**Written statement of Action Plan**

| | | Rotherham Local Area Four Areas of Significant Concern |
|---|---|---|
| 1. | | The variability in the quality of EHC plans, including the contribution of health and social care partners. |
| 2. | | The effectiveness of the graduated response to identify and meet children and young people's needs, especially in key stages 1 and 2. |
| 3. | | The quality of provision for children and young people's preparation for, and transition to, adulthood. |
| 4. | | Communication with all parents and carers of children and young people with SEND about the Local Offer, and the accessibility of the very valuable information included within the Local Offer |
| | Progress Summary | |
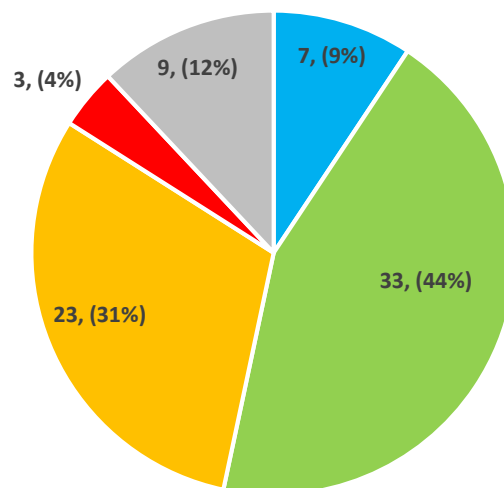


- ■ Blue - Action Complete, impact measures achieved and approval to close obtained from SEND Executive Board
- ■ Green - Action on track to achieve the impact measures within the timelines set
- ■ Amber - Action at risk of not achieving the impact measures and/ or completion within the timelines set
- ■ Red - Action at significant risk of not achieving the impact measures and completion within the timelines set
- ■ Grey - Action awaiting start

| Ref | Action | Target End Date | RAG August 2022 | |
|---|---|---|---|---|
| **1.1** | | | | |
| 1.1.1 | Integrate EHCP and SEND into full CYPS framework | July 2022 | Green | |
| 1.1.2 | Review the Health and CCG framework alongside the CYPS framework to ensure consistency | July 2022 | Amber | |
| 1.1.3 | Establish internal QA processes within the EHCP Team and wider Inclusion Service | September 2022 | Amber | |
| 1.1.4 | Embed 'lessons learned' including outcomes from audits and Practice Learning Days and benchmarking data to inform service improvement | December 2022 | Amber | |
| 1.1.5 | Facilitate parents, carers, and young people to enable them the opportunity to audit and QA independently | July 2022 | Amber | |
| 1.1.6 | CYPS commissioning responsible for commissioning all external SEND placements (education and care) based on the EHCP | December 2022 | Amber | |
| 1.1.7 | Develop a Communications Strategy to ensure key messages are communicated to stakeholders | December 2022 | Amber | |
| 1.1.8 | Embed a process to track the impact of EHC plans in relation to outcomes e.g., academic achievement, EET, EHCP outcomes achieved | September 2022 | Amber | |
| **1.2** | | | | |
| 1.2.1 | Work with training providers to coordinate and deliver a CPD offer | June 2023 | Green | |
| 1.2.2 | Deliver CPD to Parents and Carers | June 2023 | Green | |
| 1.2.3 | Deliver CPD to Health/CCG Practitioners | June 2023 | Green | |
| 1.2.4 | Deliver CPD to Social Care Practitioners | June 2023 | Green | |
| 1.2.5 | Deliver CPD to Schools and Settings | June 2023 | Green | |
| **1.3** | | | | |
| 1.3.1 | Develop a new agreed EHCP template | April 2022 | Green | |
| 1.3.2 | All new EHCP Plans to be on the new template | June 2023 | Green | |
| 1.3.3 | Transfer old EHCP Plans onto electronic template as part of annual review process. | June 2023 | Amber | |
| **1.4** | | | | |
| 1.4.1 | Undertake a review of current internal practice and operational processes | July 2022 | Green | |
| 1.4.2 | Develop and implement new operating procedures | October 2022 | Green | |
| 1.4.3 | Deliver training to the team on the new operating procedures | December 2022 | Amber | |
| **1.5** | | | | |
| 1.5.1 | Develop a management information system to track effectiveness | January 2023 | Grey | |
| 1.5.2 | Undertake both internal and external benchmarking to measure progress of changes implemented | June 2023 | Grey | |
| 1.5.3 | Undertake peer review of EHCPs in Borough to measure progress of changes implemented | June 2023 | Grey | |
| **1.6** | | | | |
| 1.6.1 | Undertake an annual review to assess progress against the identified outcomes and impact measures | June 2023 | Grey | |
| 1.6.2 | Undertake ADCS Peer Review | September 2023 | Grey | |

| Ref | Action | Target End Date | RAG August 2022 | |
|---|---|---|---|---|
| 2.1.1 | Introduce the Four Cornerstones Approach self-evaluation tool and training opportunities to all schools via the SENDCO network | April 2022 | Blue | |
| 2.1.2 | Extend support to strengthening co-production and inclusive practice by drawing upon the best practice of Charter Gold schools to create a peer support network | July 2022 | Green | |
| 2.1.3 | Develop a Co-production and Inclusive Practice toolkit which highlights best practice under each of the Cornerstones accessible via the SENDCo electronic resource and the Genuine Partnerships website | December 2022 | Green | |
| **2.2** | | | | |
| 2.2.1 | To audit outreach support and provide recommendations for developments if appropriate for **Specialist schools or settings** | July 2022 | Green | |

| Ref | Action | Target End Date | RAG August 2022 | |
|---|---|---|---|---|
| 2.2.2 | To audit outreach support and provide recommendations for developments if appropriate for **RMBC central services** | December 2022 | Green | |
| 2.2.3 | To audit outreach support and provide recommendations for developments if appropriate for **Health/CCG providers** | July 2022 | Amber | |
| 2.2.4 | To audit outreach support and provide recommendations for developments if appropriate for **Social Care** | July 2022 | Green | |
| 2.2.5 | To audit outreach support and provide recommendations for developments if appropriate for **other local providers** | September 2022 | Grey | |
| **2.3** | | | | |
| 2.3.1 | Introduce and embed Whole School SEND (NASEN/DfE/Gateway) with a focus on self-evaluation framework, effective use of data and every leader a leader of SEND. | June 2023 | Green | |
| 2.3.2 | Deliver presentations at Governors meetings | June 2022 | Green | |
| 2.3.3 | Recognise positive judgements related to SEND in school/setting Ofsted's and share as examples of good practice. | Ongoing – July for 1st annual report | Amber | |
| **2.4** | | | | |
| 2.4.1 | Develop the Graduated Response electronic portal | February 2023 | Blue | |
| 2.4.2 | Implement networking/communication opportunities including SENCO Padlet | April 2022 | Blue | |
| 2.4.3 | Develop and implement internal mechanisms within Health/CCG and RMBC including membership of the EHCP panel | February 2022 | Amber | |
| **2.5** | | | | |
| 2.5.1 | Deliver training on provision mapping and the graduated response | April 2022 | Green | |
| 2.5.2 | Deliver training on assess, plan, do review cycle and support plans | September 2022 | Amber | |
| 2.5.3 | Deliver training on person centred planning | April 2022 | Red | |
| 2.5.4 | Deliver training on The Local Offer | September 2022 | Grey | |
| 2.5.5 | Deliver training on school information reports | July 2022 | Red | |
| 2.5.6 | Deliver training on parent/carer and children and young people's voice and involvement (co-production) | April 2022 | Blue | |
| 2.5.7 | Deliver accredited training for emotionally literate support assistance (ELSA) and maintain accreditation through supervision | June 2023 | Green | |
| **2.6** | | | | |
| 2.6.1 | Link to other working groups where appropriate in relation to provision and practice for SEMH | June 2023 | Green | |
| 2.6.2 | Provide mechanisms to gain stakeholder experiences and opinions to identify strengths and weaknesses related to provision meeting need | June 2023 | Green | |
| **2.7** | | | | |
| 2.7.1 | Undertake an annual review to assess progress against the identified outcomes and impact measures | June 2023 | Grey | |

| Ref | Action | Target date | RAG August 2022 | |
|---|---|---|---|---|
| **3.1** | | | | |
| 3.1.1 | Agree a joint multi-agency standards and quality assurance framework for transition for young people with SEND in line with NDTi minimum standards | June 2022 | Green | |
| 3.1.2 | Co-produce with education, health and care providers, good practice guidance for protocols of effective transitions | December 2022 | Amber | |
| 3.1.3 | NDTi training for up to 50 staff working in schools, colleges, and support services to develop an understanding of Preparing for Adulthood. | March 2022 | Amber | |
| 3.1.4 | Deliver a multi-agency training programme which embeds the Four Cornerstones of Co-production, person centred and strength-based approaches (link to 3.4.3) | June 2023 | Amber | |

| Ref | Action | Target date | RAG August 2022 | |
|---|---|---|---|---|
| 3.1.5 | Implement Quality Assurance Framework and develop an action plan to address areas for improvement (including impact of training programmes) | June 2023 | 🟧 | |
| **3.2** | | | | |
| 3.2.1 | Review local needs and identify gaps in current provision or areas for development against NDTi/PfA minimum standards | July 2022 | 🟩 | |
| 3.2.2 | Develop an action plan to address the areas identified as high priority through the above gap analysis | December 2022 | 🟦 | |
| 3.2.3 | Produce transition pathways for Rotherham's Preparing for Adulthood Cohort for four prioritised Health Services | June 2023 | 🟦 | |
| **3.3** | | | | |
| 3.3.1 | NDTi to review the Local Offer from a Preparing for Adulthood perspective and make recommendations for improvement | June 2022 | 🟩 | |
| 3.3.2 | Participate in the Local Offer subgroup to implement recommendation (4.4.1) | March 2022 | 🟩 | |
| **3.4** | | | | |
| 3.4.1 | Review the EHCP outcomes for post 16 students against the NDTi minimum standards to ensure that they demonstrate aspirations, progression, and independence, making best use of advice and guidance within the PfA outcomes framework | June 2022 | 🟩 | |
| 3.4.2 | Develop an action plan to address the areas identified as high priority through the above review | December 2022 | 🟦 | |
| 3.4.3 | Deliver NDTi training for up to 60 staff across education, health and care services who write Education, Health and Care Plans and contribute advice following Education Health and Care statutory assessments | **March 2022** | 🟧 | |

| Ref | Action | Target End Date | RAG August 2022 | |
|---|---|---|---|---|
| **4.1** | | | | |
| 4.1.1 | Undertake benchmarking against other Local Authorities to identify best practice | June 2022 | 🟩 | |
| 4.1.2 | Increase the accessibility of the Local Offer site with a partner friendly plan | April 2022 | 🟩 | |
| 4.1.3 | Increase and develop the content of the Local Offer so that is representative of Rotherham and the wider SEND system | September 2022 | 🟩 | |
| **4.2** | | | | |
| 4.2.1 | Collate engagement activity and ensure it is used to develop site | June 2022 | 🟩 | |
| 4.2.2 | Provide feedback to stakeholders | June 2022 | 🟧 | |
| 4.2.3 | Measure and monitor the use, accessibility, and effectiveness of the Local Offer site | June 2022 | 🟩 | |
| **4.3** | | | | |
| 4.3.1 | Establish a clear role to hold responsibility for Local Offer to embed improvements and support communication/engagement with Local Offer | September 2022 | 🟧 | |
| 4.3.2 | Develop a process across the SEND system and the Place Partnership to maximise the use of the Local Offer | April 2022 | 🟧 | |
| 4.3.3 | Develop a steering group mechanism so that children and young people's voice/activity is central in Rotherham Local Offer | April 2022 | 🟧 | |
| 4.3.4 | Audit regularly education settings engagement and link to Local Offer | June 2023 | 🟧 | |
| **4.4** | | | | |
| 4.4.1 | Implement a clear and accessible long term communication plan that develops the local offer to support all areas of SEND system | March 2022 | 🟥 | |
| **4.5** | | | | |
| 4.5.1 | Promote the Local Offer across the wider SEND system for example SENCO Network events | January 2022 | 🟩 | |
| 4.5.2 | Audit the use of the Local Offer across the wider SEND system for example Education Settings and partners | Re-occurring action Sequence | 🟩 | |

| Ref | Action | Target End Date | RAG August 2022 | |
|---|---|---|---|---|
| | | to be agreed Dec 2022 | | |
| **4.6** | | | | |
| 4.6.1 | Undertake an annual review to assess progress against the identified outcomes and impact measures | June 2023 | | |

| RAG Status | |
|---|---|
| **Blue** | Action complete, impact measures achieved and approval to close obtained from the SEND Executive Board |
| **Green** | Action on track to achieve the impact measures and within the timelines set. |
| **Amber** | Action **at risk** of not achieving the impact measures and/or completion within the timelines set. |
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