

CYPSSC Action and recommendations tracker 2024-25 – February 2025

The recommendations tracker allows scrutiny committees to monitor responses, actions and outcomes against their recommendations or requests for further action. The tracker is updated following each meeting. Once an action has been completed, it will be removed from the tracker at the next meeting.

Recommendations –

Please note that responses from Health partners to recommendations from the Health Response to the SEND Inspection TFG are attached at Appendix 1.

Topic	Meeting (date raised)	Recommendation	Responsible Officer/ Member	Follow up	Response/Progress/ Deadlines	Status
SEND Improvement Plan - Early Identification in the Early Years (Under 5s)	15/01/25	49/24-25 - Requests an update to the Committee on the delivery and impact of the Early Years Strategy in the future and will add this to their Work Programme.	Senior Advisor – Democratic Services/Assistant Director Education and Skills	-	February 2025 - The item has been added to the Committee’s work programme so that this can be scheduled in at the appropriate time.	Complete
SEND Improvement Plan - Early Identification in the Early Years (Under 5s)	15/01/25	51/24-25 - Highlights the importance of intervention at the earliest opportunity and ask that this is explored as a priority. The Committee suggests that earlier support should be clearly monitored and tracked.	Assistant Director Education and Skills	-	February 2025 - The recent change in the Early Years team in the creation of Early Years SEND and Inclusion Mentors, allows the team to provide intervention and support at the earliest point and work closely with settings and	Recommendation responded to, work still being undertaken by service, to be removed

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					<p>parents to ensure children are supported to make progress.</p> <p>Children's progress is being monitored using the new 'Small Steps Support' document which breaks down areas of development in small manageable steps designed in conjunction with the EYFS. Settings can use this document to track the progress of children with SEND in a clear and concise way.</p> <p>The team are monitoring the impact of their intervention work through Knowledge and Confidence ratings with providers at the start and finish of intervention and monitoring the ongoing support via action plans and progress data shared.</p>	from tracker

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SEND Improvement Plan - Early Identification in the Early Years (Under 5s)	15/01/25	53/24-25 - Asks for further detail on the review of the Special Educational Needs Inclusion Funding (SENIF) when available.	Assistant Director Education and Skills	-	<p>February 2025 - We have reviewed the current level of funding provided to support children with SEND and it has been agreed that from April 2025 the Special Educational Needs Inclusion Funding (SENIF) will be increased by 10% for each funding band.</p> <p>We will also be introducing an 'Equipment and Access Fund'. This fund is to support children with complex needs to access and Early Years environment, through specialist equipment (e.g. stranding frames) medical and specialist training for staff and funding for specialist resources requested by professionals that will</p>	Complete

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					support children to access the curriculum.	
SEND Improvement Plan - Early Identification in the Early Years (Under 5s)	15/01/25	54/24-25 - Recognises the significant national funding issues for support of children with SEND. The Committee request to see the lobbying letters that have been sent to the Government on this.	Cabinet Member for Children and Young People, Learning and Skills/ Assistant Director Education and Skills	-	February 2025 - the County Council's submission to the Public Accounts Committee's Call for Evidence on SEND is published on the Public Accounts Committee website, along with their first report .	Complete
Adult Learning Service	15/01/25	56/24-25 - Highlights the importance of raising awareness of the Adult Learning services on offer to residents.	Assistant Director Education and Skills	-	February 2025 - There is a review and improvement plan in place in partnership with the Further Education Commissioners Office (DfE), which has highlighted that the time is now right for us to market the curriculum on offer. However, we are also mindful that taking time to do this as we build capacity and ensure	Recommendation responded to, work still being undertaken by service, to be removed from tracker

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					our safeguarding, quality first teaching and pathways to success for all adult learners are in place, will be equally important. Launching the Skills Bootcamps will be our first priority this quarter. A dedicated officer will begin work on our marketing in the summer of 2025 in readiness for the new academic year.	
Adult Learning Service	15/01/25	57/24-25 - Welcomes the work on the rollout the 16-19 pilot project and sought assurance on the continuation of funding and the ongoing work to progress this.	Assistant Director Education and Skills	-	February 2025 - Funding for all aspects of the Adult Learning Service are subject to meeting annual numbers and retaining the sum allocated, intention is to increase this year on year to ensure sustainability of the programmes, as best we can against a changing political and financial climate. The introduction of Skills	Recommendation responded to, work still being undertaken by service, to be removed from tracker

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					Bootcamps and integration of our Post 16 – 19 offer into other services and priorities across the Council will ensure its impact and longevity.	
Adult Learning Service	15/01/25	58/24-25 - Welcomes hearing of the work to develop and grow a venue base for adult learning courses and raises the importance of engaging with businesses with training facilities.	Assistant Director Education and Skills	-	February 2025 - Venues and access to appropriate venues continues to be a barrier to success. The rising costs of venue hire, and limited access to community spaces will remain a challenge. To counter this, we are keen to work with businesses, schools and colleges, in partnership with our libraries and Early Help settings to ensure geographically and demographically accessible spaces. This work is already on track, and initiatives with our Communities Team, Adult Social Care, and	Recommendation responded to, work still being undertaken by service, to be removed from tracker

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					Education are seeing some green shoots.	
Adult Learning Service	15/01/25	61/24-25 - Welcomes that the service will look further at how it measures its success and suggests that a KPI around literacy is considered.	Assistant Director Education and Skills	-	February 2025 - This has been a repeated request, and we appreciate the need for more detailed analysis on literacy levels of our residents, especially through public funded support and learning. However, the census which provides this information is lacking in regularity and the most recent figures remain those in 2011. We do have outcomes measures for our providers and assessment outcomes for ESOL. At this early stage in the service we do not have benchmarking which will become more useful in tracking at the end of year three. We have taken this question away to review how best we can provide some	Recommendation responded to, work still being undertaken by service, to be removed from tracker

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					narrative and consider a KPI from 2026.	
Adult Learning Service	15/01/25	62/24-25 - Will keep the item on its work programme and consider an annual update on the progress of the service.	Senior Advisor – Democratic Services/Chairman	-	February 2025: The item has been added to the Committee’s work programme to schedule in at the appropriate time.	Complete
Adult Learning Service	15/01/25	63/24-25 - Requests that the outcome of the recent review of Adult Learning is shared when available (March 2025).	Assistant Director Education and Skills	June 2025	February 2025 - This will be sent via email to Democratic Services for circulation. This is not a public document and will form part of on-going support commissioned from the Further Education Commissioner’s Office to ensure best practice and high-quality service.	In progress
SEND Improvement Plan - Sufficiency of SEND School Places	20/11/24	34/24-25 - Raises the challenge of recruitment and retention of teaching staff and that this needs to be considered within the SEND Sufficiency plans being	Assistant Director Education and Skills	-	February 2025: SEND Sufficiency Plans are progressing; Phase 1 works are in progress as part of the SEND Strategic Outline Case	Recommendation responded to, work still being undertaken

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		progressed, including how schools are supported with this.			(SOC). Business Cases to seek funding for Phase 2A, 2B & 2C schemes will be needed. An update was given to SEND and AP Board on 28 January 2025. Currently awaiting expected DfE announcement in March of future capital allocations. The work of some of the Delivering Better Value pilots continues to focus on professional development and support for teaching staff to support retention.	by service, to be removed from tracker
Health response to SEND Inspection TFG	8/10/24	43/24-25 - Raised concern on the pace of improvement in the timeliness and quality of health input into needs assessments within the statutory timeframe. Members requested that NHS Sussex provide a plan of improvement with clear	NHS Sussex	February 2025	November 2024: Designated clinical capacity for SEND in Sussex has increased from November 2024. Health input into the EHCP and EHCNA process will be a key focus of these roles and they will work directly with LA SEN	In Progress

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		trajectories and milestones once available (by end of April 2025).			assessment teams and NHS providers across Sussex to create more consistency in terms of quality and timeliness. Providers are expected to respond to EHCNA requests and this is reflected in commissioning intentions and this will be monitored through our regular assurance mechanisms. Progress will continue to be monitored through the Pan Sussex Children's Metric Dashboard and reported through the SEND and AP Board.	
Health response to SEND Inspection TFG	8/10/24	44/24-25 - Request that health providers put more robust and clear communication plans in place for children, young people and families who are waiting for services, including direct communication with children and families, recognising that	NHS Sussex	February 2025	November 2024: We recognise the range of needs of our families Extensive work carried out to develop the local offer in West Sussex. Work will continue with communication teams across Sussex to develop	In Progress

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		<p>waits can be too long. Members asked to be kept updated on the progress of this work.</p>			<p>health focused information and signposting to support available to families. We will be monitoring uptake and effectiveness of this information. NHS Sussex will work with providers to ensure consistency of information which is given to families who are on a waiting list.</p>	
<p>Health response to SEND Inspection TFG</p>	<p>8/10/24</p>	<p>45/24-25 - Request that NHS Sussex accelerates the work to finalise a consistent pathway including both NHS and Right to Choose Providers that enables the most appropriate response to both need and choice and continues to work towards improved access to assessment.</p>	<p>NHS Sussex</p>	<p>February 2025</p>	<p>November 2024: We are working to develop a single pathway and recognise that for many children and young people with more complex needs, the assessment and diagnostic element of the pathway may be best supported through local partners to ensure a comprehensive person-centred response.</p>	<p>In Progress</p>

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Health response to SEND Inspection TFG	8/10/24	46/24-25 - Raised the importance of NHS Sussex engaging with children, parents and families on the work being progressed around Right to Choose and all service improvement for SEND services to ensure their voice and views were shaping those improvements.	NHS Sussex	February 2025	November 2024: Right to Choose information is now available to families on the West Sussex SEND Local Offer . NHS Sussex will work with people with lived experience to further shape this information alongside clinical leads.	In Progress
Health response to SEND Inspection TFG	8/10/24	47/24-25 - Request that there is the exploration of how scrutiny can understand and influence the broader commissioning arrangements of health, for example through a workshop, and ask that this is considered by the next HASC Business Planning Group.		February 2025	The Health and Adults Services Scrutiny Committee discussed the outcome of the TFG at their meeting on 27 November 2024. Mental Health has been added to their work programme as an item to be timetabled for 2025. CYPSSC members will be kept updated and invited to participate in this item once it has been scheduled in.	In Progress

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SEND Improvement Plan - Educational Psychology Service	11/09/24	20/24-25 - Highlighted the importance of being clear with schools, families and members on how assessments are being prioritised. The Committee requested that a short summary of prioritisation is provided to members to enable them to communicate this with families who are awaiting assessments.	Assistant Director Education and Skills	June 2025	February 2025: The initial suggestion was to provide a priorities document. Legal services have advised against this. The service will look at producing a document to support members with advising families.	In Progress
Review of Family Safeguarding Model	12/06/24	11/24-25 - Supports the implementation of the recommendations identified by the independent evaluation and requests to see the action plan for how these will be implemented once developed.	Assistant Director Early Help and Children's Social Care	June 2025	February 2025: The Action Plan is being finalised following input from the Board, and information will be shared with Committee members shortly.	In progress
Chichester School Proposals	28/02/24	Requests to see the impact assessment on transitions for children as part of the decision-making process.	Assistant Director Education and Skills	June 2025	February 2025: Monthly meetings with Jessie Younghusband Primary School continue and the School have written their	In Progress

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					transition plan for the relocation.	