

## Priority One: Make life easier for families of children and young people with SEND

	Year 2 outcome	Year 2 Actions	Success criteria
1.1	<b>Agree and publish service standards so families are clear on what they can expect from the services they are working with</b>	Using CNWL service statement for neurodiversity as a starting point, draft standards (comms strategy, EHCNA and AR, phase transfers), to be shared and agreed with the rest of the partnership. SEND & Inclusion to draft and consult with families and schools on service standards relating to EHCNA and Annual Reviews, setting out clear communication commitments. Publish standards on Local offer, ensuring standards are measurable and easily accessible and intelligible for families.	Clear standards and expectations are published for partners across the system. Over 75% of parent/carers report satisfaction on the services that they receive. Published on Local Offer
		Work with parents and young people and schools to to agree Standards	Draft agreed.
		Develop plan to embed in practice sustainably	Children, young people and parent surveys in place. SEND & Inclusion CPD programme in place
1.2	<b>LBC to develop and start implementing Engagement &amp; Participation Strategy</b>	Develop Engagement & Participation Strategy for Children & Young People with SEND.	Initial meetings with children & young people in ARPs and special schools. Programme of engagement & participation agreed
		Recruit Engagement Lead. Develop parent/carer termly newsletter Map out engagement activities that are currently in place (i.e. PCF, All Age Autism Plan)	Vacancy filled News letter published Engagement & Participation activities published on local offer
		Revisit Special Parent Forum commission to consider how we can better engage a wide group of parents	Revised MoU in place
1.3	<b>Strengthen co-production with young people to ensure that they contribute to the way services are delivered and commissioned</b>	Review SLA across ARP Coproduce a logo for the SEND Local Area partnership	SLAs in place Key SEND Local Area documentation rebranded
		Run SEND Local Area logo design competition for children & young people with SEND	Event in November / December to decide SEND Local Area logo winner
		Develop SEND Young People panels	Initial meetings with children & young people in ARPs and special schools. Programme of engagement & participation agreed

1.4	<b>Feedback routinely gathered from families on a range of activities</b>	Survey families after completing new EHC plan or annual review. Satisfaction feedback from communicating with SEND Team via email or calls. Explore possibility of logging all calls with reference numbers - tracked and audited, 48 hour reply if intended person not available. Ref number closed when done	Over 75% of parent/carers report satisfaction on the services that they receive.
		Identify other opportunities for post-engagement feedback and start implementing	
		Build findings into performance review structures	Finalise performance review structures
1.5	<b>Produce higher quality EHC plans, coproduced with children and young people and their families</b>	Develop performance monitoring framework that prioritises the quality and coproduction of EHC plans	Invision 360 performance
		Gather feedback on whether to roll out CPP EHCP template	
		Develop workforce development plan across the partnership	
		Develop clear process between SEND and social care for assessments	Clear process in place. 100% of EHCNAs secure relevant and appropriate social care advise.
1.6	<b>Improve the quality of advices for EHCPs</b>	Develop QA framework	Invision 360 performance
		Design and implement workforce development plan and skills framework for team	Training programme in place from January 2025 to support new structure in SEND & Inclusion
1.7	<b>High quality Local Offer published that includes accessible information on all the key areas families want and need to know about</b>	Publish new LO	Site visits; analytics on whether visitors getting queries answered
		Ensure all key information areas are covered	Content signed off by Local Offer Steering Group
		Develop plan for making content accessible (e.g. multi lingual videos)	Content signed off by Local Offer Steering Group
		Change culture so that all new policies, procedures and documents are published on LO	Termly audit by Local Offer Officer and signed off by Local Offer Steering Group
1.8	<b>Shared CPD plan for the Local Area SEND Partnership</b>	Develop core capabilities framework and map training available against these core capabilities	
		Develop a training pack, promoting current training available and identifying gaps	
1.9	<b>A number of changes are identified and</b>	Quality Assurance board and workstream to identify opportunities making	Agreed actions from Quality Assurance Board

	implemented across the partnership so that support is outcome and strength focused rather than problem focused	sure all plans are aspirational	monitored and reported to SEND Inclusion Board
1.10	Multi agency SEND performance dashboard implemented	Agree plan for how dashboard will be used to drive performance improvement Develop multi agency dashboard and publish on Local Offer	No of actions taken in response to performance monitoring
1.11	Better collection of and use of qualitative and quantitative data on protected characteristics and deprivation so we ensure services meet need and aspirations of different communities of CYP.	Ensure that data collection captures disproportionality and intersectionality within SEND Cohort Where possible, analyse feedback by protected characteristics Camden Integrated Children's Services to work with digital innovation partners in CNWL to identify better ways to collect and analyse data, in particular around improving our ethnicity data. The services will also learn from other partner services who have worked hard to improve this. Camden Integrated Children's Services to utilise technology such as heat maps to show the spread of service users across the Borough, which we are using to plan the physical location of some of our services, with the aim of improving access	Provide report to SEND Inclusion Board with recommendations to inform practice to secure improved outcomes for groups of children & young people with protected characteristics.
1.12	Regular SEND roadshow programme to share, engage and build partnership approach and understanding of practice	Run roadshows to launch new Local Offer	Roadshows delivered across Education, Health and Social Care
1.13	Agree definitions for key words and phrases to use across the partnership so that we are using consistent language, and this is strength based	Draft definitions, work with parents, agree with partnership	Agreed definitions circulated across SEND Local Area.

**Priority Two: Support children and young people with SEND to thrive in learning, health and wellbeing.**

	Year 2 outcome	Year 2 actions	Success criteria
2.1	Small number of test and learn pilots providing support to a cluster of schools and individual schools	Run EOI process for schools Agree approach with schools and multidisciplinary partners Develop evaluation framework Start implementation	Increased number of children directly benefitting from inclusive approaches in mainstream settings Learning shared widely with sustainable

2.2	<b>Review of the High Needs Block to ensure there is sustainable funding for initiatives to improve outcomes for children and young people</b>	Review proportionality funding	Efficient Management of the HNB. Reduce number of children without school place (receiving tuition) by 50%. Reduce number of children receiving EOTAS packages by 40%. Reduce number of placement changes from mainstream to special provision following an Annual Review by 50%
		Review of the funding methodology for notional £11,000 Camden mainstream funding	
		Review of banding methodology for top-up funding	
		Review funding assigned to clusters to promote inclusive practice, peer support and timely intervention	Continued increase in number of children and young people receiving ENG funding
		Review commissioning arrangements of advisory services and explore gaps in advisory services that may need to be commissioned	Launch Phase 2 consultation proposals
		Review commissioning arrangements for ARPs, special schools, local post 16 specialist provision, post 16 places and AP	Launch Phase 2 consultation proposals
2.4	<b>Provide capital funding for schools to adapt their accessibility and intervention spaces</b>	Run bidding process for awarding capital grants to adapt accessibility and intervention spaces within mainstream schools Successful schools awarded funding and make adaptations	Increase in number of children benefitting from inclusive mainstream education provision
2.5	<b>Clarify the support offer and expectations of schools in providing high quality inclusive mainstream provision / ordinarily available provision</b>	Setup working group to developing our OAP offer to families	School satisfaction with offer? Family satisfaction with mainstream offer?
		Through working group, develop the policies and procedures to clarify support offer and expectations of schools	All relevant documentation published on Local Offer
2.6	<b>Develop an alternative provision strategy</b>	Make use of DfE support through CPP	Learning shared with all AP providers to inform strategy and practice.
		Draft strategy	Strategy agreed with All AP providers Strategy published on Local Offer.
		Consult with schools and other stakeholders	Finalise agreed Strategy
		Finalise strategy	Publish final Strategy on Local Offer Website

2.8	<b>Improved phase transfer processes and practice</b>	Change annual review process so that all children with EHCPs have an annual review in summer term of yr 5 which starts planning for transfer to secondary school, with SEN Officer attendance	Schedule of year 5 annual reviews for summer term 2025 completed
		Review guides for yr 9 annual review conversations around preparing for adulthood	Revised Annual Review Template launch. Training officer for relevant professionals
		Run post 16 events for parents and young people	One face to face event delivered One virtual event delivered. Webinar on Local Offer.
		Work to improve the transfer to primary school to mirror transfer on to secondary school. This would include using health information to provide targeted information in the autumn term before school applications	Consultation with schools for secondary transfer children includes up to date information in relation to education, health and social care
		Improve school admissions booklet and online information on applying for primary school, including considering multi lingual videos explaining the process and webinars	Booklet widely available to parents through Camden Website
2.9	<b>School place planning strategy developed</b>	In partnership with the school place planning group, develop strategy for meeting need for school places across the borough, including for children with SEND. Strategy will go to Children and Families Scrutiny Committee in November	Sufficient school places
2.10	<b>Develop SEND Admissions Policy for special schools and ARPs</b>	In consultation with stakeholders develop and impliment SEND Admissions Policy	Transparent & equitable placement of children with SEND Reilable waiting list produced to support and assist place planning
		Consult with partnership and pilot with Autism ARPs	Transparent & equitable placement of children with SEND Reilable waiting list produced to support and assist place planning
		Publish	Policy on Local Offer website
2.11	<b>Create a SEND Panel guide and drive consistency in the attendance of multi-disciplinary representatives.</b>	Review the new MDT panel	Meetings with Local Area representatives completed
		Make any changes needed to improve performance	Relaunch MDP Guidance and publish on Local Offer Website

		Relaunch panel	Range of SEND Local Area professionals in attendance at meetings
2.12	<b>Use the SEND JSNA to strengthen commissioning arrangements across the local area partnership including setting up additional specialist education provision through additionally resourced provision and/or satellite sites within the mainstream school estate.</b>	Widely share findings from the JSNA	JSNA socialised with all SEND Local Area Partners
		Use information to understand needs for special education places and broader services for children and young people	Contribution to the development of Place Planning Strategy
		Consider the needs for additional provision and utilisation of vacant space	Contribution to the development of Place Planning Strategy
		Review therapies commissioning to ensure that there is sufficient support to meet need	

**Priority Three: Enable young adults with SEND to build a good life locally**

	Year 2 outcome	Year 2 actions	Success criteria
<b>Employment</b>			
3.1	<b>Increase number of young people take up a supported internship to 25 for 24/25 academic year</b>	Increasing awareness of supported internship offers through mail out and school engagement	Number of young people starting work after a supported internship / taking up a supported internship
		Create leaflet on supported internships to be used as part of annual reviews	
		Ensure that employment pathways are included in the EHCP annual review template	
		Increase variation in placements on offer through supported internships offer	
3.2	<b>Young people with SEND supported into employment or improved their employability through working with Disability Job Hub</b>	Continue ongoing work to support people with disabilities into work.	Young people with SEND starting employment after working with Disability Job Hub
3.5	<b>Maximise the opportunities from the Youth Mission to build opportunities for good quality employment.</b>	Develop outcomes framework and implementation plan for Youth Mission.	Outcomes framework and implementation plan developed.
		Work with Good Life Locally working group to develop activities for two of the priority cohorts - children and young people with EHCP and disabled CYP.	
		Youth Mission implementation plan to inform year 3 SEND Strategy implementation plan	
		Set up a community of practice / forum on post 16 options for young people locally	Key professionals engaged in community of practice
<b>Housing/ Accomodation</b>			

3.7	<b>Support people with SEND and their families to take part in the consultation on housing allocation transformation</b>	Camden Council Housing Directorate to develop proposals on allocation transformation and run consultation with residents	Number of families with children or young people with SEND who respond to consultation. Strategy responds to their feedback.
		SEND partnership to broker opportunities for families with children and young people with SEND to contribute to the consultation	
		Engage parent groups so that they are able to contribute to consultation, including through meetings	
<b>Preparing for adulthood outcomes</b>			
3.8	<b>Revisit annual review process from year 9 onwards to improve skills and knowledge to make sure that employment and independent living outcomes are being effectively included</b>	Review learning from the tools developed for Swiss Cottage and Alexandra Centre as part of the single plan project (DfE funded)	% of young people participating in their AR  % of young people with EHCP starting PFA planning in Year 9
		Audit annual reviews from year 9 onwards to understand the extent to which annual reviews are meeting PFA outcomes - 50 reviews Year 9, Year 11, Year 13, Year 14 and College leavers	% of EHCPs including PFA outcomes  % of young people with SEN Support starting PFA planning in year 9
		Gather feedback from partnership and families about annual review process in mainstream services	Improvement in feedback/outcomes from young people and their parents on the process
		Propose changes for content and process, including quality assurance framework that is shared across partnership and makes sure learning objectives match life outcomes	Mainstream schools feel confident to include PFA outcomes in annual review process
		QA board approve process	
		Work with schools to embed use of tools to be able to meet PFA outcomes	
		Run annual PFA engagement event with parent carers. Consider widening to families not working with social care for future years	
<b>Access to respite and short breaks</b>			
3.11	<b>Help families understand how to access respite and short breaks services</b>	Publish short breaks statement to provide clarity on the offer	Take up of targeted and specialist short breaks and universal offer
		Plan engagement activities to inform re-commissioning of short breaks in 2025	Improved feedback in annual survey
		Promote Shared Lives as part of the short breaks offer as part of annual review process	
		Support parents to understand direct payments, including hourly rates and how funding can be used	

		Run annual Local Offer market place event to help families understand the offer. Use learning to plan future events.	
3.13	<b>New Local Offer website launched providing easily accessible information on the universal and specialist services and activities in the borough.</b> Run annual events to present the offer	Relaunch the post 16 prospectus booklet, including information on activities, opportunities to socialise and post school education and training, and bring it on to the new Local Offer website	Local Offer site visits and time spent on site
		Use Local Offer to host guidance and information providing support to children and young people	
<b>Health</b>			
3.12	<b>Continue to increase the proportion of 14+ having annual health checks</b>	Coproduced workshop at Preparing for adulthood annual event on health checks to help build understanding took place in May	% of 14+ having annual health checks % of health checks with actions identified
		Review pathway following health check to make sure that any issues are effectively addressed, including raising awareness with schools	
		Health facilitator to continue to work with GPs to improve take up of health checks	
<b>Participation</b>			
3.14	<b>Clear plan for how young person voice is informing service delivery and strategy</b>	Map out existing ways that we are engaging with young people with SEND. Assess whether we can build on these or whether we need to set up a new forum as part of the development of engagement and participation strategy	Number of changes made as a result of YP feedback New approach to systematically hearing CYP voice is up and running
		Identify how we will respond to young people's feedback, and how we will feedback to them on our activity.	