

Cumbria Local Area
SEND Written Statement of Action

07 October 2019

Table of Contents	
Introduction.....	3
Our Ambition.....	3
What we will focus on.....	4
How we will manage the work.....	5
Our commitment to co-production	6
How we will be held to account – governance and accountability	7
Working Group 1 Understanding of Local Need	9
Working Group 2 Commissioning and Access to Provision	14
Working Group 3 Engagement and Co-Production	22
Working Group 4 Preparation for Adulthood	31
Working Group 5 Emotional Health and Wellbeing	43
Working Group 6 SEN Support	51
Appendix A - KPIs for Working Groups combined	60
Appendix B – Glossary of Terms	65

Introduction

This Written Statement of Action (WSOA) has been produced in response to Cumbria's Local Area Special Educational Needs and Disabilities (SEND) Inspection undertaken by Ofsted and Care Quality Commission between 11th March and 25th March 2019 and sets out the actions that will be taken to address the identified areas of concern.

The findings of the inspection are fully accepted. We recognise the significant challenges faced by many children with SEND and their families in Cumbria and we are committed to working together across our wider partnership to understand experiences, improve services, and to regain the trust of families.

We know we need to do much more to improve the lived experience of children, young adults, parents and carers in Cumbria. We can only do this through effective partnership working, increasing co-production, and harnessing the expertise within the system - from parents, carers, children, young adults and the staff who work to support them.

Senior leaders in Cumbria will prioritise the delivery of the actions outlined within this statement of action, and will ensure robust scrutiny of our progress; resulting in improved services and experiences for people in Cumbria and making better use of the available resource to make a difference for Cumbrian families.

We recognise the need for urgency in our response, and the opportunity presented to us by this inspection to transform the lived experience of children, young people and families in Cumbria.

Our Ambition

Our Children's Trust Board vision is that: **"Cumbria is a great place to grow up and all children are healthy, safe and achieving"**

Our ambition is that this is fully realised for all our children and young people in Cumbria with SEND and that if you are a child or young person with SEND in Cumbria:

- You have your needs identified, assessed and met as early as possible
- You can access the high quality support and services you need, wherever you live in Cumbria and whatever your circumstances
- Professionals who work with you are appropriately trained and confident in relation to SEND
- You are supported to make progress and achieve outcomes at least in line with your peers across the country

- We listen to your views, and those of your parents/carers about what is working well and where we could do better
- We work in partnership with you and your family in developing your plan, and the services that support you
- We work with you and your families in a way that is supportive and respectful and with a commitment to genuine co-production
- We get the best for the people of Cumbria, and people have equal access to outcomes, regardless of where they live.
- You receive high quality preparation for adulthood, and when you become an adult, it is easy to move between services and you continue to receive the support you need.
- You receive high quality advice in relation to your future options and have the opportunity to access work experience, training and apprenticeship opportunities.

What we will focus on

The nine areas of concern identified by Ofsted and the CQC as reflected in our SEND inspection outcome letter, which our WSOA must address are:

1. Lack of a deep understanding of the needs of the SEND population in the local area.
2. Lack of a clear understanding among leaders across the partnership of the strengths and weaknesses in their respective areas of responsibility.
3. Limited joint working, including the planning and commissioning of services to meet the needs of those with SEND, between education, health and care.
4. Lack of trust and faith in the local area's work from too many parents and carers.
5. Limited involvement of children, young people and their families in the co-production of the services, resource and support that they need.
6. Weaknesses in the approach to supporting the emotional health and well-being of children and young people with SEND, particularly those with ASD who face challenges in relation to their social, emotional and mental health.
7. Inconsistent application of the local area's strategy for identifying, assessing and meeting the needs of children and young people at the SEN support stage.
8. Weaknesses in the local area's systems for ensuring a smooth transition between children and adult services and preparing children and young people for adulthood.
9. Inequities that exist in access to, and performance of, services between different geographical areas within Cumbria.

How we will manage the work

We have chosen to organise the delivery of the identified priorities through six thematic working groups.

The role of the groups is to:

- Ensure the specified actions are completed and meet agreed milestones
- To gather evidence to measure the impact of those actions (so we know we are making a difference) not sure you need that
- To maximise the resources available to secure the greatest impact

There are many activities that are interrelated, and will have dependencies with the actions from other groups. We have identified within the plan where groups will be working together to achieve delivery.

Working Group	Working Group 1 Understanding of Local Need	Working Group 2 Commissioning and Access to Provision	Working Group 3 Engagement and Co- production	Working Group 4 Preparation for Adulthood	Working Group 5 Emotional Health and Wellbeing	Working Group 6 SEN Support
Chair	Chair: Fiona Musgrave AD Integration and Partnerships CCC	Chair: Jo Atkinson, AD Strategic Commissioning, CCC	Chair: David Blacklock, Chief Executive People First	Chair: Dan Barton, AD Education and Skills CCC	Chair: Colin Cox, Director of Public Health, CCC	Chair: Mary Mulligan Senior Manager Inclusion, CCC
Priority Areas	Lack of a deep understanding of the needs of the SEND population in the local area Lack of a clear understanding among leaders across the partnership of the	Limited joint working, including the planning and commissioning of services to meet the needs of those with SEND, between education, health and care.	Lack of trust and faith in the local area's work from too many parents and carers. Limited involvement of children, young people and their	Weaknesses in the local area's systems for ensuring a smooth transition between children and adult services and preparing children and	Strengthen and develop the approach to support the emotional health and well-being of children and young people with SEND, particularly those	Ensure consistent application of the local area's strategy for identifying, assessing and meeting the needs of children and young people at the

	strengths and weaknesses in their respective areas of responsibility.	To address inequities that exist in access to and performance of services between different geographical areas within Cumbria.	families in the co-production of the services, resource and support that they need.	young people for adulthood.	with ASD, who face challenges in relation to their social emotional and mental health.	SEN support stage
--	---	--	---	-----------------------------	--	-------------------

Our commitment to co-production

To us, good co-production is about us working together with families in an honest partnership.

Our strategic co-production partners as defined nationally, are Cumbria Parent Carer Forum and we will work to strengthen and further develop this forum. We recognised following the inspection that urgent action was needed to ensure genuine co-production of our improvement activity through a dedicated reference group of parents and carers, so one of our first actions was to invite expressions of interest from parents and carers across Cumbria. We currently have 40 parents as active member of this group and will actively continue to expand this further and use the expertise of members of this group to ensure we are hearing the voice of those families who may be hardest to reach. Members of the reference group will sit on all our working groups and our SEND Improvement Board.

We are committed to developing a variety of mechanisms that allow us to ensure that families are better informed and able to influence and get involved in our improvement programme and to shape the services working with them. These will include:

- Being innovative and creative in ensuring our communication and engagement activity reaches all families including those who for whatever reason may find it **harder to engage** (including geography, protected characteristics) including the use of parent buddies/mentors, and a variety of communication mechanisms.
- A calendar of engagement events providing multiple opportunities for parents and carers to input into specific issues and developments through different channels; including surveys, feedback loops and face to face engagement.

- Supporting professionals across the system to engage in more genuine co-production activity with every family – recognising that co-production needs to happen at the individual level as well as the strategic.
- Better, more regular communication with parents and carers through a dedicated SEND improvement page on our Local Offer and regular e-bulletin newsletters.
- Multiple opportunities for parents and carers to provide ongoing ('always on') feedback in relation to their experiences

We are aware there is a spectrum of engagement, from informing, through to genuine co-production, and that our aspiration will be always to get as far along the continuum as possible. The language in the plan reflects our commitment to co-production but we do recognise that in achieving this more underlying work is necessary to create the conditions in which good co-production can flourish.

How we will be held to account – governance and accountability



Ultimate accountability for the delivery of the WSoA lies with the senior responsible officers from the Local Authority (LA) and Clinical Commissioning Groups (CCGs).

Our six thematic working groups will report into our SEND Improvement Board which is independently chaired by Linda Clegg, an experienced Director of Children's Services who has undertaken considerable support and oversight in relation to improvement activity across local areas. The Improvement Board will have a key role in driving forward progress against the statement of action. Our independent chair will hold the working groups to account in respect of the delivery of their respective work plans.

The key line of reporting accountability from the Improvement Board is to Cumbria Health and Wellbeing Board (HWBB), which will receive regular progress updates. The HWBB will provide strategic oversight of delivery and will hold the SEND Improvement Board to account. The membership of the HWBB is formed of the most senior officers who are able to exercise this check and challenge role across the system.

Regular updates will also be provided to the Children's Trust Board, County Council and CCG Governing Bodies, relevant Scrutiny Committees, and to wider stakeholders across the system including, most importantly, our families.

Elected Member oversight is provided by our Cabinet Member Children's Services, Councillor Anne Burns, and our Cabinet Member for Schools and Learning, Councillor Sue Sanderson who sit on our SEND Improvement Board.



Nick Jarman
Executive Director of People
Chief Operating Officer
Cumbria County Council



Anna Stabler
Executive Director of Nursing and Quality & Deputy
System Chief Nurse North Cumbria
North Cumbria CCG



Hilary Fordham
Chief Operating Officer
Morecambe Bay CCG

Working Group 1 Understanding of Local Need

Our ambition is that high quality accessible support and services are in place across Cumbria to meet the needs of our SEND population. To do this planning, commissioning and delivery of services will be informed by a detailed understanding of the needs of our SEND population in Cumbria, and a robust Performance Management and Quality Assurance Framework (PMQAF) will allow strengths and weaknesses to be identified and addressed.

The priorities identified by the LA SEND inspection that this working group is tasked with addressing	To develop a deep understanding of the needs of the SEND population in the local area		
	To develop a clear understanding among leaders across the partnership of the strengths and weaknesses in their respective areas of responsibility		
The IMPACT we will achieve	0 - 6 months	6 - 12 months	12 – 24 months
	<p>Children and young people and families will be able to share regular feedback about their experiences of services, as defined through our PMQAF</p> <p>A better shared understanding across the partnership of needs, strengths and weaknesses – which is used to inform commissioning and improve services</p> <p>Children and young people will experience better quality services through tighter oversight and scrutiny of</p>	<p>Our updated self-evaluation will demonstrate an accurate and consistent understanding of needs, strengths and weaknesses.</p> <p>More families in Cumbria will be experiencing services which meet their needs.</p> <p>Children and young people will be working with services who better understand and are able to meet their needs</p>	<p>Children, young people and families in Cumbria experience services which meet their needs and which are performing well</p> <p>Our re-inspection will validate our self-view, and confirm that leaders share an accurate and consistent understanding of need, strengths and weaknesses – and that any areas of weakness previously identified have been addressed.</p>

	performance quality assurance information		
PRIORITY AREA			ACCOUNTABLE OFFICER
1.1 Developing an understanding of the needs of the SEND population			Population Health and Children's System Senior Manager Morecambe Bay CCG
ACTIONS			COMPLETION DATE ACTION LEAD
1.1.1 Produce a SEND Joint Strategic Needs Assessment (JSNA) to assess the current and future education, health and social care needs of our SEND population (0-25) to assist identification of strengths and weaknesses and gaps in services to inform planning and provision. (This will then be regularly updated with key stakeholders)			31 October 2019 Performance and Intelligence Manager, CCC
1.1.2 Develop a communications plan to ensure that all stakeholders are aware of the JSNA, how to utilise it and how to feedback gaps or issues.			30 November 2019 Communications Business Partner, CCC
1.1.3 In partnership with parents, carers and other working groups , identify gaps and emerging themes for further work to develop new associated data sets: to further deepen understanding and use this to develop themed workshops.			30 November 2019 Population Health and Children's System Senior Manager M Bay CCG
1.1.4 Hold themed workshops, with partners including parents and carers, where there are gaps in understanding with leaders and stakeholders to develop the understanding across the system.			31 January 2020 – 31 July 2020 Population Health and Children's System Senior Manager M Bay CCG

1.1.5 SEND JSNA continually developed and updated following focused workshops based on increased understanding – culminating in updated version, with annual updates subsequently.	30 September 2020	Performance and Intelligence Manager, CCC
PRIORITY AREA 1.2 Develop robust performance management and quality assurance of SEND in Cumbria	ACCOUNTABLE OFFICER Senior Commissioning Manager Children and Families North Cumbria CCG	
ACTIONS	COMPLETION DATE	ACTION LEAD
1.2.1 SEND Improvement Board to regularly monitor and challenge performance, parent/carers feedback and quality audits across the whole of the SEND system as a standing agenda item	30 September 2019	AD Integration and Partnerships, CCC
1.2.2 Establish a multi-agency group to strengthen the quality assurance of EHCPs, (including auditing and feedback) meeting quarterly and reporting to Working Group 1 and the SEND Improvement Board.	30 September 2019	Senior Manager Inclusion, CCC
1.2.3 Develop and implement a revised EHCP audit tool and grading guidance including a wider pool of auditors from across the system, to drive improved quality of plans	30 November 2019	Senior Manager Inclusion, CCC
1.2.4 Develop and publish a SEND PMQAF. This will include a schedule of performance, feedback and quality measures (with baselines and targets established), and reporting arrangements as well as how the effectiveness of the framework will be reviewed.	30 November 2019	Senior Commissioning Manager Children and Families North Cumbria CCG

1.2.5 Use the learning from audits and feedback from parents and carers , to develop exemplars, case studies and training for EHCP Coordinators	31 December 2019	Senior Manager Inclusion, CCC
1.2.6 Secure independent external validation and input relating to our EHCP audit and moderation process and Establish 3 monthly cycle of EHCP quality validation with our DfE SEND Advisor	31 December 2020	Senior Manager Inclusion, CCC
1.2.7 Develop a cycle of continuous self-evaluation against the SEND inspection framework which is co-produced with all stakeholders. First refresh to be published January 2020 with six monthly updates	31 January 2020	AD Education and Skills, CCC

How we will know if we are making a difference to the lived experience of children and young people in Cumbria

Feedback from children and young people	Feedback from parents and carers	Feedback from professionals	Audit, case study and external review
We will work with our SEND children and young people's group (All About Us) to understand more about the lived experience of children and young people in Cumbria with SEND	<p>Parent and carer feedback will indicate increasing confidence that there is genuine understanding of need, strengths and weaknesses across the local area</p> <p>Parents and carers will report genuine involvement in developing the shared understanding of need, strengths and weaknesses</p>	<p>Professionals will tell us they have a better understanding of the needs of the SEND population in Cumbria</p> <p>Leaders will tell us they better understand strengths and weaknesses in their respective areas</p> <p>The self-evaluation will accurately identify strengths and areas of weakness and will triangulate with the information in the JSNA and gathered through the PMQAF</p>	<p>We will secure external review of our EHCP audit process</p> <p>Monthly EHCP audits will be reported to the SEND Improvement Board – and will track improvement from baseline against priority areas</p> <p>Our commissioned services will be required to produce audit and case study evidence – as detailed in our PMQAF and joint commissioning framework</p> <p>Our professionals will produce case studies that tell us about the impact of our services on the lived experience of families in Cumbria</p>

KPI Ref	Indicator description	Figure will:	Baseline	Impact Milestones/Targets		
				6 month	12 month	18-24 month
WG1.1	Percentage of EHCP audits that fully evidence health, social care and education needs are addressed in the plan	Increase	Baseline by December 2019	Targets by Dec 2019	Targets reviewed	Targets reviewed

We recognise that the work of this group will inform and contribute to the delivery of all the other working groups, including the KPIs aligned with those groups

Working Group 2 Commissioning and Access to Provision

Our ambition is that children and young people in Cumbria with SEND can access high quality, co-ordinated provision to meet their needs – wherever they live and whatever their circumstances. We will realise this ambition through rapidly improving how agencies work together to plan, commission and deliver the right services in the right place at the right time, for those that need them.

The priorities identified by the LA SEND inspection that this working group is tasked with addressing	Limited joint working, including the planning and commissioning of services to meet the needs of those with SEND, between education, health and care.		
	Address inequities that exist in access to and performance of services between different geographical areas within Cumbria.		
The IMPACT we will achieve	0 - 6 months	6 - 12 months	12 – 24 months
	<p>Clarity across the system regarding how agencies will commission together to deliver improved outcomes</p> <p>Immediate priorities for joint commissioning will have been identified including inequities in provision</p> <p>Families will be involved in shaping commissioning priorities</p>	<p>Children and young people experience services which are accessible and meet their needs</p> <p>Children/young people with life limiting illnesses or who require palliative care have access to appropriate psychological support</p> <p>Families have access to short breaks provision that meets identified needs</p>	<p>Families can access appropriate provision that meets the identified needs of children and young people with SEND</p> <p>Services are being commissioned based on the data we have from the JSNA</p> <p>The re-inspection will validate our commitment to joint commissioning and will report that services are available to</p>

	<p>and the development of specific services including short breaks</p> <p>Children and young people will experience frontline professionals working across the system who are better informed and better able to support them</p> <p>Children will be receiving the ante-natal checks they are entitled to in all areas of the county</p>	<p>Young people benefit from the 80 new in-county Alternative Provision places</p> <p>Occupational Therapy and Speech and Language Therapy are delivering outcomes that have been co-produced with parents and carers.</p> <p>The ASD diagnostic pathways have been improved to be clearer and more responsive to families' needs</p> <p>Families will know how to request and access individual packages of care when universal services cannot meet identified need, through robust and transparent processes.</p> <p>Children and young people with emotional and mental health needs can access provision that better meet their needs</p>	<p>meet identified need, with equity of access to these services.</p> <p>Our services will be needs led and outcome focused.</p> <p>Parents and carers will have greater confidence in the ASD diagnostic pathway. They will feel they are being listened to and that they know what is going to happen.</p> <p>Families will receive support as early as possible in relation to ASD and are assessed promptly following referral.</p> <p>Children and young people are accessing speech and language and occupational therapy provision which delivers agreed outcomes.</p>
--	---	--	---

PRIORITY AREA	ACCOUNTABLE OFFICER	
2.1 Development and implementation of an LA/NHS joint commissioning approach	AD Strategic Commissioning, CCC	
ACTIONS	COMPLETION DATE	ACTION LEAD
2.1.1 Agree a revised, refreshed children's Joint Commissioning Framework The Framework will include: <ul style="list-style-type: none"> the emotional wellbeing and mental health needs for SEND (linking with working group 5 - Emotional Health and Wellbeing) the SEN COP and relevant guidance relating to transition (linking with working group 4 – Preparation for Adulthood) detail of how impact and outcomes from commissioned services will be tracked and monitored (aligned with our SEND PMQAF) 	31 December 2019	Senior Commissioning Manager – Children and Families, North Cumbria CCG
2.1.2 Using the intelligence from the JSNA (link with working group 1) define and agree commissioning intentions that make it clear how we are addressing inequity of outcomes and are co-produced with parents, carers, children and young people (link with working group 3).	31 December 2019	Senior Manager Commissioning, CCC
2.1.3 Agree the delivery plan of the commissioning intentions including phasing and prioritisation of activity and regular review points with feedback and evaluation loops. Commence delivery of the agreed priority commissioning intentions	29 February 2020 31 March 2020	Senior Manager Commissioning, CCC
2.1.4 Regularly evaluate and review commissioning intentions and delivery plan in light of regularly updated understanding of local need including any emerging evidence or feedback regarding inequity of access to services.	30 April 2020	Senior Manager Commissioning, CCC

PRIORITY AREA	ACCOUNTABLE OFFICER	
2.2 Undertake a range of improvement actions for specific services as identified in the Local Area Assessment and in the SEND Inspection	AD Strategic Commissioning, CCC	
ACTIONS	COMPLETION DATE	ACTION LEAD
2.2.1 Develop and make available materials to improve the knowledge of Integrated Care Communities (ICCs) and Primary Care Networks (PCNs) with respect of the needs of children and young adults with SEND and their families (including transitions, 14 plus annual health checks and emotional health and wellbeing).	31 December 2019	Population Health and Children's System Senior Manager (M Bay CCG)
2.2.2 Delivery of awareness sessions using the new materials (2.2.1) to ICCs	30 April 2020	
2.2.3 Support ICCs to work in partnership with schools and others in local areas to support these young people and their families.	30 April 2020	
2.2.4a Rapidly address the availability of psychological support for children with life-limiting illness or who are receiving palliative care – a) initial review of existing arrangements and baseline agreed	30 Nov 2019	Senior Commissioning Manager – Children and Families (North Cumbria CCG)
2.2.4b Existing arrangements for providing psychological support for children with life-limiting illness or who are receiving palliative care strengthened in response to review	31 January 2020	
2.2.4c Improved psychological support for children with life-limiting illness or who are receiving palliative care commissioned in partnership with parents and carers and in place	31 July 2020	
2.2.5a Produce joint service specifications for Occupational Therapy and Speech and Language Therapy that focus on outcomes that have been co-produced young people, parents and carers	31 December 2019	Senior Commissioning

2.2.5b Implementation plan for the commissioning and delivery of the services agreed	29 February 2020	Manager – Children and Families (North Cumbria CCG)
2.2.5c New Occupational Therapy and Speech and Language Therapy services are in place	30 September 2020	
2.2.6 Develop 80 further Alternative Provision (AP) places across the North and South of the county	30 September 2020	Senior Manager Commissioning (CCC)
2.2.7a Initiate a co-produced system review of short breaks provision in Cumbria to identify how services can be improved to meet needs.	31 December 2019	Senior Manager Commissioning (CCC)
2.2.7b Short Breaks commissioning pathways development complete	29 February 2020	
2.2.7c Commissioning of short breaks pathways agreed	31 March 2020	
2.2.7d New short breaks pathways operational	30 June 2020	
2.2.8 Develop and agree a plan to address the known inequality in West Cumbria for young adults relating to short breaks provision in partnership with young people, parents and carers. The plan will identify the extent of the issue, what the need is, how this need can be met, how it will be resourced and options for implementation.	31 December 2019	Senior Manager Commissioning (CCC)
2.2.9 Develop robust monitoring and oversight of the Healthy Child Programme, including a KPI for mandatory ante-natal health visitor checks being undertaken consistently across the county	31 January 2020	Senior Manager Commissioning (CCC)
2.2.10 Establish revised interim reporting arrangements to the Children's Trust Board to ensure strategic oversight of Healthy Child Programme	31 January 2020	
2.2.11 Implement new standardised approaches to determine eligibility for, and arrangements of individual packages of care to ensure equity of access (including promotion of personal health budgets		

and direct payments). This will mean there is one clear process for applying for, assessing and agreeing funding from CCG's toward packages of care.		
a. Review current arrangements	31 January 2020	Population Health and Children's System Senior Manager (MB CCG)
2.2.11b Interim arrangements to address any priority issues in place	28 February 2020	
2.2.11c Revised approaches agreed by commissioners	31 July 2020	
2.2.11d Mobilisation plan and staff training rolled out	30 Sept 2020	
2.2.11e Implementation commences	31 Dec 2020	
2.2.12 Establish improved ASD diagnostic pathways, which will be developed in co-production with parents and carers. The pathways will include access to support for families early in the process. Work will take place with schools to ensure they can give clear information about the pathway.		Senior Commissioning Manager – Children and Families (NC CCG)
a)Involvement of parents commences	31 December 2019	
2.2.12b Pathways development complete	30 April 2020	
2.2.12c Commissioning of pathways agreed	31 July 2020	
2.2.12d New pathways operational	30 Sept 2020	

How we will know if we have made a difference to the lived experience of children, young people and families in Cumbria

Feedback from our children and young people with SEND	Feedback from our parents and carers	Feedback from our professionals	Audit, case study and external review
<p>Our SEND young people's reference group (All about Us) will be a source of check and challenge in relation to service development and prioritisation</p> <p>The services covered by the Joint Commissioning Framework will routinely gather feedback from children and young people.</p>	<p>Our parent/carer reference group will be a source of check and challenge in relation to service development and prioritisation</p> <p>Annual survey of all parents with EHCP and SEN Support (in partnership with working group 3) will seek feedback regarding availability and accessibility of services to meet identified need</p> <p>The services covered by the Joint Commissioning Framework will routinely gather feedback from parents and carers</p>	<p>Professionals will produce case study evidence relating to the impact of commissioned services and/or different ways of working</p> <p>Professionals feedback regarding the impact of training /awareness regarding the standardised approaches for determining eligibility and arranging individual packages of care</p>	<p>We will secure external review of our commissioning arrangements during 2020</p> <p>Our Joint Commissioning Framework, aligned with the SEND PMQAF will include a requirement for regular audit, case study and feedback evidence from providers</p>

KPI Ref	Indicator description	Figure will:	Baseline	Impact Milestones/Targets		
				6 month	12 month	18-24 month
WG2.1	Percentage of mothers who received a first face to face antenatal contact with a Health Visitor at 28 weeks or above	Increase	Baseline by January 2020	KPI for ante-natal visit included in the contract January 2020	Target reviewed	Target reviewed
WG2.2	Percentage of people aged over 14 years identified as having a learning disability on the GP register who have received an annual health check and have a health action plan	Increase	North Cumbria: 53.0%; South Cumbria 50.4% (2018/19)	60%	68%	75%
WG2.3	Number of Alternative Provision places	Increase	Baseline to be established	Baseline to be established	80 further AP places (by Sep-20)	80 further AP places
WG2.4	Financial value of jointly commissioned work in Cumbria	Increase	Baseline by December 2019	Baseline and target agreed	Target reviewed	Target reviewed
WG2.5	Number/Percentage of children and young people with a life limiting illness or who are receiving palliative care who are receiving additional psychological support	Increase	Baseline to be established	Indicator finalised. Baseline established (by Nov-19); target agreed (by Dec-19).	Target reviewed	Target reviewed
WG2.6	Number of complaints received in relation to services covered by the joint commissioning framework	Reduce	Baseline to be established	Baseline and target agreed	Target reviewed	Target reviewed
WG2.7	Percentage of children and young people who are eligible for short breaks who regularly receive short breaks services	Increase	Baseline to be established	Baseline and target agreed (by Dec-19)	Target reviewed	Target reviewed
WG2.8	Waiting time from referral to commencement of ASD Pathway	Reduce	Baseline to be established	Baseline and target agreed (by Dec-19)	Target reviewed	Target reviewed

Working Group 3 Engagement and Co-Production

Our ambition is that through our actions over the next 24 months, we regain the trust and faith of parents and carers in Cumbria in the ability of the local area to work in partnership with them to develop and deliver high quality services that meet the needs of children and young people with SEND and that we increase the volume and quality of co-production taking place.

While the priority relating to trust and faith is aligned with this working group - we recognise that this something that relies on the work of all the working groups to deliver – as it is through delivery of all the actions in this plan that confidence can be regained.

The priorities identified by the LA SEND inspection that this working group is tasked with addressing	Re-establish and strengthen parents' and carers' trust and faith in the local area's work		
	Establish and develop ways to ensure the close involvement of children, young people and their families in the co-production of the services, resources and support that they need		
The IMPACT we will achieve	0 - 6 months	6 - 12 months	12 – 24 months
	<p>Families will experience professionals working with them in partnership</p> <p>Parents and carers will be co-producing SEND improvement activity and will feel valued and respected in doing this</p> <p>Parents and carers will be better informed about SEND improvement and will have multiple opportunities to engage</p>	<p>Parents and carers continue to report that they feel well supported and involved in the improvement programme</p> <p>Parents and carers will express increasing trust and faith in the local area</p> <p>Parents and carers who are harder to reach will have the opportunity to make their voice heard</p>	<p>There will be an active and co-ordinated 'parent voice' in Cumbria for SEND, owned by parents and carers</p> <p>Parents and carers will continue to express increasing trust and faith in the local area</p> <p>Meaningful engagement and co-production including with those harder to reach groups will be fully evident in all our work</p>

	and provide feedback about their experiences Children and young people will be able to tell us about their experiences	Parents and carers will be using the variety of feedback mechanisms to tell us about their experiences – and receive feedback about what we are doing in response Children and young people will be able to provide regular feedback and tell us about their experiences – and receive feedback about what we are doing in response	Families will be able to identify tangible positive impacts resulting from their feedback, engagement and co-production Families will experience accessible services which better meet their needs	
PRIORITY AREA 3.1 Securing the active, meaningful engagement of parents and carers in the SEND improvement programme			ACCOUNTABLE OFFICER CEO People First	
ACTIONS			COMPLETION DATE	ACTION LEAD
3.1.1 Hold initial scoping meeting with parents and carers to co-produce a parent/carers reference group to provide check and challenge in relation to the SEND Improvement Programme			31 August 2019	CEO People First
3.1.2 Draft TOR for reference group agreed and full schedule of meeting dates published			30 November 2019	CEO People First
3.1.3 Recruit and assign parent carer representatives to SEND Improvement Board and working groups and assign “buddies”			30 September 2019	CEO People First
3.1.4 Deliver training for parents and carers to support their role on working groups/improvement board (with feedback regarding effectiveness)			31 October 2019	Head of Communications & Engagement,

		NHS North Cumbria CCG
3.1.5 Develop an engagement and co-production charter with parents and carers that defines what good co-production looks like in Cumbria in relation to SEND and how we can support people to achieve this	31 January 2020	Head of Communications & Engagement, NHS North Cumbria CCG
3.1.6 In partnership with parents/carers, establish mechanism to regularly evaluate their experiences as members of the reference group, working groups and Improvement Board on the working groups	31 October 2019	Communications Business Partner, CCC
PRIORITY AREA 3.2 More effective communication in relation to SEND improvement, reaching a wider and more representative group of stakeholders	ACCOUNTABLE OFFICER CEO People First	
ACTIONS	COMPLETION DATE	ACTION LEAD
3.2.1 Establish and continually grow a Cumbria wide SEND contact list of all parent and carers and professionals who consent to receive information and updates in relation to SEND and establish regular e-news bulletins to share information	30 September 2019	Communications Business Partner, CCC
3.2.2 Develop a clear and accessible SEND Improvement section on Local Offer website as the key location of regularly updated information relating to the work of the improvement programme	30 September 2019	
3.2.3 Establish a process for quality assuring the contents (including scope, user friendliness and quality) of the information available, harnessing the support and expertise of parents and carers	31 December 2019	
3.2.4 Engage with parents/carers and children/young people and SEND staff/SENCOs to reshape and improve the local offer site including the SEND Improvement pages	31 January 2020	

3.2.5 Working with parent carer reference group, define how they can act as a conduit to help access wider networks of families to develop 2-way channels of communication especially those families that are harder to reach including via established social media groups and online forums.	31 December 2019	CEO People First
3.2.6 In partnership with working group 1 , ensure that the EHCP quality assurance framework includes explicit consideration of the evidence that parents, carers and young people have been actively involved in co-producing their EHCP plans, and actively involved in the annual review process	31 December 2020	Senior Manager Inclusion, CCC
3.2.7 Undertake review session with the reference group, and utilising the expertise of the SENDIAS team, to evaluate how well the lived experience of harder to reach groups is being heard and understood through existing mechanisms	30 April 2020	CEO People First, Communications Business Partner, CCC
PRIORITY AREA 3.3 Establish a programme of effective engagement with parents, carers, children and young people including those who are 'hard to reach'	ACCOUNTABLE OFFICER CEO People First	
ACTIONS	COMPLETION DATE	ACTION LEAD
3.3.1 Further develop the 'All of Us' children and young people's SEND Forums to engage with more young people and provide a reference point for the SEND improvement activity – hold joint countywide meeting to progress and identify opportunities for members of 'All of Us' to present to/share their views and experiences with Working Group meeting and the SEND Improvement Board members.	31 October 2019	Commissioning Manager, Children's & Families, NHS North Cumbria CCG

3.3.2 In partnership with other working groups, and the parent/carer reference group co-produce a comprehensive engagement plan (including a schedule of dates) demonstrating the full range of tools we will use, and our commitment to reaching those families who may be 'hard to reach'.	31 December 2019	Business Manager, CCC
3.3.3 In partnership with working group 1, review all existing feedback pathways in relation to SEND and centralise and make accessible 'always on' feedback mechanisms to provide the opportunity to provide feedback at any point.	31 December 2019	Communications Business Partner, CCC Commissioning Manager, Children's & Families, NHS North Cumbria CCG
3.3.4 Establish mechanisms for engagement with mainstream and special schools working collaboratively with SENCO's and using the expertise from the 'All of Us' group.	29 February 2020	Service Manager, Inclusion, CCC
3.3.5a Plan, develop and implement schedule of annual parent/carer surveys (for parents/carers of children with EHCP and SEN Support).	30 November 2019	Communications Business Partner, CCC
3.3.5b First report produced with findings from survey, including lessons learned and detailing how the feedback loop will be closed with respondents.	31 January 2020	
PRIORITY AREA 3.4 Embed knowledge and tools to support good co-production across the system	ACCOUNTABLE OFFICER Head of Communications and Engagement, NHS North Cumbria CCG	
ACTIONS	COMPLETION DATE	ACTION LEAD

3.4.1 Produce co-production toolkit and make available online	30 September 2019	Head of Communications & Engagement, NHS North Cumbria CCG
3.4.2 Soft launch and training for key professionals relating to good co- production a) SEND Improvement Board workshop b) Workshops with SEND Improvement Working Groups and targeted groups of frontline staff (e.g. EHCP plan writers)	30 November 2019 November – January 2019	Head of Communications & Engagement, NHS North Cumbria CCG Working Group Chairs
3.4.3 Co-produce a process to evaluate the effectiveness of co-production across the improvement programme	31 March 2020	Chair of Parent/Carer Reference Group
PRIORITY AREA 3.5 Strengthen the Parent Carer Forum(PCF) in Cumbria	ACCOUNTABLE OFFICER AD Education and Skills, CCC	
ACTIONS	COMPLETION DATE	ACTION LEAD
3.5.1 Work alongside PCF Chair, Contact, and parents and carers, to co-produce a development plan which sets how the PCF will be strengthened to act as an overarching representative forum that has the confidence of parents and carers – and how this meaningfully aligns with other parent and carer groups in Cumbria. Review the implementation of this plan at quarterly intervals through the Working Group	30 November 2019	Assistant Director Education and Skills, CCC

How we will know if we've made a difference to the lived experience of children, young people and families in Cumbria

Feedback from our children and young people with SEND	Feedback from our parents and carers	Feedback from our professionals	Audit, case study and external review
<p>We will work with our SEND young people's reference group (All about Us) to enable the voice of CYP with SEND to be heard</p> <p>Children and young people will report feeling listened to and that their wishes, values and beliefs have been respected</p> <p>Children and young people will know that their views have been acted upon and taken account of in redesigning and developing new services</p>	<p>Parents and carers will have the opportunity to provide feedback following every engagement activity and reference group regarding their experience</p> <p>Parents and carers will have the opportunity to provide feedback via the 'always on' systems as well as the annual survey and engagement events</p> <p>Parents and carers will report that they are equal partners in the SEND process feeling actively involved at an individual and strategic level</p>	<p>Professionals will report feeling more confident regarding understanding of, and undertaking good co-production</p> <p>EHCP plan writers will feel more confident about co-producing plans</p>	<p>Parents and carers will support us to evaluate the extent to which good co-production is embedded in our improvement activity</p> <p>Case studies will illustrate how professionals greater understanding of and adoption of co-production has contributed to improved outcomes</p>

KPI Ref	Indicator description	Figure will:	Baseline	Impact Milestones/Targets		
				6 month	12 month	18-24 month
WG3.1	"Local Offer" website statistics – number of page requests	Increase	62,000 per month	Increase by 10,000	Increase by 40,000	Target reviewed
WG3.2	Number of individuals on dedicated SEND improvement mailing list/database to receive regular updates and communications	Increase	0	500	Target reviewed	Target reviewed
WG3.3	Number of SEND engagement sessions delivered	Increase	0	Within 6 months 6 sessions	Within 12 months 12 sessions	Within 18 months 18 sessions
WG3.4	Number of parent/carer reference group meetings undertaken	Increase	0	4 meetings	8 meetings	Within 18 months 12 meetings
WG3.5	Percentage of annual survey respondents who express positive trust and faith in the system	Increase	Baseline by January 2020	Baseline and target established	Target reviewed	Target reviewed
WG3.6	Percentage of parents and carers in the identified cohorts (EHCP and SEN Support) who respond to the annual survey	Increase	5%	50%	Target reviewed	Target reviewed
WG3.7	Reference group parents and carers who report a positive experience of attending the improvement working group.	Increase	66%	75%	80%	100%
WG3.8	Parents and carers who report that they have been supported to engage in the EHCP annual review process	Increase	Baseline by December 2019	Baseline and target established	Target reviewed	Target reviewed
WG3.9	a) Percentage of parents who felt they were listened to in the EHCP development process b) Percentage of parents/carers felt their child/young person was able to contribute to the plan	Increase	Baseline by December 2019	Baseline and target established	Target reviewed	Target reviewed

	<p>c) Percentage of EHCP audits which found that parental views and aspirations for young people were clearly recorded in part A of the plan</p> <p>d) Percentage of EHCP audits which found that part A provides a clear view of the lived experience of the children/young person, and their aspirations and what is important to them</p>					
WG3.10	Number of individual pieces of feedback received via an 'Always On' feedback mechanism	Increase	Baseline by December 2019	Baseline and target established	Target reviewed	Target reviewed
WG3.11	Number of children and young people engaging through the 'All of Us' Groups	Increase	15	Target established	Target reviewed	Target reviewed
WG3.12	<p>Percentage of parents and carers in SEND reference group who report that they feel:</p> <p>a) the lead agencies (CCC & the two CCGs) have a genuine commitment to working with parents/carers and children/young adults</p> <p>b) confident that SEND services in Cumbria will improve as a result of the SEND Improvement Programme</p>	Increase	<p>a) 40%</p> <p>b) 29%</p>	Target established October 2019	Target reviewed	Target reviewed

Working Group 4 Preparation for Adulthood

Our ambition is that young people with SEND experience a smooth transition between children and adults services, and that they are appropriately prepared for adulthood. We will do this through improving systems, better understanding pathways, and communicating more effectively about what support is available.

The priorities identified by the LA SEND inspection that this working group is tasked with addressing	To improve the local area's systems for ensuring a smooth transition between children and adult services and preparing children and young people for adulthood		
The IMPACT we will achieve	0 - 6 months	6 - 12 months	12 – 24 months
	<p>Young people and parents will be partners in identifying how preparation for adulthood can be improved</p> <p>Families will be more informed and confident in relation to transitions and preparation for adulthood</p> <p>Young people who are eligible for a Care Act assessment will receive one in a timely manner, and can make informed decisions about their care and support as adults.</p>	<p>Young people can access high quality careers information, advice and guidance whenever they need it</p> <p>Young people are supported to make informed decisions about their future and access suitable work experience/apprenticeship placements and employment opportunities.</p> <p>Young people have better support and access to, and take up a wider range of good quality education, training and employment options</p>	<p>More young people over the age of 16 will be able to access an appropriate curriculum offer in Cumbria</p> <p>Young people make effective and smooth transition into adult services.</p> <p>Young people are able to access work experience which meets their requirements, with a clear pathway to future opportunities</p>

	<p>Young people have more effective transitions to adult health services as a result of clinicians who are confident in new Health Transition approaches.</p> <p>Young people with complex or long term health needs have new health transition tools used at age 14, 16 and 18, ensuring effective transition.</p> <p>Young people will have a more effective transition from children's to adult's social care services.</p>	<p>Young people will be well supported through transition to adulthood</p> <p>Families will know what to expect and where to go for information in relation to transitions – and will be able to access advice and guidance on a regular basis</p> <p>Young people will lead the conversation about their preparation for adulthood at annual EHCP reviews</p>	
PRIORITY AREA 4.1 Improve joint working, systems and practice across Children’s Social Care, SEND team and Adult Social Care so that Care Act assessments take place in a timely manner.			ACCOUNTABLE OFFICER AD Education and Skills, CCC
ACTIONS			COMPLETION DATE ACTION LEAD
4.1.1 Produce working protocol for joint working between Children’s Social Care, SEND team and Adult Social Care			30 November 2019 Area Inclusion Manager, Carlisle and Eden, CCC
4.1.2 Implementation of protocol (training for officers)			31 January 2020 Senior Manager Mental Health and

		Learning Disability Team, CCC
4.1.3 Quarterly audit of cases undertaken following implementation of new protocol – rolling programme begins as part of continuous improvement process (Q4 – baseline)	31 March 2020	Senior Manager Mental Health and Learning Disability Team, CCC
PRIORITY AREA 4.2 Improve joint working, systems and practice across Children's and Adult's health systems so that children and young people with complex or long-term health needs are identified to adult health services and transitions planned in a timely manner.	ACCOUNTABLE OFFICER Deputy Director of Nursing and Quality, Designated Nurse for Safeguarding North Cumbria CCG	
ACTIONS	COMPLETION DATE	ACTION LEAD
4.2.1 Implementation of the agreed redesign to deliver a full Continuing Health Care (CHC) end to end process including assurance of a smooth progression from children's & young people's services into adult services (North Cumbria)	Phase 1: January 2020 Phase 2: April 2020	Continuing Health Care Commissioning Manager NHS North Cumbria CCG
4.2.2 Develop a pathway for children and young people with potential Continuing Health Care (CHC) needs that sets out roles, responsibilities and the process for timely assessment and agreement of CHC packages of care (South Cumbria)	October 2020	Commissioning Support Manager NHS Morecambe Bay CCG

PRIORITY AREA 4.3 Embed Health Transitions Toolbox to inform clinical practice so that children and young people with complex or long-term health needs have cases managed and transition planned within ICC footprint leading to a smoother transition	ACCOUNTABLE OFFICER AD Education and Skills, CCC	
ACTIONS	COMPLETION DATE	ACTION LEAD
4.3.1 Update Health system's transition policy and Standard Operating Procedure (SOP) and conclude peer review of new documentation.	31 st October 2019	Well Child Specialist Transition Nurse, NCIC NHS Trust
4.3.2 Engage with young people, parents and carers for comment and review on policy and SOP	30 th November 2019	Well Child Specialist Transition Nurse, NCIC NHS Trust
4.3.3 Carry out and evaluate 2 area-based pilots of new approaches outlined in refreshed policies	31 st January 2020	Well Child Specialist Transition Nurse, NCIC NHS Trust
4.3.4 Use 12 identified Transition Champions to deliver training and embed transition processes across all clinical teams in county: i) Ready, Steady, Go, ii) 10 steps, iii) Preparation for Adulthood, iv) Together for Short Lives – Stepping Up	30 th September 2020 (25% by December 2019, 50% by March 2020)	Well Child Specialist Transition Nurse, NCIC NHS Trust
PRIORITY AREA	ACCOUNTABLE OFFICER AD Education and Skills, CCC	

4.4 Quality advice, information and support for young people, parents and carers in relation to preparing for adulthood is available		
ACTIONS	COMPLETION DATE	ACTION LEAD
4.4.1 Use the feedback and learning from Spring 2019 Transition Fair to plan and publish a programme of Transitions Fairs	30 October 2019	Assistant Director, Education and Skills, CCC
4.4.2 Deliver Spring Fair and capture feedback from young people, parents/carers about impact etc. Respond to feedback in face to face “you said we did” engagement sessions.	30 April 2020	Assistant Director, Education and Skills, CCC
4.4.3 Share NDTI Preparation for Adulthood tool via SENCO network and Secondary Head Teacher networks, with clear instructions for their use in all Year 11 annual reviews for the academic year 2019-20 – ahead of creation of Cumbria Roadmap	4 th October 2019	Assistant Director, Education and Skills, CCC
4.4.4 Engage through targeted workshop with parents, carers, young people and providers to ensure current transition protocol is fit for purpose	30 th November 2019	Commissioning Manager, Adult Social Care, CCC
4.4.5 Develop an accessible preparation for adulthood roadmap document which clarifies what young people, parents and carers should expect from each stage of the process.	31 st January 2020	Commissioning Manager, Adult Social Care, CCC
4.4 6 Sense check road map with parent/carers reference group and make changes as appropriate	29 th February 2020	Commissioning Manager, Adult Social Care, CCC
4.4.7 Test roadmap document at Spring Transitions Fair and seek feedback (90% of feedback indicates satisfaction with new model)	30 th April 2020	Assistant Director, Education and Skills, CCC

4.4.8 System-wide launch of road map (including training for schools, SENCOs, GPs, Colleges, Council Officers – supported by earlier work with NDTI to develop training offer – 85% of secondary SENCOs receive training), clarifying expectation that full implementation to take effect from September 2020, with phased uptake following training – publish on Local Offer.	1 st May to 31 st July 2020	Assistant Director, Education and Skills, CCC
4.4.9 For summer term 2019/20, post launch, 60% of all Year 8 (and above) EHCP reviews will be completed with reference to preparation for adulthood outcomes	31 st July 2020	Assistant Director, Education and Skills, CCC
4.4.10 EHCP reviews with 'Preparation for Adulthood' plan component, using road-map template are carried out for 100% of young people with EHCPs in Year 8 and above from September 2020 onwards (whole year effect data available from July 2021)	September 2020	Assistant Director, Education and Skills, CCC
4.4.11 Launch systematic quality assurance audit process, checking delivery of Preparation for Adulthood commitments, auditing against compliance and quality – initiate pilot from November 2019, revised audit process will accompany new roadmap (September 2020)	November 2019	Assistant Director, Education and Skills, CCC
4.4.12 With transition workers, pro-actively identify poor quality EHCPs of current Year 11 pupils likely to require additional support as adults, in order to flag problems ahead of annual review and ensure reviews pay full attention to Preparation for Adulthood outcomes.	November 2019	Service Manager, LDD Adult Social Care
4.4.13 Roll out training and workshops to ensure that in Early Years and Primary settings, preparation for Adulthood outcomes referenced in all EHCPs	September 2020 – July 2021	Assistant Director, Education and Skills, CCC
PRIORITY AREA 4.5 Establish innovative local alternatives to post 16/19 specialist college offer to prevent young adults from Cumbria having to travel out of county	ACCOUNTABLE OFFICER AD Education and Skills, CCC	

ACTIONS	COMPLETION DATE	ACTION LEAD
4.5.1 Identify delivery partners (3rd sector providers, education/training providers, health providers)	30 November 2019	Senior Commissioning Manager, Adult Social Care, CCC
4.5.2 Pilot project proposal developed	29 February 2020	Senior Commissioning Manager, Adult Social Care, CCC
4.5.3 Refine model with parents, carers and young people	30 June 2020	Senior Commissioning Manager, Adult Social Care, CCC
4.5.4 Identify candidates for three year pilot and co-produce curriculum model and identify health support requirements	31 March 2021	Senior Manager, Inclusion, CCC
4.5.5 Transition arrangements during academic year 2020-2021	31 July 2021	Service Manager, Learning Disability Team, Adult Social Care, CCC
PRIORITY AREA 4.6 Improving Careers Information Advice, Guidance and support	ACCOUNTABLE OFFICER AD Education and Skills, CCC	
ACTIONS	COMPLETION DATE	ACTION LEAD
4.6.1 Engage with 3 rd sector reference group to identify and map the available complementary provision	31 October 2019	Assistant Director, Education and Skills, CCC

4.6.2 Use SENCO network to engage with SEND population in local areas to identify priorities for work experience pathways.	31 December 2019	Assistant Director, Education and Skills, CCC
4.6.3 Use current IAG commissioned provider to track young people currently in apprenticeships and work experience placements to generate data and prioritise cohort and geographical locations for development of opportunities	31 December 2019	Post 16 Officer, Learning Improvement Service, CCC
4.6.4 An audit of services in place to re-engage young people post 19 who have dropped of education employment or training, will be completed to identify local gaps and support development of actions to address SEND participation Post 19.	31 January 2020	Post 16 Officer, Learning Improvement Service, CCC
4.6.5 Through recommissioning services, improve the access to quality Careers Information, Advice and Guidance for young people identified with SEND in mainstream and special schools, drawing on support from careers hub and Local Enterprise Partnership so that the percentage of young people with SEND 'at risk' of NEET is reduced	30 June 2020	Post 16 Officer, Learning Improvement Service, CCC
4.6.6 Produce new participation support strategy working with young people to specific how commissioned IAG services can meet their needs (linking with working group 2)	31 July 2020	Post 16 Officer, Learning Improvement Service, CCC
4.6.7 Develop a marketing and communications plan for promoting and embedding new strategy in line with commissioning schedule	31 October 2020	Post 16 Officer, Learning Improvement Service, CCC
PRIORITY AREA 4.7 Creating more access to work placement/apprenticeship and employment opportunities for young people with SEND	ACCOUNTABLE OFFICER AD Education and Skills, CCC	
ACTIONS	COMPLETION DATE	ACTION LEAD

4.7.1 Engage with Young Person's "All of Us" reference group, to ask for preferred work experience pathways	30 September 2019	Assistant Director, Education and Skills, CCC
4.7.2 Introduce a County Council work experience "offer" to include those with SEND and care leavers, via engagement with CYP and families, to inform toolkit (below) and produce communication schedule/activity	31 January 2020	Apprenticeship and School Development Manager, Learning and Skills, CCC
4.7.3 Produce an employer's "engagement and recruitment" toolkit for apprenticeships and work experience, for those with SEND	31 January 2020	Apprenticeship and School Development Manager, Learning and Skills, CCC
4.7.4 Toolkit rolled out to all Cumbria employers, FE colleges and apprentice training providers during National Apprenticeship Week	Feb 2020	Apprenticeship and School Development Manager, Learning and Skills, CCC
4.7.5 Working with the Local Enterprise Partnership, Create an Inclusive Employer 'mark' for use by accredited employers, as part of our vision for an inclusive Cumbria.	31 July 2020	Assistant Director, Education and Skills, CCC

How we will know if we are making a difference to the lived experience of children, young people and families in Cumbria

Feedback from our children and young people with SEND	Feedback from our Parents and Carers	Feedback from our Professionals	Audit , case study and external review
<p>Young people will report that transition has been successful and they have been supported</p> <p>Young people will report that they feel they have been supported to prepare effectively for adulthood</p> <p>Young people will report they have been supported to access a range of educational and employment opportunities</p>	<p>Parents/carers will report they are better informed and confident about transition, and that it is a smoother process</p> <p>Parents and carers will report that there are greater opportunities for their young people to prepare for adulthood and access employment and training opportunities</p>	<p>Our professionals will tell us they feel more confident and have a greater understanding of how to effectively prepare CYP for adulthood and support a smooth transition between services.</p>	<p>Transition audits undertaken monthly and reported to Preparation for Adulthood Working Group and SEND Improvement Board</p> <p>Our professionals will provide case study evidence of how transitions are working more effectively</p>

KPI Ref	Indicator description	Figure will:	Baseline	Impact Milestones/Targets		
				6 month	12 month	18-24 month
WG4.1	Develop a set of performance measures from the RiO system relating to 'Ready, Steady, Go'. Data to relate to referrals, transition activity, appointments and services accessed	Increase	Baseline by March 2020	Baseline established	Target reviewed	Target reviewed
WG2.2	Percentage of people aged over 14 years identified as having a learning disability on the GP register who have received an annual health check and have a health action plan	Increase	North Cumbria: 53.0%; South Cumbria 50.4% (2018/19)	60%	68%	75%
WG4.2	Percentage of Post-16s (16-24 years) with SEND in Employment, Education & Training	Increase	83.4%	Target established	Target reviewed	Target reviewed
WG4.3	Number of young people with SEND in apprenticeships, traineeships and volunteering	Increase	Baseline by March 2020	Baseline established	Target reviewed	Target reviewed
WG3.1	"Local Offer" website statistics – number of page requests	Increase	62,000 per month	Increase by 10,000	Increase by 40,000	Target reviewed
WG4.4	Percentage of clinicians trained in new Health Transition approaches	Increase	Baseline by January 2020	50%	100%	100%
WG4.5	Percentage of young people (ages 14, 16 and 18) with complex or long term health needs where new health transition tools have been used	Increase	Baseline by January 2020	50%	100%	100%
WG4.6	Year 9 EHCP reviews in timescale (first transition review)	Increase	Baseline by January 2020	Baseline and target established	Target reviewed	Target reviewed
WG4.7	Number of young people with an EHCP identified as requiring an Adults' Social Care service (Year 9 and above)	Increase	Baseline by January 2020	Baseline and target established	Target reviewed	Target reviewed
WG4.8	Number of young people with an EHCP referred to Adult Social Care for a Care Act Assessment	Increase	Baseline by January 2020	Baseline and target established	Target reviewed	Target reviewed
WG4.9	Percentage of referrals where Care Act Assessments completed in 16th year	Increase	Baseline by March 2020	Baseline and target established	Target reviewed	Target reviewed
WG4.10	Number of young people with an EHCP identified as requiring an Adults Health Service (Continuing Health Care)	Increase	Baseline by March 2020	Baseline and target established	Target reviewed	Target reviewed

WG4.11	Percentage of EHCP audits that fully evidence Preparation for Adulthood commitments are addressed in the plan	Increase	Baseline by November 2019	80%	100%	100%
--------	---	----------	---------------------------	-----	------	------

Working Group 5 Emotional Health and Wellbeing

Our ambition is that children and young people in Cumbria with SEND are able to access timely and effective advice and support in relation to their emotional health and wellbeing, and that needs are addressed at the earliest possible stage to reduce the number of children and young people falling into crisis.

The priorities identified by the LA SEND inspection that this working group is tasked with addressing	Strengthen and develop the approach to support the emotional health and well-being of children and young people with SEND, particularly those with Autism Spectrum Disorder (ASD), who face challenges in relation to their social, emotional and mental health.		
The IMPACT we will achieve	0 - 6 months	6 - 12 months	12 – 24 months
	<ul style="list-style-type: none"> Children and young people with SEND, in any area of the county can better access the support they need in relation to their emotional and mental health needs in a timely manner Children who live in the West of Cumbria specifically (as well as all other areas of the county) are able to access CAMHS services in a timely manner More children and young people with SEND are 	<ul style="list-style-type: none"> Children and young people with SEND have their emotional and mental health needs identified and met as early as possible, with less falling into crisis Children and young people with SEND are supported by professionals in schools who understand and are able to support their emotional health and wellbeing 	<ul style="list-style-type: none"> Children and young people with SEND will be able to access services that reduce the need for crisis and/or Tier 4 CAMHS intervention. Children and young people with SEND will be able to access the services they need, wherever they live, when they need them, to meet their emotional health and wellbeing needs

	<p>supported by professionals in schools who understand and are able to support their emotional health and wellbeing</p> <ul style="list-style-type: none">• Children and young people who access CAMHS services are supported by professionals who are confident and skilled in supporting children and young people with SEND• More children and young people have emotional health and wellbeing needs accurately identified within EHCP	<ul style="list-style-type: none">• Early help and family support services are better designed to meet the needs of, and be accessed by, children and young people with SEND• Children and young people with SEND, in any area of the county can access the support they need in relation to their emotional and mental health needs in a timely manner• Children and young people's needs relating to emotional health and wellbeing will be accurately reflected in their EHCP.	<ul style="list-style-type: none">• Families will report that the emotional health and wellbeing needs of their children and young people are being identified and met appropriately and in a timely manner	
PRIORITY AREA 5.1. Ensure that all EHCPs adequately address psychological needs as well as broader emotional health and wellbeing needs.			ACCOUNTABLE OFFICER Senior Commissioning Manager, Children & Families, North CCG	
ACTIONS			COMPLETION DATE	ACTION LEAD
5.1.1 Inform revisions to EHCP audit tool to ensure required evidence in relation to emotional health and wellbeing is captured as part of the monthly audit process (in partnership with working group 1)			31 October 2019	Senior Commissioning

		Manager, Children & Families, North CCG
5.1.2 Undertake dip sample audit of EHCPs to determine baseline of those with adequate reflection of psychological and emotional health and wellbeing needs.	30 November 2019	Senior Manager Inclusion
5.1.3 Use baseline audit findings to assess the need for additional training/guidance for plan writers in relation to psychological and emotional health and wellbeing needs, and to identify any gaps in services.	30 November 2019	Senior Manager Inclusion
5.1.4 In partnership with working group 2 (commissioning and access to provision), ensure that the revised 'commissioning intentions' address the findings from the JSNA (working group 1) in relation to emotional health and wellbeing and the gaps identified through the above audit.	31 December 2019	Director of Public Health, CCC AD Strategic Commissioning, CCC
PRIORITY AREA 5.2 Ensure that services for emotional and mental health and wellbeing are appropriately designed to support and be accessible to children and young people with SEND and ASD.	ACCOUNTABLE OFFICER Snr Commissioning Manager, Children & Families, North CCG	
ACTIONS	COMPLETION DATE	ACTION LEAD
5.2.1 Ensure that those leading system wide developments in relation to CYP emotional and mental wellbeing are fully sighted on the needs of those with SEND and ASD by sharing the findings of the JSNA (working group 1) and the findings from the baseline survey of parents and carers (working group 2) with Local Transformation Partnership (LTP) Boards for North Cumbria and Lancashire & South Cumbria.	31 December 2019	GP lead for Safeguarding, Maternity, Children, Mental Health and Learning Disability, North CCG
5.2.2 Audit existing Tier 2-3 CAMHS service and learning disability services against all relevant NICE guidance to identify any gaps and weaknesses and input findings into development of revised commissioning intentions.	31 December 2019	GP lead for Safeguarding, Maternity, Children,

5.2.3 Audit existing Tier 1 services against all relevant NICE guidance to identify any gaps and weaknesses and input findings into development of revised commissioning intentions	31 March 2020	Mental Health and Learning Disability, North CCG
5.2.4 Based on the findings of the audit, work with service users, parents and carers to plan appropriate action to improve services through existing improvement programmes including the NTW redesign work, the Lancashire and South Cumbria “Healthy Young Minds” programme and the North Cumbria Whole Pathway Commissioning Pilot.	31 March 2020	Team Manager, CAMHS, NTW/LSC NHS Trust
5.2.5 Commence implementation of the agreed action plan to improve access to and quality of Tiers 1-3 CAMHS services working in partnership with commissioners as necessary (working group 2)	30 April 2020	Team Manager, CAMHS, NTW/LSC NHS Trust
5.2.6 Establish programme of sharing good practice regarding quality of emotional and mental health and wellbeing services for those with SEND and ASD (linking with working group 2 relating to ASD diagnostic pathways)	31 July 2020	GP lead for Safeguarding, Maternity, Children, Mental Health and Learning Disability, North CCG
PRIORITY AREA 5.3 Ensure that the new integrated Child and Family Support Service is designed and specified to work appropriately with SEND.	ACCOUNTABLE OFFICER Director of Public Health, CCC	
ACTIONS	COMPLETION DATE	ACTION LEAD
5.3.1 Review the new Child and Family Support service specifications to ensure there is sufficient reference to supporting children and young people and to ensure equity of access to services	30 November 2019	Children and Families Public Health Lead, CCC
5.3.2 Specific SEND Milestones to be recorded on Early Help modules to collect data to inform service delivery	30 November 2019	Children and Families Public Health Lead, CCC

5.3.3 Ensure quarterly monitoring of contracts is robust and includes reference to KPIs for children and young people with SEND accessing the services First report will be available April 2020 and quarterly thereafter	31 January 2020 30 April 2020	Children and Families Public Health Lead, CCC
PRIORITY AREA 5.4 Increasing the confidence and ability of educational settings in providing or accessing appropriate emotional health and wellbeing support to children and young people with SEND.	ACCOUNTABLE OFFICER Director of Public Health, CCC	
ACTIONS	COMPLETION DATE	ACTION LEAD
5.4.1 Contract for revised School Age Wellbeing Service to incorporate requirement to provide development work with schools, and to liaise and collaborate with other involved support agencies (at Early Help or EHCP levels). This will enable them to provide appropriate support, which becomes embedded in the everyday practice of the schools.	31 October 2019	Director of Public Health
5.4.2 In partnership with working group 6 (SEN Support) develop SEMH pathway to support schools improve whole-school and individual SEMH provision, and as a single place where schools can locate sources of external support.	31 January 2020	Director of Public Health
5.4.3 Establish e-School Nurse Service (telephone or virtual clinic) to enable schools to access support around EHCPs in a timely manner.	31 January 2020	Director of Public Health
5.4.4 Conduct surveys and focus groups with stakeholders including school age wellbeing service, pupils, school staff, local authority SEND support staff, and child & family support service providers. These will establish how staff in educational settings and targeted and specialist mental health services are able to meet the emotional wellbeing and mental health needs of 0-25s with SEND.	29 February 2020	Director of Public Health
5.4.5 Based on the findings of the above surveys and focus groups, work with service users, parents and carers to plan appropriate action to improve services.	31 May 2020	Director of Public Health
PRIORITY AREA	ACCOUNTABLE OFFICER	

5.5 Ensuring that the Transformation of CAMHS services in North and South Cumbria has a positive impact on the experiences of CYP with SEND – including improving waiting times and geographical variation in access to services	Senior Commissioning Manager, North Cumbria CCG/ Commissioning Manager, Population Health, Children and Maternity, Morecambe Bay CCG	
ACTIONS	COMPLETION DATE	ACTION LEAD
5.5.1 Establish data collection within CAMHS to enable services to monitor SEND explicitly	End December 2019	NTW/LSC NHS Trust
5.5.2 Ensure routine monitoring and reporting of SEND access times compared to general access times	End March 2020	NTW/LSC NHS Trust
5.5.3 Ensure that SPAs (the access points for CAMHS services) north and south are working to the same set of standards in terms of equity of access and support, including for triage and prioritisation of work, for those with SEND and ASD.	End March 2020	NTW/LSC NHS Trust
5.5.4 Ensure that the progress of the wider programme of CAMHS transformation (including in relation to SEND) through integration with NTW and LSCFT is regularly reported to and scrutinised by the Children and Young People's Emotional and Mental Health and Wellbeing partnerships for North Cumbria and Lancashire and South Cumbria.	End January 2020	NTW/LSC NHS Trust
5.5.5 Use nationally recognised benchmarking to help us understand efficiency of CAMHS service and availability of practitioners, taking into account challenges of geography and recruitment and the use of new approaches to overcome these challenges e.g. online Cognitive Behavioural Therapy.	End March 2020	NTW/LSC NHS Trust

How we will know if we are making a difference to the lived experience of children, young people and families in Cumbria

Feedback from our children and young people with SEND	Feedback from our parents and carers	Feedback from our professionals	Audit , case study and external review
<p>Will tell us that they can access support and services when they need it, in relation to their emotional health and wellbeing needs</p> <p>Will tell us that professionals working with them understand their needs</p>	<p>Will tell us that they have increasing confidence that the emotional health and wellbeing needs of their children and young people with SEND are being met appropriately through services that are accessible and available when they are needed</p>	<p>Will tell us they have a better understanding of, and feel better able to support or signpost appropriately in relation to the EHWP needs of children and young people with SEND</p>	<p>EHCP audits will be amended to explicitly assess whether any EHWP needs detailed in plan appendices are appropriately reflected in the EHCP</p> <p>Case studies will illustrate how the actions undertaken have led to positive outcomes for children and young people</p>

KPI Ref	Indicator description	Figure will:	Baseline	Impact Milestones/Targets		
				6 month	12 month	18-24 month
WG5.1	Rate of crisis intervention of those with SEND/ASD as a proportion of the population with an EHCP	Reduce	Baseline to be determined following data collection as outlined in 5.6.1	Baseline and target established	Target reviewed	Target reviewed
WG5.2	Rate of admission to Tier 4 services of those with SEND/ASD as a proportion of the population with an EHCP	Reduce	Baseline to be determined following data collection as outlined in 5.6.1	Baseline and target established	Target reviewed	Target reviewed

WG5.3	Percentage of children and young people waiting less than 18 weeks for CAMHS services county-wide	Increase	Baseline by December 2019	Baseline and target established	Target reviewed	Target reviewed
WG5.4	Variation in waiting times for CAMHS services geographically compared to agreed waiting time expectations (currently 18 weeks for routine but will amend as access improves)	Reduce variation	Baseline by December 2019	Baseline and target established	Target reviewed	Target reviewed
WG5.5	Ratio of waiting times for CAMHS for those with SEND compared to those without	Reduce	Baseline by December 2019	Baseline and target established	Target reviewed	Target reviewed
WG5.6	Percentage of parents and carers responding to annual survey who feel that the emotional health and wellbeing needs of their children have been addressed appropriately	Increase	Baseline by January 2020	Baseline and target established	90%	Target reviewed
WG5.7	Percentage of audits sampled where there is evidence any identified needs of a children and young people relating to EHWP are reflected in the EHCP	Increase	Baseline by December 2019	Baseline and target established	Target reviewed	Target reviewed

Working Group 6 SEN Support

Our ambition is that children and young people in Cumbria have their needs accurately identified, assessed and met effectively at the earliest possible stage, wherever they live in Cumbria.

The priorities identified by the LA SEND inspection that this working group is tasked with addressing	Ensure consistent application of the local area's strategy for identifying, assessing and meeting the needs of children and young adults at the SEN support stage		
The IMPACT we will achieve	0 - 6 months	6 - 12 months	12 – 24 months
	<p>Children and young people will be better supported in schools and have their needs appropriately identified and supported at the earliest point</p> <p>Children and young people with SEND have their access to education closely monitored to ensure they have the right provision to meet their needs</p>	<p>Parents/carers will report confidence that their child/young person has their needs identified, assessed and supported, consistently, at the earliest possible stage</p> <p>Improved educational outcomes for children and young people at SEN Support</p> <p>Children and young people will be better supported by professionals who have increased confidence in the application of the graduated</p>	<p>Parents and carers are confident needs are being identified and supported across the county consistently and as early as possible</p> <p>Parents and carers have a deeper understanding of the processes, procedures and expectations relating to SEN Support</p> <p>Improved educational outcomes for children and young people at SEN Support</p>

		approach, and using SEND Handbook and criteria Children and young people with SLCN and SEMH needs are identified and supported appropriately at the earliest stage	Settings have confidence and are consistent in the application of the graduated approach to meet the needs of all children and young people	
PRIORITY AREA 6.1 Improving the consistency of identification and intervention (Graduated Approach) for children and young people with SEND			ACCOUNTABLE OFFICER Senior Manager, Inclusion, CCC, Senior Manager Learning Improvement Service, CCC Designated Clinical Officer	
ACTIONS			COMPLETION DATE	ACTION LEAD
6.1.1a Establish a multi-agency working group (including SENCOs/parents/carers) to review the SEND Handbook and Criteria			31 December 2019	Principal Educational Psychologist, CCC
6.1.1b Launch revised SEND Handbook and Criteria through planned professional training including reinforcing understanding in relation to the SEND Code of Practice (gather feedback on effectiveness of training)			January - March 2020	Service Manager Inclusion, CCC
6.1.2a Establish a data set and reporting system using the Annual Schools Return to enable the identification of target schools where support is required in relation to SEND			31 November 2019	Service Manager Inclusion, CCC
6.1.2b Recruit additional capacity within the Learning Improvement Service to work with educational settings to ensure identified support needs of schools are met			31 December 2019	

6.1.2c Use data set to benchmark performance of SEN Support pupils between districts across Cumbria to identify, target, support, and challenge identified schools on the implementation of the graduated approach	31 March 2020	Senior Manager – Learning Improvement Service, CCC
6.1.2d Work with teaching schools to identify leading SENCOs and fund deep dives in targeted schools requiring support, and use these to develop bespoke action plans	31 March 2020	
6.1.2e Using the analysis, develop and deliver an annual programme of SENCO Network meetings across Cumbria to strengthen the role of the SENCO, embed consistency in delivery of the graduated approach and launch the SEMH pathway linking with group 5	November 2019 - July 2020	
6.1.2f Implement a half termly SENCO e-newsletter to share good practice, local and national policy and developments within the SEND system	November 2019	AD Education and Skills, Service Manager Inclusion
6.1.3 Review and re-issue guidance relating to the SEND pathway within in the Early Help process, in conjunction with colleagues in social care (to improve the quality of information provided by referrers when requesting additional support for an individual child or young person following the 'assess, plan, do, review' process of the graduated approach).	31 January 2020	Senior Manager Inclusion, CCC Senior Manager – Early Help lead, CCC
6.1.4 Working in partnership with the SENCO networks, parents and carers, develop and issue a SENCO toolkit to provide a single point of reference and guidance on all SEND related topics. Utilise the additional capacity in the LIS team to ensure that educational settings are implementing the graduated response effectively using the SEND Handbook and Criteria and the SEND Toolkit to support	31 July 2020	Service Manager Inclusion, CCC Senior Manager Learning

		Improvement Service, CCC
6.1.5 Develop and deliver training events for school governors, and undertaken governance SEND audits, to increase knowledge and understanding of the application of the graduated approach and effective inclusive SEND governance, and thereby improve accountability across all settings	31 July 2020	Senior Manager Inclusion, CCC LIS Senior Advisor, CCC
6.1.5As part of the programme of annual engagement with parents/carers and families (in conjunction with Working Group 3) deliver joint workshops in each area of Cumbria, with parents and carers to promote, support and develop understanding of the SEND Handbook and Criteria (also make accessible online resources via the Local Offer)	31 December 2020	NHS Designated Clinical Officer Service Manager Inclusion, CCC
PRIORITY AREA 6.2. Strengthen the system to improve identification and support of early years, primary and secondary age pupils with less obvious speech, language and communication needs (SLCN) and social emotional and mental health (SEMH)	ACCOUNTABLE OFFICER NHS Designated Clinical Officer and Senior Manager Inclusion	
ACTIONS	COMPLETION DATE	ACTION LEAD
6.2.1 General Advisers (GAs) disseminate information with head teacher clusters regarding accurate assessment of need and the resulting use of the census codes	31 October 2019 – 31 January 2020	Senior Manager – Learning Improvement Service, CCC

6.2.2 Specific guidance including case studies to be developed in relation to SLCN demonstrating good practice 6.2.3 LA and Health to jointly deliver awareness raising training in relation to SLCN to primary and secondary nominated school professionals	31 March 2020	Senior Manager - Inclusion Service, CCC, NHS Designated Clinical Officer,
	31 March 2020 - 31 July 2020	
6.2.4a Engage in an LGA Early Years Peer Challenge, to include a focus on SLCN	31 December 2019	Senior Manager – Learning Improvement Service, CCC
6.2.4b Use outcome from Peer Challenge to develop rapid improvement plan with a focus on priority areas, monitored through Education and Skills Senior Management Team (SMT)	31 March 2020	
6.2.5 In partnership with working group 5 (emotional health and wellbeing) Develop SEMH pathway to support schools improve whole-school and individual SEMH provision, and as a single place where schools can locate sources of external support.	31 January 2020	Senior Manager Learning Improvement Service CCC, Principal Educational Psychologist, CCC
PRIORITY AREA	ACCOUNTABLE OFFICER	
6.3 Establish consistent systems to record and monitor pupils who are on a part-time timetable or without a school placement to make sure that individual needs are met	Senior Manager Inclusion, CCC	
ACTIONS	COMPLETION DATE	ACTION LEAD

6.3.1 Work with partners to create more accessible provision for those young people who cannot attend school regularly but who are on a school roll, for example Nisai online mentoring scheme	31 December 2019	Senior Manager Inclusion, CCC
6.3.2 Review and reissue to schools the guidance on the use of part time timetables to ensure that schools are fulfilling their legal duties.	31 December 2019	Service Manager Inclusion, CCC
6.3.3 Develop a template for schools to report pupils on part-time timetables. Establish a district based recording system to collate the information and review those pupils who are on a part time timetable on a half termly basis. Contact with schools will be made if concerns regarding the use of part-time timetables are identified to challenge practice and make sure that children and young people are accessing education	31 December 2019	
6.3 4 Review and reissue updated Hospital Home Tuition (HHT) guidance to ensure that pupils are receiving a provision suitable to meet their individual needs	31 December 2019	
6.3 5 To improve joint working in relation to children without a school placement through the Keeping Children Safe in Education sub group of Cumbria Safeguarding Children's Partnership (CSCB) ensuring clear oversight of the educational status of all children and young people in Cumbria	31 December 2019	AD Education and Skills, CCC
6.3.6 Reinforce with schools through the Primary Heads Association (PHA)/Cumbria Association of Secondary Heads (CASH) their responsibilities in relation to admissions of pupils with an EHCP, making reasonable adjustments to meet the needs of all pupils and the statutory requirements placed on schools in line with the SEND Code of Practice	31 March 2020	Senior Manager Inclusion, CCC AD Education and Skills, CCC

How we will know if we are making a difference to the lived experience of children, young people and families in Cumbria

Feedback from our children and young people with SEND	Feedback from our parents and carers	Feedback from our professionals	Audit, case study and external review
<p>Children and young people will say that they are supported in school and by professionals working with them</p>	<p>Parents and Carers will report increased confidence in the ability of settings to identify and meet the needs of children and young people at the earliest possible stage</p> <p>Parents and carers will report that the needs of their CYP have been accurately identified and needs are met appropriately.</p> <p>Less parents and carers will need to make formal complaints, and less will feel they need to take their children out of education due to needs not being met</p> <p>Parents will report greater understanding/awareness of the statutory duties of settings in</p>	<p>SENCOs will report greater confidence in relation to SEND. This will be evident in the annual schools return completed in 2020 -2021</p> <p>SENCOs will provide positive feedback regarding the SEND toolkit through completing the course evaluations</p> <p>Governors will report an increase in awareness and knowledge of statutory responsibilities following training through completing the course evaluations</p>	<p>A process will be developed for auditing the quality of EHCP requests, to focus on the implementation of the SEND pathway within the Early Help process (March 2020)</p> <p>Case studies will demonstrate the impact of the graduated approach being applied</p>

	identifying and meeting individual needs.		
--	---	--	--

KPI Ref	Indicator description	Figure will:	Baseline	Impact Milestones/Targets		
				6 month	12 month	18-24 month
WG6.1	Percentage of schools and settings that have received training on the SEND Handbook and Criteria	Increase	Baseline by December 2019	70%	Target reviewed	Target reviewed
WG6.2	Percentage of schools and settings that have participated in SENCO network meetings	Increase	Baseline by December 2019	70%	Target reviewed	Target reviewed
WG6.3	Percentage of schools and settings identifying that they need support with SEND have received a tailored response	Increase	Baseline by December 2019	100%	Target reviewed	Target reviewed
WG6.4	Percentage of Governing Bodies of schools to receive training by July 2020	Increase	Baseline by December 2019	80%	Target reviewed	Target reviewed
WG6.5	Percentage of schools and settings receiving Speech, Language and Communication Needs awareness training	Increase	Baseline by December 2019	70%	Target reviewed	Target reviewed
WG6.6	Number of pupils on a part-time timetable	Reduce	Baseline by December 2019	Target established	Target reviewed	Target reviewed
WG6.7	Number of SEND pupils without a school place	Reduce	Baseline by December 2019	Target established	Target reviewed	Target reviewed
WG6.8	Early Years Foundation Stage pupils with SEN Support achieving a Good Level of Development	Increase	28.4% (2018) 22.8% (2019 provisional)	Annual measure	29%	31%
WG6.9	Key Stage 1 Pupils with SEN Support achieving expected standard in Reading	Increase	33.7% (2018) 30.3% (2019 provisional)	Annual measure	33.5%	34%
WG6.10	Key Stage 1 Pupils with SEN Support achieving expected standard in Writing	Increase	24.6% (2018) 21.5% (2019 provisional)	Annual measure	25%	25%
WG6.11	Key Stage 1 Pupils with SEN Support achieving expected standard in Maths	Increase	38.1% (2018) 32.6% (2019 provisional)	Annual measure	38%	39%

WG6.12	Key Stage 2 Pupils with SEN Support achieving expected standard in Reading, Writing and Maths combined	Increase	23.3% (2018) 26.6% (2019 provisional)	Annual measure	28%	30%
WG6.13	Key Stage 2 Pupils with SEN Support - progress in Reading	Increase	-0.61 (2018) -0.81 (2019 provisional)	Annual measure	-0.60	-0.45
WG6.14	Key Stage 2 Pupils with SEN Support - progress in Writing	Increase	-1.84 (2018) -1.48 (2019 provisional)	Annual measure	-1.10	-0.90
WG6.15	Key Stage 2 Pupils with SEN Support - progress in Maths	Increase	-1.78 (2018) -1.44 (2019 provisional)	Annual measure	-1.00	-1.00
WG6.16	GCSE Pupils with SEN Support achieving grades 9-4 in English & Maths	Increase	35.4% (2018)	Annual measure	40%	40.5%
WG6.17	GCSE Pupils with SEN Support - Attainment8 score	Increase	34.1 (2018)	Annual measure	34.1 (maintain)	Target reviewed
WG6.18	GCSE Pupils with SEN Support - Progress8 score	Increase	-0.46 (2018)	Annual measure	-0.37	-0.36
WG6.19	Post-16 with SEN support achieving Level 2 (including English & Maths) or higher by age 19 years	Increase	37.6% (2018)	Annual measure	38%	38%
WG6.20	Percentage of Social, Emotional and Mental Health SEN need in School Census	Increase	12.2% - primary phase 12.3% - secondary phase	16.3% - primary phase 19.6% - secondary phase (Jan 2020)	Review target based on Jan 2020 national	Review target based on Jan 2021 national
WG6.21	Percentage of No Specific Assessment (NSA) SEN need in School Census	Reduce	15.9% - primary phase 4.7% - secondary phase	4.3% - primary phase 2.6% - secondary phase (Jan 2020)	Review target based on Jan 2020 national	Review target based on Jan 2021 national
WG6.22	Number of SEND-related complaints	Reduce	Baseline by November 2019	Target established	Target reviewed	Target reviewed

Appendix A - KPIs for Working Groups combined

KPI Ref	Indicator description	Figure will:	Baseline	Impact Milestones/Targets		
				6 month	12 month	18-24 month
WG1.1	Percentage of EHCP audits that fully evidence health, social care and education needs are addressed in the plan	Increase	Baseline by December 2019	Targets by Dec 2019	Targets reviewed	Targets reviewed
WG2.1	Percentage of mothers who received a first face to face antenatal contact with a Health Visitor at 28 weeks or above	Increase	Baseline by January 2020	KPI for ante-natal visit included in the contract January 2020	Target reviewed	Target reviewed
WG2.2	Percentage of people aged over 14 years identified as having a learning disability on the GP register who have received an annual health check and have a health action plan	Increase	North Cumbria: 53.0%; South Cumbria 50.4% (2018/19)	60%	68%	75%
WG2.3	Number of Alternative Provision places	Increase	Baseline to be established	Baseline to be established	80 further AP places (by Sep-20)	80 further AP places
WG2.4	Financial value of jointly commissioned work in Cumbria	Increase	Baseline by December 2019	Baseline and target agreed	Target reviewed	Target reviewed
WG2.5	Number/Percentage of children and young people with a life limiting illness or who are receiving palliative care who are receiving additional psychological support	Increase	Baseline to be established	Indicator finalised. Baseline established (by Nov-19); target agreed (by Dec-19).	Target reviewed	Target reviewed
WG2.6	Number of complaints received in relation to services covered by the joint commissioning framework	Reduce	Baseline to be established	Baseline and target agreed	Target reviewed	Target reviewed
WG2.7	Percentage of children and young people who are eligible for short breaks who regularly receive short breaks services	Increase	Baseline to be established	Baseline and target agreed (by Dec-19)	Target reviewed	Target reviewed
WG2.8	Waiting time from referral to commencement of ASD Pathway	Reduce	Baseline to be established	Baseline and target agreed (by Dec-19)	Target reviewed	Target reviewed

WG3.1	"Local Offer" website statistics – number of page requests	Increase	62,000 per month	Increase by 10,000	Increase by 40,000	Target reviewed
WG3.2	Number of individuals on dedicated SEND improvement mailing list/database to receive regular updates and communications	Increase	0	500	Target reviewed	Target reviewed
WG3.3	Number of SEND engagement sessions delivered	Increase	0	Within 6 months 6 sessions	Within 12 months 12 sessions	Within 18 months 18 sessions
WG3.4	Number of parent/carer reference group meetings undertaken	Increase	0	4 meetings	8 meetings	Within 18 months 12 meetings
WG3.5	Percentage of annual survey respondents who express positive trust and faith in the system	Increase	Baseline by January 2020	Baseline and target established	Target reviewed	Target reviewed
WG3.6	Percentage of parents and carers in the identified cohorts (EHCP and SEN Support) who respond to the annual survey	Increase	5%	50%	Target reviewed	Target reviewed
WG3.7	Reference group parents and carers who report a positive experience of attending the improvement working group.	Increase	66%	75%	80%	100%
WG3.8	Parents and carers who report that they have been supported to engage in the EHCP annual review process	Increase	Baseline by December 2019	Baseline and target established	Target reviewed	Target reviewed
WG3.9	a) Percentage of parents who felt they were listened to in the EHCP development process b) Percentage of parents/carers felt their child/young person was able to contribute to the plan c) Percentage of EHCP audits which found that parental views and aspirations for young people were clearly recorded in part A of the plan d) Percentage of EHCP audits which found that part A provides a clear view of the lived experience of the children/young person, and their aspirations and what is important to them	Increase	Baseline by December 2019	Baseline and target established	Target reviewed	Target reviewed
WG3.10	Number of individual pieces of feedback received via an 'Always On' feedback mechanism	Increase	Baseline by December 2019	Baseline and target established	Target reviewed	Target reviewed
WG3.11	Number of children and young people engaging through the 'All of Us' Groups	Increase	15	Target established	Target reviewed	Target reviewed

WG3.12	Percentage of parents and carers in SEND reference group who report that they feel: a) the lead agencies (CCC & the two CCGs) have a genuine commitment to working with parents/carers and children/young adults b) confident that SEND services in Cumbria will improve as a result of the SEND Improvement Programme	Increase	a) 40% b) 29%	Target established October 2019	Target reviewed	Target reviewed
WG4.1	Develop a set of performance measures from the RiO system relating to 'Ready, Steady, Go'. Data to relate to referrals, transition activity, appointments and services accessed	Increase	Baseline by March 2020	Baseline established	Target reviewed	Target reviewed
WG4.2	Percentage of Post-16s (16-24 years) with SEND in Employment, Education & Training	Increase	83.4%	Target established	Target reviewed	Target reviewed
WG4.3	Number of young people with SEND in apprenticeships, traineeships and volunteering	Increase	Baseline by March 2020	Baseline established	Target reviewed	Target reviewed
WG4.4	Percentage of clinicians trained in new Health Transition approaches	Increase	Baseline by January 2020	50%	100%	100%
WG4.5	Percentage of young people (ages 14, 16 and 18) with complex or long term health needs where new health transition tools have been used	Increase	Baseline by January 2020	50%	100%	100%
WG4.6	Year 9 EHCP reviews in timescale (first transition review)	Increase	Baseline by January 2020	Baseline and target established	Target reviewed	Target reviewed
WG4.7	Number of young people with an EHCP identified as requiring an Adults' Social Care service (Year 9 and above)	Increase	Baseline by January 2020	Baseline and target established	Target reviewed	Target reviewed
WG4.8	Number of young people with an EHCP referred to Adult Social Care for a Care Act Assessment	Increase	Baseline by January 2020	Baseline and target established	Target reviewed	Target reviewed
WG4.9	Percentage of referrals where Care Act Assessments completed in 16th year	Increase	Baseline by March 2020	Baseline and target established	Target reviewed	Target reviewed
WG4.10	Number of young people with an EHCP identified as requiring an Adults Health Service (Continuing Health Care)	Increase	Baseline by March 2020	Baseline and target established	Target reviewed	Target reviewed
WG4.11	Percentage of EHCP audits that fully evidence Preparation for Adulthood commitments are addressed in the plan	Increase	Baseline by November 2019	80%	100%	100%
WG5.1	Rate of crisis intervention of those with SEND/ASD as a proportion of the population with an EHCP	Reduce	Baseline to be determined following data	Baseline and target established	Target reviewed	Target reviewed

			collection as outlined in 5.6.1			
WG5.2	Rate of admission to Tier 4 services of those with SEND/ASD as a proportion of the population with an EHCP	Reduce	Baseline to be determined following data collection as outlined in 5.6.1	Baseline and target established	Target reviewed	Target reviewed
WG5.3	Percentage of children and young people waiting less than 18 weeks for CAMHS services county-wide	Increase	Baseline by December 2019	Baseline and target established	Target reviewed	Target reviewed
WG5.4	Variation in waiting times for CAMHS services geographically compared to agreed waiting time expectations (currently 18 weeks for routine but will amend as access improves)	Reduce variation	Baseline by December 2019	Baseline and target established	Target reviewed	Target reviewed
WG5.5	Ratio of waiting times for CAMHS for those with SEND compared to those without	Reduce	Baseline by December 2019	Baseline and target established	Target reviewed	Target reviewed
WG5.6	Percentage of parents and carers responding to annual survey who feel that the emotional health and wellbeing needs of their children have been addressed appropriately	Increase	Baseline by January 2020	Baseline and target established	90%	Target reviewed
WG5.7	Percentage of audits sampled where there is evidence any identified needs of a children and young people relating to EHWP are reflected in the EHCP	Increase	Baseline by December 2019	Baseline and target established	Target reviewed	Target reviewed
WG6.1	Percentage of schools and settings that have received training on the SEND Handbook and Criteria	Increase	Baseline by December 2019	70%	Target reviewed	Target reviewed
WG6.2	Percentage of schools and settings that have participated in SENCO network meetings	Increase	Baseline by December 2019	70%	Target reviewed	Target reviewed
WG6.3	Percentage of schools and settings identifying that they need support with SEND have received a tailored response	Increase	Baseline by December 2019	100%	Target reviewed	Target reviewed
WG6.4	Percentage of Governing Bodies of schools to receive training by July 2020	Increase	Baseline by December 2019	80%	Target reviewed	Target reviewed
WG6.5	Percentage of schools and settings receiving Speech, Language and Communication Needs awareness training	Increase	Baseline by December 2019	70%	Target reviewed	Target reviewed
WG6.6	Number of pupils on a part-time timetable	Reduce	Baseline by December 2019	Target established	Target reviewed	Target reviewed
WG6.7	Number of SEND pupils without a school place	Reduce	Baseline by December 2019	Target established	Target reviewed	Target reviewed
WG6.8	Early Years Foundation Stage pupils with SEN Support achieving a Good Level of Development	Increase	28.4% (2018) 22.8% (2019 provisional)	Annual measure	29%	31%
WG6.9	Key Stage 1 Pupils with SEN Support achieving expected standard in Reading	Increase	33.7% (2018) 30.3% (2019 provisional)	Annual measure	33.5%	34%

WG6.10	Key Stage 1 Pupils with SEN Support achieving expected standard in Writing	Increase	24.6% (2018) 21.5% (2019 provisional)	Annual measure	25%	25%
WG6.11	Key Stage 1 Pupils with SEN Support achieving expected standard in Maths	Increase	38.1% (2018) 32.6% (2019 provisional)	Annual measure	38%	39%
WG6.12	Key Stage 2 Pupils with SEN Support achieving expected standard in Reading, Writing and Maths combined	Increase	23.3% (2018) 26.6% (2019 provisional)	Annual measure	28%	30%
WG6.13	Key Stage 2 Pupils with SEN Support - progress in Reading	Increase	-0.61 (2018) -0.81 (2019 provisional)	Annual measure	-0.60	-0.45
WG6.14	Key Stage 2 Pupils with SEN Support - progress in Writing	Increase	-1.84 (2018) -1.48 (2019 provisional)	Annual measure	-1.10	-0.90
WG6.15	Key Stage 2 Pupils with SEN Support - progress in Maths	Increase	-1.78 (2018) -1.44 (2019 provisional)	Annual measure	-1.00	-1.00
WG6.16	GCSE Pupils with SEN Support achieving grades 9-4 in English & Maths	Increase	35.4% (2018)	Annual measure	40%	40.5%
WG6.17	GCSE Pupils with SEN Support - Attainment8 score	Increase	34.1 (2018)	Annual measure	34.1 (maintain)	Target reviewed
WG6.18	GCSE Pupils with SEN Support - Progress8 score	Increase	-0.46 (2018)	Annual measure	-0.37	-0.36
WG6.19	Post-16 with SEN support achieving Level 2 (including English & Maths) or higher by age 19 years	Increase	37.6% (2018)	Annual measure	38%	38%
WG6.20	Percentage of Social, Emotional and Mental Health SEN need in School Census	Increase	12.2% - primary phase 12.3% - secondary phase	16.3% - primary phase 19.6% - secondary phase (Jan 2020)	Review target based on Jan 2020 national	Review target based on Jan 2021 national
WG6.21	Percentage of No Specific Assessment (NSA) SEN need in School Census	Reduce	15.9% - primary phase 4.7% - secondary phase	4.3% - primary phase 2.6% - secondary phase (Jan 2020)	Review target based on Jan 2020 national	Review target based on Jan 2021 national
WG6.22	Number of SEND-related complaints	Reduce	Baseline by November 2019	Target established	Target reviewed	Target reviewed

Appendix B – Glossary of Terms

Abbreviation	In full	Definition
AA	Autism alliance	Strive to support, raise awareness and increase understanding of Autism Spectrum Conditions throughout the UK to allow all affected by autism to lead productive and fulfilling lives.
ASD	Autism spectrum disorder	A condition that someone is born with that affects their ability to communicate and interact with the world around them.
CAMHS	Child Adolescent Mental Health Service	CAMHS are the NHS services that assesses and treat young people with emotional, behavioural or mental health difficulties.
CASH	Cumbria Association of Secondary Heads	The association of all secondary head teachers in Cumbria
CCC	Cumbria County Council	The administrative body for Cumbria
CCG	Clinical Commissioning Group	A group of GP practices in a particular area that work together to plan and design health services in that area.
CDC	Council for Disabled Children	Umbrella body for the disabled children's sector bringing together professionals, practitioners and policy-makers.
COL	Communities of learning	Group of people who share common academic goals and attitudes, who meet semi-regularly to collaborate on classwork.

Abbreviation	In full	Definition
DCO	Designated Clinical Officer	Designated professional with key responsibilities to support the CCG in meeting statutory responsibilities for children and young people with SEND
DFE	Department for Education	Department of Her Majesty's Government responsible for issues affecting people in England up to the age of 19, including child protection and education.
DMO	Designated Medical Officer	Designated professional with key responsibilities to provide oversight across all health professionals delivering healthcare to individual disabled children, young people and those with special education needs.
EHCP	Education, health and care plan	EHC plans identify educational, health and social needs and set out the additional support to meet those needs for children and young people aged up to 25 who need more support than is available through special educational needs support.
EY	Early years	A framework for children up to the age of five, setting out six key areas of learning around which activities should be based.
FE	Further education	Education in addition to that received at secondary school that is distinct from the higher education offered in universities and other academic institutions.
GP	General practitioner	A physician whose practice is not oriented to a specific medical specialty but instead covers a variety of medical problems in patients of all ages.
HHT	Hospital and Home Tuition	The service who provide continuity of education for children and young people who are not able to attend school for a medical reason
JSNA	Joint Strategic Needs Assessment	Assessment of the current and future health and social care needs of the population
KPI	Key performance indicator	A key performance indicator (KPI) is a type of performance measurement.
LA	Local authority	An administrative body in local government.

LGA	Local Government Association	An organisation which comprises local authorities in England and Wales seeking to promote better local government; it maintains communication between officers in different local authorities to develop best practice.
LSC NHS Trust	Lancashire and South Cumbria NHS Trust	
NCIC NHS Trust	North Cumbria Integrated Care NHS Trust	
Abbreviation	In full	Definition
OT	Occupational therapy	Practical support to empower people to facilitate recovery and overcome barriers preventing them from doing the activities (or occupations) that matter to them.
PCF	Parent carer forum	Group of parents and carers of disabled children who work with local authorities, education, health and other providers to make sure the services they plan and deliver meet the needs of disabled children and families
PHB	Personal health budget	An amount of money to support the identified healthcare and wellbeing needs of an individual, which is planned and agreed between the individual, or their representative, and the local clinical commissioning group (CCG).
PMQAF	Performance Management and Quality Assurance Framework	A framework which sets out clear expectations in relation to roles and responsibilities for performance management and quality assurance which details how and when quality assurance activity will be undertaken (including audits, feedback, performance indicators), where it will be reported and how it will be used to improve services.
QA	Quality assurance	Maintenance of a desired level of quality in a service or product, especially by means of attention to every stage of the process of delivery or production.
SALT	Speech and language therapy	Field of expertise practiced by a clinician who specializes in the evaluation, diagnosis, and treatment of communication disorders, cognition, voice disorders, and swallowing disorders.

SEF	Self-evaluation framework	Looking at progress, development and learning to determine what has improved and what areas still need improvement. Usually involves comparing a "before" situation with a current situation.
SEMH	Social, emotional and mental health needs	A type of special educational needs in which children/young people have severe difficulties in managing their emotions and behaviour.
SEN	Special Educational Need	Referring to children who have learning problems or disabilities that make it harder for them to learn than most children of the same age.
SEND	Special Educational Needs and Disability	
SMT	Senior Management Team	A meeting of senior managers from a particular service area
WSOA	Written statement of action	A written statement to be submitted by the local area in response to a SEND inspection by Ofsted and the CQC, which identifies how specific areas of concern will be addressed.