### SEND & AP Improvement Plan

#### Re-designed Autumn 2023

C: Children and young people are well prepared for their next steps and achieve strong outcomes - Outcome 90 dear		Covering 6 Partner Working Groups		
SSND - Partner Working Group 1: Mainstream and universal provision is inclusive so that children and young people receive the right support at the right time - Lead; Kathry Lockyear  SSND - Partner Working Group 1: Mainstream and universal provision is inclusive so that children and young people receive the right support at the right time - Lead; Kathry Lockyear  A. Children and young people's needes are identified accurately and assessed in a timely and effective 265 days way. Outcome Lead: TBC  A. Children and young people's needes are identified accurately and assessed in a timely and effective 265 days way. Outcome Lead: TBC  A. Laptoria day do course device for the continuence of control of the co	D .	Task Name	Duration	Qtr 1, 2023 Qtr 2, 2023 Qtr 3, 2023 Qtr 4, 2023 Qtr 1, 2024 Qtr 2, 2024 Qtr
young people receive the right support at the right time - Leads Kathy Lockyear  1	1	C: Children and young people are well prepared for their next steps and achieve strong outcomes - Outcome	950 days?	The second services of the second services and the second services of the second services o
young people receive the right support at the right time - Lead: Kathy Lockyear  At Children and young people's needs are identified accurately and assessed in a timely and effective 295-54m way - Outcome Lead: TBC  At Improving the custing of APTR children for graduated approach for CVP excelling SNL Support in Fig. and school serlings.  At Improving carear the interfaction of and and appropriate numbers of networks against interfaction of and and appropriate numbers of networks against interfaction of and and appropriate numbers of networks against interfaction of and and appropriate numbers of networks against interfaction of the service of and and proposed interfaction of and and appropriate numbers of the SND Under SN 128 days process and interfaction and access to interface against interfaction of the service people interface. Interface the control of the service people interface and and process to interface against the service against the service interface against the service against the service interface against the service against the servic	2		350 days	
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reducing stands and accusate identification of reset and appropriate motivement of external agencies—Load: Grane Fairbourn  A2. Betwee and improve the identification of chieft SSN0 in the Early Years, including the effectiveness of the SSN0 Under SS 120 days  A2. Interproving access to through assessments, for VPP appd 0.25 (e.g., lieably vinctors, NOP, SALT & OT) - Loads: Loc Curry, Toby SN226 days  A3. Interproving access to through assessments for VPP appd 0.25 (e.g., lieably vinctors, NOP, SALT & OT) - Loads: Loc Curry, Toby SN226 days  B3. Children and young people receive the right help and support at the right time - Outcome Lead: TBC 135 days  B3. Early vinctors and VPP appd 0.25 (e.g., lieably vinctors, NOP, SALT & OT) - Loads: Loc Curry, Toby SN226 days  B3. Improve the quality and consistency of SSN Support, so that CYF receive the right support at the right time - Outcome Lead: TBC 135 days  B3. Early vinctors and vinctors of the VPP appd 0.25 (e.g., lieably vinctors) and the right time - Outcome Lead: TBC 135 days  B3. Early vinctors and vinctors of the VPP appd 0.25 (e.g., lieably vinctors) and the right time - Outcome Lead: TBC 135 days  B3. Early vinctors and vinctors of the VPP appd 0.25 (e.g., lieably vinctors) and the right time - Outcome Lead: TBC 135 days  B3. Early vinctors are the vinctors and appopends on the ray vinctors and vinctors and vinctors are such as a construction of the right time of the right time - Outcome Lead: TBC 135 days  B3. Early vinctors are the vinctors and appopends on the ray vinctors and vinctors are such as a construction of the right time	2		285 days	
At improving across to health assessments, for CPP aged 0.25 (e.g. Health Valiturs, NDP, SALT & DT). Loads Lee Carrey, Toly SNO 285 days  At improving across to health assessments for wider family support needs - Load. Claire Hayes?  B. Children and young people receive the right help and support at the right time - Outcome Lead: TBL 485 days  B. Limprove the quality and consistency of SNS Napport, so that CPP needs the right time. Including SNN Support Jams and Rey World-being Plans - Load: Attrayative Woodland.  B. Limprove the quality and consistency of SNS Napport, so that CPP needs the right time. Including SNN Support Jams and Rey World-being Plans - Load: Attrayative Woodland.  B. Early Years, support for early intervertion TO include the Early years offer within health provision, CDCs ex) Blinds to section. 100 days  B. Early Years, support for early intervertion TO include the Early years offer within health provision, CDCs ex) Blinds to section. 100 days  Gavin Anex, Tampa Pred Reg. Including whole school well-being, SMNI, ESSA, mental health, neurodiversity pathways. Therapeutic Thinking Lead Gavin Anex, Tampa Pred Reg. Including whole school well-being, SMNI, ESSA, mental health, neurodiversity pathways. Therapeutic Thinking Lead Gavin Anex, Tampa Pred Reg. B. Early Years of Paulity Reg. Paulity Reg. May 185 ND on that CPP and their families receive support (e.g., CWG, Virtual School etc.) Lead Sarin Cark.  C. C. Children and young people are well prepared for their next steps and achieve strong outcomes - 200 days  CLark and on evidence from CAL of EHCPs, Ars. & Sis to ensure that plans and outcomes refer CYP and parent carer veeus and active strong outcomes. The CLARK Army Strong Parent Paulity Reg. CLARK Army Strong Paulit	3		155 days	Clare Myall,Grace Fairbourn
At improving access to timely assessments for wider family support needs - Lead: Clair Hayes?  B: Children and young people receive the right help and support at the right time - Outcome Lead: TB 1885 days  B: Improve the quality and consistency of SRM Support, so that CYP receive the right support at the right time, including SRM 70 days  B: Improve the quality and consistency of SRM Support, so that CYP receive the right support at the right time, including SRM 70 days  B: Entry Years: Support for early intervention (To include the Early years offer within health provision, CDCs etc) (links to section 100 days  Grace Faitho  B: Entry Years: Support for early intervention (To include the Early years offer within health provision, CDCs etc) (links to section 100 days  Grace Faitho  General health, neurodiversity pathways, Therapeuts Thinkingh-Lead Gason) Jones  B: Entry Years: Support for early intervention (To include the Early years offer within health provision, CDCs etc) (links to section 100 days  Grave Faitho  B: Established that Child (SRM) and provisions of the SRM) and provision (CDCs etc) (links to section 100 days  Grace Faitho  B: Established (SRM) Help processes with the part of their health for the pa	4		120 days	
B: Children and young people receive the right help and support at the right time - Outcome Lead: TBs185 days  B: Improve the quality and consistency of SNS Support, so that CVP receive the right support at the right time, including SN 70 days  B: Early Years: support for early intervention (To include the Early years offer within health provision, CDCs etc) (links to section 100 days  B: Early Years: support for early intervention (To include the Early years offer within health provision, CDCs etc) (links to section 100 days  B: Early Years: support for early intervention (To include the Early years offer within synthamas, Therapeut; Thinkship Lead Gashi)  B: Early Years: support for early intervention (To include the Early years offer within synthamas, Therapeut; Thinkship Lead Gashi)  B: Early Read that Early Help processes work effectively for CYP with SSND so that CYP and their families receive the right support. 100 days  Self-Ensure that Early Help processes work effectively for CYP with SSND so that CYP and their families receive the right support. 160 days  B: Ensure that Early Help processes work effectively for CYP with SSND so that CYP and their families receive the right support. 160 days  Self-Ensure that Early Help processes work effectively for CYP with SSND so that CYP and their families receive the right support. 160 days  C: Children and young people are well prepared for their next steps and achieve strong outcomes - 160 days  Outcome Lead: TBC  C: Act on evidence from Q: And SHChe, Ans 8.59; to essure that plans and outcomes reflect CYP and parent carer views and 70 days  Early September (Links to improving Service) - Leads: Karen Spencer 8 Maryanne Woodland  C: Ensure that CYP experiencing any sort of transition to the next phase across ed, health 8 social care)  C: Ensure that CYP experiencing any sort of transition to the next phase across ed, health 8 social care)  C: Ensure that CYP experiencing any sort of transition to the next plans and outcomes for CYP specifically at Key Stage 2 (	5	A3: Improving access to health assessments, for CYP aged 0-25 (e.g. Health Visitors, NDP, SALT & OT) - Leads: Lee Carey, Toby Silv	285 days	Lee Carey, Jacq
1.1 Improve the quality and consistency of SEN Support, so that CYP receive the right support at the right time, including SEN Support plans and My Well-being Plans - Lead: Manyanne Woodland  9. 82: Early Years: support for early intervention (To include the Early years offer within health provision, CDCs etc) (links to section: 100 days  10. 83: Improve access to timely and appropriate support within a graduated approach for CYP with SEMF receiving SEN Support (se, including whole school well-being, SEMF), EESA, mental health, neurodiversity pathways, Pherapeutic Phinking). Lead Sewin Robert (se, including whole school well-being, SEMF), EESA, mental health, neurodiversity pathways, Pherapeutic Phinking). Lead Sewin Robert (se, including whole school well-being, SEMF), EESA, mental health, neurodiversity pathways, Pherapeutic Phinking). Lead Sewin Robert (se, including whole school well-being, SEMF), EESA, mental health, neurodiversity pathways, Pherapeutic Phinking). Lead Sewin Robert (se, including whole school well-being Audit - Leads that (see Sewin Robert (see Sewin Robert Robert)). Lead Sewin Robert (see Sewin Robert Robert). Lead Sewin Robert (see Sewin Robert Rober	6	A4: Improving access to timely assessments for wider family support needs - Lead: Claire Hayes?	285 days	Claire Hayes
Support plans and My Well-being Plans - Lead: Maryanne Woodland  9	7	B: Children and young people receive the right help and support at the right time - Outcome Lead: TB	(185 days	
B3. Improve access to timely and appropriate support within a graduated approach for CYP with SEMM receiving SEN support [e.g. Including whole school well-being. SEMH, EBSA, mental health, neurodiversity pathways, Therapeutic Thinking-Lead-Gavin Dies.  B8. Ensure that Early Help processes work effectively for CYP with SEND so that CYP and their families receive the right support - 60 days  Claire Payes  B5. Ensure that CYP with SEND supported through children's social care receive timely and effective support [e.g. CWCF, Virtual 100 days  C: Children and young people are well prepared for their next steps and achieve strong outcomes - Outcome Lead: TBC  C: Children and young people are well prepared for their next steps and achieve strong outcomes - Outcome Lead: TBC  C: Children and young people are well prepared for their next steps and achieve strong outcomes - Outcome Lead: TBC  Karen Spencer & Maryane Woodland  C: Children and young people are well prepared for their next steps and outcomes reflect CYP and parent carer views and aspirations (Links to improving Services) - Leads: Karen Spencer & Maryane Woodland  C: Ci. Act on evidence from QA of EHCPs, Ans & ISPs to ensure that plans and outcomes reflect CYP and parent carer views and aspirations (Links to improving Services) - Leads: Karen Spencer & Maryane Woodland  C: Ci. Ensure that CYP experiencing any sort of transition to the next phase across education, health & social care)  C: Ensure that CYP experiencing any sort of transition to the next phase across education, health & social care)  C: Improve educational outcomes for CYP specifically at Key Stage 2 (this needs to be more refined and based on data analysis) - 160 days  C: Cimprove educational outcomes for CYP specifically at Key Stage 2 (this needs to be more refined and based on data analysis) - 160 days  D: Children and young people with SEND are valued, visible and included in their communities - Outcome Lead: TBC  Michael Rhodes-Kubiak  D: Call and the communities - Outcome Lead: Taryan Pr	8		70 days	Maryanne Woodland,Gemma Humphre
[cg, including whole school well-being, SEMI, EBSA, mental health, neurodiversity pathways, Therapeutic Thinking)- Lead Gavin Jones  11 B8: Ensure that Early Help processes work effectively for CYP with SEND so that CYP and their families receive the right support 1 60 days  85: Ensure that CYP with SEND supported through children's social care receive timely and effective support (e.g. CWCF, Virtual 100 days  Sarah Clark  13 C: Children and young people are well prepared for their next steps and achieve strong outcomes - 160 days  Outcome Lead: TBC  14 C1: Act on evidence from QA of EHCPs, Ars & ISPs to ensure that plans and outcomes reflect CYP and parent carer views and aspirations (Links to improving Services) - Leads: Karen Spencer & Maryanne Woodland  15 C2: Ensure that CYP experiencing any sort of transition to the next phase across edu-cation, health & social care)  (This is currently too broad and needs to be broken down to reflect transitions across edu-cation, health & social care)  16 C3: Improve educational outcomes for CYP specifically at Key Stage 2 (this needs to be more refined and based on data analysis) - 160 days  17 D: Children and young people with SEND are valued, visible and included in their communities - Outcome Lead: TBC  18 D1: Evaluate and develop the short breaks offer - Lead: Michael Rhodes-Kublak  19 D2: Develop the whole school approaches towards inclusion so that CYP are able to attend their local school and be part of their 170 days community. Embed the use of the Inclusion Framework and the Well-being Audit - Leads: Tanya Procter & Vik Machin	9	B2: Early Years: support for early intervention (To include the Early years offer within health provision, CDCs etc) (links to section	100 days	Grace Fairbourn,Cla
B5: Ensure that CYP with SEND supported through children's social care receive timely and effective support (e.g. CWCF, Virtual School etc) - Lead: Sarah Clark  C: Children and young people are well prepared for their next steps and achieve strong outcomes - Outcome Lead: TBC  14	10	(e.g. including whole school well-being, SEMH, EBSA, mental health, neurodiversity pathways, Therapeutic Thinking)- Lead: Gavin		Gavin Jones, Tanya Proctor, Vik
C: Children and young people are well prepared for their next steps and achieve strong outcomes - Outcome Lead: TBC  14	11	B4: Ensure that Early Help processes work effectively for CYP with SEND so that CYP and their families receive the right support -	l 60 days	Claire Hayes
Outcome Lead: TBC  C1: Act on evidence from QA of EHCPs, Ars & ISPs to ensure that plans and outcomes reflect CYP and parent carer views and aspirations (Links to Improving Services) - Leads: Karen Spencer & Maryanne Woodland  15	12		100 days	Sarah Clark
aspirations (Links to Improving Services) - Leads: Karen Spencer & Maryanne Woodland  C2: Ensure that CYP experiencing any sort of transition to the next phase across ed, health & soc care services are well supported (This is currently too broad and needs to be broken down to reflect transitions across education, health & social care)  Adrian D  C3: Improve educational outcomes for CYP specifically at Key Stage 2 (this needs to be more refined and based on data analysis) - 160 days  Lead: Yasmin Maskatiya  D2: Children and young people with SEND are valued, visible and included in their communities - Outcome Lead: TBC  D1: Evaluate and develop the short breaks offer - Lead: Michael Rhodes-Kubiak  D2: Develop the whole school approaches towards inclusion so that CYP are able to attend their local school and be part of their community. Embed the use of the Inclusion Framework and the Well-being Audit - Leads: Tanya Procter & Vik Machin  3 SEND - Partner Working Group 2: Children and young people who require statutory or specialist support  730 days?	13		160 days	
(This is currently too broad and needs to be broken down to reflect transitions across education, health & social care)  16	14		70 days	Karen Spencer, Maryanne Wo
D: Children and young people with SEND are valued, visible and included in their communities - Outcome Lead: TBC  18 D1: Evaluate and develop the short breaks offer - Lead: Michael Rhodes-Kubiak  19 D2: Develop the whole school approaches towards inclusion so that CYP are able to attend their local school and be part of their community. Embed the use of the Inclusion Framework and the Well-being Audit - Leads: Tanya Procter & Vik Machin  3 SEND - Partner Working Group 2: Children and young people who require statutory or specialist support  730 days?	15		120 days	Adrian Dyka,Na
Outcome Lead: TBC  18 D1: Evaluate and develop the short breaks offer - Lead: Michael Rhodes-Kubiak  19 D2: Develop the whole school approaches towards inclusion so that CYP are able to attend their local school and be part of their community. Embed the use of the Inclusion Framework and the Well-being Audit - Leads: Tanya Procter & Vik Machin  3 SEND - Partner Working Group 2: Children and young people who require statutory or specialist support  730 days?	16		- 160 days	Yasmin Masl
D2: Develop the whole school approaches towards inclusion so that CYP are able to attend their local school and be part of their community. Embed the use of the Inclusion Framework and the Well-being Audit - Leads: Tanya Procter & Vik Machin  3 SEND - Partner Working Group 2: Children and young people who require statutory or specialist support  730 days?	17		285 days	
community. Embed the use of the Inclusion Framework and the Well-being Audit - Leads: Tanya Procter & Vik Machin  SEND - Partner Working Group 2: Children and young people who require statutory or specialist support  730 days?	18	D1: Evaluate and develop the short breaks offer - Lead: Michael Rhodes-Kubiak	100 days	Michael Rhodes-Kubiak
Serve Turther Working Group 2. Children and young people who require statutory or specialist support	19		170 days	Tai
	3		730 days?	
SEND - Partner Working Group 2: Children and young people who require statutory or specialist support receive timely, effective and consistent support - Lead: Karen Spencer	1		730 days?	
A: Children and young people's needs are identified accurately and assessed in a timely and effective way - Outcome Lead: TBC	2		160 days	
A1: Improve EHCNA process, including robust decision-making considering strengths needs and aspirations of CYP - Leads: Karen Spencer & Claire Hayes	3		80 days	Karen Spencer,Claire Hayes
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#### SEND & AP Improvement Plan Re-designed Autumn 2023

	Covering 6 Partner Working Groups		
			Qtr 1, 2023 Qtr 2, 2023 Qtr 3, 2023 Qtr 4, 2023 Qtr 1, 2024 Qtr 2, 2024 Qtr 3  Jan FebMarAprMayJun Jul AugSep OctNovDec Jan FebMarAprMayJun Jul A  Andrea Morgan
,	A3: Improve the effectiveness and efficiency of the SENAT team - Lead: Karen Spencer	60 days	Karen Spencer
		85 days	Lee Carey,Jacqui Parfitt,T
В:	Children and young people receive the right help and support at the right time - Outcome Lead: TB	185 days	
		70 days	Kathy Lockyear,Andrea Morgan
	32: Annual Reviews are conducted in a person-centred approach and responded to in a timely and efficient way and - Lead: Karer	100 days	Karen Spencer
1	33: Improving the timeliness of EHCNAs. (links to section 1 - assessments) - Lead: Karen Spencer	120 days	Karen Spencer
	34: Improve timely support for CYP when an EHCNA has been refused - Lead: Kathy Lockyear & Claire Rimmer	60 days	Kathy Lockyear, Claire Rimmer
		100 days	Sarah Clark
		160 days	
		70 days	Natalie McNeill, Mark Dobso
		160 days	Yasmin Mas
		120 days	Mike Smith,Par
		285 days	
	D1: Evaluate and develop the short breaks offer - Lead: Michael Rhodes-Kubiak	100 days	Michael Rhodes-Kubiak
		120 days	Heather McIntosi
		170 days	Та
PV	VG2: EHCP Response Plan	680 days?	1
childre	en and young people and make the necessary improvements - Lead: Helen Johns (co:Steve	470 days	
child	fren and young people and make the necessary improvements - Lead: Helen Johns (co:Steve	470 days	
A:	Leaders are ambitious for children and young people with SEND (Para 55) - Outcome Lead: TBC	140 days	
		140 days	ТВС
		140 days	ТВС
	operational oversight of business as usual and programme management as well as the SEND improvement work. Reporting	100 days	ТВС
		90 days	ТВС
R·	Leaders have an accurate, shared understanding of the needs of children and young people in eir local area (Para 57) - Outcome Lead: TBC	185 days	
	B:  C: Ou  Childre Nyaka  SENID  Childre Nyaka  SENIC  Nyal	A2: Improve the timelines of the EP response to the EMCNA process - Lead: Andrea Morgan  A3: Improve the effectiveness and efficiency of the SENAT team - Lead: Karen Spencer  A4: Improving across to health assessments, for CYP aged 0.25 (e.g., Health Visitors, NDP, SALT & OT) - Leads: Lec Carry, Incqui Parlitts, Toby Silverman  B: Children and young people receive the right help and support at the right time - Outcome Lead: TB  31: Ensure CYP receive timely support while waiting for an EMCNA to be completed. (to include CYP with EBSA) - Lead: Kathy tockyper & Andrea Morgan  32: Annual Reviews are conducted in a person-centred approach and responded to in a timely and efficient way and - Lead: Kater Spence.  33: Improving the timeliness of EMCNAs. (links to section 1 - assessments) - Lead: Kater Spence.  34: Improve timely support for CYP when an EMCNA to be enterprised. Lead: Kathy Lockyper & Calare Rimmer  35: Insure that CYP with SEND supported through children's social care receive timely and effective support (e.g., CWCS, Virtual School etc) - Lead: Sarah Clark  C: Children and young people are well prepared for their next steps and achieve strong outcomes Outcome Lead: TBC  C1: Ensure that CYP experiencing any sort of transition to the next phase across ed, health & social care services are well supported (the is currently too bread and beced to be torsien down to reflect transitions across education, health & social care;  C2: Improve educational outcomes for CYP specifically at Key Stage 2 (this needs to be more refined and based on data analysis) - lead: 'Samin Maskatrya  C3: Create more effective preparation for adulthood for YP with SCND from early years through to post 16 (Links to ETICPs, Atstacts this Sentia & Paul Mortroin  D1: Children and young people with SEND are valued, visible and included in their communities - Outcome Lead: TBC  D2: Eveluate and develop the short breats offer - Lead. Michael Rhodes-Rubbak  D2: Review and revise the Local Offer with CYP and parent carers (leasther Michaels	A2 improve the directness and efficiency of the SENAT beam-Lead. Kateri Spentor  A3 improve the effectiveness and efficiency of the SENAT beam-Lead. Kateri Spentor  A4 improving access to beath assessments, for CPP aged 0.25 leg. Health Visitors, NDP, SALT 8 OT) - Leads: Lee Carey, Jacqui  B5 days  A4 improving access to beath assessments, for CPP aged 0.25 leg. Health Visitors, NDP, SALT 8 OT) - Leads: Lee Carey, Jacqui  B6 thirdren and young people receive the right help and support at the right time - Outcome Lead: TB-185 days  B61 Ensare CPP receive timely support white waiting for an EHCNA to be completed ito include CPP with CDSA) - Lead. Kathy  70 days  B62 Annual Reviews are conducted in a person-centred approach and responded to in a timely and efficient way and - Leads factor  B63 improving the timeliness of DECNAC, Binks to section 1 - assessments) - Lead. Kathy Lockyer 8. Clair Binner  B64 improve the Sypoptor for CPP when an EHCNA has been relieved - Lead. Kathy Lockyer 8. Clair Binner  B65 freque that CPP with SEND supported through children's social care receive timely and efficient way and - Leads factor  School acto - Lead-Start Clair.  C1 Children and young people are well prepared for their next steps and achieve strong outcomes -  Outcome Lead: TBC  C1 Improve educational autonome for CPP specifically at Key Stage 2 (this neads to be more refrired and board on data analysis). Lead-Startin Mesiative  C3 Create none effective persparation for adulthood for YP with SFR0 from early years through to post is litins to FRCFs, Arr-  Leads. MB6 Smith R Paul Mistro.  D1 Paulsare and develop the short branch offer a with SFR0 from early years through to post is litins to FRCFs, Arr-  Leads. MB6 Smith R Paul Mistro.  D2 Develop the whole school approaches towards melasons to the CPP are able to attend derir local shool and be part of their 1/10 days  C1 Leads are received the second proposition towards melasons to the CPP are able to attend derir local shool and be part of their 1/10 days  C2 Leaders no

## SEND & AP Improvement Plan Re-designed Autumn 2023 Showing the Evaluation criteria / Outcomes and Objectives (Improvement Workstreams) per Partner Working Group Covering 6 Partner Working Groups

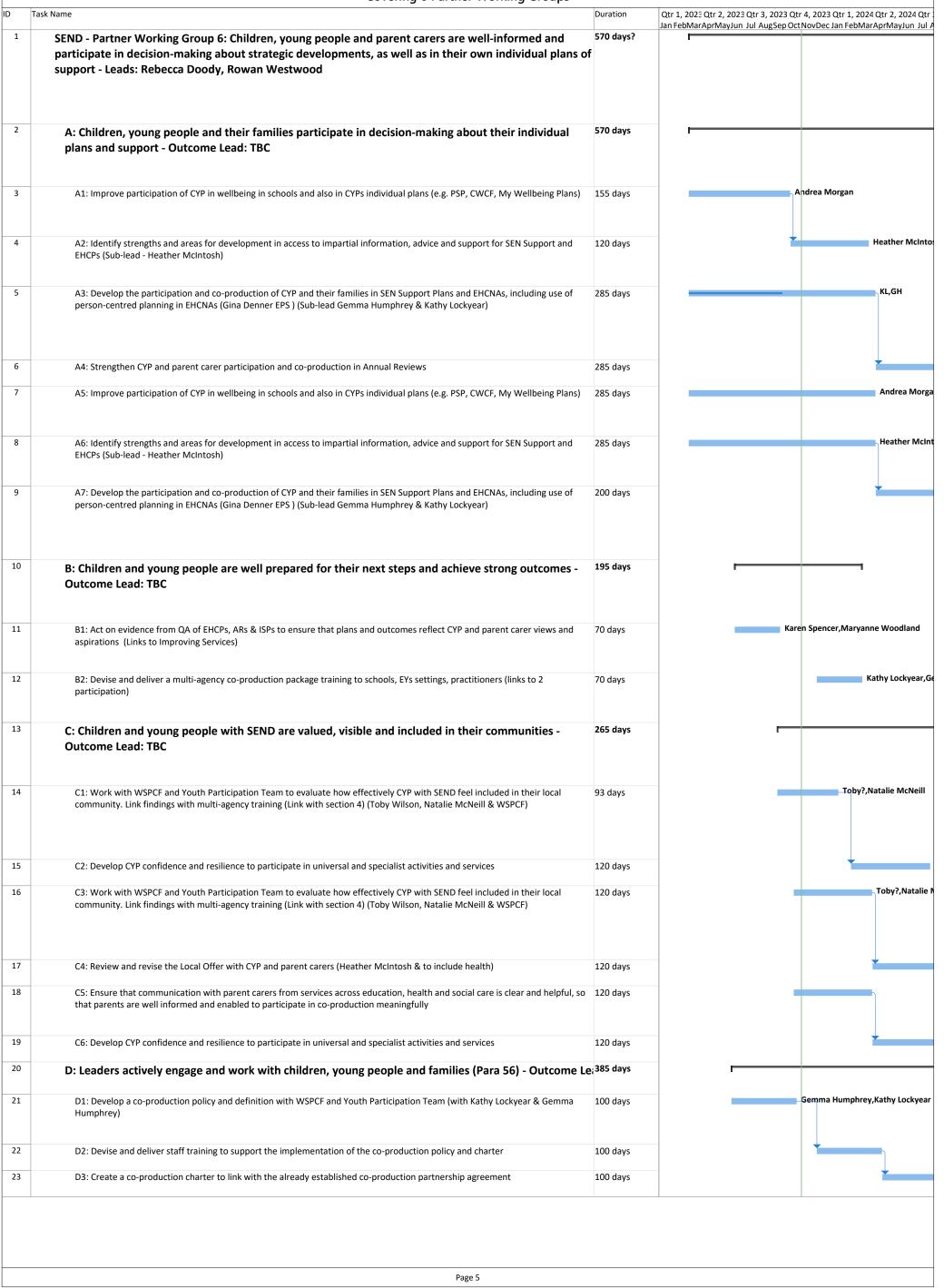


### SEND & AP Improvement Plan

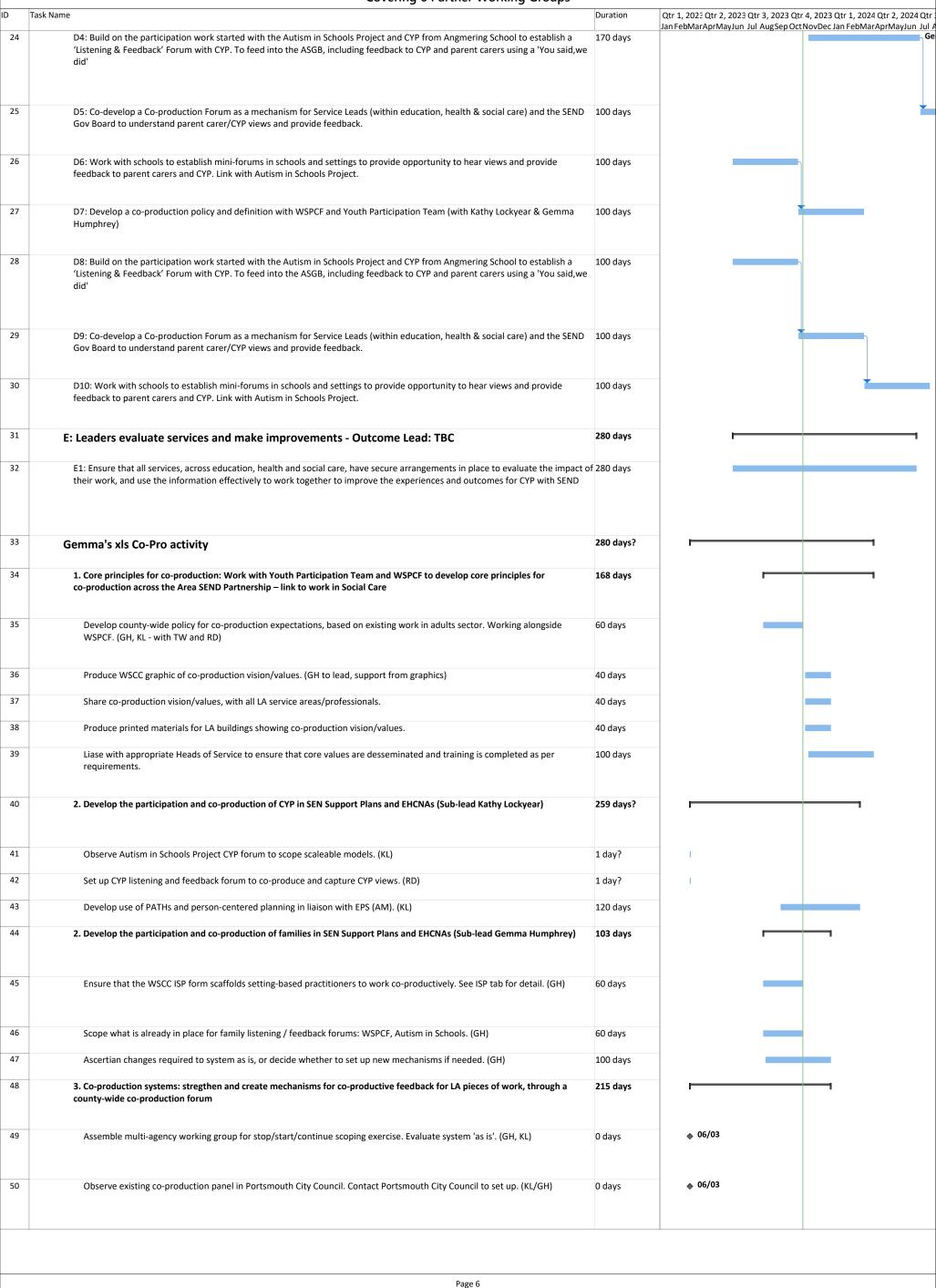
#### Re-designed Autumn 2023

_	Covering 6 Partner Working Groups	<u> </u>	
	Task Name	Duration	Qtr 1, 2023 Qtr 2, 2023 Qtr 3, 2023 Qtr 4, 2023 Qtr 1, 2024 Qtr 2, 2024 Qtr Jan FebMarAprMayJun Jul AugSep Oct NovDec Jan FebMarAprMayJun Jul AugSep Oct Nov
1	SEND - Partner Working Group 4: Strengthen the experiences and outcomes of children and young people receiving alternative provision - Lead : TBC	220 days	
2	A: Alternative Provision (Para 61-64) - Outcome Lead: TBC	220 days	
3	A1: Review commissioning arrangements for regulated and unregulated alternative provision, including for those with EHCPs who are unable to access a full time educational placement	60 days	\$haun Jarvis
4	A2: Finalise and implement the alternative provision strategy and improvement plan	100 days	Shaun Jarvis,Sarah Hu
5	A3: Establish and implement a robust system for the effective oversight and QA of alternative provision. Ensure that LA knows when AP commissioned. Clarify school responsibilities for CYP attending AP.	80 days	Shaun Jarvis,Sarah Hugh
6	A4: Establish a system for effective oversight and QA of DoS placements for CYP attending WSAPC	140 days	Shaun Ja
7	A5: Work with HTs to review AP arrangements such as Fresh Start, Russell Martin Foundation, school-based provision (such as Oathall farm) etc to meet CYPs needs in a flexible and responsive way. Identify additional pilot projects and opportunities	100 days	Shaun Ja
8	A6: Re-establish the independent AP forum to create communication channel with the LA and ensure that providers are aware of their responsibilities.	f 60 days	Shaun Jarvi
9	A7: Review and develop the AP offer to primary aged children. Link to strengthening inclusive practice in mainstream schools.	40 days	Shaun Jarvis,Sarah Hughes,LKa
10	A8: Ensure clear process with school and other agencies duties is in place for CYP leaving Tier 4 provision to support them back into education. (Link with Intensive Planning Team and Dynamic Support Register)	80 days	Shaun Jarvis,Sarah Hughes,I
11	A9: Review the arrangements for CYP with an EHCP who receive Education Other Than At School (EOTAS). Establish a policy and accompanying criteria for when this is used.	120 days	Shaun Jarvis,Sarah H
12	A10: Ensure that statutory process for CYP not attending school for medical reasons is clearly understood by schools and the LA	60 days	Shaun Jarvis,Sarah Hughes,LKar
6	SEND - Partner Working Group 5: Children and young people with SEND receive timely and helpful support to make transitions to their next stage - Lead: Peter Waters	235 days	
1	SEND - Partner Working Group 5: Children and young people with SEND receive timely and helpful support to make transitions to their next stage - Lead: Peter Waters	235 days	
2	A1: Ensure that information about preparing for adulthood is easily available to families at the earliest opportunity.	100 days	
3	A2: Review and develop the information available on the Local Offer and Tools for Schools to ensure that parent carers, children and young people and professionals understand what pathways/services of support are available to them as they prepare for adul	100 days	
4	A3. Work with schools and further education providers to support young people to develop the independence skills so that they can make a positive contribution to the community they live in and access housing options that mean they can live safely and	100 days	
5	B1. Strengthen our work with education providers and employers to create more opportunities for young people with SEND to take part in training and employment opportunities.	100 days	
6	B2. Create more employment opportunities for young people with SEND to include, volunteering, supported internships, apprenticeships and supported employment. Work with schools and further education providers to create clearer pathways for young peop	100 days	
7	B3. Improve our data collection of the destinations of young people with SEND when they leave school.	100 days	
8	B4. Increase the number of young people with SEND securing employment	100 days	
9	C1. Ensure that young people with SEND receive the health support they need to enjoy the best possible health and emotional well-being	100 days	
7	SEND - Partner Working Group 6: Children, young people and parent carers are well-informed and participate in decision-making about strategic developments, as well as in their own individual plans of support - Leads: Rebecca Doody, Rowan Westwood	570 days?	
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## SEND & AP Improvement Plan Re-designed Autumn 2023



# SEND & AP Improvement Plan Re-designed Autumn 2023 Showing the Evaluation criteria / Outcomes and Objectives (Improvement Workstreams) per Partner Working Group Covering 6 Partner Working Groups



#### SEND & AP Improvement Plan Re-designed Autumn 2023

)	ock Nama	Duration	Otr 1 2022 Otr 2 2022 Otr 2 2022	O+r 4 2022 O+r 1 2024 O+r 2 2024
	ask Name	Duration	Qtr 1, 2023 Qtr 2, 2023 Qtr 3, 2023 Jan FebMarAprMayJun Jul AugSep 0	
51	Establish a monthly county-wide co-production forum, providing a mechanism for documents and policies to be co-productively considered. (GH, KL)	100 days		
52	Review members of co-production forum, to ensure broad representation. (KL, GH)	0 days	♦ 06/03	
53	4. Training: develop provision of multi-agency training for the principles of co-production, so that all LA services have a shared understanding	238 days?	1	<del></del>
54	Scope strengths and transferrable aspects of family resilience/safeguarding training re. co-production and strengths-based practice.	100 days		
55	Set up training development group. Agree content of co-production training for multi-agency LA and health teams. Incorporate vision/values for co-production.	100 days		
56	Establish joint multi-disciplinary CPD pathways for education, health & social care staff.	100 days		
57	Agree roles/responsibilities for co-delivery of training between services and co-productive partners.	40 days	_	
58	Liaise with WSCC L&D team; scope prospects to develop e-modules and host on LD gateway.	60 days		_
59	Write training package, consult with co-production group for agreement.	40 days		
50	Upload e-module to WSCC LD gateway. Communicate with HoS to direct staff to complete.	20 days		_
61	Deliver first virtual/face to face training sessions (format TBC).	0 days		→ 31/01
52	Schedule options virtual/face to face multi-agency training sessions.	0 days		→ 31/01
63	Collate feedback following initial training opportunties and make any necessary changes.	1 day?	1	
64	Impact Evaluation: key performance indicators of progress	175 days?		1
65	County-wide co-production policy in place. Visible in county buildings and on digital platforms and desseminated to all stakeholders.	0 days	♦ 06/03	
66	Training available for professionals in education, health and social care. Track uptake / completion rates via LD gateway.	1 day?	T .	
67	Co-production forums in place and being used to review / consult upon key pieces of work.	0 days	<b>♦</b> 06/03	
58	Feedback shows impact upon practice and changed ways of thinking. Surveys, focus groups, forum discussions, SENAT feedback, examples of good practice, ISP project.	1 day?	1	
69	Documents and guidance are available on The Point, Tools for Schools, the Local Offer and NHS sites to be accessed by multi-disciplinary professionals and community stakeholders.	0 days		♦ 06/11