	2021/22			
1.3.3 - Joined up Care Derbyshire has accepted a city and county SEND action to work with key stakeholders to improve the neuro-development pathway. We will ensure children who will benefit, get a timely diagnosis, those waiting for assessment can access provision appropriate to need while they wait. In addition, we will work to reduce the number of inappropriate referrals and develop effective signposting to appropriate help (See 4.1.1)	Start: January 2020	Progress review: December 2020	Progress review: April 2021	NC	We will have a responsive, efficient and effective Neuro-development pathway that is accessible, well defined and pathway information is published on the local offer website The waiting times for neurodevelopment assessments will have been reduced (Appendix 2 for the latest baseline) Progress is assured by the Joined up Care Derbyshire, and reported into the SEND Local Area Board	C&YP, their parents and carers will tell us that their experience to access our services is positive – <i>targeted survey to be agreed / completed through actions (1.2.4 and 5.4.1)</i>
1.3.4 - We will review our monitoring arrangements for children and young people with SEND at independent education settings, within and outside of Derby	Start: February 2020	End: October 2020		LM	We will have improved our processes and oversight of children and young people educated at Independent settings within and outside of Derby. This will include the quality of the provision This will also include regularly reviewing reports, placement contracts, and quality assurance	Feedback will tell us that C&YP and their families are engaged and children and young people are achieving good outcomes – <i>targeted survey to be agreed / completed through actions (1.2.4 and 5.4.1)</i>

Please also refer to Section 5.1 for areas relating to the review and refresh of our Local Offer Website

Section 2 - The lack of an overarching co-produced strategy for improving provision for and outcomes of children and young people with SEND

What we are going to do - action description	Timeline / deadlines			Lead(s) for completing the action	Planned output(s) and aim(s) to be achieved from completing this action	Impact - how we will evaluate if we have made a difference
	2019/20	2020/21	2021/22			
<p>Senior Responsible Officer – Pauline Anderson (Service Director Learning and Skills, Derby City Council) and Naomi Compton (Head Of Service, Children Commissioning Mental Health and Wellbeing Derby and Derbyshire CCG)</p> <p>Key areas for action / local area commitments</p> <p>2.1 - Development of our Local Area Strategy for SEND. Our strategy will be co-produced, to secure the very best outcomes for children, young people and families.</p> <p>2.2 Communication We will have an effective Communications Plan that delivers a culture of inclusion and keeps everyone informed of progress and opportunities to feedback.</p> <p>2.3 - Evaluation: Our local area evaluation framework will deliver clear mechanism to assure leaders, stakeholders, children, young people and their families that the changes we make have a positive impact.</p>						
2.1 - Development						
<p>2.1.1 – We will develop a Derby City approach to co-production, informed by: professionals across all service areas, parents, carers, children and young people; to agree what we mean by co-production and how we will use co-production to inform our SEND processes</p>	<p>Start: September 2019</p> <p><i>Co-production workshops December 2019 and January 2020</i></p>	<p>End: June 2020</p> <p><i>To be published as part of the strategy (July 2020)</i></p>		<p>PA</p>	<p>Co-production workshops across the Local Area will have been held</p> <p>There is an agreed definition, of co-production published on our Local Offer Website and it will be embedded in our Local Area SEND Strategy (June 2020)</p> <p>Completing this action addresses recommendation 3 from the 2019 In My Shoes Survey</p>	<p>Survey feedback and interviews from parent and carer groups show increased confidence that co-production is working.</p> <ul style="list-style-type: none"> • Parent Carers Together • SENDIASS • Parent Partnership Group <p>Feedback from CYP shows that they can see that their views are being valued and taken into consideration</p> <ul style="list-style-type: none"> • Voices in Action – 13th November 2019 • Funability Consultation event - 29th October 2019 • Regular focus groups <p><i>To be tested through actions to be completed as part action 5.4.1</i></p>
<p><i>As a local area what do we want for our parents and carers? (Stakeholder event 4/10/20)</i></p> <ul style="list-style-type: none"> • <i>Enabled</i> • <i>Less exhausted</i> • <i>Partners</i> • <i>Valued</i> • <i>Engaged Enjoying their life like any other family</i> • <i>Heard</i> • <i>Empowered</i> • <i>Connected</i> • <i>Living their own life</i> • <i>Well-supported</i> • <i>Happy</i> • <i>Educated</i> • <i>Included</i> • <i>Emotionally well</i> • <i>Listened to</i> • <i>Involved</i> • <i>Cared for</i> • <i>Enabled</i> 						

What we are going to do - action description	Timeline / deadlines			Lead(s) for completing the action	Planned output(s) and aim(s) to be achieved from completing this action	Impact - how we will evaluate if we have made a difference
	2019/20	2020/21	2021/22			
2.1.2 – We will review and co-produce our Local Area Vision for SEND, this will include a review of our current vision, with all stakeholders	Start: September 2019	End: March 2020 <i>To be published as part of the strategy (July 2020)</i>		PA	<p>Targeted discussions delivered through workshops and Locality Roadshows engaging:</p> <ul style="list-style-type: none"> • Parent groups (coordinated through Parent Carers Together) • Voluntary sector • Education • Health (providers and commissioners) • Early help and social care stakeholders <p>There is a co-produced and refreshed vision, which will be shared widely through our Communications Plan (<i>Action 2.2.1</i>)</p> <p>The SEND Vision will put C&YP and their families at the centre</p> <p>C&YP and parents will have participated fully in the process and have a strong sense of co-ownership</p> <p>We will work directly with CYP through Voices in Action and in direct contact with CYP in schools across localities on a termly basis. There are strong feedback mechanisms to ensure that children, young people and parents understand the impact their participation is making</p> <p>Completing this action addresses recommendations 3 and 5 from the 2019 In My Shoes Survey</p>	<p>Information from before and after questionnaires will tell us that stakeholders across the local area are aware of, and feel that they have had an opportunity to influence our updated local area vision for SEND</p> <p>Feedback through interviews and questionnaires and Slido show that stakeholders are clear about which areas of SEND we are focusing on in any one year</p> <p>The Ofsted inspection shows there is very little awareness of the current vision - by June 2020 90% of partners will be aware of and support the refreshed vision, through questionnaires and focus groups</p>

*“Have a vision. Make it a really good and generous one”
(In My Shoes, 2019)*

What we are going to do - action description	Timeline / deadlines			Lead(s) for completing the action	Planned output(s) and aim(s) to be achieved from completing this action	Impact - how we will evaluate if we have made a difference
	2019/20	2020/21	2021/22			
<p>2.1.3 – The Local Area will agree and set SEND priorities based on data, intelligence and information from stakeholder events</p> <p><i>Activities to be aligned with those proposed under 2.1.2 and 5.1.1. This action will align with commissioning priorities in 1.3.1.</i></p>	<p>Start: September 2019</p>	<p>End: June 2020</p> <p><i>To be published as part of the strategy (July 2020)</i></p>		PA	<p>There are agreed local area priorities for SEND that inform and drive our programme of improvement. This is published as part of our SEND Strategy setting our long term commitment and aims for SEND (<i>action 2.1.4</i>)</p> <p>Completing this action addresses recommendations 3 and 5 from the 2019 In My Shoes Survey</p>	<p>Feedback will tell us that stakeholders across the local area are aware of, and feel that they have had an opportunity to influence our updated local area priorities for SEND - <i>to be tested through actions to be completed under 5.4.1</i></p> <p>Additional KPIs will be established and monitored through the Impact and Analysis Group (<i>action 1.1.2</i>)</p>
<p>2.1.4 – We will publish a refreshed local area SEND Strategy that has been informed by our agreed approach to co-production and updated Joint Commissioning Strategy</p> <p><i>(Please refer to actions 2.1.1, 2.1.3 and 5.1.1)</i></p>	<p>Start: February 2020</p>	<p>End: Published by July 2020</p>	<p>Review of the Strategy: July 2021</p>	PA	<p>There is a published SEND Strategy, which all key stakeholders across the city have co-produced and signed up to</p> <p>A launch event with key stakeholders to effectively communicate the updated vision and strategy</p> <p>A clear communications plan for the lifecycle of the strategy to ensure on-going and effective communication of our progress, updates and key messages related to SEND to secure successful engagement</p> <p>The document will be available on our Local Offer and on websites of partners across the local area</p> <p>C&YP and their families are involved in all stages of strategic and individual planning and evaluation</p> <p>Completing this action addresses recommendations 3 and 5 from the 2019 In My Shoes Survey</p>	<p>Stakeholder feedback via survey on the strategy development and final outcome – to be collected through feedback at events completed under actions 2.1.1 to 2.1.3 (<i>supporting action 5.4.1.</i>)</p> <p>We will also use the performance indicators on pages 9 and 11 to evaluate improvements – <i>targets for the next 3 years are on pages 41 to 43, which will be subject to annual review</i></p> <p>Monitoring and evaluation of the strategy and methodology through the SEND Delivery Board on a monthly basis</p> <p>Feedback will demonstrate examples of an inclusive culture</p> <p>Data from our Inclusion</p>

What we are going to do - action description	Timeline / deadlines			Lead(s) for completing the action	Planned output(s) and aim(s) to be achieved from completing this action	Impact - how we will evaluate if we have made a difference
	2019/20	2020/21	2021/22			
						Dashboard will tell us that the numbers of C&YP with SEND who are excluded from mainstream and special schools has reduced by 20% by January 2021
2.2 - Communication						
<p>2.2.1 – We will develop a local area communication and engagement plan for SEND. The communication plan will be jointly owned by Derby City Council and Derby & Derbyshire CCG</p> <p><i>Links to Section 5 and action 5.2.3</i></p>	<p>Start: October 2019</p> <p>End first full draft: March 2020</p> <p><i>Delivery throughout the duration of the WSoA</i></p>	<p>Review: July 2020 in line with the SEND Strategy (2.1.4)</p>	<p>Review: July 2021</p>	RS / FW	<p>An agreed plan for sharing key messages and local area developments, this will include an e-newsletter that all stakeholders can sign up to receive on a quarterly basis</p> <p>The plan will:</p> <ul style="list-style-type: none"> • Ensure all stakeholders involved in SEND are kept up to date with developments • Deliver feedback and engagement opportunities through questionnaires, workshops, lean reviews and road shows • Share key messages far and wide, including our strategy and vision for SEND in Derby <p>An annual calendar of events that will support parents on our local offer</p> <p>We will hold an annual event to publish our SEND strategy and vision</p> <p>Completing this action addresses recommendation 4 from the 2019 In My Shoes Survey</p>	<p>Feedback will tell us that key stakeholders in Derby are aware of services for C&YP with SEND and that they know what our plans are to improve SEND, and how and when they can contribute to delivering change</p> <p>Data will show more hits on our local offer website – <i>baseline and targets to be developed</i></p> <p>The volume of coverage in local and trade press – <i>baseline and targets to be developed</i></p> <p>Our digital reach (social media, MailChimp) and Slido feedback in targeted events</p> <p>Participation in feedback forums and surveys</p> <p><i>Links to actions / planned work under - 1.1.2, 1.2.4, 3.2.5a, 3.2.7, 4.1.1, 5.1.5, 5.2.2, 5.2.3 and 5.4.1.</i></p>

*“Very poor communication”
(In My Shoes, 2019)*

Section 3 - The number of significant weaknesses in the Education, Health and Care Plan process, timeliness, quality and outcomes of plans

What we are going to do - action description	Timeline / deadlines			Lead(s) for completing the action	Planned output(s) and aim(s) to be achieved from completing this action	Impact - how we will evaluate if we have made a difference
	2019/20	2020/21	2021/22			
<p>Senior Responsible Officer – Pauline Anderson (Service Director Learning and Skills, Derby City Council)</p> <p>Key areas for action</p> <p>3.1 - Evaluate our graduated response and support for pupils at SEND Support – creating a culture of inclusion and meeting the needs of our children and young people with SEND outside of statutory processes, where possible and appropriate.</p> <p>3.2 - Strengthen our current local area arrangements for drafting and updating our EHCPs: We will improve the timeliness of our processes when statutory requests for assessment are received. We will improve the accuracy and quality of plans, and make sure that all professionals are working to the most up to date copy.</p>						
<p>3.1 - Evaluate our graduated response and support for pupils on classified as SEND Support</p>						
<p>3.1.1 – We will complete a review of our local area Graduated Response</p> <p><i>Informing the development of the local area SEND Strategy (action 2.1.4) – development, implementation and evaluation</i></p>	<p>Start: October 2019</p>	<p>Progress Review: April 2020</p>	<p>Progress Review: April 2021</p>	<p>PN</p>	<p>We will have a clear understanding of how we, as a whole system, deliver the graduated response to SEND across the City by using:</p> <ul style="list-style-type: none"> • Opportunity Area SEND Peer reviews • Inclusion dashboard KPIs – mainstream children with EHCPs, exclusion of children with SEND, no of SEND in EHE • SENCO networks • School-to-school support to build capacity in the mainstream system • Schools and post-16 settings (SEND Code s3.66) <p>Completing this action addresses recommendation 3 from the 2019 In My Shoes Survey</p>	<p>Data will tell us that there will be fewer pupils are with SEND who are:</p> <ul style="list-style-type: none"> • Electively Home Educated (EHE) • Excluded • Seeking specialist services as a result of not having their needs addressed at an early stage <p><i>Please refer to the KPIs on pages 41 - 43</i></p> <p>Data will show a decline in requests for statutory assessments, with the percentage of EHCPs completed in timescales increasing– <i>KP8a and KP8b</i> (Appendix 2 - latest baselines and targets)</p>
<p>3.1.2 - The School Improvement Team will oversee the Inclusion Dashboard which will indicate how inclusive each school is</p> <div data-bbox="98 1166 602 1369" style="border: 1px solid black; border-radius: 15px; padding: 10px; background-color: #e6e6fa; margin-top: 20px;"> <p><i>“Schools aren’t inclusive for mainstream SEND”</i> (In My Shoes, 2019)</p> </div>	<p>Start: October 2019</p>	<p>Review: August 2020</p>	<p>Review: August 2021</p>	<p>PA</p>	<p>Data and information highlighting strengths and weaknesses in each school, and appropriate support and challenge is implemented through:</p> <ul style="list-style-type: none"> • School Improvement visits • Teaching School Alliance support • Local Area pilot projects <p>Education professionals will respond in a consistent, timely, informative and supportive way to provide regular updates on their C&YP’s progress at reviews (<i>supporting improvements in priority 5</i>)</p>	

What we are going to do - action description	Timeline / deadlines			Lead(s) for completing the action	Planned output(s) and aim(s) to be achieved from completing this action	Impact - how we will evaluate if we have made a difference
	2019/20	2020/21	2021/22			
3.1.3 - We will implement and develop a termly SENCO training programme that delivers regular updates and drives inclusion to support CYP with SEND to maintain their education placements and achieve their outcomes (to include the development of outputs of actions 3.1.1, 3.2.1 and 3.2.5)	Start: January 2020	Fully Established: April 2020	Review: April 2021	PN	<p>We will have a local area multi-agency training plan that delivers effective training to our SENCOs to give a clear overview of the local area support available to C&YP with SEND. The plan will be embedded in our local area communication plan (<i>links to action 2.2.1</i>) to assure a consistent message is received</p> <p>Education professionals will respond in a consistent, timely, informative and supportive way to provide regular updates on their C/YP's progress at reviews (<i>supporting improvements in priority 5</i>)</p> <p>SENCO's will be able to demonstrate greater feedback between parents and schools (<i>supporting improvements in priority 5</i>)</p>	<i>Links to actions / planned work under - 1.1.2, 1.2.4, 3.2.5, 3.2.7, 4.1.1, 5.1.5, 5.2.2 and 5.4.1.</i>
3.2 – EHCPs						
3.2.1 – We will complete a full review of our existing 20 week statutory assessment process <i>Links to action 5.4.1.</i>	Start: November 2019 (LEAN Review) Complete LEAN review: March 2020	Fully Established September 2020	Review: April 2021	PN	<p>We will publish and communicate our revised process (<i>links to action 2.2.1</i>)</p> <p>We will have mechanisms in place to share draft and final EHCP with key professional contributors (<i>links to action 3.2.3</i>)</p> <p>We will produce a monthly report on EHCP completion rates, which will be reported to the Local Area SEND Board and every three months to the Joined Up Care Derbyshire Children's Board (<i>links to action 1.1.2</i>)</p> <p>Completing this action addresses recommendation 3 from the 2019 In My Shoes Survey</p>	<p>We will see significant improvement in the delivery and quality of EHCP (<i>KP8b</i>) by the end of the following periods:</p> <ul style="list-style-type: none"> • 20% - December 2019 • 25% - February 2020 • 30% - April 2020 • 40% - June 2020 • 50% - August 2020 • 55% - October 2020 • 60% - December 2020 <p><i>Audit evidence to be collated under actions 3.2.5a and 5.4.1</i></p>
<div style="border: 1px solid black; border-radius: 15px; padding: 10px; background-color: #e6e6fa; width: fit-content; margin: 10px auto;"> <p><i>"I'm awaiting result of my EHCP application which is overdue. I keep calling to chase it" (In My Shoes, 2019)</i></p> </div>						

What we are going to do - action description	Timeline / deadlines			Lead(s) for completing the action	Planned output(s) and aim(s) to be achieved from completing this action	Impact - how we will evaluate if we have made a difference
	2019/20	2020/21	2021/22			
3.2.2 – We will insert clear and accountable decision making within the statutory assessment process <i>Links to action 3.2.1.</i>	Start: November 2019	Fully established: September 2020	Review: April 2021 <i>In line with action 3.1.1.</i>	PA	A revised decision making process implemented in line with the findings of the LEAN review We will publish revised decision making process flow chart and associated decision making panels Terms of Reference	Increased multi agency decision making and accountability evidenced by monitoring attendance of RAP Panel
3.2.3 - As a local area, we will explore IT solutions that enable collaborative electronic EHCPs and support SEND processes <i>Links to action 3.2.1.</i>	Start: November 2019	Review of options available: September 2020 <i>(in-line with 3.2.1.)</i>		PN	An effective IT solution will be identified and implemented	Improved timeliness, quality, and outcomes of EHCPs C&YP, their families and professionals will see improved quality to the EHCP we deliver
3.2.4 - Implement a SEND identification flag on health systems to alert professional to children with additional needs. We will also have mechanisms in place to share draft and final EHCP with health contributors	Start: September 2019		End: September 2021	SM	Health providers will have the ability to review and quality assure the health element of the EHCP and provide additional comment(s) if needed to have a better oversight of holistic needs to plan care appropriately This will help deliver a ‘Tell us once’ approach throughout health services for C&YP who have an EHCP	Feedback will tell us that C&YP, their families and frontline staff are aware of C&YP who have an EHCP and have been able to deliver successful contributions to the plan at annual review
3.2.4a - We will develop and implement a revised process for Annual Reviews to improve: the consistency of reviews, professionals attending reviews and the quality of the EHCPs, which are actively used as a tool to support young people to achieve their outcomes <i>Links to action 3.2.1 and 3.2.4</i>	Start: December 2019	Fully established: June 2020 Review: September 2020		SEND Team Manager	We will have a clear Annual Review process and workflow that is effectively supported by reporting mechanisms to monitor evidence of timely Annual Reviews and that EHCP’s are shared with key professionals	Percentage of annual reviews completed – <i>KPI to be developed as part of 1.1.2 and 5.4.1</i>

*“Don’t have sufficient knowledge about educational healthcare plan. Need more information”
(In My Shoes, 2019)*

What we are going to do - action description	Timeline / deadlines			Lead(s) for completing the action	Planned output(s) and aim(s) to be achieved from completing this action	Impact - how we will evaluate if we have made a difference
	2019/20	2020/21	2021/22			
<p>3.2.4b – We will develop and implement an updated Synergy workflow for Annual Reviews, making sure that our systems support an improved process, improving the quality of data that we can use to monitor impact</p> <p><i>Links to action 3.2.1</i></p>	<p>Start: October 2019</p>	<p>Fully established: March 2020</p>	<p>Review: March 2021</p>	<p>KM</p>	<p>We will have a clear Annual Review workflow that is effectively supported by reporting mechanisms to monitor impact</p> <p>EHCPs updated after reviews and shared</p>	<p>Percentage of annual reviews completed - <i>KPI to be developed as part of 1.1.2 and 5.4.1</i></p>
<p>3.2.5a – We will develop and implement a robust internal quality assurance process for EHCPs. This will include capturing lessons learned and improvement activity, which will be a key element of our overall SEND QA framework to be developed under action 5.4.1</p> <p><i>Links to action/planned work under 3.2.1</i></p>	<p>Start: March 2020</p>	<p>Fully established: September 2020</p> <p><i>(in-line with LEAN review)</i></p>	<p>Review: April 2021</p>	<p>SEND Team Manager</p>	<p>We will have a clear, co-produced and agreed process to measure the quality of our plans that will be published on our Local Offer Website</p> <p>We will have a standard operation procedure in place and deliver training to support effective application</p> <p>We will report on key trends, reoccurring issues and areas for improvement to the Local Area SEND Board and the Joined Up Care Derbyshire Children’s Board</p>	<p>Our quality assurance processes will tell us that plans are of high quality</p> <p>Feedback for C&YP and their families will show improved confidence in our EHCP</p> <p><i>Links to action/planned work under - 3.2.1 and 5.4.1</i></p>
<p>3.2.5b – We will develop an outcomes framework to ensure outcomes are clearly defined in plans throughout the system and ensure outcomes remain personalised to the C&YP needs</p>	<p>Start: March 2020</p>		<p>End: June 2021</p>	<p>PN / JH</p>	<p>We will see improved quality of outcomes defined in EHCP’s. Outcomes will be personalised, achievable and measurable at annual reviews. Overall plans will be SMARTer</p> <p>We will report on key outcome trends to identify areas for improvement to the Local Area SEND Board</p>	<p>Feedback will tell us that outcomes are well defined, match C&YP needs and are achievable</p> <p><i>Links to actions / planned work under - 1.1.2, 1.2.4, 3.2.5a, 3.2.7, 4.1.1, 5.1.5, 5.2.2 and 5.4.1.</i></p>

What we are going to do - action description	Timeline / deadlines			Lead(s) for completing the action	Planned output(s) and aim(s) to be achieved from completing this action	Impact - how we will evaluate if we have made a difference
	2019/20	2020/21	2021/22			
3.2.6 – We will complete a deep dive analysis of historical tribunal information and outcomes over the last 12 months to identify areas for system-wide improvements to prevent cases escalating	Start: January 2020	End: April 2020		PN / JH	<p>We will develop a joint report that identifies key areas for improvement which will be presented at the Local Area SEND Board and the Joined Up Care Derbyshire Children’s Board for decision</p> <p>We will have a joint process to ensure cases that escalate to tribunal are effectively managed to make sure appropriate professionals have effectively contributed</p> <p>We will use tribunal analysis and our latest Insight Pack to inform the review and revision of pathways for children with SEND - <i>please refer to actions identified under sections 1 and 4</i>. We will introduce measures on appeals to First-Tier Tribunal (SEND) and the number that were conceded at this stage as part of action 1.1.2</p>	<p>We will see a reduction in cases escalating to tribunal by February 2021 – KP2c (Appendix 2)</p> <p>Feedback will tell us that C&YP and their families have confidence in our process to achieve a quality EHCP (<i>target to be confirmed as part of the completion of the action</i>)</p>
3.2.7 – We will implement ‘how was it for you’ surveys at the completion of EHCPs to ensure C&YP and their families have the opportunity to provide feedback and comments related to the statutory process <i>As part of action 3.2.1</i>	Start: January 2020	End: September 2020		SEND Team Manager	<p>We will co-produce a survey format and questions that will be approved by the Local Area SEND Board</p> <p>100% of parents or carers will receive a survey to complete once their C/YP EHCP is finalised.</p> <p>We will use this feedback to assure our EHCP process are effective</p>	<p>Feedback from C&YP and their families/Carers will tell us:</p> <ul style="list-style-type: none"> - % of parents, carers that felt that they were listened to and engaged - % that have seen the plan - % that are satisfied <p><i>We will collect baseline data in 2020 and set targets to improve this for 2021</i></p>
3.2.8 – On-going Transitions process being delivered by Opportunity Areas	Start: January 2020	End: November 2020		PN	<p>We will have a clear school transition process with a standard operating procedure and training offer that will be led by the nominated lead to ensure the process runs as smoothly as possible (<i>supporting improvements in priority 5</i>).</p> <p>Completing this action addresses recommendation 2 from the 2019 In My Shoes Survey</p>	<p>Feedback from C&YP and their families will tell us that transition between schools is smooth and they have confidence in the SEND system. <i>Links to actions / planned work under - 1.1.2, 1.2.4, 3.2.5, 3.2.7, 4.1.1, 5.1.5, 5.2.2 and 5.4.1.</i></p>

*“EHCP process is poor; parents shouldn't have to fight to get the support their child needs”
(In My Shoes, 2019)*

What we are going to do - action description	Timeline / deadlines			Lead(s) for completing the action	Planned output(s) and aim(s) to be achieved from completing this action	Impact - how we will evaluate if we have made a difference
	2019/20	2020/21	2021/22			
3.2.9 - Develop and implement a Local Area recruitment and retention strategy for SEND, in partnership with local area colleagues	Start: December 2019 End: March 2020	Review: September 2020	Review: March 2021	SEND Team Manager	We will have a revised job description, CPD and personal development offer, and identified SEND career pathways across the Local Area.	Turnover of staff in the SEND team will reduce. Exit interview feedback will reflect positively on development offer. Exit Interview Feedback Report to Local Area SEND Board to commence in 2020/21.

Section 4 - The long-standing systemic issues with waiting times to access some key services

What we are going to do - action description	Timeline / deadlines			Lead(s) for completing the action	Planned output(s) and aim(s) to be achieved from completing this action	Impact - how we will evaluate if we have made a difference
	2019/20	2020/21	2021/22			
Senior Responsible Officer – David Gardner (SEND SRO & Assistant Director MH/LD & Children’s Commission Derby & Derbyshire CCG)						
Key areas for action / local area commitments						
4.1 –Waiting times: We will develop an efficient and sustainable plan to address wait time issues that deliver short, medium and long term improvements and outcomes						
4.2 – Partnership working: We will focus the SEND Derbyshire and Derby City Footprint meeting, to ensure mechanisms are in place to access appropriate health assessments are timely, provision to meet children and young people health need is delivered at the right time to support access to education						
4.1 - Plan to address waiting times						
<p>4.1.1 - We will use the SEND single operational guide (<i>please refer to action 1.2.1</i>) and the Integrated C&YP strategy with a separate and specific focus on SEND (<i>please refer to action 1.2.2 and 2.1.4</i>) to identify and prioritise actions to be taken on wait times. We will use the functioning data and quality dashboard (<i>Action 1.1.2</i>) to monitor progress against key area wait times. We will identify wait time targets in line with national requirements and NHS constitutional targets within resources. We will agree staged targets and identify whether investment is required to secure effective and efficient services and where appropriate develop integrated workforce to address issues of capacity</p> <p>This will include the following wait times and services:</p> <ul style="list-style-type: none"> The 20 day initial Looked 	<p>Start: April 2020</p>	<p>Fully established: October 2020</p>		<p>DG</p>	<p>We will have a clearly defined plan accountable to Joined up Care Derbyshire that delivers and drives systematic improvement across the footprint to ensure services are delivered help children and young people reach their outcomes within timescale and resource</p> <p>We will work closely with parents and carers and with children and young people to identify their key frustrations, and hear their ideas for improvement</p> <p>Where services are failing we have a clear mechanism for escalation to assure development</p> <p>The plan will address issues of demand with the aim of reducing inappropriate referrals to specialist assessment by supporting graduated support offers .Current inappropriate referrals for neurodevelopment pathways are 28% and 40% of those seen for a diagnosis assessment don’t get a formal diagnosis</p> <p>The plans will address communication as we have heard that there are problems in who can refer to whom and we will support SENCOs to know when to refer and what the access</p>	<p>Targets to be confirmed as part of the completion of the action and will be added to the performance dashboard to be completed under <i>action 1.1.2</i>.</p> <p>Our aim will be to reduce waiting for the neuro-development pathway to 18 weeks from the existing 42 weeks wait, which is rising. With increased demand over expected prevalence. This will be a phased approach recognising this will not be achieved within 18 months</p>

What we are going to do - action description	Timeline / deadlines			Lead(s) for completing the action	Planned output(s) and aim(s) to be achieved from completing this action	Impact - how we will evaluate if we have made a difference
	2019/20	2020/21	2021/22			
<p>after children (LAC) health assessment</p> <ul style="list-style-type: none"> • Neuro-development pathways (we will consider measures to improve capacity for assessment to diagnosis, as well as measures to address increased demand. We will review access criteria and availability of integrated workforce for Neuro-development support services, including (but not limited to) e-learning, parenting courses and our sensory integration offer) • Access to specialist equipment • School Nursing services • Health Visiting Services • Local Authority Occupational Therapy services 					<p>arrangements are</p> <p>The plans will be built on the emerging NHS Long Term plan (LTP)</p> <p>The plan will consider opportunities for joint workforce development and delivery particularly where skill shortages are a concern, for example, with Occupational Therapy</p> <p>Future in Mind and the Long Term Plan for children regarding Mental Health and well-being will be linked to the Governance and strategy for both County and City Send Boards so that work such as mental health teams in schools and targeted intervention are integrated with the accessible local offer of support</p>	<p>Staffing shortages will not be impacting on delivery of pathways of care</p> <p>Staff in schools, parents and children will know when and how to access the new services we have put in place. They will be able to access some services directly without the need for GP referral, this includes the take up of digital support KOOTH and Qwell and the Build Sound Minds Service</p>
<p>4.1.2 - We will co-produce a plan of action with primary care, parent carer forum, C&YP and adult with a learning disability(LD), Learning disability partnership and other key stakeholders to increase the number of people accessing LD health checks from 14 years old. It will define the reporting process, promote update and</p>	<p>Start: December 2019</p>	<p>Action plan delivery: December 2020</p>	<p>End: LTP date</p>	<p>DG</p>	<p>Data reporting mechanism that will show increased numbers of completed health checks for young people with learning disabilities aged 14+ to support early identification of health needs, uptake will be 60% by Dec 2020 (The 10 year LTP requires 75% uptake by March 2021)</p>	<p>Targets to be confirmed as part of the completion of the action (<i>please refer to 4.1.1</i>)</p> <p>Qualitative Feedback will tell us that people with LD are accessing their health check and what difference this has made to their life (<i>please refer to action 1.2.4</i>).</p>

“I have had to fight for everything. I've had to pay for private O.T reports to even get on the waiting list for the NHS”
(In My Shoes, 2019)

What we are going to do - action description	Timeline / deadlines			Lead(s) for completing the action	Planned output(s) and aim(s) to be achieved from completing this action	Impact - how we will evaluate if we have made a difference
	2019/20	2020/21	2021/22			
will have a commissioning lead to monitor performance and deliver updates to governance arrangements						
4.2 - Partnership working						
<p>4.2.1 The health SEND footprint delivery group will be re-established, redefined and refocused</p> <p>Key stakeholders will include:, health care providers, Education providers, Parent Carers Together, C&YP, both LA's</p> <p>The group will be chaired by DDCCG who will lead the programme of work. Terms of reference (TOR) will be updated to reflect the purpose of the group which is to drive improvements to wait times, deliver service innovation and efficiency and forecast emerging issues which we can address systematically</p>	<p>Start: September 2019</p> <p>Re-established group: December 2019</p>	<p>End: The group will be on going but the delivery plan/TOR will be complete by April 2020</p>		DG	<p>We will have a functioning footprint health SEND delivery group with a clear programme of work that is accountable to Joined up Care Derbyshire and reports into the Local Area SEND Board</p> <p>We will have mechanism in place to ensure we have appropriate provision and support to meet need and deliver timely assessments for C&YP</p> <p>We will have robust routes of escalation into the delivery group to systematically approach areas that require improvement</p>	<p>Feedback will show improved confidence throughout all stakeholders (C&YP, Families, health and education providers) that C&YP with neurodevelopmental needs can be managed effectively in education settings regardless of clinical diagnosis (<i>please refer to action 1.2.4 and 5.4.1</i>)</p> <p>Access to services will be within targets that have been defined in our contracts and consistent with the SEND code of practice. (<i>please refer to action 1.1.2</i>)</p>

“Very little information given to parents of SEND children pre-diagnosis of where to access support, services and help”
(In My Shoes, 2019)

Section 5 - Poor parental engagement with plans for the local area SEND provision and high levels of parental dissatisfaction

What we are going to do - action description	Timeline / deadlines			Lead(s) for completing the action	Planned output(s) and aim(s) to be achieved from completing this action	Impact - how we will evaluate if we have made a difference
	2019/20	2020/21	2021/22			
<p>Senior Responsible Officer – Suanne Lim (Service Director for Early Help and Children’s Social Care)</p> <p>Our key commitments as a local area</p> <ul style="list-style-type: none"> Children and young people with SEND, and their families, are fully involved in discussions and decision making about the services and the support they receive through meaningful and ongoing co-production. Everything we do has the child, young person and their families at the centre – this means every action in this plan is aiming to build trust and engage parents and carers, recognising that parental engagement is pivotal to driving up satisfaction. The actions set out in sections 1 to 4 (pages 12 to 30) will all therefore contribute to improving engagement and satisfaction and must be read alongside the actions in this section of the plan, a summary of this is on page 37. <p>Key areas for action</p> <p>5.1. Information – clear and accessible information is available about the services that we deliver and how to access advice and support</p> <p>5.2. Communication – we keep children and young people and their parents / carers updated on the things that we are working on, what is going well, what we are trying to do better and the differences they should be seeing.</p> <p>5.3. Support - children, young people and families understand the support available to them and how to access it.</p> <p>5.4. Partnership working – children, young people and their parents / carers being part of the decisions that we make.</p>						
5.1 - Information						
<p>5.1.1 - We will establish an Interest Steering Group comprised of parents, carers, children and young people to lead a review of our Local Offer Website, alongside Local Area Champions from our key services/professions</p> <p><i>Links to actions 1.2.4, 2.1.2, 2.2.1, 5.1.2, 5.2.2</i></p>	<p>Start: January 2020</p>	<p>End: June 2020</p> <p><i>To support action 2.1.4</i></p> <p>Review: March 2021</p>	<p>Review: March 2022</p>	DW	<p>A new support group is established and will meet on bi monthly basis to identify areas for improvement</p> <p>We will have an effective Local Offer Website which is used by all stakeholders (C&YP, families and key professionals). The Local Offer Website will be reflective of Derby’s offer of support and identify clear pathways to access support, at all levels of need</p> <p>A calendar of events and roadshows will be established to engage and or enable consultation with parents by the Local Area across Derby</p> <p>Completing this action addresses recommendation 4 from the 2019 In My Shoes Survey</p>	<p>Feedback from parents/carers will tell us they feel empowered to make choices because effective and informative information is available to them at the earliest stages</p> <p>Examples of “issues and results” will be collated after each meeting to identify areas we have improved, this will be reported to the Local Area SEND Board at least twice per year dates (<i>Links to the framework to be developed under action - 5.4.1</i>)</p>

What we are going to do - action description	Timeline / deadlines			Lead(s) for completing the action	Planned output(s) and aim(s) to be achieved from completing this action	Impact - how we will evaluate if we have made a difference
	2019/20	2020/21	2021/22			
5.1.2 - We will create a range of 'Agency Champions' who will take ownership of the specialist subject content on our Local Offer Website, so that it accurately reflects the service and provides parents with jargon free accessible advice, guidance and pathway information	Start: January 2020	End: June 2020		DW	Initially Champions will meet on a bi monthly basis convened by the Local Offer Website leads, to develop a standard operating procedure and supporting template. This will ensure a consistent content information that explains how services can be accessed, what to expect, pathways to access provision to support effective preparation for adulthood and FAQ's Completing this action addresses recommendation 4 from the 2019 In My Shoes Survey	Feedback will tell us that there is confidence in our Local Offer Website Families and professionals feel informed and trust the content to make informed decisions and are able to signpost to the right support C&YP and their families will be more informed about services to support preparation to adulthood We will see an increase in Local Offer Website hits
5.1.3 - We will benchmark our Local Offer Website against other national Local Offer Websites, assessed as "good", to identify areas of best practise that we can apply to our Local Offer Website and services that could be developed to meet the needs of C&YP with SEND in Derby <i>Links to 5.1.4</i>	Start: January 2020	End: June 2020		RR	We will transfer this learning into current review of what works and what is most effective in a local offer website Completing this action addresses recommendation 4 from the 2019 In My Shoes Survey	Pulse Surveys September 2020, March 2021 and September 2021 (<i>Action 5.4.1</i>) Feedback from Parent Carers Together - September 2020, March 2021 and September 2021

*"I feel the main thing that is needed is better communication"
(In My Shoes, 2019)*

What we are going to do - action description	Timeline / deadlines			Lead(s) for completing the action	Planned output(s) and aim(s) to be achieved from completing this action	Impact - how we will evaluate if we have made a difference
	2019/20	2020/21	2021/22			
<p>5.1.4 – We will update our Local Offer Website using the knowledge of professionals and key stakeholders to make sure that it is fit for purpose, learning from other local areas</p> <p><i>Links to actions 1.1.3, 3.1.1, 3.2.1, 5.1.1, 5.1.2 and 5.1.3.</i></p>	<p>Start: January 2020</p> <p><i>Desktop review whilst actions 5.1.1 to 5.1.3 are completed</i></p>	<p>End: September 2020</p> <p><i>On-going review cycle to be agreed as part of the action 5.1.2</i></p>		<p>JA</p>	<p>We will have a Local Offer website that is up to date, user friendly and regularly reviewed</p> <p>A higher population of parents/ carers will be aware of, and use the local offer as their first point of call for accessing good quality information about services for their child in the local area</p> <p>Communication of the update Local Offer Website and our wider Local Offer for SEND (<i>links to actions 1.1.1, 1.1.3, 1.2.2, 1.3.1, 3.1.1, 3.2.1</i>) – <i>To be completed as part of Action 2.2.1, including an increased use of social media</i></p> <p>Completing this action addresses recommendation 4 from the 2019 In My Shoes Survey</p>	<p>Analysis of Local Offer Website hits and outcomes of 5.1.5</p> <p>6 monthly Pulse Surveys - September 2020, March 2021 and September 2021 (<i>Action - 5.4.1</i>)</p> <p>Feedback from Parent Carers Together - September 2020, March 2021 and September 2021</p> <p>Mystery shopper of the Local Offer - September 2020, March 2021 and September 2021 (<i>Action - 5.4.1</i>)</p>
<p>5.1.5 – We will pilot a web based customer feedback tool using a traffic light system and pop up boxes to aid active feedback and inform our future improvements. We will also work to improve accessibility for parents to our Local Offer Website</p>	<p>Start: March 2020</p>	<p>Progress review: March 2021</p>		<p>JA</p>	<p>Improve accessibility and parental engagement</p> <p>This action links closely to the suggested outcomes in the 'In My Shoes Report' conducted by the Parent Carers Together Forum</p>	<p>Feedback received via the tool – volume of feedback and what the responses are saying, to be reported monthly to the Impact and Analysis Group</p>

*“More information available as it’s really hard to find anything out and most is a guessing game”
(In My Shoes, 2019)*

What we are going to do - action description	Timeline / deadlines			Lead(s) for completing the action	Planned output(s) and aim(s) to be achieved from completing this action	Impact - how we will evaluate if we have made a difference
	2019/20	2020/21	2021/22			
5.2 - Communication						
<p>5.2.1 - We will develop a communication and engagement Charter, including our participation toolkit and standards for professionals, across the local area that defines expected timescales and methods of communication , at each stage of child's journey and consistently engage C&YP in feedback</p> <p><i>Links to actions 2.1.4 and 2.1.1; using outcomes of action 5.1.1</i></p>	<p>Start: February 2020</p>	<p>End: June 2020</p>	<p>Review: June 2021</p>	PN	<p>Parents are informed of their child's progress on a regular basis around education</p> <p>Parents can plan what they want for their child's future and there is clarity in the help that is available throughout a child's journey through our Local Offer Website (<i>links to 5.1.4</i>)</p> <p>Completing this action addresses recommendation 4 from the 2019 In My Shoes Survey</p>	<p>Feedback from C&YP and their families/Carers will tell us:</p> <ul style="list-style-type: none"> - % of parents, carers that felt that they were listened to and engaged - % that have seen the plan - % that are satisfied <p>Linked to completion of <i>action 3.2.7</i> - Targets to be set for improvement after baseline data has been collected for 6 months</p> <p><i>This action also related to activities planned under 5.4.1</i></p>
<p>5.2.2 - We will map and review our current engagement activity with C&YP, and their families to better understand what information the Local Area already has access to and how we use it. We will identify areas for development to ensure engagement opportunities are fully optimised to deliver effective engagement</p> <p><i>Links to the review of action 2.2.1 and will support the delivery of action 5.4.1.</i></p>	<p>Start: January 2020</p>	<p>End: June 2020</p>		ASt	<p>Our existing engagement opportunities will be optimised to ensure they are coordinated effectively well planned to deliver successful feedback that can inform Local Area improvements, including delivery of the SEND Strategy under action 2.1.4</p> <p>We will publish on our Local Offer Website engagement opportunities to ensure they are effectively publicised to secure impactful feedback</p>	<p>Our engagement opportunities will secure and show effective, wide ranging and diverse representation of feedback to inform Local Area Improvement initiatives</p> <p>Our current engagement activity will inform the development of the local area QA framework (<i>5.4.1</i>)</p>

What we are going to do - action description	Timeline / deadlines			Lead(s) for completing the action	Planned output(s) and aim(s) to be achieved from completing this action	Impact - how we will evaluate if we have made a difference
	2019/20	2020/21	2021/22			
5.2.3 - We will create a feedback framework across Derby to enable continuous feedback, supporting Parent Carers Together to establish a rolling programme of engagement events and roadshows called "Shoes on Wheels", building on the "In My Shoes" survey (<i>will support the delivery of action 5.4.1.</i>) Action aligns to and links with action 2.2.1		Start: April 2020	End: April 2021	PA / RR	Resilient structure created for long term consultation with parents; with evidence of progress on issues and results from the Written Statement of Action Evidence progress by the Local Area on the five main areas in the first Report <ul style="list-style-type: none"> • Information • Communication • Support • Partnership working • Timescales (waiting times reduced) 	Follow up sessions from Shoes on Wheels show evidence of improvement from the 2019 "In My Shoes" across the local area from the 2018 findings (73%-77% satisfaction across all service - KP6c)
5.2.4 - We will continue with the already established monthly Council Parent Carer interface meeting, co-producing service developments and future improvements, and where possible seek to develop these forums with appropriate representation from all key stakeholders in the local area	Start: October 2019 <i>This will be on-going</i>			PA / JH	Open communication channels to improve confidence Organisations effectively communicate consistent messages The voice of the local area is gathered through meetings, to inform evaluation of impact	Feedback from all Parent Groups including. Parent Carers Together, Umbrella, St James' - September 2020, March 2021 and September 2021
5.3 - Support						
5.3.1 - We will ensure that local area professionals have access to learning on SEND, if they are working with children and young people, to ensure specialist training a consistency in understanding in line with legislation the review of our EHCP process and the publication of our local area SEND Strategy (<i>Links to actions 2.1.4 and 3.2.1</i>)		Start: July 2020 End: March 2021	Review in line with action 2.1.4 June 2021	PA	E-learning available and data available on compliance, to show the take up of the learning. As a result of learning: <ul style="list-style-type: none"> • Knowledgeable and confident workers with a clear awareness of roles and responsibilities across all settings within Education, Health and Social Care • Workers are keen to identify family strengths and offer ownership of process to families • More focus on Preparing for Adulthood 	Evaluation on the number of professionals who have completed the learning and pulse surveys to assess knowledge / learning Audit score in social care audits for SEND (<i>please refer to 5.4.1</i>)

"More support for myself as a parent"
 (In My Shoes, 2019)

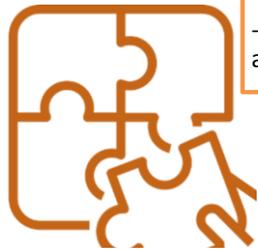
What we are going to do - action description	Timeline / deadlines			Lead(s) for completing the action	Planned output(s) and aim(s) to be achieved from completing this action	Impact - how we will evaluate if we have made a difference
	2019/20	2020/21	2021/22			
5.4 - Partnership working						
<p>5.4.1 – We will develop our local area quality assurance framework, using learning to date from our existing quality assurance arrangements and tools that already exist to make sure that our future improvement work is evidenced based and we are able to effectively evaluate our impact using both quantitative and qualitative information</p> <p><i>Links to actions 1.1.1, 1.1.2, 1.1.3, 1.2.1, 1.2.2, 1.2.4, 1.3.1, 1.3.2, 1.3.3, 1.3.4, 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.2.1, 3.1.3, 3.2.1, 3.2.4, 3.2.5, 3.2.8, 4.2.1, 5.1.1, 5.1.3, 5.1.4, 5.2.1, 5.2.2, 5.2.3 and 5.3.1</i></p>	<p>Start: January 2020</p>	<p>Review progress September 2020</p> <p><i>In line with supporting actions</i></p>	<p>Review progress: June 2021</p>	JNF / JH	<p>As a local area we will have an agreed and shared quality assurance framework, approved by the SEND Local Area Board, which gives a balanced view into practice, experiences and outcomes</p> <p>The Impact and Analysis Group will support and review the delivery of the framework, receiving audit reports (local agency and multi-agency) and coordinating the refresh of the updated performance framework that supports the SEND Strategy (2.1.4)</p> <p>Examples of good practice collated and shared and professionals will have a consistent understanding of what 'good looks like'</p>	<p>Evidence to be evaluated through implementation of the framework coordinated through the Local Area Impact and Analysis Group</p> <p>Professionals across the city have a common understanding of what 'good looks like' informed by all actions set out within this document – <i>to be tested through action 5.4.1</i></p> <p><i>Links to impact 1.1.1, 1.1.2, 1.1.3, 1.2.1, 1.2.2, 1.2.4, 1.3.1, 1.3.2, 1.3.3, 1.3.4, 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.2.1, 3.1.3, 3.2.1, 3.2.4, 3.2.5, 3.2.8, 4.2.1, 5.1.1, 5.1.3, 5.1.4, 5.2.1, 5.2.2, 5.2.3 and 5.3.1</i></p>

As a local area what do we want for our parents and carers? (Stakeholder event 4/10/20)

- *Enabled*
- *Less exhausted*
- *Partners*
- *Valued*
- *Engaged Enjoying their life like any other family*
- *Heard*
- *Empowered*
- *Connected*
- *Living their own life*
- *Well-supported*
- *Happy*
- *Educated*
- *Included*
- *Emotionally well*
- *Listened to*
- *Involved*
- *Cared for*
- *Enabled*

Our SEND Strategy

- Develop our approach to co-production
- Update our SEND Vision together
- Agree local area priorities
- Publish a co-produced local area Strategy for SEND
- Publish a local area SEND Communication Strategy



Joint commissioning

- Update and publish our SEND JSNA
- Map and review current provision for SEND
- Refresh and consult on our Integrated Commissioning Strategy for Children and Young People (C&YP)
- Publish a SEND operating guide to set out clear expectations
- Review how we engage with our C&YP
- Publish a Joint Commissioning Strategy for SEND
- Review Community Paediatrics and Community Nursing services

Education Health and Care Plans

- Review our graduated response
- Promote and challenge inclusion in schools
- Termly training for SENCOs
- Review our current 20 week statutory assessment processes, and supporting decision making panels, to improve quality and timeliness (including outcomes)
- Develop and improve processes for Annual Reviews
- Quality assure plans and seek feedback from parents when plans are completed
- Review and learn from tribunals

Waiting times

- Consult with parents and carers to reduce waiting times
- Review the access criteria and availability of integrated workforce for Neuro-development support services, including (but not limited to) e-learning, parenting courses and our sensory integration offer
- Review and improve; access to specialist equipment, School Nursing services, HV Services and Local Authority OT services

Further work

- Develop a Communication and Engagement Charter
- Establish an Interest Steering Group comprised of parents, carers and C&YP
- 'Agency Champions' to take ownership of the specialist subject content on our Local Offer (LO) Website; updating our LO Website
- Review how we currently engage with our C&YP
- Strengthen our Quality Assurance processes for SEND
- Training for the local area on SEND
- Launch 'Shoes on Wheels'

Improving the quality, consistency and accessibility of our services, with a clear vision for SEND, to improve parental engagement and satisfaction

The development of our Written Statement of Action

When?	What did we do?	Who was there?	What was the outcome?
August 2019	Local area senior leads reflection and next steps	<p>There were a total of 27 attendees with representatives from:</p> <ul style="list-style-type: none"> • Parent Carers Together • Lead Member for CYP • Early help • Social Care (including Children in Care) • SEND Team • Business intelligence and Improvement • Schools (Special Schools and our PRU) • School Improvement • Adult Social Care • Commissioners (Local Authority and CCG) • DCO 	<ul style="list-style-type: none"> • We jointly analysed the inspection findings and the actions we must take to improve • We reviewed our latest data to inform where we need to focus our improvement work • We started to review our local area decision-making processes / governance
September 2019	Local area senior leads – WSoA development	<p>There were a total of 25 attendees with representatives from:</p> <ul style="list-style-type: none"> • Parent Carers Together • Early help • Social Care (including Children in Care) • SEND Team • Business intelligence and Improvement • Schools (Special Schools and our PRU) • School Improvement • Adult Social Care • Commissioners (Local Authority and CCG) • DCO • Health Providers • Derby College 	<ul style="list-style-type: none"> • Co-production as a key principles was agreed • We reviewed the first draft of our WSoA, identifying further actions for improvement • There was further discussions on the proposed changes to our local area governance
	Head teacher Strategic Leadership Meeting	Head teachers from all Derby Schools	<ul style="list-style-type: none"> • We jointly analysed the inspection findings and the actions we could take to improve our processes

When?	What did we do?	Who was there?	What was the outcome?
October 2019	Local area stakeholder event	<p>There were a total of 44 attendees with representatives from:</p> <ul style="list-style-type: none"> • Parent Carers Together • Lead Member for CYP • Early help • Social Care (including Children in Care) • SEND Team • Business intelligence and improvement leads • Schools (Special Schools and our PRU) • School Improvement • Adult Social Care • Commissioners (Local Authority and CCG) • Health providers • DCO • SENDIASS • Voluntary sector providers 	<ul style="list-style-type: none"> • Feedback given from Parent Carers Together on their experiences • We jointly analysed the inspection findings and the actions we need to take to improve • We reviewed our latest data to inform where we focus our improvement work • We started a review of our current local area vision. • We reviewed priorities in the WSoA and identified further actions that could be taken.
	EHCP quality and content	<ul style="list-style-type: none"> • SEND Development Officer • Head of Service Learning and Skills (T2) 	<ul style="list-style-type: none"> • We jointly analysed the inspection findings and the actions we could take to improve • We completed a review of actions for inclusion in the WSoA
	Key health stakeholder event	<p>There were a total of eight attendees with representatives from:</p> <ul style="list-style-type: none"> • Derby and Derbyshire CCG • Speech and Language Therapy • DHCFT • UDBH • CRH • Derbyshire County Council 	<ul style="list-style-type: none"> • We asked the health team to review key sections of our WSoA • We presented the draft actions needed to address the issues, and used this as the basis for footprint wide (Derby and Derbyshire) discussion – all attendees agreed that the actions presented address the key area of weakness. • Agreed a system-wide approach to developments, including instigating a health focused group across the footprint
	Planning with parent carers and the voluntary sector for engagement day to Co-produce a SEND Strategy	<ul style="list-style-type: none"> • Parent Carers Together • Umbrella • St James' Centre • SEND Development Officer, Head of Inclusion and Director of Learning and Skills 	<ul style="list-style-type: none"> • Strategy development commenced, informing actions in the WSoA
	Team Development Day to focus on customer service and statutory deadlines	<ul style="list-style-type: none"> • SEND Officers • SEND Caseworkers • SEND Admin • SEND Development Officer • Head of Service Inclusion • Head of Service (T2) • Director of Learning and Skills • DfE SEND Adviser 	<ul style="list-style-type: none"> • We looked at working effectively in pressured situations, with a person-centred approach

When?	What did we do?	Who was there?	What was the outcome?
	Local Authority CYP Scrutiny Performance Surgery to review progress	<ul style="list-style-type: none"> • Cllr Lind (Chair of CYP Scrutiny) • Cllr Hussain (CYP Scrutiny) • Cllr Kus (CYP Scrutiny) • Cllr Williams (Lead Member for CYP) • Senior officers from across the local area (DCC and CCG) 	<ul style="list-style-type: none"> • Senior Officers provided assurances on current progress with our plans for improvement and the draft WSoA, and there was challenge on key issues (capacity and sufficiency).
November 2019	Local area stakeholder event	Attendees as per October stakeholder session (35 in attendance)	<ul style="list-style-type: none"> • Review and challenge on the draft local area Written Statement of Action. • Amendments agreed.
	SEND CYP Focus Group to talk about Ofsted inspection and obtain views and feelings on support	Young people from 8 different schools and colleges	<ul style="list-style-type: none"> • Vision and Strategy development commenced, informing actions in the WSoA

Key performance indicators – Baselines and local area targets for improvement

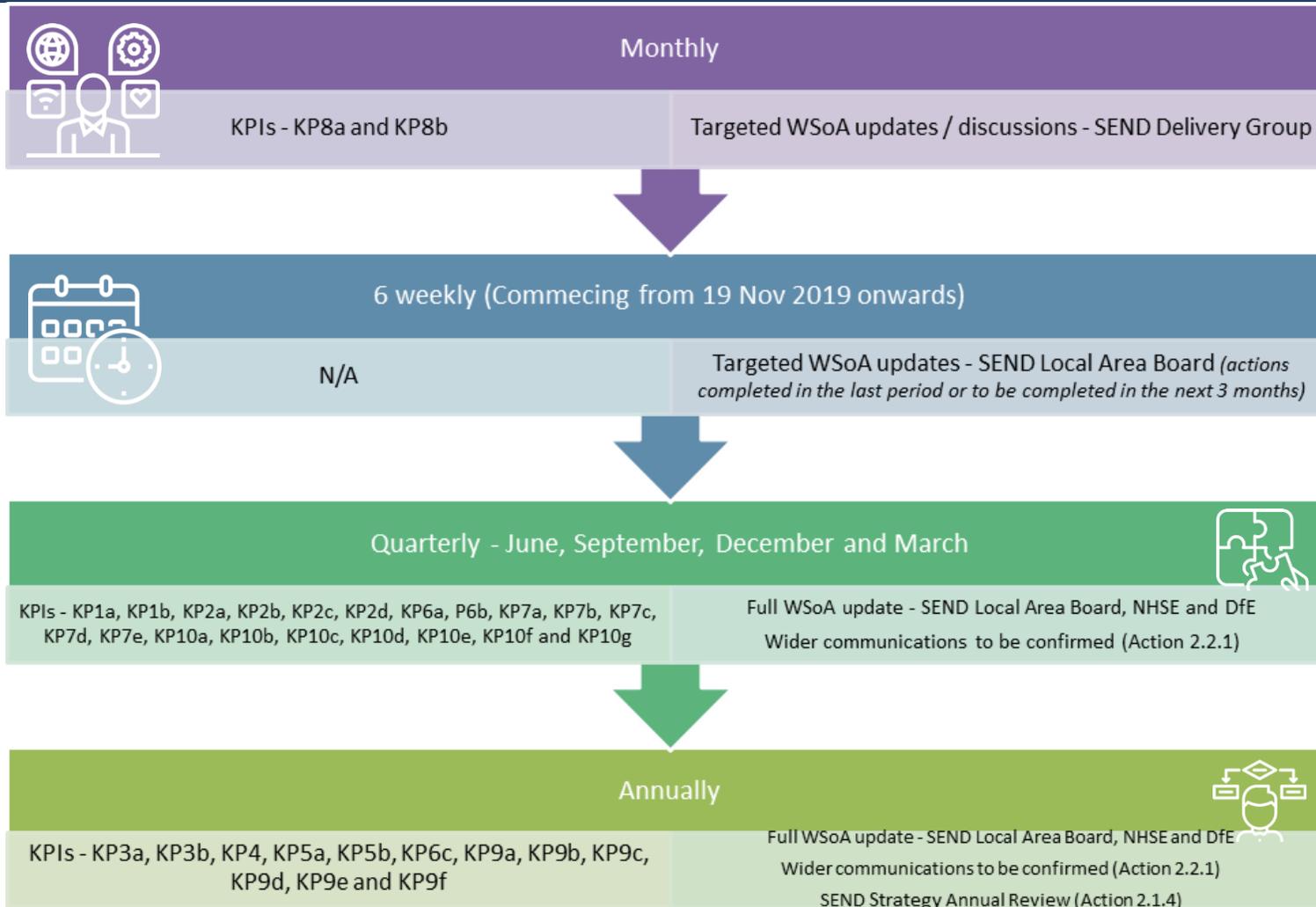
Key performance measure	Latest baseline*	Benchmarking (National)	Targets		
			March 2020	March 2021	March 2022
KP1a - Total number of complaints received (CCG and Local Authority)	53 (2018/19 - Derby City Council)	n/a	No target set	To be set by June 2020	To be set by June 2022
KP1b - Average number of working days to respond to a complaint (Local Authority)	10 days (January 2019 – March 2019)	n/a	20 days	20 days	20 days
KP2a - Number of mediation cases held	41 (2018 statutory return)	3,202	No target set	To be set by June 2020	To be set by June 2022
KP2b - Number of mediation cases held that are followed by appeals to tribunal	21 (51.2%) (2018 statutory return)	26.4%	No target set	To be set by June 2020	To be set by June 2022
KP2c - Total number of tribunals held	9 (January 2019 - October 2019)	n/a	No target set	To be set by June 2020	To be set by June 2022
KP2d - Total number of tribunals upheld	4 (January 2019 - October 2019)	n/a	No target set	To be set by June 2020	To be set by June 2022
KP3a - Number of pupils with SEND in specialist out of area educational setting	2.3%	2.6%	In line with national	In line with national	In line with national
KP3b - Number of pupils with SEND placed in a mainstream setting	633 (33.4%)	33.2%	In line with national	In line with national	In line with national
KP4 - Overall absence of pupils with SEND (by school type) <i>2017/18 statutory data</i>	KP4i - Primary EHCP - 7.5% KP4ii - Primary SEN Support - 5.7% KP4iii - Secondary EHCP - 8.5% KP4iv - Secondary SEN Support - 8.5% KP4v - Special EHCP - 10.2% KP4vi - SEN Support - 14.8%	6.8% 5.5% 8.2% 8.0% 10.0% 19.9%	=< Latest national / or current performance if better (all measures)	=< Latest national / or current performance if better (all measures)	=< Latest national / or current performance if better (all measures)
KP5a - Fixed-term exclusions of pupils with SEND (by school type) <i>2017/18 statutory data</i>	KP5ai - Primary EHC - 9.84 KP5aaii - Primary SEN Support - 5.92 KP5aaiii - Secondary EHCP - 27.12 KP5aaiiv - Secondary SEN Support - 25.96 KP5aav - Special EHCP - 4.41 KP5aavi - Special SEN support - 8.33	13.44 7.07 28.19 28.47 11.78 35.14	=< Latest national / or current performance if better (all measures)	=< Latest national / or current performance if better (all measures)	=< Latest national / or current performance if better (all measures)

Key performance measure	Latest baseline*	Benchmarking (National)	Targets		
			March 2020	March 2021	March 2022
KP5b - Permanent exclusions of pupils with SEND (by school type) <i>2017/18 statutory data</i>	KP5bi - Primary EHCP - 0.47 KP5bii - Primary SEN Support - 0.20 KP5biii - Secondary EHCP - 0.33 KP5biv - Secondary SEN Support - 0.80 KP5bv - Special EHCP - 0.28 KP5bvi - Special SEN support - 0.00	0.18 0.15 0.33 0.66 0.07 0.00	=< Latest national / or current performance if better <i>(all measures)</i>	=< Latest national / or current performance if better <i>(all measures)</i>	=< Latest national / or current performance if better <i>(all measures)</i>
KP6a - Number pupils with SEND who move to electively home-educate	New measure	n/a	Baseline to be est.	Baseline to be est.	Baseline to be est.
KP6b - Total number of pupils with SEND who are currently electively home-educate	20 <i>(November 2019)</i>	n/a	< latest baseline	< 2020	< 2021
KP6c - % of parents / carers reporting that they are either 'quite well' or 'very well' satisfied with services <i>(as measured by the 'Shoes on Wheels' surveys)</i>	73 - 77% <i>(all services)</i>	n/a	n/a	> satisfaction linked to targeted service findings	> satisfaction linked to targeted service findings
KP7a - Waiting times for neuro-development assessment	52 weeks	National RTT standards	< latest baseline	< 2020	< 2021
KP7b - Waiting times for CAMHS support	17 weeks	National RTT standards	< latest baseline	5%< 2020	10%< 2021
KP7c - Waiting times for Children's Social Care Occupational Therapists in IDCS	New measure	n/a	Baseline to be est.	Baseline to be est.	Baseline to be est.
KP7d - % of completed health checks for young people with learning disabilities aged 14+	No. of females 190 No. of males 349	Long Term Plan	n/a	60%	75%
KP7e - Timeliness of statutory health assessments for our children in care (initial assessments in 20 working days)	38.4% <i>(April 2019 - September 2019)</i>	n/a	27.5%	60% by Dec 2020	To be set by June 2022
KP8a – Total number of statutory assessments completed <i>(including those where a decision is made to not issue a plan)</i>	499 <i>(2018 statutory return)</i>	n/a	No target set	< 2020	< 2021
KP8b - % of EHC Plans completed within 20 week timescale <i>(2018 statutory return)</i>	KP8bi - including exceptions - 11.7% KP8bii - excluding exceptions - 11.7%	58.0% 60.1%	27.5%	50%	To be set
KP9a - % of pupils with SEND achieving the expected standard in reading, writing and maths	KP9ai – SEN Support – 21% KP9aii – EHCP - 8%	24% 9%	24% 9%	To be set by June 2020	To be set by June 2022

Key performance measure	Latest baseline*	Benchmarking (National)	Targets		
			March 2020	March 2021	March 2022
at Key Stage 2 (2018 statutory return)					
KP9b - Progress score in reading of pupils with SEND at Key Stage 2 (2018 statutory return)	KP9bi - SEN Support - -1.9 KP9bii - EHCP - -5.9	-1.0 -3.8	No targets set	To be set by June 2020	To be set by June 2022
KP9c - Progress score in writing of pupils with SEND at Key Stage 2 (2018 statutory return)	KP9ci - SEN Support - -2.4 KP9cii - EHCP - -4.5	-1.8 -4.1	No targets set	To be set by June 2020	To be set by June 2022
KP9d - Progress score in maths of pupils with SEND at Key Stage 2 (2018 statutory return)	KP9di - SEN Support - -1.2 KP9dii - EHCP - -6.7	-1.0 -3.8	No targets set	To be set by June 2020	To be set by June 2022
KP9e - Attainment 8 score of pupils with SEND at Key Stage 4 (2018 statutory return)	KP9ei - SEN Support - 28.5 KP9eii - EHCP - 11.9	32.2 13.5	No targets set	To be set by June 2020	To be set by June 2022
KP9f - Progress 8 score of pupils with SEND at Key Stage 4 (2018 statutory return)	KP9fi - SEN Support - -0.48 KP9fii - EHCP - -1.21	-0.43 -1.09	-0.43 -1.09	To be set by June 2020	To be set by June 2022
KP10a - Total number of young people with a personal budget (EHCPs)	24 (2018 statutory return)	15,712	No target set	To be set by June 2020	To be set by June 2022
KP10b - % of young people with SEND who are open to our youth offending service	19% (November 2019)	n/a	No target set	To be set by June 2020	To be set by June 2022
KP10c - % of 16-17 year old young people with SEND who are NEET	14.2% (June 2019)	7.2%	No target set	To be set by June 2020	To be set by June 2022
KP10d - % of 16-17 year old children in care with SEND who are NEET	New measure	n/a	Baseline to be est.	Baseline to be est.	Baseline to be est.
KP10e - % of young people aged 18-25 with a learning disability in paid employment	4.1% (2018/19 statutory data)	5.9%	No target set	To be set by June 2020	To be set by June 2022
KP10f - % of young people aged 18-25 with a learning disability living on their own or with family (ASC 01G (NI 145))	82.8% (2018/19 statutory data)	77.4%	No target set	To be set by June 2020	To be set by June 2022
KP10g - Rate of adults aged 18 to 64 whose long term care needs are met through residential or nursing care per 100,000 population	16.7 (2018/19 statutory data)	13.9	No target set	To be set by June 2020	To be set by June 2022

*Reporting timeframes will vary according to the measure, the latest baseline will also vary as some measures have a 'data delay'. The detail behind our reporting frequencies and targets is available on request and will be reported to the Local Area SEND Board; coordinated through the Local Area Impact and Analysis Group. Updates will be shared in line with our Communications Plan (Action 2.2.1 – details to be confirmed).

Monitoring our improvement activity



Our Parent Forum, Parent Carers Together, are part of the SEND Local Area Board, bringing the voice of our children and young people and their parents and carers into our monitoring. We will also, through the Impact and Analysis Group work to engage our children and young people in evaluating the progress that we are making on targeted areas, in line with our Written Statement of Action commitments.

Officers accountable for the delivery of actions

Officer initials	Position and organisation
AM	Senior Public Health Manager (Epidemiology) (DCC)
ASm	Strategic Director People Services (DCC)
ASt	CYP Participation Officer (DCC)
DG	SEND SRO & Assistant Director MH/LD & Children's Commission (CCG)
DW	Head of School Organisation (DCC)
FW	Communications Manager (CCG)
GN	Director Integrated Commissioning (DCC)
JA	Family Information Service Coordinator (DCC)
JH	Designated Clinical Officer (CCG)
JNF	Head of Quality Assurance (DCC)
JW	Senior School Improvement Officer (DCC)
KM	Service Manager (CYP Information Systems) (DCC)
LM	Head of Commissioning (DCC)
NC	Head of Commissioning Mental Health and Wellbeing (CCG)
NS	Head of Commissioning Physical Health (CCG)
PA	Director of Learning and Skills (DCC)
PN	Head of Inclusion (DCC)
RS	Head of Communications (DCC)
RR	Chair - Parent Carers Together
SL	Director Early Help and Children's Social Care (DCC)
SM	Senior Children's Commissioning Manager (CCG)
<i>To be appointed</i>	SEND Team Manager (DCC)

DCC – Derby City Council

CCG – Derby and Derbyshire Clinical Commissioning Group

Delivering our actions in partnership

Presented below is a summary of the roles nominated by Senior Responsible Officers (SROs) to support the lead for actions to deliver. This list is not exhaustive and activity will be coordinated through our Local Area SEND Delivery Board, overseen by our Local Area SEND Board who will hold actions leads and SROs to account.

Action reference	Contributing / supporting roles
1.1.2	<ul style="list-style-type: none"> Policy and Improvement Manager (DCC) (SW) Business Intelligence Team Leader - Education & Youth Services (DCC) (JG) Associate Director of Digital Development (CCG) (PH) DCO (CCG) Business Analyst, Change and Benefits Lead (CCG) Senior Children's Commissioning Manager (CCG)
1.1.3	<ul style="list-style-type: none"> Head of Commissioning (DCC) DCO (CCG) Service Director for Learning and Skills (DCC) Service Director Early Help and Children's Social Care (DCC)
1.2.1	<ul style="list-style-type: none"> Head of Commissioning Mental Health and Wellbeing (CCG)
1.2.3	<ul style="list-style-type: none"> SEND SRO & Assistant Director MH/LD & Children's Commission (CCG)
1.2.4	<ul style="list-style-type: none"> Head of Commissioning (DCC)
1.3.2	<ul style="list-style-type: none"> Senior Children's Commissioning Manager (CCG)
1.3.3	<ul style="list-style-type: none"> Senior Children's Commissioning Manager (CCG)

Action reference	Contributing / supporting roles
2.1.1	<ul style="list-style-type: none"> Head of Inclusion (DCC) DCO (CCG) Senior Children's Commissioning Manager (CCG)
2.1.2	<ul style="list-style-type: none"> Head of Inclusion (DCC) DCO (CCG) Senior Children's Commissioning Manager (CCG)
2.1.3	<ul style="list-style-type: none"> Head of Inclusion (DCC) DCO (CCG) Senior Children's Commissioning Manager (CCG)
2.1.4	<ul style="list-style-type: none"> Head of Inclusion (DCC) DCO (CCG) Senior Children's Commissioning Manager (CCG)
3.1.2	<ul style="list-style-type: none"> Senior School Improvement Officers (DCC) (Various)
3.1.3	<ul style="list-style-type: none"> DCO (CCG)
3.2.1	<ul style="list-style-type: none"> <i>There will be multi-agency workshops which will engage as many professionals as possible in the review.</i>
3.2.2	<ul style="list-style-type: none"> Head of Inclusion (DCC) DCO (CCG) Senior Children's Commissioning Manager (CCG)
3.2.4a	<ul style="list-style-type: none"> Head of Inclusion (DCC)
3.2.5b	<ul style="list-style-type: none"> Senior Children's Commissioning Manager (CCG) Head of Commissioning (DCC) SEND Team Manager (DCC)
3.2.6	<ul style="list-style-type: none"> Education Lawyer (DCC) Senior SEND Team Manager (DCC)
4.1.1	<ul style="list-style-type: none"> DCO (CCG)
4.1.2	<ul style="list-style-type: none"> Senior Children's Commissioning Manager (CCG)
4.2.1	
5.1.1	<ul style="list-style-type: none"> Director Learning and Skills (DCC) Head of Inclusion (DCC) Senior Children's Commissioning Manager (CCG)
5.1.2	<ul style="list-style-type: none"> Family Information Service Coordinator (DCC) PCT Chair SENDIASS Officer Co-ordinator (DCC) (ML) SEND Team Manager (DCC) Senior Children's Commissioning Manager (CCG) DCO (CCG)
5.1.4	<ul style="list-style-type: none"> Parent Carers Together Agency Champions (<i>TBC - action 5.1.2</i>) Interest Steering Group (<i>TBC - action 5.1.1</i>)
5.1.6	<ul style="list-style-type: none"> Agency Champions (<i>TBC - action 5.1.2</i>)
5.2.1	<ul style="list-style-type: none"> Director of Learning and Skills (DCC)
5.2.2	<ul style="list-style-type: none"> Parent Carers Together, Engagement lead (CCG)
5.4.1	<ul style="list-style-type: none"> Director Early Help and Children's Social Care (DCC) DCO (CCG) Quality Assurance Officer Policy and Development Officer (DCC) (NAP) Senior Children's Commissioning Manager (CCG) Policy and Improvement Manager (DCC) (SW) Business Intelligence Team Leader - Education & Youth Services (DCC) (JG) PCT Chair

Local accountability - Special educational needs and disability code of practice: 0 to 25 years

The roles and responsibilities of bodies involved in joint commissioning arrangements, as set out in the Code of Practice, are summarised below:

Agency	Key responsibilities for SEN or Disability	Accountability
Local authority	Leading integration arrangements for Children and Young People with SEN or disabilities	Lead Member for Children's Services and Director for Children's Services (DCS)
Children's and adult social care	Children's and adult social care services must co-operate with those leading the integration arrangements for children and young people with SEN or disabilities to ensure the delivery of care and support is effectively integrated in the new SEN system.	Lead Member for Children and Adult Social Care, and Director for Children's Services (DCS), Director for Adult Social Services (DASS).
Health and Wellbeing Board	The Health and Wellbeing Board must ensure a joint strategic needs assessment (JSNA) of the current and future needs of the whole local population is developed. The JSNA will form the basis of NHS and local authorities' own commissioning plans, across health, social care, public health and children's services. This is likely to include specific needs of children and young people with SEN or disabilities.	Membership of the Health and Wellbeing Board must include at least one local elected councillor, as well as a representative of the local Healthwatch organisation. It must also include the local DCS, DASS, and a senior CCG representative and the Director of Public Health. In practice, most Health and Wellbeing Boards include more local councillors, and many are chaired by cabinet members.
Clinical Commissioning Group	To co-operate with the local authority in jointly commissioning services, ensuring there is sufficient capacity contracted to deliver necessary services, drawing the attention of the local authority to groups and individual children and young people with SEN or disabilities, supporting diagnosis and assessment, and delivering interventions and review.	CCGs will be held to account by NHS England. CCGs are also subject to local accountability, for example, to the Health and Wellbeing Board for how well they contribute to delivering the local Health and Wellbeing Strategy. Each CCG has a governing body and an Accountable Officer who are responsible for ensuring that the CCG fulfils its duties to exercise its functions effectively, efficiently and economically and to improve the quality of services and the health of the local population whilst maintaining value for money.
NHS England	NHS England commissions specialist services which need to be reflected in local joint commissioning arrangements (for example augmentative and alternative communication systems, or provision for detained children and young people in relevant youth accommodation).	Secretary of State for Health

Agency	Key responsibilities for SEN or Disability	Accountability
Healthwatch	Local Healthwatch organisations are a key mechanism for enabling people to share their views and concerns – to ensure that commissioners have a clear picture of local communities’ needs and that this is represented in the planning and delivery of local services. This can include supporting children and young people with SEN or disabilities.	Local Healthwatch organisations represent the voice of people who use health and social care on the Health and Wellbeing Board. They are independent, but funded by local authorities.
Maintained nurseries and schools (including academies)	Mainstream schools have duties to use best endeavours to make the provision required to meet the SEN of children and young people. All schools must publish details of what SEN provision is available through the information report and co-operate with the local authority in drawing up and reviewing the Local Offer. Schools also have duties to make reasonable adjustments for disabled children and young people, to support medical conditions and to inform parents and young people if SEN provision is made for them.	Accountability is through Ofsted and the annual report that schools have to provide to parents on their children’s progress.
Colleges	Mainstream colleges have duties to use best endeavours to make the provision required to meet the SEN of children and young people. Mainstream and special colleges must also co-operate with the local authority in drawing up and reviewing the Local Offer. All colleges have duties to make reasonable adjustments for disabled children and young people.	Accountable through Ofsted and performance tables such as destination and progress measures.

Supporting our children and young people with special educational needs and disabilities Derby's Written Statement of Action – together we will...

Poor parental engagement and low satisfaction

- Establish an Interest Steering Group and Local Area Champions to shape our Local Offer Website, with an updated website by September 2020
- Develop a Communications and Engagement Charter by June 2020
- Support Parent Carers Together to complete 'Shoes on Wheels' surveys starting in April 2020
- Develop a local area SEND quality assurance framework by September 2020

Every action in our plan is aiming to build trust and engage parents and carers, recognising that parental engagement is pivotal to driving up satisfaction – targeted work on the other four areas for improvement will include:

Systemic issues with waiting times

- Re-establish the health SEND footprint delivery group by December 2019
- Review access criteria for neuro-development support
- Co-produce a plan to increase the number of people accessing Learning Disability health checks from 14 years of old by December 2020

Joint Commissioning actions to meet the reform requirements

- Update our JSNA by the end of February 2020 and review the provision we currently have by the end of October 2020
- Review our performance frameworks starting in January 2020
- Agree SEND Commissioning priorities by September 2020
- Update our Joint Commissioning Strategy by September 2020
- Review and improve Community Paediatric and nursing arrangements by December 2020

An overarching co-produced SEND Strategy to improve outcomes

- Host roadshows and workshops to review our local area vision for SEND between September 2019 and March 2020
- Agree Derby's approach to co-production by June 2020
- Publish our co-produced local areas SEND Strategy by the end of July 2020, with agreed priorities for SEND in Derby
- Develop a communications plan to increase awareness and share information across the local area by March 2020

Quality of Education, Health and Care Plans (EHCPs)

- Review of our local are graduated response to support and promote inclusion across the city, on-going until April 2020
- Review our current EHCP processes, including decision making, implementing a refreshed approach by September 2020
- Strengthen our approach to Annual Reviews
- Launch a 'how was it for you' survey by September 2020