

# Nottinghamshire's Special Educational Needs and Disabilities (SEND) Strategic Action Plan (January 2021 to March 2023)



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## 1. Introduction

During 2019, the County Council led on the development of the Nottinghamshire SEND Policy for 2020-2023 with its partners including parents and carers. The Policy reflects the changing landscape of SEND following the Children and Families Act (2014), including a significant increase in the demand for SEND services and provision, as well as the need to support some young people until the age of 25.

The recommendations of the [High Needs Review](#) (2018) have informed the development of the Policy, and especially the feedback received from parents and carers about their experiences of SEND services and provision in Nottinghamshire.

The Policy builds upon Nottinghamshire's long-standing commitment to inclusion which enables most children and young people with SEND to receive their education in local mainstream settings and access resources without the need for an Education, Health and Care Plan (EHCP). Our commitment to inclusion extends into adulthood to support successful transition into adult lives of independence, choice and control, and employment, where appropriate.

The Policy will contribute to the delivery of the key commitments in the Nottinghamshire County Council Plan 2017-2021, 'Your Nottinghamshire, Your Future' as well as supporting the delivery of the aspirations of the NHS Long Term Plan (2019) for children and young people with SEND.

The Policy has been through extensive public consultation with an on-line survey and workshops including one specifically for parents and carers. The feedback from all stakeholders has been very positive, as well as providing useful comments regarding the implementation of the Strategy.

The Policy is ambitious for Nottinghamshire and will need all partners to work together to deliver its outcomes. To support the delivery of the Policy, this SEND Strategic Action Plan has been developed by the Local Area, which will be regularly reviewed and monitored by the Nottinghamshire SEND Accountability Board.

## 2. The Nottinghamshire Context

Nottinghamshire is the tenth largest County Council in England, with a population of 828,224 (source: Mid-Year Population Estimates 2019). The levels of deprivation vary considerably across the County's seven districts and boroughs, ranging from the highest in Mansfield (46 out of 326 Districts/unitary authorities) to the lowest in Rushcliffe (314 out of 326) (source: Indices of Multiple Deprivation 2019).

In Nottinghamshire, 10.5% of pupils in maintained schools or academies have a statutory Education, Health and Care (EHC) Plan or are in receipt SEN support. This compares to an average of 14.8% across all English local authorities (January 2019), statistical neighbour average of is 13.5% and East Midlands average of 13.8% (source: School Census 2019).

The most common primary SEND needs for children and young people with an EHC Plan are: (1) Autistic Spectrum Condition (43%); and (2) Severe Learning Difficulty (12%). For children and young people with SEN Support the most common primary SEND needs are: (1) Moderate Learning Difficulty (21%); and (2) Social, Emotional and Mental Health (21%) (source: School Census January 2020).

The percentage of children and young people in Nottinghamshire with SEN Support varies considerably across the County. In Ashfield schools, 10.9% of all children and young people have SEN Support, whilst only 5.8% of children and young people in Rushcliffe have SEN Support (source: School Census January 2019).

In January 2020, there were 2,991 EHC Plans in Nottinghamshire. 1.8% of these plans were for children under 5 years of age; 22.5% for children aged 5-10; 38.1% for young people aged 11-15; and 37.5% aged 16-25. Nottinghamshire has a higher percentage of young people aged 16 or above with an EHC Plan than the English average but a lower percentage for Early Years and Primary aged children (source: SEN2 2020).

Two thirds of children with an EHC Plan attending a Nottinghamshire maintained or academy school are registered at a special school compared to the English average of 48.5%, statistical neighbour average of 53.6% and East Midlands average of 53.9% This reflects the long tradition of inclusion in Nottinghamshire, with significant numbers of children and young people with SEND attending mainstream schools without the recourse to an EHC Plan (source; SEN2 2020).

The percentage increase in EHC Plans nationally from January 2015 to January 2020 was 62.4%. This compares to an increase of 81.7% (1,646 to 2,991) in Nottinghamshire. Statistical neighbour increased by 48.6%, and East Midlands increased by 38.8%) (source: SEN2 2020). The growth in Nottinghamshire has stabilised and is now in line with the annual increases experienced across England and in the East Midlands.

Despite this increase in EHCPs, the percentage of 0-25-year olds with an EHCP in Nottinghamshire at 1.26% remains significantly lower than the English average of 2.23%, statistical neighbour average of 2.23% and East Midlands average of 1.7% (source: SEN2 2020 and mid-year population estimate 2019).

Performance for new Plans issued within 140 days in 2019 including exceptions was 83.2% in Nottinghamshire compared to the English average of 58.7%, statistical neighbour average of 54.9% and East Midlands average of 67.8% (source: SEN2 2020).

## **Nottinghamshire Attainment data (2019) for all children and young people with SEN**

### **Key Stage 1 SEN**

14.7% of SEN pupils achieved the expected standard in combined reading writing and maths. This represents an increase of 0.5 percentage points on 2018. National Consortium for Examination Results (NCER) national figure of 18.6%.

### **Key Stage 2 SEN**

21.0% of SEN pupils achieved the expected standard in combined reading writing and maths. This represents an increase of 1.3 percentage points on 2018. NCER national figure of 22.3%.

Progress figures for SEN pupils are below national in reading, broadly in line for writing and above in maths for the same pupil group. Figures are -1.9 for reading (-1.5 nationally), -2.1 for writing (-2.2 nationally) and -1.3 for maths (-1.5 nationally).

### **Key Stage 4 SEN**

15.8% of SEN pupils achieved grades 9-5 in both English and maths. This represents an increase of 4.8 percentage points from 2018. NCER national figure of 13.8%.

28.2% of SEN pupils achieved grades 9-4 in both English and maths. This represents an increase of 4.7 percentage points from 2018. NCER national figure of 26.7%.

The attainment 8 figure for the cohort is 26.6%? with a national figure of 27.6%?.

Progress figures for SEN pupils are broadly in-line with national for the same pupil group and are -0.63 compared with -0.62 nationally.

### **3. Our vision, values and principles**

The Nottinghamshire SEND Policy's vision is:

**“Our vision is that children and young people with Special Educational Needs and Disabilities (SEND) will be safe, healthy and happy, and have a good quality of life and opportunities to fulfil their aspirations, develop their independence and make a positive contribution to society.”**

**The values and principles underpinning the work of partners in Nottinghamshire are:**

- 1. Ensuring the child or young person's voice is central to decision making.**
- 2. Supporting collaborative relationships with key partners and services, including parents and carers, schools and colleges and other educational settings, health and other local authority services.**
- 3. Working in partnership to ensure co-ordination of services.**
- 4. Co-producing services with service users.**
- 5. Committing to improve the attainment of all children and young people, with a focus on the achievement and progress of those with SEND.**
- 6. Ensuring early support and timely intervention, following the identification of need, using a graduated approach to avoid escalation of difficulties.**
- 7. Maintaining inclusive practices to ensure that children and young people remain connected to their communities.**
- 8. Preparing children and young people for adulthood at the earliest appropriate stage.**
- 9. Ensuring that children and young people with SEND attend good and outstanding early years settings, schools and colleges, including special schools and specialist colleges where appropriate.**
- 10. Allocating resources using processes that are simple, fair and transparent.**

#### **4. How will we transform our services?**

**The Nottinghamshire SEND Policy identifies 12 essential outcomes for the Policy to be delivered successfully:**

- 1. Decisions we make about the education of children and young people with SEND are being shaped by their thoughts and views.**
- 2. Decision making related to placements and curriculum is of high quality, so that children and young people are better prepared for adulthood and can access educational pathways leading to the outcomes they seek.**
- 3. Decision making takes place as close to children or young people as possible to promote local accountability with a focus on early intervention.**
- 4. Our plans and services for SEND are designed with children and young people, parents and carers, according to the principles of co-production, as outlined in Nottinghamshire's Co-production Charter.**
- 5. Parents and carers of children and young people with SEND are confident in the decisions that are made, and in the provision their children and young people receive.**
- 6. Children and young people access appropriate educational provision, with or without an EHC Plan, so that they make continuous and appropriate progress from their personal starting points.**
- 7. Transition arrangements across key stages and between all Children's and Adult services are seamless and smooth.**
- 8. The range of local SEND provision and educational settings is broad, so that more children and young peoples' needs are met closer to home.**
- 9. Our approach to concerning behaviour is consistent and restorative, so that such behaviour is viewed as an indicator of underlying need.**
- 10. Our approach to social, emotional and mental health concerns is consistent, so that needs are met in mainstream settings and fewer children and young people with SEND receive fixed-term or permanent exclusions.**
- 11. Technology and digitalisation are maximised within the EHCP process, so that timeliness, transparency and effectiveness is improved, and parent and carer confidence is high.**
- 12. All partners have timely access to appropriate continuing personal development (CPD), so that there is a high level of knowledge, skill and confidence in the SEND workforce in Nottinghamshire.**

## 5. Our Action Plan

<b>1. Next Step - SEND Partnership</b>				
<b>Why is this a priority for the Local Area?</b>				
<ul style="list-style-type: none"> <li>To ensure effective strategic leadership and governance across the Local Area for SEND.</li> <li>To ensure opportunities for joint and integrated commissioning of services are fully utilised.</li> <li>To ensure the needs of children and young people are effectively understood and actions are in place that meet needs, plan effectively for them and fulfil statutory duties.</li> <li>To improve the consistency of services delivered across the Local Area, whilst reducing duplication.</li> </ul>		<ul style="list-style-type: none"> <li>To ensure that resources are effectively managed, including the Early Years Inclusion Fund and High Needs Block.</li> <li>To ensure that the 0-25 agenda is fully embraced across all partners.</li> <li>To ensure services are providing effective multi-agency responses which are focused on improving outcomes and experience of children and young people with SEND and their families.</li> <li>To ensure there are high aspirations explicitly set and embedded in leadership, services and partners including schools.</li> </ul>		
<b>What do we need to do to achieve this priority?</b>	<b>Named Lead</b>	<b>Lead organisations</b>	<b>Timescale</b>	<b>How will we know when this has been achieved?</b>
1.1 Develop the leadership role of the Nottinghamshire SEND Accountability Board across the Local Area.	Colin Pettigrew	All statutory partners Parents & carers Young people	2021-2023	<ul style="list-style-type: none"> <li>Partners are held to account for the delivery of the Strategic Action Plan by the Board.</li> <li>The Board's profile is raised and becomes the decision-making forum for the partnership.</li> <li>High aspirations are explicitly set by the Board and embedded in leadership, services and partners including schools.</li> </ul>



What do we need to do to achieve this priority?	Named Lead	Lead organisations	Timescale	How will we know when this has been achieved?
1.2 Develop and implement the Integrated SEND Commissioning Strategy for 2021-2023.	Jill Norman Katharine Browne Terry Hayes	Nottinghamshire County Council (NCC) Clinical Commissioning Groups (CCGs)	2021- 2023	<ul style="list-style-type: none"> <li>The six priorities outlined in the Strategy are successfully implemented.</li> <li>Service user feedback confirms improvements to services.</li> <li>New opportunities for integrated commissioning are identified as the approach is embedded effectively in organisations.</li> </ul>
1.3 Develop a performance and outcomes framework for the Strategic Action Plan.	Chris Jones	All statutory partners Parents & carers Young people	July 2021	<ul style="list-style-type: none"> <li>The performance and outcomes framework will be reviewed and monitored by for the SEND Accountability Board every three months.</li> <li>Develop a '<i>SEND in a Nutshell</i>' for the Local Area (Balanced Scorecard).</li> </ul>
1.4 Complete the updating of the Joint Strategic Needs Assessment (JSNA) for children and young people with disabilities in Nottinghamshire.	Louise Lester	NCC	December 2021	<ul style="list-style-type: none"> <li>The completed JSNA provides a comprehensive overview of available data about children and young people with disabilities in Nottinghamshire, together with an analysis of gaps in provision and recommendations.</li> </ul>
1.5 The implementation of the Locality Model is supported by strategic leaders across the Local Area.	Jac Rout-Lysandrou Karen Hughman Simon Ray Michelle Sherlock	All statutory partners Parents and carers	December 2021	<ul style="list-style-type: none"> <li>Locality Working Groups established.</li> <li>Locality working model is fully implemented with local leadership taking responsibility for decision making and the allocation of resources (High Needs Block).</li> <li>Local accountability for the High Needs Block budget start to be developed.</li> </ul>

## 2. Next Step - SEND Provision

### Why is this a priority for the Local Area?

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| <ul style="list-style-type: none"> <li>• To ensure that all children and young people with SEND attend good or outstanding educational settings.</li> <li>• To ensure that educational settings have a commitment to inclusive practice and set high aspirations for children and young people with SEND.</li> <li>• To ensure there is a clear understanding of the graduated response for SEND and all partners understand thresholds.</li> <li>• To ensure that the range of specialist provision is broad to meet needs across the Local Area.</li> </ul> | <ul style="list-style-type: none"> <li>• To ensure that SEND provision are regularly reviewed against projected need and adapted to meet changing requirements.</li> <li>• There are a range of employment opportunities available to young people leaving school and FE Colleges and alternative providers e.g. supported internships.</li> <li>• To ensure there are a range of independent living options for young people with SEND in the Local Area.</li> </ul> |
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What do we need to do to achieve this priority?	Named Lead	Lead organisations	Timescale	How will we know when this has been achieved?
2.1 Undertake a needs analysis of specialist provision in order to predict future needs and support bids for capital funding.	Karen Hughman Jane Starbuck Chris Jones Steve Holland Jude Burgess	NCC	July 2021	<ul style="list-style-type: none"> <li>• Needs analysis completed and published annually.</li> </ul>
2.2 Develop and embed a wider range of specialist education provision to meet local needs.	Karen Hughman Jane Starbuck Chris Jones	NCC Educational Settings	January 2022	<ul style="list-style-type: none"> <li>• At least 2 Special School Hubs established.</li> <li>• At least 5 Enhanced Provision Units established.</li> <li>• Improved collaboration between FE Colleges, schools and alternative providers.</li> </ul>

What do we need to do to achieve this priority?	Named Lead	Lead organisations	Timescale	How will we know when this has been achieved?
2.3 To work with mainstream school leaders to ensure SEND is a priority and to support them to develop a strategic approach to developing SEND Provision.	Jane Starbuck Simon Ray	NCC School Leaders SENCOs	December 2021	<ul style="list-style-type: none"> <li>• Evaluation of training.</li> <li>• OFSTED inspection outcomes.</li> <li>• SEND school reviews.</li> </ul>
2.4 Increase the range and quality of short breaks providers.	Jill Norman Jon Hawketts	NCC	September 2021	<ul style="list-style-type: none"> <li>• Short breaks offer is improved with a greater range of opportunities across the county.</li> <li>• Develop a Nottinghamshire quality mark for providers.</li> <li>• Feedback from service users and families.</li> </ul>
2.5 Develop a clear understanding of the relationship between Children's Disability Service (CDS) and Integrated Children's Disability Service (ICDS) to identify areas where there are gaps in provision and make recommendations for improvement.	Jill Norman Sophie Eadsforth	NCC	September 2021	<ul style="list-style-type: none"> <li>• Agreed recommendations will have been successfully implemented.</li> <li>• There will be a clear understanding of the pathways between ICDS and CDS.</li> <li>• There will be a reduction in the number of complaints about the poor coordination of services and support.</li> </ul>

<b>What do we need to do to achieve this priority?</b>	<b>Named Lead</b>	<b>Lead organisations</b>	<b>Timescale</b>	<b>How will we know when this has been achieved?</b>
<b>2.6 Ensure the commissioning framework for education and care placements includes Preparation for Adulthood (PfA) outcomes related contractual expectations, that link to relevant annual review processes.</b>	<b>Jon Hawketts Naomi Russell</b>	<b>Children and Families Children's Commissioning Team Adult Social Care and Health</b>	<b>2022</b>	<ul style="list-style-type: none"> <li>• <b>Framework is in place that clearly sets out the expectations for providers around PfA and can be used to review their performance.</b></li> </ul>
<b>2.7 Establish a geographical pilot to develop pathways and the curriculum to support Preparation for Adulthood (PfA) outcomes.</b>	<b>Louise Benson Jane Starbuck</b>	<b>NCC Educational Settings</b>	<b>September 2021</b>	<ul style="list-style-type: none"> <li>• <b>Head Teacher / Senior Leader Briefings in Autumn 2020.</b></li> <li>• <b>Pilot area identified – 1 or 2 districts including post 16 provision.</b></li> <li>• <b>Collaborative Planning Group established.</b></li> </ul>
<b>2.8 Develop robust commissioning arrangements for mental health which ensure a comprehensive model of care for those aged 0-25 by 2023-2024, as stated in the NHS Long-Term Plan (0-25 models of care).</b>	<b>Terry Hayes Katharine Browne</b>	<b>Children's Integrated Commissioning Hub (CICH) Clinical Commissioning Groups (CCGs)</b>	<b>2021-2023</b>	<ul style="list-style-type: none"> <li>• <b>Annual update on the incremental improvement that has taken place to develop commissioning arrangements.</b></li> </ul>
<b>2.9 Build stronger transition arrangements within children's health commissioning,</b>	<b>Terry Hayes Katharine Browne</b>	<b>CICH CCGs</b>	<b>2022</b>	<ul style="list-style-type: none"> <li>• <b>Report back to the Board on transition policies within contracts to ensure transitions policies are in place.</b></li> </ul>

### 3. Next Step - SEND Systems

#### Why is this a priority for the Local Area?

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| <ul style="list-style-type: none"> <li>• To ensure the development of effective locality working across Local Area SEND services.</li> <li>• To ensure statutory timescales are met for Education, Health and Care assessments.</li> <li>• To ensure that EHCPs are developed through engagement and co-production with parents/carers, children and young people.</li> <li>• To ensure there is full involvement from health practitioners and clinicians, and social care to support the EHCP needs assessment process and they are clear on process and timescales.</li> </ul> | <ul style="list-style-type: none"> <li>• To ensure that annual reviews are undertaken at the appropriate time with the relevant professionals involved.</li> <li>• To ensure EHCPs are quality assured and moderated.</li> <li>• There are clear decision-making pathways and/or panel processes in place for joint funding arrangements.</li> <li>• To ensure that transitions from one provider to another, or a move to adult services, is managed in a transparent and timely manner.</li> </ul> |
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What do we need to do to achieve this priority?	Named Lead	Lead organisations	Timescale	How will we know when this has been achieved?
3.1 Develop the case holding model for the Statutory EHC Assessment Team to ensure every child or young person with a Plan has a named worker.	Sandrina Mapletoft Jac Rout-Lysandrou	NCC	January 2021	<ul style="list-style-type: none"> <li>• Model implemented effectively.</li> <li>• Named case worker for every child or young person with an Education, Health and Care Plan.</li> <li>• Reduced reference to poor communications in complaints.</li> </ul>

<b>What do we need to do to achieve this priority?</b>	<b>Named lead</b>	<b>Lead organisations</b>	<b>Timescale</b>	<b>How will we know when this has been achieved?</b>
<b>3.2 Complete the roll-out of the EHC Hub.</b>	<b>Sandrina Mapletoft Emily Sullivan Michelle Sherlock Terry Hayes</b>	<b>NCC Clinical Commissioning Group's and health providers</b>	<b>September 2021</b>	<ul style="list-style-type: none"> <li>• All EHC Plans are completed on the Hub, with partners contributing electronically.</li> </ul>
<b>3.3 Review the quality assurance programme for EHC Plans.</b>	<b>Chris Jones</b>	<b>All statutory partners Parents, carers and young people</b>	<b>April 2021</b>	<ul style="list-style-type: none"> <li>• Monitoring the SEND Accountability Board's EHCP Quality Assurance Improvement Plan.</li> <li>• Outcomes from the SEND Accountability Board's Quality Assurance Workshop (Dec 2020).</li> <li>• Service user feedback.</li> </ul>
<b>3.4 Review funding formula for SEN Support to improve incentives for inclusive practice.</b>	<b>Charles Savage Jude Burgess Louise Benson</b>	<b>NCC</b>	<b>December 2022</b>	<ul style="list-style-type: none"> <li>• Report presented to Schools Forum for support and agreement.</li> <li>• Agreed changes are implemented from April 2023.</li> </ul>
<b>3.5 Meet statutory timescales for EHC Plans.</b>	<b>Sandrina Mapletoft Jaq Rout-Lysandrou</b>	<b>All statutory partners</b>	<b>2020-2021</b>	<ul style="list-style-type: none"> <li>• Reviewed and monitored as part of the Board's Outcomes and Performance Framework.</li> </ul>

What do we need to do to achieve this priority?	Named lead	Lead organisations	Timescale	How will we know when this has been achieved?
<p>3.6 To review, and where required to develop resources to enable parents, carers, educational and care settings to further support young people to prepare for adulthood.</p>	<p>Naomi Russell Louise Benson</p>	<p>Young people, parents and carers Educational and social care settings</p>	<p>2021</p>	<ul style="list-style-type: none"> <li>• Tool kit for Nottinghamshire developed with young people and carers, utilising existing resources or new resources where gaps have been identified.</li> <li>• Webinars for young people, parents and carers, educational and social care settings are delivered on PfA.</li> <li>• Local Authority's PfA event will provide more information about help and support for parents and carers who are supporting their children to prepare for adulthood.</li> </ul>
<p>3.7 Ensure that age appropriate PfA outcomes are included in EHCPs from Year 9 onwards and are reviewed annually.</p>	<p>Sandrina Mapletoft Jaq Rout-Lysandrou Louise Benson</p>	<p>NCC Educational Settings</p>	<p>March 2021</p>	<ul style="list-style-type: none"> <li>• Improved confidence of educational settings to include PfA outcomes in Plans.</li> <li>• Improved engagement of parents and carers.</li> <li>• All EHC Plans from Year 9 will have appropriate PfA outcomes.</li> </ul>
<p>3.8 Produce a guide to services which compliments the information on the Local Offer, focussing on transition and what changes to expect.</p>	<p>Michelle Sherlock Terry Hayes (Designated Clinical Officer (DCO) team)</p>	<p>NHS Bassetlaw Clinical Commissioning Group (CCG) NHS Nottingham and Nottinghamshire CCG</p>	<p>April 21</p>	<ul style="list-style-type: none"> <li>• Improved information available on the Local Offer to support CYP and families in understanding local provision and when to expect changes in their care.</li> </ul>

## 4. Next Step - SEND Achievement

### Why is this a priority for the Local Area?

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| <ul style="list-style-type: none"> <li>• To ensure school census data is analysed to identify possible inconsistencies in the identification of needs</li> <li>• To ensure educational attainment and progress measures are analysed and used to identify the progress made by children and young people with SEN.</li> <li>• To ensure destinations match the aspirations and achievements of children and young people.</li> <li>• To ensure outcomes for children with SEN Support at EYFS, KS1, 2 and 4 are improving.</li> <li>• To ensure outcomes for children and young people with EHCPs at EYFS, KS1, 2 and 4 are improving.</li> </ul> | <ul style="list-style-type: none"> <li>• To ensure outcomes for Looked After Children with SEND are improving.</li> <li>• To ensure school attendance of pupils on SEN Support and those with EHCPs are monitored and plans put in place to support individuals to attend school.</li> <li>• To ensure the level of fixed term and permanent exclusions for pupils on SEN Support and with EHCPs are monitored and plans put in place to reduce the number of exclusions.</li> <li>• To ensure young people with SEND are in Employment, Education and Training.</li> </ul> |
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What do we need to do to achieve this priority?	Lead Name	Lead organisations	Timescale	How will we know when this has been achieved?
4.1 Support settings to accurately identify SEND needs across all educational settings including Early Years and Further Education. Analysis of BAME characteristics to be included.	Jane Starbuck Simon Ray Jude Burgess Louise Benson Chris Jones	NCC Educational Settings	December 2021	<ul style="list-style-type: none"> <li>• Trends are identified and understood.</li> <li>• Reduction of use of 'Other &amp; No Specific Assessment' type in January census.</li> <li>• A clearer link will be made between the identification of need and strategic commissioning.</li> </ul>



<b>What do we need to do to achieve this priority?</b>	<b>Lead Name</b>	<b>Lead organisations</b>	<b>Timescale</b>	<b>How will we know when this has been achieved?</b>
<b>4.2 Further develop supported internships and review access to traineeships by young people with SEND.</b>	<b>Louise Benson</b>	<b>NCC FE Colleges Employers</b>	<b>September 2022</b>	<ul style="list-style-type: none"> <li>• September 2022 target of 100 supported internships across Nottinghamshire is achieved.</li> <li>• Develop case studies including videos to support pathways involving supported internships and traineeships.</li> </ul>
<b>4.3 The impact of transition arrangements at all Key Stages are reviewed to ensure robust communication of need and ongoing consistency of support.</b>	<b>Simon Ray Jude Burgess Jane Starbuck</b>	<b>NCC Educational Settings</b>	<b>December 2022</b>	<ul style="list-style-type: none"> <li>• Recommendations identified from the review are implemented.</li> <li>• Formal consultation between FE and Other Post 16 Settings take place in line with statutory requirements.</li> </ul>
<b>4.4 Support settings to apply a whole setting approach to SEND.</b>	<b>Jane Starbuck Jude Burgess Simon Ray</b>	<b>NCC Educational Settings</b>	<b>December 2022</b>	<ul style="list-style-type: none"> <li>• OFSTED Evaluation.</li> <li>• Area Schools Improvement Team (ASIT) Evaluation.</li> <li>• Parent and pupil feedback.</li> </ul>
<b>4.5 Improve the destination information available for young people with SEND (EHCP and SEND Support) post Year 13 (age 18 and above).</b>	<b>Louise Benson Simon Ray Jane Starbuck</b>	<b>NCC Educational Settings</b>	<b>April 2022</b>	<ul style="list-style-type: none"> <li>• First destinations post Year 13 are known for at least 85% of all young people with SEND (EHCP and SEND Support).</li> <li>• Destinations for all young people with an EHCP are known on the ceasing of their Plan.</li> </ul>

## 5. Next Step - SEND Workforce

### Why is this a priority for the Local Area?

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| <ul style="list-style-type: none"> <li>To ensure there is a sufficiently skilled, trained and supported workforce for the delivery of SEND services across the local authority, CCG, health and specialist service providers.</li> </ul> | <ul style="list-style-type: none"> <li>To ensure SENCO's are provided with support and training to undertake their role.</li> </ul> |
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What do we need to do to achieve this priority?	Named Lead	Lead organisations	Timescale	How will we know when this has been achieved?
5.1 Embed strength-based practice with a high support / high challenge culture across SEND services and educational settings.	Colin Pettigrew	All statutory partners	2021-2023	<ul style="list-style-type: none"> <li>Improved staff morale and retention rates.</li> <li>Service user feedback from parents, carers and young people.</li> </ul>
5.2 Develop a specific training programme for all staff across the Local Area working with children and young people with SEND.	Simon Ray Jane Starbuck Jude Burgess Sandrina Mapletoft Abbi Faulkner Michelle Sherlock Terry Hayes	All statutory partners Parents, carers and young people	September 2021	<ul style="list-style-type: none"> <li>Training programme (e-learning) is available.</li> <li>Feedback from participants accessing the training.</li> <li>Promotion of the <a href="#">SEND Gateway</a> across the Local Area.</li> </ul>

## 6. Next Step - SEND Communication

### Why is this a priority for the Local Area?

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| <ul style="list-style-type: none"> <li>To maximise digital opportunities to improve the delivery of services whilst ensuring disadvantaged groups are able access to services.</li> <li>To ensure the Local Offer is accessible, interactive, relevant and up-to-date and enables parents/carers, children and young people to access information in a format that meets their needs.</li> </ul> | <ul style="list-style-type: none"> <li>To ensure information to parents and carers is timely, transparent and clear.</li> <li>To ensure the SEND Information, Advice and Support Service (SENDIASS) is actively promoted by all partners and children and young people have advocacy support if appropriate.</li> </ul> |
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What do we need to do to achieve this priority?	Named lead	Lead organisations	Timescale	How will we know when this has been achieved?
6.1 Improve communications with families, children and young people embracing a range of technology i.e. Apps, Social Media, Webinars, FAQs.	Abbi Faulkner	NCC Parents, carers and young people	2021-2023	<ul style="list-style-type: none"> <li>Regular communications are provided to families, children and young people including a programme of regular webinars.</li> <li>Service user feedback.</li> <li>Reduced reference to poor communications in complaints.</li> <li>'Mind of My Own' App implemented across Integrated Children's Disability Service.</li> </ul>
6.2 Commission an independent review of the SEND Independent Advisory and Support Service (SENDIASS).	Louise Benson	NCC Nottingham City Council Parents and carers	April 2022	<ul style="list-style-type: none"> <li>Reviews identify strengths and areas for development.</li> <li>Service user feedback.</li> </ul>

What do we need to do to achieve this priority?	Named Lead	Lead organisations	Timescale	How will we know when this has been achieved?
6.3 Embed the district SENCo role across the County developing strong links with Family SENCos and School SENCos.	Simon Ray Jude Burgess	NCC schools	September 2021	<ul style="list-style-type: none"> <li>• Locality working model improves communications between SEND services, educational settings, health and other Local Authority services.</li> </ul>
6.4 Review of the SEND Local Offer.	Jon Hawketts	All statutory partners Parents, carers and young people	Ongoing	<ul style="list-style-type: none"> <li>• Each tile on the SEND Local Offer's landing page is reviewed annually with the Nottinghamshire Parent Carer Forum.</li> <li>• The Young People's Zone of the SEND Local Offer is completed.</li> <li>• Increased usage of the SEND Local Offer.</li> <li>• Service user feedback gained through the annual November SEND Local Offer survey.</li> </ul>
6.5 Improve the information on the SEND Local Offer available for young people on healthy and safe relationships.	Jon Hawketts Naomi Russell	All statutory partners Relevant voluntary and community organisations Parents, carers and young people	2022	<ul style="list-style-type: none"> <li>• Sub tile developed on the SEND Local Offer with links to the Young Person's Zone including how to access support, and with links to SEND specific resources around relationships.</li> </ul>

What do we need to do to achieve this priority?	Named Lead	Lead organisations	Timescale	How will we know when this has been achieved?
<p>6.6 Refresh the Local Offer to ensure information around changes in care and preparation for transition is included.</p>	<p>Michelle Sherlock Terry Hayes (DCO team) Health service providers</p>	<p>Nottinghamshire Healthcare Trust Family Action Sherwood Forest Hospitals Trust Nottingham University Hospitals Trust Doncaster and Bassetlaw Hospitals Trust NCC</p>	<p>September 2021</p>	<ul style="list-style-type: none"> <li>Visible refresh of the Local Offer to ensure information around changes in care and preparation for transition is included.</li> </ul>
<p>6.7 Undertake an annual survey of parents / carers in Nottinghamshire about SEND services and provision.</p>	<p>Chris Jones</p>	<p>All statutory partners Parents &amp; carers Young people</p>	<p>2021-2023</p>	<ul style="list-style-type: none"> <li>Survey completed and analysed with a summary report presented to the SEND Board.</li> </ul>

## 6. How will we measure our progress?



The Nottinghamshire SEND Accountability Board has agreed on the following metrics to be used to measure our progress with the delivery of the SEND Policy over the next three years. The metrics include national indicators as well as local quantitative and qualitative measures. Progress will be reported termly to the Board.

Next step	Indicator 1	Indicator 2	Indicator 3	Indicator 4
<b>SEND Partnership</b>	Priorities of the Integrated SEND Commissioning Strategy implemented.	JSNA section on SEND is completed providing an up to date analysis of need and provision.	Locality working model is fully implemented across the County.	
<b>SEND Provision</b>	A needs analysis of future demand for specialist provision is completed and published annually.	Improved range of specialist provision available to Nottinghamshire and local to families.	Gap analysis in provision between ICDS, Children's Disability Service, and ASCH is undertaken, and recommendations implemented.	Commissioning framework clearly sets out the expectations for providers around PfA that can be used to review performance.
<b>SEND Systems</b>	All EHC Plans are completed through a portal with partners, parents and carers contributing electronically.	Statutory timescales are met for the completion of EHCPs and Annual Reviews.	Commissioning of provision is based upon the strategic need assessment of the Local Area.	Enhanced resources and support available for young people with SEND and their families preparing for adulthood.
<b>SEND Achievement</b>	The identification of primary need is improved across all educational settings.	Target for 100 filled supported internships across Nottinghamshire is met by September 2022.	Ofsted inspections reflect an improving picture of SEND outcomes across all educational settings.	First destinations post Year 13 are known for at least 85% of all young people with SEND (EHCP and SEND Support).

## How will we measure our progress? - continued

Next step	Indicator 1	Indicator 2	Indicator 3	Indicator 4
<b>SEND Workforce</b>	A specific training programme for all staff across the Local Area working with children and young people with SEND is available.			
<b>SEND Communication</b>	Findings from the annual survey of parents / carers in Nottinghamshire about SEND services and provision.	Feedback from service users on improvements to the SEND Local Offer.	The Local Area's Participation Strategy engages children and young people with SEND.	

### Key:

	Statutory requirement
	Local indicator

FINAL DRAFT