

Appendix 1

The SEND and Inclusion Strategy Implementation Plan 2019 - 2024:

Upon approval of the strategy a project team will be established to manage the project and it's supporting work streams. The project will be overseen and organised as follows:

Strategy Implementation Project Structure



A high level implementation plan has been developed to show how we will progress the key actions that support our three priorities. The high level implementation plan is set out on the next page.

We recognise that there is an urgent need for change and in Year 1 we will deliver the following:

- 1) Easy access to online resources.
 - Resource - tools, information, strategies, how to guides, and signposting to services for further support
- 2) An updated effective and evolving training and support offer.
 - Action 1 – Area Specific (Whole school/ locality (Area))
 - Action 2 – Role Specific (SENCo School Leaders, Governors, support staff, teachers NQT /NQT +1)
- 3) Setting support for Quality First Teaching.
- 4) A pilot for outreach support resourced by specialists.

- 5) Four Area SEND Link Advisors recruited to develop our quality assurance processes in both mainstream and specialist settings, this will include peer reviews using recognised frameworks and support for SENCO Networks to ensure that our SENCO workforce is clear in understanding processes and expectations.
- 6) A WSCC Inclusion Quality Mark and supporting checklist.
- 7) Plan and deliver our first annual event to celebrate inclusion.
- 8) Publish online documentation, setting out the support that is universally available in all schools and settings as well as targeted and specialist support.
- 9) SEND leadership programme.
- 10) SEND Data and provision review completed and shared.
- 11) Contracts with Service Level Agreements in place at all SEND schools and settings covering pupil admission and exit criteria.
- 12) Robust and accurate SEND place planning resources and tools.
- 13) An annual survey designed and tested to measure the impact of the progressive implementation of the strategy for all stakeholders.
- 14) Termly project progress reports issued with a data dashboard.

However we have not waited for the approval of the strategy to progress key areas of work. In the autumn term 2019, a specialist resource base for primary children will provide a social and emotional therapeutic support programme to enable pupils to return to their mainstream school. This is in addition to two nursery specialist resource bases for children with Communication and Interaction Needs. This is in line with the identified priority to have in place early identification and intervention places. We are also reviewing our existing Specialist Support Centres (SSC's) identifying further specialist resource bases for pupils with SEND from September 2020. Alongside this initiative, we are also supporting individual schools with professional expertise where they have developed their own in-house provision for pupils with social, emotional and mental health needs.

We have also commenced the recruitment of one of the four SEND Link Advisers to develop our quality assurance processes in both mainstream and specialist settings, including supported peer reviews using recognised frameworks. This will be built upon as we implement the strategy during the autumn term 2019 to ensure that our SENCO workforce is clear in its understanding of processes and expectations.

At this time our implementation plan is in its early stage of development and is therefore high level. It outlines the actions and approximate timelines that we will be working to so that we can achieve our vision for all children in West Sussex.

Implementation Plan

| | | | RAG | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 |
|--|---|--------|-------------------------------|---------------------------------|---|---|---|---|---|
| | | | | S O N D J F M A M J J A S O N D | J a F e M A r J u J u A u S e O c N o D e | J a F e M A r J u J u A u S e O c N o D e | J a F e M A r J u J u A u S e O c N o D e | J a F e M A r J u J u A u S e O c N o D e | J a F e M A r J u J u A u S e O c N o D e |
| Approval of strategy and implementation plan | Submit Select Cttee/ CM Decision Report | | 29 th August | | | | | | |
| | Select Committee | | 11 th September | | | | | | |
| | Cabinet Member Decision | | 8th October | | | | | | |
| | Call in period for CM Decision | | 17 th October | | | | | | |
| | Strategy Live/ funding in place | | Nov-19 | | | | | | |
| Project Set Up | Project documentation and governance set up | | Nov-19 | | | | | | |
| | Establishment of Project Board | | Nov-19 | | | | | | |
| | Backfilling resources to establish project team | | Nov-19 | | | | | | |
| | Project team in place | | Nov-19 | | | | | | |
| Culture of Inclusion (Settings) and QA | PROVISION OF TOOLS TRAINING AND RESOURCES TO SUPPORT INCLUSION | | | | | | | | |
| | Review online resources with schools and settings | | | | | | | | |
| | Online resources are accessible | | Jun-20 | | | | | | |
| | Review SEND training and support offer (whole school, locality and NQT+1) | | | | | | | | |
| | Produce and publish an updated training and support offer | | Jun-20 | | | | | | |
| | Enhanced Support Quality First Teaching (Link to QA) | | | | | | | | |
| | Scoping of locality/ area specialist resource outreach pilot | | | | | | | | |
| | Recruit pilot resource | | | | | | | | |
| | Run outreach pilot | | | | | | | | |
| | Assessment of pilot | | Dec-20 | | | | | | |
| | Business cases made for outreach pilot roll out to other locality areas on a traded basis | | | | | | | | |
| | Expansion of outreach model (subject to pilot) | | | | | | | | |
| | QUALITY ASSURANCE (QA) | | | | | | | | |
| | Agreement SEND Area Link adviser | | | | | | | | |
| | Recruit 4* Area SEND Link Advisers | | | | | | | | |
| | Research of Inclusion Quality Mark adopted in other authorities | | | | | | | | |
| | Design and develop WSCC Inclusion Quality Mark / check list development etc | | | | | | | | |
| | Development of Inclusion Quality Mark CPD | | | | | | | | |
| | Roll Out of CPD and QA Assessment of the Inclusion Quality Mark | | | | | | | | |
| | QA AIBB peer review pilot set up (using check list) | | | | | | | | |
| Assessment of pilot results/ proposal for way forward | | Sep-21 | | | | | | | |
| EVENT TO CELEBRATE INCLUSION | | | | | | | | | |
| Plan an annual event that celebrates inclusive practice | | | | | | | | | |
| Deliver an annual event that celebrates inclusive practice | | Jun-20 | | | | | | | |
| SEND OFFER | UNIVERSAL PROVISION AND GRADUATED APPROACH | | | | | | | | |
| | Development of online document "what is universally available" within settings | | | | | | | | |
| | Development of online document "targeted and specialist support" within settings | | | | | | | | |
| | Document launch event (universal) | | Jun-20 | | | | | | |
| | Document launch (targeted and specialist) | | Jun-21 | | | | | | |
| | MULTI AGENCY APPROACH TO IDENTIFY AND SUPPORT CYP NEEDS | | | | | | | | |
| | Development of a SEND programme for leadership at all levels. | | | | | | | | |
| | Programme Launch | | Jun-21 | | | | | | |
| | Implementation of "SEND Leadership" programme at all levels | | | | | | | | |
| | TRANSITION PATHWAY | | | | | | | | |
| Transition Management (settings including APC and Hospitals) | Development of a Transition Pathway / protocol with parent carers and settings | | | | | | | | |
| | Roll out Transition Pathway to all settings. | | Sep-22 | | | | | | |
| | Flexibility across settings (in term/ year) developed. | | | | | | | | |
| | Development of Managed Moved Pathway | | | | | | | | |
| Roll out of Managed Move Pathway to all Settings and Parent carers | | Sep-23 | | | | | | | |
| Setting definition/ place planning and contracts | DATA REVIEW | | | | | | | | |
| | Baseline SEND data by Settings | | Jul-19 | | | | | | |
| | Analysis of data and summary report of findings (future developments required) | | Mar-20 | | | | | | |
| | Reporting on SEN INMS transport costs | | Mar-20 | | | | | | |
| | Proposal presented with supporting business case for required investment | | Apr-20 | | | | | | |
| | Implementation Plan post approval | | Jun-20 | | | | | | |
| | SPECIALIST SETTINGS (already resourced) | | | | | | | | |
| | Delivery of already agreed setting expansion (SSC and Special school current DFE Grant) | | Sep-20 | | | | | | |
| | Template descriptor document/ key information developed (all settings) . | | Nov-19 | | | | | | |
| | Template descriptor document/ key information (all settings) consultation . | | Feb-19 | | | | | | |
| | Working group analyse responses and agree content. | | | | | | | | |
| | Business cases made for any areas of provision currently not resourced/available | | Apr-20 | | | | | | |
| | CONTRACTS | | | | | | | | |
| | Contracts/ SLAs put in place with settings and required professional teams | | | | | | | | |
| | All Settings admitting pupils with EHCPs have a descriptor document/ SLA/Contracts. | | Sep-20 | | | | | | |
| | PLACE PLANNING | | | | | | | | |
| | Recruit to SEN Schools Planning Officer Role | | Sep-19 | | | | | | |
| | Assess SEN forecasting technology tools | | Dec-19 | | | | | | |
| Complete business case to seek funding for suitable tool. | | Feb-20 | | | | | | | |
| Implement place planning tool | | | | | | | | | |
| SEN Section 106 policy embedded for developers | | Sep-20 | | | | | | | |
| Reporting/ Finance and Surveys | PULSE SURVEY | | | | | | | | |
| | Development of annual strategy impact Pulse survey (all stakeholders) | | | | | | | | |
| | Pulse survey undertaken | | Nov-20 | | | | | | |
| | SMART DASHBOARD | | | | | | | | |
| | Baseline confirmation and benchmark | | | | | | | | |
| | Key measures to support progress of strategy against project objectives | | Jan-20 | | | | | | |
| | Data dashboard developed and in place to support Multi Agency Panel | | Jan-20 | | | | | | |
| Termly Project Progress reporting (first report) | | Mar-20 | | | | | | | |
| AIBB / Locality head/groups data dashboard developed and in place | | Sep-20 | | | | | | | |

Data Dashboard

| EHCP's/ SEN | Number/ % | Target | | | | | |
|--|--------------------------------------|----------|--------|--------|--------|--------|--------|
| | | Baseline | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| % EHCNA that progress to EHCP | | | | | | | |
| Total Number of WS EHCP's 0-25 | | | | | | | |
| % of pupils with Special Education Needs (SEN) (All schools) | | | | | | | |
| % of pupils Education, Health and Care (EHC) Plans (All schools) | | | | | | | |
| Type of setting | % of all EHCPs WS | | | | | | |
| Non-maintained early years | | | | | | | |
| Mainstream school | | | | | | | |
| Special School | | | | | | | |
| AP/PRU | | | | | | | |
| Further Education | | | | | | | |
| Awaiting provision | | | | | | | |
| Home educated | | | | | | | |
| INMS | | | | | | | |
| SEN Costs P/A (Financial) | £ | | | | | | |
| Total INMS Expenditure (Fees) | | | | | | | |
| Total SEN Transport Costs | | | | | | | |
| Exclusions P/A | % of the school population WS | | | | | | |
| Fixed period exclusions from schools for SEN pupils with a EHCP | | | | | | | |
| Fixed period exclusions from schools for SEN pupils without EHCP | | | | | | | |
| Permanent exclusions from school for SEN pupils with a EHCP | | | | | | | |
| Permanent exclusions from school for SEN pupils without a statement/ EHCP | | | | | | | |
| WS SEN Planned Places | Number | | | | | | |
| Special | | | | | | | |
| SSC | | | | | | | |
| Utilisation | % | | | | | | |
| Shortfall/ excess | | | | | | | |
| QA checks/ visits completed P/A against the Inclusion Quality standard checklist | Number | | | | | | |
| Non-maintained early years | | | | | | | |
| Mainstream Primary | | | | | | | |
| Mainstream Secondary | | | | | | | |
| Special School | | | | | | | |
| AP/PRU | | | | | | | |
| Further Education | | | | | | | |
| INMS (including contract reviews) | | | | | | | |
| Therapeutic training completed P/A | Number of schools | | | | | | |
| Mainstream Primary | | | | | | | |
| Mainstream Secondary | | | | | | | |
| Special School | | | | | | | |
| AP/PRU | | | | | | | |
| Further Education | | | | | | | |
| Other | Number/ % | | | | | | |
| Number (%) of schools attending termly SENCO support session | | | | | | | |
| % of schools accessing other training sessions (Thinking Governors, NQT's + 1, NQTs, TA's as well as SENCOs etc) | | | | | | | |
| Number (%) of school requesting and receiving support through CARMS or support from advisory teams - could also be an income generation target for some training | | | | | | | |
| Number (%) of schools opening (and hopefully using!) graduated approach (website hits) | | | | | | | |
| Number (%) of nominations for Annual Inclusion awards | | | | | | | |
| Number (%) of schools gaining / working on inclusion kite mark (or whatever we choose) | | | | | | | |
| Annual parent and school survey of confidence in supporting children with SEND | | | | | | | |

NB all are academic year apart from where stated
Baseline data to be developed following DFE publication of the latest data (with benchmarks) in July 2019