

## **Education and Children's Social Care Overview and Scrutiny Committee**

**13<sup>th</sup> October 2021**

### **Update on Progress since the May 2021 Special Educational Needs and Disabilities (SEND) Revisit undertaken by Ofsted and the Care Quality Commission (CQC)**

This is the first of what are planned to be regular updates on progress to improve our services for children and young people with SEND since the inspection revisit in May 2021. In these updates we will commit to giving:

- A transparent update on progress that has been made as well as on areas where we have not made as much progress as we might have liked
- A 'You Said, We Did' update that gives an update on feedback we have received and what we have done about it
- Information on priorities for the next term
- Information on opportunities for co-production or feedback so that we can hear from children and young people, families, schools and other stakeholders

Birmingham City Council and the CCG take the findings of the Local Area revisit extremely seriously and is working hard to address all issues raised in order to deliver an improved service for families. It is important that all stakeholders understand that achieving the progress required to improve SEND services is going to take time and to achieve a good service it is probably a 3 year journey. This is because of the need to tackle the legacy of the past – there is a backlog of reviews; recruitment of staff is against the backdrop of a national and regional shortage of skilled and experienced case workers; it will take time for the developing local provision project to impact on outcomes for children and young people; IT systems need improving; and Birmingham is not currently seen as a good place to work in SEND. Nevertheless, the plans that are being put in place can address all these and deliver an improved service if given time to undertake the improvement journey required.

#### **Inspection Revisit and Immediate Next Steps**

The Inspection Revisit took place in May 2021 and identified that insufficient progress had been made by the local area in all but one of the thirteen areas of weakness identified.

As a result of the findings of the May 2021 revisit, the Department for Education (DfE) have appointed a Commissioner to hold the local area to account in the required SEND improvements.

As a result of the revisit, the Department for Education (DfE) has appointed a Commissioner to hold the Local Area to account to deliver the required improvements. The Commissioner's first task is to write a report for the Education Minister which will consider the Council's ability to ensure that SEND services will improve – this must be completed by 31<sup>st</sup> December.

## **Accelerated Programme Plan**

The DfE, in conjunction with NHS England, have also requested that the local area prepare an Accelerated Progress Plan (APP), which will have to demonstrate how the local area will resolve the 12 outstanding areas of significant weakness identified in the original inspection in 2018. The latest draft is attached as Appendix A.

The APP will be approved by the Improvement Board which will be chaired by the DfE Commissioner.

The APP will have clear targets and milestones and will be regularly monitored by the Improvement Board in order to ensure that it is having the planned impact and improving the experience of children, young people and their families and improving outcomes.

We began work on the APP by holding 4 parent/carer events during August and September which were attended, in total, by over 150 people both in person and online. The events allowed parents and carers to feedback on their experience and express their feelings. We will include all this feedback in the APP and are grateful to the PCF for their help with these events.

Some issues which require more urgent attention are already being addressed. In particular, the restructure of the Special Educational Needs Assessments and Review Service (SENAR) operations team where we are appointing more case workers currently. This will enable case work to be done more quickly and give greater access for parents and carers to individual officers who know their child well. This will also enable better communication between the service and schools.

## **Together We CAN!**

In order to deliver the actions in the APP, a new improvement programme is being launched. Following feedback from the SEND Youth forum/RISE Youth Forum - that they do not feel the term SEND represents them - they have asked that we join their campaign to replace it with Children with Additional Needs (CAN). The partnership have agreed to this and we will begin to use CAN in all appropriate situations including the Improvement programme. We will though continue to use SEND where it is currently required under the Code of Practice and as required by the DfE.

The name of our programme also highlights the fact that improving the experiences of our children and young people with SEND and their families is a priority for all of us and something we all need to work together to deliver. It also highlights our commitment to co-production and to ensuring that the voice of children and young people and their families is at the heart of all we do.

We have heard strongly from parents and carers the message ' Nothing About Us Without Us and will commit to ensuring parent and child voice is heard, valued and informs our work.

## Local Authority Progress Update

Since May 2021, the Local Authority has been working on improving the Special Educational Needs Assessments and Review Service (SENAR). In September 2021, we asked families what the most important improvements they would like to see were. From what families fed back, we did:

You Said	We Did/ Are Doing
Improve communication: answer calls and emails	<ul style="list-style-type: none"> <li>▪ We have appointed a Head of SENAR Operations to work alongside the current Head of Service to transform the SENAR service, by improving processes, increasing the service capacity and working more closely with families and professionals.</li> <li>▪ We have received significant investment from Cabinet in July, which means that we are able to hire more people to work in the SEND Service and carry out vital casework. Whilst the recruitment of experienced staff in the current market is difficult we have worked with a number of agencies. As a result 22 out of the extra 30 posts agreed have been filled and most will start work in late October / early November when DBS and other checks are completed. We are still carrying a high number of vacancies at present, so we are recruiting both internally and externally to cover this. Until the new structure of SENAR is designed and approved most of the appointment will be of agency staff but we are considering permanent recruitment options.</li> <li>▪ We are working on a comprehensive accurate communication plan to all young people, families and schools so you know who to contact and where to go. We will publish this information as soon as it is finalised.</li> <li>▪ We are reducing the number of contact points into the service by closing unnecessary email accounts and aligning the new contact points to our communications strategy</li> <li>▪ We have realigned all the interim staff to permanent senior case officers and team managers.</li> </ul>
We need a named, accessible plan co-ordinator for Education Health and Care Plans (EHCPs)	<ul style="list-style-type: none"> <li>▪ We have moved the SENAR team back into locality teams – North, South, East &amp; West – with a clear management structure in each team. The area teams have been allocated schools and young people dependent upon postcodes. This will ensure that there is ownership of cases within the service. We will communicate this to families and education settings soon.</li> <li>▪ Additional staff have been recruited (see above)</li> <li>▪ We have aligned our Parent Link service alongside our resolutions team to provide further support to parents and young people when they have an issue – we are looking at how parents can use the service to find resolutions to their issues as quickly as possible.</li> <li>▪ We have realigned our business support structure to facilitate better support to the service and we are in the process of recruiting for support staff.</li> </ul>
Professionals need better data, so that errors happen less frequent	<ul style="list-style-type: none"> <li>▪ We are reviewing the case management system (NEXUS) to establish new more streamlined processes. A project is underway and will conclude in April 2022. This will also include a parent portal and schools' portal. More information will be shared in our next update on dates for these.</li> </ul>
Ensure that there is timely and appropriate provision and support	<ul style="list-style-type: none"> <li>▪ We are working through the internal processes around reviews and assessment to ensure that we streamline the work to help us achieve 100% compliance with the timelines set in the SEND Code of Practice and have a more positive outcome for families and young people.</li> </ul>

	<ul style="list-style-type: none"> <li>We are developing our decision-making process to ensure consistency of outcomes are managed by professionals and experts within the SEND arena – working in partnership with Health &amp; Social Care. Giving autonomy for smaller decisions back to the senior case workers who know the young person rather than everything being held up in a multi-agency panel.</li> </ul>
We need coproduced fit for purpose EHCP plans	<ul style="list-style-type: none"> <li>We have recruited an expert in the SEND Code of Practice to ensure that all staff are acting within the guidelines set within the code – this officer is building a comprehensive training programme for all current officers alongside an induction programme for all new starters.</li> </ul>

### **Health (CCG) Progress Update**

In Birmingham Healthcare services work together, alongside their partners to best support Children, Young People/Adults and their families and improve Health services across the City. From what families fed back, we did:

<b>You Said</b>	<b>We Did/ Are Doing</b>
Waiting lists are too long for Community Therapy services and Autism Assessments.	<ul style="list-style-type: none"> <li>Extra resources have been used to support with reducing all waiting lists</li> <li>Transformation work is taking place to support Speech, Language and Communication Needs (SLCN) services</li> <li>There is active involvement in progressing a whole system autism pathway</li> <li>Services are using virtual ways of assessing for autism and offering therapy appointments</li> <li>Trialling a faster way of completing assessments for autism for children under 7yrs</li> <li>Services are completing reviews of the children on the autism waiting lists</li> <li>All waiting lists are regularly monitored to try and make sure the plans are working</li> <li>The average waiting times for Speech and Language Therapies initial assessments have reduced from 24.1 weeks (March 2021) to 7.6 weeks (August 2021).</li> <li>The maximum waiting times for Speech and Language Therapies intervention have reduced from 128 weeks (March 2021) to 95 weeks (August 2021).</li> </ul>
What support is available for families that are waiting?	<ul style="list-style-type: none"> <li>Advice lines are available for families whilst on the waiting list for all therapy services</li> <li>Information advice and guidance is available online</li> <li>Linking with the iKnow project to make intervention / support packages available for families during their wait (link with Birmingham university)</li> <li><a href="https://www.bhamcommunity.nhs.uk/childrens-healthcare/services/">https://www.bhamcommunity.nhs.uk/childrens-healthcare/services/</a></li> </ul>
We need better access to Autistic Spectrum Disorder (ASD) support services.	<ul style="list-style-type: none"> <li>A Pre-Post Autism Diagnosis support offer is in development</li> <li>Health are working with the Communication and Autism Team (CAT) and a few mainstream primary schools in the city to pilot 'Autism in schools project'</li> </ul>

We need more support post diagnosis	
Out of hours support for Mental Health crisis does not always meet the needs of Children and Young People with Learning Disabilities and Autism.	<ul style="list-style-type: none"> <li>▪ Forward Thinking Birmingham (FTB) offer 24/7 Mental Health crisis support to 0-25 year olds in Birmingham</li> <li>▪ They are currently reviewing how their out of hours Crisis provision supports people with Autism and Learning Disabilities</li> <li>▪ Work is happening with partner agencies to ensure that all children and young people are supported well at the right time by staff who have the right knowledge and expertise</li> <li>▪ During weekday hours (9-5) FTB teams have duty lines. The number to contact is 0300 300 0099.</li> </ul>
Invest more in MH support for parents and children	<ul style="list-style-type: none"> <li>▪ Investment in Mental Health Services has taken place and is ongoing</li> <li>▪ NHS, voluntary and other services are working together to make sure investment leads to better outcomes for children, young people and adults in Birmingham and Solihull</li> </ul>
What is the update on health appointments and social distancing guidance?  How much is virtual now and what can parents expect?	<ul style="list-style-type: none"> <li>▪ Most Health providers in Birmingham are offering a mix of face to face and virtual or telephone appointments</li> <li>▪ The type of appointment offered to a child or young person and their family is typically based clinical need, whether it is possible for it to be virtual and if it is safe for it to be face to face.</li> <li>▪ Many providers still have a one visitor/parent/carer policy for appointments however; if this is not suitable it is often possible to request for others to attend by getting in touch ahead of time.</li> </ul>

### **Birmingham Children's Trust Progress Update**

Birmingham Children's Trust (BCT) have invited the Local Authority and Health partners into the SEND Early Help hub, that is being established and want to deliver early November – this is where professionals can sign post families, offer EHCP advice and the help with navigating the local offer.

Also, please follow the link <https://vimeo.com/600112846/645c6b4225> to hear a podcast from Alison Montgomery, Assistant Director – Disabilities, on the redesign of the Disabled Children's Service.

### **How Can You Feed in Your Views?**

If you would like to comment on any of the above, please complete this survey monkey below. We very much want to hear from you.

# SEND Improvement Programme

## DRAFT Accelerated Progress Plan

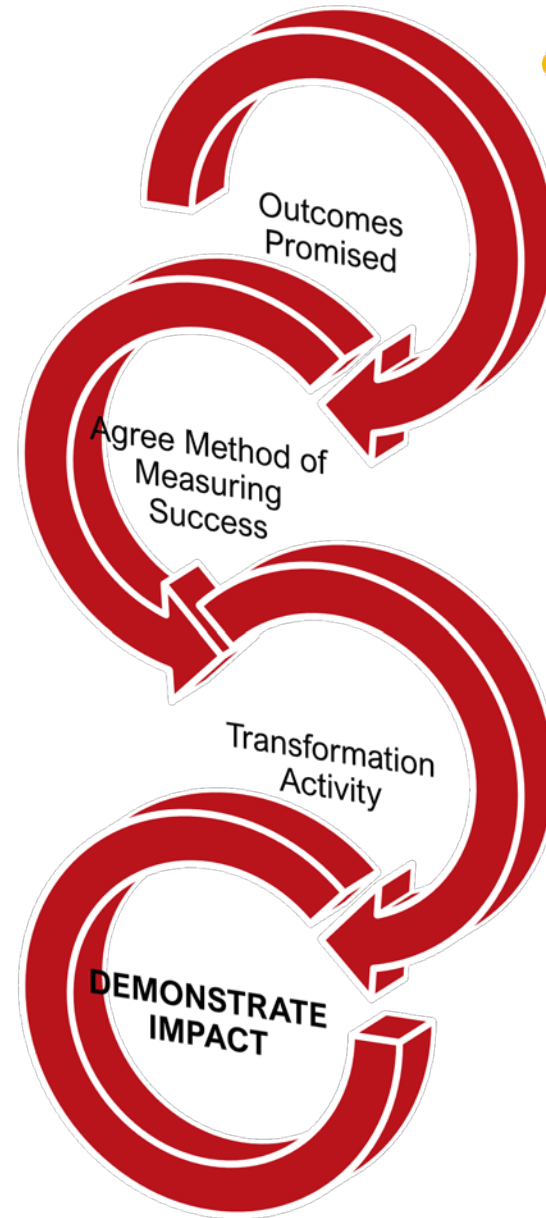


## Introduction

- The focus of this presentation is to present the proposed methodology and put forward a proposal for how the SEND Improvement Programme (SIP) could be structured, managed and monitored. This in effect will be the Local Area's Accelerated Progress Plan.
- The Local Area accepts that insufficient progress has been made against 12 out of the 13 Areas of Significant Weakness identified in the 2018 Local Area SEND Inspection.
- This outcome was due to insufficient co-production, engagement and accountability since the Written Statement of Action (WSOA) was approved in January 2019.
- The Local Area is committed to fully co-produce a new SEND Improvement Programme (SIP) based on identifying desired outcomes, which will be appropriately scrutinised by an Improvement Board chaired by the DfE appointed Commissioner.

## Methodology

- The Local Area has identified 4 Objectives for CYP with SEND in Birmingham.
- As the Objectives are now agreed, the workplans will be aligned to be able to meet those objectives, and to measure the progress against achieving the desired benefits.
- Each Objective will have its own sponsor, project plans and benefits to be realised.
- The Programme will be held accountable by a multi-partnership Board who has the DfE Commissioner as chair.





## Feedback received from young people (RISE Youth Forum)

We are Additional Needs,  
not Special.  
#additionalnotspecial

Prefer mini-assessments,  
helps with preparation  
and managing our anxiety

We would like support  
with work experience.

We want tailored  
support for exams

Provide support  
on how to revise  
for exams.

We need  
alternative ways of  
learning

Improve support for  
anxiety and mental  
health

We want professionals  
to talk to each other

We need more awareness  
in schools on what  
“additional” means

Don't want to be  
defined by my  
additional need.

We want more  
opportunities for extra-  
curricular activities.

We are all individuals  
with different needs  
and abilities.

We would like the SEND  
Improvement  
Programme to be called  
“Together we CAN”  
(Children with Additional  
Needs)

## Feedback received from parents/carers

Have more opportunities for parents to meet professionals

Have a clearly explained process that we all understand

Be transparent on funding and ensure education settings provide the right support

Ensure that there is permanent staff working for our children

Provide coproduced fit for purpose EHCP plans

Provide genuine multi agency working

Speedy access to diagnosis and treatment

Ensure that there is timely and appropriate provision and support

Improve communication: answer calls and emails

Stop sending EHCPs to the wrong people

Appropriate social care respite and support

Apprenticeship for autism school leavers

Having a named, accessible plan co-ordinator

Reduce waiting times for services like S&L, OT, etc.

Invest more in MH support for parents and children

More specialist training for mainstream schools

## Feedback received from education settings

We would like more of these reflective conversations to keep the momentum going

Need to ensure professionals understand their remit

We need to keep SEND Support Provision Plans

Need better transition planning from one phase to the next.

The authority needs permanent staff

We need interim emergency funding to be able to support pupils

Need a fair and transparent funding system

We need clarity on top-up funding for EHCPs

Need to ensure that we decrease the number of children awaiting placements

We need support, so that we reduce part-time timetables

## Feedback received from the voluntary and community sector

We would like to be more involved

We need more support for 14-19 olds

Focus on Early Intervention

The processes for parents and professionals need to be clearer

We need more respite provision in Birmingham

Invest more in Art Therapy

Parents come to us when the professionals are not responsive

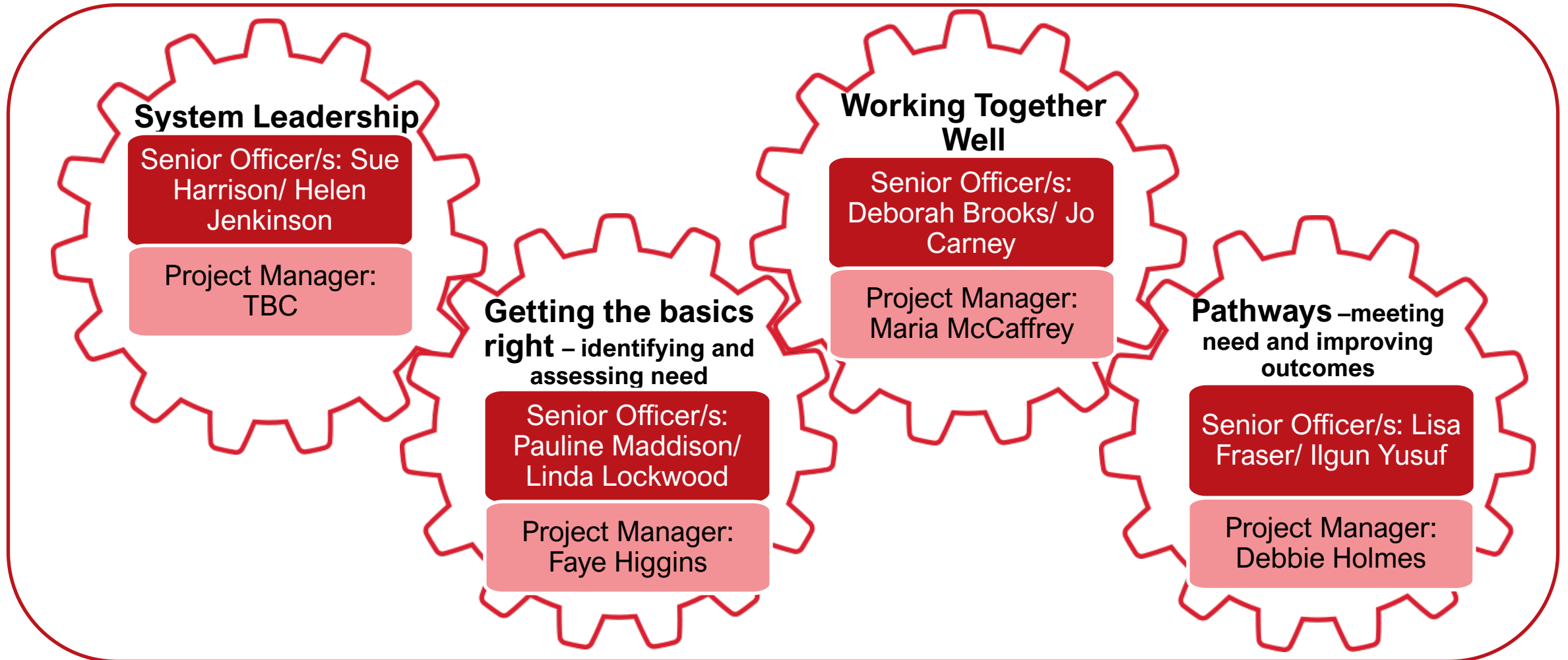
The process to get support needs to be shorter

Support education settings to understand needs better

# Proposed Objectives and Projects

Theme	Area of Significant Weakness	Improvement Projects at a glance
<b>System Leadership</b>	<ul style="list-style-type: none"> <li>• Strategy</li> <li>• Inter-agency working</li> <li>• Local Offer</li> </ul>	<ul style="list-style-type: none"> <li>• Refresh the SEND Strategy</li> <li>• Develop a Joint Working Protocol with Standard Operating Procedures across the partnership</li> <li>• Develop and Implement a Learning and Development Strategy across the partnership</li> <li>• Improve the Local Offer Website</li> <li>• Improve Data Management</li> </ul>
<b>Getting the basics right – identifying and assessing need</b>	<ul style="list-style-type: none"> <li>• Coordination of Assessments</li> <li>• Quality of EHCPs</li> <li>• Waiting Times</li> </ul>	<ul style="list-style-type: none"> <li>• Build a sustainable SENAR service</li> <li>• Improve the EHNCA and Annual Review Processes</li> <li>• Upgrade the Case Management System</li> <li>• Agree a Quality Assurance Framework</li> <li>• Improve waiting times for Therapies and Neuro-Developmental Pathways</li> </ul>
<b>Working Together Well</b>	<ul style="list-style-type: none"> <li>• Co-Production</li> <li>• Parental Engagement</li> <li>• Parental Satisfaction</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and implement a co-production and engagement framework and plan</li> <li>• Set up a Voluntary Sector Partnership Group</li> <li>• Develop and implement a communications strategy</li> <li>• Launch Parent Portal as part of the SENAR Case management System Upgrade</li> <li>• Agree and sign a Partnership Compact</li> <li>• Review and Strengthen the role of SENDIASS</li> </ul>
<b>Pathways – meeting need and improving outcomes</b>	<ul style="list-style-type: none"> <li>• Academic Progress</li> <li>• Attendance and Exclusions</li> <li>• Employment</li> </ul>	<ul style="list-style-type: none"> <li>• Develop an Inclusion Strategy</li> <li>• Deliver the Developing Local Provision project</li> <li>• Review the Children Out of School Process for CYPs with EHCPs</li> <li>• Review the allocation of the HNB</li> <li>• 14-19 Review of Employment Pathways for YP with SEND</li> <li>• Review of Internal Processes to ensure that CYPs pathways are correctly tracked</li> </ul>

# Objectives



# Governance



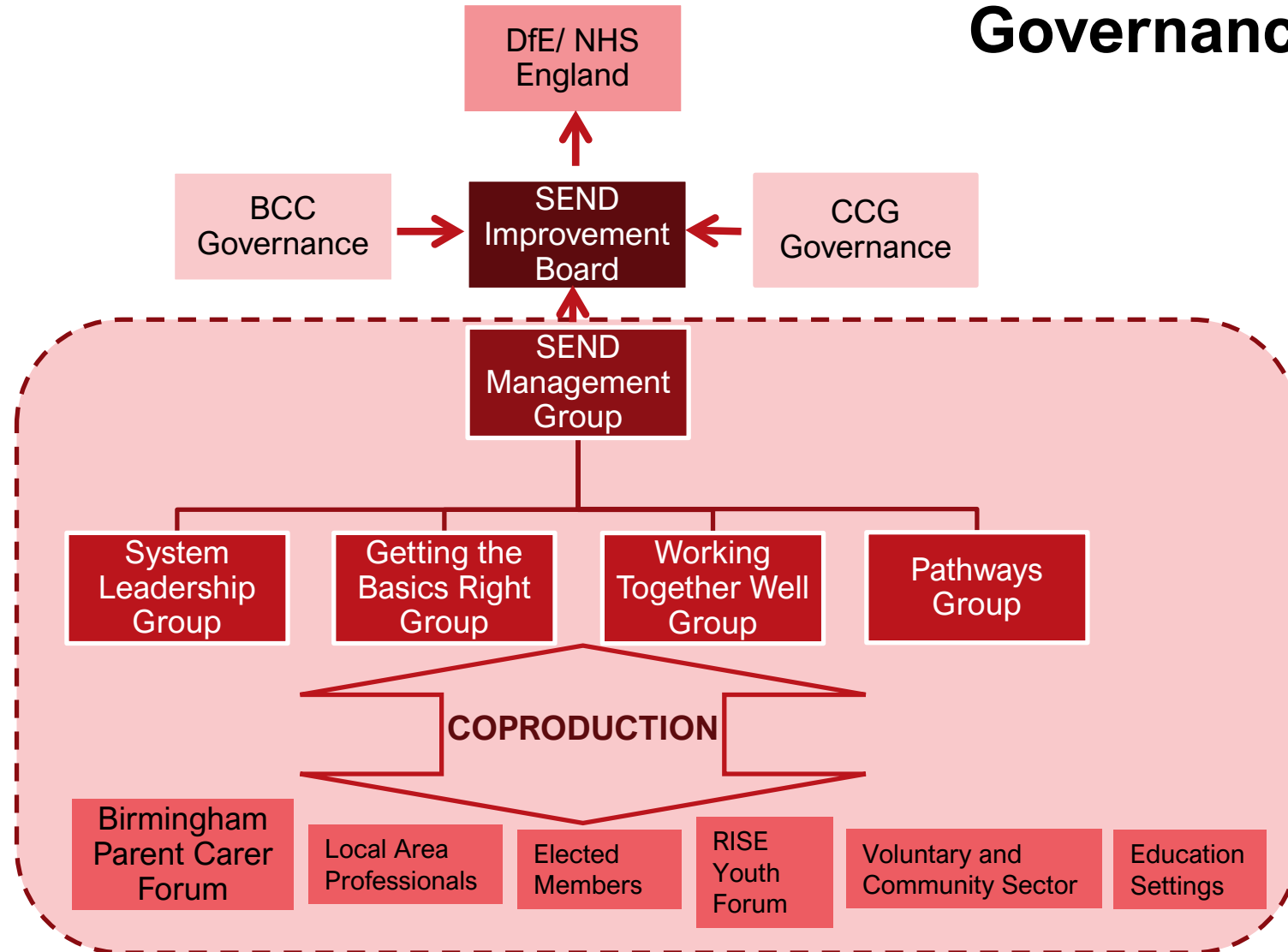
**Birmingham RISE Youth Forum**



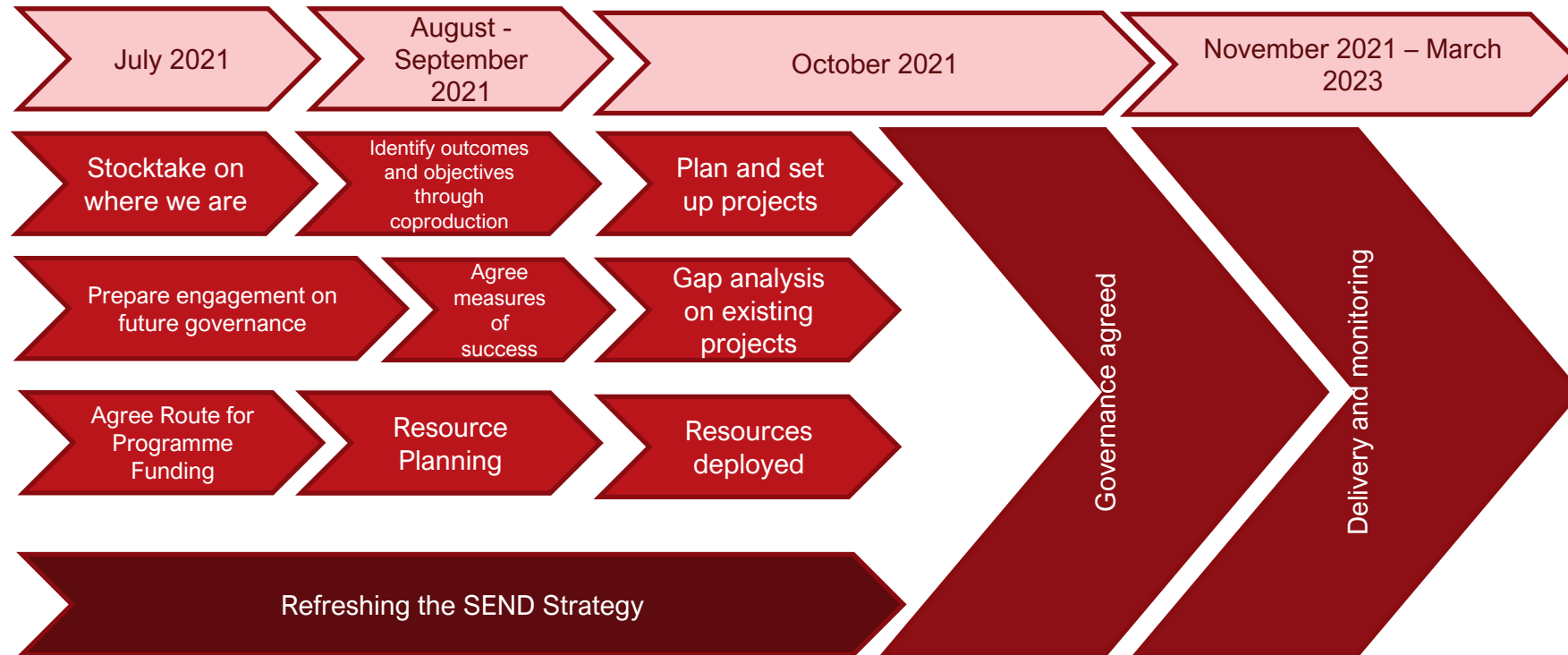
**BIRMINGHAM CHILDREN'S TRUST**



**Birmingham and Solihull Clinical Commissioning Group**



# Timescales





# Objectives/ Projects/ Key Measures of Success

# Objective 1 - System Leadership (SEND Strategy, Inter-agency Working, Local Offer)

Project	Responsible officers	By When
Develop a new SEND Strategy	AD Commissioning	30 Aug 2022
Develop a Joint Working Protocol with Standard Operating Procedures across the partnership	AD SEND, Inclusion and Wellbeing/ Director of Nursing and Quality/ Director of Practice	1 Mar 2022
Develop and Implement a Learning and Development Strategy across the partnership	AD SEND, Inclusion and Wellbeing/ Director of Nursing and Quality/ Director of Practice/ HR&OD Departments	1 September 2022
Develop a Workforce Strategy	Director of Education and Skills	1 April 2022
Improve the Local Offer Website	AD SEND, Inclusion and Wellbeing/ Director of Nursing and Quality	31 December 2022 (ensuring compliance with COP15)  1 September 2022
Review of Data Management and Introduction of New Data Management and Performance Policy	Transformation Director, Education and Skills	31 Mar 2022

# Objective 1 - System Leadership (SEND Strategy, Inter-agency Working, Local Offer)

Impact measures and KPIs	Area of Significant Weakness that it relates to
% of professionals in the partnership that understand the vision	SEND Strategy
% of pupils with EHCP educated in mainstream environment	SEND Strategy
% EHCNA advice received within 6 weeks	Inter - Agency Working
Attendance monitoring at mandatory SEND training	Inter - Agency Working
Satisfaction rates Local Offer Website through a dedicated survey	Local Offer
Local Offer Website Traffic monitoring	Local Offer

## Objective 2 - Getting the basics right – identifying and assessing need (Coordination of Assessments, Quality of EHC Plans)

Project	Responsible officers	By When
<b>Improve EHCNA process by looking at:</b> <ul style="list-style-type: none"> <li>- Coproducing the 20 week process</li> <li>- Coproducing the templates and letters</li> </ul>	AD SEND, Inclusion and Wellbeing	31 Mar 2022
<b>Improve Annual Review process</b> <ul style="list-style-type: none"> <li>- Coproduce the general annual review process</li> <li>- Coproduce the phase transfer processes</li> </ul>	AD SEND, Inclusion and Wellbeing	31 Mar 2022
<b>Upgrade SENAR Case Management System</b> <ul style="list-style-type: none"> <li>- Update the system</li> <li>- Launch the schools portal</li> <li>- Deliver training to staff and partners</li> <li>- Complete data cleansing activity</li> </ul>	AD SEND, Inclusion and Wellbeing	22 Apr 2022
<b>Build a sustainable SENAR service capable of delivering good outcomes for CYP with SEND, in accordance to the CFA14 and COP15.</b>	AD SEND, Inclusion and Wellbeing	31 May 2022
<b>Agree a Quality Assurance Framework</b>	AD SEND, Inclusion and Wellbeing/ Director of Nursing and Quality/ Director of Practice	1 Mar 2022

## Objective 2 - Getting the basics right – identifying and assessing need (Waiting times)

Project	Responsible officers	By When
Develop recovery trajectory planning to support the robust management of waiting lists (for all therapy services)	Director of Joint Commissioning (CCG)/ Divisional Director (BCH)	Ongoing
Continue to improve the process for monitoring and managing waiting lists	Director of Joint Commissioning (CCG)/ Divisional Director (BCH)	Ongoing
<u>Speech, Language and Communication Needs (SLCN) transformation to the Balanced System - reduce waiting times and embed a system wide approach to SLCN, developing an integrated approach to continuous monitoring of wait times during the transition period.</u>	Director of Joint Commissioning (CCG)/ Divisional Director (BCH)/ AD SEND, Inclusion and Wellbeing	Phased transformation commencing Sept 2021 – March 2024
<u>Joint Commissioning arrangement for SLCN – Continue to monitor impact resulting from the formalised arrangement between BSol CCG and Birmingham City Council.</u>	Director of Joint Commissioning (CCG) / AD SEND, Inclusion and Wellbeing	ongoing
<u>Increase capacity to support autism assessments (over 7year olds) - Commission additional capacity from Healios (phase 3) for autism assessments – Healios will be able to see a further 850 children.</u>	Director of Joint Commissioning (CCG)/ Divisional Director (BCH)	November 2021
<u>Improve the ASD assessment process and wait times to ensure children under 7yrs old are assessed in a timely manner – development of a new timetable for under 7-year-old waits (ASD assessments).</u>	Director of Joint Commissioning (CCG)/ Divisional Director (BCH)	Jan 2022 (linked to 0-16 pathway below)
<u>Improve timeliness of ADHD assessments - continue to monitor implementation of a new tool and upskilling of staff (CDC and ND staff) to support utilisation of the tool in order to speed up the assessment process for ADHD and reduce waiting lists.</u>	Director of Joint Commissioning (CCG)/ Divisional Director (BCH)	New process commenced Oct 2020 ongoing
<u>Development of a 0-16year old ND pathway - including recruitment strategy in line with national staff shortage issues e.g., clinical psychology and working on an exit plan for Healios.</u>	Director of Joint Commissioning (CCG)/ Divisional Director (BCH)	Implementation Jan 2022

## Objective 2 - Getting the basics right – identifying and assessing need (Coordination of Assessments, Quality of EHC Plans, Waiting Times)

Impact measures and KPIs	Area of Significant Weakness that it relates to
%EHCPs issued within 20 weeks	Coordination of Assessment
Family Satisfaction with the EHCNA process	Coordination of Assessment
SENCO Satisfaction with the EHCNA process	Coordination of Assessment
% Annual Reviews actioned within 4 weeks of the meeting	Coordination of Assessment
% of EHCPs rated good and outstanding	Quality of EHCPs
% of CYP who complete their secondary phase transfer by the 15 <sup>th</sup> of February	Coordination of Assessment Quality of EHCPs
% of EHCPs NEET	Quality of EHCPs
Average and longest wait for OT	Waiting Times
Average and longest wait for SLT	Waiting Times
Average and longest wait for PT	Waiting Times
Average and longest wait for ND	Waiting Times

## Objective 3 - Working Together Well (coproduction, parental engagement, parental satisfaction)

Project	Responsible officers	By When
Design a co-production and engagement framework and plan	Coproduction Officer	31 Dec 2021
Set up a Voluntary Sector Partnership Group	Director of Education and Skills	31 Dec 2021
Design and implement a communications strategy	Comms from BCC, CCG and BCT	1 Feb 2022
Launch Parent Portal as part of the SENAR Case management System Upgrade	Transformation Director, Education and Skills	1 Feb 2022
Agree and sign a Partnership Compact	Coproduction Officer	31 Dec 2021
Review and Strengthen the role of SENDIASS	Director of Education and Skills	31 Mar 2022

## Objective 3 - Working Together Well (coproduction, parental engagement, parental satisfaction)

Impact measures and KPIs	Area of Significant Weakness that it relates to
% of parental surveys returned	Coproduction Parental Engagement Parental Satisfaction
% of parental satisfaction measured through the parental surveys	Coproduction Parental Engagement Parental Satisfaction
% of education settings responding positive to surveys	Coproduction
% of partner organisations responding positive to surveys	Coproduction
Number of appeals lodged at SENDIST	Parental Satisfaction
Number of Complaints	Parental Satisfaction
% of Complaints that were satisfactorily dealt with	Parental Satisfaction



## Objective 4 - Pathways – meeting need and improving outcomes (academic progress, attendance and exclusions, employment)

Project	Responsible Officer	By When
Develop an Inclusion Strategy	AD SEND, Inclusion and Wellbeing/ AD Education and Early Years	1 Sept 2022
Deliver the Developing Local Provision project	AD SEND, Inclusion and Wellbeing	1 Sept 2021 – Start 31 Jul 2022 – Review First Year 31 Jul 2023 – Review Second Year
Review the Children Out of School Process for CYPs with EHCPs	AD SEND, Inclusion and Wellbeing/ AD Education and Early Years	1 May 2022
Review the allocation of the HNB	AD SEND, Inclusion and Wellbeing	31 Dec 2021
14-19 Review of Employment Pathways for YP with SEND	AD Employment and Skills	1 Sept 2022
Review of Internal Processes to ensure that CYPs pathways are correctly tracked	Director of Education and Skills/ Chief Nurse/ Director of Commissioning and Corporate Parenting	31 Dec 2021

## Objective 4 - Pathways – meeting need and improving outcomes (academic progress, attendance and exclusions, employment)

Impact measures and KPIs	Area of Significant Weakness that it relates to
Attainment and Progress data EHCPs	Academic Progress
Attainment and Progress data SEN Support	Academic Progress
Attendance for SEN Support and EHCPs	Attendance
% of the Unknowns in the NEET category	Attendance Exclusions
% of Special Schools rated Good or Outstanding	Academic Progress
% of Mainstream Schools rated Good or Outstanding	Academic Progress
% of Early Years rated Good or Outstanding	Academic Progress
% of CYP with EHCPs that attend settings rated Good or Outstanding	Academic Progress
% of Take up of 2 Year Old Offer	Attendance
% of permanent exclusions and fixed term exclusions for EHCPs	Exclusions
% of permanent exclusions and fixed term exclusions for SEN Support	Exclusions
% young people with LD in paid employment or apprenticeship	Employment