

# Rotherham Local Area Special Educational Needs and Disabilities (SEND) 0-25

## Written Statement of Action

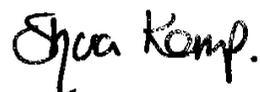
JANUARY 2022

Between the 5<sup>th</sup> and 9<sup>th</sup> July 2021, Ofsted, and the Care Quality Commission (CQC) undertook a joint inspection of Rotherham to judge the effectiveness in identifying and meeting the needs of children and young people who have special educational needs and/or disabilities, as prescribed in the Children's and Families Act 2014.

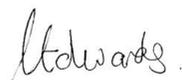
The inspection identified 4 areas of significant concern and prescribed that a Written Statement of Action (WSOA) be produced to outline how the areas of significant concern will be addressed. This WSOA, focuses on those 4 specific areas of concern.

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.

This (WSOA) identifies the actions the partnership will undertake to address the areas of concern, how we will measure success and what difference this will make to Rotherham's children and young people with SEND and their parents and carers. Ensuring that our children and young people with special educational needs are identified early and provided with the right support in line with their needs at the right time from childhood through to transition into adulthood.



**Sharon Kemp**  
Chief Executive  
Rotherham Borough Council



**Chris Edwards**  
Chief Officer  
Rotherham Clinical Commissioning Group



**Suzanne Joyner**  
Director of Children's Services  
Rotherham Borough Council



**Ian Atkinson**  
Executive Place Director  
Rotherham Clinical Commissioning Group

## Strategic Aim & Vision

### Our vision for children with SEND

Rotherham is ambitious for all children and young people to achieve their potential and have the best start in life. We recognise that children and young people have different strengths and needs, and that services and provision need to be differentiated so that all children and young people have their needs met and experience success.

We recognise that for children and young people to achieve their potential then all services need to work together with parents, carers, children, and young people being equal partners and their voices heard at all levels.

Services and organisations should support people and families to live independently in the community, with prevention and self-management at the heart of our delivery. The vision and priorities for Children in Rotherham with SEND is described within our Voices work and focuses on three priority areas:

- Believe me and believe in me.
- Get me help quicker.
- Plan for my adulthood with me.

Underpinning Rotherham's vision and priorities are shared co-production values the Four Cornerstones, at the heart of which is trust:

welcome and care

value and include

communicate

work in partnership

## Governance

The actions in this Written Statement of Action form part of a wider SEND Improvement Plan which is monitored as part of routine governance and accountability processes within the local area. SEND is already an existing priority at the Rotherham Place Board and at the Health and Wellbeing Board, SEND is area with strong political oversight from political leaders and the portfolio holder for Children and young people within Rotherham Metropolitan Borough Council (RMBC) with scrutiny held through the Improving Lives Select Committee. Within the Clinical Commission Group (CCG) SEND governance is held within the Operational Executive Group. Within RMBC Children's and Young People services SEND improvement is a key priority through the Performance and Assurance Board and Transformation Board.

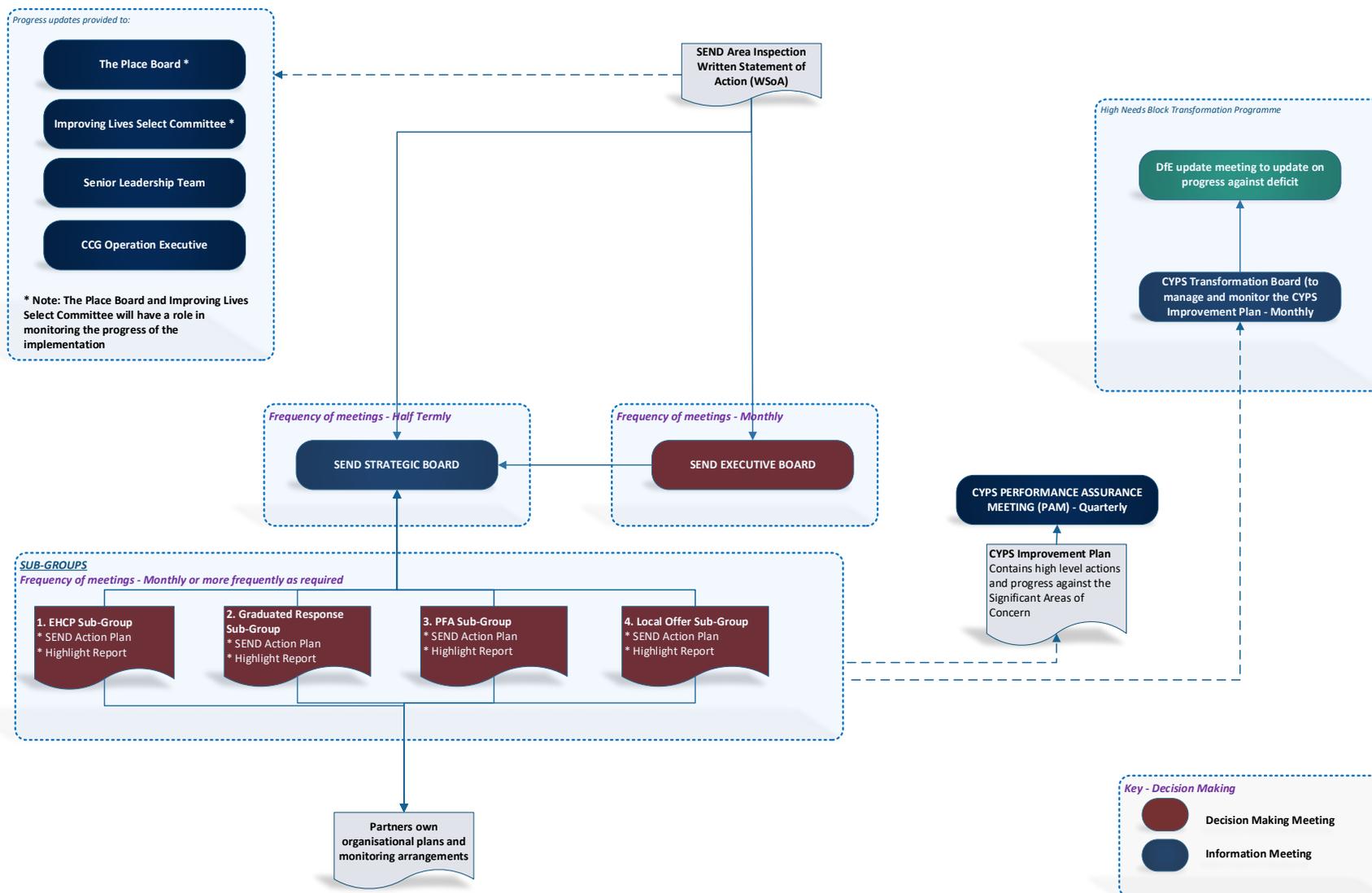
This WSOA affirms and enhances the commitment to the areas of SEND Improvement for Rotherham local area.

Oversight and accountability of progress against the actions contained in this Written Statement of Action sits with the SEND Strategic Board. The responsibility for overseeing the partnership response and checking and evaluating the effectiveness of the actions will sit with the SEND Executive Board which will include the chairs of all 4 sub-groups managing the detailed improvements. Both the SEND Strategic and Executive Boards are co-chaired by the Director of Children's Services and the Chief Executive of the CCG.

Membership of the SEND Board has been recently enhanced to ensure that attendance covers the right balance of partners who will drive forward these improvements.

*See governance structure below:*

## Governance Structure



## Monitoring Process

Regular monitoring of progress against milestones and success measures will take part and be embedded as part of our governance structure and process.

There is a forward plan in place for the SEND Executive Board to receive monthly “spotlight” updates from one of the WSOA subgroup chairs (on a rota basis), in addition the other 3 chairs that month will submit a highlight report to give ongoing assurance to the members of the Executive Board and to give opportunity to raise any emerging concerns. Each of the sub-group leads will have overall accountability for the actions in the relevant sections of the plan.

\* Progress on implementing the plan will be subject to support and challenge at The Place Board chaired by the Chief Executive of the Council and the Chief Executive of the CCG on a 6-monthly basis. The Improving Lives Select Committee will scrutinise progress across multi-agency partners.

A performance monitoring scorecard (a subset of the wider CYPS performance reporting) will be in place which covers the key measures for each of the 4 WSOA areas and to monitor the progress quarterly of these from a baseline position the time of the inspection (end of Quarter 1 June 2021).

Action plans will be monitored for each of the 4 WSOAs and any completed actions will form part of the routine Evidence Challenge Panel process already in place in CYPS (a multi-agency panel of senior officers) which receives and reviews evidence of change, outcomes, and impact to ensure actions are signed off as complete and fully embedded.

## 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 to Date

### Area of focus 1 – The variability in the quality of EHC plans, including the contribution of health and social care partners.

- Appointment of Head of Safeguarding, Quality and Learning to support Education, Health and Care leads to embed quality assurance process across the full children and young people's service.
- Links to Council for Disabled Children (CDC) have been established. The CDC have submitted a bid to DfE to request implementing a support package for Rotherham.
- Training has been provided to social care staff to increase the % and quality of the care input into plans.
- Training has been provided to therapy services and CAMHS to increase the % and quality of the health input into plans.
- Quality assurance in therapy services and CAMHS has been reviewed and now includes audit focussing on the quality of EHCPs. Audit recommendations associated with the quality of EHCP's now inform service improvement activity.
- Quality assurance in Children's Social care has been reviewed and now includes audit focussing on the quality of EHCPs. Audit recommendations associated with the quality of EHCP's will now inform service improvement activity.
- Designated Social Care Officer role for SEND appointed.
- Training provided to EHCP staff on how to write a good quality contribution to EHCPs and signposting to appropriate support if/when needed.
- Interim capacity in the EHCP Team increased by four officers to focus on statutory annual reviews.

### Area of focus 2 – The effectiveness of the graduated response to identify and meet children and young people's needs, especially in key stages 1 and 2.

- Electronic Toolkit launched in September 2021 which will provide practical support and guidance and support consistent delivery of the Graduated Response.
- Pilot outreach project set up involving one special school. Specialist staff are supporting mainstream schools to help meet the needs of those with SEND.
- Links to regional lead for Whole School SEND established and an agreed training programme has been outlined for the Spring term 2022.
- A review of arrangements for children with complex needs is underway. This includes a focus on the graduated response and appropriate stages prior to escalation.

- The SEMH strategy group Terms of Reference have been reviewed to reflect responsibility for the children's mental health section of the Place Plan.
- System implemented to allow for appropriate challenge and support in respect of schools/settings causing concern.

### **Area of focus 3 – The quality of provision for children and young people's preparation for, and transition to, adulthood.**

- Links established to the National Development Team for Inclusion to support and facilitate our access to sector led learning.
- Leading on a pilot for the PFA minimum standards as part of national PCF network.
- New transition management team in place.
- Needs analysis updated to inform service development and commissioning. Additional resource has been deployed using National Graduate Scheme to undertake a detailed cohort analysis of the PFA cohort.
- Confirmed commitment from the Rotherham's Business Growth Board in order to increase the number of employment / traineeships / supported internship opportunities.
- Secured additional resource to support Rotherham's micro enterprises to further support the development of community activities. A focus will be making this resource open to young people moving through the PFA cohort.
- Secured commitment of capital resources to create a new community resource.
- Rotherham identified as a pilot for the QDOS Network.
- Multi-agency working group mobilised to develop a new offer to support autistic young people who are moving through a PFA. This is being coordinated by RPCF.

### **Area of focus 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.**

- Local Offer Review framework designed and completed as part of peer review.
- A SEND Local Offer Communications and Marketing Plan is in place.
- The SEND Local Offer Strategic Group has an Action Plan in place.
- There is agreed enhanced capacity within the Parent Carer Forum to help lead on developments.

### **Overarching**

- Agreement established regarding joint commissioning agreement between CCG and RMBC for SENDIASS, the CCG are contributing 35% towards the SENDIASS service.
- Increased the capacity for the role of the Designated Clinic Officer from two to four days per week.
- Increased investment (recurrent and non-recurrent) in the Neurodevelopmental pathway to implement a 3-year plan to reduce waiting times to 18 weeks.
- The Executive Group has been established and has begun to meet.
- The SEND Strategic Board have met to address the inspection and to contribute towards the Written Statement of Action.
- Four subgroups have been established each with a responsibility for a key area of significant weakness. The subgroups mirror membership of the Strategic Board. Each subgroup has met to input into the creation of the Written Statement of Action.

**Priority 1 – EHC Plans**

**Lead Officers** – Julie Day, Head of Service Inclusion and Ian Tankard, Headteacher Coleridge Primary School

**Children and Young People with SEND in Rotherham have quality and consistent Education Health and Care Plans (EHC) which include the contribution from health and social care partners**

Ref	Action	Lead	Target End Date	RAG	Progress Update
1.1	<p><b>Improve the Quality Assurance framework for Education Health and Care Plans, this will mean that:</b></p> <ul style="list-style-type: none"> <li>• All practitioners understand their role and involvement in relation to creating/contributing to the EHC plan</li> <li>• All EHC plans are on the same template and are consist in relation to approach, expectations, and standards</li> <li>• Children and young people are engaged with the right support at the right time (including appropriate placement in education provision)</li> <li>• Children and young people and their families feel more involved in and in control of their EHC plan and support which will be person centred and co-produced</li> <li>• Children and Young People make progress in relation to targets and outcomes and are in line with national averages (where comparisons can be made)</li> <li>• Partners jointly commission services for children and young people wherever it is possible to do so</li> <li>• There are clear pathways so that people understand how to find the appropriate support</li> </ul> <p><b>Key Impact Measures</b></p> <ul style="list-style-type: none"> <li>• Increased number of EHC plans audited rated as good or better from 52.5% to 75%</li> <li>• Increase in the timeliness of EHCPs issued within 20 weeks from 57.5% to 70%</li> <li>• Increase in the timeliness of Review recommendations being actioned from 27.1% to 100% by June 2023</li> <li>• Maintain the number of EHC plans being ceased due to Children and Young People successfully achieving outcomes</li> <li>• Reduce the number of mediations and tribunals (16 mediations and 8 tribunals)</li> </ul>				
1.1.1	Integrate EHCP and SEND into full CYPS framework	<b>Julie Day</b>	July 2022		
1.1.2	Review the Health and CCG framework alongside the CYPS framework to ensure consistency	<b>Helen Sweaton</b>	July 2022		

Ref	Action	Lead	Target End Date	RAG	Progress Update
1.1.3	Establish internal QA processes within the EHCP Team and wider Inclusion Service	<b>Julie Day</b> Vicki Ingram	September 2022		
1.1.4	Embed 'lessons learned' including outcomes from audits and Practice Learning Days and benchmarking data to inform service improvement	<b>Julie Day</b> Vicki Ingram	December 2022		
1.1.5	Facilitate parents, carers, and young people to enable them the opportunity to audit and QA independently	<b>RPCF group</b> <b>Scott Johnson</b> Guiding Voices	July 2022		
1.1.6	CYPS commissioning responsible for commissioning all external SEND placements (education and care) based on the EHCP	William Shaw <b>Helen</b> <b>Sweaton</b>	December 2022		
1.1.7	Develop a Communications Strategy to ensure key messages are communicated to stakeholders	<b>RMBC/CCG</b> <b>Comms leads</b>	December 2022		
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	<b>Julie Day</b> Vicky Whitfield Vicki Ingram	September 2022		
<b>1.2</b>	<p><b>Provide a range of CPD opportunities for practitioners, schools/settings, parents/carers, children, and young people to ensure that the quality of EHCP Plans improve across the local area, this will mean that:</b></p> <ul style="list-style-type: none"> <li>• All practitioners understand their role and involvement in relation to creating/contributing to the EHC plan</li> <li>• All practitioners understand their role in relation to implementing or monitoring strategies and subsequent progress/developments</li> <li>• All Partners jointly commission services for children and young people wherever it is possible to do so</li> <li>• Children and Young People and their families feel more involved in and in control of their EHC plan and support (this should be person centred and co-produced)</li> <li>• Children and Young People make progress in relation to targets and outcomes and are in line with national averages (where comparisons can be made)</li> <li>• Children and Young People are engaged with the right support at the right time (including appropriate placement in education provision)</li> </ul>				

Ref	Action	Lead	Target End Date	RAG	Progress Update
	<ul style="list-style-type: none"> <li>There are clear pathways so that people understand how to find the appropriate support</li> <li>All EHC plans are on the same template therefore showing consistency of approach, expectations, and standards</li> </ul> <p><b>Key Impact Measures</b></p> <ul style="list-style-type: none"> <li>Increase the number of EHC plans audited rated as good or better from 52.5% to 75%</li> <li>Increase in the timeliness of Review recommendations being actioned from 27.1% to 100% by June 2023</li> <li>Maintain the number of EHC plans being ceased due to Children and Young People successfully achieving outcomes. (52 plans ceased between January and June 21.)</li> <li>Reduce the number of mediations and tribunals (16 mediations and 8 tribunals)</li> </ul>				
1.2.1	Work with training providers to coordinate and deliver a CPD offer	<b>Julie Day</b> Vicki Ingram <b>Vicky Whitfield</b>	June 2023		
1.2.2	Deliver CPD to Parents and Carers	NDTi, CDC	June 2023		
1.2.3	Deliver CPD to Health/CCG Practitioners	NDTi, CDC	June 2023		
1.2.4	Deliver CPD to Social Care Practitioners	NDTi, CDC	June 2023		
1.2.5	Deliver CPD to Schools and Settings	NDTi, CDC	June 2023		
<b>1.3</b>	<p><b>Ensure that all current EHCP templates in use are transferred to one single template, this will mean that:</b></p> <ul style="list-style-type: none"> <li>All EHC plans are on the same template and are consist in relation to approach, expectations, and standards</li> </ul> <p><b>Key Impact Measures</b></p> <ul style="list-style-type: none"> <li>Increase the number of EHC plans audited rated as good or better from 52.5% to 75%</li> <li>An increase in the timeliness of Review recommendations being actioned 27.1% to 100% by June 2023</li> </ul>				
1.3.1	Develop a new agreed EHCP template	<b>Vicki Ingram</b>	April 2022		
1.3.2	All new EHCP Plans to be on the new template	<b>Vicki Ingram</b>	June 2023		

Ref	Action	Lead	Target End Date	RAG	Progress Update
1.3.3	Transfer old EHCP Plans onto electronic template as part of annual review process.	<b>Vicki Ingram</b>	June 2023		
<b>1.4</b>	<p><b>Implement the review reset project to increase capacity in the EHC Team to enable an increase the number of annual reviews that are actioned in time, this will mean that:</b></p> <ul style="list-style-type: none"> <li>• Children and Young People are engaged with the right support at the right time (including appropriate placement in education provision)</li> <li>• Children and Young People make progress in relation to targets and outcomes and are at least in line with national averages (where comparisons can be made)</li> </ul> <p><b>Key Impact Measures</b></p> <ul style="list-style-type: none"> <li>• Increase in the timeliness of Review recommendations being actioned from 27.1% to 100% by June <b>2023</b></li> </ul>				
1.4.1	Undertake a review of current internal practice and operational processes	<b>Julie Day</b> Vicki Ingram	July 2022		
1.4.2	Develop and implement new operating procedures	Vicki Ingram <b>Julie Day</b>	October 2022		
1.4.3	Deliver training to the team on the new operating procedures	<b>Vicki Ingram</b>	December 2022		
<b>1.5</b>	<p><b>Develop a management information system to enable measurement of the effectiveness of EHCPs for individual children and young people, this will mean that:</b></p> <ul style="list-style-type: none"> <li>• Children and Young People make progress in relation to targets and outcomes and are in line with national averages (where comparisons can be made)</li> <li>• All practitioners understand their role and involvement in relation to creating/contributing to the EHC plan</li> <li>• All practitioners understand their role in relation to implementing or monitoring strategies and subsequent progress/developments</li> </ul> <p><b>Key Impact Measures</b></p> <ul style="list-style-type: none"> <li>• Increase in the timeliness of Review recommendations being actioned from 27.1% to 100% by June 2023</li> <li>• Increase the number of EHC plans audited rated as good or better from 52.5% to 75%</li> </ul>				
1.5.1	Develop a management information system to track effectiveness	<b>Sue Wilson</b>	January 2023		

Ref	Action	Lead	Target End Date	RAG	Progress Update
1.5.2	Undertake both internal and external benchmarking to measure progress of changes implemented	<b>Nathan Heath</b>	June 2023		
1.5.3	Undertake peer review of EHCPs in Borough to measure progress of changes implemented	<b>Nathan Heath</b>	June 2023		
<b>1.6</b>	<b>To carry out a review of progress to identify ongoing areas for development from June 2023</b>				
1.6.1	Undertake an annual review to assess progress against the identified outcomes and impact measures	<b>Nathan Heath</b> Julie Day	June 2023		
1.6.2	Undertake ADCS Peer Review	ADCS <b>Nathan Heath</b> Julie Day	September 2023		

#### Delivery Partners

- Parent, carers, and children and young people
- Council for Disabled Children
- National Development Team for Inclusion (NDTi)
- RMBC
- Health services
- Education settings
- Rotherham Parent Carers forum
- Genuine Partnerships
- Guiding Voices

**Priority 2 – Graduated Response**

Lead Officers – Carol Taylor and Rachel Amos, Principal Educational Psychologists

**Children and Young People with SEND in Rotherham experience an effective graduated response to identify and meet their needs, especially in key stages 1 and 2**

Ref	Action	Lead	Target End Date	RAG	Progress Update
2.1	<p><b>Continue to embed the Four Cornerstones Approach and the Rotherham Charter Gold Accreditation process across the local area, this will mean that:</b></p> <ul style="list-style-type: none"> <li>• There is an understanding across the local area that co-production with children, young people and their families is the best foundation for the graduated response</li> <li>• Education settings, parents/carers, and health/care practitioners are aware that an EHCP is not appropriate for every child with additional needs, and they will explore other options through the graduated response where suitable</li> <li>• Practitioners from different organisations work together to support a child and have high aspirations for them.</li> <li>• All children and young people are engaged with the right support at the right time (Including accessing the appropriate strategies and interventions as advised by specialist services)</li> <li>• Early intervention is in place to prevent needs escalating</li> <li>• All practitioners in education, health, and care work on and are familiar with the graduated response offer to support children and young people with needs identified in the SEND Code of Practice</li> </ul> <p><b>Key Impact Measures</b></p> <ul style="list-style-type: none"> <li>• Increase the number of schools engaging with the Four Cornerstones Approach to achieve Rotherham’s Charter Gold Accreditation from 23 to 25 – (23 schools already achieved since inception, currently 21 schools actively engaged process in this academic year 21/22)</li> <li>• Increase in the number of ‘hits’ on the graduated response electronic portal from 6,132 as at June 2021 to 15,000</li> </ul>				
2.1.1	Introduce the Four Cornerstones Approach self-evaluation tool and training opportunities to all schools via the SENDCO network	<b>Claire Whiting</b>	April 2022		
2.1.2	Extend support to strengthening co-production and inclusive practice by drawing upon the best practice of	<b>Claire Whiting</b>	July 2022		

Ref	Action	Lead	Target End Date	RAG	Progress Update
	Charter Gold schools to create a peer support network				
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	<b>Genuine Partnerships</b> Kelly Crompton SEMH school leads	December 2022		
2.2	<p><b>Audit Outreach Support and provide recommendations for developments (if appropriate), this will mean that:</b></p> <ul style="list-style-type: none"> <li>• Early intervention is in place to prevent needs escalating</li> <li>• Education settings, parents/carers, and health/care practitioners are aware that an EHCP is not appropriate for every child with additional needs, and they will explore other options through the graduated response where suitable</li> <li>• All practitioners in education, health, and care work on and are familiar with the graduated response offer to support children and young people with needs identified in the SEND Code of Practice</li> <li>• Parents are aware of what a Graduated Response means and that an EHC Plan is not always necessary</li> <li>• Quality First Teaching is delivered to adapt learning</li> <li>• Children and young people have the opportunity to be educated in their local mainstream education setting whenever it can meet their needs</li> <li>• Education settings will be well equipped to understand and meet the child's needs and know how to access specialist support when it is required</li> </ul> <p><b>Key Impact Measures</b></p> <ul style="list-style-type: none"> <li>• Reduce the number of requests for EHCP Assessment from 64 per month to 50 per month (baseline July 2021)</li> <li>• Reduce the number of young people who are excluded using academic year 2020/2021 as baseline: <ul style="list-style-type: none"> <li>○ Fixed term exclusions – SEN Support CYP from 913 to 880</li> <li>○ Fixed term exclusions – EHCP from 192 to 162</li> <li>○ Permanent exclusions – SEN Support CYP from 22 to 12</li> <li>○ Permanent exclusions – EHCP from 5 to 3</li> </ul> </li> <li>• Reduce the number of inappropriate transfers of children and young people from mainstream to special school (85 transfers overall, September 2021)</li> </ul>				

Ref	Action	Lead	Target End Date	RAG	Progress Update
2.2.1	To audit outreach support and provide recommendations for developments if appropriate for <b>Specialist schools or settings</b>	<b>Nathan Heath</b>	July 2022		
2.2.2	To audit outreach support and provide recommendations for developments if appropriate for <b>RMBC central services</b>	<b>Julie Day</b>	December 2022		
2.2.3	To audit outreach support and provide recommendations for developments if appropriate for <b>Health/CCG providers</b>	<b>Helen Sweaton</b>	July 2022		
2.2.4	To audit outreach support and provide recommendations for developments if appropriate for <b>Social Care</b>	<b>Matthew Boud</b>	July 2022		
2.2.5	To audit outreach support and provide recommendations for developments if appropriate for <b>other local providers</b>	<b>Nathan Heath</b>	September 2022		
<b>2.3</b>	<p><b>Integrate SEND into full school improvement processes to enable support and challenge to schools, this will mean that:</b></p> <ul style="list-style-type: none"> <li>• Quality First Teaching is delivered to adapt learning</li> <li>• All practitioners supporting children and young people with SEND are supported and have adequate time dedicated to allowing them to undertake the required work to support the children and young people in their setting</li> <li>• Children and young people have the opportunity to be educated in their local mainstream education setting whenever it can meet their needs</li> <li>• Education settings will be well equipped to understand and meet the child's needs and know how to access specialist support when it is required</li> <li>• Early intervention is in place to prevent needs escalating</li> <li>• All children and young people make progress in relation to SEND targets and outcomes and are in line with national averages (where comparisons can be made)</li> <li>• There is an understanding across the local area that co-production with children, young people and their families is the best foundation for the graduated response</li> </ul>				

Ref	Action	Lead	Target End Date	RAG	Progress Update
	<ul style="list-style-type: none"> <li>Education settings, parents/carers, and health/care practitioners are aware that an EHCP is not appropriate for every child with additional needs, and they will explore other options through the graduated response where suitable</li> <li>All practitioners in education, health, and care work on and are familiar with the graduated response offer to support children and young people with needs identified in the SEND Code of Practice</li> </ul> <p><b>Key Impact Measures</b></p> <ul style="list-style-type: none"> <li>Increase the number and percentage of schools engaging in Whole School Support project (WSS/NASEN/DfE) from 0 to 60 (50% of schools)</li> <li>Increase the number and percentage of schools/SENCOs engaged in SENCO network events from 43 schools represented to (35.8%) to 90 (75%)</li> <li>Reduce the number of requests for EHCP Assessment from 64 per month to 50 per month (baseline July 2021)</li> <li>Reduce the number of young people who are excluded using academic year 2020/2021 as baseline: <ul style="list-style-type: none"> <li>Fixed term exclusions – SEN Support CYP from 913 to 880</li> <li>Fixed term exclusions – EHCP from 192 to 162</li> <li>Permanent exclusions – SEN Support CYP from 22 to 12</li> <li>Permanent exclusions – EHCP from 5 to 3</li> </ul> </li> <li>Increase the number of schools engaging with the Four Cornerstones Approach to achieve Rotherham’s Charter Gold Accreditation from 23 to 25 (23 schools already achieved since inception, currently 21 schools actively engaged in this academic year 21/22)</li> </ul>				
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.	Julie Day <b>Carol Taylor</b> Helen Bacon	June 2023		
2.3.2	Deliver presentations at Governors meetings	<b>Pam Ward</b>	June 2022		
2.3.3	Recognise positive judgements related to SEND in school/setting Ofsted’s and share as examples of good practice.	<b>Pam Ward</b>	Ongoing – July for 1 <sup>st</sup> annual report		
<b>2.4</b>	<b>Continue to develop tools to promote the graduated response, this will mean that:</b>				

Ref	Action	Lead	Target End Date	RAG	Progress Update
	<ul style="list-style-type: none"> <li>• All children and young people are engaged with the right support at the right time (including accessing and implementing the appropriate strategies and interventions as advised by specialist services)</li> <li>• Early intervention is in place to prevent needs escalating</li> <li>• Education settings, parents/carers, and health/care practitioners are aware that an EHCP is not appropriate for every child with additional needs, and they will explore other options through the graduated response where suitable</li> <li>• Parents are aware of what a Graduated Response means and that an EHC Plan is not always necessary</li> <li>• All practitioners in education, health, and care work on and are familiar with the graduated response offer to support children and young people with needs identified in the SEND Code of Practice</li> <li>• Practitioners from different organisations work together to support a child and have high aspirations for them.</li> <li>• Quality First Teaching is delivered to adapt learning</li> <li>• All practitioners supporting children and young people with SEND are supported and have adequate time dedicated to allowing them to undertake the required work to support the children and young people in their setting.</li> <li>• Children and young people have the opportunity to be educated in their local mainstream education setting whenever it can meet their needs</li> <li>• Education settings will be well equipped to understand and meet the child's needs and know how to access specialist support when it is required.</li> </ul> <p><b>Key Impact Measures</b></p> <ul style="list-style-type: none"> <li>• Increase the number and percentage of schools/SENCOs engaged in SENCO network events from 43 schools represented to (35.8%) to 90 (75%)</li> <li>• Reduce the number of young people who are excluded using academic year 2020/2021 as baseline: <ul style="list-style-type: none"> <li>○ Fixed term exclusions – SEN Support CYP from 913 to 880</li> <li>○ Fixed term exclusions – EHCP from 192 to 162</li> <li>○ Permanent exclusions – SEN Support CYP from 22 to 12</li> <li>○ Permanent exclusions – EHCP from 5 to 3</li> </ul> </li> <li>• Increase the number of 'hits' on graduated response electronic portal from 6,132 as at June 2021 to 15,000A reduction in the number of requests for EHCP Assessment from 64 per month to 50 per month (baseline July 2021)</li> <li>• Increase the number of EHCP requests that have been at panel that have full evidence of graduated response. Baseline and measure to be developed</li> </ul>				
2.4.1	Develop the Graduated Response electronic portal	Vicky Whitfield Rachel Amos	February 2023		

Ref	Action	Lead	Target End Date	RAG	Progress Update
		<b>Carol Taylor</b>			
2.4.2	Implement networking/communication opportunities including SENCO Padlet	<b>Helen Bacon</b>	April 2022		
2.4.3	Develop and implement internal mechanisms within Health/CCG and RMBC including membership of the EHCP panel	<b>Helen Sweaton</b>	February 2022		Review of arrangements for children complex needs underway. Graduated response highlighted as appropriate stage prior to escalation
<b>2.5</b>	<p><b>Provide system wide CPD which includes a refresh and promotion of the SENCO network event, this will mean that:</b></p> <ul style="list-style-type: none"> <li>All practitioners in education, health, and care work on and are familiar with the graduated response offer to support children and young people with needs identified in the SEND Code of Practice</li> <li>There is an understanding across the local area that co-production with children, young people and their families is the best foundation for the graduated response</li> <li>All children and young people make progress in relation to SEND targets and outcomes and are in line with national averages (where comparisons can be made)</li> <li>All children and young people are engaged with the right support at the right time (including accessing and implementing the appropriate strategies and interventions as advised by specialist services)</li> <li>All children and young people make progress in relation to individual targets and outcomes and families are fully involved in reviews</li> <li>Early intervention is in place to prevent needs escalating</li> <li>Education settings, parents/carers, and health/care practitioners are aware that an EHCP is not appropriate for every child with additional needs, and they will explore other options through the graduated response where suitable</li> </ul> <p><b>Key Impact Measures</b></p> <ul style="list-style-type: none"> <li>Increase the number and percentage of schools/SENCOs engaged in SENCO network events from 43 schools represented to (35.8%) to 90 (75%)</li> <li>Reduce the number of young people who are excluded using academic year 2020/2021 as baseline: <ul style="list-style-type: none"> <li>Fixed term exclusions – SEN Support CYP from 913 to 880</li> <li>Fixed term exclusions – EHCP from 192 to 162</li> <li>Permanent exclusions – SEN Support CYP from 22 to 12</li> <li>Permanent exclusions – EHCP from 5 to 3</li> </ul> </li> <li>Increase the number of 'hits' etc on graduated response electronic portal from 6,132 to 15,000 (June 2021 – 6,132)</li> <li>Reduce the number of requests for EHCP Assessment from 64 per month to 50 per month (baseline July 2021)</li> </ul>				

Ref	Action	Lead	Target End Date	RAG	Progress Update
	<ul style="list-style-type: none"> <li>Increase the number of EHCP requests that have been at panel that have full evidence of graduated response. Baseline and measure to be developed</li> </ul>				
2.5.1	Deliver training on provision mapping and the graduated response	<b>Helen Bacon</b> Kelly Crompton Paul Theaker Helen Leadley James Chapman	April 2022		
2.5.2	Deliver training on assess, plan, do review cycle and support plans	<b>Julie Day</b> <b>Vicky Whitfield</b>	September 2022		
2.5.3	Deliver training on person centred planning	<b>Educational Psychology Service</b> Parents Carer Forum	April 2022		
2.5.4	Deliver training on The Local Offer	<b>William Shaw</b>	September 2022		
2.5.5	Deliver training on school information reports	<b>Performance rep</b>	July 2022		
2.5.6	Deliver training on parent/carers and children and young people's voice and involvement (co-production)	<b>RPCF</b> Guiding Voices participation groups	April 2022		
2.5.7	Deliver accredited training for emotionally literate support assistance (ELSA) and maintain accreditation through supervision	<b>Karen Davies</b> Chris Dawson	June 2023		
<b>2.6</b>	<p><b>Audit the Graduated Response and continuum of provision in line with the SEND Code of Practice, this will mean that:</b></p> <ul style="list-style-type: none"> <li>All children and young people are engaged with the right support at the right time (including accessing and implementing the appropriate strategies and interventions as advised by specialist services)</li> <li>Early intervention is in place to prevent needs escalating</li> </ul>				

Ref	Action	Lead	Target End Date	RAG	Progress Update
	<ul style="list-style-type: none"> <li>Education settings, parents/carers, and health/care practitioners are aware that an EHCP is not appropriate for every child with additional needs, and they will explore other options through the graduated response where suitable</li> <li>Children and young people have the opportunity to be educated in their local mainstream education setting whenever it can meet their needs</li> <li>Education settings will be well equipped to understand and meet the child's needs and know how to access specialist support when it is required</li> </ul> <p><b>Key Impact Measures</b></p> <ul style="list-style-type: none"> <li>Increase the number and percentage of schools/SENCOs engaged in SENCO network events from 43 schools represented to (35.8%) to 90 (75%)</li> <li>Reduce the number of young people who are excluded using academic year 2020/2021 as baseline: <ul style="list-style-type: none"> <li>Fixed term exclusions – SEN Support CYP from 913 to 880</li> <li>Fixed term exclusions – EHCP from 192 to 162</li> <li>Permanent exclusions – SEN Support CYP from 22 to 12</li> <li>Permanent exclusions – EHCP from 5 to 3</li> </ul> </li> <li>Increase the number of 'hits' on graduated response electronic portal from 6,132 as at June 2021 to 15,000A reduction in the number of requests for EHCP Assessment from 64 per month to 50 per month (baseline July 2021)</li> <li>Increase the number of schools engaging with the Four Cornerstones Approach to achieve Rotherham's Charter Gold Accreditation from 23 to 25 (23 schools already achieved since inception, currently 21 schools actively engaged in this academic year 21/22)</li> <li>Increase the number of EHCP requests that have been at panel that have full evidence of graduated response. Baseline and measure to be developed</li> </ul>				
2.6.1	Link to other working groups where appropriate in relation to provision and practice for SEMH	Helen Sweaton/ <b>Kelly Crompton</b>	June 2023		
2.6.2	Provide mechanisms to gain stakeholder experiences and opinions to identify strengths and weaknesses related to provision meeting need	<b>Rachel Amos/Carol Taylor</b>	June 2023		
<b>2.7</b>	<b>Carry out a review of progress to identify ongoing areas for development from June 2023</b>				

Ref	Action	Lead	Target End Date	RAG	Progress Update
2.7.1	Undertake an annual review to assess progress against the identified outcomes and impact measures	<b>Nathan Heath</b> Julie Day	June 2023		

Delivery Partners
<ul style="list-style-type: none"> <li>• Parent, carers, and children and young people</li> <li>• Council for Disabled Children</li> <li>• National Development Team for Inclusion (NDTi)</li> <li>• RMBC</li> <li>• Health services</li> <li>• Education settings</li> <li>• Rotherham Parent Carers forum</li> <li>• Genuine Partnerships.</li> </ul>

### Priority 3 – Preparing for Adulthood and Transitions

**Lead Officers** – Ian Spicer – Assistant Director of Adult Care and Integration, Helen Sweaton - Joint Assistant Director of Commissioning Performance and Quality (RMBC and RCCG)

**Children and Young People with SEND in Rotherham experience quality provision for their preparation for, and transition to adulthood. This will be across Employment and Learnings(E&L), Friends, Relationships and Communities (FR&C), Independence (I) and Health (H).**

Ref	Action	Lead	Target End Date	RAG	Progress Update
3.1	<p><b>Embed NDTi PfA minimum standards ensuring person-centred and strength-based approaches in education, health and care services involved in transition planning. This will improve the quality of planning and provision for young people in preparation for and transition to, adulthood. It will also embed co-production into planning, this will mean that:</b></p> <ul style="list-style-type: none"> <li>FR&amp;C: All young people have a choice about their future and are in control of their support as they move into adulthood</li> <li>E&amp;L: Plans and next steps following education are person-centred and are co-produced with young people and their families</li> <li>I: Parents, carers and young people have the support and information they need to feel confident to live independently at home and in the wider community</li> </ul> <p><b>Key Impact Measures</b></p> <ul style="list-style-type: none"> <li>Increase the number of practitioners who have completed NDTi person centred/PFA training from 0 to 50</li> <li>Increase the number of practitioners who have completed multi-agency training from 0 to 50</li> </ul>				
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	<b>Garry Parvin</b> <b>Helen Sweaton</b> Julie Day	June 2022		
3.1.2	Co-produce with education, health and care providers, good practice guidance for protocols of effective transitions	<b>Helen Sweaton</b> Education representative Social Care representative	December 2022		
3.1.3	NDTi training for up to 50 staff working in schools, colleges, and	<b>Vicky Whitfield</b>	March 2022		

Ref	Action	Lead	Target End Date	RAG	Progress Update
	support services to develop an understanding of Preparing for Adulthood.	Education representative Social Care representative			
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)	<b>Jo Hinchcliffe</b> Genuine Partnerships C&YP	June 2023		
3.1.5	Implement Quality Assurance Framework and develop an action plan to address areas for improvement (including impact of training programmes)	<b>Helen Sweaton</b> <b>Garry Parvin</b>	June 2023		
<b>3.2</b>	<p><b>To complete a gap analysis of support service, health services and provision for young people in preparation for and transition to adulthood. This will be based on the NDTi PfA minimum standards. This will identify areas which require development work or where there are commissioning gaps. Identifying gaps and issues will enable appropriate plans to be put in place to address these, this will mean that:</b></p> <ul style="list-style-type: none"> <li>• E&amp;L: All young people have access to appropriate education, training, and employment opportunities</li> <li>• E&amp;L: All young people have access to clear and transparent information about education, training, and employment opportunities</li> <li>• E&amp;L: All children and young people from year 9 to aspire for their future and can explore opportunities for learning and development in readiness for purposeful activity and work</li> <li>• E&amp;L: Curriculum pathways for different groups of learners have a clear emphasis on progression to employment and include a pre-supported and supported internship programme</li> <li>• H: Clear multi-agency transition pathways which include consideration of health needs are in place. These will ensure a holistic transition, based on shared principles, co-produced with young people, their families, and other stakeholders</li> </ul> <p><b>Key Impact Measures</b></p> <ul style="list-style-type: none"> <li>• Increase the number of EHC plans audited rated as good or better from for those aged 14 years and above</li> </ul>				
3.2.1	Review local needs and identify gaps in current provision or areas	<b>Helen Sweaton</b> <b>Garry Parvin</b>	July 2022		

Ref	Action	Lead	Target End Date	RAG	Progress Update
	for development against NDTi/PfA minimum standards				
3.2.2	Develop an action plan to address the areas identified as high priority through the above gap analysis	<b>Helen Sweaton</b> <b>Garry Parvin</b>	December 2022		
3.2.3	Produce transition pathways for Rotherham's Preparing for Adulthood Cohort for four prioritised Health Services	Helen Sweaton <b>Garry Parvin</b> Vicky Whitfield	June 2023		
<b>3.3</b>	<p><b>To develop a communication strategy to ensure Rotherham's PFA offer is known, accessible and visible. This will include clear links to the Local Offer. By communicating effectively with young people and their families, this will mean that:</b></p> <ul style="list-style-type: none"> <li>• E&amp;L: All young people have access to clear and transparent information about education, training, and employment opportunities</li> <li>• E&amp;L: All children and young people from year 9 to aspire for their future and can explore opportunities for learning and development in readiness for purposeful activity and work</li> <li>• FR&amp;C: All young people have a choice about their future and are in control of their support as they move into adulthood.</li> <li>• I: Parents, carers and young people have the support and information they need to feel confident to live independently at home and in the wider community</li> </ul> <p><b>Key Impact Measures</b></p> <ul style="list-style-type: none"> <li>• Outcomes for EET with SEND are in line with national averages or better.</li> <li>• Increase the number of young people in supported internships through Project Search from 6 to 10</li> <li>• Maintain 100% of Rotherham Special Schools being involved with the Sheffield City Region Careers Hub SEND Community of Practice</li> </ul>				
3.3.1	NDTi to review the Local Offer from a Preparing for Adulthood perspective and make recommendations for improvement	<b>William Shaw</b>	June 2022		
3.3.2	Participate in the Local Offer subgroup to implement recommendation (4.4.1)	<b>Jayne Fitzgerald</b> <b>William Shaw</b> Helen Sweaton	March 2022		

Ref	Action	Lead	Target End Date	RAG	Progress Update
3.4	<p><b>To confirm processes, roles, and responsibilities to support transition arrangements in Year 9 onwards. Greater clarity will enable the system to work in a better co-ordinated way and more efficiently which will ensure that young people and their families have a better experience, this will mean that:</b></p> <ul style="list-style-type: none"> <li>• I: Preparation for Adulthood is included as part of all EHCPs</li> <li>• H: Clear multi-agency transition pathways which includes consideration of health needs are in place. These ensure a holistic transition, based on shared principles, co-produced with young people, their families, and other stakeholders</li> <li>• FR&amp;C: All young people have a choice about their future and are in control of their support as they move into adulthood</li> <li>• FR&amp;C: There is a strong multi-agency commitment to deliver and improve services for young people and their families with clear pathways, processes, and provision from children into adult's services</li> </ul> <p><b>Key Impact Measures</b></p> <ul style="list-style-type: none"> <li>• Increase the % of Care Act assessments in place by age 17.5 years or earlier, for young people eligible for Adults Transition Team from 65.2% to 70%</li> <li>• Increase % of young people aged 14 or over with learning disabilities offered enhanced GP Annual Health Checks from 70% to 75%</li> </ul>				
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	<b>Garry Parvin</b> Direct link to EHCP QA group which will have PfA representation	June 2022		
3.4.2	Develop an action plan to address the areas identified as high priority through the above review	Helen Sweaton <b>Garry Parvin</b>	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	<b>Garry Parvin</b> Julie Day	March 2022		

**Delivery Partners**

- RMBC and RCCG Communications Team
- Rotherham Parents Carers Forum
- Rotherham's micro enterprises.
- Voluntary Action Rotherham
- RdaSH
- TRFT
- South Yorkshire TCP/ ICS
- Rotherham Industrial Development Office (RiDO)
- QDOS
- Chat 'n' Chill
- Different but Equal Board
- Neighbourhoods team
- RMBC Housing
- RNN colleges
- NDTi
- Guiding Voices
- Genuine Partnerships

**Priority 4 – Local Offer**

**Lead Officers** – William Shaw, Head of Service Commissioning and Jayne Fitzgerald, Rotherham Parents Carers Forum

**All parents and carers of children and young people with SEND in Rotherham are aware of the Local Offer and able to access the very valuable information included in it.**

Ref	Action	Lead	Target End Date	RAG	Progress Update
4.1	<p><b>Reconstitute the Local Offer steering/reference Group comprised of practitioners, parents/carers, to lead a review of our Local Offer website, alongside our key services/practitioners/stakeholders and children and young people, this will mean that:</b></p> <ul style="list-style-type: none"> <li>• There is up to date information on how and where to access support is available and easy to access allowing children, young people, and their families to make informed decisions about relevant provision to meet needs</li> <li>• There are good levels of satisfaction</li> <li>• There is a knowledge and confidence related to a wealth of provision</li> <li>• Practitioners understand their role in ensuring that information is put on the Local Offer (including the role of the school/setting)</li> <li>• SENCos understand their role in supporting parents/carers to access appropriate provision and services</li> </ul> <p><b>Key Impact Measures</b> (baseline and reporting to be established)</p> <ul style="list-style-type: none"> <li>• Increase the timeliness of content and update requests in relation to provision identified on the Local Offer completed within agreed timescales</li> <li>• Increase the number of positive responses from parents/carers on the effectiveness of the Local Offer (to increase month on month)</li> <li>• Increase the number of positive responses from ‘secret shoppers’ in relation to the Local Offer (to increase month on month)</li> <li>• Every school/setting is linked to Rotherham’s Local Offer via their school information reports</li> <li>• 20% increase in number of ‘hits’ on the Local Offer</li> </ul>				
4.1.1	Undertake benchmarking against other Local Authorities to identify best practice	<b>William Shaw</b>	June 2022		
4.1.2	Increase the accessibility of the Local Offer site with a partner friendly plan	<b>Helen Sweatton</b>	April 2022		

Ref	Action	Lead	Target End Date	RAG	Progress Update
4.1.3	Increase and develop the content of the Local Offer so that is representative of Rotherham and the wider SEND system	<b>William Shaw Jayne Fitzgerald</b>	September 2022		
<b>4.2</b>	<p><b>Develop ongoing and sustainable systems and processes, this will mean that:</b></p> <ul style="list-style-type: none"> <li>• There is good, regular communication between children and young people, parents/carers and all practitioners involved so that children and young people's needs are met</li> <li>• Children and young people are engaged with the right support at the right time</li> </ul> <p><b>Key Impact Measures</b> (baseline and reporting to be established)</p> <ul style="list-style-type: none"> <li>• Increase the timeliness of content and update requests in relation to provision identified on the Local Offer completed within agreed timescales</li> <li>• Increase the number of positive responses from parents/carers on the effectiveness of the Local Offer (to increase month on month)</li> <li>• Increase the number of positive responses from 'secret shoppers' in relation to the Local Offer (to increase month on month)</li> </ul>				
4.2.1	Collate engagement activity and ensure it is used to develop site	<b>Local Offer engagement lead</b>	June 2022		
4.2.2	Provide feedback to stakeholders	<b>Local Offer engagement lead</b>	June 2022		
4.2.3	Measure and monitor the use, accessibility, and effectiveness of the Local Offer site	<b>Local Offer engagement lead</b>	June 2022		
<b>4.3</b>	<p><b>To review and refine internal processes, roles and responsibilities for the promotion and upkeep of the Local Offer which will include being part of regional Local Offer Groups, this will mean that:</b></p> <ul style="list-style-type: none"> <li>• There is good, regular communication between children and young people, parents/carers and all practitioners involved so that children and young people's needs are met</li> <li>• Children and young people are engaged with the right support at the right time</li> <li>• There is up to date information on how and where to access support is available and easy to access allowing children, young people, and their families to make informed decisions about relevant provision to meet needs</li> <li>• There are good levels of satisfaction</li> </ul>				

Ref	Action	Lead	Target End Date	RAG	Progress Update
	<ul style="list-style-type: none"> <li>• There is a knowledge and confidence related to a wealth of provision</li> <li>• Practitioners understand their role in ensuring that information is put on the Local Offer (including the role of the school/setting)</li> <li>• SENCos understand their role in supporting parents/carers to access appropriate provision and services</li> </ul> <p><b>Key Impact Measures</b> (baseline and reporting to be established)</p> <ul style="list-style-type: none"> <li>• Increase the timeliness of content and update requests in relation to provision identified on the Local Offer completed within agreed timescales</li> <li>• Increase the number of positive responses from parents/carers on the effectiveness of the Local Offer (to increase month on month)</li> <li>• Increase the number of positive responses from 'secret shoppers' in relation to the Local Offer (to increase month on month)</li> <li>• Every school/setting is linked to Rotherham's Local Offer via their school information reports</li> <li>• 20% increase in number of 'hits' on the Local Offer</li> </ul>				
4.3.1	Establish a clear role to hold responsibility for Local Offer to embed improvements and support communication/engagement with Local Offer	<b>Nathan Heath</b>	September 2022		
4.3.2	Develop a process across the SEND system and the Place Partnership to maximise the use of the Local Offer	<b>Jayne Fitzgerald</b>	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	<b>Scott Johnson</b>	April 2022		
4.3.4	Audit regularly education settings engagement and link to Local Offer	<b>Julie Day/Pam Ward/Nathan Heath</b>	June 2023		
<b>4.4</b>	<b>Develop and deliver a joint communications and engagement strategy to promote the Local Offer, this will mean that:</b>				
	<ul style="list-style-type: none"> <li>• There is good, regular communication between children and young people, parents/carers and all practitioners involved so that children and young people's needs are met</li> </ul>				

Ref	Action	Lead	Target End Date	RAG	Progress Update
	<ul style="list-style-type: none"> <li>• There is up to date information on how and where to access support is available and easy to access allowing children, young people, and their families to make informed decisions about relevant provision to meet needs</li> <li>• There are good levels of satisfaction</li> <li>• There is a knowledge and confidence related to a wealth of provision</li> <li>• Practitioners understand their role in ensuring that information is put on the Local Offer (including the role of the school/setting)</li> <li>• SENCOs understand their role in supporting parents/carers to access appropriate provision and services</li> <li>• Children and young people are engaged with the right support at the right time</li> </ul> <p><b>Key Impact Measures</b> (baseline and reporting to be established)</p> <ul style="list-style-type: none"> <li>• Increase the timeliness of content and update requests in relation to provision identified on the Local Offer completed within agreed timescales</li> <li>• Increase the number of positive responses from parents/carers on the effectiveness of the Local Offer (to increase month on month)</li> <li>• Increase the number of positive responses from 'secret shoppers' in relation to the Local Offer (to increase month on month)</li> <li>• Every school/setting is linked to Rotherham's Local Offer via their school information reports</li> <li>• 20% increase in number of 'hits' on the Local Offer</li> </ul>				
4.4.1	Implement a clear and accessible long term communication plan that develops the local offer to support all areas of SEND system	<b>William Shaw</b> Comms lead	March 2022		
4.5	<p><b>Promote the Local Offer, this will mean that:</b></p> <ul style="list-style-type: none"> <li>• There is good, regular communication between children and young people, parents/carers and all practitioners involved so that children and young people's needs are met</li> <li>• Up to date information on how and where to access support is available and easy to access allowing children, young people, and their families to make informed decisions about relevant provision to meet needs</li> <li>• There are good levels of satisfaction</li> <li>• There is a knowledge and confidence related to a wealth of provision</li> <li>• Practitioners understand their role in ensuring that information is put on the Local Offer (including the role of the school/setting)</li> <li>• SENCOs understand their role in supporting parents/carers to access appropriate provision and services</li> <li>• Children and young people are engaged with the right support at the right time.</li> </ul>				

Ref	Action	Lead	Target End Date	RAG	Progress Update
	<b>Key Impact Measures</b> (baseline and reporting to be established) <ul style="list-style-type: none"> <li>• Increase the timeliness of content and update requests in relation to provision identified on the Local Offer completed within agreed timescales</li> <li>• Increase the number of positive responses from parents/carers on the effectiveness of the Local Offer (to increase month on month)</li> <li>• Increase the number of positive responses from 'secret shoppers' in relation to the Local Offer (to increase month on month)</li> <li>• Every school/setting is linked to Rotherham's Local Offer via their school information reports</li> <li>• 20% increase in number of 'hits' on the Local Offer</li> </ul>				
4.5.1	Promote the Local Offer across the wider SEND system for example SENCO Network events	Julie Day <b>Helen Bacon</b>	January 2022		
4.5.2	Audit the use of the Local Offer across the wider SEND system for example Education Settings and partners	<b>Pam Ward</b>	Re-occurring action Sequence to be agreed Dec 2022		
<b>4.6</b>	<b>To carry out a review of progress to identify ongoing areas for development from June 2023</b>				
4.6.1	Undertake an annual review to assess progress against the identified outcomes and impact measures	<b>Nathan Heath</b> Julie Day	June 2023		

<b>Delivery Partners</b>
<ul style="list-style-type: none"> <li>• Parent, carers, and children and young people</li> <li>• Council for Disabled Children</li> <li>• National Development Team for Inclusion (NDTi)</li> <li>• RMBC</li> <li>• Health services</li> <li>• Education settings</li> <li>• Rotherham Parent Carers forum</li> <li>• Genuine Partnerships</li> </ul>

- Guiding Voices

RAG Status	
<b>Blue</b>	Action complete, impact measures achieved and approval to close obtained from the SEND Executive Board
<b>Green</b>	Action on track to achieve the impact measures and within the timelines set.
<b>Amber</b>	Action <b>at risk</b> of not achieving the impact measures and/or completion within the timelines set.
<b>Red</b>	Action <b>at significant risk</b> of not achieving the impact measures and completion within the timelines set.
<b>Grey</b>	Action awaiting start.

**Priority Workstream Subgroups**

Group	Chair	Members
<b>Education Health Care Plans</b>	<ul style="list-style-type: none"> <li>• <b>Julie Day</b>, Head of Service Inclusion</li> <li>• <b>Ian Tankard</b>, Head of Coleridge Primary School</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Vicki Ingram</b>, Head of EHCP Team CYPS</li> <li>• <b>Vicky Whitfield</b>, Designated Clinical Officer for Special Educational Needs and Disabilities the Rotherham Clinical Commissioning Group</li> <li>• <b>James Chapman</b>, Designated Social Care Officer for SEND</li> <li>• <b>Ellen Senior</b>, Children’s Disability Family Support &amp; Autism Information and Advice Service Manager</li> <li>• SENDIASS</li> <li>• <b>Kayleigh Harrison</b>, Parents Carer Forum</li> <li>• <b>Laura Gough</b>, CYPS Head of Service Quality and Learning Safeguarding, Quality and Learning</li> <li>• <b>Carlene Devereux</b>, Service Manager Disabilities Services</li> <li>• <b>Catherine O Sullivan</b>, NHS</li> <li>• <b>Sally Brice</b>, CAMHS Service manager</li> <li>• <b>Christina Harrison</b>, RDASH Director Children’s Care Group</li> <li>• <b>Gemma Thomas</b>, With Me in Mind Mental Health Support Team</li> </ul>
<b>Graduated Response</b>	<ul style="list-style-type: none"> <li>• <b>Carol Taylor</b>, Principal Educational Psychologist</li> <li>• <b>Rachel Amos</b>, Principal Educational Psychologist</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Rotherham Parents Carer Forum representative</b></li> <li>• <b>Head Teacher or SENCO</b></li> <li>• <b>Ashlea Harvey</b>, CYPS Young Inspectors Coordinator</li> <li>• <b>Carlene Devereux</b>, Service Manager Disabilities Services</li> <li>• <b>Cheryl Barquero</b></li> <li>• <b>Dean Fenton</b>, HoS Access to Education</li> <li>• <b>Greg Raynor</b>, Principal Brinsworth Academy LEAP Multi-Academy Trust</li> <li>• <b>Helen Bacon</b>, Service Leader Inclusion Support Services</li> <li>• <b>Kelly Crompton</b>, Strategic Lead for Inclusion and Alternative Provision</li> <li>• <b>Mark Windle</b>, Head Teacher, Badsley Moor Lane Primary</li> </ul>

Group	Chair	Members
		<ul style="list-style-type: none"> <li>• <b>Melanie Allen</b>, Thomas Rotherham College</li> <li>• <b>Pam Ward</b>, Strategic Lead for School Effectiveness</li> <li>• <b>Paula Williams</b>, Service Lead Early Years</li> <li>• <b>Susan Claydon</b>, Head of Service, Early Help and Family Engagement</li> <li>• <b>Tina Hohn</b>, Primary and Early Years Virtual Head Teacher</li> <li>• <b>Vicky Whitfield</b>, Designated Clinical Officer for Special Educational Needs and Disabilities the Rotherham Clinical Commissioning Group</li> <li>• <b>Louise Graham</b>, Rotherham Parents Carers Forum</li> <li>• <b>Catherine O'Sullivan</b> – CAMHS</li> </ul>
<b>Preparing for Adulthood</b>	<ul style="list-style-type: none"> <li>• <b>Ian Spicer</b>, Assistant Director Adult Care, and Integration</li> <li>• <b>Vicky Whitfield</b>, Designated Clinical Officer for Special Educational Needs and Disabilities the Rotherham Clinical Commissioning Group</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Garry Parvin</b>, Joint Head of Learning Disability, Autism and Transition Commissioning Adults Social Care</li> <li>• <b>Harry Clarkson</b>, RMBC, Programme Development Officer, Service Improvement and Governance, Adult Care &amp; Integration</li> <li>• <b>Helen Sweaton</b>, RMBC Joint AD Commissioning, Quality and Performance</li> <li>• <b>Julie Day</b>, RMBC Head of Service Inclusion</li> <li>• <b>Jenny Lawless</b>, RMBC Senior Employment Initiatives Officer Rotherham Initiatives Development Office</li> <li>• <b>Alison Cowie</b>, Head of Nursing, Children's Services the Rotherham Foundation Trust</li> <li>• <b>Matthew Boud</b>, Head of Service Locality and Children's Disability Service</li> <li>• <b>Carlene Devereux</b>, Service Manager Disabilities Services</li> <li>• <b>Paul Theaker</b>, Rotherham Clinical Commissioning Group Commissioning Manager for Children and Young People and Maternity Services</li> <li>• <b>Sally Brice</b>, CAMHS Service manager</li> <li>• <b>Claire-Marie Whiting</b>, Genuine Partnerships</li> <li>• <b>Sue Wilson</b>, CYPS Head of Service Performance and Quality</li> <li>• <b>Paul Silvester</b>, Head Teacher Newman Special School</li> </ul>

Group	Chair	Members
		<ul style="list-style-type: none"> <li>• <b>Ashley Leggott</b>, Voluntary Action Rotherham</li> <li>• <b>Vicki Ingram</b>, RMBC Education Health &amp; Care Assessment Team Manager</li> <li>• <b>Rachel Jackson</b>, RMBC Early Help Senior Practitioner, Family Support and Early Help</li> <li>• <b>Sophie Astin</b>, Job Centre Plus DEA/Disability Employment Adviser Lead</li> <li>• <b>Helen Fisher</b>, Adult Social Care, Head of Service, Targeted Review and Transitions</li> <li>• <b>Sarah Watts</b>, Adult Care Strategic Housing Manager</li> <li>• <b>William Shaw</b>, RMBC Head of Service Commissioning</li> <li>• <b>Vicky Whitfield</b>, Designated Clinical Officer for Special Educational Needs and Disabilities the Rotherham Clinical Commissioning Group</li> <li>• <b>Emma Royle</b>, RMBC Senior Commissioning &amp; Improvement Manager, Adult Services</li> <li>• <b>Jayne Fitzgerald</b>, Rotherham Parents Carers Forum</li> <li>• <b>Kayleigh Harrison</b>, Rotherham Parents Carers Forum</li> <li>• <b>Catherine Hancox</b>, Family Peer Support Co-ordinator, Rotherham Parents &amp; Carers Forum</li> <li>• <b>Deborah Johnson</b>, Adults Social Care, Performance &amp; Business Intelligence Service Manager</li> <li>• <b>Melanie Allen</b>, Head of Faculty Learning Support and Student Wellbeing, Thomas Rotherham College</li> </ul> <p>This membership will be reviewed in January 2022 with a view to streamlining and creating a smaller group to sit alongside the PfA strategic group.</p>
<b>Local Offer and Communication</b>	<ul style="list-style-type: none"> <li>• <b>William Shaw</b>, Head of Service Commissioning</li> <li>• <b>Jayne Fitzgerald</b>, Rotherham Parents Carers Forum</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Catherine Hancox</b>, Rotherham Parent Carer Forum</li> <li>• <b>Karen Surtees</b>, RMBC Inclusion Service</li> <li>• <b>Ellen Senior</b>, Children's Disability Family Support &amp; Autism Information and Advice Service Manager</li> <li>• <b>Rachel Amos/Carol Taylor</b>, Principal Educational Psychologist</li> </ul>

Group	Chair	Members
		<ul style="list-style-type: none"> <li>• <b>James Chapman</b>, Designated Social Care Officer for SEND</li> <li>• <b>Emma Lingwood</b>, Early Help</li> <li>• <b>Emma Royal</b>, CCG Adult Health</li> <li>• <b>Garry Parvin</b>, Joint Head of Learning Disability, Autism and Transition Commissioning Adults Social Care</li> <li>• <b>Helen Wyatt</b>, CCG Patient and Public Engagement Manager</li> <li>• <b>Vicky Whitfield</b>, Designated Clinical Officer for Special Educational Needs and Disabilities the Rotherham Clinical Commissioning Group</li> <li>• <b>Rob Shirley</b>, RMBC Communications Manager</li> <li>• <b>John Kelly/Nick Fisher</b>, RMBC Website Design</li> <li>• <b>Gordon Laidlaw</b>, CCG Communications</li> <li>• <b>Kelly Hurst</b>, Early Years</li> <li>• <b>Tracey Mace-Ackroyd</b>, High Education</li> <li>• <b>Andy Lound</b>, RMBC SENDIASS</li> <li>• <b>Kerry Taylor</b>, RMBC SENDIASS</li> <li>• <b>Jenny Lawless</b>, RMBC Senior Employment Initiatives Officer Rotherham Initiatives Development Office</li> <li>• <b>Ashley Leggott</b>, CYPF VAR Consortium</li> <li>• <b>Scott Johnson</b>, Guiding Voices</li> <li>• <b>Harry Clarkson</b>, Community Catalyst</li> <li>• <b>Helen Bacon</b>, CYPS Learning Support Service</li> </ul>

**SEND Executive Board Membership**

<b>Name</b>	<b>Role</b>
Suzanne Joyner (Joint Chair)	Director of Children's Services
Ian Atkinson (Joint Chair)	Executive Place Director Rotherham Clinical Commissioning Group
Nathan Heath	Assistant Director, Education, and Inclusion
Julie Day	Head of Service Inclusion
Michelle Veitch	Chief Operating Officer Rotherham Doncaster and South Humber NHS Foundation Trust
Christina Harrison	RDASH Director Children's Care Group
Michael Wright	Deputy Chief Executive the Rotherham Foundation Trust
Alison Cowie	Head of Nursing, Children's Services the Rotherham Foundation Trust
Helen Dobson	Deputy Chief Nurse the Rotherham Foundation Trust
Sue Wilson	CYPS Head of Service Performance and Quality

**SEND Strategic Board Membership**

<b>Name</b>	<b>Role</b>
<b>Children and Young People's Services Representatives</b>	
Suzanne Joyner (Joint Chair)	Director of Children's Services
Nathan Heath	Assistant Director, Education, and Inclusion
Helen Sweaton	Joint AD Commissioning, Quality and Performance
Julie Day	Head of Service Inclusion
Laura Gough	Head of Service Quality and Learning
Matthew Boud	Head of Service Locality and Children's Disability Service
Sue Wilson	Head of Service Performance and Quality
William Shaw	Head of Service Commissioning
Carlene Devereux	Service Manager Disabilities Services
Carol Taylor	Principal Educational Psychologist
Rachel Amos	Principal Educational Psychologist
Dean Fenton	HoS Access to Education
Paula Williams	Service Lead Early Years
Alex Hawley	Public Health Specialist Rotherham Council
Ian Spicer	Assistant Director of Adult Care and Integration
Garry Parvin	Joint Head of Learning Disability, Autism and Transition Commissioning Adults Social Care
<b>Health Representatives</b>	
Ian Atkinson (Joint Chair)	Executive Place Director Rotherham Clinical Commissioning Group
Vicky Whitfield	Designated Clinical Officer for Special Educational Needs and Disabilities the Rotherham Clinical Commissioning Group
Christina Harrison	RDASH Director Children's Care Group
Sally Brice	CAMHS Service manager
Julie Lodge	Associate Nurse Director Rotherham Doncaster and South Humber NHS Foundation Trust
James Townsend	General manager Family Health Division the Rotherham Foundation Trust
Alison Cowie	Head of Nursing Children's Services, The Rotherham Foundation Trust
Paul Theaker	Rotherham Clinical Commissioning Group Commissioning Manager for Children and Young People and Maternity Services
<b>Voluntary Sector Representatives</b>	
Ashley Leggott	Voluntary Action Rotherham
Claire-Marie Whiting	Genuine Partnerships
Jayne Fitzgerald	Rotherham Parents Carers Forum

Louise Graham	Rotherham Parents Carers Forum
Kayleigh Harrison	Rotherham Parents Carers Forum
<b>Education Representatives</b>	
Mark Windle – Primary Representative	Head Teacher, Badsley Moor Lane Primary
Greg Raynor – Secondary Representative	LEAP Multi-Academy Trust
David Burnham – Secondary Representative	Head of Thrybergh Academy
Tracey Mace-Akroyd – Further Education Representative	Head of RNN Group
Melanie Allen – Further Education Representative	Thomas Rotherham College
Rachel Booth – Special School Representative	Head of The Willows

## Useful links and documents

[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](#)

[Equality Act 2010 \(legislation.gov.uk\)](#)

[send-local-area-ofsted-cqc-inspection-july-2021 \(rotherhamsendlocaloffer.org.uk\)](#)

[Homepage – Rotherham SEND Local Offer](#)

[RPCF Rotherham Parent Carers Forum](#)

[Homepage – Rotherham SENDIASS](#)

[Rotherham Charter](#)

## Glossary

**ASC** Adult Social Care

**C&F** Children and Families

**CCG** Clinical Commissioning Group

**CoP** Code of Practice

**CQC** Care Quality Commission

**DCO** Designated Clinical Offer

**EHC** Education, Health and Care

**EHCP** Education, Health and Care Plan

**JSNA** Joint Strategic Needs Analysis

**LAC** Looked After Child

**NASEN** National Association of Special Educational Needs

**PEP** Personal Education Plan

**QA** Quality Assurance

**SEND** Special Educational Needs and/or Disabilities

**TACAF** Team around the Child and/or Family

**C&YP** Children and Young People

**CAMHS** Child and Adolescent Mental Health Services

**CEO** Chief Executive Officer

**CPD** Continuing Practitioner Development

**CSC** Children's Social Care

**DCS** Director of Children's Services

**EHCNA** Education, Health Care Needs Assessment

**Health** Relates to Primary care, Secondary Care and Community Care Providers

**LA** Local Authority

**LO** Local Offer

**Ofsted** Office for Standards in Education

**PfA** Preparation for Adulthood

**SENCo** Special Educational Needs Coordinator

**SMART** Specific, measurable, achievable, realistic, timely

**ToR** Terms of Reference