



Stoke-on-Trent Local Area SEND and Alternative Provision Partnership Continuous Improvement Plan 2024-27

Introduction and vision

Welcome to Stoke-on-Trent Area Special Educational needs and disabilities (SEND) and Alternative Provision (AP) Partnership's continuous improvement plan. This plan has been produced jointly by colleagues from across the partnership including education and social care staff from the city council, our Integrated Care Board (ICB) and health providers, and our parent carer forum.

There is a collective commitment across our partnerships for a restorative based approach to working with our children, families and communities, and also with each other. This will be evident in the way we challenge and support each other, doing 'with', not 'to', repairing and restoring relationships, holding each other to account, and working to a shared vision and outcomes. It represents a value base that will drive improvements in professional practice and ensure that we hear and act on the voice of our children and young people. To this end, our Executive Board for SEND and Inclusion is co-chaired by our City Director and the Chief Executive of the Staffordshire and Stoke-on-Trent ICB, providing executive oversight and leading together on the development and delivery of our current inclusion strategy. Our revised governance model for education provides opportunities for engagement with partners at all levels, and we continue to work closely with our schools to embed the graduated approach. Alongside this, a number of NHS Staffordshire and Stoke-on-Trent ICS Programme Boards drive forward partnership working and ownership in areas such as mental health, children and young people and learning disability and autism, allowing for a whole system view.

The city council has a refreshed corporate and children and families directorate leadership team in place. The team has worked quickly to improve the timeliness of assessments and plans for children and young people with SEND and in AP, as well as delivering on our safety valve agreement with the Department for Education to address our High Needs expenditure.

As an NHS, the ambitions within the NHS Long Term Plan are being achieved, with new services and pathways in place, such as improving transition into adult services and responses to children and young people in crisis. Mental health support teams in schools go from strength to strength and demonstrate how health and education can work together for our children and young people. Acute services are starting to work in new ways to ensure that they are inclusive for all. The recently published Learning Disabilities and Autism Joint Strategic Needs Assessment will provide understanding of how the local population's needs may change over time, so that their needs can be better met.

We continue to work to better harness the power and reach of the business, voluntary, community and faith sectors. Co-production with parents and carers is one of our strengths and we are proud of the work we have done to co-produce our graduated approach, home-to-school transport policy and joint commissioning strategy for SEND. We still need to do more to effectively listen to our children and families and a participation strategy has been developed to support partnership engagement.

We continue to scrutinise our approach and practice and work transparently to continue our improvement journey supported by strong political leadership and determination. Our children remain our number one priority, evidenced by the focus, direction and pace determined through our member-led governance. Delivering improvements in children and young people's services is a priority of the ICB and we are committed to transforming the care that is provided. Other partners have made a strong commitment to join us in our resolve, through the development of a single city-wide vision and strategy for our children, and an integrated approach to designing and delivering services to children, young people and families. We know that we will only achieve what our children deserve through working together.

Jon Rouse City Director, Stoke-on-Trent City Council

Peter Axon Chief Executive – Staffordshire and Stoke-on-Trent Integrated Care Board

Michelle Craggs Chair – PEGIS

Charlotte Bennett Strategic Projects Manager - VAST

Plan on a page

Priority 1: Nothing for us, without us

Priority 2: Part of the community

Priority 3: High aspirations and preparation for the future

Priority 4: Meaningful support in the right place, at the right time

Priority 5: Skilled and knowledgeable professionals

Our context

National context for SEND

Two key recent policy developments are the SEND green paper which proposes reforms to standardise and improve outcomes for children with (SEND) and those in alternative provision. The schools white paper announced Stoke-on-Trent as a priority education investment area to level up outcomes so that every child can fulfil their potential. There are also upcoming changes in the adult learning, skills and employment landscape which we will respond to, alongside reorganisation of the regional schools' commissioner.

About the city of Stoke-on-Trent

- We are a young city:
 - 256,375 residents and 58,305 children and young people.
- We have high levels of demand for our services:
 - 1 in 54 children in the city are in our care
 - 1 in 20 children in the city have open involvement with children's social care
 - 17.8% of children have a Special Educational Need or Disability

- We have areas of high deprivation:
 - 29% of under-16s live in low-income families
 - 18th most deprived city in the Indices of Deprivation affecting Children
- 1 in 5 residents are from a non-white British ethnic group, compared to 1 in 15 in 2001.

About our Children and Young People

We have 3,067 children and young people with an Education, Health and Care plan (EHCP) and this is forecast to rise to 3,619 by 2026.

We have 6,222 children and young people receiving special educational needs (SEN) support in the city.

We have a different need profile in the city: 25% present with moderate learning difficulties compared with 10% nationally, and 18% present with autism spectrum disorders against 31% nationally. We also have significantly more children presenting with social, emotional and mental health needs and speech, language and communication difficulties.

35% of our children and young people with EHCPs attend mainstream schools compared with 35% regionally and 41% nationally. 42% of children and young people attend a special school, compared with 40% regionally and 33% national. 14% attend a further education setting (16% regionally and 15% nationally) while 6% are educated elsewhere, including non-maintained specialist and independent placements (4% regionally and nationally).

63% of children achieve a good level of development in the early years in 2023 compared with 66% regionally and 67% nationally. 22% of pupils with SEN achieved the expected standard in reading at KS1, compared with 76% of children without SEND.

Attendance for pupils with SEND is lower than for their peers: 89.2% in the 2021/22 academic year, compared with 91.8% for all pupils.

What matters for our children and young people

Recently, we completed a city-wide consultation to develop the SEND strategy where we asked children and young people 4 questions:

- 'How can we make sure everyone is included?'
- 'What makes you feel included?'
- 'Is there anything else that you would like at your school/setting or in the community to help you feel included?'
- 'Our community will be inclusive when....'

We received a wealth of feedback from children and young people, both with and without SEND and have used this feedback to steer the priorities for development.

Priority 1: Nothing for us, without us

- “nobody should be left out”
- “know my skills and personality”
- “I feel included when you treat me well and equally”

Priority 2: Part of the community

- “treat everyone the same”
- “I love being included”
- “playing in a group makes me feel welcome”
- “we will be inclusive when we all come together, stick together and have fun together”

Priority 3: High aspirations and preparation for the future

- “we should give respect, be kind, and help everyone”
- “I love seeing my friends and going to clubs”
- “letting you share the same moments as them you can still join in with activities that other children do and that other people can enjoy or experience”
- “there should be more lessons about disability and mental health”

Priority 4: Meaningful support in the right place, at the right time

- “I feel included when people check if I’m ok when I’m down”
- “I want to be able to tell people why I don’t feel included so teachers can help me”
- “I want to be happy and safe at school”

Priority 5: Skilled and knowledgeable professionals

- “I feel included when the youth workers help me to join in with activities”
- “I want the same people to stay around me and not change”



About this plan

This plan is a three-year plan for services for children and young people with SEND, and their families in Stoke-on-Trent. It aims to embed a culture of continuous improvement and set a clear direction for all service areas and partners. It is organised into five key priority areas:

- Priority 1: Nothing for us, without us
- Priority 2: Part of the community
- Priority 3: High aspirations and preparation for the future
- Priority 4: Meaningful support in the right place, at the right time

- Priority 5: Skilled and knowledgeable professionals

Strategic context

This continuous improvement plan reflects many strategies and plans owned by local partners. This plan sets out practical detail on how these ambitions will be delivered.

At a service level we have a large number of strategies and plans which drive improvement in focused areas. This plan aims to bridge between our two high-level, over-arching strategies, and our focused, service-area plans to have one plan that we can track and monitor to know we are improving services for our children and young people. Some of the plans listed below are to be developed and others will need to be refreshed in the next couple of years. This is noted in the action plan below.

Our strategies and plans

Our City, Our Wellbeing, the city council's strategy to become a modern, flexible and resident-focused local authority. The 5 areas of focus are: Supporting Family Life, reclaiming our streets and public spaces, addressing hardship and poverty, ensuring decent homes for all, and supporting people to live independently.

Room to Grow, our vision for children and young people. We have set six key outcomes: safe, healthy, achieving, nurtured, involved and prepared. We are working with partners to deliver this strategy together, focusing particularly on the best start in life, children looked after, and young people achieving more. We are beginning our refresh of the strategy ready to launch in 2024.

To be the best I can be, our inclusion strategy co-produced by the city council and NHS partners which sets out the local authority's vision, priorities and outcomes for children and young people with SEND, based on what they and their families have expressed is important to them. We are beginning our refresh of the strategy ready to launch in Summer 2024.

Living my best life, our life course strategy for people with a learning disability co-produced during the pandemic aims to ensure children, young people, adults and older people with a learning disability experience equal rights and have the same opportunities as those without a learning disability.

Child and Adolescent Mental Health Services: Local Transformation Plan, refreshed in October 2022 with the ambition that access shall be provided in a timely, responsive, and qualitative way and more children and young people will be able to access provision, with an emphasis on supporting children earlier with stronger links to education, children's services, and improved pathways across the system.

Joint Commissioning Strategy for SEND, co-produced between the city council, ICB and parents and carers, this strategy identifies a set of shared principles and priorities that will set a road map for all joint planning and commissioning decisions for SEND.

Living my best life with Autism sets out the outcomes autistic people told us were important to them. By delivering this strategy in partnership with autistic people and their families, we will rise to the challenge, making Stoke-on-Trent a place where autistic people can feel safe, be healthy, aspire, live independently, have control over and enjoy their life.

Governance

This plan will be owned by the Stoke-on-Trent Executive Board for SEND and Inclusion. This Board will regularly review progress against this plan, monitoring progress and responding to barriers or areas of concern, as well as tracking financial and performance targets. The Board will stay alert to sector developments and changes in our children's services and respond accordingly in adapting this plan.

Progress will be reported regularly to Cabinet Members Briefing (CMB) so that our Councillors are well-sighted on delivery and any risks and issues and can support and challenge as appropriate. The Children's Improvement Board will also scrutinise progress as part of our continued improvement journey, and act as a key forum to engage partners on shared actions. Other partnership forums will be involved as noted in the plan below.

Delivery

We have established a project management approach within Children and Family Services, with a transformation and improvement team who plan, track and control change projects. We have a structure of transformation projects, each with a senior project sponsor and regular board meetings to bring stakeholders together and monitor progress – relating to key themes such as early help, children in care and SEND. This will be our primary mechanism for delivery of this continuous improvement plan, with monthly project reporting. Following the agreement of this continuous improvement plan, the transformation projects and their workstreams will be reviewed to align with this plan and provide the mechanism for delivery where appropriate and in line with the action tables below.

Key partnership boards will be involved in delivery of many of the actions set out below. Operational leads will work with the boards to share the details of this plan and manage the involvement of key stakeholders. These boards include:

- **Children, Young People and Families Strategic Partnership Board:** our key partnership board for delivering our Room to Grow vision and improving services in the city for children and young people
- **Children's Improvement Board:** chaired by our Children's Commissioner, this Board oversees our improvement journey and improvement plan with input from key partners

- **Stoke-on-Trent Safeguarding Children Partnership:** our own, city-focused Safeguarding Partnership to tackle abuse and neglect and improve children's wellbeing
- **Health and Wellbeing Board:** working together with the Integrated Care Board (ICB, formerly the CCG) to deliver our joint strategy for a healthy city where people live well and get the best start in life
- **Community Safety Partnership:** partnership working to make the city a safer place to live, work and visit – including for our children and young people

Feeding up into these five key, interconnected boards is a much wider structure of boards involving many partners and focusing on specific themes or areas such as preparation for adulthood, home-to-school transport, inclusion and much more. This plan brings together at a high level the core objectives across all of these areas and the relevant boards will be involved as described in the plan below.

Our plan

Priority 1: Nothing for us, without us

1a

What will we do?

We will have a co-produced Co-production Charter that is embedded and actively used to improve the development of policies and strategies.

How will we achieve this?

Embed the Co-production Charter.

Develop a co-production toolkit. Develop criteria and a process for identifying when the co-production charter logo can be added to documentation.

Include ladder of co-production as part of the toolkit.

What impact will this have?

By the charter being embedded and the toolkit used, practitioners, stakeholders, parents and young people will all be included in developing new policies & strategies.

How will we know we have achieved?

Practitioners will use the toolkit as a guide to coproduce new policies & strategies. Evidence will be provided and approved to gain the Charter mark

1b

What will we do?

We will implement a restorative approach to improve the way that we work with families to engage and involve them.

How will we achieve this?

Develop a restorative approach.

The learning and development academy to deliver restorative practice programme of training to the SEND and education service.

What impact will this have?

All SEND and education practitioners will be trained in restorative practice and this is implemented in direct work with children and families

Reduction in complaints.

1c

What will we do?

We will create opportunities to support young people to ensure that their voices are heard and encourage young people to make their own views known

How will we achieve this?

Increase opportunities for children and young people to share views, experiences and aspirations.

Establish a group of young people with whom to link in for participation.

What impact will this have?

Partners can share learning and best practice based on feedback from young people.

Young people will feel their views are valued and feel empowered.

A dedicated SEND group will be able to influence and shape the services which they access. It will also provide opportunity for partners to consult and engage which will result in greater ownership from young people

How will we know we have achieved?

Young people with SEND will have a place on the citywide youth council to share their views.

Young people with SEND will continue to be involved in the development of strategies and approaches.

1d

What will we do?

Our Local Offer will contain accurate up to date information that reflects the interests and needs of the families of Stoke-on-Trent in an easy to navigate format using engaging and accessible formats.

How will we achieve this?

Produce a termly SEND newsletter.

Increase the range of information available in different formats.

Develop and publish SEMH directory.

Development of Local Offer Annual Report.

What impact will this have?

Our newsletters will offer opportunity for collaboration and coproduction with services, community groups and families, sharing relevant information in an accessible and timely manner, meaning that all in the community can feel better informed and involved. Different services will be showcased in each edition and readers will gain a greater understanding of the different services available and the support they can provide. The professionals' newsletter will allow the sharing of good practice as well as information about training opportunities.

Working with community groups and highlighting their work in the newsletters helps will help build positive relationships and promote their position as inclusive providers.

Working with partners to identify gaps and weaknesses in content will create a more useable site which will receive greater numbers of visitors across a broader section of the community.

Publishing the SEMH Directory on the Local Offer will help the community easily access information on the project, especially informing young people, parents and carers and staff of what to expect from each partner across the system, and provide guidance and procedures for how referrals and waiting lists are managed.

How will we know we have achieved?

SEND bulletins will be sent to both families and professionals regularly. The mailing list will grow to ensure as many families as possible are accessing the resource.

More people will access the Local Offer regularly.

Reviews of analytics and feedback on the Local Offer from different groups will help evidence improvement and show where improvement is still needed.

Seeking focused feedback from website users will inform development of content and presentation.

Priority 2: Part of the community

2a

What will we do?

We will have a SEN support service that provides support to schools and signposts families to ways that they can access support by enhancing our existing SEND support offer.

How will we achieve this?

Develop and enhance existing SEN Support service.

Current support arrangements across Health, Education and Social Care will be reviewed and discussed to develop future support packages.

Consider how families within academies that have not opted to access any of the traded support can be supported.

What impact will this have?

The SEND brochure will be reviewed and revised to include additional support and training opportunities. This will support the graduated approach and ensure timely identification and support.

Support services for maintained, Single Academy Trust (SAT) and Multi Academy Trust (MAT) to be shared via the SEND brochure.

Access to the Local Offer and training opportunities will be widened.

SEND Coordinator (SENDSCO) professional network meetings, moderation meetings and SAT preparation meetings will be available to all settings across Stoke-on-Trent.

How will we know we have achieved?

Schools will be able to purchase and source a Service Level Agreement (SLA) with the relevant teams.

The website will have been reviewed and refreshed with pathways to identify and support need.

More settings will have access to the SEND support Services via the traded package.

2b

What will we do?

Our Graduated Approach will support education providers to meet the needs of children and young people in a mainstream setting where ever possible and appropriate.

How will we achieve this?

Refresh the Graduated Approach

Develop, Sensory Graduated Approach, and the toolkit.

Expand the Graduated Approach to include environment, access and curriculum appropriateness.

Expand the Graduated Approach to include sections on identification and ladders of intervention, as well as suggested approaches for children awaiting autism assessments.

What impact will this have?

The Graduated Approach will support early identification and the assess, plan, do, review cycle to support children to thrive in school.

How will we know we have achieved?

The website will be continually updated so that the information is current.

A questionnaire for the Sensory Toolkit will be developed to gather evaluation data.

2c

What will we do?

We will have a post 16 transport offer that is clear and consistent and that includes opportunities for young people to become as independent as their needs and capabilities allow. We will purchase and install new modules for the Capita One Education Management system to support this.

How will we achieve this?

Develop Post 16 Transport statement.

Introduce risk assessments for SEND home to school transport.

Review the transport policy and standard letters.

Introduce a travel training offer.

Implement a transport parent portal.

What impact will this have?

There will be clarity around the provision for parents and carers

How will we know we have achieved?

There will be a reduction in complaints for the SEND home to school service.

There will be greater understanding of processes

Greater confidence for service suppliers and users

2d

What will we do?

We will produce an annual sufficiency statement so that we can be confident that we understand demand in the city and have provision in place to meet it.

How will we achieve this?

Develop the annual Education Sufficiency Statement.

What impact will this have?

The statement will inform the supply strategy for school places to ensure all children are in placements that meet their needs.

How will we know we have achieved?

There will be a reduction in out-of-city and independent placements for children with SEND.

More children and young people with SEND will have their needs met locally.

2e

What will we do?

We will increase capacity in local provision so that more children and young people can receive the education and support they need locally.

How will we achieve this?

Deliver the Watermill Satellite.

What impact will this have?

Children will have access to local provision that meets their needs.

The City Council will see better value for money.

How will we know we have achieved?

Watermill Satellite will deliver good-quality placements for children.

There will be reduced placement and travel costs.

2f

What will we do?

We will increase capacity locally to meet the needs of children and young people who need an alternative placement to continue their education.

How will we achieve this?

Agree Manor Abbey placements.

Review outcome of AP free school bid.

What impact will this have?

More children with SEMH needs will be educated and have their needs met locally

How will we know we have achieved?

EHCPs will name Manor Abbey.

More children and young people with SEMH needs will access local provision that meets their needs.

2g

What will we do?

We will review our SEND banding formula with schools and academies and develop a new formula that meets the needs of the city.

How will we achieve this?

Produce a revised banding model with input from the School Forum and undertake a public consultation around this.

Develop a more detailed banding document and evidence-based matrices of need for children of school age, with detailed criteria to more accurately define need and levels of support required.

What impact will this have?

A child-centred, equitable and needs-based approach will be adopted.

How will we know we have achieved?

The revised banding model and needs-based funding matrices document consisting of SEND and partner services and schools will be launched.

The revised formula will lead to better outcomes for children with better value for money.

2h

What will we do?

We will work with education partners to understand the picture of demand and need in the city, sharing information appropriately to inform decision making.

How will we achieve this?

Develop and agree data sharing agreement with schools.

What impact will this have?

The effective use of data will mean we can monitor performance and identify underachieving groups.

A collective, multi-disciplinary sustainable quality assurance framework will ensure effective school evaluation and challenge.

All agencies to consider whether there are opportunities for joint visits or agreed leads where timescales are similar.

How will we know we have achieved?

Data will collectively form a picture of the changing need and demand on services we anticipate in future years.

All agencies will have one overall timetable for quality assurance focus, regularly reviewing and updating this as it changes.

2i

What will we do?

We will have a policy and procedures that support children and young people with additional health and medical needs to maintain access to education.

How will we achieve this?

Review the policy for Access to Education for School Age Children and Young People with Additional Health and Medical Needs.

Introduce a Multi-Agency Medical Panel (MAMP).

Audit the Severely Absent school population including those with EHCPs placed out of area.

Increase provision to support EYFS children with additional health and medical needs to access education.

Review the most appropriate multi-agency support available for children with EHCPs with emerging mental health issues including and specifically for children with Autistic Spectrum Conditions.

What impact will this have?

Having a policy provides clear guidelines and expectations for behaviour, decision making and actions. It helps maintain transparency, consistency and accountability.

The MAMP will ensure that the unique requirements and challenges children and young people with additional health and medical needs face in maintaining access to education are properly addressed. This multi-disciplinary approach will help to create strategies to support wellbeing, safety and educational needs of these children while attending school. Children with additional health and medical needs which are affecting school attendance will be identified sooner and supported through multi-agency early help.

How will we know we have achieved?

The policy and procedures will be regularly reviewed and updated based on feedback, evolving best practices, and changes in the needs of the student population.

Children and young people with additional health and medical needs will have equal access to education and are fully integrated into mainstream schools.

Accommodation and resources will be of a good quality and ensure the safety and wellbeing of children with medical needs while they are in school.

Children will access appropriate healthcare services and support while in the school setting and this will be reflected in individual Health and Care Plans.

Children with additional health and medical needs will attend school regularly and have the opportunity to make good academic progress comparable to their peers with good support in place to address any barriers they may face.

Families will feel supported, informed and involved in the education and wellbeing of their children and their feedback will be considered in the implementation and evaluation of policies and procedures.

School staff will receive adequate training and support to implement policy and procedures effectively and feel confident in supporting children with additional health and medical needs.

2j

What will we do?

Parents, carers and professionals will have access to clear information setting out the expectations from Alternative Provision (AP) providers.

How will we achieve this?

Produce Ordinarily Available Provision documentation for SEND & AP.

Update Access & Support Website and the Local Offer.

Launch the Stoke-on-Trent Alternative Provision Strategy 2023-2025.

Maintain the AP Provider Network.

Maintain the AP School Leads Network.

Modify Pupil Placement Plans to add a Schedule to AP Contracts.

Embed the AP 'Return to School Standards'.

Embed the AP 'Preparation for Adulthood' Standards.

What impact will this have?

Schools will have access to a range of information about the availability and quality of AP.

Parents and Carers will understand the expectations of the different types of AP.

Children and young people are supported flexibly and innovatively in their own mainstream schools with reduced dependency on full-time placements in AP.

Providers will work towards specific targets and understand their role in the education of children in AP.

How will we know we have achieved?

The year-on-year increase in the number of children successfully re-integrated back into mainstream schools or Education, Employment and Training by improving outcomes will continue. Young People with EHCPs regularly meet and exceed the outcomes in their EHCPs. Attainment data compares favourably with local, regional and national comparators. Children with additional needs have the opportunity to access a wide range of national accreditations and qualifications

2k

What will we do?

We will support children and young people to remain in school settings and support education providers to have the skills and strategies to support children and young people with behaviour that challenges.

We will reduce the number of children and young people facing periods of school suspension or permanent exclusion before getting the help they need.

How will we achieve this?

Work with the Anti-Social Behaviour team and Police to develop interventions for permanent exclusions.

Introduce the Stoke-on-Trent Preventing Exclusions Checklist.

Develop the Stoke-on-Trent Alternatives to Exclusion Pupil Management Guide.

Introduce Stoke-on-Trent Exclusions Triage Meetings.

Consider introducing a City-wide strategy for Behaviour Management

What impact will this have?

Work with schools and agencies will create a checklist to be referred to before moving to permanent exclusions.

Work with schools and agencies will create a guide which captures the potential challenges posed by different types of behaviour and how to successfully manage them in a learning environment.

Meetings between agencies will be held at pace to provide constructive challenge and support. Support and specific interventions for schools in maintaining the mainstream school placements of children and young people who are at serious risk of permanent exclusion or have been permanently excluded including those who may have been involved in/at risk of being involved in serious violence, use of/threat of use of offensive weapons, distribution of illegal substances or involvement in organised crime will be offered.

Education Challenge Board commissioned work with YES Trust will support a better understanding of permanent exclusions from a school perspective.

Schools will be given access to a checklist which will encourage them to consider alternatives to exclusions.

How will we know we have achieved?

Schools will rarely permanently exclude children and will use Early Help processes appropriately.

Pupils' behaviour will be better understood and staff will be increasingly capable of managing responses to behaviour which may challenge more appropriately.

Schools will have a shared understanding of why children and young people have been permanently excluded over time and will frequently discuss school-wide issues in Stoke-on-Trent Association of School, College and Academy Leaders (SASCAL) and the Primary Heads Group.

Schools in Stoke-on-Trent will adopt a belonging approach to managing the behaviour of pupils and work together to maintain a pupil's place in their schools without the regular use of suspension or permanent Exclusions. Managed Moves and directions off site will be used appropriately.

Schools will use a range of multi-agency interventions to support children and young people to avoid them becoming at risk of exclusion. Children who have been permanently excluded will access a good range of multi-agency interventions to successfully address reasons for permanent exclusion and to support re-integration back into mainstream schools or prepare them for post-16 transition.

2

What will we do?

We will work with education settings to identify how well we are meeting the needs of children and young people.

How will we achieve this?

Complete an analysis of information shared by schools to produce baseline.

What impact will this have?

Targeted support will be offered to settings with indicators displaying decline or coasting criteria.

Intelligence from across the school improvement system will be collated, utilising existing expertise to support evaluation and self-improvement systems

A multi-disciplinary approach to quality assurance in a range of settings and provisions will be developed.

How will we know we have achieved?

Data will collectively form a picture of the changing need and demand on services we anticipate in future years.

Accurate datasets will reflect comparable end of Key Stage data.

All agencies will have one overall timetable for quality assurance focus, regularly reviewing and updating this as it changes.

2m

What will we do?

We will have a clear policy and process for supporting schools with the management of equipment.

How will we achieve this?

Develop policy and process to support schools to obtain, maintain and dispose of equipment.

What impact will this have?

There will be a clear policy in place that clearly outlines to health professionals, schools and settings how specialist equipment can be obtained to support pupils with physical needs.

How will we know we have achieved?

A policy document will be available to professionals outlining the procedure of how specialist equipment is obtained, maintained and disposed of. Stoke-on-Trent City Council will have commissioned an appropriate agency to support in meeting any demand for specialist equipment who will help in the maintenance and disposal of equipment that is no longer fit for use.

2n

What will we do?

We will work with children and young people to identify what actions we can take to reduce bullying / fear of bullying in the city

How will we achieve this?

Develop a citywide Anti-Bullying campaign

What impact will this have?

Partners will feel clear and confident about the shared action plan to reduce bullying. Children and young people will feel that bullying is being consistently addressed and is reducing so they feel safer and happier.

How will we know we have achieved?

An agreed action plan based on research will be in place.

Children and young people will report that they experience less bullying and feel safer.

2o

What will we do?

Stoke-on-Trent Family Hubs will be accessible for the SEND community and be able to provide support to them.

How will we achieve this?

Review the organisation and structure of all Family Hubs to ensure they are accessible for the SEND community.

Consider including a SEND 0 - 25 multi-agency offer in Family Hubs.

What impact will this have?

SEND community will access Family Hubs readily and are able to receive the advice, help and support they need.

The SEND community will be able to access a multi-agency support offer through Family Hubs, accessing a range of appointments and support at the earliest opportunity.

Links between services will be clear and waiting times reduced, enabling families to get support in a timely manner.

What impact will this have?

SEND community will access Family Hubs readily and are able to receive the advice, help and support they need.

The SEND community will be able to access a multi-agency support offer through Family Hubs, accessing a range of appointments and support at the earliest opportunity.

Links between services will be clear and waiting times reduced, enabling families to get support in a timely manner.

How will we know we have achieved?

Data will be monitored to track who is accessing Family Hubs to ensure the community is represented.

Feedback from activities and sessions and survey responses will show that Family Hubs are inclusive and accessible for all families.

Waiting times for support will reduce.

Priority 3: High aspirations and preparation for the future

3a

What will we do?

We will work with the Stoke-on-Trent Education Challenge Board to ensure that SEND is a golden thread and a priority for all schools and settings.

How will we achieve this?

Develop a strong focus on Early Years development, improved teaching practice and professional development, developing a systematic approach to dealing with failing governance and leadership, and devising activities to improve outcomes for all young people.

Strengthen the 14-19 offer.

Develop a collaborative school-to-school support brokerage approach based on regular monitoring, pre-intervention strategies and packages of support when necessary.

What impact will this have?

There will be excellent leadership and management of SEND, with tailored support for individuals in the classroom.

Opportunities for training of staff in mainstream schools will equip them to support children and young people with SEND.

Attendance and educational engagement for those identified with SEND will improve.

Intelligence from across the school improvement systems will be collated, utilising existing expertise to support evaluation and self-improvement systems.

How will we know we have achieved?

CPD opportunities and professional networking to share good practice models.

Data comparisons against regional and national to demonstrate favourable improvements.

MAT, SAT and maintained to share practice models and CPD opportunities to wider educational community.

3b

What will we do?

We will work with the Learning and Skills Board to monitor the progression and destination of SEND learners.

How will we achieve this?

Deliver the Young People's Learning and Skills action plan. Commission TIIAG and NEET Tracking Externally for 3 years with 2 year option to extend.

What impact will this have?

More young people with SEND will be in employment, education or training. Reduction in the number of vulnerable young people who are NEET or not known. Greater ability to analyse data to inform action to respond to specific issues related to specific cohorts of young people and their access to EET.

How will we know we have achieved?

We will increase the numbers of young people with SEND accessing Further Education (FE) at local colleges and their feedback will reflect that the courses are relevant to their needs and aspirations, and they feel supported.

Young people will tell us that the employment experience opportunities are positive and relevant to their aspirations. The number of young people with additional needs moving into EET is increasing year on year and compares favourably in relation to local, regional and national data.

3c

What will we do?

We will work with FE providers to increase the number and variety of supported internship (SI) opportunities locally to support more young people to transition from education to employment successfully.

How will we achieve this?

Develop supported internship opportunities in Stoke-on-Trent City Council.

Commence supported internships placements with the initial cohort.

Meet with Post 16 provisions with a SEND focus on a half termly basis

Utilise Internships Works Grant to embed the employer champions group.

What impact will this have?

More young people with SEND will be in employment, education or training.

How will we know we have achieved?

Multiple SI opportunities will be identified within Stoke-on-Trent City Council.

SEN Monitoring and Assessment (SENMAS) will refer and send consultations for EHCP students suitable for SI programmes.

Partners will work together to advertise SI opportunities.

3d

What will we do?

We will have a process to quality assure Independent Special Provision (ISP) and ensure that young people are receiving the quality education they are entitled to. This includes placements for children in care and placements that are outside the local area. Learning and evaluations from the quality assurance process will be shared at strategic and operational levels.

How will we achieve this?

Put in place an AP quality assurance process. Provisions will be evaluated to ensure quality provision is in place to support children and young people to achieve qualifications.

Review of the current process for placing children outside of the local area, including residential placements for children in care.

Ensure consideration of section 85 and 86 of the children's act is always undertaken.

What impact will this have?

The AP multi-layered quality assurance and monitoring framework will ensure that all providers meet a minimum standard within 5 areas:

Finance, Health & Safety, Education Safeguarding, Curriculum/Assessment and Parent/ Carer and Student Voice.

Regular timetabled visits to schools/provisions will ensure children and young people are safeguarded and have a voice.

How will we know we have achieved?

All AP/ISP providers being commissioned by Stoke-on-Trent have met the quality assurance and monitoring standards.

Registered providers are being rated as consistently Good by Ofsted.

Unregistered providers are regularly being internally RAG (Red, Amber, Green ratings) rated as green.

3e

What will we do?

We will improve school attendance for children and young people with SEND in Stoke-on-Trent to match other children and young people with SEND nationally.

How will we achieve this?

Tracking of school attendance data.

Establish a multi-agency Severely Absent Monitoring & Intervention Group.

What impact will this have?

The internal reporting and monitoring of attendance will include all cohorts of children and young people from Stoke-on-Trent so that issues can be addressed quickly.

The importance of school attendance as a shared responsibility to ensure children are safe and well.

How will we know we have achieved?

Attendance rates for all cohorts of children and young people in Stoke-on-Trent will be at or above local, regional and national comparators.

3f

What will we do?

Information, guidance and training will be available to schools and school governors to support them when considering permanent exclusions.

How will we achieve this?

Design and deliver information and training to schools and school governors around exclusions process.

What impact will this have?

School governors will be trained to appropriately challenge school exclusions and will be confident in their approach during Governors' meetings. Governors will understand legislation and guidance and consider these when making decisions and recommendations.

How will we know we have achieved?

Stoke-on-Trent schools will not permanently exclude children who are Children in Care or those with EHCPs. Governors will be keen to encourage their schools to better manage children at SEN Support and those with EHCPs.

Permanent exclusion numbers will continue to reduce year-on -year and compare favourably with local, regional and national comparators.

3g

What will we do?

Good relationships with local employers will be leveraged to support young people with SEND to access employment experiences and opportunities.

How will we achieve this?

Work with Careers & Enterprise hub to develop Employer Champions Group.

What impact will this have?

More employers will be able to successfully offer pathways to employment and employment to young people and adults with SEND. More young people will successfully transition into employment.

How will we know we have achieved?

Numbers of SEND young people who are NEET and not known will reduce.

There will be more supported internships available within the city.

Employers will know how to support SEND young people and have access to training to upskill staff.

3h

What will we do?

We will revise the parent and pupil view forms.

How will we achieve this?

Revise parent and pupil view forms.

What impact will this have?

Y9+ annual review paperwork will be reviewed and circulated to settings to begin using with young people.

How will we know we have achieved?

Feedback on parent / pupil AR forms from SENDCO champions meetings will show increased understanding and confidence.

3i

What will we do?

We will improve inclusivity at local FE colleges.

How will we achieve this?

Identify actions to improve inclusivity at FE colleges.

What impact will this have?

More young people will achieve good outcomes at FE provision, leading to education, employment and training.

How will we know we have achieved?

Post-16 forum meetings will address inclusivity concerns.

Colleges will individually review their inclusivity.

SENMAS will be able to signpost resources and links for post-16 support.

3j

What will we do?

We will address the fact that some children and young people with SEND in Stoke-on-Trent do not always get the best outcomes from their time in education or training.

How will we achieve this?

Create processes to professionally challenge all schools, academies and providers to have clear strategies to narrow the attainment gap.

What impact will this have?

More children and young people with SEND will achieve the best possible qualifications in school.

How will we know we have achieved?

Individual Ofsted Reports will be tracked and best practice will be highlighted.

Analysis and tracking of SEND Pupil Progress will ensure that narrowing the attainment gap is high profile on all cross city group plans.

3k

What will we do?

Review how young adults with SEND who are over 18 are supported by different agencies, including the police, to reduce the risk of criminal exploitation.

How will we achieve this?

The Child Exploitation (CE), serious youth violence, and missing action plan will be developed to include transitional safeguarding arrangements.

Cohort will be considered in the role of the Joint CE and Missing Steering Group

What impact will this have?

Young adults with SEND that are receiving support for risk of exploitation at age 18 will continue to be supported by agencies. Avoiding a 'cliff edge'.

Young people involved in CE will be tracked and cases transitioned to relevant services when they reach 18yrs. Services will keep SENMAS up to date and provide a regular overview of actions.

How will we know we have achieved?

A multi-agency transitional safeguarding arrangement will be in place.

Adults and Children's social workers will work together to protect young people with SEND before and after their 18th birthday.

3I

What will we do?

We will have a robust transitions process and policy that supports children, young people and their families.

How will we achieve this?

Revise the transitions model and processes.

What impact will this have?

We will better understand young people from the age of 14 and will support them to prepare for the transition to Adulthood at this point, avoiding any unnecessary obstacles to them achieving independence or being supported with appropriate tailored services.

How will we know we have achieved?

Individuals and families will report positive transitions between children's and adults' services.

Adults' services will be involved in more meetings and planning opportunities while young people are under 18.

Young people will be prepared for independence in adulthood.

3m

What will we do?

Young people will be supported to prepare for the future.

How will we achieve this?

Understand how young people are currently supported by education settings to prepare for adulthood and the future. Develop an action plan for improvement.

Targeted Impartial Information Advice and Guidance (TIIAG) and NEET Tracking Contract to include RONI children with additional needs.

What impact will this have?

Young people will be supported to prepare for the future both inside and out of education provisions.

How will we know we have achieved?

Targeted questionnaire shared with a small sample of students will show they understand what is needed to prepare for adulthood and this is discussed often.

Data from TIIAG contract will show that young people with additional needs are in EET and NEET and Not Known Figures will be decreasing year on year in line with local, regional and national comparators.

Priority 4: Meaningful support in the right place, at the right time

4a

What will we do?

We will continue to work to develop the timeliness and quality of EHC Plans so they always accurately identify needs and clearly articulate the provision needed for the child or young person. The templates and processes we use to develop EHC Plans will support the production of good quality plans where outcomes and aspirations are clear and the voice of the child or young person is clearly reflected.

How will we achieve this?

Roll out of new EHC Plan template.

What impact will this have?

Improved quality of new EHC Plans will ensure the voice of the family is captured and provision is quantified and specified.

How will we know we have achieved?

There will be an increased percentage of good and outstanding EHCP's which have been quality assured via the Invision 360 Tool.

Parental questionnaire responses will continue to show improvement in positive lived experience of EHCP process.

4b**What will we do?**

We will have a robust quality assurance process in place for EHC Plans and be able to demonstrate the improved quality of plans.

How will we achieve this?

Develop robust quality assurance of EHC Plans ensuring consistent high quality.

What impact will this have?

Schools and settings will have a clear understanding of needs and provision, therefore needs will be met in a timely way meaning there will be better outcomes.

How will we know we have achieved?

A consistent quality assurance process will be in place.

Invision 360 audits will be consistently good or outstanding. Parent/ carer and young person feedback on their EHCPs will be positive.

4c**What will we do?**

The voice of children and young people will be clear in their EHC Plans.

How will we achieve this?

Assess quality of young person voice in EHC Plans via dip sample.

What impact will this have?

Improved quality of EHC Plans Section A – views of child and family. Improved quality of annual review information collated by the school/ setting.

How will we know we have achieved?

There will be an increase in percentage of good quality section As within Invision 360 quality assurance outcomes.

Children will attend their own annual review where possible to ensure their voice is heard and valued.

4d

What will we do?

We will achieve and maintain compliance in meeting the statutory deadline to issue new EHC Plans.

How will we achieve this?

Continue to monitor the timeliness of EHC Plans to maintain performance above national average.

What impact will this have?

EHCPs will be in place in a timely way meaning needs are met and the right provision is in place.

How will we know we have achieved?

20-week timescale data will maintain or improve.

4e

What will we do?

Our EHC Plan annual review process will engage with children, young people and their families and capture their voice and aspirations clearly.

How will we achieve this?

Development of strategies and guidance to support SENDCOs to capture the voice of children and young people as part of the annual review process.

Assess quality of young person voice in EHC Plans via dip sample. Review processes to ensure health therapists are invited to annual reviews in a timely manner.

What impact will this have?

Annual reviews will be meaningful for children, young people and their families.

How will we know we have achieved?

Invision 360 annual review audits will show voice of the child is being consistently considered.

There will be records of training and support for SENDCOs.

Children will attend their own annual review where possible to ensure their voice is heard and valued.

4f

What will we do?

We will have a robust quality assurance process in place for annual reviews.

How will we achieve this?

Roll out of quality assurance audits for annual reviews.

Further quality assurance to be undertaken using the Invision Annual Review Tool.

Training to be offered to all casework staff. The SENMAS Team aim to quality assure a minimum of 25 annual reviews each month.

What impact will this have?

Everyone involved will know what is expected from a good quality annual review.

Annual reviews will be meaningful for children, young people and their families.

How will we know we have achieved?

Annual Reviews will be quality assured through the Invision 360 Annual Review Quality Assurance Tool and they will be consistently graded adequate or better.

Parental feedback will be gathered completed via the Invision Annual Review Tool.

More annual reviews will be received within timescales.

4g

What will we do?

We will have SEN support plan documentation to standardise the way we record, plan, do and review.

How will we achieve this?

Develop SEN Support Plan Guidance documentation.

What impact will this have?

Training will be facilitated by a trained MITA individual alongside experienced SEND Professionals to ensure all schools are consistently using best practice.

How will we know we have achieved?

Schools will know how to use the SEN support plan so more children can have their needs met without the need for an EHC Plan.

4h

What will we do?

We will increase the number of children with additional needs being well supported in PVI settings.

How will we achieve this?

Roll out of SHINE awards to promote inclusivity and support settings to understand how they can be more inclusive.

What impact will this have?

More nurseries will be able to support children with SEND.

How will we know we have achieved?

Nurseries will achieve the criteria for the SHINE awards.

EYFS children will have more options that meet their needs.

4i**What will we do?**

We will develop additional Resource Provision hubs to meet the needs of more children and young people in local provision.

How will we achieve this?

Develop additional resource and specialist provision hubs.

Plan in capital works required to ensure the hubs are ready for launch.

What impact will this have?

Increased local Stoke-on-Trent specialist and mainstream provision will be made available to meet the needs and demand of Stoke-on Trent children, reducing the demand and level of high-cost independent sector placements.

How will we know we have achieved?

Additional resource provision hubs will provide high-quality placements for Stoke-on-Trent children.

4j

What will we do?

We will make available clear information on the provision available for schools and settings to meet sensory needs.

How will we achieve this?

Assessment of provision in place for sensory needs.

Develop information with clarity and consistency regarding how the sensory needs provision can be accessed.

Launch the sensory toolkit and associated training.

What impact will this have?

Schools will know how to support children and young people with sensory needs.

Professionals will be aware of policies and processes in relation to support for children with sensory needs.

How will we know we have achieved?

Children and young people with sensory needs will be well supported in school.

4k

What will we do?

We will have a process and policy for Medical PRU and hospital school provision placements that meet needs.

How will we achieve this?

Revised policy and procedures for medical PRU, hospital school provision and discharge from Tier 4 provision to be built into modified policy for Supporting Access to Education for Children with Additional Health and Medical Needs.

What impact will this have?

Pupils will be appropriately placed in the Medical PRU through the MAMP.

CYP will have relevant support plans to enable them to have a monitored, planned return to their schools from specialist medical provision.

How will we know we have achieved?

Children will receive appropriate short-term interventions from the medical PRU.

Exit planning will be appropriate and support the successful re-integration of pupils into their schools.

The vast majority of Yr11 students will move into Education, Employment and Training Post-16.

Academic outcomes for all children will be good.

4I

What will we do?

We will improve joint commissioning practices for SEND and AP.

How will we achieve this?

Develop joint contracts register and review demand and capacity by service.

Use joint metrics to review and assess commissioned contracts.

Complete commissioning and service mapping (demand/capacity) including comparison with outcome of NHS Midlands deep dives.

All commissioning will be underpinned by the Stoke-on-Trent 5 Layered QA and Monitoring Framework.

What impact will this have?

The joint contract register will support us to reduce duplication in our commissioning practices and identify opportunities where partners can align contracts.

Joint metrics will support a shared understanding of performance and support alignment of priorities.

How will we know we have achieved?

Commissioning of services will be streamlined.

Partners will have access to a joint contracts register.

4m

What will we do?

We will ensure that local health pathways are clearly understood by families and professionals.

How will we achieve this?

Develop and share clear information on age eligibility and how it can differ between services.

Develop and publish an SEMH directory.

Publish pathways on the Local Offer.

What impact will this have?

The age eligibility statement will be available for families.

Parents and carers, young people, and professionals will understand their journey and how to access the right level of support at the right time.

Parents will have the knowledge of how their child will receive support and diagnosis where required.

How will we know we have achieved?

Surveys will evidence that parents report they know where to access key information around local pathways, and that this information is informative and helpful.

4n

What will we do?

We will develop a CAMHS ASD waiting well diagnostic and post-diagnosis support service.

How will we achieve this?

Develop a 'waiting well' support service.

Develop post-ASD diagnostic pathway for 0 – 25 year olds.

What impact will this have?

Support will be available to children, young people and families via the wider 0-18 services and within the local system.

Psychoeducation support for building life skills and living well following diagnosis will be available.

How will we know we have achieved?

The post-diagnostic support pathway will commence offering advice, guidance and support.

4o

What will we do?

We will introduce risk management approaches in the ASD diagnostic pathway.

How will we achieve this?

Introduce risk management approaches in the ASD diagnostic pathway.

What impact will this have?

Waiting well will be supported via the NSCHT All Age Access and CAMHS.

How will we know we have achieved?

All referrals to the NSCHT ASD service will be screened for mental and emotional difficulties and signposted to appropriate agencies for support where required.

4p

What will we do?

We will ensure that the continuing healthcare revised policy and process make clear how processes align to reduce the risk of delay in obtaining the appropriate services and support.

How will we achieve this?

Revise policy and process for continuing healthcare.

What impact will this have?

All professionals will be aware of when it is appropriate to apply for continuing care.

How will we know we have achieved?

Discussions with staff and workforce development surveys will show professional understanding of processes.

4q

What will we do?

We will align speech and language service pathways to support families to access the support they need at an early stage.

How will we achieve this?

Develop Early Years speech therapy pathway between NHS and Stoke-on-Trent City Council.

What impact will this have?

Schools and other professionals will be clear on the speech, language and communication needs offer.

How will we know we have achieved?

Discussions with staff and workforce development surveys will show professional understanding of processes.

4r

What will we do?

We will improve our CAMHS offer so that parents understand how to access the service and what other support is available.

How will we achieve this?

Improve access to CAMHS service.

Promote the digital offer.

Improve on our transitions process.

What impact will this have?

Access to support whilst waiting for treatment will be available.

Young people with SEND will experience a seamless transition to adult services.

How will we know we have achieved?

Parents/carers will understand how to access the service and what other support is available.

Parents/carers and children will access the digital offer.

4s

What will we do?

We will ensure that children and young people who may require both an autism and ADHD assessment benefit from joint oversight by assessment teams with opportunity to dual-track referrals or ensure that they can transition between or across the pathways.

How will we achieve this?

Pathways will be revised.

What impact will this have?

Children and young people will have a timely, joined-up approach to their assessments as well as ensuring equity of access for those most in need, especially for vulnerable groups.

Improve simple and timely access to services for all (learning from other areas where access is working well).

To work alongside other developments, for example Family Hubs and local SEND and inclusion work for children and young people with primarily social, emotional and mental health needs.

Continue to develop the respective 'front doors' to children and young people's mental health services to ensure they facilitate seamless access to the range of services available locally.

Mapping the children and young people's MH local offer Stoke-on-Trent has will help the community easily access this information and support the objectives of the project, especially informing children and young people, relatives and staff of what to expect from each partner across the system, provide guidance and procedures for how referrals and waiting lists are managed.

How will we know we have achieved?

Pathways will be published. Parents/ carers and professionals will report that they are satisfied with the new pathway and assessments. Review of analytics and feedback from services, children and young people, families, schools and VCSE could indicate how frequently the services are used and where potential gaps are.

4t

What will we do?

We will complete a joint review of community nursing provision including the 0 - 19 and Target Intervention Service.

How will we achieve this?

Complete joint review of community nursing provision including 0 - 19 service and Target Intervention Service.

What impact will this have?

We will review and implement best practice for integrated working for community nurses.

How will we know we have achieved?

Community nursing provision including the 0 - 19 and Target Intervention Service will be reviewed to ensure it is best meeting the needs of children and young people with SEND.

4u

What will we do?

We will develop shared vision on how to better meet the needs of neurodivergent children and young people.

How will we achieve this?

Develop a shared vision around meeting the needs of neurodivergent children and young people in Stoke-on-Trent.

What impact will this have?

Neurodivergent children and young people in Stoke-on-Trent will be considered by services when being designed to ensure they are accessible to these young people.

How will we know we have achieved?

A shared vision for meeting the needs of neurodivergent young people will be developed.

The shared vision will be rolled out to other services.

4v

What will we do?

We will ensure meetings and arrangements for early help for children with SEND are well attended by the services that can make the most significant difference.

How will we achieve this?

Early Help representative to attend Education panel to identify children with SEND who would benefit from Early Help Support.

Increase knowledge of services to support children and strengthen partnership arrangements across the partnership through locality network meetings.

Continue to roll out Early Help training across the Stoke-on-Trent safeguarding children's partnership.

What impact will this have?

Children and families with SEND that are receiving support from early help services will be well supported by the right services at the right time

How will we know we have achieved?

Early Help plans will demonstrate multi-agency support from the correct services to meet identified needs.

Early help plans will progress in a timely manner.

There will be reduced referrals and re-referrals into children's social care due to children having their needs met earlier.

4w

What will we do?

We will develop a co-produced short breaks offer to meet children's social care needs.

How will we achieve this?

Co-produce a new short breaks offer that meets the needs of children and families in the city.

What impact will this have?

Children's social care needs will be able to be met through a range of opportunities in local communities.

How will we know we have achieved?

Children, young people and families will report being satisfied with the range of options available within the short breaks offer.

Priority 5: Skilled and knowledgeable professionals

5a

What will we do?

Our workforce will have the skills and capabilities they need to meet the needs of children and young people and their families

How will we achieve this?

Create a workforce development plan.

What impact will this have?

The workforce will be competent and confident at identifying and meeting needs.

Families will feel well supported.

How will we know we have achieved?

Stoke-on-Trent City Council workforce training will be mapped. There will be an area multi-agency training offer.

5b

What will we do?

We will have resources in place to support our SENDCO network in finding examples of good practice.

How will we achieve this?

Develop SENDCO Learning Academy.

What impact will this have?

SENDCOs will feel supported and have access to high quality support and materials.

Children and young people will have their needs identified and the right support at the right time.

How will we know we have achieved?

SENDCO Learning Academy will be established and resources will be available. The offer will be communicated to schools and settings and be utilised regularly.

5c

What will we do?

We will have a SEND strategy which has been co-produced with children, young people and families in Stoke-on-Trent and is reflective of their needs and aspirations. There will be an AP Strategy co-produced with partners.

How will we achieve this?

Publish refreshed SEND Strategy.

What impact will this have?

There will be a clear shared vision of SEND in the city and all agencies are working towards the identified outcomes that have been agreed.

How will we know we have achieved?

The SEND Strategy will be published.

5d

What will we do?

We will be able to evidence the impact of the improvements we have made on the lived experiences of families in Stoke-on-Trent.

How will we achieve this?

Launch and embed the impact-focused dashboard.

What impact will this have?

Children, young people and families will feel heard and the partnership will have a deeper understanding of what is working and what requires further improvement.

How will we know we have achieved?

The evidence-based data dashboard will be launched and reviewed and updated annually.

5e

What will we do?

We will provide opportunities for our workforce to come together to share learning.

How will we achieve this?

Host a community of practice event.

What impact will this have?

Staff will report they better understand the partnership.

There will be better multi-agency working across the full service.

How will we know we have achieved?

Staff surveys will report professional confidence.

Parents and carers will report that they see staff working together well.

Parental complaints around how services work together will reduce.

5f

What will we do?

We will consider appointing a Designated Social Care Officer as recommended by the Peer Review in September 2023 to strategically oversee the social care contribution to the SEND Support and EHC Pathways.

How will we achieve this?

Consider the appointment of a Designated Social Care Officer.

What impact will this have?

There will be a Social Care lead who will be able to contribute to SEND Support and EHC Pathways.

How will we know we have achieved?

Appointment of a Designated Social Care Officer.

There will be evidence of improved co-working with social care on files and plans.

More EHC Plans will achieve good and outstanding audits.

5g

What will we do?

We will offer training for social workers to enable them to undertake capacity assessments for children open to social care once they turn 16.

How will we achieve this?

The learning and development academy will identify appropriate training around Young Person's mental capacity. This will be offered to practitioners in Children with Disabilities teams and wider teams and services as needed.

What impact will this have?

Practitioners in social care will be able to confidentially assess young people's capacity and use this assessment to inform plans and work.

How will we know we have achieved?

A programme of training will be delivered to grow confidence, knowledge and understanding regarding young people's mental capacity.