

SEND REVIEW AND FRAMEWORK FOR EDUCATION PROVISION 2015-18

Implementation Plan:

Appendix 2



Ultimate Outcome	To ensure SEND education provision is appropriate and sufficient to meet needs children and young people					
Outcome 1	Commissioners will have accurate, up to date and relevant data to inform decision making regarding future demand for specialist support and provision and workforce skills development					
Action	Lead	From when	To when	Cost implications	Key Milestones	Outcomes/ evaluation and who/how (monitoring by SEND Strategy Steering Group)
Data Develop a single suite of data across all agencies to enable accurate forecasting of the SEND population.	AP	June 2015	January 2016	On-going costs of existing teams	Schools are aware of the need to ensure the accuracy of school census. Public Health and Health data is made available to education commissioners	Commissioners are able to plan future provision using a Joint Commissioning model. Finance staff are able to forecast future demands on the High Needs budget
Admission and Transition Set up task and finish groups to review admission and transition processes at EYFS/Key Stage 1, Key Stages 2 & 3 and 14 - 25	SS, PW, AF & AP	April 2015	July 2015	Existing resources	Task and finish groups review current transition processes Within the EHC Annual Review process, identify where pupils would benefit from being with their peers in a mainstream	Transition processes are in place that support children and young people to move smoothly through the transition. Children and young people are appropriately placed in the

					environment and establish a programme of phased transition to mainstream school from support centres and special schools.	education provision that meets their needs.
<p>School improvement support</p> <p>Offer support to schools and settings to ensure that they can appropriately assess and track the progress and attainment of children and young people with SEND</p> <p>Establish a training and development programme around SEMH/BESD Schools monitor needs of pupils</p> <p>Joint commissioning of social, emotional and mental health services for young people in secondary school or in transition to adult services</p>	SS	April 2015	Sept 2018	Existing resources	<p>Focus the Local Authority SEN Audit on specific areas of provision or need to support improvement of the Local Offer from schools.</p> <p>Recognise and share schools' good practice around SEND</p>	<p>Mainstream schools are able to meet the needs of their pupils and staff have received training and are aware of appropriate resources to support them.</p>
		June 2015	Sept 2015	Training programme funded through existing training budget allocation	Key partners identified to develop and implement a training and development programme	Training and staff development programme delivered to mainstream and special schools across the city.
		June 2015	Sept 2015	Existing resources will be redirected to the plan. (There is a possible opportunity for schools forum to redirect resources to meet this growing need)	<p>Work with partners to agree a joint commissioning plan for mental health services for young people 12-18</p> <p>Explore the development of a behaviour and support model of working for children and young people with SEMH needs.</p>	Young people with mental health needs are able to access support.
Outcome 2	We will have clear policies in place to ensure children and young people can access the appropriate support and provision					
Prepare and publish the SEND Handbook	TK	April 2015	Aug 2015	Publishing costs will be minimal as the handbook will be on-	LA procedures enable children with SEND to attend the mainstream schools	Accessible information is provided to families and professions setting out the policies and procedures

				line to keep it up to date. Publish costs should be £2,000 and will be met from existing resources.		for SEND.
Establish a review cycle for the SEND Local Offer	JGS	July 2015	Sept 2015	Existing resources	Local Offer review cycle established with multi-agency representation on task and finish group	Local Offer continues to meet the changing needs of the SEND cohort
Guidance for mainstream schools developed around each of the SEND Code of Practice 2014 four broad areas of need	SS	July 2015	Oct 2015	Existing resources	Clear, transparent policies and procedures in place to ensure provision is timely and appropriate	LA procedures enable children with SEND to attend mainstream schools
Outcome 3	Outreach support for mainstream schools is accessed in a transparent way and is available to all schools					
Ensure clear processes are in place for mainstream schools to access a joint outreach model linking the Local Authority Support Services and Plymouth Special Schools		July 2015	Oct 2015	Existing resources to be used to create a working group to develop processes	Review and clarify a model to facilitate joint working between special schools, Local Authority outreach services and mainstream schools using a blended approach Using the Ofsted inspection framework criteria and DfE Support Services standards establish a model for monitoring in-house support services	Outreach support is available to mainstream school in a timely way to provide successful inclusion and children with SEND
Outcome 4	Support Centres : where appropriate children are included in a mainstream school but with the additional specialist support of a support centre					
Review the designations and admissions criteria of existing specialist support centres by July 2015.	SS& NH	April 2015	July 2015	Existing resources for the review	Review completed and new SLA/ Contract in place	Support Centres will offer access to mainstream education alongside specialist interventions and support
Design and agree a monitoring framework for the quality assurance of specialist support	SS	April 2015	July 2015	Existing resources	Monitoring framework and a plan for implementation agreed with support centres	Quality of support centre provision is raised due to the use of the monitoring framework

centres						
Undertake a multi-agency review of Speech and Language support centre provision in the city	NH	April 2015	July 2015	No major costs have been identified in the draft review so existing resources will be re-aligned	An integrated offer for children and young people with speech and language needs is developed	The integrated offer maximises the available resources and meets the needs of young people in the city with speech and language needs
Undertake a multi-agency review of the resources available for children and young people with a hearing impairment	NH	April 2015	July 2015	No major costs have been identified in the draft review so existing resources will be re-aligned	An integrated offer for children and young people with a hearing impairment is developed	The integrated offer maximises the available resources and meets the needs of young people in the city with a hearing impairment
Consideration given to commissioning an additional ASC support centre provision following a review of future demand	NH	April 2015	July 2015	Capital costs to establish the virtual centre will be required of £100,000 plus on-going additional revenue funding of the support centre places at £10,000 per place £100,000 annual cost. The revenue costs would be met from the Dedicated Schools Grant.	Establish the requirement for support centre provision for children and young people with ASC needs over the next 3 years. Review against current capacity.	An improved understanding of the future requirements will enable commissioning to be completed in a timely way.
Outcome 5	Special Schools - For some children with complex, long-term and enduring SEND, there will be special school provision in place					
To analyse and map special school provision for further requirements	JS	April 2015	July 2015	Existing resources will be used in the mapping of provision.	Position statement completed and stage 1 implemented Physical capacity of Special School sites is assessed SMAP data shows that when appropriate requests are made a place is available	Special school and Support Centre provision is meeting current requirements. Maximum use of the school estate is made and any potential savings are achieved.
A review of the Special School estate needs to be undertaken to ensure that maximum use of existing resources is made	JG/JS	May 2015	July 2015			

Commission an interim specialist unit for pre-school children with severe learning disabilities within a mainstream nursery provision	JS	April 2015	July 2015	Additional staffing costs of approximately £50,000 per annum which will be met from Dedicated Schools Grant	Satellite unit is open and meeting the needs of the children placed there Good transition is undertaken as children move to the allocated Special School	Children are able to access the satellite unit where it has been agreed that SLD Special School is the appropriate provision
Co-location of some multi-agency posts in special schools to support the continued development of integrated working.	JS	April 2015	July 2015	No additional costs are attached to this piece of work as existing resources will be utilised.	SEND Service workers spending agreed amounts of time working in individual special schools Supported transition processes are reviewed to ensure parent and pupil voice and good multi-agency planning focussing on: - EYFS/KS1/ KS2&3/ 14-25 year olds - Transition to mainstream	Special schools are able to raise issues and discuss individual cases on a formal or informal basis with SEND Service workers co-located in the school in order to improve planning for children and young people.
Cann Bridge Develop a Post 16 building to cater for current learners and also to meet the needs of consortia learners in the future.	JG/JS	July 2015	Sept 2016	£550,000 capital build	Building completed and classrooms available for use of Post 16 students	Young people are able to access a place at the special school that will best meet their needs. Young people will be able to access suitable Post 16 education to meet their needs
MillFord Convert the existing garage on the school site to become a café which would be open to the public and would offer catering work experience opportunities	JG/JS	July 2015	Sept 2015	£100,000 capital build	Garage space is available to be used as a café	Young people attending school that have an interest in future employment in the catering industry will be able to access the catering facilities Young people are able to experience the demands of the catering industry with a view for future employment

Courtlands school relocation – the school may move to share a site with an academy and then sell off the old school site.	JG	Sept 2015	Sept 2016	If the sale of the land met the cost of the build of the new site there would be no additional costs.	Feasibility study complete and decision made	Students are able to access a suitable school provision that will meet their needs.
Joint commissioning processes clarify the funding and clinical governance arrangements to meet complex health needs on an individual and whole-school basis.	LC	June 2015	Sept 2015	Funding to be secured from the New Devon CCG to support the specific medical costs of pupils whilst in attendance at special schools in the city,	Commissioners review the funding arrangements for children with medical and health needs in Special Schools	Children with complex health needs are appropriately supported with a local school.
Outcome 6	14-25 provision for young people with SEND meets their needs and supports their progress towards independence and employment					
Develop the proposal of a shared off-site provision for students with, LDD, ASC and mental health issues. This will include designing a model for a phased transition process for a small number of students into Post 16 EET.	JS	June 2015	Sept 2015	£500,000 capital cost plus additional costs for on-going work. Some of the resources may be accessed from an ESF funding bid.	Partnership of schools, college and business established to move the project forward.	Young people in this cohort will remain engaged with EET and have a better understanding of what will be required in work situations.
Refurbish the Mount Tamar Hostel to meet the new legislative requirements which came into force on 1 st April 2015.	JS	April 2015	July 2015		Bid for funding from ESF submitted	
	JS	April 2015	July 2015	£250,000 capital cost plus the cost of £500,000 to complete works on the hostel kitchen area	Hostel upgrade completed and meeting new legislative requirements ready for the Ofsted interim visit Autumn 2015	Young people able are able to access boarding facilities that meet their needs and keep them safe
Working with adult services explore how a 19-25 out of school EET offer for young people with complex disability needs can be developed	JS			No costs are attached to this piece of work as existing resources will be used in this phase of the planning	Establish a working group to explore the issues and develop a plan for this cohort.	Young people with complex needs aged 19-25 have an offer that provides choice and flexibility

Outcome 7	Families and young people are confident in the education and support services for children and young people with SEND					
Design a consultation process and plan with parents, carers and pupils to ensure that all services are co-produced with families.	JS	June 2015	Sept 2015	No additional costs are attached to this piece of work as existing resources will be utilised.	<p>Consultation with parents and children and young people takes place to understand their views on current provision and what can be improved.</p> <p>Develop a plan that will positively influence parental trust in mainstream provision and for parents to be clear on the support that their child will receive in school.</p>	Services are co-produced with parents and carers
Review the information and support provided for parents of pupils with SEN	SS	April 2015	Sept 2015	Existing resources	Establish a cycle of review of the SEN information reports published by schools. This will form part of the Local Offer cycle of review	Parents and young people are able to access the information they need about school on the POD or the school website. They will be able to effectively challenge schools on what is then being delivered for pupils with SEN.