

Cumbria Local Area SEND Written Statement of Action

August 2019

Draft

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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.

We know we need to do better for children, young adults, parents and carers in Cumbria. We are committed to working in partnership, increasing co-production, and harnessing the expertise within the system; including parents, carers, children, young adults and the staff who work to support them.

We are committed to ensuring that the parents, carers and the children and young adults with SEND themselves are directly and transparently involved in co-producing the services that support them; so that that they receive high quality education, care and health provision.

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.

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.

Our Vision

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

There is a long way to go for our partnership before we are happy with the level of service we provide. We will know we are successful when we can say:

- Children and young adults with Special Educational Needs and Disabilities in Cumbria have their needs identified and met properly and in a timely manner.
 - Our children with Special Educational Needs and Disabilities make progress and achieve outcomes at least in line with their peers across the country.
 - Professionals across the system work in partnership with children, young people and families to develop and improve the services that are needed.
 - We are consistently compassionate, honest and fair; working with families respectfully and with a commitment to co-production.
 - We get the best for the people of Cumbria, and people have equal access to outcomes, regardless of where they live.
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Our priorities

The nine areas of concern identified in the SEND inspection letter which the actions in our WSoA seek to address are as follows:

- 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.
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Working Together

Six thematic groups of work are aligned with the priority areas; their role is to oversee progress on action and ensure connectivity across the improvement programme

As part of our commitment to working in partnership with professionals and families, each of our priority working groups and the SEND Partnership Improvement Board, will have active membership from parents and carers. We are currently working with parents and carers to identify how meaningful representation can be secured and supported.

Working together is not just about representation on working groups or the current improvement process, we are committed to continually working closely in partnership with parents, carers and young people in all areas of activity.

Working Group	Working Group 1	Working Group 2	Working Group 3	Working Group 4	Working Group 5	Working Group 6
	<p>Understanding of Local Need</p> <p>Chair: Fiona Musgrave AD Integration and Partnership CCC</p>	<p>Commissioning and Access to Provision</p> <p>Chair: Peter Rooney Chief Operating Officer N Cumbria CCG</p>	<p>Engagement and Co-production</p> <p>Chair: David Blacklock, Chief Executive People First</p>	<p>Transition</p> <p>Chair: Dan Barton, AD Education and Skills CCC</p>	<p>Emotional Health and Wellbeing</p> <p>Chair: Colin Cox, Director of Public Health, CCC</p>	<p>SEN Support</p> <p>Chair: Mary Mulligan Senior Manager Inclusion, CCC</p>
Priority Areas	<p>Lack of a deep understanding of the needs of the SEND population in the local area</p> <p>Lack of a clear understanding among leaders across the partnership of the strengths and weaknesses in their respective areas of responsibility.</p>	<p>Limited joint working, including the planning and commissioning of services to meet the needs of those with SEND, between education, health and care.</p> <p>To address inequities that exist in access to and performance of services between different geographical areas within Cumbria.</p>	<p>Lack of trust and faith in the local area's work from too many parents and carers.</p> <p>Limited involvement of children, young people and their families in the co-production of the services, resource and support that they need.</p>	<p>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.</p>	<p>Strengthen and develop the approach to support 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.</p>	<p>Ensure consistent application of the local area's strategy for identifying, assessing and meeting the needs of children and young people at the SEN support stage</p>

Whilst we have separated our working groups to ensure the proper oversight and management of progress, it is clear that there will be many actions which are interrelated, and will have dependencies with the actions from other groups. Significant actions which have overlaps with two or more groups will be monitored closely by the SEND Partnership Improvement Board.

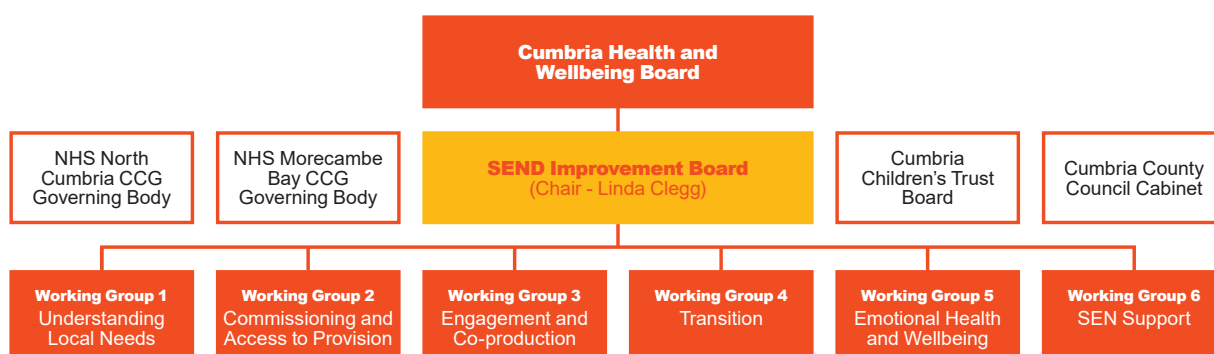
Accountability and Governance

Accountability for the delivery of the WSoA lies with the senior responsible officers from the Local Authority (LA) and Clinical Commissioning Groups (CCGs): The Health and Wellbeing Board will provide strategic oversight of delivery and will hold these officers to account.

The key line of reporting accountability will be to Cumbria Health and Wellbeing Board which will receive regular progress updates. Regular updates will also be provided to the Children’s Trust Board and to wider stakeholders across the system including parents and carers.

The SEND Partnership Improvement Board will have a key role in driving forward progress against the statement of action and will hold the chairs of the six subgroups to account in respect of the delivery of their respective work plans.

The Cabinet Member for Schools and Learning, Councillor Sue Sanderson has responsibility for SEND and will sit on the Improvement Board. Progress updates will be received by Cumbria County Council and the CCG Governing Bodies.



John Macilwraith
Executive Director of People
Cumbria County Council

Peter Rooney
Chief Operating Officer
North Cumbria CCG

Hilary Fordham
Chief Operating Officer
Morecambe Bay CCG

Working Group 1: Understanding of Local Need

Priority 1	To develop a deep understanding of the needs of the SEND population in the local area.					
Priority 2	To develop a clear understanding among leaders across the partnership of the strengths and weaknesses in their respective areas of responsibility.					
Actions		Intended impact	Measure of success (how will we know we are making a difference?)	Responsible lead	Completion date	RAG
1.1	Development and creation of a Local Area Assessment (LAA)					
1.1.1	Engage with local leaders and users of SEND services in Cumbria to develop a Local Area Assessment including strengths and weaknesses	Shared understanding of SEND needs across the county which inform commissioning and delivery	Co-produced and iterative SEND LAA in place and being used to inform commissioning and strategic planning for the future. Service user feedback	Population Health and Children's System Senior Manager Morecambe Bay CCG	Initial LAA produced Oct 2019	
1.1.2	Identify themes for further work and associated data sets				November 2019	
1.1.3	Hold themed workshops to ensure priorities are informed by other working groups and children, young people /parents/carers				January- July 2020	
1.1.4	LAA developed in sections following focused workshops and regularly updated. Publication of an overall document collating the themes				September 2020	

1.2	Develop a plan to have all NHS and CCC systems include the NHS Number for Children with SEND					
1.2.1	Implement information sharing governance	There is one data set of information held for children and young adults who have SEND across the system; resulting in better information to inform planning and increased confidence	Report produced to identify those with/without NHS number recorded All CCC records for children and young adults with SEND will include NHS Number	Assistant Director Integration and Partnerships, CCC	December 2019	
1.2.2	Develop robust data sharing arrangements				December 2019	
1.2.3	Complete a one-off task to capture and input NHS numbers				All current SEND records to have NHS Number: January 2020	
1.2.4	Plan developed to ensure recording of NHS number becomes business as usual				Plan developed: September 2019 Systematic solution in place for business as usual by September 2020	
1.3	Produce a SEND specific Performance Management and Quality Assurance Framework (PMQAF)					
1.3.1	Develop a SEND Performance Management and Quality Assurance Framework (PMQAF)	PMQAF used to: <ul style="list-style-type: none"> • improve performance • to celebrate and share successes, • develop plans to resolve areas of weakness 	SEND PMQAF developed and signed up to by all key partners and scrutinised regularly at Board level Improved monitoring of SEND performance Feedback from staff, children and young adults and families EHCP audits	Senior Commissioning Manager Children and Families North Cumbria CCG	First iteration December 2019	
1.3.2	Co-produce a balanced scorecard				Review and refresh December 2020	
1.3.3	Establish a group to oversee performance across the whole of the SEND system				March 2020	
				AD Integration and Partnerships, CCC	September 2019	

			EHCP review findings			
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Working Group 2: Commissioning and Access to Provision

Priority 3	Limited joint working, including the planning and commissioning of services to meet the needs of those with SEND, between education, health and care.					
Priority 9	Address inequities that exist in access to and performance of services between different geographical areas within Cumbria.					
Actions		Intended impact	Measure of success (how will we know we are making a difference?)	Responsible lead	Completion date	RAG
2.1	To improve the planning and commissioning of services across Cumbria through stronger joint working between the NHS and Local Government, making best use of the available resources.					
2.1.1	Review compliance with the SEND Code of Practice (section on joint commissioning) and produce review report.	<p>Compliance with SEND Code of Practice</p> <p>Improved outcomes for children, young people and their families through jointly planned integrated services.</p>	Review report produced with key findings shared with Partnership Board.	Senior Manager Commissioning, Children, CCC	Sept 2019	
2.1.2	Strengthen the Children's Joint Commissioning Framework for SEND	<p>Commissioners are clearly sighted on whether outcomes are being delivered with a clear plan for improvement.</p> <p>Improved outcomes for children, young people and their families through</p>	Single Commissioning Plan for SEND, addressing the areas for improvement identified through the LAA and through engagement with children and young adults and their parents/carers.	Asst. Director Strategic Commissioning & Procurement CCC	December 2019	

		jointly planned integrated services.				
2.1.3	Contribute to broader Local Government and NHS Joint Commissioning Framework currently under development across a wider range of services, in line with Council Plan Delivery Plan	Learning from SEND is embedded in broader service areas, benefitting all children and young adults and citizens. Improved outcomes for children, young people and their families through jointly planned integrated services.	Local Government and NHS Joint Commissioning Framework reflects the needs of children and young adults with SEND	Asst. Director Strategic Commissioning & Procurement CCC	May 2020	
2.1.4	Deliver the commitments we make by implementing a shared SEND Commissioning plan, which takes into account the different needs and organisational structures across Cumbria.	Improved commissioning leads to improved outcomes for children and young adults	Achievement of all the relevant milestones identified in the Single SEND Commissioning Plan	Asst. Director Strategic Commissioning & Procurement CCC	Full implementation of outcomes based commissioning - December 2020	
2.2	Ensure children and young adults can consistently access services meeting their needs, and removing existing inequities of provision.					
2.2.1	Initial review of contract monitoring arrangements completed	Reduced inequities in access to, and outcomes delivered by, services, including reducing unwarranted geographical variation.	Performance monitoring regarding inequities of access, provision and outcome included in all contracting arrangements.	Asst. Director Strategic Commissioning & Procurement CCC	December 2019	
2.2.2	Develop and implement commissioning and provider approaches, in partnership	Reduce inequities in access to, and outcomes from, the	Improvement in service user and parent/carer feedback.	Asst. Director Strategic Commissioning	New contract monitoring arrangements	

	with children, young people, parents and carers, to address inequities in individual or bespoke packages, including through age transition.	delivery of individual or bespoke packages.	Improvement in staff feedback regarding their experience of the process. Packages are implemented and reviewed to the timescales agreed Reduce the inequities identified by Ofsted and by Working Group 1 (baseline to be established)	ng & Procurement Cumbria County Council	implemented - December 2020 Joint work with Working Group 3 & 4 to establish baselines for satisfaction levels January 2020 Review current processes – January 2020 Develop revised approaches and implement – December 2020	
2.2.3	Ensure an equitable delivery of the Healthy Child Programme in all parts of the county.	Reduce inequities in access to, and outcomes from, the Healthy Child programme services.	Health Visitors in South Cumbria carrying out ante natal visits to an agreed consistency and standard. All Health Visitors carrying out the 5 mandated checks.	Senior Manager Commissioning, Children's, CCC	KPI for ante-natal visit included in the contract January 2020 Full compliance by December 2020	
2.2.4	Undertake gap analysis based on the initial LAA (October 2019) and learning from other sources linking to the work of Working Group 1	There is a clear analysis of current services and gaps identified	Programme developed that prioritises the joint development and commissioning of services	Senior Manager Commissioning, Children's, CCC	December 2019 Commissioning Plan revised based on outcomes of Theme workshops -Aug 2020	

2.3 Rapidly ensure a range of improvement actions for specific services as identified in the Local Area Assessment.

2.3.1	Develop 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 role in meeting them.	Improve areas of service provision identified from the LAA	Service user and parent/carer feedback. Briefings delivered to ICCs/PCNs Primary Care staff reporting a greater awareness of the health needs of children and young adults with EHCPs.	Senior Commissioning Manager, Children and Families, NC CCG (North) & Population Health Children's System Senior Manager, MB CCG (for South).	Apr 2020	
2.3.2	Rapidly address the availability of psychological support for children: a) With life-limiting illness or who are receiving palliative care. b) Who have long-term conditions	Children and young adults with physical health conditions will be able to access psychological support that they need	Feedback from children and young adults and parents/carers on their experience of being supported. Performance monitoring of the pathway.	Senior Commissioning Manager, Children and Families, NC CCG (North) Population Health and Children's System Senior Manager, MB CCG (for South).	Existing arrangements reviewed and strengthened – Nov 2019 Option appraisal for meeting needs and service improvement – December 2019 Services commissioned and in place July 2020 group a) and in progress for group b)	

					Draft - Oct 2019 Signed off - January 2020	
2.3.3	Establish (and sign off) joint service specifications for Occupational Therapy and Speech and Language Therapy.	Children and families experience equitable and effective outcome-based services	Agreed and signed off Joint Service Specification for OT and SaLT Feedback from children, young adults and families	Senior Manager Commissioning, Children's, CCC	January 2020	
2.3.4	Review and use commissioning arrangements to deliver improvements for children and young adults with SEND including: <ul style="list-style-type: none"> NHS arrangements regarding the Policy for transition from children and families health services and NICE QS 140 Revise existing commissioning arrangements to reflect the requirements of the SEND Code of Practice and embed the changes needed to deliver cultural change	Young people and families have an improved experience of preparing for transition to adult services	Feedback from children, young adults and families Compliance with NICE QS 140 quality statements.	Senior Commissioning Manager, Children and Families, NC CCG (North) Population Health and Children's System Senior Manager, MB CCG (South)	Review undertaken - March 2020	
2.3.5	Develop 80 further Alternative Provision (AP) places across the North and South of the county	More children with social, emotional and mental health difficulties are able to access suitable education provision	Full occupancy of new places Educational outcomes for young people in provision are better than similar cohorts nationally	AD Education and Skills, CCC	September 2020	

Working Group 3: Engagement and Co-production

Priority 4	Re-establish and strengthen parents' and carers' trust and faith in the local area's work
Priority 5	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.

Actions		Intended impact	Measure of success (how will we know we are making a difference?)	Responsible lead	Completion date	RAG
3.1.1	Review existing data and feedback from children, young adults & families to establish: <ul style="list-style-type: none"> a. What we already know b. What we have already done c. What we have not yet responded to 	Clear understanding for all system leaders of the priority areas identified by our SEND families and CHILDREN AND YOUNG ADULTS.	Summary report and forward plan of engagement produced.	CEO People First	November 2019	
3.1.2	Use this intelligence to produce a report and a plan				January 2020	
3.2 Develop, implement and support a Parent/ Carer Reference Group.						
3.2.1	Hold initial meetings of parents and carers to develop the Reference Group	Parents, carers and families have the opportunity to share their views and have input into current and future programmes of work.	Reference Group in place and working in line with Terms of Reference (TOR)	CEO People First	August 2019 initial meeting	
3.2.2	Develop and agree TOR, communicate purpose of group,				September 2019 second meeting	
					September 2019	

	programme of meetings published and report on initial meeting produced	Development of better working relationships and improved visibility of current and future programmes of work.				
3.3 Support parents and carers to engage with the SEND Improvement programme.						
3.3.1	Hold initial meeting with parents and carers who have expressed an interest in being involved	Parents and carers are engaged in the improvement journey.	Regular attendance of reps at sub-group meetings, positive feedback at monitoring visits.	CEO People First	August 2019	
3.3.2	Meeting "buddies" allocated.	All SEND priority group outcomes are delivered successfully.	Buddies to access support provided.		September 2019	
3.3.3	Parent/carer training delivered		Review of functionality of working group meetings.		October 2019	
3.3.4	Parents and carers attending working groups		October 2019			
3.3.5	Review of working group meetings, TORs and functionality		January 2010			
3.4 Establish a draft co-production and engagement plan which supports and encourages parents, carers, children and young adults to get involved with the SEND improvement programme and other relevant areas of change.						
3.4.1	Identify priority areas for co-production and engagement, in partnership with other working groups, parents and carers	Re-establish positive contact with parents, carers, children and young adults	Parents, carers, families and children and young adults report a higher level of engagement and involvement	CEO People First	November 2019	

3.4.2	Undertake engagement session with Parents & carers on priority areas	Offer multiple opportunities for parents, carers, children and young adults to engage with and co-produce service improvements and re-design.			December 2019	
3.4.3	Undertake engagement session with children and young adults on priority areas				December 2019	
3.5 Conduct parent/carer survey to establish baseline benchmark data on parent carer experience/perception (repeat annually).						
3.5.1	Launch annual survey with parents and carers	Ability to track improvements in service provision over time and identify emerging trends.	Independent survey sent to families, children and young adults. Monitoring of response rate to survey – target 25%.	Communications Business Partner, CCC	November 2019 (to be repeated November 2020)	
3.5.2	Analysis of survey produced				January 2020	
3.6 Support system leaders to embed the principles of co-production and engagement to be utilised with parents, carers, children and young adults with SEND.						
3.6.1	Define and develop a co-production/engagement charter and toolkit for use by staff across the system – and identify how this will be rolled out and embedded including identifying any training needs	Staff across the system are clear about which methods of co-production and engagement should be utilised when working with children, young	Feedback from staff and those receiving support. Evaluation of training delivered to parents/carers. Evaluation of training delivered to children and young adults	Commissioning Manager C&F NCCCG CEO People First	December 2019	

3.6.2	Define and develop a co-production and engagement training package for parents and carers	adults, and families to achieve best outcomes and consistency. Engagement and co-production becomes implicit and part of best practice.			December 2019	
3.6.3	Define and develop a co-production and engagement training package for children and young adults				December 2019	
3.6.4	Delivery of co-production and engagement training.				January 2020	
3.7 Engage directly with children and young adults – with specific priorities including: those who require higher levels of support, 18-25 years, non-complex children and young adults						
3.7.1	Identification of target groups for engagement	Ensuring that the 'voice' of children and young adults is at the heart of all our	Programme of engagement events across Cumbria with children and young adults	Commissioning Manager C&F NCCCG	October 2019	

3.7.2	Develop and implement programme of engagement events	services and strategies.			October 2019 and ongoing	
3.8 Review/refresh the parent carer forum structure to clarify and define its aims, goals and objectives.						
3.8.1	Use the findings from the survey detailed in 3.5 to: understand the challenge, identify support available and identify any gaps	<p>A forum that works for all families.</p> <p>Increased engagement Clear demonstration of hearing the 'voice' of the child or young adult.</p> <p>Demonstration of greater joint planning, provision and better outcomes for families.</p>	<p>Feedback from parents and carers</p> <p>Numbers engaging in the forum and wider improvement process and participating in the survey</p>	AD Education and Skills, CCC	January 2020	
3.8.2	Co-produce redefined Terms of Reference (TOR) for the forum				April 2020	
3.9 Engage with parents and carers to understand the challenges experienced when accessing the Local Offer in Cumbria						

3.9.1	Provide support, training and awareness sessions to improve their experience.	Clearer understanding of the challenges and what can be done to support people to access information easily.	Increased numbers of families, young people, colleagues and professionals accessing the Local Offer.	AD Education and Skills, CCC SEND Local Offer Officer, CCC	Facilitation of initial engagement sessions and a programme of future dates agreed December 2019	
3.9.2	Delivery of training sessions with schools, provider organisations, stakeholders, voluntary/3rd sector partners and Families.	Enhanced awareness and accessibility of the Local Offer.			A programme of dates to be agreed December 2019	

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Working Group 4: Preparation for Adulthood

Priority 8 Ensure that the local area's systems are improved to ensure a smooth transition between children and adult services and to ensure that children and young adults are prepared for adulthood

Actions		Intended impact	Measure of success (how will we know we are making a difference?)	Responsible lead	Completion date	RAG
4.1 Review current resources and pathway to identify changes to better support those with SEND through the transition process with an emphasis on those aged 14-25						
4.1.1	Begin information gathering and mapping of existing pathways and resources	An improved coherent experience of transition to adulthood with reduced anxiety and increase of positive experiences for children with SEND and their parents/carers.	<ul style="list-style-type: none"> Service user feedback – increase in % of parents and carers reporting a positive experience Establish baseline figures and set KPIs for the following:	Assistant Director Education & Skills, CCC	October 2019	
4.1.2	Complete information gathering and mapping				January 2020	
4.1.3	Begin transition problem-solving surgery				March 2020	
4.1.4	Develop and implement system for seamless health care community				October 2019 – November 2020	
4.1.5	Develop full transitions performance scorecard to be published quarterly	To ensure that an individual's complex health needs are met as they transition into adulthood.	<ul style="list-style-type: none"> Increase in learning disability health checks via GP Increase in uptake of hospital passports Yr 9 health check – improved outcomes Yr 9 ECHP reviews 		June 2020 (Q1)	

			<ul style="list-style-type: none"> • Destination data • Implementation and monitoring of KPIs and audits • Quarterly data report identifying progress from children's to adults continuing care 			
4.2 Review and update transition protocol and develop family friendly roadmap						
4.2.1	Review existing protocol with parent/carers, young people, front line staff and system leaders	Young people and families have an improved experience of transitioning to adult services	<ul style="list-style-type: none"> • Children, young people and families report a good experience of transition • Evidence of staff attending training on transition policy and preparing for adulthood • Evidence of co-produced preparation for adulthood information/resources • Number of page views/downloads (local offer) 	Associate Director of Operations Children and Families, CPFT	December 2019	
4.2.2	Draft roadmap developed	Improved signposting and communication			April 2020	
4.2.3	Develop audit process				September 2020	
4.2.4	Publication of final document				September 2020	
4.2.5	Six month review of roadmap				From March 2021	
4.3 Establish a rolling programme of Transition Fairs building on the learning from the successful event held earlier this year						
4.3.1	Capture learning and feedback from the Transition Fair held in July 2019	Improved signposting and communication Reduced anxiety	Feedback forms Parental survey	Assistant Director Education & Skills, CCC	September 2019	
4.3.2	Produce a schedule of fairs				December 2019	
4.3.3	Plan and deliver second Transition Fair				April 2020	
4.4. Development of a pathway for young people who have unidentified CHC (continuing health care) needs						

4.4.1	Develop a pathway for children and young adults with unidentified CHC needs (not currently in receipt of CC) that sets out roles, responsibilities and the process for assessment and agreeing CHC packages of care (links to action 4.1)	To ensure that an individual's complex health needs are properly identified in order for them to be met as they transition into adulthood.	<ul style="list-style-type: none"> • Development of end-to-end CHC pathway • Evidence of relevant staff attending training on CHC and the pathway • Quarterly data report identifying individuals who may be eligible for CHC and progress of the CHC process (i.e. assessment to package implementation). • % of CHC packages in place before 18th birthday 	Continuing Health Care Commissioning Manager North Cumbria CCG Chief Nurse (South)	October 2020	
4.5 Develop a "Preparation for Independent Living Strategy" via co-production, including development of provision and publication of clearly defined pathways						
4.5.1	Engagement to define 'independent living'	Shared understanding of key concepts Local provision for independent living is available post 19	<ul style="list-style-type: none"> • Family feedback • Case studies • Implementation of strategy 	Assistant Director Education & Skills, CCC	December 2019	
4.5.2	Develop and share definition with system				February 2020	
4.5.3	Use definition to map provision				June 2020	
4.5.4	Explore funding from DSG through schools' forum				September 2020	
4.5.5	Plan additional provision				April 2021	
4.5.6	Launch of new arrangements				September 2021	
4.6 Co-produce an approach to transitioning from short break facilities suitable for children, to facilities suitable for adults						
4.6.1	Engagement with families and providers	To improve the support children and their families receive when they are being	<ul style="list-style-type: none"> • Feedback from families • Feedback from short breaks facilities 	Senior Manager Inclusion, CCC	December 2019	
4.6.2	Design model for short breaks transition				May 2020	

4.6.3	Explore opportunities for alterations to commissioned services	introduced to new short breaks facilities/people, improving their experience of transition	<ul style="list-style-type: none"> Young people and their families continue to use the facilities 	Senior Manager Operations Adults, CCC	September 2020	
4.6.4	Commence new arrangements				October 2020	
4.7 Improve the opportunities for those with young people with additional needs to have experience of employability skills and develop work experience pathways						
4.7.1	Initial engagement with 'All of Us' (children and young adults SEND forum)	Improved skills and therefore improved opportunities and employability	<ul style="list-style-type: none"> Increase in numbers of people with SEND in employment Increase in numbers of those with SEND in apprenticeships, traineeships and volunteering positions 	Assistant Director Education & Skills, CCC	September 2019	
4.7.2	Co-produced development of pathways and training				September 2020	
4.7.3	Implementation				July 2021	

Working Group 5: Emotional Health and Wellbeing

Priority 6

Strengthen and develop the approach to support the emotional health and well-being of children and young adults with SEND, particularly those with ASD, who face challenges in relation to their social, emotional and mental health.

Actions		Intended impact	Measure of success (how will we know we are making a difference?)	Responsible lead	Completion date	RAG
5.1 Understand the strengths, weaknesses and gaps in our existing approach						
5.1.1	<p>Conduct surveys and focus groups to understand how children and young adults 0-25, parent/carers get advice and support, and the effectiveness of this, in relation to emotional health wellbeing (EHWB) and mental health (MH).</p> <p><i>(in partnership with working group 3)</i></p>	<p>To gain a comprehensive understanding from a parent/carer and young peoples' perspective on what are the strengths, weaknesses and gaps in relation to meeting the EHWB & MH needs of children and young adults with SEND and particularly those with ASC.</p>	<p>We are able to understand and articulate what works well for families and what could be improved.</p> <p>This intelligence will then be used to strengthen and develop the EHWB and MH approach</p>	Director of Public Health, CCC	December 2019	
5.1.2	<p>Conduct surveys and focus groups to understand how well equipped staff in schools are to meet the EHWB & MH needs of 0-25s with SEND, as against best practice.</p>	<p>To gain a comprehensive understanding from a school perspective on staff confidence and competence to meet the EHWB & MH needs of 0-25s with SEND in schools.</p>	<p>We are able to understand and articulate how confident and competent staff are to meet the EHWB & MH needs of 0-25s in schools.</p> <p>This intelligence will then be used to inform a workforce development plan to address the gaps and weaknesses.</p>	Director of Public Health, CCC	February 2020	

5.1.3	<p>Conduct assessments (e.g. Green Light Toolkit), surveys and focus groups to understand how well equipped staff working in targeted and specialist mental health services are to meet the needs of 0-25s with SEND.</p>	<p>To gain a comprehensive understanding of staff confidence and competence to meet the EHWB & MH needs of children and young adults with SEND in targeted and specialist mental health services</p>	<p>We are able to understand and articulate how effectively targeted and specialist mental health services meet the EHWB & MH needs of children and young adults with SEND.</p> <p>This intelligence will then be used to inform a workforce development plan to address the gaps and weaknesses.</p>	<p>Director of Public Health, CCC</p>	<p>February 2020</p>	
5.1.4	<p>Establish service performance data on 0-25s with SEND who are accessing EHWB & MH services - including those who are home schooled, out of provision or NEET - to gain an understanding of the cohort and their experiences (e.g.: do they wait longer to access services <i>(in partnership with working group 1)</i></p>	<p>To gain a comprehensive understanding of how people with SEND, including Autism access the service compared to the wider population.</p>	<p>Ongoing performance information will be available and will indicate the extent to which children and young adults with SEND are disadvantaged with regards to waiting for services, outcomes of intervention and their experience of services.</p> <p>This intelligence will then be used to target improvements within services to ensure that children and young adults with SEND are not unduly disadvantaged.</p> <p>To be able to articulate the number of children with Autism who are placed in out of county specialist residential provision.</p>	<p>Director of Public Health, CCC</p>	<p>March 2020</p>	

5.1.5	Review services against current NICE Guidance for autism to identify weaknesses and gaps with regards to meeting EHWP & MH needs for children and young adults.	To gain a comprehensive understanding of how well the local area meets NICE guidance for children and young adults with autism.	We understand and can articulate strengths, weaknesses and gaps in how well the local area adheres to NICE guidance. This intelligence will then be used to strengthen and develop the EHWP & MH approach.	Associate Director of Nursing, Mental Health & Learning Disability Care Group, CPFT)	February 2020	
5.1.6	Review current 0-19 Healthy Child Programme delivery to identify any gaps, weaknesses and strengths in responding to EHWP and MH needs to inform future commissioned services. <i>(in partnership with working group 2)</i>	To gain a comprehensive understanding of how current service delivery is identifying and meeting needs of children and young adults with SEND, including Autism.	Future commissioned services will better meet identified needs more consistently including earlier identification.	Director of Public Health, CCC	December 2019	
5.1.7	Ensure a clear understanding of the impact of the strength-based interventions delivered through the new Child and Family Support Service intended to build and support resilience and emotional wellbeing through a 'whole family' approach. <i>(in partnership with working groups 2 and 3)</i>	To determine how these newly recommissioned services are impacting on children and young adults and their families.	Children and young adults report improved emotional well-being and increased resilience (pre and post intervention) and their families feel better able and equipped to support their child.	Director of Public Health, CCC	December 2020	

5.2 Use this intelligence to co-produce an approach which addresses the weaknesses and gaps in meeting the EHWB needs of CHILDREN AND YOUNG ADULTS with SEND

5.2.1	<p>Collate and share all the intelligence gathered from section 1 into an easy read report that systematically details the local area's strengths weaknesses and gaps in meeting the EHWB &MH needs of children and young adults with SEND. This report is to be shared with families and system leaders.</p> <p>Use the findings of the report to hold a series of solution focused workshops with children and young adults and families to answer the question, "how can we improve weaknesses and address gaps to better meet the EHWB & MH needs of children and young adults with SEND, and particularly autism"</p>	<p>Children, young adults and families feel that we have listened to them, we understand their views and that we have acknowledged their concerns and worries are important.</p> <p>Children, young adults and families co-produce and shape the improvement plan. They understand the constraints and limitations of the system and they trust us to make improvements to services that are meaningful to them.</p> <p>System leaders and families have a systematic and thorough understanding of the strengths, weaknesses and gaps in our approach and can use this information to inform the plan to make meaningful improvements to services.</p>	<p>Families tell us that they have felt listened to and understood via surveys and workshop feedback.</p> <p>We have identified improvement ideas that are meaningful to families and we can demonstrate that these ideas have been developed from families' views, e.g. via creating a "you said, we will do" document.</p> <p>System leaders demonstrate clear understanding of needs of children and young adults with SEND, including Autism and are mindful of that as part of wider strategic development.</p>	GP Lead North Cumbria CCG	December 2020	
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5.3 Identify key existing plans that are pertinent to EHWB and MH needs of CHILDREN AND YOUNG ADULTS with SEND, including Autism

5.3.1	Identify key plans within the system – and in turn key actions within those –	We will have a portfolio of understanding collating all actions	<ul style="list-style-type: none"> We develop an overview of those key plans and 		July 2020	
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	<p>to provide an overview of how each could help to address gaps and weaknesses in our approach to meeting the EHWB and MH needs of children and young adults with SEND, with a particular focus on Autism.</p>	<p>needed, across the raft of action plans, to address identified gaps and weaknesses in our approach to meeting the needs of children and young adults with SEND, including Autism.</p> <p>As we start to implement the plan:</p> <ul style="list-style-type: none"> • families will tell us what the strengths, weaknesses and gaps are in relation to meeting the EHWB and MH needs of 0-25s with SEND, including Autism; • we will have service performance data that tells us how many 0-25s with SEND, including Autism, are accessing EHWB and MH services; • staff will report being more confident in how well equipped they are to meet the EHWB and MH needs of 0-25s with SEND, including Autism. 	<p>actions, which in turn informs the following:</p> <ul style="list-style-type: none"> • Our approach for the <i>prevention and early identification</i> of EHWB & MH issues for 0-25s with SEND, including Autism. • our approach for <i>meeting</i> the EHWB & MH needs of children and young adults with SEND; • We will provide regular progress updates to system leaders and families against the plan which includes a “you said, we did” section. • Families will tell us that they are better able to meet children and young adults with SEND EHWB & MH needs via surveys and focus groups. • We have quantitative and qualitative service data which demonstrates improvements in how services meet EHWB & MH needs. • Identifying opportunities for improving systems and 	<p>Commissioning Support Manager, Children and Maternity MBCCG</p>		
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			implementing those improvements in advance of the full plan being signed off.			
5.4 Existing intelligence identifies a number of actions that will need to be included in planned action going forward						
5.4.1	Influence north and south health systems to ensure equity of access to support, through available tools used in SPA for north and SPA for south arrangements, including triage and prioritisation of work.	Ensuring that people are not referred from one area to another to access services, but instead are directed within services.	Services will be able to demonstrate co-production of criteria with families.	Commissioning Support Manager, Children and Maternity MBCCG	December 2019	
5.4.2	Support schools to audit, against a set of standards, their good practice relative to anxiety, autism, attachment difficulties and helping to create culture change; To develop a programme of sharing good practice across networks.	Schools are more confident in dealing with these issues and experienced as a more positive environment by children and young adults.	Baseline and audit informs service improvement going forward; improvements in audit results evident in the annual survey	Director of Public Health, CCC	July 2021	

Working Group 6: SEN Support

Priority 7 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

Actions	Intended impact	Measure of success (how will we know we are making a difference?)	Responsible lead	Completion date	RAG	
6.1 Review systems and processes to ensure that the approach for supporting children with SEND is consistently and effectively implemented across settings in order to address inequities in provision						
6.1.1	Develop outreach work from specialist provision to support mainstream schools in early identification and intervention.	Children at SEN support receive the support they need consistently across settings, to enable them to achieve their potential Mainstream schools will better able to identify needs early and support appropriately.	<ul style="list-style-type: none"> Improved academic outcomes for pupils with SEN support as evidenced in SEND performance data. children and young adults parents and carers will tell us that they feel supported Schools and settings will tell us they have the skills and expertise to support children and young adults at SEN support stage Feedback from SENCOs and audits will indicate increased confidence and knowledge 	Senior Manager Inclusion, CCC	September 2019	
6.1.2	Establish working group to review the SEND handbook and how it is working				October 2019	
6.1.3	Review guidance for schools about their responsibilities regarding children with SEND				October 2019	
6.1.4	Annual programme of network meetings for SENCO networks will be established				November 2019	
6.1.5	Develop and deliver countywide annual training programme for SENCOs				November 2019	

6.1.6	Deliver training for SENCOs in using the Handbook, understanding the Code Of Practice and local guidance.		<ul style="list-style-type: none"> • Census data will more accurately reflect individual need and a reduction in NSA category. • Reduction in number of children requiring specialist intervention • Reduction in number of requests for EHC Plan • Children and young adults parents and carers will report more confidence in schools to identify and meet need 		March 2020	
6.1.7	Develop clear guidance and framework for SEMH support via existing Behaviour Leaders Group (<i>Link with working group 5</i>)			January 2020		
6.1.8	Carry out a joint piece of work around early help with colleagues in social care to clarify process and link to thresholds			July 2020		
6.1.9	Set up an effective monitoring system to ensure consistency of application			March 2020		
6.1.10	Set up mechanism to support and challenge schools on their responsibilities for children with SEND			July 2020		
6.1.11	Through service re-design create discrete SEND service manager post within CCC to provide dedicated strategic oversight across the county			Consultation launch September 2019		
				New service place by March 2020		

6.2 Ensure that systems for identifying emerging or less obvious needs in children and young adults are established/further developed. Strengthen system to identify speech, language and communication needs and SEMH (link with group 5) for primary and secondary school children.						
6.2.1	Develop and promote specific training for SENCOs	Children at SEN support with these needs receive the support they need consistently across settings, to enable them to achieve their potential	<ul style="list-style-type: none"> The proportion of children with these needs will be accurately reflected in the census data and in line with statistical neighbours Parents, carers will report their child's needs were identified in a timely way. 	Principal Educational Psychologist, CCC	June 2020	
6.2.2	Develop case studies of effective practice in relation to SEMH and SLCN				December 2020	
6.3 Establish systems to record and monitor pupils who are on part-time timetables or without a school placement.						
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	Children are receiving provision appropriate to their current needs in line with relevant guidance.	<ul style="list-style-type: none"> School records will reflect this more accurately. Children's need are better met and parental feedback has improved Reduction in number of children without a school placement 	Area Service Manager Inclusion, CCC	October 2019	
6.3.2	Work with schools to ensure those young people who could access such provision are placed on a school roll and supported to access				October 2019	
6.3.3	Review and reissue the guidance of when or if it would be appropriate for children to be placed on part time timetables (include in toolkit)				January 2020	
6.3.4	Review and issue new Hospital Home Tuition (HHT) guidance				January 2020	
6.3.5	Deliver session on SEND at CASH and PHA conferences next academic year				March 2020	

6.3.6	Learning Improvement Service (LIS) will add this subject to their training for school governors				March 2020	
6.3.7	Develop and deliver training for LIS General Advisors to include detail on SEND				September 2019 – June 2020	
6.4 Work with CASL and LASL to ensure that schools are making reasonable adjustments for pupils with SEND.						
6.4.1	Complete an annual analysis of compliments/complaints for Inclusion Service and produce a you said/we did report	Children are not discriminated against or disadvantaged in settings	<ul style="list-style-type: none"> • Feedback from schools • Increased confidence from LA staff on their knowledge and ability to challenge schools • Reduction in enquiries to SENDIASS for help on this issue • Reduction in complaints from parents to LA 	Senior Manager Inclusion, CCC	January 2020	
6.4.2	Increase awareness with schools and LA staff regarding legal duty to make reasonable adjustments for children and young adults with SEND to ensure they are treated fairly and can stay in their school placement			General Cross Phase Advisor, CCC	March 2020	

SEND Performance Measures

One of our key priorities as detailed under Working Group 1 'Understanding of Local Need' is the development of a comprehensive suite of performance measures across the SEND system, including agreed targets. (Action 1.3) Outlined below are some of the measures we will be using to track progress. We will continue to develop and refine these over coming months.

Measure
Increase in the number of SEND pupils with an NHS number recorded
Improvement in EHCP annual reviews within timescales
Improvement in EHCPs completed in timescale
Compliance with NICE QS 140 quality statements
Local Offer site stats - increase in page requests
Improvement in EHCP annual reviews within timescales
Increase in number of YP with SEND in Employment, Education and Training
Increase in numbers of YP with SEND in apprenticeships, traineeships and volunteering
Number of children with Autism placed in specialist provision outside Cumbria
13 educational measures - improvement in educational attainment across all key stages for Sen Support as in SEND performance report
Reduction in use of NSA SEN need in School Census
Reductions in discrepancies between SEND needs compared to national (School Census)
Volume of requests for an assessment for an EHCP
Reduction in number of SEND pupils without a school placement
Reduction in permanent exclusions for pupils with SEND
Reduction in fixed term exclusions for pupils with SEND
Reduction in number of SEND-related complaints
Number/% of mothers who received a first face to face antenatal contact with a Health Visitor at 28 weeks or above
% of CHILDREN AND YOUNG ADULTS with a diagnosable MH condition in receipt of treatment from an NHS-funded community MH service
Number of referrals received into the service (CAMHS)
Number of referrals accepted into the service (CAMHS)
Referral to Treatment: Number/% of children and young adults seen within 18 weeks
% children and young adults identified as having a learning disability on the GP register have received a Health Check and have a Health Action Plan
Number of children and young adults on the Dynamic Support Register
Number of children with SEND completing Year 9 survey
Continuing Care: Number of current cases
Section 117 cases
Number of complex cases
Total number of referrals into the service (CAMHS) for children & young people with an EHCP
Number of referrals accepted into the service (CAMHS) for children & young people with an EHCP
Number of referrals with a disability (CAMHS) for children & young people with an EHCP
Number/% of EHCPs completed within 6 weeks from the time of request
Requests for assessments for an EHCP that do not meet the criteria for a full assessment
SEND pupils who are electively home educated
Increase in number of personal budgets

*Health measures are not all specific to SEND (they refer to the wider population); future aim/plan will be to consider and develop ways of recording, measuring and reporting SEND data (CCG/CPFT)

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.
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.
DCO	Designated Clinical Officer	Designated professional with key responsibilities to support the CCG in meeting statutory responsibilities for children and young adults 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 adults 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.
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.
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).
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	
WSOA	Written statement of action	A written statement to be submitted to identify how concerns will be remedied.