

# Appendices – Original Action Plan

## Appendix 1: Action Plan

The SEND Operational Leads will be responsible for the implementation of the action plan outline below. The Terms of Reference for the SEND Operational Leads can be viewed at [www.torbay.gov.uk/send-reforms](http://www.torbay.gov.uk/send-reforms).

	What?	How?	When?	Success measures	RAG
1.	<b>Agencies will work together effectively to improve outcomes for children and young people with special educational needs and disabilities.</b>	Put in place joint protocols to ensure that Special Educational Needs and Disability is considered in strategic planning of the partners who make up the local area.	Spring 2018	Consideration of Special Educational Needs and Disability is evident in the strategic planning of the partners who make up the local area.	Yellow
		Plan and implement SEND training and awareness raising events aimed at clarifying expectations of local area staff who may support CYP with SEND.	On-going	Education, Health and Care plans will lead to the provision of effective services. This will be evidenced by monitoring progress against targets as part of the Annual Review process.	Yellow
		Publish and where necessary develop clear pathways in order to bring about effective working practices between different agencies.	Spring 2018	Measuring the timeliness of response to requests for advice and the EHCP audit process, will demonstrate that statutory timescales are being met and that EHC plans are SMART and child focused.	Green
		Define clearer roles and responsibilities for education, health and social care and how partners will hold each other to account..	Spring 2018	Protocols will be created and signed up to by all partners that clarify the local area expectations and minimum standards and escalation process required to support children and young people with SEND.	Green

	What?	How?	When?	Success measures	RAG
2.	<b>Partners and service providers will meet the needs of children and young people with special educational needs and disabilities as part of the Local Offer.</b>	Establish a process of monitoring special educational needs and disability provision at a strategic level, including an assessment of quality based on the views of children, young people and their families.	Spring 2018	Consideration of Special Educational Needs and Disability is evident in the strategic planning of the partners who make up the local area.	
		Local area partners will develop and implement a strategy to raise the profile of the Local Offer as the central resource for information on resources available to meet SEND within mainstream provision and other support.	Autumn 2017	The number of hits to the local offer web pages will demonstrate a year on year increase.  Feedback from children, young people and their families will demonstrate satisfaction with their access to information about services and support for SEND.	
		Set up a transparent multi-agency process for the strategic assessments of local needs and reviews of local education, care provision and of health provision.	Summer 2018	The Local Offer reflects the services that are required as a result of these strategic assessments.  Reviews of the Local Offer will demonstrate how gaps in local provision have been identified.	
		Align the improvement work in Adult and Children's social care to strengthen the role that social care plays in improving outcomes for children and young people with SEND.	Spring 2018	Post 16 Education, Health and Care plans will evidence that young people are achieving good outcomes related to employment, independent living, community inclusion and health.  Young people and their families will provide feedback about the transition process from children's to adult social care.	
		Ensure that there is a routine mechanism in place for children, young people and their parents / carers to co-produce the development and review of their Local Offer.	Spring 2018	There will be published evidence of how the views of children, young people and their families have shaped and reviewed the Local Offer.	

	What?	How?	When?	Success measures	RAG
3.				which demonstrates how commissioning decisions have been reached and what outcomes have been realised.	
	<b>Joint commissioning arrangements will contribute to the right services being in place for children and young people with Special Educational Needs and disabilities within Torbay.</b>	Update the terms of reference for the SEND Operational leads to include the objectives of joint SEND commissioning for the local area and describe the responsibilities of the group.	Spring 2018		
		Define expectations of joint commissioning arrangements to ensure a shared responsibility at all levels.	Spring 2018		
		Work with partners to ensure that the Joint Strategic Needs Assessment (JSNA) includes current local area provision for SEND.	Spring 2018	The JSNA will identify gaps in the local area provision for SEND which will inform the SEND Operational Leads commissioning strategy.	
		Put in place clear pathways for children, young people and their families to provide their views on the range of services which make up local area SEND provision. The pathways will include how the information is evaluated and by whom.	Spring 2018	Feedback from children, young people and their families will be routinely collected and considered by the SEND Operational Leads.  There will be evidence to show how feedback is reviewed and what outcome it has led to.	

	What?	How?	When?	Success measures	RAG
4.	<b>Clear co- production pathways will enable children, young people and parents to make a significant contribution to identifying and planning the local offer available to children and young people with special educational needs and disabilities.</b>	Put in place clear pathways for children, young people and their families to provide their views on the range of services which make up local area SEND provision. The pathways will include how the information is evaluated and by whom.	Autumn 17 – Spring 18	Feedback from children, young people and their families will be routinely collected and considered by the SEND Operational Leads.  There will be evidence to show how feedback is reviewed and what outcome it has led to.	Yellow
		Review existing pathways across Education, Health and Social Care and ensure that there is evidence of person centred planning.  Facilitate active involvement of young people and their families in the review, development and reshaping of services.	Spring 18 – Summer 18	Monitoring of EHCPs via the Annual Review process and the EHCP audit process will demonstrate that children and young people are fully involved in planning for their own future and ensuring they get the support that is right for them.	Green
		Use the JSNA to identify opportunities to develop personal budgets across the local area.  Set up mechanisms for pooling budgets across education, health and social care, including clarifying the authorising 'sign off' process (who will pay, how much will they pay, what will they pay for).	Spring 18	The number and range of personal budgets will grow.	Green
		Put in place clear pathways for children, young people and their families to provide their views on the range of services which make up local area SEND provision. The pathways will include how the information is evaluated and by whom.	Spring 18	Feedback from children, young people and their families will be routinely collected and considered by the SEND Operational Leads.  There will be evidence to show how feedback is reviewed and what outcome it has led to.	Yellow

	What?	How?	When?	Success measures	RAG
5.	<b>Young people moving into adulthood will be offered a variety of opportunities to help them realise their potential.</b>	Finalise and raise awareness with all Children's and Adult Services teams of the Transition Protocol.	Autumn 17	All teams that support young people with SEND will understand the protocol for a managed transition to Adult Services, enabling young with special educational needs or a disability to access the support that meets their needs.	
		Keep education and care provision under review including the duty to consult young people directly, and to consult schools, colleges and other post-16 providers.	Spring 18 – Summer 18	It will be evident that feedback from children, young people and their families will be routinely collected and considered by the SEND Operational Leads.  There will be evidence to show how feedback is reviewed and what outcome it has led to.	
		Work in partnership with local further education providers to develop a framework that supports effective progression into adulthood.	Autumn 17 – Summer 18	The quality of provision offered by local area post 16 education providers will be monitored and challenged based on individual outcomes realised and progression analysis.	
		Work with a wide range of providers to further develop provision, pathways into adulthood, supported internships and employability skills across the 16-19/25 phase.	Autumn 17 – Summer 18	Destination data gathered from post 16 providers and the Annual Review process will evidence an increase in progression through the education system, leading to an increase in the % of young people with SEND who move into paid employment.	



