

# Rotherham

## Local Area Written Statement of Action for Special Educational Needs and Disabilities (SEND)

### Summary for May 2023



# Section 1 - Purpose of Plan

The Written Statement of Action (WSOA) is a dynamic document that will remain under constant review and is updated over time. Milestone completion dates are included in the WSOA.

This document gives an overview of the progress against each of the four areas for development and how work is monitored on a timely basis in relation to a governance structure. Progress against actions within each priority will be rated as follows:

## Progress (BRAG)



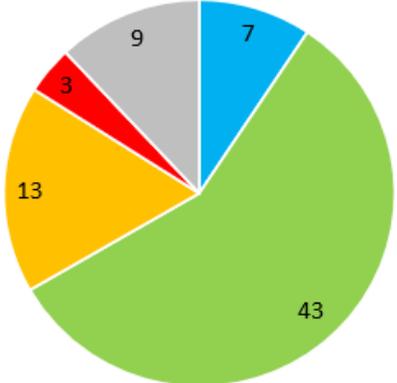
The BRAG rating above is used to inform the monitoring process undertaken by Rotherham’s SEND Executive Group. Rotherham has four subgroups which hold individual action plans showing greater detail and shorter timeframes to support the wider developments.

RAG Status	
<b>Blue</b>	Action complete
<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.

Impact measures form part of a WSOA scorecard with quantified targets identified where appropriate, for example, the percentage of sections within Education, Health and Care Plans that have been audited as compliant.

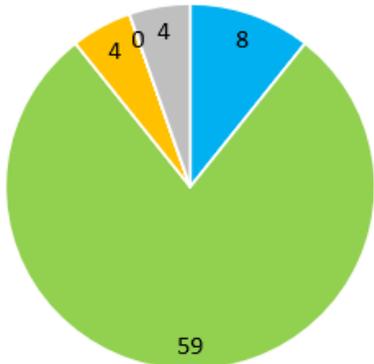
# Section 2 – Progress over time

**Progress Summary at August 2022**



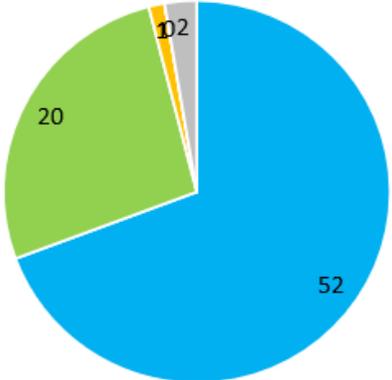
- Action complete
- Action on track
- Action in progress with some concerns
- Action at significant risk / no progress

**Progress Summary January 2023**



- Action complete
- Action on track
- Action in progress with some concerns
- Action at significant risk / no progress

**Progress Summary May 2023**



- Action complete
- Action on track
- Action in progress with some concerns
- Action at significant risk / no progress

## Section 3 – Quantitative Summary – May 2023

**Overall we have :-**

**4** Priority Areas

**23** Sub actions

**75** measures

Status	Overall	
	Quantity	Percentage
Action complete	52	69.3%
Action on track	20	26.7%
Action in progress with some concerns	1	1.3%
Action at significant risk / no progress	0	0.0%
Action not due to start	2	2.7%

**Priority Area 1**

**1** Area

**6** Sub actions

**24** measures

Status	Area 1	
	Quantity	Percentage
Action complete	16	66.7%
Action on track	5	20.8%
Action in progress with some concerns	1	4.2%
Action at significant risk / no progress	0	0.0%
Action not due to start	2	8.3%

**Priority Area 2**

**1** Area

**7** Sub actions

**24** measures

Status	Area 2	
	Quantity	Percentage
Action complete	14	58.3%
Action on track	10	41.7%
Action in progress with some concerns	0	0.0%
Action at significant risk / no progress	0	0.0%
Action not due to start	0	0.0%

**Priority Area 3**

**1** Area

**4** Sub actions

**13** measures

Status	Area 3	
	Quantity	Percentage
Action complete	10	76.9%
Action on track	3	23.1%
Action in progress with some concerns	0	0.0%
Action at significant risk / no progress	0	0.0%
Action not due to start	0	0.0%

**Priority Area 4**

**1** Area

**6** Sub actions

**14** measures

Status	Area 4	
	Quantity	Percentage
Action complete	12	85.7%
Action on track	2	14.3%
Action in progress with some concerns	0	0.0%
Action at significant risk / no progress	0	0.0%
Action not due to start	0	0.0%

## Section 4 – BRAG on a Page- May 2023

Ref	Actions	Target Date	Progress Plan - RAG Rating Jan 23	Progress Plan - RAG Rating May 23	Performance Scorecard - Ref No	Supporting Evidence Supplied
<b>Sub actions 1.1 - Improve the Quality Assurance framework for Education Health and Care Plans, this will mean that:</b>						
1.1.1	Integrate EHCP and SEND into full CYPS framework	Jul-22			1.0	√
1.1.2	Review the Health and CCG framework alongside the CYPS framework to ensure consistency	Jul-22				
1.1.3	Establish internal QA processes within the EHCP Team and wider Inclusion Service	Sep-22				
1.1.4	Embed 'lessons learned' including outcomes from audits and Practice Learning Days and benchmarking data to inform service improvement	Dec-22				
1.1.5	Facilitate parents, carers, and young people to enable them the opportunity to audit and QA independently	Jul-22				
1.1.6	CYPS commissioning responsible for commissioning all external SEND placements (education and care) based on the EHCP	Dec-22				
1.1.7	Develop a Communications Strategy to ensure key messages are communicated to stakeholders	Dec-22				
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	Sep-22				
<b>Sub actions 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</b>						
1.2.1	Work with training providers to coordinate and deliver a CPD offer	Jun-23			1.1	√
1.2.2	Deliver CPD to Parents and Carers	Jun-23				
1.2.3	Deliver CPD to Health/CCG Practitioners	Jun-23				
1.2.4	Deliver CPD to Social Care Practitioners	Jun-23				
1.2.5	Deliver CPD to Schools and Settings	Jun-23				
<b>Sub actions 1.3 - Ensure that all current EHCP templates in use are transferred to one single template, this will mean that:</b>						
1.3.1	Develop a new agreed EHCP template	Apr-22			1.1,	√
1.3.2	All new EHCP Plans to be on the new template	Jun-23				
1.3.3	Transfer old EHCP Plans onto electronic template as part of annual review process.	Jun-23				
<b>Sub actions 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, this will mean that:</b>						
1.4.1	Undertake a review of current internal practice and operational processes	Jul-22			1.1 and Insight	√
1.4.2	Develop and implement new operating procedures	Oct-22				
1.4.3	Deliver training to the team on the new operating procedures	Dec-22				
<b>Sub actions 1.5- Develop a management information system to enable measurement of the effectiveness of EHCPs for individual children and young people, this will mean that:</b>						
1.5.1	Develop a management information system to track effectiveness	Jan-23			1.1 and Insight	√
1.5.2	Undertake both internal and external benchmarking to measure progress of changes implemented	Jun-23				
1.5.3	Undertake peer review of EHCPs in Borough to measure progress of changes implemented	Jun-23				
<b>Sub actions 1.6- 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	Jun-23				√
1.6.2	Undertake ADCS Peer Review	Sep-23				

Priority Area 1- The variability in the quality of EHC plans, including the contribution of health and social care partners.

Priority Area 2- 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	Actions	Target Date	Progress Plan - RAG Rating Jan 23	Progress Plan - RAG Rating May 23	Performance Scorecard -Ref No	Supporting Evidence Supplied
<b>Sub actions 2.1- Continue to embed the Four Cornerstones Approach and Rotherham Charter Gold Accreditation process across the local area, this will mean that:</b>						
2.1.1	Introduce the Four Cornerstones Approach self-evaluation tool and training opportunities to all schools via the SENDCO network	Apr-22				
2.1.2	Extend support to strengthening co-production and inclusive practice by drawing upon the best practice of Charter Gold schools to create a peer support network	Jul-22				√
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	Dec-22				
<b>Sub actions 2.2 -Audit Outreach Support and provide recommendations for developments (if appropriate), this will mean that:</b>						
2.2.1	To audit outreach support and provide recommendations for developments if appropriate for <b>Specialist schools or settings</b>	Jul-22				
2.2.2	To audit outreach support and provide recommendations for developments if appropriate for <b>RMBC central services</b>	Dec-22				
2.2.3	To audit outreach support and provide recommendations for developments if appropriate for <b>Health/CCG providers</b>	Jul-22			2.0, 2.1, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10,	√
2.2.4	To audit outreach support and provide recommendations for developments if appropriate for <b>Social Care</b>	Jul-22				
2.2.5	To audit outreach support and provide recommendations for developments if appropriate for <b>other local providers</b>	Sep-22				
<b>Sub actions 2.3- Integrate SEND into full school improvement processes to enable support and challenge to schools, this will mean that:</b>						
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.	Jun-23				
2.3.2	Deliver presentations at Governors meetings	Jun-22			2.6, 2.7, 2.11, 2.12	√
2.3.3	Recognise positive judgements related to SEND in school/setting Ofsted's and share as examples of good practice.	Ongoing – July for 1 <sup>st</sup> annual report				
<b>Sub actions 2.4 - Continue to develop tools to promote the graduated response, this will mean that:</b>						
2.4.1	Develop the Graduated Response electronic portal	Feb-23				
2.4.2	Implement networking/communication opportunities including SENCO Padlet	Apr-22			2.2	√
2.4.3	Develop and implement internal mechanisms within Health/CCG and RMBC including membership of the EHCP panel	Feb-22				
<b>Sub actions 2.5 - Provide system wide CPD which includes a refresh and promotion of the SENCO network event, this will mean that:</b>						
2.5.1	Deliver training on provision mapping and the graduated response	Apr-22				
2.5.2	Deliver training on assess, plan, do review cycle and support plans	Sep-22				
2.5.3	Deliver training on person centred planning	Apr-22				
2.5.4	Deliver training on The Local Offer	Sep-22			2.2, 2.3, 2.4	√
2.5.5	Deliver training on school information reports	Jul-22				
2.5.6	Deliver training on parent/carer and children and young people's voice and involvement (co-production)	Apr-22				
2.5.7	Deliver accredited training for emotionally literate support assistance (ELSA) and maintain accreditation through supervision	Jun-23				
<b>Sub actions 2.6 - Audit the Graduated Response and continuum of provision in line with the SEND Code of Practice, this will mean that:</b>						
2.6.1	Link to other working groups where appropriate in relation to provision and practice for SEMH	Jun-23			2.8, 2.9, 2.10, 2.11, 2.12	√
2.6.2	Provide mechanisms to gain stakeholder experiences and opinions to identify strengths and weaknesses related to provision meeting need	Jun-23				
<b>Sub actions 2.7 - Carry out a review of progress to identify ongoing areas for development from June 2023</b>						
2.7.1	Undertake an annual review to assess progress against the identified outcomes and impact measures	Jun-23				√

Ref	Actions	Target Date	Progress Plan - RAG Rating Jan 23	Progress Plan - RAG Rating May 23	Performance Scorecard - Ref No	Supporting Evidence Supplied
<b>Sub actions 3.1 - 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>						
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	Jun-22	Green	Blue	3.0	√
3.1.2	Co-produce with education, health and care providers, good practice guidance for protocols of effective transitions	Dec-22	Green	Green		
3.1.3	NDTi training for up to 50 staff working in schools, colleges, and support services to develop an understanding of Preparing for Adulthood.	Mar-22	Green	Blue		√
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)	Jun-23	Yellow	Blue		√
3.1.5	Implement Quality Assurance Framework and develop an action plan to address areas for improvement (including impact of training programmes)	Jun-23	Green	Blue		√
<b>Sub actions 3.2 - 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>						
3.2.1	Review local needs and identify gaps in current provision or areas for development against NDTi/PfA minimum standards	Jul-22	Green	Blue	3.3, 3.4	√
3.2.2	Develop an action plan to address the areas identified as high priority through the above gap analysis	Dec-22	Yellow	Blue		
3.2.3	Produce transition pathways for Rotherham's Preparing for Adulthood Cohort for four prioritised Health Services	Jun-23	Green	Green		
<b>Sub actions 3.3 -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>						
3.3.1	NDTi to review the Local Offer from a Preparing for Adulthood perspective and make recommendations for improvement	Jun-22	Green	Blue	4.0, 4.1	√
3.3.2	Participate in the Local Offer subgroup to implement recommendation (4.4.1)	Mar-22	Green	Green		
<b>Sub actions 3.4 -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>						
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	Jun-22	Green	Blue	3.1, 3.2, 3.3, 3.4, 3.5	√
3.4.2	Develop an action plan to address the areas identified as high priority through the above review	Dec-22	Green	Blue		
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	Jun-23	Green	Blue		

Priority Area 3- CYP with SEND experience quality provision for their preparation for, and transition to adulthood.

Priority Area 4 - All parents and carers of CYP with SEND in Rotherham are aware of the Local Offer and able to access the very valuable information included in it.

Ref	Actions	Target Date	Progress Plan - RAG Rating Jan 23	Progress Plan - RAG Rating May 23	Performance Scorecard - Ref No	Supporting Evidence Supplied
<b>Sub actions 4.1 - 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>						
4.1.1	Undertake benchmarking against other Local Authorities to identify best practice	Jun-22	Green	Blue	4.0, 4.1, 4.2, 4.3	√
4.1.2	Increase the accessibility of the Local Offer site with a partner friendly plan	Apr-22	Green	Blue		
4.1.3	Increase and develop the content of the Local Offer so that is representative of Rotherham and the wider SEND system	Sep-22	Green	Blue		
<b>Sub actions 4.2 - Develop ongoing and sustainable systems and processes, this will mean that:</b>						
4.2.1	Collate engagement activity and ensure it is used to develop site	Jun-22	Green	Blue	4.1, 4.2, 4.3,	√
4.2.2	Provide feedback to stakeholders	Jun-22	Green	Blue		
4.2.3	Measure and monitor the use, accessibility, and effectiveness of the Local Offer site	Jun-22	Green	Blue		
<b>Sub actions 4.3 - 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>						
4.3.1	Establish a clear role to hold responsibility for Local Offer to embed improvements and support communication/engagement with Local Offer	Sep-22	Blue	Blue	4.3, 4.4	√
4.3.2	Develop a process across the SEND system and the Place Partnership to maximise the use of the Local Offer	Apr-22	Green	Blue		
4.3.3	Develop a steering group mechanism so that children and young people's voice/activity is central in Rotherham Local Offer	Apr-22	Green	Blue		
4.3.4	Audit regularly education settings engagement and link to Local Offer	Jun-23	Green	Blue		
<b>Sub actions 4.4 - Develop and deliver a joint communications and engagement strategy to promote the Local Offer, this will mean that:</b>						
4.4.1	Implement a clear and accessible long term communication plan that develops the local offer to support all areas of SEND system	Mar-22	Green	Green	4.5	√
<b>Sub actions 4.5 -Promote the Local Offer, this will mean that:</b>						
4.5.1	Promote the Local Offer across the wider SEND system for example SENCO Network events	Jan-22	Blue	Blue	4.4, 4.5	√
4.5.2	Audit the use of the Local Offer across the wider SEND system for example Education Settings and partners	Dec-22	Green	Blue		
<b>Sub actions 4.6 -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	Jun-23	Grey	Green		√

## **Section 5 – Performance Measures for WSOA Scorecard**

We have received approval via our Performance Board for our Written Statement of Action scorecard, this includes agreed baseline measurers, tolerances and RAG rating. The performance scorecard is updated on a monthly basis with specific performance measure references included in our BRAG.

The full performance scorecard updated to April 2023 is included as an appendix.

# Governance Structure

