



HULL LOCAL AREA

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) - IMPROVEMENT ACTION PLAN

April 2019 to March 2020 – Quarter 2 updates to 30 September 2019

The SEND Strategy (2016 to 2020) has four priorities which are to:

- Improve multi agency working and coordination of services for children with SEND;
- Improve support for and involvement of parents and carers, children young people and families;
- Improve the quality and sufficiency of SEND education provision and services by;
 - Supporting mainstream schools and settings to develop their SEND provision, and
 - Developing local specialist services to ensure sufficiency of places in high quality specialist provision across a continuum of needs
- Improve the transition to adulthood.

A number of areas of work sit underneath each priority.

Following the Ofsted and the Care Quality Commission (CQC) joint inspection in October 2017 of the effectiveness of the work Hull City Council and NHS Hull CCG had undertaken to implement the SEND reforms set out within the Children and Families Act 2014, the following four key areas were prioritised for improvement.

1. Strategic leadership and governance of the SEND reforms in Hull;
2. Families are involved in decision-making about the services and support they need and are aware of the resources available to them in the local area;
3. Improve self-evaluation of service quality and impact and focused improvement planning to facilitate better provision and outcomes in the local area for children and young people who have SEN and/or disabilities;
4. There is an effective strategy in place for jointly commissioning services across education, health and social care.

Quarterly monitoring visits have taken place with the Department for Education (DFE) and NHS England (NHSE) since the Inspection, In November 2018, the DFE announced a programme of revisits to those local areas which were asked to produce a Written Statement of Action (WSOA) following their SEND inspections. The revisits do not represent a re-inspection of SEND provision and the focus of the visit will be on the progress made since the original inspection. Local areas will usually be revisited within 18 months of their WSOA having been accepted as fit for purpose by Ofsted and CQC.

Review of SEND Improvement Plan, January 2018 to March 2019 and developing the Improvement Plan for April 2019 to March 2020.

The Improvement Plan from January 2018 to March 2019 set out how the areas prioritised for improvement were to be taken forward through a workstream/project plan approach. This approach has been reviewed by the SEND Accountability Forum and it was found to be effective in ensuring plans were SMART, information was shared, and progress closely monitored with action taken to address any barriers to progress, resulting in maximum impact on outcomes. It was identified however that workstream leads needed to focus more on the impact of their work.

The *Our Journey since October 2017* document, which was developed for the DFE/NHS quarter 4 monitoring meeting in December 2019, summarises the work of each workstream using a Storyboard approach and covers the sections: What was the issue, What we planned to do, What we have done, How we have involved parents and children and young people, What difference we have made and Next steps: areas for future action. It also includes case studies which provide further detail of the impact of interventions. These Storyboards, along with the SEND Scorecard, feedback from the SEND Accountability Forum, families and front-line practitioners, (including at a SEND annual strategic event held in March 2019), have all contributed to determining the priorities for the SEND Improvement Plan April 2019 to March 2020.

Key successes from the January 2018 to March 2019 Improvement Plan and key actions for development from April 2019 to March 2020 are detailed below:

| | Workstream | Details | Key successes January 2018 to March 2019 | Key actions for development from April 2019 to March 2020 |
|---|---|--|--|---|
| 1 | SEND Governance and leadership, Data Systems and Analysis | Leadership and Governance, JSNA SEND Scorecard to enable monitoring of progress | <ul style="list-style-type: none"> Children's Service Improvement Board established February 18 and overseeing SEND improvement SEND Accountability Forum driving actions in SEND Improvement Plan, Joint CCG and LA governance arrangements in place for SEND improvement Hull CC identified £300k additional resources resulting in strengthened resourcing of key functions | <ul style="list-style-type: none"> Develop SEND Improvement Plan for 2019/20 and update quarterly. Develop a <i>Plan on a Page</i> Revise Project Plans updating performance measures Ensure the partnership is adequately prepared for the SEND CQC/Ofsted revisit prior to December 2019 |
| 2 | Workforce Development | Enhancing the knowledge and confidence of school based staff and other professionals in identifying and meeting the needs of CYP with SEND | <ul style="list-style-type: none"> Developed a draft SEND training pathway which has been shared with schools, health partners, parents and young people Organised a SENCo SEMH conference and reintroduced induction events for new SENCos Trained health professionals/social care staff in how to write quality advice for EHC Plans | <ul style="list-style-type: none"> Implement and establish the Whole School SEND framework across the city |
| 3 | Education Health and Care Plan Processes and pathways | Assessment, Planning and Review EHCP Processes and pathways Person centered approaches QA Framework | <ul style="list-style-type: none"> SEND Assessment and Review Team enhanced, posts reviewed, and Team Manager appointed EHC plan and My Support Plan paperwork updated and rolled out to schools and settings QA Framework developed | <ul style="list-style-type: none"> Improve the quality and timeliness of the EHC needs assessment, planning and review process Embed the QA Framework to evaluate the quality of EHC plans and continue to improve the quality of plans? |
| 4 | Transition | Preparation to Adulthood | <ul style="list-style-type: none"> Transitions protocol in place Brought together the main agencies to address barriers to effective transition and commitment from children and adult services to commence the transition process formally from age 13/14 for those with complex needs. Employed a transition coordinator to improve engagement with employers | <ul style="list-style-type: none"> Monitor the implementation of the Transitions protocol, particularly planning for those young people aged 13/14 with the most complex needs Increase the number of young people with SEND who are able to travel independently post 16 Develop a new supported internship offer working with a training provider and a large employer |
| 5 | Early identification, notification and support | Ensure children with SEND needs are identified and supported. | <ul style="list-style-type: none"> Recruited to the DCO post and Notification system to LA in place Children with low communication and high social interaction scores at ASQ3 referred to the Early | <ul style="list-style-type: none"> Implement Health Visitor cascade training for Speech and Language Therapists and Proactive engagement with Speech and Language Therapy Review led by NHS Hull CCG |

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| | | | Years Area SENCO's | <ul style="list-style-type: none"> All schools in Hull are part of the Headstart Hull Programme and work commencing with 34 schools as phased approach on whole school approach to Early Help and Well Being |
| 6 | Information and Engagement | The Local Offer and Engagement Strategy | <ul style="list-style-type: none"> A mixed methodology has been used to involve parents, carers, CYP in the development of services in the priority areas; Parents and carers are active members of a number of strategic groups and steering groups A social media marketing campaign has been developed and delivered in respect of the Local Offer, increasing usage | <ul style="list-style-type: none"> Publish Engagement and feedback strategy and charter Support development and delivery of bespoke engagement and information plans for each work stream Promote and further develop the Local Offer Website and associated media, eg Facebook |
| 7 | Vulnerable Groups in Education | Inclusion, SEND Sufficiency, EHE for SEND, Medical needs | <ul style="list-style-type: none"> SEND Sufficiency – Draft SEND Sufficiency strategy developed, Brickell Primary resource base for pupils with ASD established, adaptations undertaken at two special schools and SLD satellite base opened in September 2018, high level of parent satisfaction, 31 additional places Successful free school bid made to DFE for 125 SLD special school Primary-Secondary Transition Best Practice Guide produced, Attendance Best Practice Guide produced, and media strategy developed | <ul style="list-style-type: none"> Complete the SEND Sufficiency Strategy and establish two satellite bases and a primary resource base for September 2019 Review of AP to be undertaken to strengthen the role of AP strategically for SEMH |
| 8 | Integrated Commissioning and Delivery | Joint Commissioning Strategy | <ul style="list-style-type: none"> We have planned and consulted on future commissioning intentions for the CCG and Hull CC through the integrated commissioning structure. Joint commissioning workshops have identified current commissioning projects and priorities The CCG and Hull CC are working collaboratively in relation to the joint commissioning of individual health, education and care packages | <ul style="list-style-type: none"> Develop the Hull Children and Young People Commissioning Strategy 2019 – 2023 for Children's Services in Hull that is aligned to the Hull's Children, Young People and Families Plan (2019-2023). Embed the Strategy across organisations Further identify and develop opportunities for joint commissioning including with local area Multi Academy Trusts. |
| | | Short Breaks | <ul style="list-style-type: none"> The Children's Disability Short Breaks and Continuing Care Eligibility Criteria and Practice Guidance have been developed through a co-production model. Panel are testing the new criteria Hull City Council and NHS Hull CCG are working together with parents and stakeholders to develop an initial business case for a joint single site facility. | <ul style="list-style-type: none"> Hull CC will lead the work for the new build Children's Disability Short Breaks facility. This will be in the context of integrated working with the CCG and providers. The Panel will monitor and review progress. |
| | | Personal Budgets | <ul style="list-style-type: none"> Personalisation Lead has been in post from October 2018 Current processes for Adults and Children, including transition, regarding accessing Personal Health Budgets (PHB) and Personal Budgets (PB) have been mapped. Reported an increased number of Personal Health Budgets to NHSE; increasing from 73 in 2017/18 to 188 in 2018/19 | <ul style="list-style-type: none"> The Personalisation Policy will be finalised and rolled out alongside the workforce development plan The PHB project aligned to unmet health needs within the EHC planning process will be implemented and monitored. Opportunities for improving personalisation will be embedded across the workforce alongside children and parents. |

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| | | Autism | <ul style="list-style-type: none"> NHS Hull CCG has increased investment for an Autism Assessment and Diagnosis service. New Care pathway has been agreed and implemented. Additional support and services for those waiting for assessment have been commissioned | <ul style="list-style-type: none"> Reduce the autism waiting list.. The CCG will continue to work with the service provider, Hull CC, families and young people to continuously review and develop the service Establish the THRIVE strategic board - to comprise the Head Start Board and CAMHS Transformation Plan Board. |
| | | Children's Speech and Language Therapy (SLT) | <ul style="list-style-type: none"> NHS Hull CCG approved additional non-recurrent funding to address the waiting list and a Service Development Improvement Plan has been established A Children's Speech Language and Communication Needs (SCLN) Stakeholder Group has been established with representation from parents, early years, SLT, education and health | <ul style="list-style-type: none"> The CCG will continue to work with the service provider to ensure the delivery of the remedial Service Development and Improvement Plan; the plan focuses on addressing the waiting lists, and designing a new service model within the year. The SCLN Stakeholder Group to develop a wider service model and system provision |
| | | Sensory Processing Disorder | <ul style="list-style-type: none"> The Service model and specification developed by the Stakeholder Project Group NHS Hull CCG has approved funding to pilot the specialist sensory processing disorder assessment and support service | <ul style="list-style-type: none"> Work will progress with identified providers to agree how the service can be delivered in 2019 with a view to inform a sustainable service model and funding requirements from 2020/2021. The proof of concept service will provide workforce development across health, care and education, and provide specialist support for managing sensory processing needs |
| 9 | Home to School Transport | Medical needs, efficiency and independence | <ul style="list-style-type: none"> Medical Care Needs Plans have been created for children with complex medical needs All contracted drivers are undertaking mandatory safeguarding training and are being issued with an ID badge. All Personal Assistants have undertaken First Aid Training Pilot for personal travel budget introduced | <ul style="list-style-type: none"> Introduce efficient communication systems and processes for parents/carers of children and young people with SEND Review personal budget travel pilot and introduce further choice and personalization to a wider group of parents and children. |

The plan uses a 4-point rating scale:

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| 1: No action | No progress |  |
| 2: Some action taken | Plans in place – some progress |  |
| 3 Action advanced | Significant progress against plans |  |
| 4: Action has improved outcomes | Standard achieved with evidence of improved outcomes |  |

1. Strategic leadership and governance of the disability and special educational needs reforms in Hull.

| | Lead | Objective | Actions | By when | Progress Quarter 1 (to end June 2019) | Progress Quarter 2 (July to September 2019) | Progress Quarter 3 (October to December 2019) | Progress Quarter 4 (January to March 2020) | Status | Outcomes | How will we evidence impact |
|-----|--|---|--|--------------------|--|---|--|--|--------|--|---|
| 1.1 | Director of Children, Young People and Family Services Hull City Council | Strong governance arrangements for SEND improvement in place. | Review Children's Services Improvement Board (CSIB) and process for overseeing work of the SEND Accountability Forum (SAF) | April to May 2019 | Terms of reference and membership for strategic SEND Board which will oversee work of the SEND Accountability Forum (SAF) from July 2019 agreed. First meeting date, 11 July | Further dates arranged for the SEND Board, next meeting date 16 October | | | | Clear strategic and operational governance is in place to expedite rate of improvement and ensure the Improvement Plan is delivered and outcomes met | Terms of reference, membership and impact will be reviewed annually. |
| | | | Agree revised timetable of reporting progress and briefings to Scrutiny and Lead Member | May 2019 | Timetable of bi monthly reporting to Scrutiny In place. Reports on SEND Sufficiency and the SEND stakeholder conference considered at June meeting. | Timetable of bi monthly reporting to Scrutiny continues. Reports on Data Systems and Workforce Development were considered at the July and September meetings. Reports on EHC pathway and process and transport are to be considered at the October meeting Lead Member briefed on a regular basis | | | | Improvement actively led by a small multi-agency group of senior leaders across the LA and CCG with parent representation Governance of all improvement activity underway and planned and is coordinated resulting in maximum impact on outcomes Any barriers/delays to improvement will be identified and addressed at the earliest opportunity | Timetable of reporting will be reviewed annually |
| | | | SAF continues to meet monthly, its effectiveness is reviewed twice yearly and TOR and membership are reviewed yearly | April 2019 onwards | SAF continues to meet monthly and will be reviewed in July 2019 | SAF continues to meet monthly and was reviewed in September 2019 | | | | | Impact of the SAF, what is working well and what is not working well will be considered every six months. Next review is due July 2019 and action taken to address the areas that are not working well. |

| | Lead | Objective | Actions | By when | Progress Quarter 1 (to end June 2019) | Progress Quarter 2 (July to September 2019) | Progress Quarter 3 (October to December 2019) | Progress Quarter 4 (January to March 2020) | Status | Outcomes | How will we evidence impact |
|-----|---|---|--|--------------------|--|--|--|--|--------|--|---|
| | | | Consider opportunities to align funding for SEND across the partnership | March 2020 | | | | | | Funding streams are used as effectively as possible and provide best value | |
| | | | Ensure the partnership is adequately prepared for the SEND CQC/Ofsted revisit prior to December 2019 | September 2019 | Agenda item at May SAF meeting. Partnership preparation meeting arranged for 2 nd July | Standing agenda item at SAF meetings. | | | | | |
| 1.2 | Chair - SEND Accountability Forum (SAF) | SEND improvement action, strategic planning and review is in place with identified leads overseeing the workstreams/projects to ensure progress and delivery of improvement. (workstreams listed in Appendix 1) | SEND stakeholder meeting (including parents) held annually to determine priorities in line with SEND reforms, SEND Strategy, progress to date and areas identified in the Ofsted/ CQC Inspection | March 2020 | Stakeholder event took place on 6 th March 2019 to inform the 2019/20 Improvement Plan. Theme of Inclusion. | As Quarter 1 | | | | Effective engagement with full range of stakeholders, including parents and children and young people to take the Improvement Plan forward | SEND stakeholder meetings will be held at least annually to determine future priorities in line with SEND reforms, SEND Strategy and progress to date |
| | | | Develop SEND Improvement Plan for 2019/20 and update quarterly. Develop plan on a Page | April 2019 onwards | SEND Improvement Plan for 2019/20 developed. 1 st quarter update completed for end June. Plan on a Page in development, plan to issue Sept 2019 | SEND Improvement Plan for 2019/20 developed. 2 nd quarter update completed for end September. | | | | Effective governance and planning and review processes are in place to drive the Improvement Plan, monitor progress and measure impact through workstream performance measures to ensure improved outcomes for children, young people and families | Improvement Plan is updated quarterly to identify progress and areas of concern and revised yearly |
| | | | Revise Project Plans with performance measures to provide a robust planning, reporting and accountability framework for the work underway | May 2019 | Revised Project Plan for workforce development presented to May SAF meeting and for Early Identification, EHC Pathway and Processes, Vulnerable Groups | All revised Project Plans from April 2019 have been considered at the SAF meetings | | | | Regular attendance of appropriate professionals at relevant groups ensures better integration of services across health, education | The Project plans are agreed, and updates presented at SAF meetings to demonstrate progress. Action is taken to address areas of poor performance |

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| | | | | | in Education and Information and Engagement to June SAF meeting | | | | | and social care. The input from appropriate partner representation (including parents and carers) on workstreams results in effective partnership working leading to improved outcomes | |
| | | | SEND Scorecard to review impact agreed and developed | May 2019 | Fully refreshed version of the scorecard was presented to the SAF (11 June 2019) and to the Children's Services Improvement Board (17 June 2019) | Scorecard is being reviewed to align the measures to the four priority areas of the original written statement of action and to ensure the capture of at least one measure from each of the SEND Programme Work Stream Preparation Plans | | | | Parents and young people are involved in driving improvement, shaping services and will feedback on the quality, effectiveness and impact of services used to make further improvements | The performance measures from each project plan are incorporated into the SEND data scorecard which is reviewed at each SAF meeting to demonstrate progress. Action is taken to address areas of poor performance. |
| | | | New SEND Strategy to be developed | March 2020 | | | | | | Stakeholders, including parents and young people, are central to and aware of the progress that has been made and any changes to service provision | Feedback will be sought from parents, front line professionals and other stakeholders to inform the review of the strategy and the revised improvement plan |
| | | | Progress communicated to key partners via their representatives on the SAF, Headteacher meetings, Multi agency team meetings and service events and through twice yearly newsletters/bulletins and updates on the Local Offer | Ongoing | Progress communicated at SEND Conference in March. Newsletter distributed to schools in June had an article on SEND Sufficiency | Newsletter circulated to Heads and SENCOs at start of the new term | | | | | Feedback is sought at the presentations to ensure those attending have knowledge and understanding of progress and developments and can feed in their views. Project Plans are revised are necessary as a result of the feedback Communication is a standing item at SAF meetings |
| 1.3 | Information Management and Research Manager | Ensure that the established JNA and SEND Scorecard are refreshed and | Refresh the JNA and Scorecard Establish outcomes-based performance | Scorecard is ongoing. 2019 refresh | Fully refreshed version of the scorecard was presented to the SAF (11 June 2019) | JNA refresh underway with contributions sought from partners. | | | | There is an effective understanding of current performance, baselines and the demography surrounding the SEND | The SEND data scorecard which is reviewed at each SAF meeting to demonstrate progress. Action is taken to address |

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|--|------|---|---|---|---|--|--|--|--|---|-----------------------------|
| | | continue to evolve in order to reflect key priorities and underlying performance measures – in line with the Improvement Plan and workstreams | <p>management (scorecards) beneath key performance measures</p> <p>Scorecard to evolve to reflect key measures of the work streams</p> <p>Strengthen the existing dataset to reflect Improvement Plans and enable the tracking of performance maximising the use of data from all key partner organisations</p> | <p>of the JNA to be completed by Autumn 2019</p> <p>Autumn 2019</p> | <p>and to the Children’s Services Improvement Board (17 June 2019)</p> <p>None – this will take place during Quarter 2.</p> | <p>Scorecard is being reviewed to align the measures to the four priority areas of the original written statement of action and ensure the capture of at least one measure from each of the SEND Programme Work Stream Preparation Plans.</p> <p>Beneath the SEND Scorecard will be bespoke workstream scorecard.s</p> | | | <p>population</p> <p>SAF have the information and analysis to monitor progress and improvement</p> <p>Progress and impact of key actions is demonstrated</p> <p>Learning is shared across the partnership and used to contribute to continuous improvement</p> | <p>areas of poor performance and then reviewed to assess impact</p> | |

2. Families are involved in decision-making about the services and support they need and are aware of the resources available to them in the local area.

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|-----|--------------------------------|---|--|--|--|---|--|---|--|---|-----------------------------|
| 2.1 | Head of Service for Early Help | Children, young people with SEND and their families are involved in shaping and reviewing the development of strategy and services. | <p>Coproduce a SEND (young person and parent) Engagement and Feedback strategy. Develop a Charter with Parents and Carers, CYP to identify how services and families will work together to help children reach their potential</p> | <p>Strategy complete Sep (end)</p> <p>Implementation plan and Launch Event Oct</p> <p>Training and support development Q3</p> <p>Quality assurance development Q4</p> <p>Charter content Oct</p> <p>Charter Formats: Complete during Q3/Q4</p> | <p>Voice and Influence Development Manager, and Family Engagement Participation and Feedback Officer</p> <p>SEND roles in place to support delivery. New workstream leadership in place, timescales adjusted</p> | <p>Strategy drafted and shared with workstream members</p> <p>Plan in place to consult and to shape the respective Charters</p> <p>Charters to be complete for end Q4</p> | | | <p>parents and young people report that services and support meet their needs and identify those where further development is needed (annual feedback will be sought in respect of the overall strategy and service development).</p> <p>Ongoing consultation and feedback will be sought in respect of individual services and processes, (e.g. EHCP)</p> <p>All areas of service development will be informed by views of parents and young people</p> | <p>Breakdown of numbers of parents & carers, children & young people, staff (Health, Care, Education) engaged in the co-production events and activities</p> <p>Strategy available on: Local Offer, Hull CC, NHS Hull CCG and education websites</p> <p>Launch event held, with attendance and event feedback forms to determine quality</p> <p>Number of staff engagement strategy communicated to</p> <p>Training and support plan developed</p> <p>Quality measures for engagement and co-production agreed</p> <p>Charter available on: Local Offer, Hull CC, NHS Hull CCG and education websites</p> | |
| | | | <p>Support and develop the engagement of Parents and CYP with SEND across the city and nationally by:</p> <ul style="list-style-type: none"> Developing resources and | <p>Identify appropriate resources end May / Ongoing</p> <p>Develop resources</p> | <p>Shared area / collaboration platform identified.</p> <p>Application for area approved</p> <p>Area build has begun</p> | <p>Core users all trained and signed up to the area. Area used as core system to develop work and communicate</p> <p>Training / resources will be</p> | | | <p>Co-production of SEND Improvement Plan and service development leads to improved outcomes for children and young people</p> | <p>Number of stakeholders set up on the shared area system.</p> <p>Area contents updates to SAF Board and partners e.g.</p> <ul style="list-style-type: none"> Quality assured Question bank | |

| Lead | Objective | Actions | By when | Progress Quarter 1 (to end June 2019) | Progress Quarter 2 (July to September 2019) | Progress Quarter 3 (October to December 2019) | Progress Quarter 4 (Jan to March 2020) | Status | Outcome and impact | How will we evidence impact |
|------|-----------|---|---|--|---|---|--|--------|--|--|
| | | <p>delivering training to support the embedding of good practice in work streams and services</p> <ul style="list-style-type: none"> Ensuring that engagement is a two way process Quality Assure engagement activities to ensure that we are genuinely engaging and responding to needs | <p>in response to strategy engagement and development of work stream work plans Q2/Ongoing</p> <p>Consolidate existing feedback mechanisms to support the identification of emerging issues Q1 & Q2</p> <p>Quality monitoring following development of Quality assurance as part of the strategy development Q4</p> | <p>Templates developed to capture issues, templates being tested</p> | <p>developed as part of the strategy / Charter consultation in Q3&4</p> <p>Template now agreed and member of workstream commencing implementation</p> | | | | <p>Parents and Young People are able to influence local policy and practice development, in a variety of ways working collaboratively with others for the benefit of their community</p> <p>Parents and young people build their confidence and self-esteem to self-advocate and support others to become involved to widen engagement.</p> <p>Co-production of care plans, and services will lead to a supportive, rather than an adversarial, environment ensuring that the holistic needs of families are met</p> | <ul style="list-style-type: none"> Focus group resources Centralised / standardised engagement and consultation contact list <p>Shared Event Calender</p> <p>Information and engagement aspects to each work stream plan</p> <p>Report to SAF Board members relating to intelligence gathered through:</p> <ul style="list-style-type: none"> Council feedback system NHS PALS and Complaints Issues raised through parents forum Issues raised through education <p>Quality monitoring criteria, methods and reports to SAF and appropriate groups / committees e.g. engagement event feedback forms, numbers and demographics of those engaged, response rates to questionnaires</p> |

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|-----|------|--|--|---|---|---|---|--|---|--|--|
| | | | Ensure the views of Parents & Carers, Children & young people inform the actions in each workstream | Information and engagement plan for each workstream Q1/Q2 | <p>Transport - Draft parent/carers annual survey has been created in collaboration with parents reps and Customer Insight Team to be distributed July 19</p> <p>Vulnerable groups in education engagement complete</p> <p>Free school engagement complete</p> <p>Neuro-Staff parent, carer, professional feedback video complete.</p> <p>Neuro staff co-production event complete, attended by over 80, professionals, parents and carers form health and social care</p> | <p>Evidence of views of parents/CYP demonstrated in each workstream</p> <p>Examples from across the Workstreams to be consolidated into a Showcase Publication to support future engagement</p> | | | <p>Workforce Development</p> <p>EHCP Process and Pathways</p> <p>Transition</p> <p>Early Identification notification and support</p> <p>Vulnerable Groups in Education</p> <p>Integrated Commissioning and Delivery</p> <p>Home to School Transport</p> | | <p>Information and engagement plan for each work stream</p> <p>Work stream plans regularly discussed at the information and engagement work stream meeting</p> <p>Evidence collected around numbers of young people and parents consulted across the services.</p> <p>Feedback loop closed with outcome of consultation feedback to Parents & Carers, Children & young people about the impact of their input.</p> <p>Feedback on emerging themes from issues raised have influenced services and service delivery</p> <p>Reports on consultation will be made available on the Local Offer.</p> |
| 2.2 | | Develop, maintain promote and review the Local Offer website, ensure parents and young people are aware of it and provide information in a variety of formats that are | <p>Annual development and marketing cycle describing:</p> <ul style="list-style-type: none"> Site activity / identification of revised targets Promotion success / areas | <p>Review takes place Feb/Mar Report Apr/May</p> | <p>Annual Report published May</p> | <p>Website continues to be kept up to date</p> <p>Increased engagement with professionals is resulting in improved quality and quantity of</p> | | | <p>Parents & Carers, CYP have appropriate information and advice provided at every stage of a child's life and development</p> <p>Meaningful usage of the Local Offer will increase as</p> | <p>Annual review of service published, each year informing an update of the annual plan each year</p> <p>Targets identified for website activity and Social Media profiles</p> <p>Site activity Data</p> | |

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|------|--|--|--|--|---|---|--|--------|---|--|
| | comprehensive, accessible and up-to-date | <p>for future promotion</p> <ul style="list-style-type: none"> Information and areas updated / information and areas due to be reviewed Information delivery innovation and partnerships | | | <p>information</p> <p>Promotion of Local Offer increased significantly e.g. via every nursery and via SENCOs in schools</p> | | | | <p>parent and young person's information needs are met in an appropriate format (identified through web and social media activity and feedback)</p> <p>There will be an increase in the number of families accessing information and their awareness and understanding of local processes and services will improve leading to greater empowerment.</p> <p>Up to date accurate information will ensure young people and families are signposted to the right service reducing complaints.</p> <p>People contacting Hull City Council for SEND information will be given correct information and advice.</p> <p>Feedback from children, young people and families influences the future shape of the Local Offer.</p> <p>Young people with SEND and their families are informed about processes and services which meet their needs in a timely way.</p> | <p>Social Media</p> <ul style="list-style-type: none"> Page and profile interactions Activity interactions <p>New information formats and methods of delivery identified</p> <p>Information update and review schedule</p> <p>Newsletter will highlight areas that have been improved</p> <p>Social Media activity will promote information in alternative formats</p> <p>Work stream information and engagement plans</p> <p>Quarterly newsletters</p> <p>Number of contacts on the newsletter mailing list</p> <p>Feedback from event attendees</p> <p>Comparative activity data will indicate impact of</p> |
| | | <p>Information Quality and associated media</p> <ul style="list-style-type: none"> Improve systems for updating and dissemination of information Improve variety of formats information is presented in to support accessibility Develop a timetable for information review | <p>Produce proposed schedule for review and update Q1</p> <p>Information and engagement plan for each work stream to feature Local Offer information Q1/Q2</p> | <p>Existing information reviewed areas with longest update period approached to review information.</p> <p>Increased engagement with professionals reviewing their pages (up from 5 to 28 responses)</p> <p>All schools on the website have been reviewed and amended on the website</p> <p>Local offer promoted with GP practices through GP newsletter</p> <p>Meetings with health partners to ensure health</p> | <p>Information now much more up to date and responsive</p> <p>Additional support has been given to professionals to enable updates to be completed in a quality and timely fashion – Worksmart implementation has supported this action</p> <p>Timetable continues to be followed as per plan</p> | | | | | |

| Lead | Objective | Actions | By when | Progress Quarter 1 (to end June 2019) | Progress Quarter 2 (July to September 2019) | Progress Quarter 3 (October to December 2019) | Progress Quarter 4 (Jan to March 2020) | Status | Outcome and impact | How will we evidence impact | |
|------|-----------|--|---|--|--|---|--|--------|--------------------|-----------------------------|--|
| | | | | information available and up-to date | | | | | | event attendance | |
| | | Promotion of the local offer website and associated media <ul style="list-style-type: none"> Publish quarterly bulletin with information about services, processes, celebrating success etc. Attend appropriate SEND and Mainstream events and conferences to promote the Local Offer and support information giving | Newsletters published quarterly by email Q1/Q2/Q3/Q4 Calendar of events to be developed Q1/Ongoing | April e-newsletter sent out to 1008 recipients Subscribers – 1173 715 parents/young people 458 professionals Facebook likes 468 Twitter followers 484 | July newsletter sent to 1065 recipients Subscribers = 1196 737 parents/CYP 459 professionals Facebook likes 522 Twitter followers 515 Hull Talk magazine for staff = 4000 reach HCC website – hero image – Aug to Sept Promoted at various events across the city e.g. SENCO forum; Early help locality events etc Info on LO included in various training packages e.g. Fostering training for new foster carers | | | | | | Feedback in the annual review and ongoing consultation from children, young people and families will confirm that information on services is easily accessed and understood. |
| | | Parents & Carers, CYP and others are engaged with regarding the look, | Feedback mechanism on the local offer | | Identified need for an additional 'transition area' and plans are in | | | | | | |

| | Lead | Objective | Actions | By when | Progress Quarter 1 (to end June 2019) | Progress Quarter 2 (July to September 2019) | Progress Quarter 3 (October to December 2019) | Progress Quarter 4 (Jan to March 2020) | Status | Outcome and impact | How will we evidence impact |
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| | | | feel, functionality and information quality on the Local Offer | Ongoing Annual review Q4 Work stream Information and engagement work plans | | place for this | | | | | |

3. Improve self-evaluation of service quality and impact and focused improvement planning to facilitate better provision and outcomes in the local area for children and young people who have SEN and/or disabilities.

| | Lead | Objective | Actions | By when? | Progress Quarter 1 (to end June 2019) | Progress Quarter 2 (July to September 2019) | Progress Quarter 3 (October to December 2019) | Progress Quarter 4 (Jan to March 2020) | Status | Outcome | How will we evidence impact? |
|-----|---|---|---|------------|--|--|---|--|--------|--|--|
| 3.1 | Chair - SEND Accountability Forum (SAF) | Undertake an annual review of service quality and impact to determine future priorities for service development | Develop an annual SEND improvement Plan and update quarterly. Develop plan on a Page | April 2019 | SEND Improvement Plan for 2019/20 developed. Ist quarter update completed for end June. Plan on a Page in development, plan to issue Sept 2019 | SEND Improvement Plan for 2019/20 developed. 2nd quarter update completed for end September | | | | An annual Improvement Plan is produced and informed by performance information and feedback from key stakeholders, particularly parents and young people | Improvement plan is updated quarterly to identify progress and areas of concern and revised yearly |
| | | | Review priority areas and revise Project plans to support planning and review. | May 2019 | Revised Project Plan for workforce development presented to May SAF meeting and for Early Identification, EHC Pathway and Processes, Vulnerable Groups in Education and Information and Engagement to June SAF meeting | All revised Project Plans from April 2019 have been considered at the SAF | | | | Key areas of service development are taken forward through a project management approach with defined measures used to benchmark, target and track progress and drive improvement. | The Project plans are agreed, and updates presented at SAF meetings to demonstrate progress. Action is taken to address areas of poor performance; |
| | | | Continue to develop performance management framework to provide understanding of current performance and where action | Ongoing | Work continues under the direction of the SAF and with additional input from the Children's Input Board – measures agreed with workstream leads and second tranche of | Scorecard is being revised to align the measures to the four priority areas of the original written statement of action ensure the capture of at least one | | | | | The performance measures from each project plan are incorporated into the SEND data scorecard which is reviewed at each SAF meeting to demonstrate progress. Action is taken to address areas of poor performance. |

| | Lead | Objective | Actions | By when? | Progress Quarter 1 (to end June 2019) | Progress Quarter 2 (July to September 2019) | Progress Quarter 3 (October to December 2019) | Progress Quarter 4 (Jan to March 2020) | Status | Outcome | How will we evidence impact? |
|-----|--|---|---|------------|---|--|---|--|--------|---|--|
| | | | needs to be taken | | performance/outcomes collected. | measure from each of the SEND Programme Work Stream Preparation Plans. Beneath the SEND Scorecard will be bespoke workstream scorecards. | | | | | |
| 3.2 | Principal Educational Psychologist/ MAT CEO | Workforce Development Progress a workforce development plan that addresses the professional development needs of staff in schools | Establish a HT/SENCo reference group to act as a link between the LA and stakeholders regarding key aspects of SEND | July 2019 | At WFD Group meeting on 17.06.19 it was agreed that MAT CEO would brief colleagues at Learning Partnership Strategic Group meeting on 8.07.19 re feasibility & membership | At WFD Group meeting on 5.09.19 it was agreed to use HET SENCo network to consult re EHCP Paperwork & Processes; to use Moderating panel SENCo group to consult re handbook | | | | Paperwork, processes and training will support front line professionals to identify and meet the needs of CYP | Feedback will be collected on What's working well/not working well. Results will influence design of paperwork; format of SENCo Forum meetings; content of conferences etc |
| | | | Implement Whole School SEND across the city; including training, setting up a strategic group and developing a <i>Community of Practice</i> . | March 2020 | 48 professionals attended SEND Reviewer Training on 1.07.19. Plans to set up steering group are progressing via Learning Partnership Strategy group | SEND Reviewer Steering Group met on 16.09.19. Led by WSS Regional lead. Protocol discussed & number of reviews agreed (5 to pilot the scheme). Next meeting to be held on 14.10.19 | | | | Good practice will be identified and shared; gaps in training will be highlighted and addressed through inclusion in SEND Training Pathway Children's needs are more effectively identified and met in local schools and settings with the right level of personalised support | SEND provision in the city is audited via agreed Protocol; SEND Steering group strategically co-ordinates the work |

| | Lead | Objective | Actions | By when? | Progress Quarter 1 (to end June 2019) | Progress Quarter 2 (July to September 2019) | Progress Quarter 3 (October to December 2019) | Progress Quarter 4 (Jan to March 2020) | Status | Outcome | How will we evidence impact? |
|-----|---|---|---|----------|---|--|---|--|--------|--|--|
| | | | Develop links between the City Council (specialist teaching services and EPs) and Teaching Schools and Academies to ensure there is a comprehensive SEN training and development offer to schools | | Emailed settings asking them to provide information on what training they could offer so that a city-wide brochure can be developed | Draft Hull SEND Training offer 2019-2020 in place with final to be circulated in October | | | | Children's needs are more effectively identified and met in local schools and settings with the right level of personalised support. Effective SEN Support Plans are in place and reviewed Requests for statutory assessment evidence an effective graduated response (identified through EHCP QA process) | Teachers tell us that they are able to identify and meet the needs of CYP with SEND using skills learnt; graduated response is evidenced appropriately through paperwork submitted to LA for QA. Training Pathway is reviewed every 2 years & parents asked to comment on whether staff can identify & meet needs |
| | | | Half termly SENCO meetings are held with the local authority for primary and secondary schools. Induction event for 'New to SENCO' held every Autumn in partnership with teaching school/MATS | Ongoing | Consulted SENCOs via survey monkey regarding format, frequency & content of meetings | New timetable for the year developed - high attendance achieved for Sept meeting for both primary (30) & secondary (19) meetings | | | | | |
| 3.3 | Standards and Improvement Officer Early Years Lead LA / Assistant City Manager for Early Help | Early identification and Notification Develop processes, pathways and provision to enable services, schools and settings and families to identify and meet the needs of children and families with SEND | Children with low communication and high social interaction scores at ASQ3 referred to EY Area SENCOs | Ongoing | The Referral to the 'Early Years Team' is embedded into System one (0-19 electronic Record Keeping System) The 0-19 Standard Operating Procedure (SOP) for a 2 -2.5 year assessment has been updated to include the process of making a referral to Early Years as | 28 referrals received this quarter. 7 children have been placed into a setting. 1 is being supported by Portage. 4 have received early 2 year funding. 2 are receiving additional funding. | | | | Improved access to two-year-old funding and education provision Children with developmental delay will be highlighted and interventions put in place both in the nursery and at home | No of referrals into the early years team No of children offered a nursery place outside of eligibility Parental feedback |

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| | | | | | <p>stated in Actions. The SOP also includes guidance for the Health Visitor to consider, if appropriate a joint assessment with the Early Years provision/Nursery. Conversations with families around 'Readiness for School' are initiated within the 2-year assessment. Health Visitors take an active part in the Early Years panel meetings and act as a liaison with the 0-19 team regarding progress of families. 31 new referrals this quarter</p> | <p>9 were already in a setting. 9 new referrals awaiting visits</p> | | | | | |
| | | | Year on year collection of assessments for all pupil with special educational needs in the city – to inform an analysis of year on year progress | Termly data collection and reporting April, July, December 2019/20 | <p>Spring data 39.1% of 2 year olds with SEND at ARE against 69.4% of all children. Gap narrowed by 1.5% from Autumn 43.1% of 3&4 year olds with SEND at ARE against 79.7% of all children Gap widened by 1.6% from autumn</p> | <p>Summer data 38.7% of 2 year olds in PVI with SEND at ARE against 68.6% of all children. Gap of 29.5%. Gap narrowed by 1.8% from spring. 41% of 3&4 year olds with SEND</p> | | | | There is an improvement in the attainment and progress of early years pupils with SEND and the gap with peers is reduced | Termly data returns by schools and settings |

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|--|------|-----------|--|-------------------|--|---|---|--|--------|--|--|
| | | | | | | <p>in PVI at ARE against 79.2% of all children. Gap of 38.2% Gap widened by 1.6% from spring</p> <p>61.1% % of 3&4 year olds in school with SEND at ARE against 89.1% of all children. Gap of 28%. Gap narrowed by 5.2% from spring</p> | | | | | |
| | | | The Health to Local Authority Notification process pilot to be reviewed by the DCO in partnership with the LA and Health Link Group. | By end of Sept 19 | Early Notification of SEND is administrated by the 0-19 Health Team. This new process has taken some time to embed into practice but is making steady progress. 12 new referrals this quarter – what has been the impact | <p>17 notifications received this quarter. Process reviewed and evaluated to reduce response time to engaging with families to address identified concerns.</p> <p>1 child is being supported by Portage. 9 have been placed into a setting. 5 were already in a setting.</p> | | | | Improved timeliness of identification and notification of SEND between health and the local authority Children age 0-4yrs and their families with SEND will receive a coordinated multi-agency assessment and response to concern regarding health and development at the earliest point | <p>No. of notifications received by LA</p> <p>Evidence-Increased number of C&YP referred for Early Years support. Feedback from families who have been offered support via the notification process.</p> |

| | Lead | Objective | Actions | By when? | Progress Quarter 1 (to end June 2019) | Progress Quarter 2 (July to September 2019) | Progress Quarter 3 (October to December 2019) | Progress Quarter 4 (Jan to March 2020) | Status | Outcome | How will we evidence impact? |
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| | | | | | | 2 are receiving additional funding. 4 have received early 2 year funding. 3 new referrals awaiting visits | | | | | |
| | | | The specialist teaching offer review is completed to ensure resources are focused effectively on early identification and there is a full range of outreach support services available to schools and settings | March 2020 | Initial planning meeting held, providers are now developing a proposed core offer for further meeting in July | Planning group has met three times. Developing proposals for the future offer which will then be consulted on later this term. Due to the need for detailed engagement with CYP with HI and VI and parents and schools to modernise the service, engagement events are being planned for Autumn 2019 | | | | | Termly data will be collected from outreach providers to identify how resources are being used and the outcomes achieved |
| | | | HeadStart Hull works with schools across the city at primary and secondary | Work ongoing throughout 2019/20 | 5 schools achieved Mark of Excellence 34 schools working towards 100% signed up | 5 schools achieved Mark of Excellence 34 schools working towards | | | | There are socially significant improvements in the mental wellbeing of at-risk children There is a reduction in the | %/no of schools signed up to Headstart – target 100% %/no of schools achieving Mark of Excellence – target 100% |

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| | | | level including special schools to support them to develop a whole school approach to emotional wellbeing. | | | 100% signed up | | | | <p>onset of diagnosable mental health disorders</p> <p>Improved engagement in school and improved academic attainment</p> <p>Reduced engagement in risky behaviour</p> <p>Improved employability</p> <p>Emotional health issues are identified early and effective support is provided to YP and their families</p> | <p>CYP report on a quarterly basis they are confident to discuss feelings/worries with a trusted adult/support their peers</p> <p>CYP report on a quarterly basis they are able to find and access support when and where they need it</p> <p>Parents report on a quarterly basis they confidently and appropriately support their children with emotional health and well being</p> <p>Quick access to effective targeted interventions reduces the need for specialist/clinical services</p> |
| | | | Delivery of targeted SEND parenting support programme | Annual programme in place | 82 parents taking up training/family support offer 42 completed in a planned way 11 did not complete 29 still receiving family support 100% reported improvements in presenting issues; resilience and confidence | 82 parents taking up training/family support offer. 43 completed in a planned way. 39 did not complete. 39 still receiving family support. 100% reported improvements in presenting issues; resilience and confidence | | | | <p>Increased skills and confidence of parents</p> <p>Improved relationships with children</p> | Use of outcomes star data/reports from each course held |

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| 3.4 | Team Manager, SEND assessment and review Team/DCS | Education, Health and Care Plans – processes and Pathways Improve the quality and timeliness of the Education, Health and Care needs assessment, planning and review process | Evaluate the revised EHC needs assessment pathway and documentation in partnership with parents, young people and key stakeholders | Summer term 2019 | Evaluation received from schools and settings (53); results to be collated by end June. Actions underway to gather feedback from families and other professionals. | Summary of main findings from the review circulated to all schools – Sept 19. My Support Plan and EHC plan templates updated. Briefings arranged for schools in October 2019 SEND Tribunals data - Jan 18 – Sept 18 = 28 Jan 19 – Sept 19 = 17 To date = 39% reduction SEND Mediation Meetings data Jan 18 to Sept 18 = 12 Jan 19 to Sept 19 = 16 To date = 33% increase | | | | EHC plans will accurately describe the identified needs of the child/young person and the provision necessary to meet those needs in order to maximise progress and improve outcomes. Improved quality of EHC plans through assessment and review process. EHC plans are outcome focused and personalised Reduction in complaints, SEN Mediation Meetings and SEND Tribunals | Target = 10% reduction in SEND Mediation Meetings over calendar year Target = 20% reduction in SEND Tribunals lodged over calendar year |
| | | | Ensure EHCP assessments are conducted within statutory timescales | | Number of plans issued in timescale: April - 76% May – 80% June - 86.7%. Performance for Quarter 1 – 81% | Performance for Quarter 2 – 93% of plans issued in timescale Number of EP psychological advices completed | | | | EHC plan assessments will be conducted within statutory timescales. EHC plans will be finalised within 20 weeks. Target= 90% of EHC needs assessments will be | |

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|------|-----------|--|--|--|--|---|--|--------|--|--|
| | | | | Number of EP psychological advices completed within 6 weeks April 19 -93% May 19-84% June 19- 53% Performance for ^t Quarter1 – 76% | within 6 weeks: July 19 – 60% August 19 - 71% September 19 - 32% Quarter 2 - 54% in time scale | | | | | completed in 20 weeks. Target = 95% EP advice for EHC needs assessments will be completed within six weeks |
| | | Introduce EHC needs 'next steps' assessment meetings at Wk 12 -14 of EHC needs assessment process. | Pilot in Summer Term 2019 with Years 5 / 6, 10 / 11 and Post 16. | Pilot delayed until Autumn Term 2019 due to increase in numbers of requests for EHC needs assessments (139 requests in March/ April / May) | EHC 'next steps' meeting pilot commenced Autumn Term 2019. | | | | Parents, children and young people are fully included in the assessment process. | Parents'/young people report satisfaction with EHC plan process. Target = 90% of parents/young people report that they were satisfied with the EHC plan process Target = 90% of parents/young people report that they were involved in discussions and decisions. |
| | | Implement the quality assurance framework and process for ensuring quality of EHCP planning and review process including parent and young person feedback form | | QA forms completed by SEND Officers and sampled by SEND Assessment & Review Team Manager. Termly QA by EHC moderating group planned for Sept 2019 when Agenda of cases is shorter. Feedback is now being sought when a final plan is | Termly QA audit by EHC Moderating Group arranged for Weds 6 November 83% of parents responded that they were very satisfied or satisfied with the EHC needs assessment process. | | | | The quality of advice received from professionals contributing to EHCPs improves. Increase in parents'/young people's satisfaction with EHCP process. | EHC plans are quality assured. Issues are identified and information, advice and training to mitigate these put in place. QA forms completed by SEND Officers and sampled by SEND Assessment & Review Team Manager. Termly QA by EHC moderating group Target = 90% of parents /young people report that are satisfied or very satisfied |

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|------|-----------|---|--|---|--|---|--|--------|--|---|
| | | | | issued. 6 returns to date, 66% satisfied or very satisfied | | | | | | with the final EHC plan. |
| | | DCO will support Health professionals in knowledge of pathways and processes and quality of advice | Quarterly | The SEND Health Link Group continue to meet on a quarterly basis. The current focus of work includes the quality assurance of EHC Plans in relation to the health components. DCO resigned and currently no replacement | DCO has extended contract to end Oct to provide some continuity until new DCO in post Dec 2019. SEND Health Link Group continues to meet quarterly. Quality assurance checklist to support good quality health advice currently being piloted. | | | | <p>Health workforce will feel confident and competent in responding to written requests for health advice and are compliant with 6 week timescales.</p> <p>Quality of health advice will improve. EHCPs will accurately reflect C&YP health needs and provision required to meet need.</p> <p>Health link group members will work in partnership with the DCO. They will be supported and well informed. They will be able to identify gaps and contribute to service improvement for children and young people with SEND.</p> | <p>Examples of good quality/timely EHCPs that reflect accurately the health needs, outcomes and provision for children and young people.</p> <p>Evidence of a co-ordinated response Feedback from health colleagues.</p> <p>TOR and meeting minutes, feedback. SEND Health Link Group meeting will take place quarterly and will be well represented.</p> |
| | | Ensure EHCP reviews are issued in a timely manner and align review processes for EHC, CIN and LAC plans through joint policies and procedures between Education, Health and Social Care | <p>Review of integrated reviews pilot group June/July 19 through stakeholder event.</p> <p>Revised policy for aligning</p> | Initial guidance on aligning reviews issued to pilot schools and other professionals. From January 19 – June 19 33% of reviews received as at 05.06.19 had been aligned. | Annual Reviews responded to within 4 weeks of receipt July 2019 – Sept 2019 = 46% | | | | <p>There will be a reduction in the number of meetings young people, parents and carers need to attend and needs will be considered holistically.</p> <p>Parents and cyp will report increased satisfaction with the Annual Review process.</p> | <p>LAC and EHCP reviews to be integrated with a target of 50% of identified pilot group in 2018/19 academic year</p> <p>Reviews will be responded to in four weeks – target 50% in the academic year 2018/19</p> <p>Parents and young people will record satisfaction with the process and that their input was valued.</p> |

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| | | | | reviews in place for September 2019 | | | | | | | % of statutory reviews recorded as being aligned will increase. Target = 50% of reviews aligned in 2019/20 academic year. |
| 3.5 | Assistant Director, Learning and Skills /Interim SEN Manager | <p>Vulnerable groups in Education – improve outcomes for all vulnerable learners by:</p> <p>identifying and addressing barriers to learning at a strategic level.</p> <p>Improving the quality and sufficiency of SEND education provision and services</p> <p>challenging persistent absence</p> <p>minimizing escalation of events towards possible exclusion</p> | <p>Embed inclusion practices within Education Protocol, to incorporate all vulnerable groups</p> <p>Minimise escalation of events towards exclusion</p> <p>Challenge persistent absence and improve pupil attendance through the development of an Attendance Strategy in partnership with schools, families and other</p> | <p>June 19 to Share first draft</p> <p>July 2020</p> <p>September 2019</p> | <p>To be considered by SLT in the summer term</p> <p>Planning in place for a workshop in Autumn term on Exclusions and thresholds</p> <p>Expression of interest submitted to fund mental health support teams to support YP and families with a focus on those on P/T timetable and/or at risk of exclusion.</p> <p>Planning in place for a workshop in Autumn term</p> <p>School attendance media campaign developed - Launch date 13 September - Approval for</p> | <p>Exclusion reduction protocol working well, no permanent exclusions to end September this academic year</p> <p>Exclusion questions incorporated within AP parent/Pupil Survey</p> <p>Attendance campaign launched</p> <p>Strategic leads identified for Attendance Working Group and TOR agreed at first meeting Attendance</p> | | | | <p>Reduced exclusions, increased attendance and fewer families opting for home education due to concerns with education provision – monitored via outcomes-based performance management framework</p> <p>Improvement in parental confidence in mainstream being able to meet need</p> | <p>There will be a reduction in the disproportionate number of SEND children being excluded.</p> <p>There will be a reduction in the disproportionate number of SEND children becoming EHE</p> <p>There will be increased attendance for pupils with SEND</p> <p>Parental feedback will indicate they are more confident in mainstream meeting the needs of their children</p> |

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| | | | stakeholders. | | <p>additional 3 Education Welfare/Inclusion Officers</p> <p>Inclusion and attendance Board terms of reference developed. First meeting scheduled for Sept 2019.</p> <p>Training delivered to Designated Safeguarding Leads re reporting of CME to support appropriate action to be taken. 95% of attendees said it met or exceeded their expectations</p> | <p>toolkit developed and circulated to schools</p> <p>3 additional posts advertised – Inclusion Officers</p> | | | | | |
| | | | Develop and implement SEN Sufficiency Strategy using data on current and predicted future need for specialist provision | September 2019 | <p>Updated draft has been circulated for feedback from SAF, high needs group and special school heads. Final draft to be completed mid-July</p> <p>Engagement Events held for free School. Parents and young people involved in identifying what they wanted from the school, feedback from</p> | <p>Consultation is underway on the final draft of the SEND sufficiency strategy until 11 October.</p> <p>3 information events held week beg 22 September.</p> <p>End date for applications to provide the new free school is 30 September. Evaluation date</p> | | | | <p>Strategic place planning ensures sufficient capacity and an increased range for pupils who need specialist provision</p> <p>Reduction in complaints and Tribunals</p> | <p>Pupils who have been identified as needing specialist provision can access provision that meets their needs in a timely manner. This will be monitored via allocation meetings and parent feedback.</p> <p>Reduction in the number of tribunals.</p> |

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| | | | | | providers present was very positive. Significant change submitted for 15 place resource base at Kelvin Hall from sept 2020 and discussions ongoing with a number of schools | arranged for 21 October. | | | | | |
| | | | Ensure sufficiency of places for September 2019 | September 2019 | Spring Cottage 10 place ASD/SLCN resource base developing for September 2019 - significant change submitted, teacher recruited, building work and placements agreed. 8 place satellite from Northcott developing and extension to Tweendykes satellite at Dorchester. 28 new places and all pupils with a high need allocated a place. | Spring Cottage 10 place ASD/SLCN resource base, 8 place satellite from Northcott and extension to Tweendykes satellite at Dorchester all opened ready for the start of term | | | | | |
| | | | Improve the quality and consistency of primary to secondary transition for all students, but particularly for the most | May 2019 | Primary-Secondary Transition Best Practice Guide produced and shared with all Heads. Focus on reducing Yr 7 Exclusions – highest group is SEND | A survey has been produced and circulated to capture feedback from heads | | | | Pupils effectively transition to secondary provision | Reduction in the number of Year 7 SEND and vulnerable students being excluded Reduction in the number of Year 7 SEND and vulnerable students becoming electively home educated |

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| | | | vulnerable students | | Support | | | | | | |
| 3.6 | Assistant City Manager for Adult Services | Transition to adulthood Improve the process, pathways and services that support the transition to adulthood | Implementation of the Transition to Adulthood Protocol - ensure key staff are aware or the protocol | Initial training schedule to be completed by end of May 2019 then reviewed | Feedback March to April, 69% of attendees described training as excellent. Further dates have been identified | Training opened up to a wider range of participants Analysis of the results of the survey for 2018/19 has been completed | | | | Families are aware at an early stage of the services and support available in adult services. Feedback will be sought from families each year from school leaver cohort Adult's Services receive early notification of young people's needs to enable effective planning and commissioning with children's services. The Protocol is understood by relevant professionals and ensures early planning between Adult's and Children's Services for those young people with the most complex needs who will need ongoing support, to ensure a smooth transition to adulthood. | Numbers undertaking training and feedback from the events An Annual survey with parents on their experience of transition will look for overall improvement in satisfaction. We will carry out an annual survey with young people in post 16 provision with EHCPs to ascertain their views on the support they have received and look for an overall improvement in satisfaction |
| | | | Use of 247 grid to evidence progress towards independence and provide more support to parents and young people in planning for transition. | September 2019 | | 247 Grid now being implemented in schools | | | | Social workers are able to work with parents to put together bespoke and meaningful programmes of activities pre and post 16 for those with complex needs. | Case studies obtained annually highlighting more effective transition due to earlier involvement of adult services. |
| | | | Implement a programme of independent travel training for | March 2020 | Preferred candidate identified awaiting HR checks. Special Schools contacted | Independent Travel Trainer in post since July 2019. Scheme | | | | More young people are able to travel on public transport to college or work. | Numbers who have successfully undertaken the training |

| | Lead | Objective | Actions | By when? | Progress Quarter 1 (to end June 2019) | Progress Quarter 2 (July to September 2019) | Progress Quarter 3 (October to December 2019) | Progress Quarter 4 (Jan to March 2020) | Status | Outcome | How will we evidence impact? |
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| | | | young people with SEND | | to establish how many may benefit from it. (89) | of work developed and the first learners identified | | | | | |
| | | | Develop new supported internship “offer” working with a training provider and a large employer | September 2019 | Supported Internship Study programme proposal agreed between HYA and Hull University Teaching Hospitals NHS Trust. | Recruitment under way for new supported internship study programme (6 additional places) | | | | Increase the quality and consistency of the offer to young people | An increased number of young people are able to progress into employment, set target to 40% |
| | | | Increased capacity to work complex transition cases and to troubleshoot issues - Specialist transition social worker in post | May 2019 | Cleansing operations carried out on tracker via transition operational meeting to ensure integrity of data. | Adult social care now overseeing the operational transition group. Administrative support now identified. | | | | More effective transition to adult services. | Case studies obtained annually highlighting more effective transition due to earlier involvement of adult services. |
| 3.7 | Interim SEN Manager | Improve and review transport services by informing and communicating efficiently, meeting the needs of children and young people with SEND | Introduce efficient communication systems and processes for parents/carers of children and young people with SEND | December 2019 | Annual newsletter in collaboration with parent reps has been distributed to all parents/carers Local Offer continues to be populated with guidance documents | Mobile phones have been provided to all PAs to provide parents/carers facility to communicate whilst children are transported All documents and guidance which have been created are available on the Local Offer | | | | Parents/carers continually informed of their child’s transport arrangements – some parents been in contact to say how informative it was plus requested information on Personal Transport Budgets Parents/carers able to access transport guidance documents and informed of any transport initiatives | Parents/carers will feedback during an annual survey and focus groups Parents/carers response to contact notification Dip test with parents to see if information is being received. Reduction in calls received by the transport team by parents/carers. |
| | | | Review all | March | SEN Transport | Reviews | | | | All children and young | Transport arrangements will |

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| | | | transport arrangements; provide alternative options to meet the needs of the child | 2020 | Coordinator recruited – reviews to start September 19 | commencing w/c 23.09.19 | | | | <p>people will have had a review of their transport arrangements</p> <p>Children and young people will be transported within the recommended journey length time</p> <p>Parents/Carers will have a choice in respect of arrangements to get their child to school including a personal budget</p> | <p>change to the needs of the children and young people</p> <p>Parents/Carers and educational establishment will feedback during quality assurance evaluation</p> <p>Children and young people will feedback via 'Happy or Not' and focus group</p> |
| | | | All contracted drivers and PAs have informed knowledge and the skills to meet the needs of the children and young people they are transporting | November 2019 | 73% of parents have completed transport application form. Tweendykes School providing child autism and communication training for children who are being transported | Distributed 549 application forms, 89% completed, remainder to be chased during autumn term Training now provided for drivers who transport children to Ganton School | | | | <p>Drivers and PAs have up to date information of the needs of children transported</p> <p>Drivers and PAs are appropriately trained to assist and support children transported</p> <p>Parents/Carers will have the confidence knowing their child is transported safely</p> | <p>Drivers and PAs will feedback during termly monitoring process</p> <p>Parents/carers will feedback during an annual survey and focus groups</p> <p>Children and young people will feedback via 'Happy or Not' and focus group</p> |

4. There is an effective strategy in place for jointly commissioning services across education, health and social care.

| | | Objective | Actions | By When | Progress Quarter 1 (to end June 2019) | Progress Quarter 2 (July to September 2019) | Progress Quarter 3 (October to December 2019) | Progress Quarter 4 (Jan to March 2020) | Status | Outcome | How will we evidence impact? |
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| 4.1 | Director of Integrated Commissioning, NHS Hull CCG | Develop a joint commissioning strategy for services for children and young people with SEN and Disabilities | Final draft to be approved by CYPF Board, CCG Board Plan and consult on future commissioning intentions through ICOB. | June 2019 September 2019 | The final draft of the strategy has been submitted to CYPF Board 27/06/2019 for approval. | The draft strategy has been reviewed by ICOB and the CCG Board and CST. Feedback and comments will be used to update the draft version for final approval. | | | | Resources are maximised to benefit children, young people and families and good outcomes are achieved by children and young people with SEND | Progress will be evidenced through meeting records and joint commissioning activities through various projects and services, |
| 4.2 | Assistant City Manager Safeguarding and Children's Disability Services | Monitor and evaluate the impact of Children's Disability Short Breaks and Continuing Care Eligibility Criteria and practice guidance through the Panel. | Monitor and review the Children's Disability Short Breaks and Continuing Care Panel meetings including resource requirements outcomes and service development requirements | March 2020 | Review of SB & CC Panel to focus discussion and planning for children. Improved tracking of panel decisions. Recruitment process to dedicated fostering social work post – to increase short break foster care options for children. Review assessment process for support cases, with a priority of identifying services sooner for families, through early help and family star approach. | The Children's Disability Short Breaks and Continuing Care Panel have reviewed the panel activity for the period December 2018 to May 2019. The interim monitoring report includes recommendations for future action planning that will be taken forward by the Panel members. Plans progressing for a new build short break unit, short break fostering social worker appointed and targeted short break services transferring to early help | | | | The Short Breaks and Continuing Care Eligibility criteria and Practice Guidance is fit for purpose. Disabled children and young people and their parents receive appropriate and timely short breaks services that meet their identified personalized needs. Pathways and access to services and support are transparent and understood by parents so they are aware how to access services Capacity in key short breaks maintained or increased Development of integrated working with Health and Social | Monitoring of decision making and resources by the Panel, through agreed monitoring and audit processes. This will be reported to both the SAF and CCG/LA management teams. Feedback from services users about the assessment and decision-making process collated as part of the review. This will be through agreed feedback mechanisms post Panel decision, at Panel review and through existing EHCP and Continuing Care/Personal Budget mechanisms. Accurate data collated around any identified |

| | | Objective | Actions | By When | Progress Quarter 1 (to end June 2019) | Progress Quarter 2 (July to September 2019) | Progress Quarter 3 (October to December 2019) | Progress Quarter 4 (Jan to March 2020) | Status | Outcome | How will we evidence impact? |
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| | | | | | | | | | | Care to align working practices and a new model for provision of integrated services. | unmet need to shape future provision. |
| 4.3 | Head of NHS Funded Care CCG | Develop a local Joint Integrated Personalisation Policy (including personal budgets) for all ages with clear guidance for children, young people and transition. The policy will be aligned to the EHC planning processes. | Personalisation Policy EQIA to be completed and approved | May 2019 | Personalisation Policy EqIA completed and approved within NHS Hull CCG. Shared with Hull City Council Corporate Equalities for comments and approval. | Overarching Personalisation Policy EqIA approved. | | | | Children, young people and their parents/carers are supported in understanding the choices they have regarding personal budgets as part of their assessment and care planning processes. They are actively supported to access and manage their personal budget in accordance with their care and support plan including EHCP. | Personalisation policy (all-ages) in place supported by comms and engagement strategy (including co-production) and workforce development. |
| | | | Consultation on draft Personalisation Policy draft to be undertaken prior to full approval by CCG and LA | September 2019 | Scope of project has increased to incorporate all of the CCG's within the Humber footprint for a combined Personalisation Policy. | Agreement to proceed with a strategic Personalisation policy across Humber Coast and Vale. Bi-monthly meetings scheduled for the Personalised Care Development Group. Work to commence on joint policy October 2019. | | | | Children and their parents report positive experience and their outcomes are met by a range of flexible services to meet assessed and identified need. | There is evidence of increased uptake of personal budgets and the impact and outcomes for children and their families, and this is monitored through the SAF |
| | | | Communications and engagement plan will support the development, implementation of the policy across key stakeholders | September 2019 | EqIA has identified communication streams to be considered and consulted. | Consultation with key stakeholders around the development of Personalised care and PHB's commenced. Communications and engagement plan delayed due to availability to schedule meeting | | | | Joint assessment, planning and decision-making will be more robust with clear and transparent process that evidences improved care and support packages with improved outcomes for children, young people and their families. | Increased choice for children, young people and parents is evidenced through resource based decision making panels. |
| | | | Workforce development programme to be developed and implemented to | December 2019 | Not started | Not Started | | | | Improved uptake, use of personal budgets with simplified process for | Measured through the monitoring, data collation and analysis from the implementation of the Policy |

| | | Objective | Actions | By When | Progress Quarter 1 (to end June 2019) | Progress Quarter 2 (July to September 2019) | Progress Quarter 3 (October to December 2019) | Progress Quarter 4 (Jan to March 2020) | Status | Outcome | How will we evidence impact? |
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| | | | support the implementation and roll out of the policy | | | | | | | professionals and families. Efficient and effective service delivery model across all ages will also support improved transition. | Measured though existing contracting and reporting requirements. |
| | | | The Children's Disability Short Breaks and Continuing Care Panel and Eligibility Criteria work will report progress/outcomes and recommendations to the NHS funded care workstream to support service development. | March 2020 | Interim monitoring report in development that will evidence progress and outcomes with recommendations for improvement. | See 4.2. Panel Report recommendations related to NHS Funded Care will be taken forward by the NHS Funded Care lead and workstream. | | | | | |
| | | | Review of the direct payment support services (all ages) as part of the joint commissioning intentions | March 2020 | Not started | Not started | | | | | |
| | | Improve uptake of personal budgets and evidence progress and impact | Data collation, monitor, review and report uptake to SAF with case studies for evidence of impact | March 2020 (quarterly reporting) | Total number of children and young people (0-18) with a PHB for the CCG in 2018/19 was 188 compared to 73 for the same period in 2017/18. Successful bid made to NHSE to trial PHBs where there is a | Project Initiation Document completed and agreed at Joint Commissioning forum to test proof of concept for PHB's for unmet health needs identified through EHCP. Total number of children and young people (0-18) | | | | | |

| | | Objective | Actions | By When | Progress Quarter 1 (to end June 2019) | Progress Quarter 2 (July to September 2019) | Progress Quarter 3 (October to December 2019) | Progress Quarter 4 (Jan to March 2020) | Status | Outcome | How will we evidence impact? |
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| | | | | | commissioning gap for sensory needs and any other unmet health needs that are identified through the EHCP process for children and young people 0-25 with Autism and /or Learning Disability | with a PHB in Q1 for 2018/19 was 67; this figure has increased to 118 children with a PHB in Q1 for 2019/20. | | | | | |
| 4.4 | Strategic Lead for Mental Health and Learning Disabilities NHS Hull CCG | Reduce the current waiting times for assessment, diagnosis and post diagnostic support for children and young people, for Autism. Develop an enhanced service model based on additional investment which will impact on waiting times for assessment, diagnosis and intervention. | Further to Hull CCG undertaking a 'Deep Dive' into local Autism Services, in Dec 17 the CCG is working with Humber Foundation Trust(HFT) to revise the service model | Winter 2020 | Development and roll out of Neurodevelopmental Checklist Cessation of GP referrals for children in school from June 2019 Overall waiting list has started to reduce and trajectory for 18 week compliance is now June 2021 | Following feedback from Parents via Parent Carer Forum and conference workshops Neuro Developmental Checklist complete and rolled out | | | | The referral process will be clear and manageable through a single point of contact. Children and young people with identified symptoms of autism will have their assessment and outcome within clear agreed timescales aligned to the NHS Constitution. Children and young people will be signposted to timely support during the waiting time period for assessment and diagnosis. Those working with children, young people and their families will understand the autism pathway and have the confidence to provide appropriate support to | Progress and improvements will be evidenced through existing contracting and performance arrangements which will include ✓ Increased workforce with skilled multi-disciplinary staff ✓ Waiting list reduction Internal CCG Governance process to monitor commissioning and quality progress Engagement with families and young people to ascertain their views on availability of support to families and young |

| | | Objective | Actions | By When | Progress Quarter 1 (to end June 2019) | Progress Quarter 2 (July to September 2019) | Progress Quarter 3 (October to December 2019) | Progress Quarter 4 (Jan to March 2020) | Status | Outcome | How will we evidence impact? |
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| | | | | | | | | | | children and their families. | people who are waiting assessment and diagnosis |
| | | | Pathways to be reviewed, and further developed, to support a clear and easy to navigate process for GP's, Families. | Summer 2019 | On track to be complete by Q2 2019 CYP Mental health workshop held May 2019 – Council, CCG, Humber TFT and voluntary sector partners met to agree family approach to supporting CYP and overall family whilst waiting for specialist CAMHS intervention. Agreed to shared waiting list detail to ascertain if any CYP waiting assessment are already in receipt of support from Hull City council children's services. | CYP ASD Pathway completed. New THRIVE strategic board has commenced meeting - this includes statutory and voluntary organisations. Following communication with families data has been shared with the Council of 600 of the 800 young people on the waiting list. The remaining data will be shared by mid October 2019 | | | | SENCOs will have a clear understanding of the impact of mental health and learning disability services available in Hull Partners will work together with young people and families to help achieve the best possible outcomes approaching and through transition from childhood to adult services. As well as assessment and diagnosis – there will be a post diagnostic support model | Progress and improvements will be evidenced through existing contracting and performance arrangements Engagement with families and young people to ascertain their views on availability of support to families and young people who are waiting assessment and diagnosis |

| | | Objective | Actions | By When | Progress Quarter 1 (to end June 2019) | Progress Quarter 2 (July to September 2019) | Progress Quarter 3 (October to December 2019) | Progress Quarter 4 (Jan to March 2020) | Status | Outcome | How will we evidence impact? |
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| | | | Undertake stakeholder engagement and publish engagement plan to ensure health and social care professionals and families understand the Hull autism pathway and what services are available. | Summer 2019 | On track to be complete summer 2019 | City Wide Protected Time Learning Event for GP's on 9 July 2019 on MH and LD Engagement Plan developed September 2019. Targeted engagement event planned for 10 October 2019 with young adult Autism service users | | | | Parents, carers and CYP will have a better understanding of the assessment process, waiting times, and options for them during the waiting period. | Progress and improvements will be evidenced through existing contracting and performance arrangements Engagement with families and young people to ascertain their views on availability of support to families and young people who are waiting assessment and diagnosis |
| | | | Multi-agency training for SENCOS | Summer 2019 | Complete Q1 | Complete Q1 | | | | SENCOS and other multi-agency staff groups will receive appropriate training, and gain a better understanding of services, assessment, and diagnosis. | SENCOS will make referrals to Contact Point with comprehensive information included in the referral details. Progress and improvements will be evidenced through existing contracting and performance arrangements |
| 4.5 | Strategic Lead for Children, Young People and Maternity NHS Hull CCG | Improve waiting times for Children's Speech and Language Therapy (SLT) Service to ensure 18-week compliance | Monitor impact of additional funding and service development improvement plan through contracting | March 2020 | Progressing through monthly review meetings. Pathway review undertaken and presented to stakeholders. | Refreshed Service Development and Improvement Plan (SDIP) and agreed with HTFT. Waiting list reduction trajectory received | | | | Commissioned SLT service for children and young people meets the needs of and evidences improved outcomes for children and young people; providing high quality accessible and | The service evidences progress and improvements through existing contracting and performance arrangements. |

| | | Objective | Actions | By When | Progress Quarter 1 (to end June 2019) | Progress Quarter 2 (July to September 2019) | Progress Quarter 3 (October to December 2019) | Progress Quarter 4 (Jan to March 2020) | Status | Outcome | How will we evidence impact? |
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| | | (referral to treatment/intervention) | processes | | Waiting list review underway in conjunction with Hull City Council to provide interim support to CYP on waiting list for assessment during summer (Q2) 2019 | Ongoing monitoring and review of SDIP through bi monthly Provider meetings | | | | equitable service across the local area. The commissioned service is fit for purpose and sustainable and evidences improved outcomes for CYP | The SAF will also monitor and review progress and outcomes. |
| | | Improve early identification and early support for children with SLCN's | Continue with service review and modeling including capacity and demand to inform business case for sustainable funding and resource | Sept 2019 | Business Case for recurrent funding submitted to CCG prioritization panel in June 2019. Work continues with HTFT to recruit workforce to deliver a sustainable service and manage future demand. Provider currently out to recruitment for additional posts | Additional funding approved by CCG for 3 integrated posts within Early Years. Posts will support targeted intervention for early years cohort and transition to primary school | | | | Those working with children, young people and their families will understand the SLT referral pathway and have the confidence to provide appropriate support as part of the child's care plan. | |
| | | | Review and refresh of service specification to include service delivery model and clear pathways with a focus on joint commissioning with LA and schools | September 2019 | Currently scoping other models of service delivery including system wide joint service specifications from Salford CCG. To be taken forward by the SLCN group. | Service specification developed in conjunction with the SLCN stakeholder group and the provider. Final Draft to be approved by CCG Planning and Commissioning Committee November 2019 | | | | There is evidence of improvement in children's social and communication development at transition to primary school ('ready for school'). | |
| | | | Partnership work through the SLCN Stakeholder group | March 2020 | Identification of all services within the SLCN city | SLCN Stakeholder group reviewing targeted and universal SLCN provision | | | | | Coproduction of the revised service is evident and the service |
| | | | | | | | | | | | |

| | | Objective | Actions | By When | Progress Quarter 1 (to end June 2019) | Progress Quarter 2 (July to September 2019) | Progress Quarter 3 (October to December 2019) | Progress Quarter 4 (Jan to March 2020) | Status | Outcome | How will we evidence impact? |
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| | | | (including parents, Early Years and Schools) with a focus on co-production, service remodeling and workforce development needs | | undertaken as part of a workshop. | within the city. New service specification for Specialist SLT service developed with a focus on early identification, workforce development across the system and implementing the Balanced System Model. | | | | | specification is fit for purpose. Uptake of training and development opportunities. Improvement in referrals to SLT service |
| | | | Coordinate delivery of targeted programmes and campaigns to support the development of Speech, Language and Communication Skills across early years and Support children who are on the speech & language / ASD waiting lists | | Talking 2's programme of support being developed in partnership with S< to begin in the autumn term in children's centres Group delivering joint NSPCC Campaign Look, Say, Sing, Play aimed at brain development in babies. Launch will be in Q2 on 10 July 2019 at KCOM Craven Park. 0-19 Health Team assisting the Early Years Team in planning & providing support sessions around | 3 additional posts agreed to support the delivery of coordinated targeted intervention and development of a pre-referral pathway. From November 2019, Early Years provision of Talking 2's sessions for children within the Childrens Centres and nursery settings. Talking Together project undertaken over the summer holidays contacting all parents of children on the waiting list and offering support through a sessions and 1:1 home visits provided by Hull City Council Early Years team. | | | | Increased awareness of the importance of parental engagement with their children | Reduction in numbers requiring targeted intervention LA school readiness data No of parents signing up to weekly tips No of views to website No of resources distributed |

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| | | | | | Speech and Language Therapy during the school holidays. List of children on S&L waiting lists received and cross referenced with early years SEND registers and nursery provision. | | | | | | |
| 4.6 | Strategic Lead for Children, Young People and Maternity CCG | Sensory Processing Disorder: Assessment and Support Service To develop and deliver a proof of concept based upon the approved service specification and service delivery model | Based on the approved service specification - Proof of concept to be developed in partnership with key stakeholders including providers, parents and the wider system | June 2019 | Delays in the receipt of the proposal from providers have impacted on ability to deliver this within the timescales. The CCG has been successful in a NHSE bid to use PHB's for SPD assessment. Scoping exercise and criteria to be undertaken to develop a proof of concept for use of PHB's to deliver assessment and support planning. | Project group met to discuss the PHB pathway and criteria proof of concept. Agreed workforce development with HTFT to upskill existing Childrens OT workforce. HTFT identified a project lead to work with Barnardo's and CCG to take forward proof of concept. Starts Oct 2019. | | | | The CCG commissions as a proof of concept a specialist assessment and support service for children and young people with sensory processing disorder. All children and young people requiring specialist assessment and intervention(s) will be seen within 18 weeks of referral as per NHS Constitution. The workforce development programme will ensure that children and young people with low-level needs and those accessing existing interdependent targeted services meets (e.g. autism, ADHD) have their sensory processing needs assessed and interventions included as part of their personalised care plan. | The service and proof of concept is led by the CCG and coproduced with key stakeholders to ensure the service meets the needs of children, young people and their families. Through contract and performance monitoring and evaluation of the proof of concept service. Those referring to and service users understand the service criteria and expectations can be managed appropriately, ensuring appropriate referrals into the service. Those working with |
| | | | Proof of concept service is monitored and evaluated with | March 2020 | Not started | Not started | | | | | |

| | | Objective | Actions | By When | Progress Quarter 1 (to end June 2019) | Progress Quarter 2 (July to September 2019) | Progress Quarter 3 (October to December 2019) | Progress Quarter 4 (Jan to March 2020) | Status | Outcome | How will we evidence impact? |
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| | | | providers, service users, parents and wider stakeholders | | | | | | | | |
| | | | Develop, deliver, monitor and evaluate workforce development plan as part of the proof of concept including upskilling existing workforce that will provide capacity for SPD specialist assessment and support | March 2020 | Not started | Not started | | | | <p>The proof of concept will evidence the needs of and improved outcomes for children and young people; providing information for the long-term needs of children with this disorder.</p> <p>Partner commissioners including the local authority and schools/academies/MAT's are able to jointly commission the service beyond the pilot, ensuring high quality and consistent service delivery and outcomes.</p> | <p>children, young people with sensory processing needs are competent and confident in providing the correct level of support to children and their families and know where to access specialist advice and guidance.</p> <p>Feedback from service users and their parents/carers and other key stakeholders through service evaluation and outcome measures.</p> |
| | | | Business Case developed following evaluation on service requirements for future provision. Joint commissioning opportunities identified and undertaken as part of business case development | January 2020 | Not started | Not started | | | | <p>Reduced variation in both service delivery and knowledge of the workforce and parents.</p> <p>Improved alignment to other commissioning programmes and projects for CYP in Hull, promoting effective and efficient services that meet the needs of the population.</p> | |