



## Kent Local Area SEND Written Statement of Action

### Introduction

Ofsted and the Care Quality Commission (CQC) conducted a joint inspection of the local area of Kent between 28 January 2019 and 1 February 2019, to judge the effectiveness of the area in implementing the disability and special educational needs reforms as set out in the Children and Families Act 2014. In particular how well we identify and meet the needs of children and young people (CYP) with Special Educational Needs and Disabilities (SEND), as well as the outcomes they achieve.

Whilst the Inspectors identified a number of strengths, they identified significant weaknesses and areas of concern which were set out in a letter published on 29th March 2019. As local leaders from education, health and social care we were disappointed with this outcome but recognised many of the shortcomings, both in failing to address certain key areas and the lack of pace in tackling others. Whilst we had put plans into place to address some of these, we recognised that these plans had been either ineffective or too slow.

In response to these concerns a multi-million-pound investment programme has been identified across both KCC and the CCGs to make the changes and improvements to which we are committed.

We are determined to work in partnership to transform the way that we work with children with SEND and their families. That means creating a new relationship with parents/ carers which is open and transparent, and characterised by increased levels of trust, a commitment to genuine consultation, partnership and co-production. This approach will characterise every area of our improvement journey.

This relationship will be underpinned by a new and ambitious practice model that we will roll out across all SEND services and will look at the way that we work with all children with SEND examining how we can create a unified high quality offer that makes sense for all children.

We are also determined to re-define our relationship with schools to ensure that those most vulnerable pupils are supported to achieve the best outcomes, in a genuinely inclusive and holistic manner.

We will eliminate the variation and fragmentation in commissioning practice with involvement of CYP and their families. Critical is the transformation of the neuro developmental pathway which will dramatically improve both the experience and outcomes for huge numbers of children and young people.

This commitment to a new, ambitious and transformational programme of improvement will be driven by the recently established Joint Committee of CCGs (which brings an effective single point of decision making for the 7 Kent and 1 Medway CCG) and the SEND Improvement Board, both of which will ensure that the improvements take place in line with our ambitions and are driven at pace. The Written Statement of Action captures our response to the inspection and will be at the heart of our improvement journey.

Furthermore, we will utilise the resources of the Change for Kent Children programme (which is a KCC programme of transformation and improvement within the Children and Young People's Directorate) to support and drive the detailed improvements to which we have committed. The change programme will be supported by additional capacity which will include both external support and challenge as well as formal project management capacity.

### **Draft Kent's Joint SEND Vision**

Services will work with families to improve outcomes and achievements for children and young people with SEND.

Families can reach the right people at the right time to support their children.

Children and young people with SEND in Kent feel happy, safe and supported while they learn and grow.

The SEND services in Kent will be driven by this vision for CYP<sup>1</sup> and used to guide the actions within the WSoA and the development of the 2019 – 2022 SEND Strategy. In collaboration with key partners including parents/carers, young people (YP), Clinical Commissioning Groups (CCGs), pre-school settings, schools, colleges, the local authority (LA) and social care, we intend to create a Local Area SEND Strategy that goes beyond the WSoA to enable us to sustain improvements and transform Kent's SEND offer. This will enable CYP to achieve the best outcomes in life.

### **Commitment to Children, Young People and their Families**

Kent's leaders in education, health and social care are committed to:

- Being open and transparent with children, young people and their families.
- Working in partnership with parents/carers to identify areas for improvement.
- Ensuring we work together to review and design services for children with SEND.
- Engaging CYP with the decision-making process and in planning their provision.
- YP and parents/carers being fully involved in the development of the Local Offer.
- Being open to challenge to enable better outcomes for CYP.

### **Governance**

We recognised the need to strengthen the governance of SEND within the local area following the Ofsted/CQC inspection. The 0-25 Health and Wellbeing Board (HWB) established the SEND Improvement Board in March 2019 to ensure collaborative working across education, health and social care, to have a strategic overview of services and drive the operational workstreams which had been developed to address each area of significant weakness.

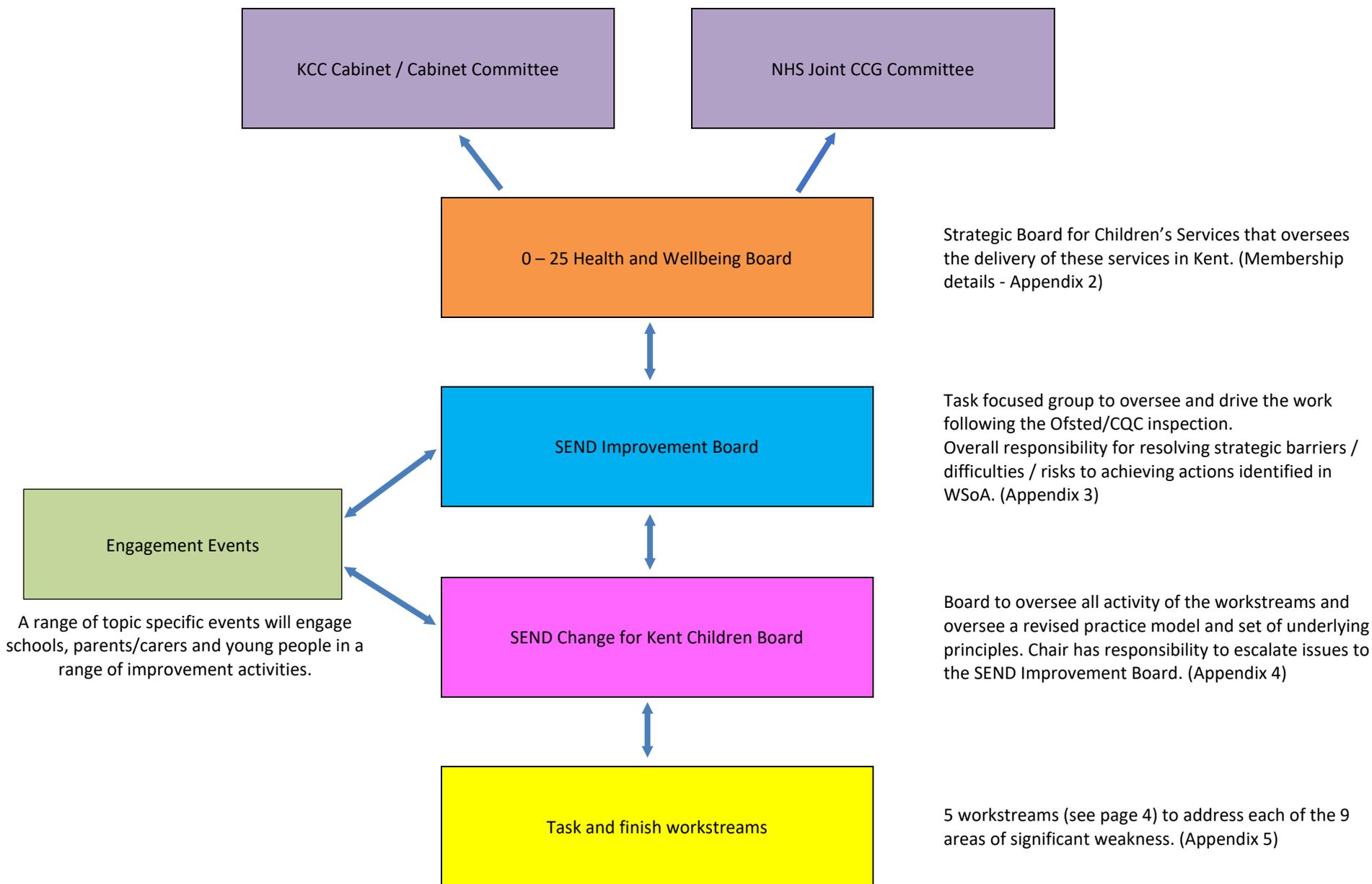
The Improvement Board also established five workstreams, tasked with addressing each of the significant identified areas of weakness, and tasked the SEND Change for Kent Children Board (comprising workstream leads) with responsibility for co-ordinating activity and tracking progress across all the workstreams. All these groups and workstreams (which include key stakeholders, parent/carer fora, KAH and KsENT) are responsible to the 0-25 HWB which reports to Kent County Council and the Joint CCG Committee.

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<sup>1</sup> The vision will be finalised, in conjunction with parents, by December 2019.

**Governance Structure**

**Description**



## Task and Finish Workstreams

All workstreams will be underpinned by the principles of;

- Co-production with children, young people, parent/carers and other stakeholders.
- Focusing on the impact of any actions on the lives of children and young people with SEND.
- Proactive solution focused approach.

Workstream	Area of identified significant weakness
<b>Parental engagement and co-production</b>	The widely held concern of parents that the local area is not able, or in some cases not willing, to meet their children's needs.
	The limited role parents and carers have in reviewing and designing services for children and young people with SEND.
<b>Inclusive Practice and the Outcomes, Progress and Attainment of Children and Young People</b>	The variable quality of provision and commitment to inclusion in schools, and the lack of willingness of some schools to accommodate children and young people with SEND.
	The poor standards achieved, and progress made, by children and young people with SEND.
	The lack of effective systems to track and improve outcomes for those children and young people whose progress to date has been limited by weaknesses in provision.
<b>Quality of Education, Health and Care Plans</b>	The inconsistent quality of the EHC process; the lack of up to date assessments and limited contributions from health and care professionals; the poor processes to check and review the quality of EHC plans.
<b>Joint commissioning and governance</b>	The inability of current joint commissioning arrangements to address known gaps and eliminate longstanding weaknesses in the services for children and young people with SEND.
	The governance of SEND arrangements across the EHC system at strategic and operational level and absence of robust action plans to address known weaknesses.
<b>Service Provision</b>	The unacceptable waiting times for children and young people to be seen by some health services, particularly CAMHS, tier two services, SALT, the wheelchair service, and ASD and ADHD assessment and reviews.

## **Involvement in the SEND Written Statement of Action**

We are committed to strengthening our communication with parents and want to reinforce our dedication to working in partnership with parents, their representative groups and other services, to improve the SEND system in Kent.

The Local Authority and CCGs have been working closely to develop the Local Area Written Statement of Action with partners, education providers and parents/carers, while the parent/carer forum is being re-established.

This consisted of a series of workshops and meetings to inform the content of the plan. A wide range of groups took part in these activities including:

- Parental survey
- Engagement with Parents through some 1:1 conversations and at some local support groups and workshops.
- Kent Association of Headteachers (KAH)
- HT workshop – Kent Special Educational Needs Trust (KsENT)
- HT briefings (July 2019)
- Individual school leaders, SENCos and governors from schools and special schools, early years and other educational settings
- Inclusion services
- SEND Change for Kent Children Board
- SEND improvement board
- CYPE directorate meetings
- Joint commissioning workshop
- CCGs Joint Committee

The WSoA was also informed by some of the feedback from the Healthwatch survey of 0-25 services in the NHS and the NHS children's summit: Faith in the future that was held in April 2019.

Feedback on the draft was also sought from the Department of Education and NHS England

The feedback was collated by the Senior leaders into a final draft Written Statement of Action which was approved by the SEND Improvement Board.

## Workstreams

Key to RAG rating;

*Green – milestone achieved*

*Amber – milestone not yet achieved, but on track*

*Red – milestone not achieved*

<b>A</b>	<b>Parental engagement and co-production</b>
	<b>Senior responsible officer:</b> Keith Abbott – Director of Education, Planning and Access
<b>1</b>	<p><b>Area of Weakness:</b> The widely held concern of parents that the local area is not able, or in some cases not willing, to meet their children’s needs.</p> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>- A strengthened Local Offer will better meet the needs of children and young people with SEND.</li> <li>- Families are better informed about what and how the Local Offer will support the needs of children with SEND.</li> <li>- Families and schools/settings know the resources available to them from the local authority and health to support children with SEND.</li> <li>- Parents of children with newly identified special educational needs can easily find information on the support available to help them and are signposted to where they can get advice and help.</li> <li>- Practitioners working in health, education and care, and other stakeholders understand the principles of the SEND Code of Practice and the part they play in delivering it.</li> </ul>

Note: we will use our new model of co-production with parents to inform all key actions

	<b>Key actions</b>	<b>Timescale</b>	<b>Lead officer</b>	<b>Impact</b>	<b>Milestones/progress</b>	<b>RAG rating</b>
1.1	We will develop a new and ambitious approach to engagement and co-production with parents and young people so that their views are fully understood, and they inform all future developments and the Local Area SEND strategy.	July 2019	Head of SEN	Parents/carers and YP will have been engaged with and feel better informed about the WSoA.	SEND Family Engagement Officer appointed (May 2019).	
				Areas of concerns identified by parent/carers will inform the Local Area Offer and Local Area SEND Area Strategy.	Online survey completed and on 6 monthly basis thereafter (June 2019).	
					Workshops undertaken to discuss the draft WSoA. (July 2019)	
					Analysis of feedback from parents/carers and YP to establish clear baseline data (August 2019).	
					Engage with FutureGov to assist us in developing this new approach (Sept 2019)	

	Key actions	Timescale	Lead officer	Impact	Milestones/progress	RAG rating
					Use the outcomes to co-produce and consult on a Local Area SEND Strategy for Kent with CYP, families, schools, health providers and other relevant stakeholders (December 2019).	
1.2	A range of professionals (LA, health staff, SENCOs etc) will be available to attend parent led groups to provide information on specific topics where parents have requested more information.	September 2019 and ongoing	SEND Family Engagement Officer	Parents / carers feel better informed about the themes they identified and that there is a commitment to working in partnership.	Parents/carer groups lead on identifying specific areas that they would like to discuss with LA and health senior officers (July 2019).	
					Identify appropriate key leads from the LA and health (August 2019).	
					Attendance of a range of professionals at parent groups implemented (from September 2019).	
1.3	Develop a range of information for parents; including on the graduated response (from universal to targeted to individualised) and roles and responsibilities of staff.	November 2019	SEND Monitoring and Inclusion Manager	Parent/carer feedback shows that they are clearer and more confident of what can be offered for their children and who to communicate with.	Co-produce information on graduated response with parent/carers (October 2019).	
					Produce a 'Who does what?' roles and responsibilities guide for parents and stakeholders. (October 2019)	
					Information added to Local Offer website and produce posters/leaflets that will summarise, as well as signpost to the website (November 2019).	
1.4	Develop clear information for settings / schools and families outlining the Local Area SEND education offer.	September 2019	SEND Monitoring and Inclusion Manager	All settings/schools and families are aware of the SEND education offer of support available from the LA.	Early Years SEND offer information completed May 2019.	
					Schools SEND offer information drafted (August 2019).	
					Information on Early Years and schools' SEND offer shared with schools/settings and on the Local Offer website for families (September 2019).	

	Key actions	Timescale	Lead officer	Impact	Milestones/progress	RAG rating
1.5	Work with parents and schools to develop the parent engagement award.  Review effectiveness of the programme	January 2020  July 2020	SEND Inclusion Project Manager	All schools commit to achieving the standard which will include clearer communication of the school's SEND offer.  Parental understanding of the schools SEND offer is enhanced through improved parent/school communication.	The LA commits to providing an element of the funding for a specific number of schools to undertake the Parent Engagement Award (August 2019).	
					Information on the Parent Engagement Award is shared with schools (September 2019).	
					Initial cohort of schools meet standards outlined in framework (July 2020).	
					Effectiveness is reviewed with parents and further investment considered (July 2020).	
1.6	We will work alongside parent reps in the moderation process of EHCPs as part of the Quality Assurance Framework.	October 2019	SEND Compliance Manager	Families will be more confident that the EHCPs are a good reflection of needs and acceptable as a useful document.	Parent/carer reps identified by Kent PACT and attend moderation meetings. (Oct 2019)	
1.7	SEN Provision Evaluation Officers (PEOs) will provide improved support to parents who are concerned that their child's needs aren't being met.	April 2019	SEND Monitoring and Inclusion Manager	Parents/carers supported by a SEN PEO are confident that schools are meeting their child's needs appropriately.	Develop process of informing PEOs of parental concerns (March 2019).	
					Increase number of SEN PEOs posts from 7 to 24 (November 2019).	
1.8	Develop a workshop/training offer with/for parents about the SEND system and where support can be accessed.	January 2020 and ongoing.	SEND Monitoring and Inclusion Manager	Parents/carers are better informed of the SEN system and how they can get help.	Action Plan developed with parents (September - December 2019).	
					Workshops on the SEN System offered to help explain/ answer questions on how the SEN system works and how they can get help. (October 2019).	
					Further workshops/training offer finalised (December 2019).	

	Key actions	Timescale	Lead officer	Impact	Milestones/progress	RAG rating
1.9	Provide training on the SEND Code of Practice, Children & Families Act 2015 and the Equalities Act to all practitioners working in health, education, schools, academies and care services	All agencies have training offer by July 2020	SEND Monitoring and Inclusion Manager	<p>Families receive consistent information from practitioners (in health, education and care, and other stakeholders) who fully understand the principles of the relevant guidance and legislation and the part they play in delivering it.</p> <p>Staff trained to same model as other CYPE staff focusing on a unified practice model and cultural change</p>	"Core training programme" for all SEND staff (alongside other CYPE staff) implemented (July 19 and ongoing)	
					"Core training masterclasses" for SEN managers focusing on values, cultural change and an integrated CYPE approach (September 2019)	
					Survey circulated to all LA staff to establish baseline of knowledge and enable progress to be measured. (August 2019).	
					Basic induction training materials developed on SEND Code of Practice, for all staff across the local area who work with children and young people with SEND. (September 2019).	
					Training delivered. (September 2019 – July 2020).	
					Identify and train SEND champions from individual agencies to lead on SEND within their agency. (December 2019).	
					Basic induction SEND training e-learning included as core training for all staff working in Children, Young People and Education Directorate. (April 2020).	
					Follow up survey to all staff to evidence progress. (July 2020).	
1.10	Improve responses to parental complaints and concerns.	October 2019	Head of SEND	Parents will receive a more consistent, better quality and timely response to their complaints.	Create and appoint 4 new dedicated complaints officer posts (September 2019).	
					Training for all SEND staff on managing complaints (October 2019).	
					Customer care training for all SEND staff (October 2019).	

**Measures/indicators of success**

Measures/indicators of success	Data source	Frequency	Baseline	Targets & Actuals				RAG rating
				Dec 2019	June 2020	Dec 2020		
Significant increase in the percentage of parents that agree or strongly agree with the confidence statements within the parental survey.	Parental surveys	Six-monthly	To be established following the analysis of the first parental survey (September '19)	Dec 2019	June 2020	Dec 2020		
				Target	Target	Target		
				Improve from baseline by at least 20%*	Improve from baseline by at least 40%	Improve from baseline by at least 60%		
				Actual	Actual	Actual		
Increased parental confidence that the local areas meets the needs of children with SEND	Parental survey	Six monthly	To be established following the analysis of the first parental survey (September 2019)	Dec 2019	June 2020	Dec 2020		
				Target	Target	Target		
				Actual	Actual	Actual		
Increased use of the new online Local Offer which would indicate that it is accessible and helpful.	Number of hits on Local Offer when returned in search results	Six-monthly	762 (in one year)	Target	Target	Target		
				1500	3000	6000		
				Actual	Actual	Actual		
SEN PEOs engage with an increased proportion of parents so that they feel supported and they understand the provision available.	SEN PEOs records of parental engagement	Termly	New recording process to be implemented. Baseline & targets established by October 2019	Autumn 2019	Spring 2020	Summer 2020	Autumn 2020	
				Target	Target	Target	Target	
				TBC once baseline is available	TBC once baseline is available	TBC once baseline is available	TBC once baseline is available	

				Actual	Actual	Actual	Actual	
Increased percentage of Year R-11-aged CYP with EHCPs placed in mainstream schools which would indicate an increase in the confidence of parents/ carers that their child's needs can be met there.	Synergy	Termly	SEN 2 Jan 2019 data 45% in mainstream	Target	Target	Target	Target	
				47%	49%	51%	53%	
				Actual	Actual	Actual	Actual	
Increased knowledge of the statutory responsibilities set out in the Children & Families Act 2014, SEND Code of Practice and the Equalities Act of all staff across agencies that work with CYP with SEND.	Staff survey	Annually	To be established once staff survey has been completed.	Actual August 2019		Target July 2020		
						90% of staff have received training on SEND Code of Practice.		
						90% identifying 'strongly agree' or 'agree' that they are confident in their knowledge and understanding of the statutory responsibilities.		
						Actual		

\*: All baseline plus targets will be subject to periodic review to ensure they are appropriate, specifically, whether they are sufficiently or insufficiently stretching.

<b>2</b>	<p><b>Area of Weakness:</b> The limited role parents and carers (and YP) have in reviewing and designing services for children and young people with SEND.</p> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>- Parents and YP have a clearly defined integral role in reviewing and designing services.</li> <li>- The Vision for SEND in Kent is jointly created and owned by families and all services working with CYP with SEND.</li> <li>- Families find the Local Offer website and statutory assessment process clear and accessible.</li> <li>- Parents/carers and CYP have access to information on SEND in a timely, clear and transparent way.</li> </ul>
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Note: we will use our new model of co-production with parents to inform all key actions

	Key actions	Timescale	Lead officer	Impact	Milestones/progress	RAG rating
2.1	We will transform the way that we work with parents/carers through the development of four Parent/Carer Forums - (Kent PACT) and a County Executive Group ensuring that their views inform strategic and operational developments across the partnership.	September 2019	Kent PACT coordinator	Parents/carers work in partnership with education, health and social care to make improvements to services for SEND.	Groups are established (September 2019).	
					Parent representatives (Kent PACT champions) are represented on all workstreams and governance groups (September 2019).	
					SEND Family Engagement Officer (incl. senior managers) to develop ongoing relations with the full range of parent/carer fora across Kent.	
					We will work alongside FutureGov to establish new and more inclusive ways of working with parents and parents' groups (September 2019).	
					We will work with CONTACT, a national charity "for families with disabled children" to provide support to PACT and KCC as PACT develops. Initial meeting is 15 August 2019.	
2.2	We will implement a completely revised approach to partnership, engagement and co-production with parents/carers and young people in Kent that will operate from the highest strategic level (Improvement Board) to the	December 2019	Head of SEN	Services will increasingly be co-produced.  Parents/carers will be engaged with and will be clear where and when this will take place.  Services will better meet families'	A set of principles will be established and agreed with parent/carer for a (October 2019)	
					All key SEND groups (including Improvement Board, Workstreams, CfKC) will be required to sign up to the principles (Nov 2019)	
					A series of ongoing engagement events will be established to work with parents/carers/young	

	Key actions	Timescale	Lead officer	Impact	Milestones/progress	RAG rating
	customer facing Operational level (EHCPs).			needs.	people on a range of specific topics (September 2019 and ongoing).	
					The Improvement Board to monitor activities on a regular basis ensuring the link between engagement and improvement (October 2019)	
2.3	Co-produce a vision for SEND with parents and carers that is owned and recognised by them.	December 2019	SEND Family Engagement Officer	Jointly produced and agreed vision that all stakeholders will work towards.	Draft vision developed and consulted on through the parent survey (June 2019).	
					Vision finalised with parent/carers forums and YP groups (December 2019).	
2.4	Parents/carers and YP are involved in the review and design of the statutory assessment process and appendices, especially the parent/child's views.	January 2020	SEND Compliance Manager	Parents/carers and YP are confident that the statutory assessment process and documents are clear and accessible for them.  Increased satisfaction in the assessment process.	Initial stakeholder event (December 2018).	
					Parents/carers and YP representatives attend task and finish group to co-design improvements to the statutory assessment process and EHC Plan format. (September 2019)	
					Draft appendices and EHCP templates are trialled in the Autumn term and feedback reviewed before roll out in January 2020.	
2.5	New format for the Local Offer website to be created and led by parents/carers and YP.	December 2019	SEND Family Engagement Officer	Parents/carers and YP find the local offer useful and find it easier to access.	Local Offer website platform commissioned (June 2019).	
					Creation of new post to focus on development of improved Local Offer	
					Meetings held with parent/carers and YP to co-design (October 2019).	
					Final format agreed and launched (December 2019).	
2.6	Deliver a co-produced communication and engagement protocol to ensure	December 2019	SEND Family Engagement Officer	Parents/carers and YP feel they are provided with the right information at the right time and	Parents/carers and YP feedback on how and what they would like to be communicated with (September 2019).	

	<b>Key actions</b>	<b>Timescale</b>	<b>Lead officer</b>	<b>Impact</b>	<b>Milestones/progress</b>	<b>RAG rating</b>
	that all partners including parents and young people are fully aware and informed of the improvement programme including the WSOA.			know where to source additional guidance.  Provide a regular “you said we did” style feedback to parents.	Draft Communication protocol consultation including regular “you said, we did” feedback to families (October 2019).  Communication protocol published and implemented. (November 2019).	

**Measures/indicators of success**

Measures/indicators of success	Data source	Frequency	Baseline	Targets & Actuals			RAG rating
				Dec 2019	June 2020	Dec 2020	
Significant increase in the percentage of parents that agree or strongly agree with the parental and YPs survey statement that they found information on the Local Offer useful.	Parental and YP surveys  To be supplemented by Local Offer website feedback	Six-monthly	To be established following the analysis of the first parental and YP survey (by September 2019).	Target	Target	Target	
				Improve from baseline by at least 20% *	Improve from baseline by at least 40%	Improve from baseline by at least 60%	
				Actual	Actual	Actual	
Increased use of the new online Local Offer which would indicate that it is accessible and helpful.	Number of hits on Local Offer	Six-monthly	762 (in one year)	Target	Target	Target	
				1500	3000	6000	
				Actual	Actual	Actual	
All governance forums and workstreams have identified and invited parent reps to all meetings.	Chairs/Leads	Short-term target	N/A	Target			
				To be completed by September 2019			

\*: All baseline plus targets will be subject to periodic review to ensure they are appropriate, specifically, whether they are sufficiently or insufficiently stretching.

<b>B</b>	<b>Inclusive Practice and the Outcomes, Progress and Attainment of Children and Young People</b>
	<b>Senior responsible officer: Keith Abbott – Director of Education, Planning and Access</b>
<b>3</b>	<p><b>Area of Weakness:</b> The variable quality of provision and commitment to inclusion in schools, and the lack of willingness of some schools to accommodate children and young people with SEND.</p> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>- Improved inclusion and quality of SEND provision in schools.</li> <li>- CYP with SEND have their needs successfully met.</li> <li>- School staff have the SEND knowledge and skills to be able to meet the needs of all CYP with SEND.</li> </ul>

Note: we will use our new model of co-production with parents to inform all key actions

	<b>Key actions</b>	<b>Timescale</b>	<b>Lead officer</b>	<b>Impact</b>	<b>Milestones/progress</b>	<b>RAG rating</b>
3.1	Develop and implement an agreed county wide approach to inclusion across Kent schools and academies that meets statutory requirements and is clear as to the provision available from the improved Local Offer. In doing so, we will work alongside the Regional Schools' Commissioner to set out the statutory responsibilities and expectations of schools and academies as enshrined in the Children & Families Act 2014, the Equalities Act and the SEND Code of Practice	January 2020	SEND Inclusion Project Manager	<p>Consistent approach to inclusion by all schools and academies.</p> <p>Schools and academies will be compliant and delivering their statutory obligations for CYP with SEND.</p> <p>Increased number of CYP with SEND being effectively supported within mainstream schools.</p> <p>Increased number of CYP with SENDs successfully supported in transition from Primary to Secondary mainstream schools.</p> <p>Schools and academies better informed as to services and support available through the improved Local Offer.</p>	ISOS Partnership commissioned (May 2019) to undertake survey, analyse data gathered and work with the HT and LA to develop solutions.	
On-line survey undertaken in collaboration with Kent Association of Headteachers (KAH) (July 2019).						
Data collated and analysed (August 2019).						
ISOS Partnership led workshops to discuss findings with schools (October 2019).						
3-year funding package agreed with KAH to help sustain their capacity and to contribute to SEND improvements (June 2019).						
Agreement with RSC to support a joint approach with the Academy/Free School sector (July 2019).						
New post of SEND Inclusions Manager created and appointed (June 2019).						

	Key actions	Timescale	Lead officer	Impact	Milestones/progress	RAG rating
					Feedback analysed to inform actions (November 2019).	
					Work with schools, academies, the RSC, KAH, KSENT and PACT to develop the overall approach and secure sign up by all schools and academies (Jan 2020).	
3.2	Commission a full review of all the devolved/retained SEND resources, analysing the impact of those resources and recommend improvements.	April 2020	Director EPA	More effective and consistent use of current resources.  Improved outcomes for CYP with SEND	Agree review plan (August 2019.)  Detailed analysis and review activity with schools, KAH, KsENT and PACT (December 2019).  Formal consultation with schools and implementation of agreed changes in the 2020/21 financial year (April 2020).	
3.3	To deliver a programme of training for all schools rising from 3.1.	July 2020	SEND Inclusion Project Manager	All schools are trained on meeting the needs of CYP with SEND.	Current district offer of training reviewed to reflect areas identified through school survey and workshops (November 2019).  Updated district offer agreed (December 2019).  Rolling programme of training delivered from January 2020.	
3.4	To deliver a programme of targeted support to schools who need more help to support inclusive practice.	October 2019	SEND Inclusion Project Manager	All schools are inclusive and have high quality SEND provision.	Use current data and analytics (exclusion rates, parental feedback, reduced timetables) to identify schools who are not inclusive of CYP with SEND needs. (September 2019).  Provide individual guidance to those schools to support self-evaluation and improvement. (Rolling programme from October 2019).	
3.5	To support and provide resource to secondary head teachers to develop collaborative inclusion practices.	October 2019	SEND Inclusion Project Manager	All secondary schools and PRUs work collaboratively on a local inclusion offer that support CYP in their mainstream schools.	Review Alternative Provision funding model to enable more control and resource for the schools to develop 'in-school' inclusion activity. (completed June 2019).  Additional funding released to schools (Sept 2019).	

	Key actions	Timescale	Lead officer	Impact	Milestones/progress	RAG rating
					Develop an inclusion toolkit to support mainstream schools in their self-evaluation and inclusion planning (November 2019).	
					Have a county lead to support local collaborations of schools to develop these offers. (October 2019).	
3.6	Create a county inclusion strategy with Headteachers, including the planning and facilitation of improvements to district SEND provision. This will form part of the wider Local Area SEND Strategy.	December 2019	SEND Inclusion Project Manager	SEND provision is planned with schools so that it supports the joint inclusion offer.	SEND Inclusion Project Manager post created and appointed to (June 2019).	
					Headteacher workshop undertaken to gather comments on WSoA (June 2019).	
					In partnership with KAH and KsENT, a SEND County Working Group is established. Terms of Reference (ToR) (September 2019).	
					The Regional Schools' Commissioner (RSC) support the engagement of academies and Free Schools (September 2019 onwards).	
					Group to develop a Kent Inclusion Strategy (December 2019) which will form part of the wider Local Area SEND Strategy.	
3.7	Headteachers to revise terms of reference of and representation at District Inclusion Steering Groups to ensure the district action plan addresses issues in the WSoA.	December 2019	SEND Inclusion Project Manager	Schools in a district will be more able to meet needs of children with SEND and work together to find solutions for local children.	Each district will have a local plan to demonstrate how they are addressing key actions in the WSoA which will be collated and reported on by the SEND Inclusion Project Manager. (December 2019).	
3.8	Countywide programme of peer reviews of inclusion with an identified focus on SEND provision. School self-evaluation supported by PEOs, STLS, ISSK, IAAs,	September 2020	SEND Inclusion Project Manager	Mainstream schools able to provide more effective support to CYP with SEND.	Learning from SEND peer reviews are shared across County (December 2019).	
				Individual school action plans created to address areas for	Headteachers will have co-ordinated district peer reviews. (ongoing from January 2020).	

	Key actions	Timescale	Lead officer	Impact	Milestones/progress	RAG rating
	EH.			<p>development with an identified focus on SEND practice development.</p> <p>Collated district knowledge of strengths and areas for development inform local delivery of services in a more targeted way.</p> <p>Collaborations of schools will advance shared accountability for pupils in a district.</p> <p>Holistic needs of children with SEND and their families addressed more effectively.</p>	School action plans will feed into the district plan through shared trends and themes of areas for development. (July 2020)	
3.9	Early Years Best Practice Guidance and Mainstream Core Standards documents revised in collaboration with Early Years settings and school Special Educational Needs Co-ordinators (SENCOs).	December 2019	SEND Monitoring and Inclusion Manager	<p>The needs of children with SEND at the universal, targeted and individual level are better met.</p> <p>CYP with SEND benefit from more consistent support.</p> <p>Early Years providers utilise the guidance to increase their capacity to meet needs of children with SEND.</p>	<p>Early Years best practice guidance document finalised (July 2019).</p> <p>Document disseminated. (September 2019).</p> <p>Training delivered October. (December 2019).</p> <p>Schools mainstream core standards working group established (June 2019).</p> <p>Roll out of new document for mainstream schools (December 2019).</p>	
3.10	Teaching and early years setting staff are supported to move between mainstream schools and	July 2020	Chair of Kent Special Education Needs Trust	Children with severe and complex needs in mainstream schools are better supported by more experienced and better trained staff.	LIFT Execs work with district schools to secure access to observation and training opportunities. (September 2019).	

	Key actions	Timescale	Lead officer	Impact	Milestones/progress	RAG rating
	settings and special schools for observations and training secondments.		Exec (KsENT)	<p>Outreach support from special schools will improve understanding of the mainstream context.</p> <p>Improve confidence in schools, potentially reducing demand for special school placements.</p>	Effectiveness evaluated through teachers increased confidence in meeting the needs of children with SEND. (July 2020).	
3.11	Establish training by Specialist Teaching and Learning Service (STLS)/special schools for Newly Qualified Teachers (NQTs) and NQTs + 1 to improve knowledge.	November 2019	Chair of Kent Special Education Needs Trust Exec (KsENT)	NQTs and NQTs + 1 are better trained to meet the needs of children with SEND in their classrooms.	<p>Targeted offer of training for NQTs and NQTs + 1 available in every district (November 2019).</p> <p>Effectiveness evaluated through NQT and NQT+1 teacher's confidence in meeting the needs of children with SEND. (July 2020).</p>	
3.12	Develop and implement a Kent approach to whole school nurture with the EPS.	April 2020	Head of Educational Psychology Service	More inclusive ethos in Kent schools.	<p>Develop a plan for County-wide delivery of whole school nurture training (November 2019).</p> <p>Training offered from April 2020.</p>	
3.13	Develop accredited district nurture provisions.	September 2020	SEND Inclusion Project Manager	<p>Reduced number of CYP with SEND having fixed term or Permanent Exclusion from school.</p> <p>CYP with Social, Emotional and Mental Health (SEMH) needs, have their needs better met.</p> <p>Decreased number of CYP with SEND on reduced timetables.</p>	<p>Refocus the STLS Service Level Agreement (SLA) with the lead special schools to develop district plans to secure accredited nurture provision (October 2019).</p> <p>New provisions in place in each district (September 2020).</p>	
3.14	Develop more targeted and specialist training options for teaching staff to improve skills and knowledge to provide the provision for CYP with ASD	July 2020	SEND Monitoring and Inclusion Manager	<p>CYP with ASD/C&amp;I have their needs better met by increasing mainstream school's capacity to meet their needs.</p> <p>Each district will have a minimum of</p>	<p>ASD Specialist Resource Provision (SRP) leads and STLS specialist teachers approached to be trained as trainers (July 2019).</p> <p>Training takes place for trainers (December 2019).</p>	

	Key actions	Timescale	Lead officer	Impact	Milestones/progress	RAG rating
	or communication & interaction (C&I) needs.			two trainers to deliver targeted and specialist training to mainstream schools.	Targeted and specialist training eg.-(SPELL) approach for (ASD/C&I) is delivered in every district. (ongoing from January 2020).	
3.15	Further develop the range and offer of Post 16/19 provision and options.	March 2020	SEND County Manager	Improved range of options from all services available at Post 16/19 for YP with SEND.  Better identification of vocational support and independence training to support pathway to adulthood agenda.  Clear supported routes for YP to progress in education beyond statutory school age.	Identify gaps and pressure points in post 16 provision for Education, Health and Social Care (July 2019).  Work with post 16/19 education and social care providers to develop enough appropriate provision in Kent to meet the majority of needs. (September 2020).  Specialist employment to work with special schools to increase the number of YP going into supported employment and on supported internships (March 2020).	
3.16	Develop more targeted and specialist training options for Teachers and TAs to improve skills and knowledge to meet social, emotional and mental health (SEMH) needs.	January 2020	SEND Inclusion Project Manager	Increase school's capacity to meet the needs of CYP with challenging behaviour.  The number of behaviour related exclusions is decreased through improved wellbeing and reduced anxiety in YP.	Bid to run UK pilot of Whole school Positive Behaviour Support approach (July 2019)  Whole school Positive Behaviour Support approach piloted in 5 schools in Kent and success evaluated (between September – December 2019)  Range of targeted and specialist training options identified (December 2019)  Training is made available to all mainstream schools and early years settings (January 2020).	
3.17	Introduce a reflective Early Years Inclusion Tool to further drive and support the early identification and appropriate interventions for children with SEND in the early years.	January 2020	Early Years and Childcare Equality and Inclusion Manager	More children with SEND have access to high quality early years provision in their own community.  Fewer parental complaints.	Tool introduced (January 2020)	

	<b>Key actions</b>	<b>Timescale</b>	<b>Lead officer</b>	<b>Impact</b>	<b>Milestones/progress</b>	<b>RAG rating</b>
3.18	Commission Emotional Literacy Support Assistant (ELSA) training by the Educational Psychology Service.	Commencing from April 2020	Head of Educational Psychology Service	Increase school's ability to meet children's social emotional needs.	Develop plan for County-wide delivery (November 2019).	
					Additional training offered from April 2020.	

**Measures/indicators of success**

Measures/indicators of success	Data source	Frequency	Baseline	Targets & Actuals				RAG rating
				Autumn 2019	Spring 2020	Summer 2020	Autumn 2020	
Reduced percentage of CYP with an EHCP subject to a fixed term exclusion	KCC data	Termly	Kent 9.2% of Kent total  (April 2018 – March 2019 cumulative data)	Target	Target	Target	Target	
				8%	7%	6%	5%	
				Actual	Actual	Actual	Actual	
No.of schools and academies which have developed their own school, action plan to address areas of development (see 3.8 above)	KCC Data	Termly	0	Target	Target	Target	Target	
				0	50%	100%		
				Actual	Actual	Actual	Actual	
Reduced number of CYP with an EHCP subject to a permanent exclusion	KCC data	Termly	Kent 5.1% of Kent total  (April 2018 – March 2019 cumulative data)	Target	Target	Target	Target	
				2.5%	1.5%	1%	0%	
				Actual	Actual	Actual	Actual	
Reduced percentage of CYP with SEN Support subject to a fixed term exclusion	KCC data	Termly	31.5% of Kent total  (April 2018 - March 2019 cumulative data)	Target	Target	Target	Target	
				25%	20%	15%	10%	
				Actual	Actual	Actual	Actual	

Reduced number of CYP with SEN Support subject to a permanent exclusion	KCC data	Termly	41% of Kent total  (April 2018 – March 2019 cumulative data)	Target	Target	Target	Target	
				35%	30%	25%	20%	
				Actual	Actual	Actual	Actual	
Reduced percentage of CYP with an EHCP on a reduced timetable	KCC data	Termly	24.4% of Kent total  (May 2019 data)	Target	Target	Target	Target	
				19%	14%	9%	4%	
				Actual	Actual	Actual	Actual	
Reduced percentage of CYP with SEN Support on a reduced timetable	KCC data	Termly	49.2% of Kent total  (May 2019 data)	Target	Target	Target	Target	
				44%	39%	34%	29%	
				Actual	Actual	Actual	Actual	
Increased percentage of Year R-11-aged CYP with an EHCP placed in mainstream schools	Synergy/SEN2 data (January 2019)	Termly	45% of all EHCPs for CYP Yr R to Yr 11	Target	Target	Target	Target	
				47%	49%	51%	53%	
				Actual	Actual	Actual	Actual	
Increased percentage of pupils supported in a successful transition from Primary to Secondary mainstream schools	KCC Data	Annually		Target	Target	Target	Target	
				TBC			Autumn 19 figure + 20%	
				Actual	Actual	Actual	Actual	
Ensure the percentage of CYP with an EHCP who are NEET remains below the national figure	IYSS	Termly (recognising there is seasonal fluctuation in NEET figures)	0.5% May 2019 data	Target	Target	Target	Target	
				<1%	<1%	<1%	<1%	
				Actual	Actual	Actual	Actual	

Increase the number of CYP with an EHCP aged 16-25 accessing Supported Employment	TEP Supported Employment	Annually	16-25 receiving supported employment 2018-19- 146  16-25 supported internships – 78 (not included in the above figures)	Target	Target	Target	Target	
							supported employment 175  supported internships 95	
				Actual	Actual	Actual	Actual	
Significant increase in the percentage of parents that agree or strongly agree with the parental survey statements that they are confident the educational provider can meet needs and has the knowledge/ skills to do so (Primary phase)	Parental surveys  Supplemented by feedback from the parent/carer forums	Six-monthly	To be established following the analysis of the first parental survey (by September 2019). .	<b>Dec 2019</b>		<b>June 2020</b>		<b>Dec 2020</b>
				Target		Target		Target
				Improve from baseline by at least 10% *		Improve from baseline by at least 20%		Improve from baseline by at least 30%
				Actual		Actual		Actual
Significant increase in the percentage of parents that agree or strongly agree with the parental survey statements that they are confident the educational provider can meet needs and has the knowledge / skills to do so (Secondary)	Parental surveys  Supplemented by feedback from the parent/carer forums	Six-monthly	To be established following the analysis of the first parental survey (by September 2019). .	Target		Target		Target
				Improve from baseline by at least 10%		Improve from baseline by at least 20%		Improve from baseline by at least 30%
				Actual		Actual		Actual
Decrease in the % of post 16 /	SEN EHCP	Six-monthly	% Yr 12 & 13	Target	Target	Target		

post 19 young people with SEND placed in independent non-maintained special schools (INMSS).	placement data		INMSS = 8.6%	Yr 12 & 13 = 8.1%	Yr 12 & 13 = 7.6%	Yr 12 & 13 = 7.1%	
			% post 19 in INMSS = 4.6%	Post 19 = 4.5%	Post 19 = 4.0%	Post 19 = 3.5%	
			Actual	Actual	Actual		

\*: All baseline plus targets will be subject to periodic review to ensure they are appropriate, specifically, whether they are sufficiently or insufficiently stretching.

<b>4</b>	<p><b>Area of Weakness:</b> The poor standards achieved, and progress made, by children and young people with SEND.</p> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>- Improved attainment and progress made, by children and young people with SEND.</li> <li>- Guidance on good practice is available for all providers.</li> </ul>
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Note: we will use our new model of co-production with parents to inform all key actions

	Key actions	Timescale	Lead officer	Impact	Milestones/progress	RAG rating
4.1	We will create a county inclusion strategy with Headteachers, (including the planning and facilitation of improvements to district SEND provision See 3.6 above) which will be aligned with the new Ofsted Framework on progress and attainment of SEND pupils, and included in the inclusion leadership development programmes	December 2019	School Improvement Lead Officer within TEP	The attainment and achievement for children with SEND is improved and recognised through schools' and early years settings use of Ofsted framework.	Provide a series of workshops training on the new inspection framework. (Rolling programme from May 2019).	
Provide Ofsted conference free to all schools – 'A force for improvement - Putting the child first' (July 2019).						
All schools offered follow-up guided conversations to support self-evaluation and solution development by school improvement advisors and Kent Leader of Education (KLE). (Rolling programme from Sept 2019).						
Links to 3.4. Action plans from the self-evaluation using the inclusion toolkit are aligned to the Ofsted inspection framework. (December 2019)						
Additional resources provided to TEP through redirecting existing resources to increase staffing within school improvement and provide more capacity on SEND (September 2019).						
Schools are Equality Act compliant. (December 2019)						

	Key actions	Timescale	Lead officer	Impact	Milestones/progress	RAG rating
4.2	Kent Governor services to amend their training for Governors to include the leadership and management aspect of the inclusion toolkit for training.	March 2020	Kent Governor Service Manager	Leadership scrutiny of SEND practice and outcomes in schools formalised and enhanced.	All governing bodies are aware of the responsibilities in monitoring SEND outcomes. (March 2020)	
4.3	Guidance on improving the progress and attainment of CYP is developed.	April 2020	KCC Schools Improvement team (TEP)	More CYP with SEND have their need effectively met  Pupils with SEND make progress and attain in line with national figures	Identify schools where there is good practice and high achievement and attainment of CYP with SEN. (Sept 2019).	
					Use understanding from these schools to develop guidance on good practice. (Dec 2019 – April 2020)	
4.4	Provide support to schools to develop good practice activity in relation to improving achievement and attainment of CYP with SEND	July 2020	KCC Schools Improvement team (TEP)	The attainment and achievement for children with SEND is in line with national figures and improved through bespoke support and the sharing of good practice.	Use current assessment data and analytics to identify schools where CYP with SEND needs do not achieve or attain in line with National Performance. (Sept 2019).	
					Provide a targeted core offer of consultant support to these schools from both KCC School Improvement and KLE, NLE and SLE's from the schools exhibiting good practice. (Rolling programme from January 2020).	
4.5	Training in good practice guidance shared with all professional involved in the wrap around support for CYP and their schools.	By July 2020	KCC Schools Improvement team (TEP)	Consistent approach in all schools	Rolling programme of training provided for SENCOs, PEO's and other professionals on the key elements of the guidance. (Feb 2020 onwards).	

**Measures/indicators of success**

Measures/indicators of success	Data source	Frequency	Baseline	Targets & Actuals		RAG rating
				Target 2019	Target 2020	
Increased percentage of CYP with SEN Support achieving the expected standard in Reading, Writing & Maths at KS2	DfE	Annual	2018 Kent: 24 National: 24	Target 2019	Target 2020	
				25	26	
				Actual	Actual	
Improved progress score for CYP with SEN Support in Reading at KS2	DfE	Annual	2018 Kent: -1.2 National: -1.0	Target 2019	Target 2020	
				-1.1	-1.0	
				Actual	Actual	
The SEN Achievement Gap narrows at the end of the EYFS	DfE and KCC Management Information	Annual	2018 Kent 59.8 National	Target 2019	Target 2020	
				59%	58.5%	
Improved progress score for CYP with SEN Support in Writing at KS2	DfE	Annual	2018 Kent: -1.7 National: -1.8	Target 2019	Target 2020	
				-1.6	-1.5	
				Actual	Actual	
Improved progress score for CYP with SEN Support in Maths at KS2	DfE	Annual	2018 Kent: -1.7 National: -1.0	Target 2019	Target 2020	
				-1.6	-1.5	
				Actual	Actual	
Improved Attainment 8 score for	DfE	Annual	2018	Target 2019	Target 2020	

CYP with SEN Support at KS4			Kent: 33.7 National: 32.2	32.0	33.0	
				Actual	Actual	
Improved Progress 8 score for CYP with SEN Support at KS4	DfE	Annual	2018 Kent: -0.62 National: -0.43	Target 2019	Target 2020	
				-0.5	-0.4	
				Actual	Actual	

N.B. The more positive the score the better for all above indicators

<b>5</b>	<p><b>Area of Weakness:</b> The lack of effective systems to track and improve outcomes for those children and young people whose progress to date has been limited by weaknesses in provision.</p> <p><b>Outcome:</b> Systems are effective in tracking and improving outcomes for children and young people with SEND.</p>
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Note: we will use our new model of co-production with parents to inform all key actions

	Key actions	Timescale	Lead officer	Impact	Milestones/progress	RAG rating
5.1	Set out clear guidance on what is expected from tracking.  Schools and settings provided with information and training on recognised successful tracking systems.	Oct 2019	SEN Inclusion Project Manager	CYP with SEND are robustly tracked to show improvement to skills to meet outcomes.  Systems will identify any gaps or weaknesses in provision that can then be addressed.  Training will include impact of implementation.  Schools enabled to make an informed decision on the best tracking system for their situation.	SEN Inclusion Project Manager to work with KsENT and KAH to develop plan for disseminating information on tracking systems Eg. Pupil Asset, B Squared, Sleuth, BOXALL, Early Years Progress Tracker Intervention tool and the use of the SIMS behaviour tracking module to all mainstream schools (October 2019).	
					SEN Inclusion Project Manager to collate good practice impact examples from each district to disseminate. (January 2020)	
					Systems implemented in schools and early years settings monitored by SEN PEOs. (July 2020).	
5.2	Provide specific training on 'outcomes' for all stakeholders to clarify the differences between EHCP outcomes, skills-based outcomes, attainment and destination outcomes.	July 2020	SEND Monitoring and Inclusion Manager	CYP with SEND have improved outcomes.	Training programme developed (January 2020).	
					Roll out of training (Jan 2020).	

5.3	Develop the use of Provision Maps Eg. TES programme	July 2020	SEN Inclusion Project Manager	Schools can effectively track progress and outcomes of CYP with SEND	Options explored and shared with school SENCos (January 2020).	
5.4	Ensure progress towards achieving EHCP outcomes is tracked at Annual Reviews and inform targets.	December 2019	SEN Compliance Manager	CYP with EHCP are working towards appropriate agreed outcomes that underpin achievement of aspirations.  Targets are challenging to ensure high expectations and progress is measurable.	Data on progress towards achieving outcomes is monitored and collated via the Annual Review paperwork and lack of progress flagged to SEN PEO for further investigation with school. (December 2019).	

Measures/indicators of success								
Measures/indicators of success	Data source	Frequency	Baseline	Targets & Actuals				RAG rating
				Autumn 2019	Spring 2020	Summer 2020	Autumn 2020	
Percentage of CYP are on track to achieve their end of key stage outcomes (for those annual review not taking place in the final year of the year stage)	EHCP Annual Reviews	Termly	New recording process to be fully implemented by September 2019	Target	Target	Target	Target	
				50%	52%	55%	57%	
				Actual	Actual	Actual	Actual	
Percentage of CYP who achieve at least 50% of their EHCP outcomes by the end of the key stage.	EHCP Annual Reviews	Termly	New recording process to be implemented by September 2019	Target	Target	Target	Target	
				70%	72%	75%	77%	
				Actual	Actual	Actual	Actual	

Ensure the percentage of CYP with an EHCP who are NEET remains below the national figure	IYSS	Termly (monitor termly but need to recognise there is seasonal fluctuation in NEET figures).	0.5%	Target	Target	Target	Target	
				<1%	<1%	<1%	<1%	
				Actual	Actual	Actual	Actual	
Increased percentage of schools using robust and effective systems for the tracking of pupil attainment and behaviour	PEO audits of a sample of schools every term	Termly	Baseline in Autumn 2019 and set targets to improve from that position. .	Target Spring 2020	Target Summer 2020	Target Autumn 2020		
				TBC	TBC	TBC		
				Actual	Actual	Actual		

Note: All baseline plus targets will be subject to periodic review to ensure they are appropriate, specifically, whether they are sufficiently or insufficiently stretching.

<b>Quality of Education, Health and Care Plans</b>	
<b>C</b>	<b>Senior responsible officer:</b> Louise Langley – Head of SEN Assessment and Placement
<b>6</b>	<p><b>Areas of Weakness:</b> The inconsistent quality of the EHC process; the lack of up to date assessments and limited contributions from health and care professionals; the poor processes to check and review the quality of EHC plans.</p> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>- Good quality, holistic, consistent and timely Education, Health and Care plans.</li> <li>- All staff have the knowledge and skills required for their role.</li> <li>- Parent/carers and CYP are fully involved in the planning and reviewing of the provision required to meet need.</li> <li>- Families are supported by all services to prepare for the transition into adulthood.</li> </ul>

Note: we will use our new model of co-production with parents to inform all key actions

	<b>Key actions</b>	<b>Timescale</b>	<b>Lead officer</b>	<b>Impact</b>	<b>Milestones/progress</b>	<b>RAG rating</b>
6.1	Undertake a comprehensive review of the statutory assessment processes (including Synergy) to make them better, faster, more transparent and more inclusive of the the views of parents/carers/young people and will implement the findings.	November 2019	SEND County Manager	SEN Officers have more time to communicate with parents and produce high quality EHCPs in a timely manner as a result of less bureaucratic and more efficient systems.	New revised streamlined Synergy workflows implemented (April 2019).	Green
					Workforce training on process (April 2019).	Green
					Commission FutureGov to assist us in developing an App based EHCP process that allows for genuine co-production and transparency (August 2019)	Orange
					Review the findings from EHCP audits post training and App roll-out and implement lessons (November 2019).	Orange
6.2	Develop a more robust programme of initial and ongoing Continuous Professional	September 2019	SEND Compliance Manager	All staff have improved skills and a robust knowledge of key policy documents including SEND Code of Practice, Children & Families Act	Develop a new CPD programme (September 2019).	Orange

	Key actions	Timescale	Lead officer	Impact	Milestones/progress	RAG rating
	Development (CPD) for SEN Assessment and Placement staff to embed a new practice model of child focused planning and co-production with parents.			2014 and the Equalities Act	Implement the programme to reflect the new practice model (December 2019).	
6.3	We will develop a new quality assurance framework for EHCPs that is evidence based, focuses on quality as well as timeliness and measures the impact on children's lives and their parents'/carers' experiences.	December 2019	SEN Compliance Manager	All Plans will have good quality advice and assessments from education, health and social care professionals.  Plans will be high quality, concise, clear and accessible.  Increased parental involvement (less quality related complaints) in EHCP's.	Draft Quality Assurance Framework produced (May 2019).  Consultation with key stakeholders (June 2019).  Quality Assurance framework trialled (July 2019).  Quality Assurance Framework fully implemented, incorporating feedback, (December 2019). Workshops on the learning from the programme are rolled out with all relevant staff in the local area.	
6.4	Develop more streamlined pathway for Educational Psychology (EP) advice and assessment.	July 2019	Head of Educational Psychology	Appropriate and timely advice provided to SEN by EPs in a variety of formats.  EPs reduce the backlog of requests for full EP assessments.	New pathway in place (July 2019).  Review of pathway options and the impact on EP workload and statutory timescales. (December 2019).	
6.5	Develop process of co-production with parents to ensure a shared understanding of the needs of children in pre-school specialist settings.	December 2019	SEND County Manager	Parents/carers are fully engaged with decision making regarding their pre-school child and are confident that needs are identified, and appropriate interventions and support are in place.	Pilot phase (August 2018).  Collate and analyse feedback from all participants (March 2019).  Roll out to all specialist nurseries across County (April 2019).	

	Key actions	Timescale	Lead officer	Impact	Milestones/progress	RAG rating
					We will consider the lessons from the pre-schools work and possible next steps for school age children (October 2019).	
6.6	Revise processes with health and social care to ensure timely and appropriate advice/information to inform the statutory assessment process.	September 2019	Designated Clinical Officer	Children benefit from information, assessment and plans from health and social care that are relevant, appropriate and received in a timely manner.	DCO creates an improved process for health to assure quality (September 2019).	
					Social Care QA framework created to improve process for social care to assure quality (September 2019).	
6.7	We will review the EHCP Annual Review process and documentation to drive improvements in timeliness and quality, ensuring it is fit for purpose.	September 2019	SEND Compliance Manager	Children's changing special educational needs are being effectively met through a robust Annual Review process.  Annual Reviews are carried out in line with statutory guidance.	New Annual Review process and documentation trialled (May 2019).	
					Feedback and comments collated (August 2019).	
					Updated Annual Review process and documentation implemented (September 2019).	
6.8	Implement an improvement plan to ensure that post 16/19 planning for adulthood is robust.	November 2019	SEND Compliance Manager	Planning for Post 16/Post 19 provision is robust and fully reflects YP's aspirations and ambitions.  YP are supported by appropriate services from Year 9 onwards to plan for adulthood.  Parental satisfaction with EHCP's is increased.	Quality assurance process to ensure preparing for Adulthood outcomes are in all EHCPs (November 2019).	
					All services are committed to providing the delivery of preparation for adulthood support. (December 2019).	
6.9	To develop an improved process for parents to give feedback on the EHCP assessment process and quality of plans.	December 2019	SEND Compliance Manager	Parental feedback informs areas for improvement.	Implement new parental satisfaction feedback process – 5 points during statutory assessment process (April 2019).	

	Key actions	Timescale	Lead officer	Impact	Milestones/progress	RAG rating
					Review and evaluate data to inform improvements to process that will enable increased parental satisfaction. (December 2019).	
6.10	Develop an agreed assessment framework and pathway for children not already known to the LA Integrated Children's Services to inform the Social Care section of the EHCP.	January 2020	Director of Integrated Children's Services (Social Work Lead)	The relevant social care section of all EHCPs will contain up to date assessment and needs information for all children.  Parental satisfaction with EHCP's is increased.	Develop draft framework (Sept 2019)  Implement (Jan 2020)	

Measures/indicators of success								
Measures/indicators of success	Data source	Frequency	Baseline	Targets & Actuals				RAG rating
Significant increase in the percentage of parents responding to the satisfaction feedback questionnaire at all steps of the statutory assessment process.	Parental 5-point satisfaction feedback of the statutory assessment process	Collate monthly and report six-monthly	From the initial small sample in June 2019 the use of the satisfaction feedback points varied from only 4 responses at point 4 to 116 at point 5.  This data showed 100% fully satisfied at every point but quantities make it unreliable.	<b>Dec 2019</b>	<b>June 2020</b>	<b>Dec 2020</b>		
				Target	Target	Target		
				Increase consistent use feedback at every point to 90% of cases.  >95% fully satisfied	Increase consistent use feedback at every point to 100% of cases.  >95% fully satisfied	100% fully satisfied		
				Actual	Actual	Actual		
Increase in the percentage of new EHCPs that are completed within statutory timescales	Synergy	Termly	29%  National = 60%	<b>Autumn 2019</b>	<b>Spring 2020</b>	<b>Summer 2020</b>	<b>Autumn 2020</b>	
				Target	Target	Target	Target	
				40%	45%	50%	60%	
				Actual	Actual	Actual	Actual	
Increase in the proportion of professional advice meeting the standards of the new QA framework	KCC Data	Termly	Ofsted/CQC identified that there is inconsistent quality of EHCPs	<b>December 2019</b>	<b>April 2020</b>	<b>July 2020</b>	<b>December 2020</b>	
				Target	Target	Target	Target	
				<b>65% meet standards</b>	<b>75% meet standards</b>	<b>85% meet standards</b>	<b>95% meet standards</b>	
				Actual	Actual	Actual	Actual	
Reduction in number of complaints regarding SEND	Complaints teams	Monthly	38 complaints per month	<b>Dec 2019</b>	<b>April 2020</b>	<b>July 2020</b>	<b>Dec 2020</b>	
				Target	Target	Target	Target	

				30	25	20	15	
				Actual	Actual	Actual	Actual	
Reduction in the number of appeals received	Tribunals data	Monthly Average	42 average per month	Target	Target	Target	Target	
				39	36	33	30	
				Actual	Actual	Actual	Actual	

<b>Joint commissioning and Governance</b>	
<b>D</b>	<b>Senior responsible officer:</b> Rachel Jones – Senior Responsible Officer STP
<b>7</b>	<p><b>Areas of Weakness:</b> The inability of current joint commissioning arrangements to address known gaps and eliminate longstanding weaknesses in the services for children and young people with SEND.</p> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>To better meet children and YP's Special Educational Needs and Disabilities through an agreed understanding of population level of need and implement a joint commissioning plan.</li> <li>There are clearly defined roles and responsibilities to address the health needs of CYP in special schools with regular review.</li> <li>There is a clear, consistent and equitable outcome based universal, targeted and specialist level offer for CYP with speech and language needs.</li> </ul>

Note: we will use our new model of co-production with parents to inform all key actions

	<b>Key actions</b>	<b>Timescale</b>	<b>Lead officer</b>	<b>Impact</b>	<b>Milestones/progress</b>	<b>RAG rating</b>
7.1	Establish a joint commissioning function whose priorities align with the WSoA, the SEND strategy and the NHS Long Term Plan and will ensure that statutory requirements are met.	March 2020	Head of Commissioning Children and Public Health and Director of Acute Strategy and Partnerships	<p>CYP's SEND needs will be met by unified commissioning.</p> <p>Clear understanding of the impact of current services and the areas that need to be improved</p> <p>Delivering statutory requirements.</p>	Commissioning workshop (May 2019 and July 2019).	Green
DCO appointed (June 2019) and 2x Band 7 DCO support officers appointed (September 2019).					Orange	
Co-design and publish joint commissioning plans and protocols by January 2020 latest.					Orange	
Publish an updated needs assessment as part of the JSNA to support SEND planning and joint commissioning intentions by September 2019.					Orange	
Production of a SEND outcomes framework with outcome measures through a series of workshops and multi-agency events that, as a minimum, meets statutory requirements (December 2019).					Orange	
Implement new model of joint commissioning including draft pooled budgets and ensuring the outcomes					Orange	

	Key actions	Timescale	Lead officer	Impact	Milestones/progress	RAG rating
					framework is embedded into the relevant contracts by March 2020.	
7.2	Co-design and deliver a bespoke network of special school nursing across Kent.	September 2019	Director of Acute Strategy and Partnerships	Children and YPs relevant health needs in Profound, Severe or Complex Needs (PSCN) special schools are met equitably. There are clearly defined roles and responsibilities to address the health needs of CYP in special schools with regular review. This is underpinned by a workforce development plan co-produced by leadership across all stakeholders.	Review of current provision (March 2019).	
					Assessment of needs in schools. (June 2019).	
					Consultation of new model of provision undertaken with PSCN schools (May to July 2019).	
					Implement new bespoke network model (September 2019).	
					Review of new working model (July 2020)	
7.3	Co-design and implement a jointly commissioned speech and language therapy service across Kent understood by families and stakeholders.	April 2020	Director of Acute Strategy and Partnerships	Develop a jointly commissioned system wide graduated outcome based universal, targeted and specialist level offer for CYP with speech and language needs.  CYP with SEND are having their Speech, Communication and Language Needs met in a responsive and timely way.  Positive feedback from CYP and their families reporting that the SEND strategy and Commissioning plans meet the needs of CYP with SEND in Kent.	Update 2018 review of provision (October 2019) and develop a revised model by January 2020.	
					SLCN provision identified in EHC plans is being received by the child or young person by April 2020	
					The expected speech and language progress outcomes are being achieved for CYP with SEND and families are satisfied with support they received for their child's speech, communication and language needs from April 2020.	
7.4	Deliver improved and equitable provision of vision screening and follow up services for CYP in Kent including those with SEND.	May 2019	Director of Acute Strategy and Partnerships	School age children in mainstream education receive vision screening and follow up services across Kent equitably.	Review of current variable provision across Kent for CYP access to vision screening and follow up (February 2019).	

	Key actions	Timescale	Lead officer	Impact	Milestones/progress	RAG rating
					Funded and commissioned vision screening and follow up service available in West Kent and North Kent CCG areas in line with the existing service provision in other parts of Kent (May 2019).	
7.5	Review the Early Help investment into the specialist mental health service pathway and develop and implement a jointly commissioned pathway for behaviour support	December 2020	Director of Acute Strategy and Partnerships, Director of Integrated Children's Services Head of Commissioning,	Earlier support for families in the neurodevelopmental pathways	Review of mild to moderate needs with recommendations (September 2019)	
					Outcome and recommendations reported to Cabinet Committee of realigned funding (October 2019)	
					Review of support in Neurodevelopmental pathway to Kent health and Wellbeing Board (January 2020).	
					Design, mobilisation and Implementation of new pathway (March 2020).	

**Measures/indicators of success**

Measures/indicators of success	Data source	Frequency	Baseline	Targets & Actuals					RAG rating
				Q3 19-20	Q4 19-20	Q1 20-21	Q2 20-21	Q3 20-21	
Publication of a co-designed joint commissioning strategy that meets the needs of CYP with SEND.	NHS/KCC	Monthly	No joint commissioning plan is currently in place	Target	Target	Target	Target	Target	
				n/a	Publish co-designed commissioning plans	Embed outcomes framework in contracts			
				Actual	Actual	Actual	Actual	Actual	
% of schools that have a health supported special school nursing	NHS	Quarterly	45%	Target	Target	Target	Target	Target	
				Network established	70%	80%	90%	100%	
				Actual	Actual	Actual	Actual	Actual	
Proportion of CYP with SEND that access equitable speech and language therapy services in Kent	NHS	Quarterly	Review to confirm current service provision profile across Kent CCG's	Target	Target	Target	Target	Target	
								100% (all CYP with SEND within Kent CCG's)	
				Actual	Actual	Actual	Actual	Actual	
% of children and young people who have NHS supported vision screening and follow up	NHS	Quarterly	55% (East Kent CCG's only)	Target	Target	Target	Target	Target	
				65%	75%	85%	95%	100% (all Kent CCG's)	

				Actual	Actual	Actual	Actual	Actual	

Note: All baseline plus targets will be subject to periodic review to ensure they are appropriate, specifically, whether they are sufficiently or insufficiently stretching.

<b>8</b>	<p><b>Areas of Weakness:</b> The governance of SEND arrangements across the EHC system at strategic and operational level and absence of robust action plans to address known weaknesses.</p> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Clear accountability through governance to address SEND.</li> <li>• Children’s SEN needs and those of their parents are addressed as a priority by all partners.</li> <li>• CYP with SEND and their families’ needs are met more effectively by receiving a more joined up service.</li> </ul>
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Note: we will use our new model of co-production with parents to inform all key actions

	Key actions	Timescale	Lead officer	Impact	Milestones/progress	RAG rating
8.1	To ensure that SEND improvements are a fundamental priority for the 0-25 HWBB	December 2019	Director of Children’s Services	Children’s SEN needs and those of their parents are addressed as a priority by all partners.	SEND is prioritised in the forward plan for 2019/20 (March 2019).	
					Approve a revised SEND area strategy (December 2019).	
8.2	There is a clear accountability and governance framework that sets out an escalation process to ensure barriers to progress are managed effectively to jointly meet the needs of children and young people with SEND and their families.	October 2019	Director of Children’s services and the CCG Accountable Officer	Evidence demonstrates that all providers are consistently contributing to strategic SEND discussions.  Barriers to progress are clear to all partners to ensure mitigations are developed.	Attendance at all mandated meetings, as per the governance structure, by health, social care and education representatives from May 2019.	
					Minutes of meetings evidence the discussion and mitigation of barriers to progress from May 2019.	
					A minimum of monthly progress reporting for each work stream is in place minuted to evidence progress and issues raised/resolved from June 2019.	
8.3	Deliver a SEND Improvement Board which has strategic oversight and will drive the pace and improvement activities.	March 2019	Director of Children’s Services	The Written Statement of Action and its actions are delivered to agreed timescales	Initial meeting (March 2019).	
					Monthly meetings established May 2019 and ongoing.	

	Key actions	Timescale	Lead officer	Impact	Milestones/progress	RAG rating
					Determine the performance framework to meet all statutory responsibilities for SEND (quarterly).	
8.4	Create a KCC Informal Members Group to have strategic oversight and drive the improvement activities of the WSoA workstreams.	July 2019	Director of Children's Services	The Written Statement of Action and its actions are delivered to agreed timescales	Monthly meetings established July 2019 and ongoing.	
8.5	Regular reporting within KCC to Corporate Management Team and Cabinet Members Meetings	May 2019	Director of Children's Services	The Written Statement of Action and its actions are delivered to agreed timescales	Regular reporting as requested from April 2019	
8.6	Re-purpose the 0-25 HWB SEND Standing group to deliver robust actions addressing significant areas of weakness identified by Ofsted/CQC.	July 2019	Director of Education, Planning and Access	Deliver the actions identified within the WSoA.	Revise ToR and membership (August 2019).	
					Monthly meetings (ongoing from September 2019).	
8.7	Chairs for each Board responsible for escalating issues through the accountability hierarchy in order to overcome delays/barriers to progress with the WSOA.	Duration of work to deliver WSoA	Board Chairs (See page 5 and Appendices 2-5)	Barriers to progress resolved quickly	Escalation arrangements agreed	
8.8	Deliver an effective single point of decision making for the 7 Kent CCG's via the establishment of a Joint Committee.	June 2019	Director of Acute Strategy and Partnerships	There is consistency of health commissioning approach and equity of health provision for children's services across County.	7 CCGs to agree delegation of children's services to a single committee (May 2019).	
					Establish monthly joint committee meetings (June 2019 onwards).	
8.9	Integrate disabled children's service into CYPE Directorate.	April 2020	Director of Children's services	CYP with SEND and their families' needs are met more effectively by receiving a more joined up service.	KCC 0-25 Disabled CYP service to move to CYPE directorate (August 2019).	
					Design further integration of SEND services including assessment and planning (April 2020).	

<b>E</b>	<b>Service Provision</b>
	<b>Senior responsible officer:</b> Rachel Jones – Senior Responsible Officer STP
<b>9</b>	<p><b>Areas of Weakness:</b> The unacceptable waiting times for children and young people to be seen by some health services, particularly CAMHS, tier two services, SALT, the wheelchair service, and ASD and ADHD assessment and reviews.</p> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Improved service provision and care pathways to reduce waiting times for health services.</li> <li>• Appropriate services are in place to meet the population need.</li> <li>• Children with additional needs will be identified earlier to enable early support to be in place.</li> </ul>

Note: we will use our new model of co-production with parents to inform all key actions

	Key actions	Timescale	Lead officer	Impact	Milestones/progress	RAG rating
9.1	To jointly co-design and commission at pace, a new pathway for CYP with a suspected ND or behavioural disorder (including ASD and ADHD).	April 2020	Associate Director of Children Commissioning lead WK CCG	<p>A jointly commissioned and radically re-designed pathway for CYP with suspected neuro-developmental conditions, co-designed with parents, is in place.</p> <p>CYP and their families have access to timely support through a needs-led Neuro-developmental pathway. Timely interventions for and with families to better support CYP with neurodevelopmental needs and behavioural challenges.</p> <p>Waiting times for ASD and ADHD assessments are within national guidelines.</p> <p>Implement the Mental Health Support Team in Schools initiative, jointly with</p>	<p>Jointly assess neuro-developmental levels of needs across the County. (July 2019).</p> <p>Review the current provision for mild to moderate need. (September 2019).</p> <p>A co-designed Neuro-developmental disorder pathway will be finalised and phased implementation plan produced including:</p> <ul style="list-style-type: none"> <li>• Pre-referral</li> <li>• Referral</li> <li>• Assessment</li> <li>• Post-assessment support (by December 2019).</li> </ul> <p>Implement a jointly commissioned new ND Disorder pathway (April 2020).</p>	

	Key actions	Timescale	Lead officer	Impact	Milestones/progress	RAG rating
				Education, across Kent to support schools in identifying and managing SEND CYP mental health needs earlier.	All 4 Mental Health Support Teams across Kent are in place and training has commenced by January 2020.	
					The 4 MHST's are supporting 8,000 CYP each, undertaking an estimated 500 interventions per team by January 2021.	
9.2	Drastically reduce waiting times for access to the CYP's Mental Health Provider Service (CYMHPS) including the current ND pathway. (Links to 9.1 above)	July 2020	Associate Director of Children Commissioning lead WK CCG	Continued reduction of routine waiting times for CYP mental health assessments to meet the national standard of 82% of referrals seen within 18 weeks from the current position of 2 year waiting times (reduced from 4 years).  Reduced referrals and therefore Improved referral to treatment time from baseline for Community Paediatrics and CAMHS for CYP who require those services.  All CYP will receive appropriate mental health support when required.  Families will receive timely advice and support for CYP with mental health needs.	Additional funding of £6.3m (13% of yearly contract value) over 3 years from 2018/19 to 2020/21 agreed to reduce waiting times already in place.  To continue to performance manage the improvement trajectory (ongoing from February 2019) from a stat point of 4 years to the national waiting time standard.  To significantly reduce the number of referrals to CYMHPS for neuro developmental assessments from implementation of the new ND pathway in April 2020.  Positive feedback from CYP and their families by July 2020	
9.3	Reduce waiting times for all CYP with SEND to the wheelchair service to comply, as a minimum, with the 18 week national referral to treatment standard	December 2019	Director of Acute Strategy and Partnerships	To reduce and equalise the waiting time across all areas in Kent for access to wheelchairs/mobility equipment for CYP with SEND.  To achieve the national waiting time standard of 18 weeks, as a minimum, for all CYP with SEND	Additional funding agreed following a service review (September 2018).  To release £866k (17% of contract value) of additional funding in line improvement trajectory achievement (September 2018 to December 2019).	

	Key actions	Timescale	Lead officer	Impact	Milestones/progress	RAG rating
				CYP will receive wheelchairs to support them accessing education without delay equitably across all areas of Kent.		
9.4	Ensure health visitors have full access to antenatal information to embed a 'tell it once' culture of cohesion between health and social care.	December 2019	SRO Local Maternity System	Children with possible additional needs will be identified before/soon after birth to enable early support to be in place.  Families will be supported after birth to manage CYP with additional needs.	Investigate current antenatal information sharing process (July 2019).  Modify information sharing processes (December 2019).	
9.5	Integrate the two-to two-and-a-half-year check between health visitors and early years settings to embed the 'tell it once' culture.	October 2020	Joint Lead between Head of Early Years and Childcare (The Education People) and Director of Public Health	Children with early identified additional needs will have a care plan in place to best support their development.	Extension of current KCC and KCHFT partnership (Early October 2019).  Review the available delivery models for reviews at two (October 2019).  Develop, agree and disseminate a framework and process for information sharing (December 2019).  Co-design and plan the implementation of the new model (January 2020).  Implement a consistent model for integrated reviews (October 2020).	
9.6	Ensure all YP over 14 with a learning disability (LD) have an annual health check and learning from LeDR reviews is embedded.	On-going	Corporate Director of Adult Social Care and Health	All YP over 14 will have an annual health check to determine their health needs and ensure they are met.	Data recording systems in place to record and monitor how many CYP over the age of 14years+ are receiving an annual health check by October 2019.  To agree a single business case to develop capacity and capability to deliver LD annual health checks (October 2019).	

	Key actions	Timescale	Lead officer	Impact	Milestones/progress	RAG rating
					Ensure all children over the age of 14 receive an offer of a health check by January 2020.	
9.7	The digital Shared Care Record is available to enable us to fully embed the 'tell it once' culture.	2022/23	STP Digital Transformation Lead	All health professionals will be able to access the same CYP record which will reduce duplication, improve communication and reduce delays for CYP with health needs.	To procure a Shared Care Record (October 2019).	
					To implement the use of a Shared Care Record (2022/23).	

Measures/indicators of success									
Measures/indicators of success	Data source	Frequency	Baseline	Targets & Actuals					RAG rating
				Q3 19-20	Q4 19-20	Q1 20-21	Q2 20-21	Q3 20-21	
% of young people currently waiting meeting 18 week referral times for Neuro Developmental Assessments.	NHS	Quarterly	15% of 9,000 CYP currently on a neuro developmental caseload across Kent at June 2019	Target	Target	Target	Target	Target	
				20%	25%	30%	35%	45%	
				Actual	Actual	Actual	Actual	Actual	
% of young people meeting 18 week referral to treatment target for (CYMHPS) not including ND referrals	NHS	Quarterly	50% of 4,000 CYP on the waiting list currently across Kent at June 2019	Target	Target	Target	Target	Target	
				55%	70%	75%	80%	At least 92%	
				Actual	Actual	Actual	Actual	Actual	
Volume of referrals to CYMHPS for the Neuro developmental assessments post implementation of new pathway	NHS	Quarterly	Approx 5,000 referrals per month across Kent CCG's	Target	Target	Target	Target	Target	
				To be determined as part of new pathway development					

% of those identified by Health Visitors and/or early years providers as part the new model including the pilot phase at 2 years as requiring an integrated check, who then go on to receive one.	NHS	Quarterly	0%	Target	Target	Target	Target	Target	
				80%	50%	60%	70%	80%	
				Actual	Actual	Actual	Actual	Actual	
Number of YP over 14 with a learning disability having an annual health check.	NHS	Quarterly	41%	Target	Target	Target	Target	Target	
				50%	55%	60%	68%	75%	
				Actual	Actual	Actual	Actual	Actual	
% of young people across Kent meeting 18 week referral to treatment target for wheelchair assessments and provision.	NHS	Quarterly	76%	Target	Target	Target	Target	Target	
				80%	87%	92%	92%	92%	
				Actual	Actual	Actual	Actual	Actual	

## Glossary of Acronyms

0-25 HWB	0-25 Health and Wellbeing Board	NEET	Not in Education, Employment or Training
ADHD	Attention Deficit Hyperactivity Disorder	NICE	The National Institute for Health and Care Excellence
ASD	Autistic Spectrum Disorder	NQT	Newly Qualified Teacher
CCG	Clinical Commissioning Group	NQT + 1	Newly Qualified Teacher + 1 year
CPD	Continuous Professional Development	PBS	Positive Behaviour Support
CQC	Care Quality Commission	PEO	Provision Evaluation Officer
CYMHPS	Children and Young People's Mental Health Provider Service	PSCN	Profound, Severe or Complex Needs
CYP	Children and Young People	SALT	Speech and Language Therapy
CYPE	Children, Young People and Education	SEMH	Social, Emotional and Mental Health
DCO	Designated Clinical Offer	SENCOs	Special Educational Needs Co-ordinator
DSC	Director of Children's Services	SEND	Special Educational Needs and Disabilities
EHCP	Education, Health and Care Plan	SIA	School Improvement Adviser
ELSA	Emotional Literacy Support Assistant	SLA	Service Level Agreement
EP	Education Psychology	SPELL	Structure, Positive approaches and expectations, Empathy, Low arousal, Links
ISOS	Education Consultant	SRO	Senior Responsible Officer
JSNA	Joint Strategic Needs Assessment	STLS	Specialist Teaching and Learning Service
KAH	Kent Association of Headteachers	STP	Sustainability and Transformation Partnerships
KLE	Kent Leader of Education	TAs	Teaching Assistants
Kent PACT	Kent Parents and Carers Together	TEP	The Education People
KsENT	Kent Special Education Needs Trust	ToR	Terms of Reference
LA	Local Authority	WSoA	Written Statement of Action
LD	Learning Disability	YP	Young People
LIFT	Local Inclusion Forum Teams		

## 0 – 25 Health and Wellbeing Board

Clair Bell	Cabinet Member for Adult Social Care & Public Health, KCC
Stuart Collins	Director of Integrated Children's Services (Early Help and Preventative Services Lead), KCC
Roger Gough	Cabinet Member for Children, Young People and Education, KCC
Penny Graham	Healthwatch Kent (Public Representative)
Sarah Hammond	Director of Integrated Children's Services (Social Work Lead), KCC
Coretta Hine	D/Supt – Kent Police
Steve Inett	Chief Executive, Healthwatch Kent
Mark Janaway	Programme and Performance Manager, Kent Safeguarding Children Board, KCC
Wendy Jeffreys	Public Health Specialist
Rachel Jones	Director of Acute Strategy and Partnerships, K&M STP, NHS
Louise Langley	Head of SEN Assessment and Placement, KCC
Mark Radford	Chief Executive, Swale Borough Council
Neil Wickens	Head of Policy Co-ordination and Research, on Behalf of Kent PCC
Sarah Nichols	Project Officer, KCC
Peter Oakford	Cabinet Member, KCC
Dr Richard Patey	Consultant Paediatrician, Medway Maritime Hospital, NHS
Gill Rigg	Chair of Kent Safeguarding Children Board, KCC
Andrew Scott-Clark	Director of Public Health, KCC
Karen Sharp	Head of Commissioning Portfolio Children and Public Health, KCC
Penny Southern	Corporate Director Adult Social Care and Health, KCC
Mark Walker	Assistant Director for Disabled Children and Young People, KCC
Paula Wilkins	Chief Nurse, Medway, DGS, Swale and West Kent CCGs, NHS

## SEND Improvement Board

Keith Abbott	Director of Education, Planning and Access, KCC
Stuart Collins	Director of Integrated Children's Services (Early Help Lead), KCC
Glenn Douglas	Accountable Officer of CCGs and Chief Executive of Kent & Medway STP, NHS
Matt Dunkley (Chair)	Corporate Director - Children, Young People and Education, KCC
Suz Elvey	Communications Officer, KCC
David Gazet	Communications Officer, KCC
Graham Genoni	Service Integration Project Manager, KCC
Sue Gibbons	Designated Clinical Officer, Kent and Medway, NHS
Roger Gough	Cabinet Member for Children, Young People and Education, KCC
Sarah Hammond	Director of Integrated Children's Services (Social Work Lead), KCC
Rachel Jones	Director of Acute Strategy and Partnerships, Kent & Medway STP, NHS
Louise Langley	Head of SEN Assessment and Placement, KCC
Sharon McLaughlin	SEND Family Engagement Officer, KCC
Shellina Prendergast	Deputy Cabinet Member for Children, Young People and Education, KCC
Michael Ridgwell	Deputy Chief Executive, Kent & Medway Sustainability & Transformation Partnership
Andrew Scott-Clark	Director of Public Health, KCC
Karen Sharp	Head of Commissioning Portfolio Children and Public Health, KCC
Mark Walker	Assistant Director for Disabled Children and Young People, KCC
Paula Wilkins	Chief Nurse, Medway, DGS, Swale and West Kent CCGs, NHS
Jane Rolfe	Headteacher rep
Deb Hines	Headteacher rep
Mike Walters	Headteacher rep
Vicky Edwards	Parent rep - Space2BeMe
	Parent reps – to be confirmed

## SEND Change for Kent Children Board

Keith Abbott	Director of Education, Planning and Access, KCC
Stuart Collins / Sarah Hammond	Director of Integrated Children's Services, KCC
Graham Genoni	Service Integration Project Manager, KCC
Louise Langley	Head of SEN Assessment and Placement, KCC
Rachel Jones	Director of Acute Strategy and Partnerships, Kent & Medway STP, NHS
Lesley Cheshire	SEND Consultant, KCC
Rob Comber,	Innovation Unit Manager, KCC
	HR Business Partner, KCC
	Finance Business Partner, KCC
	Project Manager, KCC
	Health representation – reps to be confirmed

## Task and Finish Workstreams

Workstream	Senior Responsible Officer	Action leads	Contributors
<b>A) Parental engagement and co-production</b>	Director of Education, Planning and Access	SEND Family Engagement Officer SEND Monitoring and Inclusion Manager Kent PACT Coordinator SEND Compliance Manager	Parents Young person rep Children's Health Commissioner Social care rep (Disabled Children's Service/ Corporate Parent) County SEN Manager SEND Compliance Manager SEND Monitoring & Inclusion Manager Educational Psychologist CYPE Engagement and Consultation Officer Healthwatch rep Information, Advice and Support Kent Service Manager
<b>B) Inclusive Practice and the Outcomes, Progress and Attainment of Children and Young People</b>	Director of Education, Planning and Access	SEND Inclusion Project Manager SEND Monitoring and Inclusion Manager Chair of KsENT Head of Educational Psychology Service SEND County Manager Director of Education, Planning and Access	Headteachers Parents Specialist Resource Provision reps Special School Headteacher rep Educational Psychologist STLS Outreach Lead rep FE College rep Early Help rep School Improvement Advisor SEND Monitoring & Inclusion Manager Social Care rep SENCo reps
<b>C) Quality of EHCPs</b>	Head of SEN Assessment and Placement	SEND Compliance Manager SEND County Manager Head of Educational Psychology Service Designated Clinical Officer Director of Integrated Children's Services (Social Work Lead)	SEND Compliance Manager Parents Educational Psychologist Children's Health Commissioner Social Care rep SEND Monitoring & Inclusion Manager SEND Early Years Manager SENCo rep SEND Tribunal Team Manager Designated Clinical Officer

Workstream	Senior Responsible Officer	Action leads	Contributors
<b>D) Joint commissioning and governance</b>	Director of Acute Strategy and Partnerships	Head of Commissioning Children and Public Health Director of Acute Strategy and Partnerships Director of Children's Services Director of Education, Planning and Access	SEND Communication Assistive Technology Manager SEND Therapies Provision Officer Commissioner for Disabled Children's Services Parents Children's Health Commissioner Health Provider Trusts Senior Leads Disabled Children's Service Manager Public Health Specialist – Child Health
<b>E) Service Provision</b>	Director of Acute Strategy and Partnerships	Senior Public Health Consultant Associate Director of Children Commissioning lead WK CCG Director of Acute Strategy and Partnerships SRO Local Maternity System Director of Public Health Corporate Director of Adult Social Care and Health STP Digital Transformation Lead	Commissioner for Children and Public Health Parents NELFT rep SALT rep Paediatrician Children's Health Commissioner Disabled Children's Services Manager SEND Communication Assistive Technology Manager