

**Annex A: Accelerated Progress Plan for an Area following the judgement by Ofsted/CQC that sufficient progress had not been made against the weaknesses outlined by the Inspection**

<b>Name of the Local Area</b>	Shropshire
<b>Date of Inspection</b>	21–23 November 2022 (SEND Revisit)
<b>Date of Publication of the Revisit report</b>	06 February 2023
<b>Accountable Officers from the LA and CCG</b>	David Shaw (LANO) – Shropshire County Council Tanya Miles – Exec Director of People Shropshire County Council Gareth Robinson, Director of Delivery and Transformation and Executive Lead for SEND, Shropshire Telford and Wrekin
<b>DfE and NHSE Advisers</b>	Gabrielle Stacey (DfE) and Debbie Ward (NHSE)

*The focus of this plan is each area of weakness from the original inspection where, in the revisit, Ofsted/CQC have judged that sufficient progress has not been made. For each weakness, you should identify:*

- the actions you are taking to achieve improvement*
- how you will measure success/impact of the actions*
- the milestones you will need in order to achieve your targeted improvement.*

**RAG: R: Delayed or Low confidence of completion;**

**A: Completion delayed or at risk but being managed;**

**G: Completion on track and will be met;**

**C: Completed;**

**Area of weakness identified in the original inspection**

**Priority Area 3: Significant wait times for large numbers of children and young people on the ASD and ADHD diagnostic pathways.**

Actions designed to lead to improvement

Overarching Aspiration: The needs of CYP related to ASD & ADHD are effectively identified at early stages and there is high quality support both pre, during and post diagnosis

Theme of Actions	Action	Responsible officers	By When	Action RAG
1. Actions to ensure clarity about the support available	Collate details of all support currently available for those with (or possibly with) ASD & ADHD age 0 - 5	ND Workstream led by Chair (Dr Kathryn Morgan & Liam Laughton)	April 2023	Yellow
	Collate details of all support currently available for those with (or possibly with) ASD & ADHD age 5 - 18	ND Workstream led by Chair (Dr Kathryn Morgan & Liam Laughton)	July 2023	Green
	Collate details of all support currently available for those with (or possibly with) ASD & ADHD age 18+	ND Workstream led by Chair (Dr Kathryn Morgan & Liam Laughton)	September 2023	Green
	Publish all of the support available on the local offer website	ND Workstream led by Chair (Dr Kathryn Morgan & Liam Laughton)	September 2023	Green
	Have a specific ASD area on local offer website (as requested through the Local Offer working group)	ND Workstream led by Chair (Dr Kathryn Morgan & Liam Laughton)	May 2023	Green
2. Actions to ensure good quality support for Early Years and Educational Settings	Gather & analyse feedback from early years & educational settings regarding neurodiversity and how to support identified needs	Dr Kathryn Morgan, Specialist Senior Educational Psychologist	May 2023	Green
	ND Training Steering Group will develop a plan to meet the identified needs of schools and settings including training and coaching	Chair of ND Training Steering Group, Principle Educational Psychologist	July 2023	Green
	Launch of the Inclusion Framework and associated workshops with focus on ASD and ADHD	Sue Carrol, Early Years SEND Lead & Dr Kathryn Morgan, Specialist Senior Educational Psychologist	Sept 2023	Green
	Review and develop the outreach support available to early years & education settings	Sue Carrol, Early Years SEND Lead & Dr Kathryn Morgan, Specialist Senior Educational Psychologist	Sept 2023	Green

	Early years settings to complete a self-evaluation of their inclusivity and their approach to admittance – in each locality there will be 1 setting who has done the SEF review and is engaged in supporting other settings in their locality	Sue Carrol, Early Years SEND Lead & Dr Kathryn Morgan, Specialist Senior Educational Psychologist	50 settings by end of Jan 24	
3. Actions to ensure good quality support for parents and carers	Increase the availability for formal support offered to parents and carers following a diagnosis	Head of LDA Commissioning, ICB – to be recruited	December 2023	
	Enhance the peer support offer for families during or after a diagnosis of ASD or ADHD	ND Workstream led by Chair (Dr Kathryn Morgan & Liam Laughton)	September 2023	
	Continue the Autism West Midlands offer of support which does not require a diagnosis to access	LA Commissioner	In place	
	Develop and launch the CDC advice line which will be accessible to children for whom there are concern, or help in navigating the system and what's available	SCHT, led by Alison Parkinson, Clinical Services Manager	June 23	
	Coproduced redesign of CDC website	SCHT, led by Alison Parkinson, Clinical Services Manager	June 23	
	Roll out of the Healthier together website with advice and guidance for the ND population	Millar Bownass, CYP's Mental Health Commissioner	April 23	
	Psychoeducation courses on managing sleep issues delivered by PODS	Head of LDA Commissioning, ICB	April 2023	
4. Actions to enable trial of enhanced support	Develop and recruit to the roles of ND Practitioners to supported a targeted cohort	Dr Kathryn Morgan, Specialist Senior Educational Psychologist	September 23	
	Review the impact of the ND Practitioners to inform the requirements for support in the 2 <sup>nd</sup> year	Dr Kathryn Morgan, Specialist Senior Educational Psychologist	April 24	
	Develop the Dimensions Tool and Clarity regarding how the tool will be utilised initially, and then rolled out further	Dr Kathryn Morgan, Specialist Senior Educational Psychologist	September 23	
5. Actions to avoid Mental Health Crisis for those with ASD or	Complete the Mental Health Transformation Plan to set the strategic direction of how all CYP with Mental Health Needs will have their needs met	Millar Bownass, CYP's Mental Health Commissioner	September 23	
	Pilot an app for CYP to use if they are experiencing a	Millar Bownass, CYP's Mental Health	June 23	

ADHD	MH crisis targeting those on the Dynamic Support Register	Commissioner Supported by Dale Coleman and Liam Laughton		
	Implement new guidance related to the Dynamic Support Register including self-referral process	Dale Coleman, Transforming Care Operations Manager	May 2023	
	Implement the Digital DSR	Dale Coleman, Transforming Care Operations Manager	June 23	
	Deliver high-quality Care and Treatment Reviews with the individual at the heart	Dale Coleman, Transforming Care Operations Manager	Ongoing	
<b>Impact measures to be achieved</b>				
Relevant Theme of Actions	Expected Impact	How are we measuring the impact	Baseline	
1,	CYP report that they received support when they needed it	Survey - to be developed and baseline to be sought	To be sought	
1, 3, 4	Families report that they know and can access the full range of support available & this support met the needs of the CYP and have the experience of waiting well if applicable	Survey - to be developed Reporting through the local offer website regarding how useful information was - to be developed	Inspection report indicated a 'lack of clarity'	
1,	Professionals report that they know and sign post to the range of support available	Survey - to be developed, baseline sample from ND workstream	To be sought	
2	Lower rates of suspensions and permanent exclusion where Neurodiversity is identified in primary/secondary need	Baseline to be identified with separate impact measures for primary and secondary schools	To be confirmed using Autumn 2022 and Spring 2023 data	
2	Lower rates of Emotionally Based School Avoidance with needs related to ASD & ADHD	Educational Psychology Services supporting EBSA to record prevalence	To be sought	

2, 4	Setting staff report a greater understanding of needs related to ND (ASD & ADHD) and how to meet those needs	Survey - repeat recent survey from inclusion day	To be analysed
2	Setting staff can demonstrate how they ensure good inclusive practice for CYP with needs related to ND (ASD & ADHD)	Survey - repeat recent survey from inclusion day Self and peer evaluation against the inclusion framework universal and SEND Support offer.	To be analysed Available from Sept 23 onwards.
2	Fewer reports of families struggling to get a place in nurseries due to their children's needs	Early Years School Improvement team to record prevalence	To be sought
3	Families accessed support which enabled them to understand their CYP's needs and how to support them	Record of course attendance and course outcomes	Roughly 40 0 – 5 families access formal support each year
3	Families are aware of peer support available to them	Survey - to be developed	To be sought
3	Families don't have to wait for a diagnosis to get support	Survey - to be developed	To be sought
4	For those CYP who have a 'dimensions tool plan' created those who support them will have a better understanding their needs and how to support them	Outcome of intervention summary	To be sought
5	The impact will be more timely identification of CYP at risk where they are experiencing challenges at home but not experiencing challenges as school	Reporting through PCF, and utilising the advocacy model to do a quality review	To be sought

**Area of weakness identified in the original inspection**

**Priority Area 3: Significant wait times for large numbers of children and young people on the ASD and ADHD diagnostic pathways.**

Actions designed to lead to improvement

Overarching Aspiration: CYP who require a diagnostic assessment, easily access a high quality diagnostic assessment in a timely way

Theme of Actions	Action	Responsible officers	By When	Action RAG
6. Actions to ensure referrers know how to make good referrals which are accepted	Clear criteria and referral route for current ASD diagnostic pathway in place - 0-5	Alison Parkinson, SCHAT	In place	Blue
	Clear criteria and referral route for current ASD & ADHD diagnostic pathway in place - School age	BeeU Strategic Leads, MPFT	Apr-23	Yellow
	Clear criteria and referral route for current ASD & ADHD diagnostic pathway in place - 18+	Commissioner to confirm	In Place	Blue
	Clear criteria and referral route for current ASD & ADHD pathway published on the local offer	ND Workstream to confirm	Sep-23	Red
	Redesign of referral form for 5 – 18 cohort	BeeU Strategic Leads, MPFT	Apr-24	Green
	System wide engagement to promote new referral forms and process for 5 – 18 cohort	BeeU Strategic Leads, MPFT	Underway	Yellow
7. Actions to ensure communication from 5 – 18 diagnostic service is clear	Review communications which are sent out	BeeU Strategic Leads, MPFT	Underway	Yellow
	Implement changes to improve communications	BeeU Strategic Leads, MPFT	TBC	White
	Inform the community of changes resulting from the new BeeU Operational Framework	BeeU Strategic Leads, MPFT	Apr-23	Green
8. Actions to avoid CYP going into	All referrals considered at MDT discussion (including ASD practitioners, OT, nurses, social workers,	BeeU Strategic Leads, MPFT	In place	Blue

crisis whilst waiting for diagnosis by implementing risk stratification	psychiatry, ADHD specialists, psychology, CBT)			
	Upon acceptance of referral CYP to be offered an initial holistic assessment which enables access to range of support available within BeeU	BeeU Strategic Leads, MPFT	In place	
	Protocol in place for prioritising CYP for ASD assessment based on factors such as whether their placement is at risk of breaking down	BeeU Strategic Leads, MPFT	In place	
	Further promotion of how families and CYP can contact the service if their situation changes so their prioritisation can be reconsidered (currently stated in letter)	BeeU Strategic Leads, MPFT	TBC	
	Enhance the risk stratification approach through additional funding from the LDA program	LDA Recovery Group Led by Chair (Helen Southwell)	Sep-23	
9. Actions to ensure capacity of the diagnostic service meets the demands of the population	Commissioner understanding of current waiting times from referral treatment for ASD 0 - 5	Led by Associate Director of Transformation and Commissioning	Complete during Q1	
	Commissioner understanding of current waiting times from referral treatment for ASD & ADHD 5 - 18	Led by Associate Director of Transformation and Commissioning	Complete during Q1	
	Commissioner understanding of current waiting times from referral treatment for ASD & ADHD 18+	Led by Associate Director of Transformation and Commissioning	Complete during Q1	
	Develop, fund and recruit to short term recovery plans	Led by Associate Director of Transformation and Commissioning	Complete during Q1	
	Understand the capacity of the services currently	Led by Associate Director of Transformation and Commissioning	Complete during Q1	
	Develop a trajectory of future growth and capacity required to meet the needs	Led by Associate Director of Transformation and Commissioning	Complete during Q1	
	Develop a business case to fund the increased demands across the age range	Led by Associate Director of Transformation and Commissioning	Complete during Q1	
	Services are reviewing their skill mix to mitigate the impact of challenges with recruitment and retention, in the context of increased demand.	Helen Cooper, CYP lead for Nursing, AHP and Operations, SCHT	Underway January 24	
	Midlands Partnership Foundation Trust (MPFT) reviewing internal processes, progressing recruitment into 1 vacancy	BeeU Strategic Leads, MPFT	Underway	

10. Actions to ensure escalation of long waits to ICS	Recruit to an enhanced Learning Disability and Autism team structure	Brett Toro-Pearce, AD of Transformation & Delivery	Completed during Q1	
	Review program and project approach to ensure sufficient oversight and assurance of emergent plans including a review of working group escalation processes	Tracey Jones, Deputy Directory Partnerships	Completed during Q1	
	Provider and Integrated Care Board to agree system risk of longer waits and update organisational risk registers	Anne MacLachlan, MPFT / Brett Toro-Pearce, AD of Transformation & Delivery	Apr-23	
	Lead the system in the development of an all-age Autism pathway	Head of LDA Commissioning, ICB – to be recruited	TBC – pending recruitment	

### Impact measures to be achieved

Relevant Theme of Actions	Expected Impact	How are we measuring the impact	Baseline
	Timely access to ASD & ADHD diagnostic services	Service Performance Metrics	0 – 5 Service: 61% seen within 18 weeks 5 – 18 Service: 49% seen within 18 weeks

### Area of weakness identified in the original inspection

#### Priority Area 4: Significant waiting times for those needing assessment and treatment from the speech and language therapy service.

#### Actions designed to lead to improvement

Overarching Aspiration: Speech language and communication needs of children are effectively identified at early stages and there is high quality support at universal and targeted levels to reduce the number of children who require more specialist support

Theme of Actions	Action	Responsible officers	By When	Action RAG
11. Actions to ensure clarity about the support available	Collate details of all support currently available from Public Health for those with SLCN including from the Best Start to Life programme	Steph Jones, Health Child Programme Coordinator supported by the SCHAT 0 – 19 Service	May 23	
	Collate details of all support currently available from Early Years Settings for those with SLCN	Sue Carrol, Early Years SEND Lead	May 23	



	Collate details of all support currently available from Early Help for those with SLCN	Jo Cox	May 23	
	Map the full offer of current SLT support	ShropComm	Completed	
	Collate details of all other support currently available for SLCN (excluding SLT)	SLCN Workstream	July 23	
	Publish all of the support available on the local offer website	SLCN Workstream	August 23	
	Have a specific SLCN area on local offer website (as requested through the Local Offer working group)	Local offer team	August 23	
	Continue the SLCN workstream to enable the continuation of support for SLCN being delivered by all	Alison Parkinson, Clinical Services Manager SCHAT support by ICB Commissioner – to be recruited	Ongoing	
12. Actions to ensure good quality support for Early Years and Educational Settings	Education to promote the use of SLC UK data tracking to support the implementation of Talkboost	Sue Carrol, Early Years SEND Lead	Ongoing	
	All settings to utilise the SLC UK data reporting on Talkboost	Sue Carrol, Early Years SEND Lead	Sept 23	
	Evaluation of impact of Talkboost to be reported to SLCN workstream	Sue Carrol, Early Years SEND Lead supported by Alison Rae, School Improvement Adviser	July 23	
	Including under 3s early talk – rolling out to all settings started – Alison Rae, Jan 24			
	Planned Inclusion sessions for early years and educational settings including SLCN	Sue Carrol, Early Years SEND Lead & Dr Kathryn Morgan, Specialist Senior Educational Psychologist	Ongoing	
	Review and develop the outreach support available to early years & education settings including best practice SLCN Teaching (SLCN Primary Talk and Early Talk ICAN)	Sue Carrol, Early Years SEND Lead & Dr Kathryn Morgan, Specialist Senior Educational Psychologist	September 2023	

	Pilot the roll out of Talkboost Yr7	Sue Carrol, Early Years SEND Lead	Ongoing	
	Continue to deliver Early Years, KS1 and KS2 of talkboost training to ensure sustainability	Alison Rae, School Improvement Adviser supported by Sarah Court, Telford & Wrekin's Learning Support Advisory Teachers	Ongoing	
	Videoring SLT training offer to make it more accessible	Alison Parkinson, Clinical Services Manager SCHAT	Sept 23	
	SLT relaunching traded services offer for ELKLAN	Alison Parkinson, Clinical Services Manager SCHAT	Sept 23	
13. Actions to ensure good quality support for parents and carers	Enhance the peer support offer for families regarding SLCN, adopting a SLCN champions model`	SLCN Workstream led by Chair (Alison Parkinson)	TBC	
	Videoring SLT training offer to make it more accessible	Alison Parkinson, Clinical Services Manager SCHAT	September 23	
	Publicise the commitment to SLCN being everyone's responsibility and that everyone has a role to play in supporting SLCN	SLCN Workstream to confirm	Completed	
	Maintain the SLT service advice line	Alison Parkinson, Clinical Services Manager SCHAT support by ICB Commissioner – to be recruited	July 2023	
<b>Impact measures to be achieved</b>				
Relevant Theme of Actions	Expected Impact	How are we measuring the impact	Baseline	
11, 12	CYP report that they received support when they needed it	Survey - to be developed and baseline to be sought	To be sought	

11, 13	Families report that they know and can access the full range of support available & this support met the needs of the CYP and have the experience of waiting well if applicable	Survey - to be developed Reporting through the local offer website regarding how useful information was - to be developed	To be sought
12	Professionals report that they know and sign post to the range of support available	Survey - to be developed,	To be sought
12	Setting staff report a greater understanding of needs related to SLCN and how to meet those needs	Survey - to be developed,	To be sought
12	Setting staff can demonstrate how they ensure good inclusive practice for CYP with needs related to SLCN	Survey - to be developed,	To be sought
12	Children progress well with their speech, language and communication skills	Early Years Foundation Stage Framework – communication, literacy and language Progress with ECHP outcomes related to SLCN	Early Years Foundation Stage Outcomes in 2022 83% of children achieved expected levels at the end of 2022 in communication and language, however we note that it is likely that the outcomes in 2023 will be impacted by Covid
13	Families are aware of peer support available to them	Survey - to be developed	At present we do not have a clear offer of peer support

**Area of weakness identified in the original inspection**

**Priority Area 4: Significant waiting times for those needing assessment and treatment from the speech and language therapy service.**

Actions designed to lead to improvement

Overarching Aspiration: CYP who require specialist SLT support can access this in a timely way

Theme of Actions	Action	Responsible officers	By When	Action RAG
14. Actions to ensure the capacity of the diagnostic service meets the demands of the population	Confirm which Local Authority and Integrated Care Board commissioners have responsibility for SLT	Led by Associate Director of Transformation and Commissioning & Local Authority Commissioning Lead	May 2023	
	Commissioners to understand current spend, both block contract and individual commissioning and school spend to enable benchmarking	Led by Associate Director of Transformation and Commissioning & Local Authority Commissioning Lead	May 2023	
	Commissioner to understand current waiting times from referral treatment	Led by Associate Director of Transformation and Commissioning	Complete during Q1	
	Develop, fund and recruit to short term recovery plans	Led by Associate Director of Transformation and Commissioning	Complete during Q1	
	Understand the capacity of the services currently	Led by Associate Director of Transformation and Commissioning	Complete during Q1	
	Develop a trajectory of future growth and capacity required to meet the needs including early indicators of the impact of Talkboost on referral rates	Led by Associate Director of Transformation and Commissioning	Complete during Q1	
	Develop a business case to fund the increased demands across the age range	Led by Associate Director of Transformation and Commissioning	Complete during Q1	
	Review the SLT service specification and ensure that it meets the needs of the population whilst being supported by a context of SLCN being supported by all	Led by Associate Director of Transformation and Commissioning & Local Authority Commissioning Lead	September 2023	

Impact measures and milestones to be achieved

Relevant Theme of Actions	Expected Impact	How are we measuring the impact	Baseline
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14	Timely access to SLT service	Service Performance Metrics:	45% of CYP seen within 18 weeks
14	Reduction in requirement for individually commissioned / spot purchased packages of SLT	SEN to confirm how many individually commissioned packages they have	To be confirmed by SEN

### Area of weakness identified in the original inspection

#### Priority Area 5: Inconsistency in the quality of input from education, health and care into EHC assessment and planning

Actions designed to lead to improvement

Overarching Aspiration: Children and Young People with EHCPs receive the right support to meet their identified needs, achieve the outcomes of which they are capable and prepare them successfully for adulthood.

Themes for Action	Action	Responsible officers	By When	Action RAG
1. Actions to ensure improved quality of Education Health Care plans	Co-produce an inclusion framework and associated toolkit which sets out expectations of the support that should be ordinarily available for Children and Young People with Special Education Needs and/or Disability within mainstream settings to ensure that CYP who require an EHCNA are correctly identified.	Steve Laycock – Principal Educational Psychologist	Sep-23	
	Review and develop a specialist outreach offer (learning and behaviour support) for schools and settings to build capacity and confidence to ensure that provision is made to meet the individual needs of CYP with SEND within mainstream settings and that CYP who require an EHCNA are correctly identified.	Karen Levell – Service Manager SEND & Inclusion	Apr-24	
	Review the EHCNA request process and EHCNA request paperwork to ensure that the requests received from settings include information about the child's aspirations and person – centred planning and contain sufficient high- quality information to allow the decisions to assess to be made within the statutory 6-week timescale.	Fran Davis – SEN Team Manager	Sep-23	

	Co-produce new statutory advice templates for education, education psychology, health, and care and review the process for obtaining the CYP voice (“all about me”) and parent/carer views	Fran Davis – SEN Team Manager	Sep-23	
	Roll out a workforce training programme for all practitioners completing statutory EHC advice	Fran Davis – SEN Team Manager Sharon Graham – DSCO Jen Griffin - DCO	Ongoing	
	Review arrangements to ensure an assessment of social care need is completed for each EHCNA and, where a child is not known to statutory social care services, ensure that advice and information relating to care needs and provision is requested from other professionals who know our families and CYP well so that the early help offer is embedded as part of the Education Health Care process	Sharon Graham – DSCO  Heidi White – Early Help SEND Operational Lead	Ongoing	
	Ensure that when a child is looked after or subject to a CIN or CP plan, the relevant social care provision is listed appropriately in H1 or H2. This may include frequency of SW and IRO visits, frequency of care plan reviews, and PEPs	Sharon Graham - DSCO	May-23	
	Devise and deliver a plan writing training programme for Special Education Needs and/or Disability Case Officers	Fran Davis – SEN Team Manager	May-23	
	Review standard operating procedures and joint working protocols to ensure all partners are aware of the statutory processes and their roles and responsibilities in the assessment pathway	Fran Davis – SEN Team	Sep-23	

		Manager		
	Implement a performance monitoring system to ensure that new Education Health Care Plans are finalised within 20 weeks	Samantha Bradley – Performance and Integration Manager	Sep-23	
	Develop a workforce strategy to ensure staff sufficiency of the Educational Psychology Service and review the Special Education Needs and/or Disability Team structure and develop a recruitment / retention strategy to ensure sufficient capacity to complete all statutory tasks.	Steve Laycock – Principal Educational Psychologist	Sep-23	
	Review the Special Education Needs and/or Disability Team structure and develop a recruitment / retention strategy to ensure sufficient capacity to complete all statutory tasks.	Karen Levell – Service Manager SEND & Inclusion	Sep-23	
	Strengthen coproduction of EHCPs at an individual level by exploring and procuring an on-line digital Education Health Care system to enable families, professionals, and education settings to engage, contribute and collaborate on EHC assessments, plans and reviews	David Baker – Head of Automation and Technology	Apr-24	
2. Actions to ensure an effective quality	Publish Education Health Care Plan quality standards and coproduce a Quality Assurance Framework to agree the “Shropshire standard” of what a good quality plan looks like.	Karen Levell – Service	May-23	

assurance process.		Manager SEND & Inclusion		
	Establish and embed a multi-disciplinary quality assurance process to monitor and improve the quality of new and amended Education Health Care Plans	Karen Levell – Service Manager SEND & Manager	May-23	
	Develop and implement quality standards for statutory advice, including education, education psychology, health and social care and roll out a workforce training programme for practitioners	Fran Davis – SEND Team Manager	Apr-23	
	Undertake monthly multi-disciplinary audits to ensure improved consistency of Education Health Care Plans	Karen Levell – Service Manager SEND & Inclusion	Ongoing	
3. Actions to ensure EHC Plans are updated, amended and issued within statutory timescales	Develop and implement an annual review recovery plan to ensure all Education Health Care Plans written prior to December 2022 are up to date and meet the agreed quality standards	Fran Davis – SEND Team Manager	Ongoing	
	Create a suite of co-produced annual review templates and guidance, including key phase transition and preparation for adulthood templates	Fran Davis – SEND Team Manager	Sep-23	
	Review Special Education Needs and/or Disability Team staffing to ensure sufficient capacity to update Education Health Care Plans following amendments agreed via annual review	Karen Levell – Service Manager	Sep-23	



		SEND & Inclusion		
	Review standard operating procedures and joint working protocols to ensure all partners are aware of their roles and responsibilities within the annual review and phase transfer process	Karen Levell – Service Manager SEND & Inclusion	Sep-23	
	Implement a performance monitoring system to ensure final amended plans are issued within 12 weeks of the annual review meeting.	Samantha Bradley – Performance and Integration Manager	Ongoing	
	Create a multi-agency training plan to ensure all staff are aware and understand the local annual review processes	Fran Davis – SEND Team Manager	Apr-23	
	Review the multi-agency Education Health Care Plan review process and standard operating procedures (SOP) to develop a clear workflow to ensure the decision to maintain/cease or amend an Education Health Care Plan is made within 4 weeks of the annual review meeting and where appropriate amendments are made within statutory timescales and amended Education Health Care Plan's meet the agreed quality standards	Fran Davis – SEND Team Manager	Sep-23	

Impact measures and milestones to be achieved			
Relevant Theme of Actions	Expected Impact	How are we measuring the impact	Baseline
1	Families and Children and Young People tell us they have their special educational needs met in an appropriate and timely manner	Survey to be developed	To be sought

1	EHC thresholds are agreed and understood by parents/carers and practitioners	Survey to be developed	To be sought
1	Professional advice is judged good or outstanding when measured through multi-agency audit process using agreed Quality Assurance framework	Audit measures	Increased number of EHCP Plans rated good or outstanding
1	Families and Children and Young People tell us that the advice accurately reflects the Children and Young People's special educational needs and that they feel listened to.	Survey to be developed	To be sought
1	Parents/Carers and Children and Young People will have their social care needs and provision accurately identified within the Education Health Care Plan	Survey to be developed	To be sought
1	All families are offered an Early Help Assessment to identify any social care needs and provision	Survey to be developed	To be sought
1	Families and Children and Young People receive a timely service	Survey to be developed	To be sought
1	Children and Young People with SEN receive access to the correct and provision based on their needs	Survey to be developed	To be sought
1	Audit activity demonstrates all EP advice is completed within 6 weeks of request.	Audit measures	75% of EP advice completed within 6 weeks of request
1	Families and Children and Young People tell us they have high quality, timely EHC plans that are coproduced and meet their holistic needs	Survey to be developed	To be sought

1	Improved Children and Young People and parent/carer experience of the Education Health Care Plan assessment and annual review statutory systems	Survey to be developed	To be sought
1	Increased collaboration and engagement of families, Children and Young People and professionals in EHC assessment and annual review process	Survey to be developed	To be sought
1	Families and Children and Young People tell us they have a good quality EHC Plans that are co-produced and contain aspirational, holistic outcomes	Survey to be developed	To be sought
2	All Education Health Care Plans are judged good or outstanding when measured against agreed Quality Assurance framework using the multi-agency audit tool.	Audit measures	50% are judged good or outstanding
2	Families and Children and Young People tell us that they receive the right support to meet their identified needs in a timely manner	Survey to be developed	To be sought
2	Audit outcomes are routinely used to inform workforce training and development to continually improve the quality of Education Health Care Plans	Audit measures	50% are judged good or outstanding
3	Families and Children and Young People tell us they have an up-to-date Education Health Care Plan with access to timely access to all relevant professional advice.	Survey to be developed	To be sought
3	Audit activity demonstrates all amended Education Health Care Plans issued prior to April 2023 are rewritten/amended to the same quality standards as new plans	Audit measures	50% are judged good or outstanding
3	Families and Children and Young People tell us they have high quality, timely EHC plans that are coproduced and meet their holistic needs	Survey to be developed	To be sought

3	Audit activity demonstrates Final Amended Education Health Care Plans will be issued within 12 weeks of the annual review meeting where there has been a decision to amend	Service Performance Metrics	30% of amended plans issued within 12 weeks of annual review meeting, where there has been a decision to amend
3	Professionals tell us that their training needs are identified and met, and they feel clear and confident about their role in the annual review process.	Survey to be developed	To be sought
3	Families and Children and Young People with Education Health Care Plans tell us they receive the right support to help them achieve the outcomes of which they are capable to enable them to prepare successfully for adulthood	Survey to be developed	To be sought
3	Audit activity shows that annual review reports are received, are on time and of good quality and contain up to date, professional advice.	Audit measures	30% of reports are received on time
3	Annual review performance monitoring shows that statutory annual review timescales are met.	Audit measures	40% of performance monitoring shows review timescales are met

DRAFT