

INTRODUCTION:

The Tameside Local Area SEND inspection took place in October 2021. Inspectors identified a number of areas for development which must be addressed to secure necessary improvements, which will lead to better outcomes for Tameside children and young people with SEND.

The outcome of the inspection is that the Tameside local area has been requested to produce a Written Statement of Action (WSOA). The WSOA will focus on the following 10 areas of significant concern identified during the Local Area SEND inspection:

1. The endemic weaknesses in the quality and, due to the pandemic, timeliness of EHC plans, which lead to poor outcomes for children and young people with SEND across education, health and care
2. The high level of dissatisfaction among parents and carers with the area's provision
3. The local offer not being well publicised and not providing parents with the information that they need
4. The placement of some children and young people in unsuitable education provision
5. The unreasonable waiting times, which lead to increased needs for children and young people and their families
6. The lack of contribution from social care professionals to the EHC plan process
7. The limited oversight of the quality of SEND provision for children and young people's education
8. The inconsistent application of a graduated approach across different settings, leading to weaknesses in meeting needs across the area
9. The poor transition arrangements across all stages of education
10. The lack of strategic direction in the support for children and young people to prepare them effectively for adulthood.

Our WSOA identifies those actions that the partnership will take to secure improvements, how we will measure our success and what difference we expect our actions to make to the Tameside SEND community. It is our ambition to make this a dynamic process, responsive to the changing needs of the Tameside SEND Community and we acknowledge the need to develop and refine our actions as we drive forward to secure improvement. We will therefore produce an annual report to share the success of the actions that we have taken; identify any new challenges and clearly describe our progress in relation to the positive change we are aiming to achieve.

Tameside Council and Tameside and Glossop CCG) are jointly responsible for submitting the WSOA. We will work with our Parent Carer Forum and Our Kid's Eyes (OKE), our schools, colleges, health providers and other stakeholders and together we will own this plan, utilising principles of co-construction and joint working to address all areas requiring improvement.

Joint working will mean that Tameside Council and Tameside and Glossop CCG) commit to a shared vision for the Tameside SEND community and accept equal responsibility for delivering the agreed outcomes for children and young people with SEND. Embedding co-production means that the voice of the Tameside SEND Community will be present in all strategic discussions that will impact on this community. Representatives from the Tameside SEND Community will sit alongside statutory leadership, to inform and shape strategic planning from the earliest point. We will set the agenda together and agree what needs to be talked about, what are the important issues and what we need to achieve. We will put in place the necessary structures so that this ethos of joint working and co-production will be present throughout the Tameside SEND system and will be reflected in the experience of individual children, young people and families so that they are empowered to be fully involved in planning how their support will be delivered and what outcomes will be achieved.

We know that there is much more to do, to ensure that the offer for children and young people with special educational needs in Tameside is good enough. Inspectors found too many weaknesses in our offer and our practice. We were particularly disappointed to have highlighted the poor experience of children and families across the borough. We are committed to addressing every weakness identified and improving the experience and outcomes of children and families, ensuring that the services in place to support them are fit for purpose and effective. Despite these challenges, inspectors noted that leaders have established a clear and accurate view of the area's strengths and weaknesses and drawn up suitable plans to resolve issues. Inspectors also noted Leaders have set a clear vision for the future and have developed SEND strategies to prioritise planned improvements and joint commissioning. However, we agree with inspectors that there is still a long way to go. We are pleased that parents are quick to cite the positive difference made by the excellent front-line staff.

Meeting this challenge and resolving these significant weaknesses will require urgent action. We are committed to improving practice wherever that is required, and also building on, securing and embedding the good practice that already exists across Tameside. We will therefore continue to develop our action plan based on our SEND Strategy and our self- assessment alongside those actions identified within the WSoA.

"I would like to thank everyone who has been involved in the development of the Written Statement of Action. We recognise the areas of concern identified by Ofsted and the Care Quality Commission, and we are committed to working closely with our Parent Carer Forum and other partners such as schools and health providers to make a swift, positive and lasting difference. While we know that there is much work ahead of us, I am confident that the Written Statement of Action gives us a solid foundation on which to begin our improvement journey. An annual report will also be produced to share our successes, identify any new challenges, and ensure that residents can follow our progress in improving the services that we provide to children and young people with Special Educational Needs and Disabilities"

Councillor Leanne Feeley, Executive Member (Lifelong Learning, Equalities, Culture and Heritage)

"Our Kid's Eyes & Tameside's Parent Carer Forum – believes that the parent carer voice must be central to all activity and decision making on provision of SEND services in Tameside. Representatives of parent carers have been actively involved in the development of this Written Statement of Action, and their efforts have seen the principles of

co-production start to be embedded through dialogue with senior health decision-makers and engagement at strategic meetings. All children and young people, no matter what their circumstances, deserve the chance to live happy and fulfilled lives. Our focus must now move to building on this positive start, and working with Tameside Council, Tameside & Glossop Clinical Commissioning Group and other partners to make our joint vision of high-quality and co-produced services a reality. As the voice of Parent Carers locally, we will ensure that the voice of the child and the family is front-and-centre of any progress going forward”

Elaine Healey Chair of Tameside’s Parent Carer Forum

“Following the Tameside Local Area SEND inspection in October 2021, Tameside Council and its partners have agreed this Written Statement of Action. As well taking into account all ten priority areas identified within the Inspection Report, we are also resolved to strengthening our commitment to co-production. This will ensure that the aspirations and concerns of Tameside’s SEND community and service users are recognised and incorporated into everything we do. Our focus now will be on working closely with service users, the local voluntary sector, and education, health and social care practitioners to co-produce a realistic and ambitious timeframe to deliver and embed improvement. This will be supported by additional funding and resourcing to expand our specialist school capacity, statutory assessment and service pathways. Together, we will make sure that every child and young person with Special Educational Needs and Disabilities in Tameside can achieve their potential”

Ali Stathers-Tracey Director of Children’s Services

“Tameside & Glossop Clinical Commissioning Group welcomes the publication of the Written Statement of Action. We remain committed to providing the right services, in the right place, at the right time to ensure that every child and young person with Special Educational Needs and Disabilities can expect and have the same opportunities in life as anybody else. Since the local area inspection last year, together with Tameside Council and our partners, we have undertaken work to start addressing the concerns highlighted in the Inspection Report, including reflecting on our perceived strengths and areas of improvement, reviewing existing action plans, and promoting shared ownership and co-production of any solutions. Progress will be monitored by the CCG’s Quality, Performance and Action group to ensure that we are responsive to the changing needs of the local SEND community, and that our actions can be developed and refined as we drive forward to secure all necessary improvements”

Dr Christine Ahmed Tameside & Glossop CCG Governing Body Lead for Starting Well

OUR STRATEGIC AIM:

Our SEND strategy was refreshed in 2020. Our strategy has grown from the collective voices of our SEND community and supports all partners to work together to achieve our shared priorities for development. We aim to work together so that the aspiration of our children and young people becomes not only a possibility for some but the *expectation for all...*

“ We want to enable Tameside’s children and young people to have better education, health and emotional wellbeing outcomes. We want to ensure that we provide the right service in the right place, at the right time, supporting children & young people to have a good quality of life, live healthily and to achieve their full potential. The delivery of good and outstanding education to every one of our resident children is a key priority for Tameside MBC. This is because together with support in their early years and to parents and through addressing poverty, the future life chances of those who are currently children will in large part be determined by their educational outcomes as a means to reducing inequality. So our focus is not just upon our formal statutory responsibilities, important though those are, but upon providing effective strategic leadership to ensure that all those partners with a role to play are delivering effectively for our children and young people.”

Tameside Special Education Needs and Disabilities Strategy 2020 – 2023

STATEMENT OF INTENT:

As equal partners we are committed to addressing our areas of improvement and will work with practitioners and leaders from across education, health, and social care, as well as parent carers and young people and the voluntary sector to:

- Improve and address all 10 of the areas identified by the inspectors as being of significant concern
- Agree a realistic and ambitious timeframe to secure improvement
- Build on, achieve and embed our vision so that we can evidence that children and young people with SEND can have and expect the same opportunities in life as others.

To achieve this we will:

- Commit to identify and better understand the significant challenges that we face across the local area
- Secure the commitment and support of all agency decision-makers to overcome these challenges
- Embed co-production across all aspects of our work, including the development, implementation and monitoring of the WSoA, so that parent carers and children and young people with SEND are recognised as equal partners in this work and are fully involved in decision making
- Challenge preconceived expectations where these may place a limitation on what can be achieved
- Embrace and develop new ways of working to support innovative practice, learning from other places delivering better outcomes for children and young people.

- Continue to work in partnership across all services, promoting transparency and consistency in decision making and delivery of support and amend any areas where partnership working can be improved
- Commit to the principles of personalisation and embed these across all aspects of SEND commissioning so that the Tameside SEND system is informed by accurate data; can effectively respond to local need; provide a diversity of choice, is financially sustainable and makes best use of all resources available.

We recognise that SEND is everybody's business and the priorities within our WSoA will be the responsibility of all partners and stakeholders who make up the Tameside local area.

OUR PROGRESS:

Since the local area inspection we have continued to work on our SEND priorities and have made a good start addressing the concerns identified by Ofsted/CQC in October 2021. We have, with parents, colleagues and stakeholders, reflected on our perceived strengths as well as the areas for improvements. We have reviewed our existing action plans and the overall strategic direction to ensure that our longer-term priorities are the right ones and also to promote shared ownership of the SEND agenda and a mutual understanding of our responsibilities to the Tameside SEND community. We have strengthened our commitment to co-production and can evidence increased understanding of the principles of co-production. We have also engineered many more opportunities to gather and reflect the voice of the child and family.

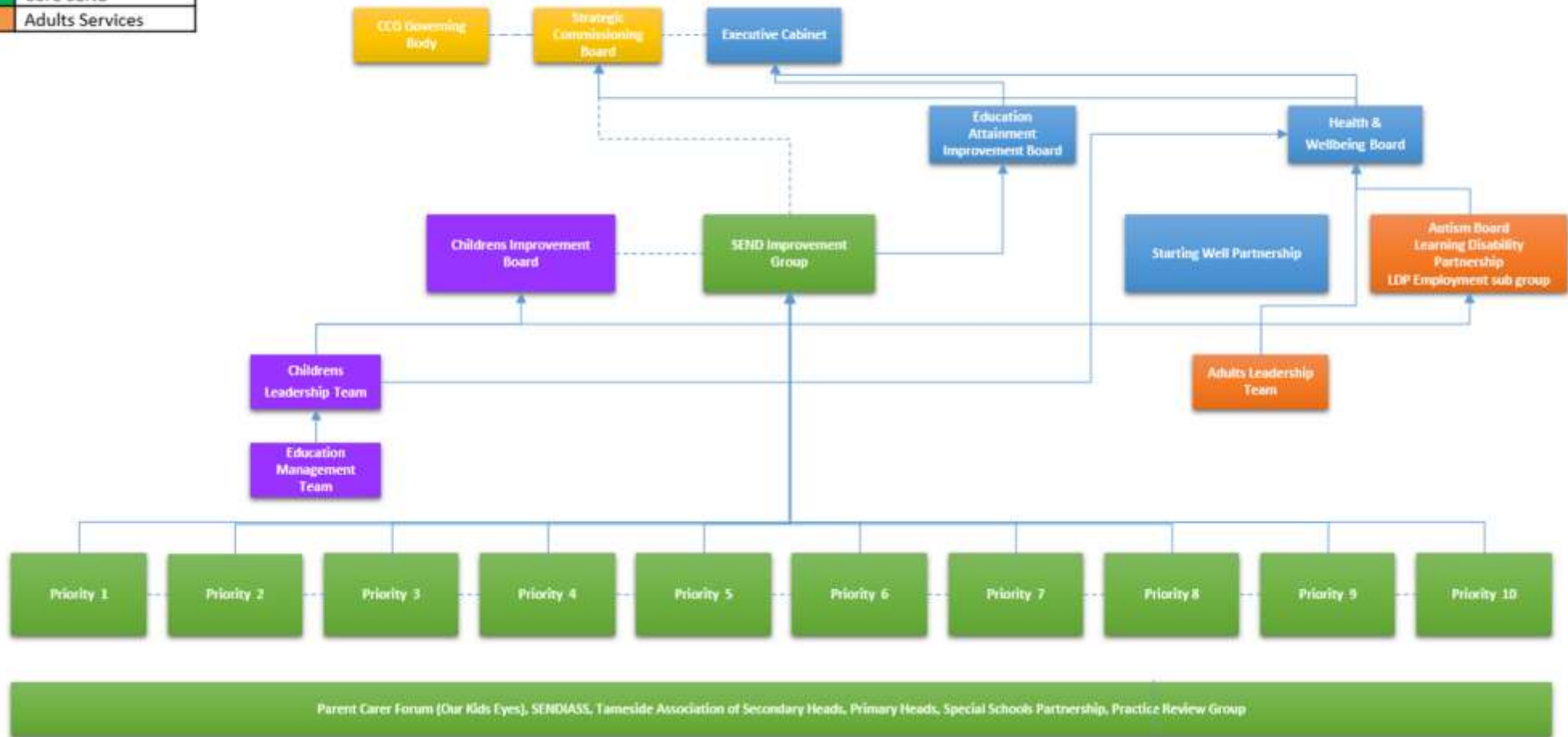
Our Kids Eyes (OKE)- a Tameside-based charity which also facilitates our parent/ carer forum, has established a SEND Inspection Engagement group for parent carers who want to be actively involved in the development and implementation of the WSOA, acting as parent carer representatives. This is supported by information about the WSOA process on the Local Offer, and both daytime and evening online meetings. Regular communications about the development of the WSOA have been shared with the wider SEND community via parent engagement network events.

Parent and carer forum (OKE) has been fully involved in the development of the WSoA, with representation at a number of meetings. OKE is starting to experience improved engagement in health strategic meetings, now providing parent carer representation on the Learning Disability and Autism Board. Access to senior health decision-makers is reported as starting to improve.

SEND GOVERNANCE:

Tameside SEND Governance Structure

Corporate
Children's Services
Health
Core SEND
Adults Services



OUR PRIORITIES:

Priorities will be assigned to improvement work streams. Named leads have been identified for each priority and it is the responsibility of the person undertaking this role to ensure that all work is co-produced; that progress toward securing improvement is timely and that information is provided to the SEND strategic board (known locally as the SEND Improvement Group - SENDIG). This will ensure appropriate challenge and scrutiny can enable the local area to meet its statutory responsibility and address the significant concerns identified through the local area SEND inspection October 2021. Formal oversight of the implementation of this WSOA will be undertaken by the Education Attainment Improvement Board (EAIB) and Health and Well Being Board. These formal committees, chaired by elected members, will ensure transparent and robust governance.

In addition to the specific key performance indicators (KPIs) that have been identified within the priorities below, additional KPIs will be identified for each priority and work stream to measure the extent of progress across all priorities. KPIs are evident within all action plans for each area of work. The identification and collation of comprehensive baseline data that will enable progress to be accurately evaluated and reported on will be an immediate priority of the local area and will be reviewed by the SEND strategic board (SENDIG) quarterly. A comprehensive and co-produced survey to capture baseline data will be undertaken. This will be completed by the end of May 2022. In addition, a work stream will be allocated to each of the priority areas and each work stream lead will be responsible for ensuring that appropriate impact data is identified and collected and that progress against impact as well as progress against outcomes is collated and presented to SENDIG monthly. The SENDIG will review progress against impact quarterly to ensure actions and milestones are achieved and delivered in line with our shared ambition. We will also report formally to the EAIB and Health and Well Being board. Completion dates identified alongside each action may indicate a timeframe for completion rather than a specific completion dated. This is to ensure that work is initiated at the earliest opportunity whilst also acknowledging that an action may have multiple elements to it that require a longer time period in order to ensure that an action is embedded so that impact can be measured effectively. Some actions will be ongoing, where this is the case, this is indicated within the table below.

Alongside these priorities we will continue to develop the work that we had identified as ongoing and incomplete, this will enable us to continue to work on those areas that our parent carers, children and young people had identified are important to them.

Funding

As well as drawing on existing resources from a range of initiatives and funding streams to focus on the priorities within this plan, significant additional financial resources, in excess of one million pounds, have been secured and directed towards supporting the implementation of the actions in this plan. In addition, more than £20 million of capital funding has been identified to expand and improve on the specialist school offer across Tameside. This will ensure that the Local Area makes a real impact on the lives of children and young people with SEND and their families. Importantly, the CCG and Tameside Council have committed additional resources to co-fund a project officer to support the SENDIG in driving the improvements forward to work alongside local area leaders to establish and embed the principles of co-production. Tameside

Council is investing heavily to implement our SEND Sufficiency Plan and also to secure additional capacity to support improvements across statutory assessment; the CCG has allocated additional financial resource to support the work on the DCO, Therapies, CAMHS and ASD pathways. Details are included in the plan.

Priority 1	The endemic weaknesses in the quality and, due to the pandemic, timeliness of EHC plans, which lead to poor outcomes for children and young people with SEND across education, health and care
Lead	Charlotte Finch (Head of SEND), Wendy Young (Deputy Head of SEND)

Outcomes:

- 1.1 Improved timeliness of EHC Plans.
- 1.2 Improved quality of EHC Plans.
- 1.3 Improved culture of co-productivity and greater engagement with children and families and agreement among all contributors that SEND is “everybody’s business”.
- 1.4 Good quality health advice that accurately reflects children and young people’s needs.
- 1.5 Professionals are confident that the established quality assurance processes are appropriately supportive and challenging and will increase the quality of EHC Plans.

Impact Measures:

These are the key impact measures to determine the success of Priority 1 of this plan. Further detail about the impact of each action is included in the table below.

1. An improvement in the timeliness of EHCPs to achieve an average of at least 65% within a 12 month rolling period by December 2023, (above national average).
2. Improvement in the number of positive responses of the Statutory Assessment parent / carer satisfaction survey. Following the completion of the survey to acquire an initial baseline. Comparing to baseline results (established in July 2022), 10% improvement by July 2023, 25% by July 2024, and working towards at least 51% of parents reporting a positive experience by December 2024.
3. Children & young people feel genuinely heard and able to influence outcomes, not just individual level but also on a strategic level. Following a baseline student feedback survey in October 2022 with particular reference to the voice of the child, improvement of 25% from the baseline by October 2023 with at least 51% of children & young people reporting a positive experience by October 2024.
4. An improvement in performance so that by December 2023 at least 60% of advice reports are completed and returned within the 6-week timescale.
5. 60% of the statutory assessment workforce has training in the first year, 80% in the second year and 90% of the workforce will be trained by the third year.
6. At least 60% of new EHCPs achieve a pass rate against QA tool by December 2023.

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
1.1 Improved timeliness of EHC Plans								

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
<p>1.1.1</p> <p>IM 2 & 3</p>	<p>Conduct a full service review of SEND assessment - considering all aspects of the service- including staffing structure and process, to improve the experience of children parents and carers.</p>	<p>July 2022</p>	<p>Charlotte Finch (Head of SEND)</p>	<p>Transformation Team, SEND Assessment Team</p>	<p>10 days</p> <p>Financial implication of external scrutiny TBD</p>	<p>SEND assessment team redesign fully implemented.</p> <p>Process maps in place.</p>	<p>Children and Families will have a positive experience of the statutory assessment service. This will be evidenced by improvement in the number of positive responses of the statutory parent /carer satisfaction survey. Following the completion of the survey to acquire an initial baseline. Comparing to baseline results, 10% improvement by July 2023, 25% by July 2024, and working towards at least 51% of parents reporting a positive experience by December 2024.</p> <p>Following a baseline student feedback survey in October 2022 with particular reference to the voice of the child,</p>	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
							improvement of 25% from the baseline by October 2023 with at least 51% of children & young people reporting a positive experience by October 2024.	
1.1.2 IM 1 & 4	Further develop the SEND Health data set to include training uptake, timeliness, QA progress and ensure data systems and flow are robust from CCG, ICFT and Pennine Care.	November 2022	Bunmi Lawson (DMO), Karen Kromolicki (DCO)	ICFT, PCFT	30 days ICFT IT & Business intelligence 15 days	Existing and new KPIs need to be recorded and projected performance understood and monitored. Process to receive timely data established. Regular monitoring meetings to be established. Effective governance put in place. Individual organisations need to ensure that	Improvement in quality and timeliness of health advice to EHCPs so that an improvement in performance is seen and by December 2023 at least 60% of advice reports are completed and returned within the 6-week timescale. Families will have a clear understanding of when health advice has been provided in the EHCP process.	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
						<p>appropriate internal reporting is in place.</p> <p>Quarterly reports to the SEND.</p> <p>Robust mechanism established to ensure that feedback from families is received.</p> <p>Annual report presented to the CCG Board.</p>		
1.1.3 IM 1, 2, & 3	EHCP Timeliness Recovery Plan reviewed and implemented.	January 2023	Wendy Young (Deputy Head of SEND)	Health, Social Care, EP Service	30 days	<p>Reviewed recovery plan and 2 weekly monitoring meeting in place.</p> <p>Monthly timeliness monitoring reporting shows improving trend with impact reported by families.</p>	<p>Reduction in the time that parents/carers are waiting for completed EHC assessment, due to reduced time for advices to be completed and returned.</p> <p>An improvement in performance so that by December 2023 at least 60% of advices are completed and returned within the 6-week timescale.</p>	
1.1.4	Review the process for responding to statutory requests for advice from	September 2022	Wendy Young (Deputy Head of SEND) , Karen Kromolicki (DCO)	ICFT, PCFT, EPS, SEND Assessment Team, CSC	15 days	Working Group to be established.		

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
IM 1, 2, & 3	all services (health, CSC, schools, EPS) that includes improving EHCP administration processes.				Additional staffing resource as identified in 5.1	<p>Develop and implement work stream meeting documentation.</p> <p>Standard operating procedures in place.</p>	<p>An improvement in the timeliness of EHCPs to achieve an average of at least 65% within a 12 month rolling period by December 2023.</p> <p>Children and families will have faster access to assessment and better understand need as a consequence. Parents/carers also feel that as a result of improved assessment, the child's needs are better understood by their child's school.</p> <p>This will be evidenced by positive statutory parent / carer satisfaction survey responses on specific questions relating to timeliness and quality of assessment. Comparing to baseline results, 10% improvement by July</p>	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
							2023, 25% by July 2024, and working towards at least 51% of parents reporting a positive experience by December 2024.	
1.1.5 IM 4	Establish and embed a new sustainable EHCP health administration tracking team.	September 2022	Ashleigh Smith (Directorate Manager Children and Young People), Karen Kromolicki (DCO)	PCFT	Additional staffing resources as identified 5.1 & as identified 1.1.2	<p>Work stream needs to be established.</p> <p>Recruitment of Health EHCP administration tracker</p> <p>Standard Operating Procedures put in place.</p> <p>Timely monitoring of data to understand and ensure progress is on track.</p>	<p>Timely response for health advice in the EHCP process so that an improvement in performance is seen and by December 2023 at least 60% of advice reports are completed and returned within the 6-week timescale.</p> <p>Families will have a clear understanding of when health advice has been provided in the EHCP process.</p>	
1.2 Improved Quality of EHC Plans								
1.2.1 IM 2 & 6	EHCP Quality Improvement Schedule established and Implemented and Quality	January 2023	Wendy Young (Deputy Head of SEND)	Health, Social Care, EPS, School leaders	30 days	Statutory Assessment parent / carer surveys issued as part of QA process.	Children and families have a more positive experience of the statutory assessment process, enabling faster	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
	Assurance Audit process in place.					<p>Positive engagement from all services, improved practice observed through moderation and peer review.</p> <p>Regular reports to SENDIG.</p> <p>Regular quality reports to CCG Quality Performance & Action Group.</p>	<p>access to support and appropriate provision. This will be evidenced by improvement in the number of positive responses of the statutory parent / carer satisfaction survey. Following the completion of the baseline survey. Comparing to baseline results, 10% improvement by July 2023, 25% by July 2024, and working towards at least 51% of parents reporting a positive experience by December 2024.</p> <p>At least 60% of new EHCPs achieve a pass rate against QA tool by December 2023.</p>	
1.2.2	Identify and secure an EHCP CPD framework, addressing all aspects of the EHC assessment - delivered to all	May 2022-repeated 3 monthly	Wendy Young (Deputy Head of SEND) [Claire Jackson (Principal	NASEN, ICFT, PCFT	Training time 2 hours sessions	Training programme promoted and attended by stakeholders with	Improved performance from all EHCP contributors, enables a more positive experience of the assessment	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
IM 2 & 5	contributing personnel and partners. Secure agreement and delivery of a rolling training programme to assure consistency and quality and informs induction and CPD.		Educational Psychologist), Lynn Barnett (Partnership Manager), Karen Kromilicki (DCO), Daniel Murphy (Service Unit Manager, CSC), Jo Robinson (Team Manager Prep for Adulthood)]		available every 3 months	positive training evaluations. Evidence of improvements in practice via audit programmes. Reports to SENDIG. Reports to CCG Quality, Performance & Action Group.	experience for children and families. This will be evidenced by, comparing to baseline results, 10% improvement by July 2023, 25% by July 2024, and working towards at least 51% of parents reporting a positive experience by December 2024. At least 60% of the statutory assessment workforce has training in the first year, 80% in the second year and 90% in the third year.	
1.3 Improved culture of co-productivity & greater engagement with children and families and agreement among all contributors that SEND is “everybody’s business”								
1.3.1 IM 2	Establish systematic co-production opportunities with parent groups to measure satisfaction levels.	September 2022, repeated monthly for 2 hour session	Charlotte Finch (Head of SEND)	SEND Assessment, Health, Social Care, Educational Psychology, Our Kids Eyes- Parent Carer Forum	2 hours every month from senior managers, Admin support	Area Parent Satisfaction Survey specifically asks for a satisfaction rating on the pupil and family voice.	Children and families feel genuinely heard and able to influence outcomes, not just on a child level but also on a strategic level. Evidenced via area parent feedback survey, with particular reference	

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							to the voice of the parent/ carer/ child questions. Improvement of 10% by July 2023, 25% by July 2024, and working towards at least 51% of parents reporting a positive experience by December 2024.	
1.3.2 IM 3	Establish Student Fora schedule enabling young people’s voice to influence service delivery and create consultation opportunities with young people to measure satisfaction levels. [Five primary schools, five secondary schools, two Post-16 settings to establish a SEND student co-production forum].	January 2023	Andrew Foord (Headteacher, Cromwell Specialist School), Naomi Cartledge (Headteacher, Corrie Primary School and Specialist Resource Base)	Schools, Social Care, Health	Total two days of time from school time per month.	Membership of fora established. Annual schedule agreed including monthly meetings and annual conference. Leads feedback and influence through standing item at SENDIG.	Children & young people feel genuinely heard and able to influence outcomes, not just individual level but also on a strategic level. Following a baseline student feedback survey in October 2022 with particular reference to the voice of the child, improvement of 25% from the baseline by October 2023 with at least 51% of children & young people reporting a positive experience by October 2024.	
1.3.3 IM 3	Annual SEND student conference established to create a celebration of achievements, success and best practice.	May 2023 and repeated annually	Mark Whitehead (Head of Operation Services, Adults)	Parent and carer forum (OKE), schools, Preparation for Adulthood, EPS	Funding required for venue hire, publicity, refreshmen	Conference established in annual calendar promoted via the Local Offer shared and reported by school leader fora.	Children & young people reporting a positive experience by October 2024.	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
					ts, transport, etc.	<p>Evaluation completed by young people following conference.</p> <p>Children and Young people actively influence and coproduce SEND Strategy. Strategy innovation leading from child/ young person voice will be clearly referenced in all documentation (SENDIG minutes, reports submitted via board etc).</p>	There will be evidence of positive change as a result of their influence- in that strategy innovation leading from child & young person voice will be clearly referenced in all documentation (SENDIG minutes, reports submitted via board etc).	
1.4 To provide good quality health advice that accurately reflects the Children and Young People's needs								
1.4.1 IM 2, 4 & 6	Establish a programme of audits across health to address shortfalls to ensure that EHCPs are holistic, timely and accurate and ensure that appropriate input is captured at all stages of the process.	November 2022	Bunmi Lawson (DMO), Karen Kromolicki (DCO)	ICFT, PCFT	15 days [plus actual audit time]	<p>Programme established and shared.</p> <p>Procedure including recording of findings established and agreed.</p> <p>Audits carried out by appropriate personnel</p>	<p>Children & Families have a more positive experience of the statutory assessment process, enabling faster access to support and appropriate provision.</p> <p>This will be evidenced by improvement in the</p>	

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						<p>Recommendations and implications from the audits shared to the Health SEND Group to ensure good practice and any remedial actions are understood.</p> <p>Quarterly report to SENDIG and CCG Quality, Performance & Action group.</p> <p>Policies and procedures reflect audit findings.</p>	<p>number of positive responses of the statutory parent / carer satisfaction survey. Following the completion of the baseline survey. Comparing to baseline results, 10% improvement by July 2023, 25% by July 2024, and working towards at least 51% of parents reporting a positive experience by December 2024.</p> <p>An improvement in performance so that by December 2023 at least 60% of advice reports are completed and returned within the 6-week timescale.</p> <p>At least 60% of new EHCPs achieve a pass rate against QA tool by December 2023.</p>	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
1.5 Professionals are confident that the established quality assurance processes are appropriately supportive & challenging and will increase the quality of EHC Plans.								
1.5.1 IM 4, 5 & 6	Increase capacity of Designated Medical Officer role.	February 2022	Louise Rule (Head of Starting Well), Gill Gibson (Director of Nursing, Quality & Safeguarding)	ICFT	£40,000	<p>Additional capacity put in place – appoint DCO.</p> <p>Ensure DCO/DMO are on all relevant meetings & networks.</p> <p>Ensure DCO/DMO are embedded as part of the Quality & Safeguarding Team.</p> <p>Ensure an effective working relationship is set up with the PCF.</p> <p>Ensure effective working relationship is established with the LA.</p> <p>Develop relevant audit and training programmes</p>	<p>An improvement in performance so that by December 2023 at least 60% of advice reports are completed and returned within the 6-week timescale.</p> <p>60% of the statutory assessment workforce has training in the first year, 80% in the second year and 90% of the workforce will be trained by the third year.</p> <p>At least 60% of new EHCPs achieve a pass rate against QA tool by December 2023. Ensure that health providers and the CCG are able to meet their SEND statutory obligations.</p>	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
<p>1.5.2</p> <p>IM 4, 5 & 6</p>	<p>Produce and publish guidance for health providers on the EHC needs assessment process.</p>	<p>October 2022</p>	<p>Bunmi Lawson (DMO), Karen Kromolicki (DCO)</p>	<p>ICFT, PCFT</p>	<p>15 days</p>	<p>Guidance produced.</p> <p>Guidance shared and understood.</p> <p>Quarterly Quality Assurance report to SEND Executive.</p>	<p>An improvement in performance so that by December 2023 At least 60% of advice reports are completed and returned within the 6-week timescale.</p> <p>60% of the statutory assessment workforce has training in the first year, 80% in the second year and 90% of the workforce will be trained by the third year.</p> <p>60% of new EHCPs achieve a pass rate against QA tool by December 2023. Ensure that health providers and the CCG are able to meet their SEND statutory obligations.</p>	

Priority 2	The high level of dissatisfaction among parents and carers with the area's provision
Lead	Charlotte Finch (Head of SEND)

Outcomes:
<p>2.1 Increased parental satisfaction – as evidenced in survey returns</p> <p>2.2 Parents and families feel that they are well informed and listened to in a timely manner</p> <p>2.3 Parents and carers feel well prepared and have greater involvement in person centred planning</p> <p>2.4 Successful completion and delivery of the area SEND sufficiency Plan.</p>
Impact Measures:
<i>These are the key impact measures to determine the success of Priority 2 of this plan. Further detail about the impact of each action is included in the table below.</i>
<ol style="list-style-type: none"> Parents and carers report that they are well informed and can see their feedback is reflected in all SEND improvement work. Improvement in the number of positive responses of the area parent / carer satisfaction survey. Following the completion of the survey to acquire an initial baseline (established in July 2022). Comparing to baseline results, 10% improvement by July 2023, 25% by July 2024, and working towards at least 51% of parents reporting a positive experience by December 2024. Fewer complaints received regarding SEND educational provision – complaints categorisation process to be implemented and baseline established by December 2022. 10% reduction by December 2023 in interim reviews requesting a change of placement – reporting process to be established and implemented by December 2022. Lower rates of fixed term (FT) exclusions of children and young people with EHCPs as a result of the positive impact of the SEND Sufficiency Plan so that Tameside is in line with, or better than, the national average. The most up to date published data for a full academic year indicates 8.5% of pupils with an EHCP received one or more fixed term exclusions in Tameside, which is more than pupils with an EHCP nationally. Increase SEND specialist provision across the borough, including the development of satellite bases within mainstream settings, in line with SEND sufficiency strategy to meet need (100 additional places by December 2023).

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
2.1 Increased parental satisfaction – as evidenced in survey returns								
2.1.1 IM 1	Issue and analyse the area parent / carer satisfaction survey of views of SEND network	July 2022	Charlotte Finch (Head of SEND)	Parent and carer forum (OKE)	5 days	Survey issued and responses returned	Family feedback in the area parent / carer satisfaction survey indicates that parents are having a more	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
	and systems.					<p>to establish a baseline.</p> <p>Findings reported to SENDIG.</p> <p>Realistic stretch targets established to measure improvement.</p>	<p>positive experience of the area provision for children and families. This will be evidenced by a 10% improvement by July 2023, 25% by July 2024, and working towards at least 51% of parents reporting a positive experience by December 2024.</p>	
<p>2.1.2</p> <p>IM 1 &2</p>	<p>Establish an area parent and family satisfaction survey schedule</p>	<p>December 2023</p>	<p>Charlotte Finch (Head of SEND) [Elaine Healey]</p>	<p>Parent and carer forum (OKE)</p>	<p>10 days</p>	<p>Schedule and survey agreed.</p> <p>Analysis process established by December 2022.</p> <p>Complaints categorisation process in place by December 2022- data analysis of complaints relating to pupil voice.</p>	<p>Families report increased confidence, in that they are being regularly asked for their experience of the area provision. By December 2024, at least 51% of parents via area parent / carer satisfaction survey report that they feel they have good opportunity to feedback on their experiences. Annual reduction in complaints relating to parent voice/ experience of area provision following December 2022 baseline.</p>	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
2.1.3 IM 1	Set up a Health system navigation post/service via.	December 2022	Karen Kromilicki (DCO); Louise Rule (Head of Starting Well) and Elaine Healey (OKE)	ICFT, PCFT, CCG	£40,000	<p>Navigator service in place – MOU in place.</p> <p>Establish links and clear lines of communication between OKE and providers</p> <p>Ongoing programme of information sessions established.</p> <p>Update Local Offer where required.</p>	<p>Parents and carers report that they are well informed and can see their feedback is reflected in all SEND improvement work. Improvement in the number of positive responses of the area parent / carer satisfaction survey. Following the completion of the survey to acquire an initial baseline. Comparing to baseline results, 10% improvement by July 2023, 25% by July 2024, and working towards at least 51% of parents reporting a positive experience by December 2024.</p>	
2.1.4 IM 1	Establish systematic co-production opportunities with parent groups to measure satisfaction levels.	September 2022, repeated monthly for 2 hour session	Charlotte Finch (Head of SEND)	SEND Assessment, Health, Social Care, Educational Psychology, Our Kids Eyes- Parent Carer Forum	2 hours every month from senior managers, Admin support	Improved Parent Satisfaction Survey specifically asks for a satisfaction rating on the pupil and family voice.	<p>Children and families feel genuinely heard and able to influence outcomes, not just on a child level but also on a strategic level. Evidenced via area parent / carer satisfaction survey, with particular reference to the voice of the parent/</p>	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
							carer/ child questions. 10% improvement by July 2023, 25% by July 2024, and working towards at least 51% of parents reporting a positive experience by December 2024.	
2.2 Parents and families feel that they are communicated with well								
2.2.1 IM 1 & 2	Establish monthly meeting between the parent and carer forum (OKE), SEND and Health representatives. Ensure open communication channels and opportunity for information to be communicated to parents and parents views heard	May 2023	Charlotte Finch (Head of SEND) [Louise Rule (Head of Starting Well) and Elaine Healey]	SEND, CCG , ICFT, PCFT,	12 days	Monthly meeting schedule established by May 2022. Report submitted every 3 months to SENDIG. Complaints categorisation process in place by December 2022- data analysis of complaints relating to pupil voice.	Families report increased confidence in that they are being regular asked for their experience of the area provision. By December 2024, at least 51% of parents via area parent / carer satisfaction survey report that they feel they have good opportunity to feedback on their experiences. Annual reduction in complaints relating to parent voice / experience of area provision following December 2022 baseline.	
2.2.2 IM 1 & 2	Parent and carer forum (OKE) Chair to join SENDIG membership and participate monthly.	March 2022	Elaine Healey	SEND, Parent and carer forum (OKE)	12 days	Annual SENDIG schedule and	Families report increased confidence in that they are being regular asked for their experience of the	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
						<p>membership agreed by March 2022.</p> <p>Parent and carer forum (OKE) voice captured in meeting records.</p> <p>Complaints categorisation process in place by December 2022- data analysis of complaints relating to pupil voice.</p>	<p>area provision. By December 2024 at least 51% of parents via area parent / carer satisfaction survey report that they feel they have good opportunity to feedback on their experiences.</p> <p>Annual reduction in complaints relating to parent voice/ experience of area provision following December 2022 baseline.</p>	
<p>2.2.3</p> <p>IM 1</p>	<p>Health to provide clear information for families on what to expect from services, including information about waiting times and service offer. A range of bite-size information products such as factsheets will be developed to give families an overview of conditions and common themes. Generic email</p>	<p>September 2022</p>	<p>Karen Kromilicki (DCO), Ashleigh Smith (Directorate Manager Children & Young people), Steven Hand (Operational Manager)</p>	<p>Elaine Healey, (Our Kids Eyes)</p>	<p>20 days ongoing commitment</p>	<p>In conjunction with OKE determine what information is required.</p> <p>Produce Information in required format.</p> <p>Update Local Offer as required</p> <p>Establish generic email addresses.</p>	<p>Parents and carers report that they are well informed and can see their feedback is reflected in all SEND improvement work.</p> <p>Improvement in the number of positive responses of the area parent / carer satisfaction survey. Following the completion of the survey to acquire an initial baseline. Comparing to</p>	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
	addresses to be established across all areas so that parents and carers can easily contact services.					Monitor impact of information via ongoing feedback from OKE and Local Offer.	baseline results, 10% improvement by July 2023, 25% by July 2024, and working towards at least 51% of parents reporting a positive experience by December 2024.	
2.3 Parents and carers feel well prepared and have greater involvement in person centred planning								
2.3.1 IM 1, 3, & 4	Person-centred planning CPD rolled out across all EHC contributors and SEND Service	Jan 2023	Claire Jackson (Principal Educational Psychologist) [Wendy Young (Deputy Head of SEND)]	EP Service	10-20 days	Statutory assessment parent-satisfaction survey specifically asks parents and carers if they felt their child was at the centre of the assessment process. 60% of the statutory assessment workforce has training in the first year, 80% in the second year and 90% in the third year.	Families have a greater sense of involvement and a more positive experience of the assessment and SEND experience for children and families. This will be evidenced by at least 51% of parent/ carer satisfaction survey responses indicating positive in the first year, growing to 65% in the second year. Improved performance also ensures greater accuracy in describing need and therefore a greater ability to secure the most appropriate provision.	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
							<p>10% reduction by December 2023 in interim reviews requesting a change of placement – reporting process to be established and implemented.</p> <p>Lower rates of fixed term (FT) exclusions of children and young people with EHCPs so that Tameside is in line with, or better than, the national average. The most up to date published data for a full academic year indicates 8.5% of pupils with an EHCP received one or more fixed term exclusions in Tameside, which is more than pupils with an EHCP nationally.</p>	
<p>2.3.2 IM 1, 2 & 5</p>	<p>Parent consultation sessions (ref 2.1.4) gather parental views on optimum models of person centred planning</p>	<p>Sept 2022</p>	<p>Claire Jackson (Principal Educational Psychologist) [Charlotte Finch (Head of SEND) Elaine Healey]</p>	<p>Parent and carer forum (OKE), EP, SEND</p>	<p>2 days</p>	<p>Parents views evident in training delivery model.</p> <p>Complaints categorisation</p>	<p>Parents/carers feel greater involvement and genuinely able to shape service delivery. At least 51% by December 2024 parents/carers report via survey</p>	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
						process in place by December 2022- data analysis of complaints relating to pupil and family voice.	that they feel their families' needs are understood- in response to specific questions on understanding of family and child need. Fewer complaints received in relation to parent and child voice. Baseline to be established in December 2022 via complaints categorisation process by December 2022.	
2.4 Successful completion and delivery of the area SEND sufficiency Plan.								
2.4.1 IM 3, 4, & 5	Establish a SEND Sufficiency strategy group, to create a strategic plan and monitor capacity and provision.	September 2022	Charlotte Finch (Head of SEND), Pierre Coiffait (Headteacher, Hawthorns Special School)	School leaders, EI&P, Access Service, Finance, Commissioning	15 days	<p>Membership and schedule agreed by July 2022.</p> <p>Plan agreed via SENDIG and local governance mechanism.</p> <p>Complaints categorisation process in place by December 2022- data analysis of</p>	<p>Parent/ carers and children feel increased satisfaction with the child's school placement.</p> <p>. 10% reduction by December 2023 in interim reviews requesting a change of placement – reporting process to be established and implemented.</p> <p>Lower rates of FT exclusions of children and YP with EHCPs as a result</p>	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
						complaints relating to school provision.	of the positive impact of the SEND Sufficiency Plan so that Tameside is in line with or better than the national average the most up to date published data for a full academic year indicates that pupils with an EHCP (8.5) in Tameside receive more fixed term exclusions than pupils with an EHCP nationally. Fewer complaints received in relation to school provision. Baseline to be established via complaints categorisation process by December 2022.	
2.4.2 IM 1, 2, 3, & 4	Deliver Strategic SEND Sufficiency Plan	December 2023	Charlotte Finch (Head of SEND), Pierre Coiffait (Headteacher, Hawthorns Special School)	School leaders, EI&P, Access Service, Finance, Commissioning	To be delivered by SEND Project managers. 2 additional posts.	Working with Edge Analytics formulate update accurate SEND demand projections to inform SEND placement planning. Agree Capital Delivery Plans to create new places	Parent/ carers and children feel increased satisfaction with the child's school placement. Evidenced by positive feedback from Ofsted inspectors in routine school inspections. Improvement in the number of positive responses to area parent /	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
						<p>(100 additional places December 2023)</p> <p>Update reports to SENDIG every other month.</p> <p>Complaints categorisation process in place by December 2022- data analysis of complaints relating to school provision.</p>	<p>carer satisfaction survey-comparing to benchmark survey results, in specific relation to school provision. 10% improvement by July 2023, 25% by July 2024, and working towards at least 51% of parents reporting a positive experience by December 2024.</p> <p>10% reduction by December 2023 in interim reviews requesting a change of placement – reporting process to be established and implemented.</p> <p>Lower rates of fixed term (FT) exclusions of children and young people with EHCPs so that Tameside is in line with, or better than, the national average. The most up to date published data for a full academic year indicates 8.5% of</p>	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
							<p>pupils with an EHCP received one or more fixed term exclusions in Tameside, which is more than pupils with an EHCP nationally.</p> <p>Fewer complaints received in relation to school provision. Baseline to be established via the complaints categorisation process by December 2022.</p>	

Priority 3	The local offer not being well publicised and not providing parents with the information that they need
Lead	Adrian Rocks (Head of Education Commissioning)

Outcomes:

- 3.1 Families are aware of and use the local offer and it helps them to find the information they need
- 3.2 The local offer is helping to identify gaps in provision
- 3.3 All services clearly convey their service delivery description and outcomes via the Local Offer
- 3.4 Young people, families / carers and professionals have access to clear and accessible information including the Transition Pathway and Protocol that accurately reflects the transition journey.
- 3.5 The Local Offer is fit for purpose for all families, services and providers.

Impact Measures:

These are the key impact measures to determine the success of Priority 3 of this plan. Further detail about the impact of each action is included in the table below.

1. An increase in site visits to the local offer pages of 25%, from 21,502 per year (excluding the coronavirus specific news pages) to c27,000 by September 2023.
2. 50% of families attending the ‘meet the local offer’ events report them as useful via satisfaction surveys.
3. At least 60% of respondents in the area satisfaction survey being aware of the local offer by September 2023.
4. At least 60% of families aware of the local offer in the survey report finding it useful by September 2023.
5. At least 80% of stakeholders report their pages are up to date when surveyed annually by December 2023.
6. Children and families feel genuinely heard and able to influence outcomes, not just on a child level but also on a strategic level. Evidenced via area parent / carer satisfaction survey, with particular reference to the voice of the parent / carer / child. Improvement on the baseline established in July 2022 of 10% by July 2023, 25% by July 2024, and working towards at least 51% of parents reporting a positive experience by December 2024.

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
3.1 Families are aware of and use the local offer and it helps them to find the information they need								

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
<p>3.1.1 [3.2-3.5]</p> <p>IM 1 & 3</p>	<p>Establish a multi-agency co-production ownership board for the Local Offer responsible for:</p> <ul style="list-style-type: none"> • The implementation plan for Priority 3 • Ensuring it is up to date • It is useful to families, providers and schools • Commissioning the annual review of the Local Offer • Identifying gaps in services and identifying commissioning solutions to meet them. 	<p>June 2022</p>	<p>Adrian Rocks (Head of Education Commissioning)</p>	<p>SEND Team, schools, Parent and carer forum (OKE), CCG, ICFT, PCFT, Comms Team</p>	<p>4 days annually</p> <p>Funding for OKE (annual)</p>	<p>A board is established and a ToR agreed with governance to SENDIG.</p> <p>The board offers strategic oversight of the local offer to ensure it meets the ‘key purposes’ and requirements of SEND Code of Practice and acts as a steering group for Priority 3.</p> <p>The board effectively identifies gaps in the Local Offer as part of the annual report and takes action and feeds back to all stakeholders.</p> <p>Drive ownership of the local offer.</p>	<p>Children and families can access a local offer which is contains the information they need to access the services. We will know this through an increase of 25% in the use of the local offer pages (excluding coronavirus pages) by September 2023.</p> <p>At least 60% of respondents in the area satisfaction survey being aware of the local offer by September 2023.</p>	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
3.1.2 [3.3] IM 3	Develop a marketing and communication plan for the Local Offer based around the current Local Offer.	June 2022	Kristiane Sulek	Comms Team, Parent and carer forum (OKE), SEND Team, schools	1 day	A clear marketing campaign to promote the local offer will be developed to promote awareness of the local offer in its current format.	Families and children will be aware of the local offer and can use it to find the services they need. The annual survey of parents and families will show at least 60% of respondents are aware of the local offer.	
3.1.3 [3.3] IM 3	Deliver an ongoing marketing plan which promotes the current offer, and the relaunch of the offer following improvement work.	July 2023	Kristiane Sulek	Comms Team, Parent and carer forum (OKE), SEND Team, schools	5 days Marketing Budget	Annual parental survey developed to understand awareness and use of the Local Offer.		
3.1.4 IM 3	Develop attractive family-friendly materials to promote the Local Offer which is sent with standard correspondence relating to EHCPs.	June 2022	Kristiane Sulek	Comms Team, Parent and carer forum (OKE), SEND Team	2 days Design and Print costs	Materials produced to promote the local offer which can be sent to families and children alongside standard correspondence sent by the LA to families when they make contact about their	Families and children feel encouraged to engage with the local offer at a point when they are communicating with the local authority, and can use it to find the services they need as evidenced by the annual survey of parents and families showing at	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
						child, or through the assessment process.	least 60% of families aware of the local offer in the survey report finding it useful by September 2023.	
3.1.5 IM 2	Further develop and embed the 'Meet the Local Offer' virtual and in-person events.	September 2022	Elaine Healey	Parent and carer forum, SEND Team	see 3.1.1	<p>A schedule of 'meet the local offer' events is established for the year.</p> <p>Effective surveying of attendees is implemented to capture the impact of the events.</p> <p>Service providers attend and provide useful information about their services.</p>	At least 50% of families attending the 'meet the local offer' events report them as useful via satisfaction surveys.	
3.2 The local offer is helping to identify gaps in provision								
3.2.1 IM 1 & 5	Review the current content of the Local Offer with all partners and Parent and carer forum (OKE) to ensure it is fit for purpose, well publicised and accessible to parents, young people and professionals so that	August 2022	Adrian Rocks (Head of Education Commissioning)	Comms Team, Parent and carer forum (OKE), CCG, ICFT, PCFT, SEND Team, schools, Ownership Board	5 days Additional resource to OKE per 3.1.1	<p>Offer content reviewed and agreed with stakeholders.</p> <p>Changes and redesign of Local Offer website with feedback from families and stakeholders.</p>	<p>The local offer contains the right information so families find it useful I finding services.</p> <p>We will know this through an increase of 25% in average time spent on the website (excluding</p>	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
	they understand what is on offer to meet their needs.					Gaps in provision are identified and reported during the review work. A report on gaps in provision is produced and sent to SENDIG.	coronavirus pages) by September 2023 and by at least 80% of stakeholders, by December 2023, reporting their pages are up to date when surveyed annually.	
3.2.2 [3.1-3.5] IM 6	Develop proposals and business cases to move local offer website to its own domain to allow for better search, tracking and reporting of use and gaps.	September 2022	Allan Pearce	Ownership Board	Market currently being tested. Costs likely to include one off fee plus annual fees.	Feedback from co-production with Parent and carer forum (OKE) is used to develop proposals for a new website which better meets the needs of families and children.	Children and families feel genuinely heard and able to influence outcomes, not just on a child level but also on a strategic level. Evidenced via area parent feedback survey, with particular reference to the voice of the parent/ carer/ child questions. Improvement of 10% by July 2023, 25% by July 2024, and working towards at least 51% of parents reporting a positive experience by December 2024.	
3.2.3 [3.1-3.5]	Develop, test and launch new local offer website including co-production of functionality with	April 2023	Allan Pearce [Elaine Healey, Kristian Sulek]	SEND Team, schools, Ownership Board	12 days additional resources	A new local offer site is developed with more effective search,	Children and families can access a local offer which contains the information	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
IM 1 & 5	children and families (this will include user access testing).				as captured in 3.1.1 and 3.2.2	better tracking and reporting information. The content and site is co-produced.	they need to access services. This will be evidenced through an increase of 25% in average time spent on the website (excluding coronavirus pages) by September 2023 and by at least 80% of stakeholders, by December 2023, reporting their pages are up to date when surveyed annually.	
3.3 All services clearly convey their offer via the Local Offer								
3.3.1 IM 5	Identify provision which is currently missing from the local offer. [An output of the review of the existing content 3.2.1]	August 2022	Adrian Rocks (Head of Education Commissioning)	Parent and carer forum, OKE, CCG, ICFT, PCFT, SEND Team, Adults Team, schools, Ownership Board	2 days Additional resource to OKE as per 3.1.1	The current content of the local offer is reviewed and gaps are identified. Gaps are filled through updating the site, or a report to SENDIG identifying where services are missing. A report is produced for SENDIG identifying	Families have access to up-to-date information on the website and have a clear opportunity to identify where there are gaps in services and have this responded to. 100% of feedback from users submitted via the local offer is captured and responded to in the annual report.	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
						where there are gaps in provision.	At least 80% of stakeholders report their pages are up to date when surveyed annually by December 2023.	
3.3.2 IM 5	Develop and implement a plan to target provision that is not properly captured or omitted on the local offer site	August 2023	Adrian Rocks (Head of Education Commissioning)	Parent and carer forum, OKE, CCG, ICFT, PCFT, SEND Team, Adults Team, schools, Ownership Board, Comms Team	5 days	Information from the review of the local offer, feedback from families and the PCF is used to identify where services are not available through the local offer. A report is produced for SENDIG and commissioning intentions developed if appropriate. New services will be added to the local offer, these may be commissioned.		
3.4 Young people, families / carers and professionals have access to a clear and accessible information including the Transition Pathway and Protocol that accurately reflects the transition journey.								
3.4.1 IM 3	Promote understanding, insight into and opportunities regarding prep for Adulthood on Local offer.	September 2023	Adrian Rocks (Head of Education Commissioning) [Mark Whitehead (Head of Operation Services, Adults)]	Comms team, Parent and carer forum, OKE, SEND Team, Schools, post-16 settings	2 days	Information on the preparation for adulthood and transition are improved on the local offer.	Families and children have ready access to information they find helpful in preparing for adulthood and transition evidenced by 60% positive	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
							response to specific preparation for adulthood questions in the area parent satisfaction survey by December 2023.	
3.5 The Local Offer is fit for purpose for all families, services and providers.								
3.5.1 IM 2 & 5	<p>Ownership Board for the Local Offer steers delivery and commissions an annual review of the local offer. Reviews progress and impact of Priority 3 action plan.</p> <p>Ownership Board identifies and reports where there are gaps in services</p>	October 2022 and recurring	Ownership Board	CLT, ICFT, PCFT, Adults Team, Parent and carer forum (OKE)	4 days annually	<p>Six monthly report into the Local Offer is produced and shared via SENDIG and the Local Offer.</p> <p>Progress against priority 3 is reported.</p> <p>Reports identify gaps in provision in the local offer.</p>	<p>Children and families are clear about the performance of the local offer and how their feedback is being responded to.</p> <p>The annual survey of parents and families will show at least 60% of families are aware of the local offer and at least 60% of families aware of the local offer will report finding it useful by September 2023.</p> <p>At least 80% of stakeholders report their pages are up to date when surveyed annually by December 2023.</p>	

Priority 4	The placement of some children and young people in unsuitable education provision
Lead	Wendy Young (Deputy Head of SEND) and Pierre Coiffait (Headteacher, Hawthorns Primary Special School)

Outcomes:

- 4.1 Successful implementation of the area SEND Sufficiency Plan.
- 4.2 Improved parental satisfaction with education provision.
- 4.3 Increased specialist capacity and capability.
- 4.4 Improved culture of inclusion across all settings.
- 4.5 Annual Review management and monitoring process in place - all Capita one IT systems fit for purpose.

Impact Measures:

These are the key impact measures to determine the success of Priority 4 of this plan. Further detail about the impact of each action is included in the table below.

1. Reduction in independent specialist placements of 20% by September 2024. Currently we have 71 students in independent specialist placements, this will reduce to 55 at the most by September 2024.
2. There is a reduction in fixed term exclusions of children and young people with EHCPs, as a result of the positive impact of the SEND Sufficiency Plan. As a result, Tameside is in line with, or better than, the national average. The most up to date published data for a full academic year indicates 8.5% of pupils with an EHCP received one or more fixed term exclusions in Tameside which is more than pupils with an EHCP nationally.
3. 50% reduction in in-year transition between settings (baseline to be established).
4. Reduction in complaints relating to school placement by September 2024 - baseline to be established by complaint audit by December 2022.
5. Improvement in the number of positive responses of area parent / carer satisfaction survey- comparing to benchmark survey result, with specific focus on school provision. At least 51% by December 2024.

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
4.1 Successful implementation of the area SEND Sufficiency Plan; 4.2 Improved parental satisfaction with education provision; 4.3 Increased specialist capacity and capability.								
4.1.1	See 2.4.1 and 2.4.2							
4.1.2 [4.2, 4.3]	Increase SEND specialist provision places across the borough, including	September 2023	Charlotte Finch (Head of SEND)	Schools, EPS, SOSS, Access Service	£20,646,000 capital funding	40 new specialist places created in September 2023 with	Children and families have access to greater inclusion opportunities due to	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
<p>IM 1, 2, 3, 4 & 5</p>	<p>the expansion of existing settings, the development of satellite bases within mainstream settings and the addition of further resource bases across Tameside.</p>		<p>[Catherine Moseley (Head of Access Services)]</p>		<p>identified, with £12.5m allocated to the new Hawthorns School build</p>	<p>the Hawthorns new build.</p> <p>10 new specialist SEMH places created in September 2022 via Thomas Ashton satellite.</p> <p>20 new generic specialist places created in September 2022 via placement increase at Samuel Laycock.</p> <p>20 new secondary resource base places created in September 2022.</p> <p>Complaints categorisation process in place by December 2022 - data analysis of complaints relating to school provision.</p>	<p>increased school places in a variety of type settings. Parent/ carers and children feel increased satisfaction with the child's school placement. Evidenced by positive feedback from Ofsted inspectors in routine school inspections.</p> <p>Improvement in the number of positive responses to area parent / carer satisfaction survey-comparing to baseline survey results, in specific relation to school provision. At least 51% by December 2024.</p> <p>10% reduction by December 2023 in interim reviews requesting a change of placement – reporting process to be established and implemented.</p>	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
							<p>Lower rates of fixed term (FT) exclusions of children and young people with EHCPs so that Tameside is in line with, or better than, the national average. The most up to date published data for a full academic year indicates 8.5% of pupils with an EHCP received one or more fixed term exclusions in Tameside, which is more than pupils with an EHCP nationally.</p> <p>Reduction in complaints relating to school placement by September 2024 - baseline to be established by complaint audit by December 2022.</p>	
4.4 Improved culture of inclusion across all settings.								
4.4.1 [4.2]	Implement an inclusion charter across all schools to secure improved practice across all settings (see priority 7-action 7.3.1).							

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
4.4.2 [4.2]	'SEND Children Thrive: Matching Provision to Need' fully embedded across all settings (see priority 8 – actions 8.1.1, 8.1.2, 8.2.1)							
4.5 Annual Review management and monitoring process in place - all Capita one IT systems fit for purpose.								
4.5.1 [4.2] IM 2, 3 & 5	Implement Annual Review Recovery Plan. (ref action 1.1, 9.1)	September 2023	Wendy Young (Deputy Head of SEND)	SEND Assessment, Transformation team, HR, Capita One, school leaders, health, CSC	Cost to be determined 20 days	Annual Review schedule delivered within statutory timescales. Area Parent satisfaction survey issued every 6 months, providing evidence of improved satisfaction.	Changes in need/ provision are identified quickly and action is taken quickly. Families therefore have greater confidence that their child's needs are understood and being met. Parent / carers and children feel increased satisfaction with the child's school placement. Evidenced by positive feedback from Ofsted inspectors in routine school inspections. Improvement in the number of positive responses to area parent / carer satisfaction survey - comparing to baseline survey results, in specific	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
							<p>relation to school provision. 10% improvement in the first year, 25% in the second year working towards at least 51% of parents reporting satisfaction with the school placement after 2 years.</p> <p>Fewer exclusions of children with EHCPs so that by December 2024 there are zero Permanent Exclusions of EHCP learners in a 12 month rolling period.</p> <p>10% reduction by December 2023 in interim reviews requesting a change of placement – reporting process to be established and implemented.</p>	

Priority 5	The unreasonable waiting times, which lead to increased needs for children and young people and their families
Lead	Louise Rule (Head of Starting Well)

Outcomes:

- 5.1 Children and young people are seen and assessed in a timely way so that they can receive appropriate intervention and therapy.**
- 5.2 Effective, transparent and accessible support offer for children, young people and families whilst waiting for assessment and therapy.**

Impact Measures:

These are the key impact measures to determine the success of Priority 5 of this plan. Further detail about the impact of each action is included in the table below.

1. From April 2022, an increase from 24 to 32 ASD assessment slots per month and from and 9 to 15 ADHD assessment slots per month available to meet current demand.
2. By April 2023 a 15% reduction in the number of people waiting for an ASD assessment via a waiting list initiative; currently 303.
3. By April 2023 a 25% reduction in the number of people waiting for an ADHD assessment via a waiting list initiative; currently 184.
4. By April 2023 a 25% reduction in total number of people waiting for CAMHS assessment; currently 200.
5. By April 2023 a 35% reduction in the longest waiter for CAMHS assessment; current longest wait 95 weeks.
6. All Children and young people on accessing the Neurodevelopmental pathway report that they have access to effective and appropriate support both pre and post diagnosis (via baseline survey).
7. Young adults (aged 16-18) will have full access to the Neuro Development pathway (ADHD only included since April 2021)
8. By June 2023 75% of children and young people triaged within two weeks or less of referral to Therapy services. New target baseline to be established October 2022.
9. By June 2023 over 70% of Tameside families using the Therapy services report that the assessment process is timely and results in action being taken e.g. service offered and/or advice, support and signposting. New target baseline to be established this year via survey.
10. By June 2023 92% of children will have had their Physiotherapy assessment within 18 weeks. Baseline 45.95%.
11. By June 2023 92% of children will have had their Occupational Therapy assessment within 18 weeks. Baseline 30.43%.
12. By June 2023 92% of children will have had their Speech and Language Therapy assessment within 18 weeks. Baseline 43.4%.
13. By June 2023 92% of children will have had their dietetic assessment within 18 weeks. Baseline 62.38%.
14. By June 2023 92% of children referred to community paediatrics will have had their medical assessment within 18 weeks. Baseline 91.9%.

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress /impact & RAG rating
5.1 Children and young people are seen and assessed in a timely way so that they can receive appropriate intervention and therapy								
5.1.1 IM 9	Review and align the Therapy services with the Thrive/Graduated Response to ensure they are effective.	January 2023	Amy Brierley (Divisional Director Surgery, Women's & Children's Services), Ashleigh Smith (Directorate Manager Children & Young people)	Bumni Lawson (DMO), Karen Kromolicki	28 days	Offer clarified in relation to Therapy services. Determine wider support available in addition to health service provision. Clarify information about Therapy Services on the Local Offer.	Over 70% of Tameside families using the Therapy service report that the assessment process is timely and results in action being taken e.g. service offered and/or advice, support and signposting.	
5.1.2 IM 8, 9, 10, 11, 12 & 13	Recruit to provide additional capacity to enable delivery of identified needs in line with the capacity and demand review.	February 2023	Amy Brierley (Divisional Director Surgery, Women's & Children's Services). Ashleigh Smith (Directorate Manager Children & Young people)		Additional investment resource of approx. £820,000	Phased approach to recruitment of staff:- Speech & language therapists Occupational Therapists Physiotherapists Assistant posts Co-ordinator and admin support. Phase 1 completed October 2022. Phase 2 completed February 2023.	By June 2023 75% of children and young people triaged within two weeks or less of referral to Therapy services. By June 2023 over 70% of Tameside EHCP families using Health services report that the assessment process is timely and results in action being taken e.g. service offered and/or advice, support and signposting.	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress /impact & RAG rating
							<p>By June 2023 92% of children will have had their Physiotherapy assessment within 18 weeks.</p> <p>By June 2023 92% of children will have had their Occupational Therapy assessment within 18 weeks.</p> <p>By June 2023 92% of children will have had their Speech and Language Therapy assessment within 18 weeks.</p> <p>By June 2023 92% of children will have had their dietetic assessment within 18 weeks.</p>	
5.1.3 IM 8 & 9	Agree standard operating procedures for the provision of therapy services across Tameside.	July 2023	Philippa Robinson (Children's Commissioning Project Manager), Ashleigh Smith, Bunmi Lawson	Schools forum / Parent Carer Forum		SOP developed and in place. SOP communicated and understood.	By June 2023 75% of children and young people triaged within two weeks or less of referral to Therapy services.	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress /impact & RAG rating
							By June 2023 over 70% of Tameside families using the Therapy services report that the assessment process is timely and results in action being taken e.g. service offered and/or advice, support and signposting.	
5.1.4 IM 4 & 5	Implement the mobilisation project plan following additional investment in CAMHS and the neuro-developmental pathway.	February 2023	Sarah Leah (Associate Director of Operations), Steven Hand (Operational Manager)		Additional resource already in place - £1,500,000.	Phased Approach to recruitment: Phase 1 - Recruitment of Psychological Wellbeing Practitioner & Team Lead staff completed by September 2022; Phase 2 – Recruitment of Mental Health Practitioners completed January 2023.	By April 2023 a 25% reduction in total number of people waiting for CAMHS assessment. By April 2023 a 35% reduction in the longest waiter for CAMHS assessment – current longest wait 95 weeks.	
5.1.5 IM 1, 2 & 6	Waiting List Initiative to reduce number of people waiting for ASD assessment with additional weekend slots over the next 12 months	March 2023	Sarah Leah	Steven Hand, Amanda Harris	Additional weekend slots will require ongoing review	Additional weekend slots established. Ongoing review put in place.	From April 2022 an increase to 32 ASD assessment slots per month and 15 ADHD assessment slots per month available to meet current demand.	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress /impact & RAG rating
							By April 2023 a 15% reduction in the number of people waiting for an ASD assessment via a waiting list initiative.	
5.1.6 IM 6	Increased awareness and understanding of neurodiversity for professionals through training programme	March 2023	Philippa Robinson (Children's Commissioning Project Manager)	Katie Charlton (Starling)	£18,000 allocated	Establish training programme with timescales.	All Children and young people on accessing the Neurodevelopmental pathway report that they have access to effective and appropriate support both pre and post diagnosis (via baseline survey).	
5.1.7 IM 1, 2, 3, 4, 5 & 6	Establish and embed feedback mechanisms to provide dynamic data on impact of additional investment and continuously review waiting times and referral numbers to ensure in line with projected targets.	August 2022	Steven Hand (Operational Manager)	PCFT Information team	None	Targets set and monitored through SENDIG, PCFT & CCG ICB Board, and reported within the CAMHS Outcomes Framework. Positive feedback collected from pre-and post-diagnostic surveys.	From April 2022 an increase to 32 ASD assessment slots per month and 15 ADHD assessment slots per month available to meet current demand. By April 2023 a 15% reduction in the number of people waiting for an ASD assessment via a waiting list initiative.	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress /impact & RAG rating
							<p>By April 2023 a 25% reduction in the number of people waiting for an ADHD assessment via a waiting list initiative.</p> <p>By April 2023 a 25% reduction in total number of people waiting for CAMHS assessment.</p> <p>By April 2023 a 35% reduction in the longest waiter for CAMHS assessment.</p> <p>All Children and young people on accessing the Neurodevelopmental pathway report that they have access to effective and appropriate support both pre and post diagnosis (via baseline survey). Young adults (aged 16-18) will have full access</p>	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress /impact & RAG rating
							to the Neuro Development pathway	
5.2 Effective, transparent and accessible system-wide support offer in place for children, young people and families whilst waiting for assessment and therapy								
5.2.1 IM 6	Increased parent carer offer for families on the Neurodevelopmental pathway to access information and support sessions and tailored activities.(in conjunction with action for Navigator Post action 2.1.3)	March 2023	Philippa Robinson (Children's Commissioning Project Manager)	Elaine Healey (Our Kids Eyes)	£10,000 allocated	Support Offer developed and communicated with families. Qualitative information collected via feedback and surveys	All Children and young people on accessing the Neurodevelopmental pathway report that they have access to effective and appropriate support both pre and post diagnosis (via baseline survey).	
5.2.2 IM 6	Family Support Offer for families who may have difficulties with emerging neurodiversity, who may or may not be on a diagnostic pathway but who may need additional peer support, help with strategies or additional services input.	March 2023	Philippa Robinson (Children's Commissioning Project Manager) and Lorraine Hopkins (Head of Early Help, Neighbourhoods and Early Years)	Active Tameside / TMBC Early Help	£96,000	Offer of increased support sessions established. Families identified for support.	All Children and young people on accessing the Neurodevelopmental pathway report that they have access to effective and appropriate support both pre and post diagnosis (via baseline survey).	

Priority 6	The lack of contribution from social care professionals to the EHC Plan process
Lead	Daniel Murphy (Service Unit Manager, Children’s Social Care) DSCO – (recruitment in process)

Outcomes:

- 6.1 Improvement in the quality of social care contributions to EHC Plans, and in the timeliness of contributions from social care professionals to the EHC plan process
- 6.2 Through co-produced training, develop an improved understanding of the EHC Plan process with all social care professionals
- 6.3 Shared Practice Standards for contribution from social care professionals to the EHC Plan process implemented across the service
- 6.4 All requests for statutory assessment will result in the receipt of social care advice, including those not known to social care.

Impact Measures:

These are the key impact measures to determine the success of Priority 6 of this plan. Further detail about the impact of each action is included in the table below.

1. At least 85% of social care advice as part of the EHCP assessment will be returned within statutory timescales throughout all social care departments and threshold of involvement by December 2023.
2. 100% of children open to an EHC needs assessment will be contacted by the Early Help Access Point and offered information about the Local Offer, and to be offered an Early Help Assessment by December 2023.
3. 100% of new EHCPs will be informed by appropriate social care advice by December 2023.
4. Children and families have faster access to appropriate assessment. Consequently, children and families have a more positive experience of the statutory assessment service overall. Evidenced by improvement in the number of positive responses to the statutory parent / carer satisfaction survey, following the completion of the survey to acquire an initial baseline by July 2022. Comparing to baseline results, 10% improvement by July 2023, 25% by July 2024, and working towards at least 51% of parents reporting a positive experience by December 2024.

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
6.1 Improvement in the quality of social care contributions to EHC Plans, and in the timeliness of contributions from social care professionals to the EHC plan process								
6.1.1 IM 1, 3 & 4	New Designated Social Care Officer (DSCO) role implemented	September 2022	Tony Decrop (Assistant Director of Children’s Services)	SEND Assessment Team	£58,000	Post holder in post and driving improvement co-ordination across all	Children and families will have greater confidence that the assessment is holistic and thorough and that all the	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
						<p>plans and assessments and promoting inclusive practice.</p> <p>Quarterly audit of plans in places shows improvement by January 2023.</p> <p>The DSCO will disseminate SEND best practice models and statutory requirements across social care teams, to improve contributions to the statutory assessment process.</p>	<p>child's needs are captured, ensuring appropriate provision is in place.</p> <p>Children and families have a more positive experience of the statutory assessment process overall, enabling faster access to support and appropriate provision. This will be evidenced by improvement in the number of positive responses to the statutory parent /carer satisfaction survey, following the completion of the survey to acquire an initial baseline. Comparing to baseline results, 10% improvement by July 2023, 25% by July 2024, and working towards at least 51% of parents reporting a positive experience by December 2024.</p>	
<p>6.1.2 IM 1, 3 & 4</p>	<p>Convene a meeting of Children's Social Care (CSC) leaders to develop and agree a shared understanding of the</p>	<p>December 2022</p>	<p>Daniel Murphy (Service Unit Manager, CSC) [Joanne Brown, David Lamb (Service Unit Manager, Cared for Children</p>	<p>Early Help, SEND Service, CSC</p>	<p>3 days</p>	<p>Meeting convened with agreed actions to address this priority area.</p>	<p>Over a two-year period, quality is improved and greater contribution from social care ensured. Families have greater confidence in the</p>	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
	challenges in this priority area, and to form a task and finish group whose purpose is to agree the actions required and oversee their implementation.		Services), Kim Scragg (interim Head of CIN/ CP), Wendy Young (Deputy Head of SEND) , Kerry Dalston (ISCAN Team Manager), Lorraine Hopkins (Head of Early Help, Neighbourhoods and Early Years)]			Task and finish group established and meeting schedule agreed.	assessment process as an holistic assessment, evidenced by improvement in the number of positive responses to the statutory parent / carer satisfaction survey, following the completion of the survey to acquire an initial baseline by July 2022. Comparing to baseline results, 10% improvement by July 2023, 25% by July 2024, and working towards at least 51% of parents reporting a positive experience by December 2024.	
6.1.3 IM 1 & 4	Develop a monitoring and oversight process for timeliness and quality of social care professionals' contribution to EHC Plans (see priority 1-outcomes 1.1, 1.3, 1.4, and actions 1.2.1, 1.3.1)	January 2023	Kim Scragg (Head of Child Protection and Children in Need)	CSC, SEND Assessment Team, Nasen	10 days	Team specific weekly compliance data reported to all Team and Service Unit Managers, on completion of CSC contribution to EHC Plans within statutory timescales.	Children and families have faster access to appropriate assessment. Consequently, children and families have a more positive experience of the statutory assessment service overall. Evidenced by improvement in the number of positive responses to the statutory parent / carer satisfaction survey, following the completion of the survey to acquire an initial baseline	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
						Complaints categorisation process in place by December 2022- data analysis of complaints relating to pupil voice.	<p>by July 2022. Comparing to baseline results, 10% improvement by July 2023, 25% by July 2024, and working towards at least 51% of parents reporting a positive experience by December 2024.</p> <p>Similarly there will be a reduction in the number of complaints relating to the quality of social care advice and timeliness of assessment. (Complaints baseline to be established by December 2022).</p>	
6.1.4 [6.4] IM 3 & 4	Implement the improved process for social care contribution to EHC Plans in both the Early Help and CSC section of LCS (Liquid Logic). This will include a process to ensure all children, including those not known to social care, receive a social	January 2023	Kim Scragg (Head of Child Protection and Children in Need)	CSC, SEND Assessment Team	20 days	There will be a single shared process across LCS and EHM (Early Help Module) for all children open to CSC. Universal advice process in place led by the DSCO.	Children and families are confident that the assessment is holistic and thorough and that all the child's needs are captured, ensuring appropriate provision is in place. Children and families have a more positive experience of the statutory assessment process overall, enabling	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
	care advice as part of the EHC assessment.						faster access to support and appropriate provision. This will be evidenced by 10% improvement by July 2023, 25% by July 2024, and working towards at least 51% of parents reporting a positive experience by December 2024.	
6.2 Through co-produced training, develop an improved understanding of the EHC Plan process with all social care professionals								
6.2.1 IM 1, 3 & 4	Develop and deliver regular bespoke training to social care professionals, co-produced with SEND and social care staff and families and children with EHC Plans.	January 2023 repeated three times a year	DSCO	SEND Service, Early Help	6 days	Regular co-produced training will take place three times a year. CDC Online e-learning completed by new-starters within their first two months. In place by January 2023 Level of understanding among CSC staff is enhanced leading to greater timeliness, compliance and	Improved performance from social care contributors, enables a more positive experience of the assessment experience for children and families. Evidenced by improvement in the number of positive responses to the statutory parent / carer satisfaction survey, following the completion of the survey to acquire an initial baseline by July 2022. Comparing to baseline results, 10% improvement by July 2023, 25% by July 2024, and working towards at least 51% of parents reporting a positive	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
						<p>improvement in quality as observed through peer review.</p> <p>Complaints categorisation process in place by December 2022- data analysis of complaints relating to pupil voice.</p>	<p>experience by December 2024.</p> <p>Improved performance also ensures greater accuracy in describing need and appropriate provision. Evidenced by a reduction of fixed term exclusions of children and young people with EHCPs. As a result, Tameside will be in line with, or better than, the national average. The most up to date published data for a full academic year indicates 8.5% of pupils with an EHCP received one or more fixed term exclusions in Tameside which is more than pupils with an EHCP nationally.</p> <p>Fewer incidents of interim reviews requesting amendment and a change of setting (baseline and metric to be established be a reduction in the number of complaints relating to quality of social</p>	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
							care advice and timeliness of assessment. (Complaints baseline to be established by December 2022).	
6.2.2 IM 4	Every social care team to identify a SEND champion who will attend SEND events and training such as the "Meet the Local Offer" event.	December 2022	Daniel Murphy (Service Unit Manager, CSC), DSCO	All social care team managers	½ day	Each team to have an identified SEND champion. Social care staff attending events.	Families report greater confidence that all professionals working with/ for their family understand both SEND and their child's needs. evidenced by improvement in the number of positive responses to the area parent /carer satisfaction survey, following the completion of the survey to acquire an initial baseline, with specific reference to questions around the understanding of the child's needs. Comparing to baseline results, 10% improvement by July 2023, 25% by July 2024, and working towards at least 51% of parents reporting a positive experience by December 2024.	
6.2.3	Quality Assurance and Practice Standards	January 2023	Tony Decrop (Assistant Director of Children's Services), [DSCO]	CSC, SEND Assessment Team, Early Help	10 days	Quality assurance protocol in place.	Improved performance from social care contributors, enables a more positive	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
IM 1, 2, 3 & 4	established for CSC and Early Help.					<p>Quarterly audit of plans in places shows improvement by September 2023.</p> <p>Complaints categorisation process in place by December 2022- data analysis of complaints relating to pupil voice.</p>	<p>experience of the assessment experience for children and families and greater confidence in the process overall. This will be evidenced by improvement in the number of positive responses to the statutory parent /carer satisfaction survey, following the completion of the survey to acquire an initial baseline, with specific reference to questions around the understanding of the child's needs. Comparing to baseline results, 10% improvement by July 2023, 25% by July 2024, and working towards at least 51% of parents reporting a positive experience by December 2024.</p> <p>In addition there will be a reduction in the number of complaints relating to the quality of social care advice and timeliness of assessments.</p>	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
							(Complaints baseline to be established by December 2022).	
6.3 Shared Practice Standards for contribution from social care professionals to the EHC Plan process implemented across the service								
6.3.1 [6.4] IM 1, 2, 3 & 4	Develop and implement Practice Standards for the contribution from social care professionals to the EHC Plan process.	January 2023	DSCO	SEN Assessment Team, CSC, Early Help	20 days	Set of practice standards developed and implemented with flowcharts to give clear instruction for expected social care involvement in EHC process.	Improved performance from social care contributors, enables a more positive experience of the assessment experience for children and families and greater confidence in the process overall. This will be evidenced by improvement in the number of positive responses to the statutory parent / carer satisfaction survey, following the completion of the survey to acquire an initial baseline, with specific reference to questions around the understanding of the child's needs. Comparing to baseline results, 10% improvement by July 2023, 25% by July 2024, and working towards at least 51% of parents reporting a positive experience by December 2024.	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
							<p>In addition, there will be a reduction in the number of complaints relating to the quality of social care advice and timeliness of assessments. (Complaints baseline to be established by December 2022).</p>	

Priority 7	The limited oversight of the quality of SEND provision for children and young people’s education
Lead	Jane Sowerby (Head of Education Improvement and Partnerships) Andrew Foord (Headteacher, Cromwell Specialist School) ; Bev Oldham (Headteacher, Discovery Academy); Gus Diamond (Headteacher, All Saints Catholic College); Tina Tray (Headteacher, Oakdale Primary Special School)

<p>Outcomes:</p> <p>7.1 SEND data is used to understand and improve SEND provision</p> <p>7.2 Best practice SEND provision is identified and effectively shared to ensure that children are prepared for the next stage of their education or life journey</p> <p>7.3 SEND provision in schools and settings is effectively evaluated and LA has clear oversight</p>
<p>Impact Measures:</p> <p><i>These are the key impact measures to determine the success of Priority 7 of this plan. Further detail about the impact of each action is included in the table below.</i></p>
<ol style="list-style-type: none"> 1. A baseline is established (September 2022) to measure improved outcomes for children with SEND; we will benchmark against both statistical neighbours and set a challenge target to match national outcomes by September 2024. (This will be a deliberate stretch target as outcomes achieved by authorities with the same context as Tameside are below national outcomes.) 2. Children and families will see an improvement in the confidence of teachers to support children with SEND evidenced through annual teacher surveys; 10 % improved practitioner confidence reported by September 2023 (from a baseline established by September 2022) until at least 65% confidence is realised by September 2024. 3. At least 40% of schools sign up to the Inclusion Quality Partnership (IQP) by September 2024. 4. Practice in settings is improved as a result of practice sharing between schools evident through case studies, a reduction in incidents of interim reviews requesting amendment and a change of setting - 10% reduction by December 2023 in interim reviews requesting a change of placement – reporting process to be established and implemented - and by improvement on the July 2022 baseline in the number of parents reporting a positive experience of provision in the area parent / carer satisfaction survey: 10% by July 2023, 25% by July 2024, and at least 51% by December 2024. 5. Annual reduction in complaints relating to parent experience of area provision following December 2022 baseline (complaints categorisation process to be implemented and baseline established by December 2022).

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
7.1 SEND data is used to understand and improve SEND provision								
7.1.2 IM 1	Complete and communicate to schools detailed annual analysis of SEND Census information regarding EHCP and SEN Support numbers, incidence, areas of primary need and use this information to improve provision in all education settings to inform future training programmes coproduced with education settings and oversight.	November 2022	Dean McDonagh (Education Data Lead) and Charlotte Finch (Head of SEND)	Schools, Schools Inclusion Committee	Capacity provided by Education Data Team	Baseline data established Analysis report disseminated to schools annually. Schools use data to identify areas for improvement and strengths in school development plans annually in the summer. Coproduced workforce training programme in place that responds to current and future needs.	Ownership of training needs and an improved CPD offer will improve SEND provision in schools which will be seen in LA SEND end of key stage outcomes. Using the baseline established (September 2022) we will benchmark against both statistical neighbours and a challenge target to meet national outcomes by September 2024.	
7.1.3 IM 2	Joined up SEND Quality First Teaching CPD programme for classroom/subject practitioners. “Whole School SEND” training	September 2022	EPS, SOSS, Resource Bases, SSSP	EPS, SSOS, SSSP, Resource Base Schools, NASEN	Schools charged for training with subsidy to cover development of courses,	Schools and settings aware of CPD programme and accessing it as appropriate. Incentivised by an	Practitioners working directly with children and families will have improved ownership. Teacher training will improve support for children with SEND.	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
	programme in place across all settings.				strategic oversight, and community of practice. Annual cost of £5,000.	annual SEND celebration event. Programme mirrors best practice in CPD such as follow-up support, links to effective outreach options, and access to a community of practice. SEND CPD 'passport' established as part of the IQP (see 7.3).	Children and families will see an improvement in the confidence of teachers to support children with SEND evidenced through annual teacher surveys; 10 % improved practitioner confidence reported by September 2023 (from a baseline established by September 2022) until at least 65% confidence is realised by September 2024.	
7.2 Best practice SEND provision is identified and shared to ensure that children are prepared for the next stage of their education or life journey								
7.2.1 IM 4	Identify and utilise existing school groups [Tameside Primary Consortium (TPC) Inclusion Committee and Task and Finish Group; Tameside Association of Secondary Heads (TASH); Special School Heads (SSSP)] to ensure culture and practice change	May 2022	Jane Sowerby (Head of Education Improvement and Partnerships)	Identified school groups	Meeting time	WSOA co-produced and effectively disseminated with many priorities co-led by school leaders.	Families will recognise that schools are actively engaged in a SEND practice improvement journey and will feel more confident that their child's needs will be met by the school. This will be evidenced by improvement in the September 2022 baseline in the number of parents reporting a positive	Already engaged with these key groups

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
	through ownership and accountability.						experience of provision in the area parent / carer satisfaction survey: 10% by July 2023, 25% by July 2024, and at least 51% by December 2024.	
7.2.2 IM 4	Establish a model of 'moderation' of SEND practice and policy across all education settings.	March 2023	EPS; Head of SEN Assessment Team	Schools	(£3,000 estimated) to create the framework and deliver this activity twice a year (£2,000 annually)	Themed moderation meetings convened and facilitated bi-annually looking at EHCP implementation, implementation of graduated approach, parent and child voice, and other themes as identified during data collections	Practice consistency is a key outcome that families will experience. Children and families will notice greater inclusion of their voice in education provision. This will be evidenced by improvement in the September 2022 baseline in the number of parents reporting a positive experience of provision in the area parent / carer satisfaction survey: 10% by July 2023, 25% by July 2024, and at least 51% by December 2024.	
7.2.3 IM 3	Develop and establish peer SEND/Inclusion reviews of practice with an ambitious delivery schedule.	April 2023	Jane Sowerby (Head of Education Improvement and Partnerships)	Schools	Cost of developing the review process and training (£6,000	Schools identified for peer reviews through data or self-referral Whole School SEND	40% of schools will be engaged in a Peer SEND Review with actions impacting positively on SEND practice by December 2024. 10% of these will be	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
					estimated); administration (£1,000 annually); training costs £2,000 annually)	Timeline in place to engage all schools in SEND peer review. Progression to an inclusion quality mark or similar is embedded, including an annual SEND celebration event.	captured and shared in case studies.	
7.3 SEND provision in schools and settings is effectively evaluated and LA has clear oversight								
7.3.1 IM 2 & 4	Co-produce a SEND Charter/Pledge for Tameside which outlines the provision and opportunities that children with SEND and their families can expect 0-25.	July 2022	Charlotte Finch (Head of SEND), Jane Sowerby (Head of Education Improvement and Partnerships) , Elaine Healey, Andrew Foord (Headteacher, Cromwell Specialist School)	Schools Inclusion Committee and T&F Group, TASH, TPC	3 days each, 12 in total	Clear minimum expectations agreed and communicated to families.	Having co-produced the charter, stakeholders (children and families, and schools and settings) will feel that it represents the offer they need. This will be evidenced by improvement on the September 2022 baseline in the number of parents reporting a positive experience of provision in the area parent / carer satisfaction survey: 10% by July 2023, 25% by July 2024, and at least 51% by December 2024; and through annual teacher surveys demonstrating at	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
							least 65% confidence of teachers to support children with SEND by September 2024.	
7.3.2 IM 1	Incorporate a bi-annual SEND focus in the systematic review of schools in EI&P	June 2022 repeated bi-annually	Jane Sowerby (Head of Education Improvement and Partnerships)	Education Directorate	½ day	SEND Systematic Review of schools dovetails with the autumn categorisation process mirroring categorisation, schools which may require challenge and support are identified and schools which can offer support are identified	Meeting minutes evidence SEND focus twice a year. Families will see improved outcomes for children, we will benchmark against both statistical neighbours and set a challenge target to match national SEND outcomes by September 2024.	
7.3.3 IM 4	Design and implement a SEND Data Dashboard for performance information accessible to all SEND managers and front line staff on customer satisfaction data	September 2022 updated bi-monthly	Charlotte Finch (Head of SEND) and Dean McDonagh (Education Data Lead)	SEND Service, Complaints and Information Team	5 days	Dashboard supports identification of systemic issues and evidences improvement, seen in metrics such as completion and return of Annual Review documentation; reduction in	The dashboard will monitor improvement and lead to action being taken where improvement is not as rapid as it should be. This will give parents greater confidence in SEND education provision. This will be evidenced by improvement on the September 2022 baseline in	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
						exclusions; reduction in in-year transfers.	the number of parents reporting a positive experience of provision in the area parent / carer satisfaction survey: 10% by July 2023, 25% by July 2024, and at least 51% by December 2024.	
7.3.4 IM 4 & 5	Establish a model for reporting qualitative feedback from complaints and compliments to understand system health.	August 2022	Charlotte Finch (Head of SEND) and Wendy Young (Deputy Head of SEND)	SEND Service, Complaints and Information Team	3 days	Report publishing process agreed, including opportunities for public scrutiny via the Local Offer, and implemented influencing improved performance across SEND. Complaint categorisation process completed to allow analysis and understanding.	Parents' views and feelings are converted into meaningful data, allowing action to be taken and system to be improved. Families report increased confidence that their experience of the area provision is influencing strategy: by December 2024 at least 51% of parents report in the area parent / carer satisfaction survey that they feel that they have good opportunities to feedback on their experiences and that their voice makes a difference.	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
							There will be a reduction in complaints relating to parent voice/experience of provision (complaints categorisation process to be implemented and baseline established by December 2022).	
7.3.5 IM 3	Design and agree a delivery and monitoring plan for a dynamic Inclusion Quality Partnership (IQP) (this will work like a Quality Mark)	December 2022	Jane Sowerby (Head of Education Improvement and Partnerships) , Charlotte Finch (Head of SEND), Pierre Coiffait (Headteacher, Hawthorns Special School), Andrew Foord (Headteacher, Cromwell School)	Education Improvement & Partnerships Service, School Leaders	3 days	Plan co-produced with schools and settings and shared with schools and settings. Led by headteachers.	By September 2024, 40% of schools are working towards IQP recognition which will impact positively on SEND practice for children and their families. 10% of these will be captured in case studies.	
7.3.6 IM 3	Design and implement a dynamic Inclusion Quality Partnership (IQP) and secure sign up from all educational settings with a co-produced delivery and monitoring plan in place	June 2023	Andrew Foord (Headteacher, Cromwell School), Bev Oldham (Headteacher, Discovery Academy); Gus Diamond (Headteacher, All Saints Catholic College), Charlotte Finch (Head of SEND), Jane	School, college and setting leaders	As this is a new initiative this needs to be fully costed and funding sources identified.	Inclusion Quality Partnership (IQP), which works like a Quality Mark, launched to change culture and practice. It will dynamically as it will link to priorities we are measuring on our SEND		

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
			Sowerby (Head of Education Improvement and Partnerships)			improvement journey. IQP starts with a peer review (see 7.2.3) and includes Peer Coaching (see Priority 8) and incorporates the SEND CPD 'passport' (see 7.2.2)		
7.3.7	Implement more effective brokerage and monitoring of commissioned Independent and Non-Maintained school placements to ensure value for money and delivery aligns with Tameside's performance framework	December 2022	Adrian Rocks (Head of Education Commissioning) and Wendy Young (Deputy Head of SEND)	SEND Team, Brokerage and Monitoring, GM SEND Group, Virtual School & College	Work to be undertaken by placement officer (within the brokerage team. Brokerage team capacity requires review.	Review of how Ind/NMS school placements are commissioned and the attending contract and an attendant monitoring model is signed off by SENDIG Improved quality placement agreements. Commission for Quality Framework in place. A quality assurance model for	There is greater scrutiny of the services which are delivering for children and their families by Independent and Non Maintained Special Schools. We will know this because 100% of schools will have a contractual agreement in place relating to children's needs.	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
						commissioned services is in place which will hold providers to account more effectively.		

Priority 8	The inconsistent application of a graduated approach across different settings, leading to weaknesses in meeting needs across the area
Lead	Erica Douglas-Osborn (Senior Specialist Educational Psychologist) and Naomi Cartledge (Headteacher, Corrie Primary School and Specialist Resource Base)

Outcomes:

- 8.1** The graduated approach as exemplified in Tameside’s ‘Thrive Matching Provision to Need’ (MPTN) document is embedded across Tameside and utilised by educational settings.
- 8.2** Positive change in attitude, ethos, skills and knowledge across education settings shown in an increase of inclusive practices (e.g. increase in breadth of support provided within mainstream settings / reduction in permanent exclusions etc.).
- 8.3** An improvement in practice across the sector, generated by access to workshops and training, and sharing of practice between settings.

Impact Measures:

These are the key impact measures to determine the success of Priority 8 of this plan. Further detail about the impact of each action is included in the table below.

1. 85% of schools in Tameside access the SEND CPD ‘passport’ by September 2024. 60% of educational settings attend SENDCo networks and evaluations demonstrate that 85% of SENDCos are positive about the impact of the networks on practice by September 2023.
2. 60% of education settings report in the annual SENDCo Survey that they use MPTN to support children with SEND in their settings by September 2024.
3. Annual SENDCo surveys demonstrate improved confidence in using MPTN and the Assess-Plan-Do-Review (APDR) approach with 10 % improved practitioner confidence reported by September 2023 (from a baseline established by September 2022) until at least 65% confidence is realised by September 2024.
4. 40% of schools and settings have accessed the peer coaching support model and case studies demonstrate practice change by September 2024.

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
8.1 Thrive Matching provision to Need is fully embedded across Tameside								
8.1.1 IM 2	Active promotion of the Thrive Matching Provision to Need (MPTN) documents across the networks of schools, early years	November 2022	Erica Douglas-Osborn (Senior Specialist Educational Psychologist) and Claire Jackson (Principal)	Schools, Educational Psychology Service (EPS), SOSS, EI&P, schools	TBD 20 days	Use of MPTN will be evidenced in SEND practice and paperwork such as EHCP and SENIF requests.	Consistent use of a graduated approach to SEND need will mean that children and families see an improvement in the support in schools and settings.	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
	settings, and post-16 providers. Schools to identify and share good practice models for the different areas of need in order to support clear expectations for what mainstream settings should provide and how the physical environment should look to meet needs.		Educational Psychologist)			Practice models shared with schools and as part of the MPTN document. Shared at SENDCo forum. Shared at the Local Offer. Shared with school leadership forums.	This will be evidenced by 60% of education settings reporting in the annual SENDCo survey that they use the MPTN document to support children with SEND September 2024.	
8.1.2 IM 2	Delivery of training around the SEND Children Thrive: MPTN documents alongside the parent created leaflet. Sessions delivered in pairs in order to collect feedback and impact from the initial training. All educational settings to receive a hard copy of the MPTN document.	June 2022 to July 2023 then annual programme	Erica Douglas-Osborn (Senior Specialist Educational Psychologist)	EPS, SOSS	Print costs for MPTN document c£4,000 20 Days	Training logs, event registers and evaluations show attendance at training. Positive training evaluation feedback recorded and improvement points acted on.		
8.1.3	Linked training sessions to include:		Erica Douglas-Osborn (Senior Specialist	EPS, SOSS	15 days	Training logs, event registers and	Improved practitioner knowledge will mean that	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
IM 1	Emotionally Friendly Settings, ELSA, EBSA. Education settings to be supported to work towards Emotionally Friendly Settings accreditation.		Educational Psychologist)			evaluations show attendance at training.	children and families see an improvement in SEND support in schools and settings evidenced by 85% of schools in Tameside having accessed the SEND CPD 'passport' by September 2024.	
8.2 Positive change in attitude, ethos, skills and knowledge across education settings shown in an increase of inclusive practices (e.g. increase in breadth of support provided within mainstream settings / reduction in permanent exclusions etc.)								
8.2.1 IM 1 & 3	Development of 'SENDCo Induction Training' for all new SENDCos including developing 'SEND Children Thrive Action Plans' and workshops for experienced SENDCos.	October 2022	Erica Douglas-Osborn (Senior Specialist Educational Psychologist) and Naomi Cartledge (Headteacher, Corrie Primary School and Specialist Resource Base)	EPS, SOSS, Health, schools	12 days	Assess-plan-do-review (APDR) practice embedded in schools and settings evidenced in peer reviews and moderation. SENDCos report that they know where to go for different services/support and feel they are supported by other SENDCos in the LA.	Improved practitioner knowledge will mean that children and families see an improvement in SEND support in schools. Annual SENDCo surveys demonstrate improved confidence in using MPTN and the Assess-Plan-Do-Review (APDR) approach with 10 % improved practitioner confidence reported by September 2023 (from a baseline established by September 2022) until at least 65% confidence is realised by September 2024.	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
							85% of schools in Tameside have accessed the SEND CPD 'passport' by September 2024.	
8.2.2 IM 1 & 4	Develop and deliver SEND workshop for all headteachers and included as part of induction programme for all new headteachers annually.	October 2022	Erica Douglas-Osborn (Senior Specialist Educational Psychologist)	EPS, Education Improvement & Partnerships, SOSS	10 days	SEND input into headteacher induction programme. Headteacher attendance at workshop. Feedback reviewed and used to improve the offer on a regular basis.	Leading a positive inclusive culture starts with the headteacher and is embedded by SENDCos. Families will benefit from headteachers accessing training on inclusion as a new leader. This will be evidenced by 85% of schools in Tameside accessing the SEND CPD 'passport' and 40% of schools participating in SEND peer coaching by September 2024.	
8.2.3 IM 1 & 4	Termly SENDCo networks for all SENDCos that will include LA updates, national updates and having different speakers from schools and other services sharing good practice.	September 2022 ongoing	Erica Douglas-Osborn (Senior Specialist Educational Psychologist)	EPS, SEND Service, schools, SOSS	5 days	Termly meetings in place, promoted clearly, and well attended. Feedback indicates that the meetings are useful and improving practice.	60% of educational settings attend SENDCo networks and evaluations demonstrate that 85% of SENDCos are positive about the impact of the networks on practice by September 2023.	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
8.2.4 IM 4	Develop and implement a model of school-led peer coaching, support and training based on a form of peer review	November 2022	Jane Sowerby (Head of Education Improvement and Partnerships) and Naomi Cartledge (Headteacher, Corrie Primary School and Specialist Resource Base)	Schools	As this is a new initiative this needs to be fully costed and funding sources identified.	Identification of good practice in schools is recorded and shared to support the model. School-based coaches identified and trained. Linked to the good practice shared in the MPTN documents.	Consistent best practice sharing around SEND will mean that children and families see an improvement in provision. This improvement will be evidenced by 40% of schools and settings have accessed the peer coaching support model and case studies demonstrate practice change by September 2024.	
8.3 Joint training programmes attended by school, setting and college staff which improve practice across the sector								
8.3.1 IM 1	Offer training for all schools on Whole School SEND practice as part of a SEND 'training passport' programme.	July 2022	Charlotte Finch (Head of SEND)	DfE/NASEN	Nil	Passport includes, at least: MPTN, Nasen SENDCo qualification (if SENDCo), main areas of need, Quality First practice. Schools have MPTN - 'SEND Children Thrive Action Plans' in place.	Improved practitioner knowledge will mean that children and families experience an improvement in SEND support in schools with 85% of schools in Tameside having accessed the SEND CPD 'passport' by September 2024.	
8.3.2 IM 3	OKE-led training and information days for parents with a focus on the Graduated	Sept 2023	Elaine Healey	EPS	4 days	Parental surveys demonstrate improved understanding.	Parents will feel better informed about the best practice in schools. This will be evidenced by	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
	<p>Response. Coordinated and led by parents with additional expertise from professionals, such as EPS, SOSS, School Leaders, Specialist teachers, therapists. etc</p>						<p>improvement on the September 2022 baseline in the number of parents reporting a positive experience of provision in the area parent / carer satisfaction survey: 10% by July 2023, 25% by July 2024, and at least 51% by December 2024.</p>	

Priority 9	The poor transition arrangements across all stages of education
Lead	Jane Sowerby (Head of Education Improvement and Partnerships) , Mel Wicks (Executive Principal Stamford Park Trust), Peter Taylor (Principal, Audenshaw Boys Academy), Jane Martin (Ashton Sixth Form College)

Outcomes:
<p>9.1 Timely, strategic and effective programme for review of plans at key transition points established.</p> <p>9.2 Clear SEND transition protocol and standardized paperwork in place and practice embedded, including targeted approaches, resulting in improved understanding of the transition protocols among children and families.</p> <p>9.3 Standardised SEND transition paperwork and data sharing established.</p>
Impact Measures: <i>These are the key impact measures to determine the success of Priority 9 of this plan. Further detail about the impact of each action is included in the table below.</i>
<ol style="list-style-type: none"> 85% of annual reviews in place for key transition points in early years, 6 to 7, and KS4 to 5 at least one year in advance of regular transition activity, in place by September 2024. Feedback from children & young people via young people’s fora demonstrates understanding of the transition process and confidence in it. Compared to a baseline of student feedback via a survey, with particular reference to transition, in October 2022 there will be an improvement of 25% by October 2023 with at least 51% of children & young people reporting a positively by October 2024. Specific feedback on transition from families in the area parent / carer satisfaction surveys shows a more positive experience of the transition process evidenced by and by improvement on the September 2022 baseline in the number of parents reporting a positive experience of provision in the area parent / carer satisfaction survey: 10% by July 2023, 25% by July 2024, and at least 51% by December 2024. LA-identified transition post filled with responsibility to ensure effective SEND transition processes are in place by July 2024..

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
9.1 Timely, strategic and effective programme for review of plans at key transition points established								

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
<p>9.1.1</p> <p>IM 1 & 3</p>	<p>Annual Review recovery plan reviewed and agreed (in line with SEND Assessment Service review).</p>	<p>September 2022</p>	<p>Charlotte Finch (Head of SEND)</p>	<p>SEND Assessment Team, Schools, Health, CSC Transformation team</p>	<p>20 days Business process review to be undertaken. Costs TBD.</p>	<p>Plan agreed, co-produced and signed off by all parties.</p> <p>Review process trialled and scheduled. Monthly updates provided to SENDIG to demonstrate progress and identify areas not on track.</p>	<p>Changes in need/ provision are identified quickly and action is taken quickly. Families therefore have greater confidence that their children's needs are understood and met.</p> <p>10% reduction by December 2023 in interim reviews requesting a change of placement – reporting process to be established and implemented.</p>	
<p>9.1.2</p> <p>IM 1 & 3</p>	<p>Establish a protocol for Annual Reviews of EHCPs in Y5 and Y10 attended by LA representative.</p>	<p>July 2022</p>	<p>Wendy Young (Deputy Head of SEND)</p>	<p>EPS, SEN Assessment Team, SOSS, SSSP School leaders</p>	<p>15 days</p>	<p>LA representation at key reviews.</p> <p>Increased capacity in the SEN Assessment Team.</p>	<p>Lower rates of fixed term (FT) exclusions of children and young people with EHCPs so that Tameside is in line with, or better than, the national average. The most up to date published data for a full academic year indicates 8.5% of pupils with an EHCP received one or more fixed term exclusions in Tameside, which is more than pupils with an EHCP nationally.</p>	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
							Also evidenced by improvement on the September 2022 baseline in the number of parents reporting a positive experience of provision in the area parent / carer satisfaction survey: 10% by July 2023, 25% by July 2024, and at least 51% by December 2024.	
9.1.3 IM 3	Annual Review Recovery Plan delivered and position recovered.	May 2024	Charlotte Finch (Head of SEND)	SEND Assessment Team	150 days	Best Practice Business Review completed. SEND Service full business review completed. Training review for admin staff on use of CAPITA ONE System. Consistent use of internal review pro-forma which enables the review of evidence and	Children and families will have faster access to appropriate support services. Improvement in the timeliness of EHCPs to achieve an average of 65% within a 12 month rolling period by December 2023.	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
						<p>process for decision making to be recorded.</p> <p>Quality Assurance Framework to be developed and robustly implemented.</p>		
9.2 Clear SEND transition protocol and standardized paperwork in place and practice embedded, including targeted approaches								
9.2.1 IM 2	Transition Protocol Working Group established to oversee improved transition arrangements.	July 2022	Simon Brereton (Headteacher, Holy Trinity CE Primary School), Andrew Foord (Headteacher, Cromwell Specialist School)	SEND Assessment Team, EPS, school leadership fora	5 days	<p>Working Group established.</p> <p>Terms of Reference agreed. Chair in place.</p>	Lived experiences of transition will improve. This will be evidenced through feedback from children & young people via young people's fora. Compared to a baseline of student feedback via a survey, with particular reference to transition, in October 2022 there will be an improvement of 25% by October 2023 with at least 51% of children & young people reporting a positively by October 2024.	
9.2.2 IM 2	Create schools and settings agreed transition protocols and framework across Tameside.	July 2023	Jane Sowerby (Head of Education Improvement and Partnerships)	Schools, EY settings, Post -6 providers, EYQT, SOSS, EPS, PRU Outreach	Possible external programme- cost TBD 6-7 protocol cost- £675 per secondary school.)	<p>Existing transition protocols focus on SEND children.</p> <p>All schools signed up to agreed principles.</p> <p>Process for monitoring the ongoing impact of the protocols established.</p>		Protocols already established on the 6into7 programme

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
9.2.3 IM 2	Pre-school to school assessment documentation standardised to support more seamless transitions.	April 2023; reviewed July 2023	Charlotte Finch (Head of SEND) [Chairs of TASH, TPC and SSSP]	Schools, EY settings, Post 16 providers, EPS	25 days	Standardised suite of documentation in place.		Build on existing documentation – EY, 6into7, KS4 to 5
9.2.4 IM 2	Ensure all transition support services or equivalent are available to Post-16 providers.	September 2022	Charlotte Finch (Head of SEND)	Post-16 providers, SOSS	15 days	Arrangements in place across Post-16 settings.		
9.2.5 IM 2	Place-based action research projects to develop key areas of practice around transitions.	October 2023	Andrew Foord (Headteacher, Cromwell School) [Simon Brereton (Headteacher, Holy Trinity CE Primary School)]	EEF, schools, EPS	25 days	<p>Transition “best practice” protocols in place across all age ranges and discussed at and shared via children and young people fora allowing pupil voice to be captured and to influence co-production of the protocols.</p> <p>Young people present life experiences of transition at the</p>	<p>Case studies of pupil experience evidence strong transition practices.</p> <p>Compared to a baseline of student feedback via a survey, with particular reference to transition, in October 2022 there will be an improvement of 25% by October 2023 with at least 51% of children & young people reporting a positively by October 2024.</p>	

Outcomes & Impact Measures Refs	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
						Annual SEND Student Conference.		
9.3 Standardised SEND transition paperwork and data sharing established								
9.3.2 IM 2	Data-sharing agreement across all Tameside schools re SEND needs.	October 2022	Dean McDonagh (Education Data Lead) and Tina Tray (Headteacher, Oakdale Primary Special School)	Send Assessment Team, TPC, TASH	5 days	All schools signed up to the agreement. Consistent paperwork in place.	Standard data sharing process and agreement clearly outlined in a transition protocol so that parents know what to expect. This will be reflected after a baseline of student feedback via a survey, with particular reference to transition, in October 2022 there will be an improvement of 25% by October 2023 with at least 51% of children & young people reporting a positively by October 2024.	

Priority 10	The lack of strategic direction in the support for children and young people to prepare them effectively for adulthood
Lead	Mark Whitehead (Head of Operation Services, Adults) and Sarah Jamieson (Head of Economy, Employment & Skills)

Outcomes:

- 10.1 Preparing for Adulthood Plan (PfA) refresh is co-produced with all stakeholders including those with lived experience. The plan provides clear strategic direction, clear multi-disciplinary governance, oversight of the plan, staff development and improved processes.**
- 10.2 Updated tracker (register) to capture all young people with EHCPs in need of social care from aged 14+ effectively linked with housing and support planning within Adult Social Care, and informing joint commissioning decisions regarding future delivery models for young people.**
- 10.3 The Learning Disability and Autism Strategies align to the Preparing for Adulthood Plan objectives and that these are monitored via the established Tameside Partnership Board, the Greater Manchester Delivery Group and the Greater Manchester Health and Social Care Partnership governance and reporting structure.**
- 10.4 Improved access to health provision that is available for those with more complex needs.**

Impact Measures:

1. An increase in % of KS4 cohort with SEND who are in Education & Employment or Training to at least be in line with national average of 89% for 2021 (Tameside at 88% in 2020).
2. An increase in annual health checks for 14-25 year olds with a Learning Disability to be at least in line with the National Target of a minimum of 75% in 2022/23. Currently 63% 2021/22.
3. Maintain the proportion of people (aged 18+) with LD living in own homes (ASCOF 1G) in Tameside. Ensuring we remain above NW average which was 87% in 2021.
4. Area parent / carer satisfaction survey demonstrates an increase in the proportion of the SEND community who feel included in decisions regarding preparation for adulthood. Following the completion of the survey to acquire an initial baseline by July 2022. Comparing to baseline results, 10% improvement by July 2023, 25% by July 2024, and working towards at least 51%+ of parents reporting a positive experience by December 2024.
5. Young people feel they have greater insight into the opportunities afforded by the PfA process, including supported internships, and complete an annual SEND survey which show improved satisfaction among learners. Following a baseline survey in October 2022, with particular reference to PfA, improvement of 25% from the baseline by October 2023 with at least 51% of young people reporting a positive experience by October 2024.

Outcome Ref	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
10.1 Preparing for Adulthood Plan refresh is co-produced with all stakeholders including those with lived experience. The plan provides clear strategic direction, clear multi-disciplinary governance, oversight of the plan, staff development and improved processes								

Outcome Ref	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
10.1.1 IM 4	Identify SEND professional/s to liaise with all partner agencies and parents and families to support processes around Preparation for Adulthood	April 2022	Wendy Young (Deputy Head of SEND)	PFA, SEND Assessment Team	1 day	Identify named lead for PFA. SEND Representative in regular attendance at Preparation for Adulthood Meetings, Tameside LD Partnership Board and Tameside Autism Partnership Board which support delivery of all age strategies across GM. Improved parent survey results by Sept 2022.	Clear leadership for Pfa. Evidenced through the area parent / carer satisfaction survey, with relation to specific questions on confidence in the PfA process and outcomes. Following completion of the survey to acquire an initial baseline, we will see 10% improvement by July 2023, 25% by July 2024, and working towards at least 51%+ of parents reporting a positive experience by December 2024 Case studies of pupil experience evidence strong transition practices.	
10.1.2 IM 4	Ensure the governance structures mean that key stakeholders and leaders are held	September 2022	Mark Whitehead (Head of Operation Services, Adults)	ASC, CCG, Education, Children's	24 hours per annum	Refresh of terms of reference and membership with regular implementation	OKE representatives will communicate to parent / carer fora that robust governance structures are in place for young	

Outcome Ref	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
	accountable for the implementation of the plan and key objectives and that these are monitored on a quarterly basis enabling senior leaders across agencies to evaluate effectiveness of PfA arrangements.					<p>updates at each meeting.</p> <p>OKE representative to be invited to all relevant meetings (SENDIG etc.)</p> <p>Performance towards objectives are reported to SENDIG and formal Boards as appropriate.</p> <p>Development and implementation of a PFA Plan for Tameside.</p>	<p>people, leading to increased confidence in the processes in place to support effective PfA. Evidenced through the area parent / carer satisfaction survey, with relation to specific questions on confidence in the PfA process and outcomes. Following completion of the survey to acquire an initial baseline, we will see 10% improvement by July 2023, 25% by July 2024, and working towards at least 51%+ of parents reporting a positive experience by December 2024.</p> <p>Clear actions linked to person centred and outcomes.</p>	
10.1.3 IM 1 & 5	Source training opportunities for young adults through liaison with DfE and	April 2023	Mark Whitehead (Head of Operation Services, Adults) and Sarah Jamieson (Head of Economy,	DfE, National Development Team for Inclusion (NDTI), Economy,	£5,000 per annum conference costs	Training delivered to post-16 stakeholders	Young people feel they have greater insight into the opportunities afforded by the PfA	

Outcome Ref	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
	<p>NDTI, with emphasis on Preparation for Adulthood</p> <p>Plan and deliver an annual SEND student conference focusing on Preparation for Adulthood, with engagement from a wide range of stakeholder. Secure sign-up from providers for Supported internships.</p>		Employment & Skills)	Employment & Skills		<p>Annual SEND Student Conference survey shows improved satisfaction among learners re Preparation for Adulthood.</p> <p>Increase in supported internships.</p> <p>Dedicated job fairs established to promote supported employment and apprenticeship and career opportunities.</p>	<p>process, including supported internships and completing an annual SEND survey to show improved satisfaction among learners. Following a baseline student survey in October 2022 with particular reference to PfA, there will be an improvement of 25% on the baseline by October 2023 with at least 51% of young people reporting a positive experience by October 2024.</p> <p>% of KS 4 cohort with SEN in Education & Employment or training to at least be in line with national average of 89% for 2021.SEND Destinations – School Leavers Moving On Report 2021: 84.9% EET, 14.1% NEET</p>	

Outcome Ref	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
							(remainder not available). Local target to be established by end of October 2022.	
10.1.4 [see also priority 3.1] IM 1 & 4	Review the Transition Protocol and Pathway, consult on and publish in an accessible format	Spring 2023	Jo Robinson (PFA Manager)	Children's Services, Health, Adults, Schools	£3000	Design and develop a co-produced multi agency transition protocol formally agreed and published by end of May 2023. Publication of the documentation on the Adult Social Care Website and the Local Offer, and non-digital offer for those that require it.	Area parent/carer satisfaction survey demonstrates an increase in the proportion of the SEND community who feel included in decisions regarding Preparation for Adulthood and confidence in the process with specific questions relating to parent and young people's voice influencing outcomes, confidence in the process and outcomes. Following the completion of the survey to acquire an initial baseline. Comparing to baseline results, 10%	

Outcome Ref	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
							<p>improvement by July 2023, 25% by July 2024, and working towards at least 51% of parents reporting a positive experience by December 2024.</p> <p>And improvement of 25% on the baseline for the annual SEND student survey by October 2023 with at least 51% of young people reporting a positive experience by October 2024.</p>	
<p>10.2 Updated Tracker (register) to capture all young people with EHCPs in need of social care from aged 14+ effectively linked with housing and support planning within Adult Social Care, and informing joint commissioning decisions regarding future delivery models for young people</p>								
<p>10.2.1</p> <p>IM 4</p>	<p>Implement a live Tracker (register) in LCS and LAS for all young people predicted to come into adult social care to inform future planning of provision and demand.</p>	<p>September 2022 and ongoing</p>	<p>Jo Robinson</p>	<p>Children's Services, Health, Adults, Education and Schools, Finance, Commissioning CSC and ASC, CCG</p>	<p>20 days</p>	<p>Design and develop a Tracker in LCS and LAS including staff training on the new protocol and recording system.</p>	<p>Young people and their families are offered the right support at the right time to promote positive outcomes. All practitioners will have access to clear information and a single record for people as</p>	

Outcome Ref	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
							<p>they transition to adulthood.</p> <p>Young people and their families experience a seamless and positive preparation for adulthood experience. Reported via area parent / young person satisfaction survey</p> <p>Evidenced through the area parent satisfaction survey, with relation to specific question on confidence in the transition process between children's to adult services.</p> <p>Comparing to baseline results, 10% improvement by July 2023, 25% by July 2024, and working towards at least 51%+ of parents reporting a positive experience by December 2024.</p>	

Outcome Ref	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
10.3 The Learning Disability and Autism Strategies align to the Preparing for Adulthood Plan objectives and that these are monitored via the established Tameside Partnership Board, the Greater Manchester Delivery Group and the Greater Manchester Health and Social Care Partnership governance and reporting structure								
10.3.1 IM 1, 2 & 3	Align the Preparing for Adulthood Plan strategically with the: <ul style="list-style-type: none"> • Tameside Learning Disability Strategy • Tameside Autism Strategy • SEND Joint Commissioning Plan • SEND Improvement and Development Action Plans. 	September 2022	Mark Whitehead (Head of Operation Services, Adults)	Children's Services, Health, Adults, Schools, Employment, Probation Services, user-led groups	8 days	<p>The preparing for Adulthood Plan will form part of the quarterly scheduled reviews undertaken by both Partnership Boards and via SENDIG.</p> <p>There is a clear governance reporting structure in place for monitoring this area with ToR and clear plans.</p> <p>Coordinated multi agency support for the SEND cohort.</p>	<p>Engagement plan developed, and formally agreed, to engage and consult with Parent carers and young people and key stakeholders around setting strategic direction by Sept 2022.</p> <p>ASCOF Proportion of people (aged 18+) with LD living in own homes. The target is to remain above NW average which was 87% in 2021. Current draft performance is 95.9% in 2022. (Client level data will help us drill down to 18-25yr olds from April 2023 onwards).</p> <p>Annual health checks for 14-25 year olds to</p>	

Outcome Ref	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
							<p>be at least in line with the National Target of 75% in 2022/23. Current performance is 63% in 2021/22.</p> <p>% of KS 4 cohort with SEN in Education & Employment or Training to at least be in line with national average of 89% for 2021. Local target to be established by end of October 2022.</p>	
10.4 Improved access to health provision that is available for those with more complex needs.								
10.4.1 IM 2	Strategic Preparation for Adulthood lead for Health identified.	April 2022	Lynzi Shepherd (Head of Mental Health and Learning Disabilities)	PCFT/ICFT/DCO/ Parent Carer Forum	No additional resource requirements	<p>Person identified as strategic health Lead for PFA.</p> <p>Co-production programme established to evidence impact of role which will provide baseline data for improvement.</p>	Young people and their families will feel they have been involved in strategic plans to reflect the health priorities and needs of SEND across the health system extending and impacting in to adulthood and are involved in developing them.	

Outcome Ref	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
<p>10.4.2</p> <p>IM 2</p>	<p>Establish robust systems to check the quality of health provision for children and young people preparing for adulthood across Tameside.</p>	<p>June 2022</p>	<p>Lynzi Shepherd (Head of Mental Health and Learning Disabilities, Adrian Rocks (Head of Education Commissioning)/Mark Whitehead (Head of Operation Services, Adults)</p>	<p>PCFT, ICFT, DCO, PARENT CARER FORUM</p>	<p>1 FTE</p>	<p>Review, develop and implement robust monitoring of health checks for children and young people preparing for adulthood across Tameside.</p> <p>Weaknesses in provision identified quickly, challenged and used to inform commissioning.</p>	<p>Young people will be able to take control of the health provision as they prepare for adulthood. This will be monitored through satisfaction with the young people and their involvement with coproducing the quality system mechanisms we will put in place.</p> <p>Families will report an increased satisfaction level with health services involvement and develop a better understanding of what is available to support them and their children throughout the preparation for adulthood.</p> <p>Survey to be carried out to establish baseline targets.</p>	

Outcome Ref	Actions	Completion Date	Lead	Delivery Partners	Resource (cost/time)	What needs to be done?	How will it impact on children and families?	Progress / impact & RAG rating
							Annual health checks for 14-25 year olds to be at least in line with the National Target of 75% in 2022/23. Current performance is 63% in 2021/22.	

Key Roles:

TMBC and CCG Officers:

Chief Executive TMBC and Accountable Officer Tameside and Glossop CCG	Sandra Stewart
Director of Children's Services (DSC)	Ali Stathers-Tracey
Director of Education	Tim Bowman
Head of SEND	Charlotte Finch
Director of Nursing, Quality and Safeguarding	Gill Gibson
Director of Commissioning (CCG)	Jess Williams
Designated Medical Officer (DMO)	Dr Bunmi Lawson
Head of Starting Well	Louise Rule
Head of Mental Health and Learning Disabilities	Lynzi Shepherd
Assistant Director Children's Social Care	Tony Decrop
Head of Service, Adult Social Care	Mark Whitehead