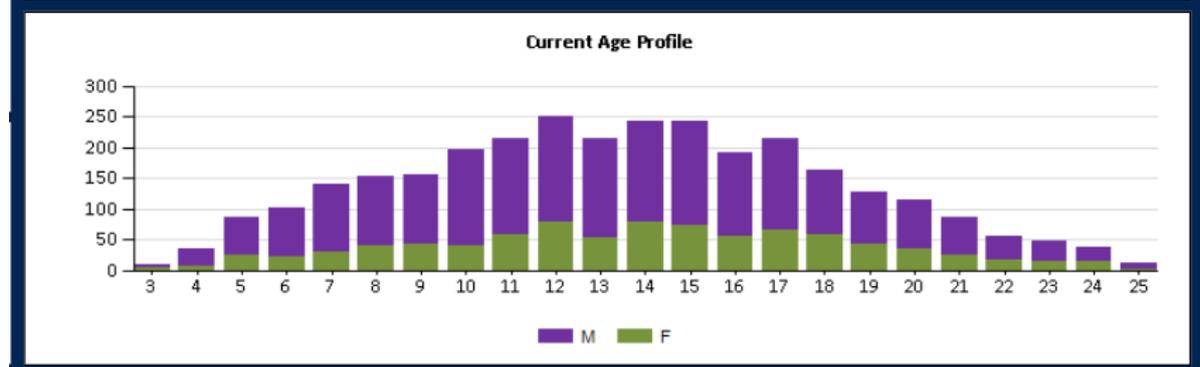
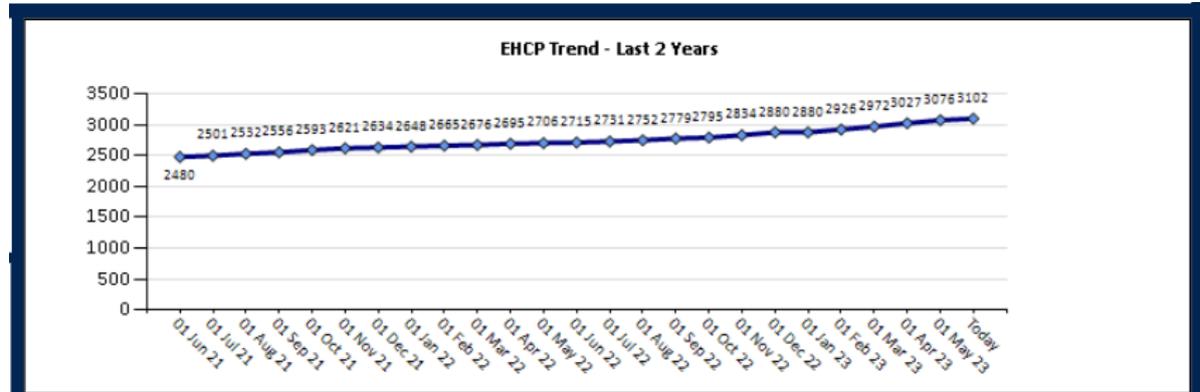
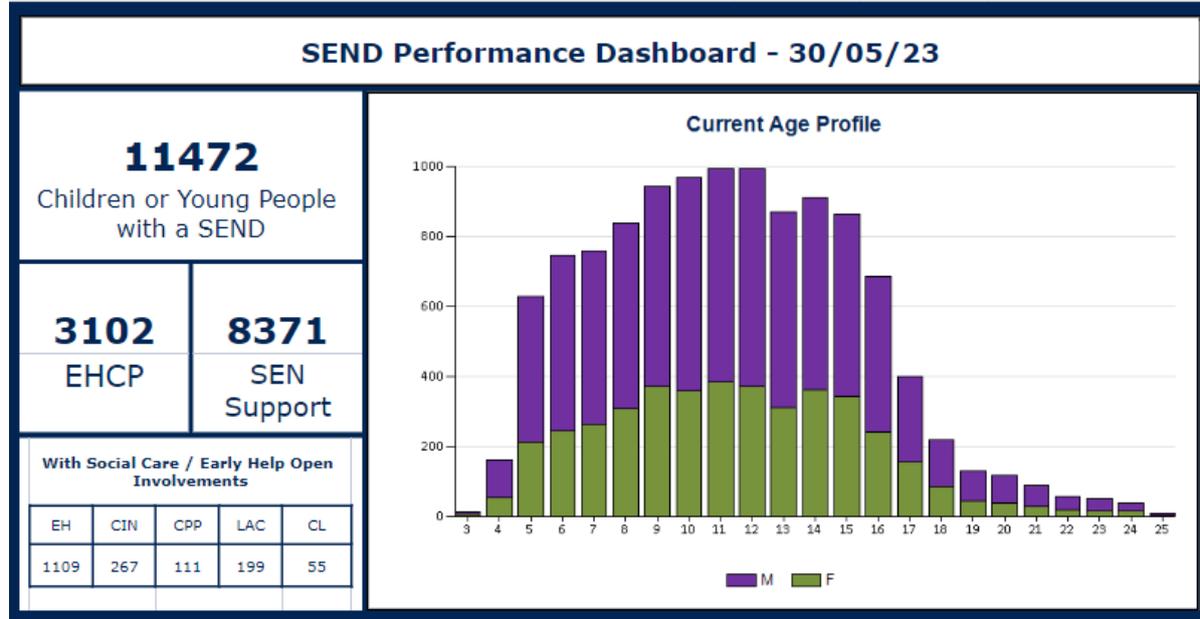
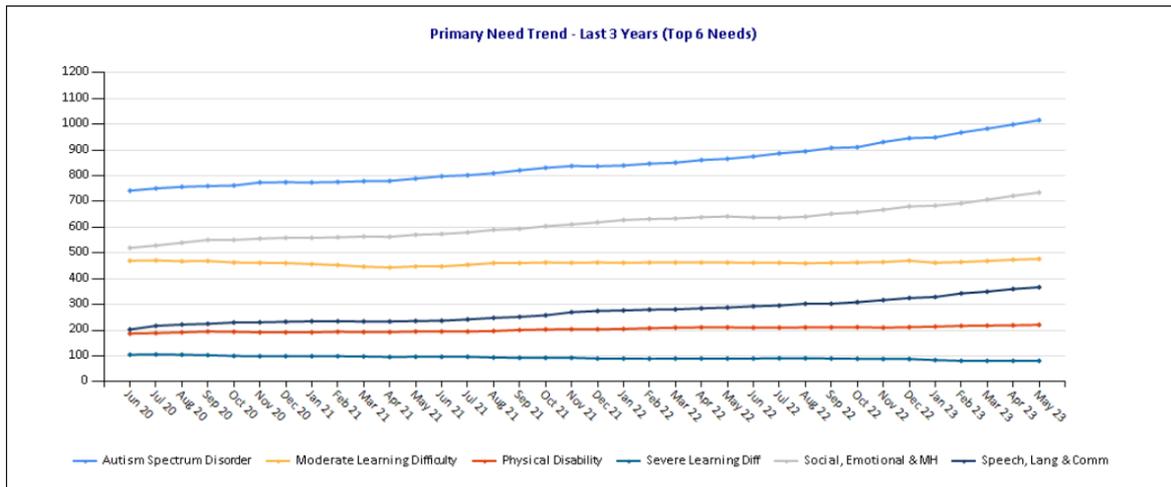


LA PREP TEMPLATE FOR WSOA REVIEW (SC4, SC5)
Local Area Preparation Template for WSoA Review Meetings SC5
20th June 2023

General update on progress or areas of significant impact on the local area e.g., staffing changes

Current Position EHCP Trends





Taking Stock Activity

In April we hosted a partnership event for all members of our 4 sub-groups. The event focused on identifying what has worked well across our sub-groups and what needs to happen next as part of identifying longer term sustainability. The outcome of the event influenced activity across each sub-group with the beginnings of developing refreshed action plans as part of a new SEND Improvement Plan for Rotherham

Broader activities also took place to support this work including capturing practitioner voice, parent voice and young people's voice. This was captured through surveys, continued engagement at Guiding Voices and with Rotherham Parent Carer Forum. Key themes from these activities have shaped each sub-groups forward planning and helped identified areas of progress and areas for future development linked to the forthcoming SEND Improvement Plan.

Evidence Challenge Panel and Evidence Bank

During the period we have accelerated development of our evidence bank to ensure there is evidence of activity against each action listed within our Written Statement of Action.

We have increased the frequency of our evidence challenge panel to reflect the additional activity in this period. This has seen an acceleration of actions being checked as complete. Further evidence challenge panels are booked to complete throughout Q2 and Q3.

Included as appendices and embedded within the additional information section of this document are examples of the evidence challenge panel process including evidence submitted, notes of and any resulting actions from the evidence challenge panel meeting.

Governance Review

- During the period we have renewed our membership and terms of reference for SEND Executive and SEND Strategic Board. This has ensured long term equal membership and commitment across Social Care, Education, Health, and Inclusion
- The refreshed SEND Executive Group has met 4 times during this period to support planning for SC5 and also to identify key themes to take forwards beyond WSoA

Internal Support and Challenge

SEND forms part of regular agenda items at Improving Lives Select Committee. In April this focused on SEND Sufficiency Phase 4 and the recently updated and approved School's Accessibility Strategy.

As part of the presentation Wales High School attended to update on their resource provision and share how working in partnership with the LA to develop their SEND Offer has improved outcomes for pupils at the school

SEND continues to be on the forward plan for regular updates to Improving Lives Select Commission. The Lead Member of CYPs meets regularly with Senior Leaders in SEND including Rotherham Parent Carer Forum.

The work of Genuine Partnerships and Parent/Carer Forum

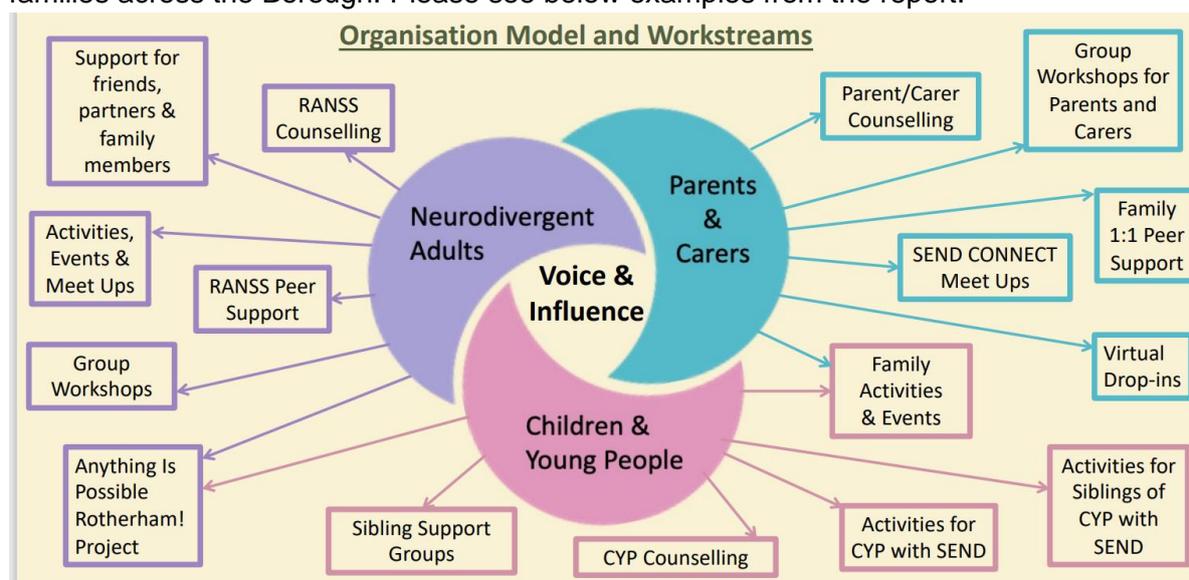
The Genuine Partnerships group promote the Four Cornerstones model across Education, Health and Care services to ensure that decision-making shaping services involves children, young people and parent carers (e.g., borough wide training event 27th September 2022). Such a group is now moving around the country supporting other Local Authorities in implementing the Four Cornerstones of practice. This has been recognised and promoted by national leaders in SEND such as Brian Lamb.

<https://genuinepartnerships.co.uk/>

Leaders from the Parent/Carer Forum represent the region in national meetings to discuss future developments. For example, in relation to the Green Paper.

[RPCF Rotherham Parent Carers Forum](#)

Their latest impact report evidences how influential and important the group is in supporting families across the Borough. Please see below examples from the report:



Parents and Carers Summary – April 2022 to March 2023

- ❖ **290** opportunities for parent carer participation were facilitated over the year including virtual drop-ins, face-to-face meet-ups, Listening Events, Family Activities and SEND events.
- ❖ The total number of parent/carers attendances at these participation events was **1911**
- ❖ **222** unique parent carers were actively supported through our Family Peer Support service.
- ❖ **27** Group training workshops were delivered in the areas of Managing Anxiety, Advocating for your Child, Emotional Regulation, Sensory Differences and Communication.
- ❖ SEND Connect volunteers supported **123** unique parents and carers at **74** face to face evening and daytime meet-ups with total attendances of **418**.
- ❖ **133** free parent carer counselling sessions were facilitated supporting **22** unique individuals.

Words &
Phrases that
Parent
Carers Use
to Describe
RPCF



WSOA Actions/timescale check

Are there any actions behind schedule? **N**

Action	Reason	Mitigation/remedial action
1.3.3	Delayed due to volume of plans that require transferring	A task and finish group has been identified as a requirement to complete this work
1.5.3 and 1.6.2	Both actions are linked	We are currently identifying a neighbouring Local Authority to partner on this work

RISE Support received in this reporting period

WSOA area of work	All 'RISE' support was completed up until monitoring 4. However, Rotherham is working in partnership with NDTi, Sheffield and Doncaster to provide PfA training as a South Yorkshire partnership.
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Support/Activity		Provider
Impact/Outcomes from the activity		

Area 1	The variability in the quality of EHC plans, including the contribution of health and social care partners
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What were the issues identified within this weakness?

(The issues identified in the report which made up the judgement)

- Parents and carers whose child or young person is going through the statutory assessment process do not know who to contact. Often, they do not know the identity of their child or young person's caseworker
- Health practitioners do not know how many children and young people have SEND support or EHC plans. Some health records do not identify children and young people with SEND and/or their EHC plans. The quality of health information in plans is variable.
- Parents and carers and staff in schools describe a 'postcode lottery' in which the quality of an EHC plan is dependent on the expertise of the caseworker who oversees it.
- Targets are variable in the extent to which they are 'SMART' (Specific, Measurable, Achievable, Realistic, and Timely). Often, targets, outcomes, needs, and provision are merged and unclear
- There is a sizeable backlog of annual review paperwork
- Over time, academic outcomes for children and young people with an EHC plan have not been high enough and for those receiving SEND support have been variable.

What are the key components of the change you have achieved?

(Identify the key areas which now look different)

1.1 Improve the Quality Assurance Framework for Education, Health, and Care Plans:

- Significant developments and changes in the Education Health and Care Planning (EHCP) team are proving to be effective to support the quality of plans as well as the whole service delivery.
- A Locality Model implemented from September 2022 supports the building of professional relationships between the team, schools/settings, and parents/carers.
- EHCP Coordinators and Managers are building in opportunities to visit schools to develop relationships and attend/arrange meetings with parents and practitioners about individuals.
- Arrangements are in place to allow all those in the EHCP Team to access Level Four NASEN training related to the legal framework, practice, and process for EHCPs.

- Full team, managers, locality team and 1:1 meetings are now embedded in the EHCP Team to allow there to be a consistency of approach and understanding. Process maps have been designed. A newly appointed reviewing manager and complaints/resolutions manager add strength to the EHCP Team structure.
- Meetings between SENDIASS, Rotherham 's Parent/Carer Forum (PCF) and the EHCP Team provide the opportunity to discuss parental satisfaction and to understand themes causing concern. This supports any areas for further development.
- The full quality assurance framework has been revised and the quality assuring of EHCPs is integrated into the framework and includes representations from health.
- A core multi-agency group, with parental representatives, carries out audits of plans on a monthly basis. A performance report is created to support understanding and learning. Senior leaders support 'deep dive' events that are additional to usual QA processes.
- A full QA event of November 2022 allowed 90 delegates to contribute to recommendations for change. As a follow up the core group have addressed changes to practice. New QA descriptors are now being used which include those promoted by IPSEA.
- The newly established bi-annual events will continue to QA existing EHCPs with the desire that over time they will be judged as good because of core group and practitioners being more involved at an earlier stage. Judgements will also change from giving overall compliance feedback to a RAG rating. Examples of good plans are being held centrally to support developments and CPD.
- Internal QA processes within individual teams are established. Liaison takes place between specific services such as Therapy services, Education, Health, and Care Planning Team (EHCP Team), Educational Psychology, SENDIASS, Specialist Inclusion Service, Portage, Early Years, etc. to establish and implement QA opportunities within each team as well as strategic CYPS joint work.
- CPD opportunities have been provided to support the development of the quality of plans. For example, SENCO network events provide an opportunity for school based and centrally based practitioners to work alongside each other to develop joint understanding and to create developments.
- The CYPS commissioning team responsible for commissioning all external SEND placements have processes and record keeping in place based on the EHCP to determine effectiveness of placement.
- Commissioners and the EHCP team have reviewed the process and working practice between both teams in relation to placements of children and young people in Independent Specialist Providers (ISPs). A new search tool and robust tracking systems are now in place as well as strong working relationships which provide more rigor.

- An electronic system 'INSIGHT' is being used to hold all data related to EHCPs. The Local Area SEND report provided by LGI is used to match figures to national averages to ensure all are working together to be in line if not better in all areas.
- The Designated Clinical Officer (DCO) has been pivotal in working especially with the therapy services to develop practice. The DCO forms part of the QA core group and therefore has access to an overview and report showing themes and areas for development.
- The DCO has worked with appropriate practitioners to provide a quarterly audit into provider practice to be implemented to ensure there is ongoing monitoring as part of business as usual, for example in the therapy service. The CYPS performance team are working with key health practitioners to provide a more joined up database which includes involvement in the advice and report writing as part of the 20-week process.
- Discussions between the Manager of Children's Disability Team and practitioners regarding those with an EHCP takes place during supervision sessions. Meetings for newly established SEND Champions have been arranged to allow SEND to become a greater priority as business as usual. These will be led by the designated SEND lead in social care.
- A key piece of work is taking place to explore relevance of MASH practitioners providing a simple 'triage' on the needs and position of a child as part of the statutory assessment process for EHCP rather than there being a basic response of 'not known'. This will help to further develop social care information, advice, and involvement in SEND.
- The designated leads in social care and health as well as representatives from Early Help and Children's Disability Family Support & Autism Information and Advice Service Manager attends EHCP panel and request for statutory assessment panel allowing there to be a wider oversight of children and young people and their families.
- The designated lead and the Children's Disability Family Support & Autism Information and Advice Service Manager are working alongside our DCO and Principal Education Psychologists to create and deliver a training package for practitioners across education, health, and care
- Health records are now clearly showing markers for SEND across teams (including whether a CYP has an EHCP) following a piece of work with the appropriate IT teams in provider services. Final EHCPs are attached to all health records.

1.2 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:

- The SEND Strategic Partnership Board have approved that all appropriate staff within education, health and care should have mandatory 'Level One' training on the understanding of SEND and implementing the SEND Code of Practice. Our DCO, Principal Educational Psychologists and leads in social care have worked together to design the training together and then provide multi-agency delivery. A 'Level Two' course will then be rolled out where there is specific content related to different teams e.g., Children's Disability Service.
- The SEND awareness raising video funded through NHS is completed and is available on the SEND online toolkit. Workshops have been delivered to CAMHS practitioners. Therapy teams will receive update sessions. There are plans to provide more opportunities to a wider workforce to ensure maximum uptake.
- SEND Champions are in place across social care. The designated lead for SEND in social care is working with them to ensure there are enough opportunities for learning and development related to SEND.
- Parents/carers form part of CPD planning and delivery. For example, they are members of the core Genuine Partnerships group, and such a group is working with other Local Authorities to support embedding the 'Four Cornerstones' of practice.
- SENCO network events are used to provide a forum for related to all aspects of the statutory process.
- Listening events take place between parents/carers and practitioners to establish joint understanding and to support learning and developments.
- SENDIASS and PCF provide workshops for parents covering a wide range of topics.
- Practitioners meet with the young people's group 'Guiding Voices' to support strategic developments as well as to understand present experiences and opinions. Information around graduated response and EHCPs as well as other documentation is available on their website.
- [Guiding Voices: Helpful Links – Rotherham SENDIASS](#)

1.3 Ensure that all current EHCP in use are transferred to one single template:

- An electronic software package (IDOX EHCP Hub) is being used to support the statutory assessment and EHCP process. This includes the creation of the actual plan.
- Meetings between IDOX company, EHCP team, SENCOs, parents/carers, practitioners have taken place to address detail and changes. Peer to peer support is available. A designated member of the EHCP Team has a robust link with the company to allow for ongoing communication and developments.
- An opportunity was created to allow a core group to scrutinise Liquid Logic and CAPITA and to compare it to the IDOX EHCP Hub. It has been decided that the EHCP Hub will be used for one more year. We await the outcome of the Green

Paper implementation plan to understand what developments are needed if for example there is to be a national template for an EHCP.

- Effective use of data is being embedded within the EHCP Team. A full SEND database has been created to support the monitoring of business as usual as for example, the identification of SEND and the growth of EHCPs. (INSIGHT)

1.4 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:

- A reviewing manager is now in post as part of the EHCP Team. This strengthens oversight and capacity and provides a specific focus on certain groups for example Looked After Children.
- A task and finish group was set up to address acknowledgement of reviews as well as to review present practice and produce recommendations for change.
- 'INSIGHT' database provides effective use of tracking data. The CYPS performance teamwork alongside the EHCP Team to ensure data is fit for purpose and complies with national requests.
- SENCO network events have been used as an appropriate forum to highlight good practice in relation to annual reviews. For example, the event that took place on the 20th March 2023 looked at person centered planning and was delivered by practitioners from a special school alongside senior Educational Psychologists.
- Job descriptions and work practices within the EHCP team have been scrutinised to ensure that activity connected to statutory annual reviews forms part of everyday practice.
- An action plan is in place to ensure that further developments are implemented. This will include enhancing the use of the EHCP hub portal to support the annual review process.
- Information is examined at the CYPS Performance Board to ensure there is adequate focus and activity related to measures.

IMPACT

(a) What has been the impact on service users?

SENDIASS comment that there is greater satisfaction in the system.

- Listening events with the Parent/Carer Forum and information provided by them indicate a shift in confidence.
- The new EHCP Team Locality model is proving to enhance communication and build relationships between schools/settings and parents/carers.
- There is a very close relationship between activity and developments as part of EHCPs with that of promoting and embedding the Graduated Response. For example, ensuring that there is evidence of the graduated response and involvement of appropriate specialist's forms part of the decision-making discussion for a

statutory assessment. The majority of requests for statutory assessment are deemed to be appropriate and are approved.

- Since the beginning of the WSoA more plans are being written using the EHCP Hub template.
- There has been fluctuating monthly results on 20-week timeliness but since January 2023 there is evidence of a positive improvement.
- The quality of plans is improving.
- The EHCP panel discusses the request for a cease of EHCP and approves appropriately feeling confident that a young person no longer needs the framework in order to succeed.

(b) What evidence do you have that demonstrates this impact?

Think of examples of children/YP/families who now have a better experience through service change and the KPIs/outcome measures you set)

SENDIASS service report indicates from January – March 2023 that 143 out of 419 involvements are related to children and young people with an EHCP (34.4%). Figures for Sept – Dec 2022 were 177 out of 462 (38.3%).

Voice of Parents/Carers examples from May 2023:

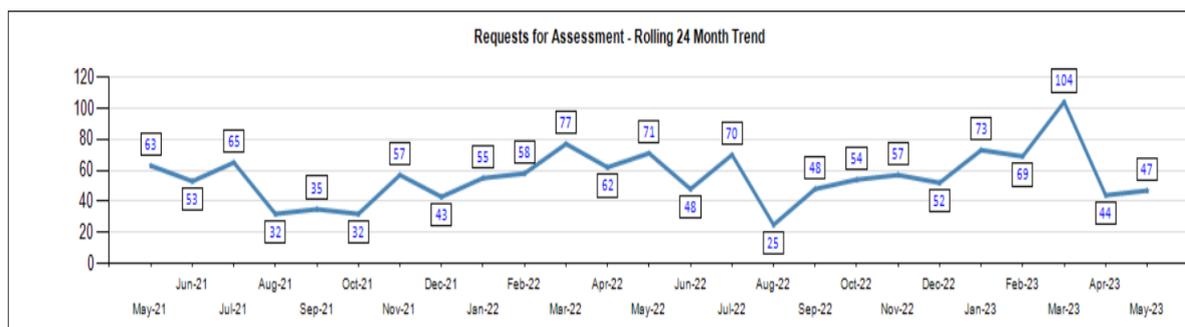
- 'My son is now in post 16 and preparing for adulthood, promoting independence, travel training etc has all made a huge difference to his self-confidence'
- 'We have had a review and the EHCP is more specific and personalised.'
- 'Having a named person /case officer and locality lead made it easier to communicate'
- 'There is a willingness from EHCP team to work on current plan to ensure it is of quality and meets needs and criteria.'

Example voice of young people:

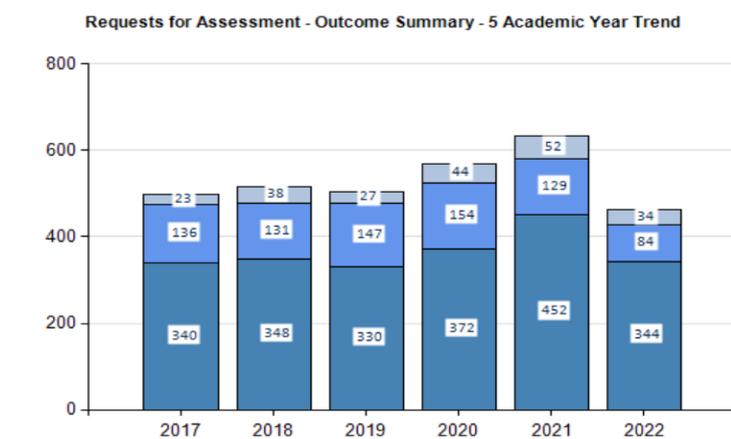
On the 22nd May 2022 IW commented to the Head of SEND that she 'feels believed and am given the chance to have things to say. I felt in charge of my review. It seems like changes are being made and people are getting the opportunities in education.'

Example request to assess panel on the 10th May 2023 concluded that nine out of twelve requests had good evidence of the graduated response.

EHCP - Requests for Assessment



The table below shows the requests to assess being submitted and the amount that are being declined.

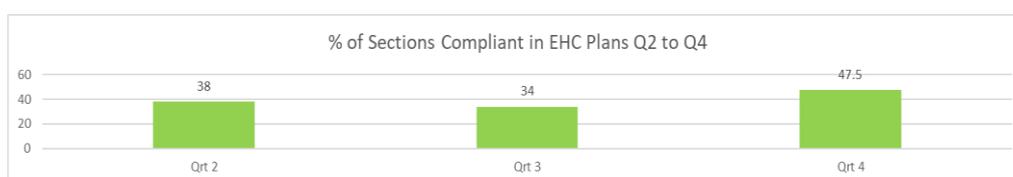


As of 10th May 2023, 1551, plans out of 3079 are on the same template.

Databases on complaints related to Education, Health, and Care Plans as part of the corporate complaints procedure show that there are fewer than five in any month. (Some of which are long standing).

As of the 10th May 2023 there were five mediations logged and 18 tribunals. The majority of the cases are related to parents/carers requesting specialist school placements.

The quality of plans appears to be improving over time. The table below shows the percentage of sections judged to be compliant.



20-week timeliness January 2023 was at 16.7% as the EHCP Team focused on 'backlog' plans.

As of 10th May 2023, accumulative figure sits at 43.4%. Discounting backlog the EHCP Team are performing at 100%.

Since January 2023 the backlog has reduced from 143 –to 22. The common contributor to backlog is in the difficulty in finding an appropriate placement for a child or young person and difficulty with involvement of Educational Psychologists as part of the statutory assessment process.

Since April 2021 153 EHCPS have been ceased.

The quality of health submissions has been improving as shown through the 'within health' audits set up.

<i>Date</i>	<i>% of quality indicators adhered to in report</i>	<i>% of quality indicators adhered to in report</i>	<i>% of quality indicators adhered to in report</i>
	<i>Paediatric therapies</i>	<i>CAMHS</i>	<i>EHC medicals</i>
<i>March 22</i>	<i>83</i>	<i>45</i>	<i>63</i>
<i>June 22</i>	<i>-</i>	<i>56</i>	<i>-</i>
<i>Sept 22</i>	<i>80</i>	<i>60</i>	<i>-</i>
<i>Dec 22</i>	<i>89</i>	<i>84</i>	<i>-</i>
<i>March 23</i>	<i>95</i>	<i>82</i>	<i>80</i>

Overall timeliness of submissions is now standing at 80% within 6 weeks for Rotherham NHS Foundation Trust and 87% for Rotherham CAMHS (*figures from March with no exceptions removed e.g. was not brought*)

Key next steps

(Any areas where you want to develop further especially if you have not yet achieved the KPIs/outcome measures you set)

- Embed bi-annual QA events
- Request for more SEND champions in social care
- Review the workshop opportunity for parents in relation to the use of the EHCP electronic Hub
- Continuation of meetings between the EHCP Team, SENDIASS and the Parent/Carer Forum
- DCO, leads in social care and Principal Educational Psychologists to continue to arrange/provide programme of delivery for the SEND CPD sessions
- Reviewing Manager in the EHCP Team with support from other key practitioners to implement annual review development plan
- MASH process in relation to social care involvement to be embedded
- Invest in appropriate task and finish activity to ensure all EHCPs are on the same template
- Continue to explore opportunities for effective recruitment and deployment of Educational Psychologists
- Work with regional DfE lead on developing specificity in EHCPs
- Identify long term requirements to sustain the increase in EHCP audits following recent stock-take activity.

Area 2	The effectiveness of the graduated response to identify and meet children and young people's needs, especially in key stages 1 and 2.
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What were the issues identified within this weakness?

(The issues identified in the report which made up the judgement)

- A serious weakness in the implementation of the graduated approach to identifying and meeting children and young people's SEND, especially in key stages 1 and 2
- Some SENCoS and school staff require further training in the graduated approach
- SENCo network meetings are not well attended. Approximately 40% of the local area's SENCoS miss vital updates, input from a range of multi-agency practitioners and essential training.
- Children and young people with SEND do not attend their schools and settings often enough. Too many pupils with SEND are also excluded from their schools and settings

What are the key components of the change you have achieved?

(Identify the key areas which now look different)

- Appointment of SEND School Improvement Officer
- Regular multiagency primary and secondary inclusion panels for pupils at risk of exclusion
- SEMH outreach teams working across primary and secondary phases
- Information on the Local Offer website is now more accessible and identifiable in relation to the graduated response
- Cross phase Inclusion network formed and now meeting regularly with CPD opportunities included
- SEND Resource (online toolkit) is further developed and 'live' on the Local Offer – now available to all school/setting staff, families, and young people. Hits on the Resource have increased, and this has been maintained.
- Increased attendance at SENCo events – promotion of the Graduated Response and collation of examples of Good Practice
- Greater implementation of the Four Cornerstones approach in schools and settings, promoting the voice of families and young people
- Greater understanding of roles and responsibilities promoted through the development and implementation of governor training (re SEND pupils, exclusions)
- Funded training offer to all schools and settings around meeting the needs of pupils with social communication difficulties (licensed partner to AET)

- Development of SEND Champions within Social Care has increased knowledge of SEND processes and resources
- Increase in number of Emotionally Literate Support Assistants (ELSAs) completing training and accessing continuing supervision through the EPS
- Early signs of good, graduated response submitted in majority of cases that proceed to statutory assessment.
- Improved quality of referrals to Neurodevelopmental pathway, now including graduated response information; increase in percentage of referrals screened as appropriate
- The Autism Information and Advice Service has extended its remit to include those families awaiting assessment
- Successful bid for Wave 10 funding for With Me in Mind to extend reach to 70% of Rotherham schools, so offering greater support for mental health needs at graduated response
- With Me in Mind and Genuine Partnerships working collaboratively to develop a whole school approach to embed emotional health and wellbeing resulting in a Mental Health Award for settings
- Increased interagency working e.g., an Educational Psychologist is now working for part of the week in the Child Development Centre, promoting a greater understanding of the ordinarily available provision within schools
- Multiagency group formed to develop guidance for schools around identification of need and support for SEND in relation to rising exclusion figures, to complement the Whole School Approach and Competency Framework overseen by the SEMH Strategy Group encompassing representatives across health, social care and education

IMPACT

(a) What has been the impact on service users?

- Increased knowledge of approaches that support inclusion and progress within the classroom at graduated response level across key stages
- Increased support and challenge to schools through monitoring visits (SEND School Improvement officer) and Peer Reviews has increased inclusive understanding
- More schools developing and implementing the Cornerstones approach and promoting the voice of families and young people
- Wider offer of alternative and resource provision within the borough to address identified need. This is aligned to our sufficiency planning detailed within our Safety Valve agreement.

(b) What evidence do you have that demonstrates this impact?

Think of examples of children/yp/families who now have a better experience through service change and the KPIs/outcome measures you set)

- Case Studies from the SEND School Improvement Officer and the Strategic Lead for Inclusion and Alternative Provision
- Significant increase in access to the SEND Resource
- Increase in schools and settings engaging with Genuine Partnerships to explore and apply the Cornerstones approach to co-production with families and young people
- Strong attendance at co-produced event involving LA, Genuine Partnerships and Guiding Voices and feedback received
- Case studies of 'good practice' from schools and settings in promoting and applying the Graduated Response
- Positive Feedback from SENDCo Network days and maintained high attendance from across schools
- Number of qualified ELSAs working in schools and receiving ongoing Supervision from the EPS
- Young people have created a video which is on the Local Offer around strategies they have found helpful in meeting their needs. They have delivered training to SENDCos which was positively received

Key next steps

(Any areas where you want to develop further especially if you have not yet achieved the KPIs/outcome measures you set)

- Finalise and begin rollout of Graduated Response training to multiagency audience so that 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 understand and explore other options through the graduated response where suitable – dates identified to begin training with social care colleagues. This requires expansion across service areas in RMBC and ICB. It will be mandatory and become 'business as usual'.
- Extend the content of the SEND resource to encompass additional advice regarding early years and post 16 age groups. Links to Early Years information through the Local Offer website and SEND Resource under development and officers are identified to take this forward. Similar links through the PfA subgroup to be developed in line with the continuing format of this group.
- Map out information on the SEND Resource (online toolkit) to give clarity on ordinarily available provision – this is currently in development and will become 'business as usual' through the SENDCo Resource and Local Offer.
- Information provided to Referral Panel to have full evidence of graduated response. Baseline and measure developed now that there is stability in the EHCP team.

Ongoing analysis of sources of referral is proceeding, this will be monitored through the Referral Panel membership.

- Exclusion data analysis and narrative requires further development in relation to local context against national picture to facilitate clear action plan to work towards reducing the rising figures. Groups established to take this forward and report back to SEMH Strategy Group and the proposed continuing Graduated Response monitoring group.
- Establishment of clear pathways for support and resources relating to SEMH needs including anxiety and emotionally based non-school attendance. This is already in development through co-production between practitioners and RPCF, overseen by SEMH Strategy Group.
- Ongoing development of methodology for gathering parent voice at local authority level for those children at SEN support for example, through a QR code questionnaire in schools and settings. If successful, this could be extended to children and young people.
- Increase the numbers of parents and carers who are able to gain knowledge and effectively challenge provision at the graduated response level, through further consultation with RPCF and via the SENDCo network. It is proposed that a task and finish group is established to take this forward, reporting back to the Graduated Response monitoring group.
- Project work for Guiding Voices (2023-2024) is 'business as usual' subject to LA funding to facilitate this.
- Ongoing work for Genuine Partnerships (2023-2024) has been proposed and will be sustained.

Area 3	The quality of provision for children and young people's preparation for, and transition to adulthood.
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What were the issues identified within this weakness?

(The issues identified in the report which made up the judgement)

- The number of young people with SEND going into employment is very low.
- Transition between children's and adult's social care services is not seamless. Communication between children's and adults' services and children and young people and their families is poor.
- The number of young people moving on to independent living is also low in Rotherham
- On reaching the age of 18, support ceases for too many young people and their families.
- Many parents and carers do not know who to turn to for help and support.

What are the key components of the change you have achieved?

(Identify the key areas which now look different)

- Embedding the NDTi PfA minimum standards ensuring person-centered 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.

- A joint multi-agency standards and quality assurance framework for transition for young people with SEND in line with NDTi minimum standards is now in place. We have engaged with education, health, and care providers to develop good practice guidance for protocols of effective transitions, we have agreed guiding voices will co-produce good practice guidance for the local offer – this is in their workplan for 23/24.
- NDTi training has been provided to staff working in schools, colleges, and support services to develop an understanding of Preparing for Adulthood. A multi-agency training programme is in place which embeds the Four Cornerstones of Co-production, person centered and strength-based approaches.
- NDTi (CDC) training has also taken place for staff across education, health and care services who write Education, Health and Care Plans and contribute advice following Education Health and Care statutory assessments.
- The Quality Assurance Framework is now being implemented and the initial QA report recommendations (including the impact of training) have been suggested as actions to be added to the new PfA Action Plan – this has been agreed by key stakeholders (ASC, CYPS, ICB, DWP and RPCF) at the PfA Strategic Board.
- A gap analysis has been completed of support service, health services and provision for young people in preparation for and transition to adulthood based on the NDTi PfA minimum standards. This identified 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. These are reflected in the new PfA Action Plan.
- A review of local needs has taken place and identified gaps in current provision. This has informed an action plan, under the PfA outcomes, with subgroups leading on each area, to address the areas identified as high priority through the above gap analysis. This has been signed off by the PfA Strategic Board and the Sub-groups are reviewing the actions identified during the gap analysis.
- Four transition pathways have been produced for Rotherham's Preparing for Adulthood Cohort. Work continues with South Yorkshire ICB to develop the pathway for epilepsy. The development work is impactful as we have already seen evidence that the emergency response to diabetes is improved however the complexity associated with designing a south Yorkshire wide pathway – whilst the right thing to do- has resulted in a delayed timescale.
- Rotherham's communication strategy is in place to ensure Rotherham's PFA offer is known, accessible and visible. This includes clear links to the Local Offer. NDTi reviewed the Local Offer from a Preparing for Adulthood perspective and made recommendations for improvement. These have been implemented. PfA Strategic

Board members are active participants in the Local Offer subgroup and work continues to develop the information available e.g., guiding voices good practice guidance.

- In addition to the publication of the good practice guidance, which includes clarity on what is expected at year 9 the EHCP outcomes for post 16 students against the NDTi minimum standards have been reviewed to ensure that they demonstrate aspirations, progression, and independence, making best use of advice and guidance within the PfA outcomes framework. This identified a number of gaps. In addition to what isn't working, we have collated evidence of where PfA works well which has informed the development of the action plan across all outcomes.

IMPACT

- **What has been the impact on service users?**
- Guiding Voices were able to demonstrate positive experiences utilising the refreshed PfA section on the Local Offer to support their post 16 progression. This was following an earlier NDTI supported review
- Rotherham has been successful in securing DfE funding to help increase the number of Supported Internships (2 years remaining) and set up a SEND Employment Forum, which was launched in March by RiDO & partners
- Positive feedback from stakeholders involved in Project Search – the following quote is taken from a case study *“These internships are amazing and those that struggle like is one of the best things to get young people into the working world giving an opportunity and not having to give up at first hurdle keep trying and trying success will come over time . I'm grateful for supporting internships and recommend to everyone 😊”*
- During the recent menti survey parent carers told us that more information about PfA was available on the local offer and that some schools are implementing the guidance and including preparation for adulthood in the curriculum at an earlier point.

(b) What evidence do you have that demonstrates this impact?

Think of examples of children/yp/families who now have a better experience through service change and the KPIs/outcome measures you set)

- KPI 3.1 demonstrates that outcomes for young people aged 16-24 with SEND are higher in Rotherham when compared to the national average as of March 2022.
- The number of young people in supported internships has continued to rise through Project Search – KPI 3.2
- Feedback from RPCF following survey with families in May related to PfA Section on the Local Offer *“there is better information about preparing for adulthood than*

previously” and “My son is now in post 16 and preparing for adulthood, promoting independence, travel training etc has all made a huge difference to his self confidence”

Key next steps

(Any areas where you want to develop further especially if you have not yet achieved the KPIs/outcome measures you set)

- Agree sign off of the action plan and work programme for the PfA sub-groups, this will create a long term sustainable plan for PfA in Rotherham aligned to core outcomes – Community Inclusion, Health, Education and Employment, Independent Living
- Co-produce good practice guidance and launch on Local Offer
- Embed the QA Framework across PfA providers to demonstrate clear KPI’s and outcomes in line with the good practice guidance and minimum standards.
- Continue to review and 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.

Area 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
<p>What were the issues identified within this weakness? <i>(The issues identified in the report which made up the judgement)</i></p> <ul style="list-style-type: none"> • Communication with parents and carers is weak. Many parents and carers of children and young people with SEND in Rotherham have not heard of the local offer. <p>What are the key components of the change you have achieved? <i>(Identify the key areas which now look different)</i></p> <ul style="list-style-type: none"> • Recruited Local Offer Coordinators in to permanent positions who have now been in post since September • Developed a co-production approach ensuring parent / carers and children and young people are actively involved in feedback and developing the local offer • Implemented a change and development process for updating Local offer involving all partners and EHC services • Measuring progress of activity and impact through actions plans, KPI and monthly highlights reports • Developed and implementing a system wide partnership communication plan including virtual and face to face activity 	

- Continuous update and responses to the “you said we did” on a monthly basis with Rotherham Parent Carer Forum as part of a robust communications plan
- Worked with an external partner to develop a new site for the Local Offer. The new site has been designed in coproduction with parents, young people & practitioners
- Active ongoing promotion of the Local offer to parent/carers & young people giving rise to increased activity in coproducing the site.

IMPACT

(a) What has been the impact on service users?

- Feedback loop is embedded to inform new developments on the Local Offer. Such as a change request was altered to meet the suggestion given by a young person who had previously helped with the testing of the new site.
- The numbers of schools linking to the Local Offer site continue to increase. This is linked to programme of activity to promote the site through established routes across SEND e.g., SEND QA process in schools developed as part of Safety Valve
- New site has now launched, and longer-term communication plan is starting to be implemented via flyers, posters, presentations, service meetings & social media. The new site has increased functionality to understand customer journey and analytics helping identify future areas of development. The new site also offers opportunities for direct feedback.
- The Local Offer are working to personalise the approach of content based on key audiences of young people, parents/carers, and practitioners.
- We have seen an increased engagement from service leads in ensuring their content is kept up to date & is relevant and accurate.

(b) What evidence do you have that demonstrates this impact?

Think of examples of children/yp/families who now have a better experience through service change and the KPIs/outcome measures you set)

- From the original survey carried out with parents and carers facilitated by Rotherham Parent Carer Forum 98% of initial areas identified by parents and carers have been actioned and completed
- 92.9% of actions are now completed as detailed within the WSoA, all have attended evidence challenge panel for formal sign off.
- Increase in users, new users, length of sessions and reduction in bounce rate – website analytics
- Reduction in number of requests received identifying issues on the site – KPI 4.0
- Increased change requests and increased number responded to within 4 weeks
- Increased positive responses from parent / carers via Parent Carer Forum – KPI data 4.3 -4.4
- Increase in engagement – PCF data

- Young people feedback - A young person from our guiding voices group has been involved in testing the accessibility of the new site right from the beginning & has feedback that “this is one of the best sites he has ever used”
- Continued evidence of co-production – case study of young person who produced the improved Local Offer Logo.

Key next steps

(Any areas where you want to develop further especially if you have not yet achieved the KPIs/outcome measures you set)

- Work is underway to establish a long-term sustainable plan for the Local Offer that builds on the significant progress made during WSoA
- Launch event for the new site planned for week commencing 12th June.
- Communication plan on going & events planned throughout the year.
- Establish a range of formal and informal activities with partners to support bringing the Local Offer to a wider audience
- Ongoing development of content based of service, partner, parent / carer and young people’s feedback
- Agreed to maintain subgroup with refreshed membership, terms of reference and Local Offer development plan
- Stronger analytics & performance data to drive areas for further development and understand client user journey

Any additional information

It has been agreed that all subgroups will continue in an appropriate format and will contribute to a new SEND Development Plan from September 2023.