

## Written Statement of Action

(1<sup>st</sup> May 2018)

### **Purpose and background to this statement:**

Between 9<sup>th</sup> October and 13<sup>th</sup> October 2017, Ofsted and the Care Quality Commission (CQC) conducted a joint inspection of the local area of Kingston upon Hull to judge the effectiveness of the work Hull City Council and NHS Hull CCG had undertaken to implement the special educational needs reforms set out within the Children and Families Act 2014.

The purpose of the inspection was to determine the effectiveness of delivery of the reforms. This included assessment of local services and the systems in place for children with Special Educational Needs and Disabilities (SEND). The inspectors looked for confirmation of how the reforms have been taken forward and whether there was evidence of agreed outcomes and a positive impact on children, young people and their families. They examined how information about SEND in the city is being used to make improvements and inform plans and to what extent those plans were being co-produced in partnership with young people and families.

The Inspection team found examples of good practice in Hull but also highlighted four key areas for improvement.

1. Poor strategic leadership and governance of the disability and special educational needs reforms in Hull;
2. Too little involvement of families in decision-making about the services and support they need and insufficient awareness of the resources available to them in the local area;
3. Poor self-evaluation of service quality and impact and insufficiently 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. The lack of an effective strategy for jointly commissioning service across education, health and social care

As a result of the findings of the inspection, Her Majesty's Chief Inspector (HMCI) determined that a Written Statement of Action is required to address areas of weakness in the local area's practice. Hull City Council (HCC) and NHS Hull Clinical Commissioning Group (Hull CCG) are jointly responsible for submitting this Written Statement of Action.

A single integrated service improvement plan supports the Written Statement of Action. This contains more detailed targets and actions on how the outcomes will be delivered jointly by education, health and social care services across the city in partnership with parents and young people and the voluntary sector, and how impact will be measured.

This written statement lays out how we are addressing the four areas for improvement over the 12 months from the Inspection.

### **Our Commitment**

We believe and will adhere to the following principles:

- Valuing the views, feelings and wishes of children, young people and their families and carers
- Encouraging full participation of children, young people and their families and carers in decision making, and in doing so will ensure they are provided will full information
- Work co-productively with children, young people and their families and carers to ensure best educational, health and care outcomes in order to prepare children and young people for adulthood.

Recommendations for improvement	Desired Outcome
1. Poor strategic leadership and governance of the disability and special educational needs reforms in Hull.	There is robust strategic leadership and governance in place which results in effective implementation of the SEND reforms at all levels and across all SEND services in Hull.
2. Too little involvement of families in decision-making about the services and support they need and insufficient awareness of the resources available to them in the local area.	Children, young people with SEND and their families are routinely involved and supported in making informed decisions about their care and support and in shaping the development of strategy and services. They have appropriate information and advice provided about available services and provision and how to access this at every stage of a child's life and development.
3. Poor self-evaluation of service quality and impact and insufficiently focused improvement planning to facilitate better provision and outcomes in the local area for children and young people who have SEN and/or disabilities.	Data and Quality Assurance systems feed into accurate self-evaluation of quality and impact of services and this underpins a comprehensive strategy and integrated improvement and delivery plan.
4. The lack of an effective strategy for jointly commissioning services across education, health and social care.	A clear joint commissioning strategy and delivery plan for services for children and young people with SEN and Disability is in place and implemented.

## Our Vision

Our vision below is underpinned by a commitment to delivering the principles of the SEND Reforms, as stated in the Children and Families Act 2014

### Vision for Hull

The vision for SEND aligns itself to the vision of The Children, Young People and Families Board, established in Hull in 2014 (under section 10 of the Children Act 2004).

In Hull we have high aspirations for all our children and young people.

The Board's vision is to ensure:

- a) All children have the best start in life
- b) The Children, Young People and Families Service is committed to working together with partners to make Hull an inspiring and enterprising city – safe and healthy to learn, play, work and live in.
- c) All children, young people and their families are able to make healthy lifestyle choices, be safe from harm and have the confidence to be ambitious and achieve their aspirations.

*Our Vision is that children and young people (0-25 years), who have a special educational need and/or disability will receive the right provision, at the right time, in the right place and in the right way.*

## **Introduction:**

A review of resourcing in the Local Authority immediately following the inspection resulted in Cabinet endorsement for additional investment in SEND services. This has led to increased capacity to drive improvement both in the short and long term.

Since the Inspection, we have also reviewed and strengthened our governance and accountability framework. New governance arrangements have been established to oversee implementation of the recommendations from the Inspection and the priorities in the SEND Strategy. These are shown in Appendix 1.

Stronger strategic leadership is in place, led by a Children's Services Improvement Board which is chaired by the Chief Executive of Hull City Council. Membership includes a Parent representative, Lead Member, Senior Leaders from across the local area and an external SEND Senior Manager from a neighbouring Local Authority.

The SEND Strategic Board has been replaced by a SEND Accountability Forum (SAF), chaired by the Assistant City Manager for Education with a smaller group of key stakeholders; the Officers leading the work streams that have been established to deliver the detailed improvement plans. These arrangements were developed through co-production. The SAF includes in its membership the Designated Medical Officer (DMO)/ Designated Clinical Officer (DCO), meets monthly and reports directly into a monthly meeting of the Children's Services Improvement Board. The work streams reflect both the engagement and representation of relevant stakeholders.

A SEND Strategy (2016 to 2020) is in place and has four priorities which are to:

- Improve multi agency working and coordination of services for children with special educational needs and disabilities
- 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 and the key areas are detailed in the Improvement Plan. This plan pulls together all improvement activity under one governance arrangement.

Over the last 12 months, we have strengthened the governance in place between the City Council and CCG for integrated commissioning and developed an integrated financial plan. The plan includes all the CCG spend and the Local Authority budgets for Adults, Children and Public Health. Joint commissioning for children and young people takes place within the context of this plan and there is a joint commitment to improve the lives and life chances of all children and young people (aged 0 – 25 years). Arrangements for joint commissioning between the CCG and Hull City Council are led by a joint Committee, Committees in Common at Board and Member level. The Integrated Commissioning Officers Board is where the integrated commissioning strategy for SEND will be developed.

We have two main priorities for our emerging joint commissioning arrangements between the LA and CCG. These are:

1. Early help and intervention to support the best start in life, reduce inequalities and enable behaviour change to raise aspiration and expectations among children and young people for a happy healthy life, and
2. Meeting the needs of children, young people and families with additional health and care needs where there is a need for coordination of care and support in the right place at the right times (SEND and complex care, Looked After Children)

Hull City Council and Hull CCG are jointly leading the development of integrated delivery models across the life course as partners and leaders in the design and delivery of the Hull Place Plan. We aim to reform traditional silos of care and wrap services around families, as opposed to focusing on single services or single issues. Over the next 12 months we will be further developing the Integrated Delivery model for children and young people with SEN and/or a disability.

The structure of this Written Statement of Action is based on the four areas identified as requiring improvement for Hull to address. A wide range of stakeholders, including parents and carers, have contributed to different stages of the construction of this Written Statement of Action. The outcomes of a large stakeholder workshop, which included parents, has been used to inform the overall approach to improvement.

This submission of this Written Statement of Action has been signed off jointly by:

Name: Matt Jukes

Job Title: Chief Executive

Date: 1<sup>st</sup> May 2018

*On behalf of Hull City Council*

Signature: 

Name: Emma Latimer

Job Title: Chief Operating Officer

Date: 1<sup>st</sup> May 2018

*On behalf of NHS Hull Clinical Commissioning Group (Hull CCG)*

Signature: 

## Written Statement of Action

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

	Lead	Objective	Actions	By when?	Progress	Outcome and impact
1.1	Director of Children, Young People and Family Services Hull City Council	Strengthened governance arrangements for SEND improvement in place.	Establish Children's Services Improvement Board	March 2018	In place and meeting monthly chaired by the Chief Executive of Hull City Council	Clear strategic and operational governance is in place to expedite rate of improvement and ensure the improvement plan is delivered and outcomes met
			Agree timetable of reporting progress and briefings to Cabinet, Lead Member, CST and CCG Board	March 2018	Quarterly reporting to Cabinet and CCG Board in place. Monthly reporting to Lead Member who also sits on the Children's Services Improvement Board. Bi monthly reporting to Council's Corporate Strategy Team (CST)	
			Review governance of SEND with SEND strategic partners, including Hull Parents Forum	February 2018	Completed	Governance of all improvement activity underway and planned and is coordinated resulting in maximum impact on outcomes
			Develop terms of reference for new arrangements	March 2018	Completed	Any barriers/delays to

	Lead	Objective	Actions	By when?	Progress	Outcome and impact
			Establish SEND Accountability Forum (SAF) and reporting process into the Children's Services Improvement Board	March 2018	Completed.  SAF has replaced the previous SEND Board and has been meeting monthly since March 2018	improvement will be identified and addressed at the earliest opportunity
			Review effectiveness of new governance arrangements	July 2018	Review of new governance arrangements planned for July 18	The effectiveness of governance of improvement activity will be assessed by the Children's Services Improvement Board to confirm if progress on implementing improvements is on track and outcomes for children and young people are improving
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 to determine priorities in line with SEND reforms, SEND Strategy, progress to date and areas identified in the Ofsted/ CQC Inspection	January 2018	Completed	Effective engagement with full range of stakeholders, including parents and children and young people to take the Improvement Plan forward
			Develop SEND Improvement Plan	January to March 2018	Reported to April Children's Services Improvement Board	Effective governance and planning and review processes are in place to drive the Improvement Plan, monitor progress and measure impact
			Confirm workstreams/projects and	March 2018	Completed. 9 workstreams	

Lead	Objective	Actions	By when?	Progress	Outcome and impact
		sponsors/leads and develop a forward plan for reporting into the SEND Accountability Forum		confirmed each with a clear lead who is a member of SAF	through workstream performance measures to ensure improved outcomes for children, young people and families
		Finalise Programme and Project Plans with performance measures to provide a robust planning, reporting and accountability framework for the work underway	May 2018	March 2018 - broad programme plan in place  Workstream leads are leading activity to deliver against workstream plans that feed into the overall Improvement Plan  All workstream/ project plans to be completed by May 2018	Regular attendance of appropriate professionals at relevant groups ensures better integration of services across health, education 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 Data Dashboard to review impact agreed	April 2018	Project plans and progress against key milestones and performance measures reviewed at each SAF meeting	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
		Review of SEND Strategy to be completed following multi-agency event in September 2018	October 2018	Multi-agency event will inform priorities for annual Improvement Plan	
		Multi-agency stakeholder	September 2018	In response to	

	Lead	Objective	Actions	By when?	Progress	Outcome and impact
			event to update on progress		positive feedback at January 2018 stakeholder event, a review of progress is planned for 12 months from the Inspection	Stakeholders, including parents and young people, are central to and aware of the progress that has been made and any changes to service provision
			Progress communicated to key partners via their representatives on the SAF and through twice yearly newsletters/bulletins and updates on the Local Offer	May and October 2018	Newsletter in development to be issued May 2018	
1.3	Information Management and Research Manager	Ensure that the established JNA and SEND Dashboard are refreshed and continue to evolve in order to reflect key priorities and underlying performance measures – in line with the Improvement Plan and workstreams	Refresh the JNA and Dashboard  Establish outcomes based performance management (scorecards) beneath key performance measures  Dashboard to evolve to reflect key measures of the work streams	June 2018	SEND Dashboard established and updated as workstreams develop further local indicators and performance measures	There is an effective understanding of current performance, baselines and the demography surrounding the SEND population  Progress and impact of key actions is demonstrated in order to improve outcomes for children, young people and families
			Strengthen the existing dataset to reflect improvement plans and enable the tracking of performance maximising the use of data from all key partner organisations	June 2018	Contacts are being made with key data personnel to collect data and timeframes are being agreed	Action is taken to address areas of poor performance and then reviewed to assess impact  Learning is shared across

	Lead	Objective	Actions	By when?	Progress	Outcome and impact
						the partnership and used to contribute to continuous improvement
1.4	Head of Children, Young People and Maternity CCG	Ensure DMO and DCO roles are in place	Recruit to vacant DCO post and DCO in place	May 2018	Start date 14 <sup>th</sup> May 2018	Sufficient capacity is in place to fulfil the CCG requirements of the SEND Code of Practice.  The DMO/DCO will provide clinical and professional strategic leadership and expertise in matters related to SEND for the local area partnership and the SAF. They will support the development of services for children and young people with SEND and improve the quality of health input into the EHC pathway
			Strengthen the role of DMO through existing community paediatric medical service contract	April 2018	DMO x 2 PA's per week in place	
1.5	Director of Children, Young People and Family Services, Hull City Council	Corporate support for additional resources agreed and existing key vacancies recruited to	Additional resources identified	January 2017	Resources of £300k agreed.	Additional resources and capacity in place to ensure support for improvement pace and quality.
			Recruitment undertaken and additional resources in place:			
			<ul style="list-style-type: none"> <li>External support for High Needs Review</li> </ul>	March 2018	Complete	Capacity in place to ensure SEN sufficiency/high needs review is undertaken
			<ul style="list-style-type: none"> <li>Additional strategic capacity to support SEN Team</li> </ul>	January 2018	Complete	
<ul style="list-style-type: none"> <li>Appointment to Principal</li> </ul>	February 18	Complete				

Lead	Objective	Actions	By when?	Progress	Outcome and impact
		Educational Psychologist			<p>Enhanced leadership and management in place to promote service development</p> <p>Increased EP and SW capacity for statutory advice for EHCPs to be completed within timescales to enable needs to be identified and met in timely manner</p> <p>'Grow your own' approach to increasing EP capacity to address recruitment challenge</p> <p>Increased EP core offer to schools (more visits made) and additional Early Years SENCO capacity will support early identification and intervention</p> <p>Resources are appropriately targeted to improve the quality of EHCP assessment, planning and review in</p>
		<ul style="list-style-type: none"> <li>Additional interim EP support/capacity as required to support statutory deadlines</li> </ul>	January 18	Complete	
		<ul style="list-style-type: none"> <li>Agreement to additional fixed term Assistant EP role</li> </ul>	April 2018	Complete	
		<ul style="list-style-type: none"> <li>Agreed appointment of 3 trainee EPs to vacancies once training completed</li> </ul>	April 2018	To be in place October 2018 and September 2019	
		<ul style="list-style-type: none"> <li>Appointment to SEN Team Leader post</li> </ul>	January 2018	Complete 12 months 'acting up' arrangement in place, providing continuity	
		<ul style="list-style-type: none"> <li>Additional capacity in SEN Team at SEN Case Worker level (Grade 6) of 1.19 FTE and SEN Case Co-ordinator (Grade 4) of 1.65 FTE</li> </ul>	Interviews - April 2018	Offers made to successful applicants	
		<ul style="list-style-type: none"> <li>Additional external capacity at SEN Case Worker level, prior to recruiting to the increased establishment</li> </ul>	January 2018	Complete	
		<ul style="list-style-type: none"> <li>Additional external support for Quality Assurance of EHCP</li> </ul>	Support extended to August 2018	Complete	
		<ul style="list-style-type: none"> <li>Additional hours for existing SEN Team officers</li> </ul>	January 2018	Transfers completed	

Lead	Objective	Actions	By when?	Progress	Outcome and impact
		- short term to meet deadlines for completion of transfers to EHCP's			order that children's needs are robustly identified and met and to increase parental confidence
		• Additional support agreed to market and communicate the Local Offer	April 2018	Progressing in partnership with the with Hull CC Marketing team	Increased capacity to support parent and young person engagement and marketing of the Local Offer. This will lead to increased involvement in service development and awareness of the Local Offer
		• Additional support to develop and lead on Engagement Strategy	April 2018	JD being developed in partnership with the Parents Forum	
		• Social Worker secondment to the SEN team to support the social care elements of the EHCP assessment and review process	April 2018	Recruitment underway	
		• Additional Early Years Area SENCO post agreed	April 2018	Recruitment underway	
		• Additional LAC Coordinator post agreed	April 2018	Recruitment underway	

**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.**

	Lead	Objective	Actions	By when?	Progress	Outcome and impact
2.1	Head, Integrated Physical and Sensory Service/ Early Years SEND (specialist services) LA	Parents and young people are actively involved in EHC assessment, care planning and review processes (See also section 3.4 for further actions and outcomes in respect of Education, Health and Care Plans – Processes and Pathways)	Review the EHC needs assessment pathway in partnership with parents and young people to ensure they understand and are involved in the process	September 2018	April 2018 - Survey to seek parent's views on the pathway is published on the Local Offer	Children and young people with SEND and their families will be routinely involved and supported in making informed decisions about their care and support  Consistent, coherent and co-produced approaches are in place when working with children, young people and their families.  Service and support meet the needs of children, young people and families.  Children, young people and families feel fully engaged, valued and appreciate the process of open dialogue / co-production. This will be evidenced through feedback once a plan is issued  Increase in number of families involved in the
			Increase capacity in the SEN Team to improve the quality of the EHC assessment and review process and to ensure the involvement of parents and young people	January 2018	In place	
			Training of SENCOs to deliver Person-Centred approaches and to support reviews to use person-centred approaches as part of co-production dialogue	Autumn Term 2018	Dates to be agreed with SENCOs at the May 2018 SENCO meeting	
			Promote and monitor the attendance and active involvement of parents and young people during assessment processes and at annual reviews to ensure Person Centred Review takes place	Academic year 2018/19	April 2018 – Parents and young people already involved through co-production meetings, One Page profiles and parental contributions.  Processes will be put in place for measuring attendance and involvement of parents	

	Lead	Objective	Actions	By when?	Progress	Outcome and impact
					and CYP from September 2018 once the revised EHCP pathway is agreed	EHCP and assessment and review process (target 90% of families)
			Develop a quality assurance framework and process for ensuring quality of EHCP planning and review process	September 2018	April 2018 – audit tool and processes in other LAs are being evaluated	Performance measures, Quality Assurance process and parental feedback will identify if the above outcomes are being met and shape changes needed to achieve further improvement
			Align review processes for EHC, CIN and LAC plans	From September 2018	April 2018 – The agreed SW secondment will support the development of a local model	Combining EHCP, CIN, LAC and CP reviews wherever possible will reduce the number of meetings that children & young people, parents and carers need to attend. Priority is LAC and EHCP reviews to be integrated with a target of 50% in 2018/19 academic year)

	Lead	Objective	Actions	By when?	Progress	Outcome and impact
2.2	Assistant City Manager for Safeguarding and Disabilities /Parents Forum representative	Children, young people with SEND and their families are involved in shaping and reviewing the development of strategy and services.	Develop a SEND (young person and parent) Engagement and Feedback strategy in partnership with the Parents Forum and young people prioritising: <ul style="list-style-type: none"> <li>• Local Offer</li> <li>• Eligibility Criteria</li> <li>• Short Breaks</li> <li>• EHCP</li> <li>• SEN Sufficiency</li> <li>• Personal Budgets</li> <li>• Transition Protocol</li> <li>• Paediatric Reviews</li> <li>• Transport</li> </ul>	Post to be in place by July 2018	<p>April 2018 – Engagement workstream in place in respect of the eligibility criteria and is being extended to address engagement for the whole programme</p> <p>Recruitment underway for a SEND Engagement and Feedback Officer to lead on this work and an apprentice young person with SEND to support with the engagement of young people</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. Ongoing consultation and feedback will be sought in respect of individual services and processes, e.g. EHCP)</p> <p>All areas of development will be informed by views of parents and young people</p>
			Parents Forum in place and holding monthly coffee mornings to increase membership and participation of parents	In place	Ongoing	Co-production of SEND Improvement Plan and workstreams leads to improved outcomes for children and young people
			SEND improvement workshop held with parents and stakeholders used to develop Improvement Plan and workstreams of activity	January 2018	Completed Programme Plan in place with 9 workstreams	Parents and Young People are able to influence local policy and practice development, in a variety of ways working collaboratively with others

	Lead	Objective	Actions	By when?	Progress	Outcome and impact
			Parents Forum representative is a member of the SAF and has been actively involved in plans to address inspection outcomes since October 17	March 2018	In place	for the benefit of their community
			“Contact” engaged to lead the development of a co-production model with Parents Forum and SAF members	April 2018	Joint development session held on 27 <sup>th</sup> April	There is an increase in the number of parents and young people involved in shaping and reviewing the development of strategy and services
			Develop a Charter with the Parents Forum to identify how services and parents and families will work together to improve outcomes	June 2018	The Charter will begin to be developed at the development session on 27 <sup>th</sup> April	Local Charter in place that outlines key agreed principles of cooperation
			Support and develop the engagement of young people with SEND across the city and nationally	Ongoing	<p>January 2018 - KIDS - Young Person’s Engagement Coordinator recruited</p> <p>Disabled young people involved in campaign re: bullying as part of the HeadStart project</p> <p>Disabled young people’s representative on the Youth Parliament</p> <p>Young people actively involved in shaping Early Help services, in</p>	Parents and young people build their confidence and self-esteem to self-advocate and support others to become involved to widen engagement.

	Lead	Objective	Actions	By when?	Progress	Outcome and impact
					schools' councils and in shaping short break provision. The engagement post will ensure their views feed effectively into service improvement	Children are safely transported to and from schools within a timescale that meets their needs
			Undertake surveys to establish parents' views in respect of transport (See also section 3.7 for further actions and outcomes in respect of transport)	November 2017 to June 2018	November 2017 – Survey of parents of pupils with transport to Tweendykes Special School completed with 75% positive feedback. Issues followed up.  April 2018 - Parents Forum consultation underway  May 2018 – further special schools consultation planned	
			Develop eligibility criteria for specialist health and social care services, including short breaks, in partnership with parents and facilitated by independent organisation (See also section 4.4 for further actions and outcomes in respect of specialist health and social care services)	Jan to July 2018	Independent organisation commissioned, and focus groups held in April 2018	

	Lead	Objective	Actions	By when?	Progress	Outcome and impact
			Early Years Parents Group in place supported by SEN Early Years team	January 2018 and ongoing	Monthly support group, 6 members at present and recruitment strategy underway	Parents of young children are empowered and informed about services so that additional needs are identified and supported early  Protocol in place that ensures early planning between adult 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
			Parents represented on Transition to Adulthood Workstream Group and protocol developed in partnership with parents (See also section 3.6 for further actions and outcomes in respect of Transition to Adulthood)	Ongoing	Meetings are in place which have developed the protocol	
2.3	Assistant City Manager Safeguarding and Children's Disability Services/Parents Forum rep	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 comprehensive, accessible and up-to-date	Additional resource identified to support with marketing and communicating the Local Offer	April 2018	Funding agreed, and additional support commissioned via the Marketing Team	Young people with SEND and their families have appropriate information and advice provided at every stage of a child's life and development  Meaningful usage of the Local Offer will increase as will parent and young person satisfaction with the information available (identified through feedback)
			Marketing and Communication Plan is developed and put in place - including engaging professionals in promoting the Local Offer	June 2018	Additional resource to develop this has been secured	
			Annual SEND Information Day is held in partnership with the Parents Forum to inform families in the local area of the Local Offer and services available	To be confirmed		

	Lead	Objective	Actions	By when?	Progress	Outcome and impact
			Identify software solutions and improvements to increase content and functionality of the 'Local Offer website', (particularly the SEARCH function) and develop a professionals section	August 2018	Work ongoing with web developers Public Consulting Group (PCG) to develop the site and act on parental feedback  Search function now brings up relevant results first  Photographs of local children included on the site following feedback from consultation with young people.	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.  This will be measured by an increase in access to the Local Offer website, Facebook and Twitter sites April 2018: Twitter - 238 Facebook - 177 Target to reach 500 followers on both platforms by September 2018
			Publish quarterly bulletin with information about services, processes, celebrating success etc.	Quarterly since July 2017 and ongoing	January and April 2018 bulletin published. Further bulletins are planned for July and October 2018	Local Offer – increase from 439 in Oct 2017 to 576 in Jan 2018 and 450 in Feb 2018 - Target to increase to average users of 650 per month by September 2018
			Improve mechanisms for dissemination of information		The website is now a 'top task' on the HCC website under 'Children and Families' section.  All call centre staff are fully briefed on the Local Offer  Local Offer	People contacting Hull City Council for SEND information will be given correct information and advice.

	Lead	Objective	Actions	By when?	Progress	Outcome and impact
					information is on the A-Z and now included in the microsite training for HCC staff  Facebook page in place Twitter page in place	Call centre staff are knowledgeable on the Local Offer and provide effective information and sign posting.
			Ensure annual review of the Local Offer takes place and use ongoing feedback to review each section of the website and links to other sites	December 2018	Last review December 2017. Feedback has been used to inform future plans as detailed above	Feedback will be sought and summarised in the annual review of the Local Offer
			Work with Hull College students to improve the presentation of the website	Ongoing		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.
			Continue to gain feedback from young people via consultation in special schools, the Young People's Engagement Group and via online surveys	Annually	Consultation with Special Schools and Young People's Engagement Group is undertaken annually in terms of the Local Offer website as a whole, however we will consult through Special Schools on specific pieces of work on the site	Feedback from children, young people and families influences the future shape of the Local Offer.  Young people with SEND and their families are informed about processes and services which meet their needs in a timely way.

**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. (The SEND Engagement and Feedback Strategy will ensure all areas of improvement are informed by Parents and Young People)**

	<b>Lead</b>	<b>Objective</b>	<b>Actions</b>	<b>By when?</b>	<b>Progress</b>	<b>Outcome and impact</b>
3.1	Chair - SEND Accountability Forum (SAF)	Undertake an annual review of service quality and impact to determine future priorities for service development leading to an annual Improvement Plan that is in line with the SEND Strategy	Develop an Improvement Plan following the SEND Inspection in October 2017.	From October 2017.	Plan written January to March 2018 and presented to the April SAF meeting  Key priorities in the Improvement Plan have been informed by the SEND Strategy, progress to date, outcomes from the SEND Inspection, performance data, feedback from families and front-line professionals and a stakeholder event in January 2018.	An annual Improvement Plan is produced and informed by performance information and feedback from key stakeholders, particularly parents and young people

	Lead	Objective	Actions	By when?	Progress	Outcome and impact
			Priority areas formalised using a Programme and Project management approach to support planning and review. Implementation plan is being delivered through 9 workstreams (For Engagement and Information, see section 2 above)	May 2018	March 2018 - broad programme plan in place All workstream/project plans to be completed by May 2018	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.
			Outcomes based performance management framework in place (See 1.3) to provide understanding of current performance and where action needs to be taken to improve outcomes in the future	To commence June 2018	This is being developed as workstreams agree their performance measures	SAF monitoring identifies early any areas requiring further attention/improvement.  Action is taken to address areas of poor performance and then reviewed to assess impact  Service improvement leads to improved provision and outcomes
3.2	Principal Educational Psychologist	<b>Workforce Development</b> Progress a multi-agency workforce development plan that addresses the professional development needs across the partnership in respect of SEND	Half termly SENCO meetings are held with the local authority for primary and secondary schools. Termly cluster meetings held with PVI early years settings,	In place	Meetings in the summer term 2018 will identify priority areas for the next academic year and will include training on outcomes and co-production of EHC plans and reviews. Other items identified are	Professionals working with children and young people with SEND and their families have the skills and knowledge they need to ensure that they work together effectively to identify and meet needs and improve outcomes  Examples of good practice

	Lead	Objective	Actions	By when?	Progress	Outcome and impact
					measuring the impact of interventions, what services offer etc.	are shared to develop skills and knowledge. SENCOs develop the agenda and feedback on how it meets their needs
			An annual event is held for SENCOs to enhance their specialist SEND knowledge and expertise in order to effectively identify and meet needs and share good practice.	July 2018	Venue booked and planning group with SENCOs in place to hold first annual training event in July 18	Children's needs are more effectively identified and met in local schools and settings with the right level of personalised support
			Induction event for 'New to SENCO' held every September in partnership with teaching school/MATS	September 2018		Effective SEN Support Plans are in place and reviewed
			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	July 2018		There is an improvement in the attainment of pupils with SEN  There is a decrease in the number of pupils with SEN who are excluded
			Develop Early Years SEND training and development strategy	September 2018	April 2018 - training is already in place and bimonthly meetings are being held to develop the strategy. Parents and SENCO's are involved in this	Requests for statutory assessment evidence an effective graduated response (identified through EHCP QA process)
			Social Work secondment to SEN team agreed to lead on	Briefings to staff will	Funding agreed April 2018	SENCOs and School Leaders, centrally based SEND Officers, Health, Early

	Lead	Objective	Actions	By when?	Progress	Outcome and impact
			workforce development for SEND in respect of early help and social care	take place Autumn 2018		<p>Help and Social Workers have an increased understanding of the requirements of the SEND reforms and 0-25 years SEND Code of Practice 2015.</p> <p>There is an improvement in the quality of the EHC assessment and review process, plans are outcome focused and personalised and this is evidenced though the audit process and feedback from parents and young people</p> <p>Reduction in complaints</p> <p>Evidence of greater co-production in the EHC process</p>
			DCO leads on workforce development for Health professionals		Recruitment complete, in post May 2018. Activity underway through cover from role.	
			Ensure training and development plan is in place including learning sets for the SEN Team	From June 2018	Monthly learning sets were previously in place but need to be re-established now the transition reviews have all been completed	
3.3	Standards and Improvement Officer Early Years Lead LA / Assistant City Manager for Early Help	<b>Early identification and Notification</b> Develop processes, pathways and provision to enable services, schools and settings to identify and meet the needs of children and families with SEND	Monthly consultation and development meetings in place for early years providers	In place	Monthly meetings in place. Summer term 2018 - group is identifying training needs for early years settings to support them to identify and meet needs	<p>Early years settings are supported to identify and meet needs of children</p> <p>Effective transition from early years settings to school - routine feedback from parents and</p>

	Lead	Objective	Actions	By when?	Progress	Outcome and impact
			Process in place to ensure that concerns identified at the two-year-old development assessment (ASQ3) are passed onto the early years SEN Team	March 18	In place for March 18 in respect of communication and language. 12 children referred to date. Children not known to early years settings are then supported to access a placement. Those known are reviewed to ensure all support is in place  Training sessions arranged for Early Years SEN team in May 2018 to develop understanding of ASQ3	professionals is used to further improve outcomes.  Improved access to two-year-old funding and education provision  Children with developmental delay will be highlighted and interventions put in place from early years  Improved timeliness of identification and notification of SEND between health and the local authority
			Health links meeting re-established to coordinate integrated assessment and care planning across key health services and supported by DCO	February 18	Meetings in place	
			Development of robust process and guidance for early identification and notification of children and young people with SEND to the Local Authority - develop process map and guidance for improved notification and dialogue.	June 2018	DCO to lead when in post (May 2018)	

	Lead	Objective	Actions	By when?	Progress	Outcome and impact
			Ensure IT systems and processes are in place that support early identification and notification and ensure health workforce is competent and confident to deliver agreed process and guidance.			Children, young people and their parents and families receive advice and support at the earliest opportunity, promoting improved outcomes.  Increase in the number of families accessing Early Help with a lead practitioner leading to coordination of assessment and care planning (97 families open at present with 38 new referrals since October 2018)  Increase in the number of families with SEND accessing support from Children's Centres in order to meet their needs for
			Integrated assessment and care planning processes are in place between Health Visitors, the Early Years SEN team and Early Help services which support a team around the family approach	March 2018	Multi-agency pathway in place  Multi-agency early support meetings in place  SEND Family Support Workers are placed in Early Help hubs and act as lead practitioners where appropriate, their job descriptions have been reviewed and training provided in order to undertake Early Help assessments and put in place integrated 'Team around the Family' approaches:	
			Children's Centres are aware of the children with SEND in their	March 2018	Monitoring of numbers of families	

	Lead	Objective	Actions	By when?	Progress	Outcome and impact
			localities and appropriate services are available to them		with SEND accessing Children Centre services is in place and to ensure they are supporting families in the area to access relevant services:	community support, information, parenting support and early years provision (320 families accessing services 1.10.17 to 27.4.18)  Children's needs are consistently and effectively identified and met in local schools and settings
			Additional support into early years settings by Area SENCOs in order to identify and meet needs in the early years	September 2018	April 2018 - additional support agreed	
			Local Authority in partnership with Headteachers and SENCOs develop a standard audit tool to support self-evaluation of Special Educational Needs provision	Autumn Term 2018	SENCO working group has been identified to take this forward – including the development of a SEN profile for all schools. Co-development with SENCOs	There is an improvement in the attainment of pupils with SEN  Effective SEN Support Plans are in place and reviewed  There is a decrease in the number of pupils with SEN who are excluded
			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	To commence Academic Year 2018/2019	Plans are underway to consult with primary and secondary leaders – Summer 2018	
			The EP offer to schools is communicated on an ongoing basis and consultation sessions with schools are reviewed to	September 2018	Consultation meetings in place, aim is to increase uptake	There is increased take up of the EP core and traded offer

	Lead	Objective	Actions	By when?	Progress	Outcome and impact
			ensure maximum uptake.  Focus group with SENCOs to co-produce and develop communication strategy			Appropriate requests for special school places
			The specialist teaching offer is reviewed to ensure resources are focused effectively on early identification	July 2018		Requests for statutory assessment evidence an effective graduated response
			HeadStart Hull works with schools across the city at primary and secondary level including special schools to support them to develop a whole school approach to emotional wellbeing.	Available from September /October 2017	Each school has a named HeadStart Hull schools policy and practice officer who works with staff in the school and provides support to develop and embed systems which meet the needs of their schools cohort  Support in implementing PSHE on emotional health - mainstream schools have adopted the Jigsaw PSHE pack which currently covers key stage 1 and 2 but will roll out to cover key stage 3 and 4 from September 2018.	Families report their needs are more effectively met and processes are coordinated  Parents have an improved understanding of how to support their child/young person and can work effectively with the school to develop consistency between school to home settings  There is an increase in the number of CYP with additional needs and their families accessing HeadStart Hull services and who report improved emotional wellbeing  Parents are more confident and aware of their

	Lead	Objective	Actions	By when?	Progress	Outcome and impact
					<p>Special schools are testing these standard packs and using them as appropriate</p> <p>Support in developing a whole school approach to emotional health – schools are embarking on this which will support them to evidence that they meet the Department of Education’s criteria for an emotionally healthy school</p> <p><i>Turn to us</i> is a lunchtime drop in run by youth workers where young people can chat about worries and concerns without the need for referral. These are run in all mainstream secondary schools.</p>	children’s capabilities and how to support them, leading to fewer children and young people to require formal diagnosis
3.4	Head, Integrated	<b>Education, Health and Care Plans – processes and</b>	Review the EHC needs assessment pathway in	April to September	April 2018 - survey to establish views of	EHCPs will reflect accurately the identified

	Lead	Objective	Actions	By when?	Progress	Outcome and impact
	Physical and Sensory Service/ Early Years SEND (specialist services) LA	<b>Pathways</b> Improve the quality of the Education, Health and Care assessment, planning and review process	partnership with parents, young people and key stakeholders	2018	parents	needs of the child/young person and the provision that will meet those needs in order to maximise progress and improve outcomes
Review the EHCP documentation in partnership with parents, young people and key stakeholders			April to September 2018	April 2018 – priority is review of the <i>Request for Assessment</i> documentation to support effective evidence of <i>assess, plan, do, review</i> process and outcomes	Improved quality of EHCP through assessment and review process, plans are outcome focused and personalised and this is evidenced through the audit process and feedback from parents and young people	
Improve the quality of advice received from professionals contributing to EHCPs			Ongoing	DCO to be in place May 2018 will lead on quality of advice from health professionals  SW secondment agreed April 2018 will lead on quality of social care advice	There is an improvement in the attainment of pupils with SEN	
			Put in place a quality assurance framework and process for ensuring quality of EHCP planning and review process including parent and young person feedback form	April to September 2018	April 2018 - example audit tools and processes from local areas are being evaluated	Percentage of EHCPs issued in 20 weeks' timescale – (in 2017 90% in timescale. Jan to March 18, 60% in timescale. Target of 90% by Dec 2018)

	Lead	Objective	Actions	By when?	Progress	Outcome and impact
			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	September 2018		Reduction in complaints and tribunals  There will be a reduction in the number of meetings young people, parents and carers need to attend and needs will be considered holistically. Priority is LAC and EHCP reviews to be integrated with a target of 50% in 2018/19 academic year)  Increase in the number of EHCP reviews issued in four weeks from receipt (90% target in the academic year 2018/19)
3.5	Assistant City Manager (Education) and Head Teacher Virtual School for Looked After Children /Interim SEN Manager	<b>Vulnerable groups in Education</b> Improve the quality and sufficiency of SEND education provision and services, challenge persistent absence and minimise escalation of events towards possible exclusion	SEND items addressed at half termly cross phase meetings with school leaders  Collect and analyse absence and exclusion data to underpin development of an Inclusion Strategy in partnership with schools, families and other stakeholders	Ongoing  September 2018	Standing item at meetings  April 2018 – weekly meetings in place between SEN team and Inclusion Officer to promote proactive planning and early intervention for YP at risk of exclusion	Reduced exclusions, increased attendance and fewer families opting for home education due to concerns with education provision – monitored via outcomes based performance management framework

	Lead	Objective	Actions	By when?	Progress	Outcome and impact
			Ensure there is a full range of outreach support services available to schools and settings and define the core and traded offer	Autumn Term 2018		A range of outreach support services are available to schools and settings to support the inclusion of pupils in a mainstream setting
			Develop SEN Sufficiency Strategy using data on current and predicted future need for specialist provision	April to October 2018	April 2018 – Work underway with Headteachers to ensure a place to meet each child’s needs for September 2018. Addressed through development of two resource bases attached to mainstream provision in partnership with special schools	Strategic place planning ensures sufficient capacity and an increased range for pupils who need specialist provision  Reduction in complaints and Tribunals  Schools and families report the appropriate support and advice is available to identify and meet needs and support a graduated response
			Establish primary – secondary transition working group	September 2018	April 2017, initial discussions with Headteachers and SENCOs.  Profile of Year 7 2018/ 2019 under construction	Secondary leaders and SENCO’s given early notification of prevalence of SEN, including ‘primary need’ of new admissions to enable effective transition to secondary provision
3.6	Assistant City Manager for	<b>Transition to adulthood</b> Improve the process,	Implementation of the Transition to Adulthood Protocol	Protocol to finalised	Strategic group in place which has	Families are aware at an early stage of the services

	Lead	Objective	Actions	By when?	Progress	Outcome and impact
	Adult Services	pathways and services that support the transition to adulthood		and implemented from May 2018	<p>been developing the Transition Protocol between Adult's Services and Children's Services</p> <p>Final draft of the protocol has been agreed. A communication strategy is being developed and training will be undertaken in July 2018</p> <p>Transition Operational Group in place to overview young people with SEND from Year 9 and highlight complex cases to ensure effective transition planning take place</p> <p>All learners with SEND are allocated key workers who attend annual reviews from year 9 onwards to bring</p>	<p>and support available in adult services. Feedback will be sought from families each year from school leaver cohort</p> <p>Adult's Services receive early notification of young people's needs to enable effective planning and commissioning with children's services. Protocol in place that 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</p>

	Lead	Objective	Actions	By when?	Progress	Outcome and impact
					focus on transition to adulthood	
			Joint working with East Riding of Yorkshire Council to make best use of DfE SEND Preparation for Employment Grant	April 2018	April 2018 - Supported Internship Forum in place	More young people with SEND are able to access supported internships and preparation for employment opportunities
3.7	Interim SEN Manager	<b>Transport</b> Children's safety on LA commissioned transport is addressed and independent travel is promoted	Refine current monitoring systems for transport efficiency, safety and effectiveness	July 2018	<p>March 2018 - review of current commissioned service and delivery requirements to include risk assessment / safety and value for money decisions</p> <p>Details of pupil's health and behaviour are incorporated into their profiles. These are included in the application form that parents fill in when they apply for home school transport and carried on the transport so passenger assistants are familiar with the child's needs and how to respond in an</p>	<p>Children and young people travel with a care plan and transport staff are suitably trained.</p> <p>Children's safety is evidenced and prioritised through appropriate risk assessment in commissioned transport arrangements</p> <p>Parents will be confident that their children will be transported safely and their medical and behavioural needs are well understood by the driver and passenger assistants.</p> <p>Any health emergencies which arise on the transport to or from school will be responded to in a timely, safe and appropriate manner.</p>

	Lead	Objective	Actions	By when?	Progress	Outcome and impact
					emergency.  Completed, risk assessments are carried out, medications and equipment are carried in appropriate bags on the transport  Termly data is now provided in respect of analysis of length of journey times	Children's journey times are within DfE guidelines and parents/ carers have up-to date information.  Parents concerns with transport are addressed in a timely manner  Reduction in complaints
			Audit of training and DBS checks undertaken and appropriate training/checks undertaken where gaps are identified	May 2018	April 2018 -, all drivers and passenger assistants have up to date DBS checks	
			Process for ID badges to be put in place, all drivers and escorts to have appropriate ID badges	May 2018	April 2018 - all drivers and passenger assistants have appropriate identification badges	
			Develop online portal to support transport scheduling and enhance parental voice / choice	July 2018		
			Formalise feedback arrangements and dialogue with parents/carers	July 2018		Young people's independence will be supported as part of their

	Lead	Objective	Actions	By when?	Progress	Outcome and impact
			Develop opportunities for independent travel	September 2018	April 2018 – independent travel is part of the curriculum in special schools	transition to adulthood

**4. There is an effective strategy in place for jointly commissioning services across education, health and social care. (The SEND Engagement and Feedback Strategy will ensure all areas of improvement are informed by Parents and Young People)**

		Objective	Actions	By When	Progress	Outcome and impact
4.1	Director Children, Young People and Family Services	There is improved local governance and clear, joint accountability arrangements in place for	Review current agreements for joint commissioning with a specific focus on governance and accountability.	October 2018	SEND joint commissioning priorities reviewed at the	HCC and Hull CCG deliver integrated support that improves children and young people's outcomes.

		Objective	Actions	By When	Progress	Outcome and impact
	and Director of Integrated Commissioning	commissioning services			integrated commissioning board. Strategic objectives specific to children and family services, including SEND, added to CCG Board Assurance Framework for 2018/19	Feedback from children, young people and families indicates that they experience a co-ordinated response
4.2	Director Children, Young People and Family Services/Director of Public Health	In driving the Joint Strategic Needs Assessment and Joint Health and Wellbeing Strategy, whole population data will be used to inform decisions and local area development	Children's Services Improvement Board will feedback to the Health and Wellbeing Board from evidence and data received from SAF on health outcomes for children and young people with SEND	September 2018		All decisions will be evidence-based, and data driven reflecting the needs of the whole population now and known potential needs for the future
4.3	Director of Integrated Commissioning, CCG	Develop a joint commissioning strategy for services for children and young people with SEN and Disabilities	Use JNA, JSNA and other relevant data and quality information alongside user feedback to review current provision against needs.	September 2018	Children's Commissioning Strategy, including SEND Commissioning Strategy, identified as strategic priority.  Director of Integrated Commissioning identified as lead for development	Resources are maximised to benefit children, young people and families and good outcomes are achieved by children and young people with SEND

		Objective	Actions	By When	Progress	Outcome and impact
			Plan and consult on future commissioning intentions through ICOB.	September 2018- December 2018	Process in place through governance for integrated commissioning	
4.4	Assistant City Manager Safeguarding and Children's Disability Services	Develop an Eligibility Criteria and thresholds document for access to specialist social care and health provision	<p>Consultation with parents facilitated by independent organisation</p> <p>Completed local needs analysis engagement re: Short Breaks Eligibility Criteria and thresholds to be published on the Local Offer July 2018</p>	Jan to July 2018	January 2018 - recruited to analyst in line with project brief to undertake consultation with parents	<p>Fit for purpose eligibility criteria co-produced and agreed with parents.</p> <p>Pathways and access to services and support are transparent and understood by parents so they are aware how to access services</p> <p>Short Breaks Strategy outlines how services in the local area will meet need.</p>
4.5	Head of NHS Funded Care CCG	<p>Develop a local Integrated Personal Budget Policy for all ages with clear guidance for children, young people and transition.</p> <p>The policy will be aligned to the EHC planning processes.</p>	Alignment of personal budget protocols for health, education and social care	December 2018	There is a plan in place agreed by the strategic NHS Funded Care Steering Group. Awaiting recruitment of the personalisation lead	<p>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.</p> <p>They are actively supported to access and</p>

		Objective	Actions	By When	Progress	Outcome and impact
						manage their personal budget in accordance with their care and support plan including EHCP.
			NHS funded care workstream in place feeding into Eligibility Criteria workstream within the multiagency short breaks review	September 2018	Task and finish group in place and meeting regularly	Children and their parents report positive experience and their outcomes are met by a range of flexible services to meet assessed and identified need.
			Appointment of the Personalisation Lead working across health and social care commissioning for adults and children/young people	September 2018	Job description and person specification agreed and in job evaluation process	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.
			Personal Budget information available on the CCG and local authority websites and the local offer (including personal health budgets)	September 2018	Awaiting recruitment of the personalisation lead	Increased choice for children, young people and parents.
			Review of the direct payment support services (all ages) as part of the joint commissioning intentions	April 2019	Awaiting recruitment of the personalisation lead	
4.6	Head of Mental Health and Vulnerable People CCG	Reduce the current long waits for assessment, diagnosis and interventions for children and young people, including those who require assessment for	Further to a 'Deep Dive' into local Autism Service, Hull CCG is working with Humber Foundation Trust to revise the service model	April 2019	A draft revised service model has now been developed and is included in a proposal to Hull	The referral process will be clear and manageable through a single point of contact. Children and young people

		<b>Objective</b>	<b>Actions</b>	<b>By When</b>	<b>Progress</b>	<b>Outcome and impact</b>
		Autism by the Children and Young People's Emotional Well-being and Mental Health Service.  Develop an enhanced service model based on additional investment which will impact on waiting times for assessment, diagnosis and intervention.			CCG.	with identified symptoms of autism will have their assessment and outcome within clear agreed timescales aligned to the NHS Constitution.
			Pathways to be reviewed, and further developed, to support a clear and easy to navigate process for GP's, Families	May 2018	A new referral form has being developed for Hull Contact Point. The revised form has been through a period of consultation, and a trial period. The form is now shorter and easier for all agencies to load on to their electronic systems. This form will be rolled out in May 2018.	Children and young people will be signposted to timely support during the waiting time period for assessment and diagnosis.  GP's will be advised of the support offered during the waiting period.  Those working with children, young people and their families will understand the autism pathway and have the confidence to provide appropriate support to children and their families.
			Review capacity and demand data and consider the costs of the additional investment required	May 2018	Humber NHS Foundation Trust has completed a capacity and demand review and a proposal for additional investment is	Partners will work together with young people and families to help achieve the best possible outcomes approaching and through

		Objective	Actions	By When	Progress	Outcome and impact
					now being considered by Hull CCG.	transition from childhood to adult services.
			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.  Establish a single point of contact, appropriate signposting and support administration systems	July 2018	An engagement plan will be developed - initial meeting planned for May 2018  Hull Contact Point is established and is the multi-agency point of access for CYP wellbeing, mental health, learning disability and autism	There will be evidence of increased access to post-diagnosis support through voluntary sector services.
			Multi-agency group to develop a Workforce Plan to include training for SENCOs	September 2018	The Autism Multi-Agency Task and Finish Group has undertaken a service mapping exercise and will use this and other scoping to establish a Workforce Plan. The HeadStart Hull Workforce	

		Objective	Actions	By When	Progress	Outcome and impact
					Development plan also includes a range of training for schools and other agencies.	
4.7	Head of Children, Young People and Maternity CCG	Review of Paediatric Speech and Language Therapy (SLT) Service.	Additional fixed-term capacity commissioned by CCG to support the review	December 2018	Further additional capacity agreed from April 2018	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 equitable service across the local area.  All children and young people requiring SLT assessment and intervention(s) will be seen within 18 weeks of referral as per NHS Constitution.  The service evidences progress and improvements through standard contracting arrangements. The SAF will also monitor and review progress and outcomes.
			Review of service model including capacity and demand	March 2018	Initial review completed March 2018	
			Development of service improvement plan to ensure the service is 18-week compliant	May 2018	In progress	
			Review and refresh of service specification to include service delivery model and clear pathways with a focus on joint commissioning with LA and schools	December 2018	In progress	
			Partnership workshop with key stakeholders (including Early Years and Schools) with a focus on service remodelling and workforce development needs	September 2018	Planning in progress	
			The CCG will work with Hull Parents Forum and other key stakeholders to identify parent focus groups ensuring parental involvement including co-	December 2018	Initial contact made and focus group requirements to be clarified as	

		Objective	Actions	By When	Progress	Outcome and impact
			production in this work.		part of the planning and delivery process	<p>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.</p> <p>There is evidence of improvement in children's social and communication development at transition to primary school ('ready for school').</p>

**Appendix 1: Governance arrangements for SEND Improvement:**

