



# **SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND) STRATEGY IMPLEMENTATION PLAN 2017-20**

**Version: 1 September 2017**

**This is a working document and will be continually updated throughout Devon's Improvement Journey**

## 1. INTRODUCTION AND PURPOSE

The way that education, health and care services are delivered to children and young people with special educational needs and disabilities (SEND) and their families has undergone significant change, both nationally and locally. Changes from central government have driven the need to re-design services and review working practices. These changes have come at a time where increasing demand, both in numbers and complexity of need, is being placed on services.

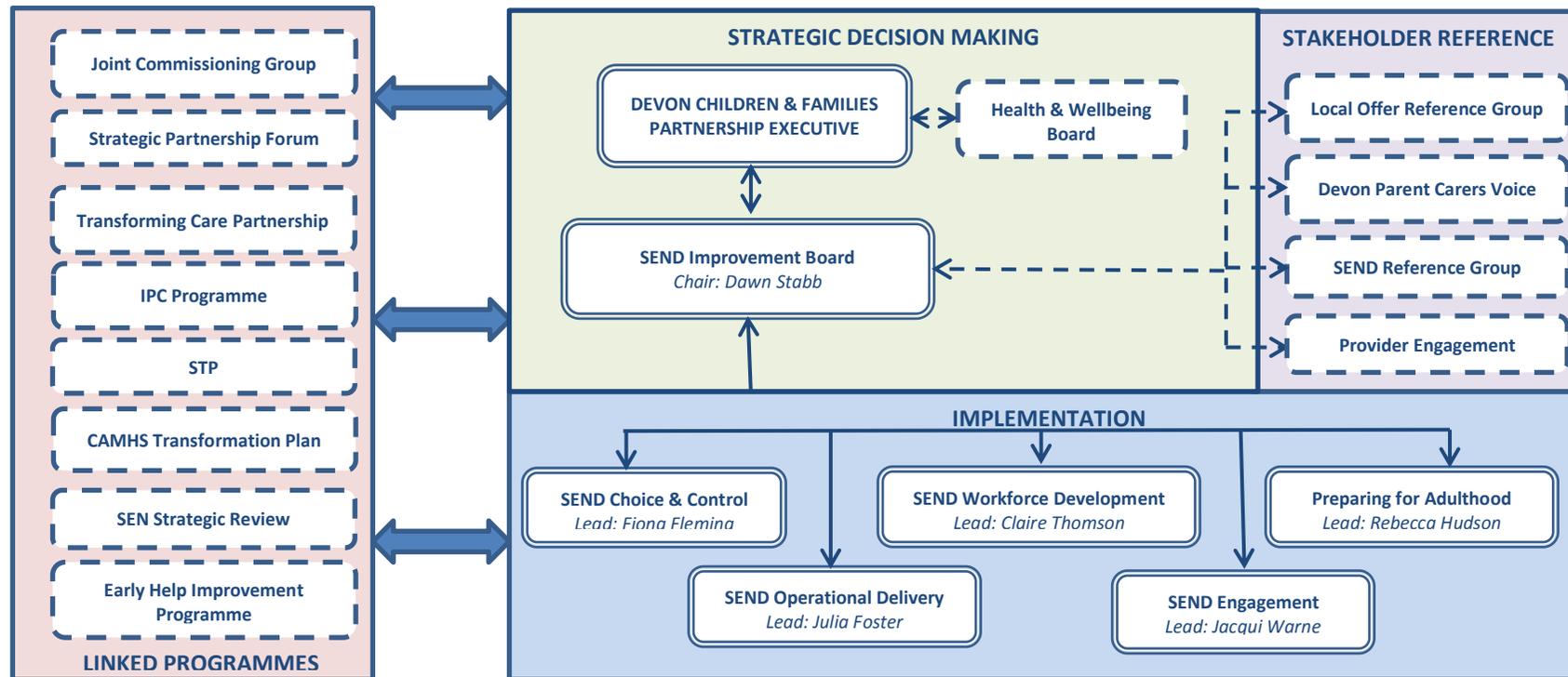
Since September 2014, Devon has been implementing the SEND reforms and in April 2016 the local authority, clinical commissioning groups (CCGs) and partners, refreshed the way in which the local area monitors progress and performance by establishing the SEND Improvement Programme. This partnership approach has improved the engagement of all agencies in the implementation of the reforms.

As part of our improvement work, the [SEND Strategy 2017-20](#) has been developed which aims to set out Devon's vision and strategic priorities, demonstrating the local areas commitment to joint working across all partners. Our strategic priorities have been informed by Devon parents and carers 'burning issues', the local area self-evaluation, feedback from groups and individuals, findings from the Local Government Association (LGA) Peer Review in November 2016 and feedback through consultation on the SEND Strategy. The six priorities are;

1. Working Together
2. Inclusive Education
3. Preparation for Adulthood
4. Choice & Control
5. Engagement
6. Health & Wellbeing

This document aims to set out the various objectives the local area will achieve, under the six priorities, in order to improve the experience and outcomes for children and young people with SEN & Disabilities and their families, complying with the statutory requirements set out in the [SEND Code of Practice 2014](#). It has been produced in connection with a range of other programmes and initiatives to ensure its objectives align with those of the wider partnerships and share a common ambition.

## 2. GOVERNANCE



### Strategic Decision Making

Local authorities, CCGs and other partners must work together in local **Health and Wellbeing Boards** to assess the health needs of local people, including those with SEN or who are disabled. The **Devon Children and Families Partnership Executive** provide the overall leadership and enables integrated accountability for the delivery of improved outcomes for all children and young people in Devon. The **SEND Improvement Board** is a sub-group of the Children and Families Partnership Executive and has representation across Education, Health, Children’s and Adults Social Care and parent/carers. Implementation of the SEND reforms is the responsibility of the SEND Improvement Board.

### Implementation

The groups reporting directly to the SEND Improvement Board are responsible for delivering a large proportion of the actions set out in this plan. Each group will be made up of multi-agency partners and will have a detailed action plan in order to deliver the required changes.

### Stakeholder Reference

The purpose of the stakeholder reference groups is to encourage engagement and involvement in planning, delivery and strategic decision making relating to SEN and Disabilities. The full role of each stakeholder reference group is detailed in their individual terms of reference.

### **Linked Programmes**

The **Children & Young People's Joint Commissioning Group** coordinates the joint commissioning activity, to achieve the Children and Young Peoples Plan (CYPP) priorities and champion children, young people and families; this includes those with SEN and disabilities.

The **Strategic Partnership Forum** provides system leadership which results in sustainable improved outcomes in children's health, wellbeing and safety through working in partnership across commissioners and providers.

The **Transforming Care Partnership** Plan aims to i) bring people who are in hospital home so that they are not living away from their local communities ii) support people to stay in the community by providing a choice of local housing and support iii) help people live good lives.

The **Integrated Personal Commissioning (IPC) Programme** focuses on integrated personal budgets. Devon has systems established for personal budgets, however there will be opportunities to strengthen this to provide a consistent approach to families who meet multi-agency criteria.

The **Wider Devon Sustainability and Transformation Plan (STP)** sets out ambitious plans to improve health and care services for people across Devon in a way that is clinically and financially sustainable. Health and care organisations as well as local authorities across Devon have been working together to create the shared five-year vision to meet the increasing health and care needs of the population.

The **CAMHS Local Transformation Plan** is Devon's response to the system wide changes described in the Five Year Forwards View for Mental Health. The ambition is to transform the support and services for children and young people with emotional well-being and mental health needs.

Like many local authorities, Devon is undertaking a full **SEN strategic review** of provision for children and young people with SEN and disabilities, to make sure the pattern of provision is suitable to meet changing needs.

The **Early Help Improvement Programme** is focused on making sure that families have access to the right support at an early stage to prevent their needs becoming so great that they require a higher level or more specialist support further down the line.

### **3. MILESTONES, MONITORING & REVIEW**

Realistic milestones and success measures have been set to ensure that improvements remain on schedule, are achieved in stages and are measurable. The success measures identified in this plan will be reviewed by the SEND Improvement Board on a quarterly basis.

A group of Devon parents have developed a set of **Family Performance Indicators** to help measure our success from a child, young person and parent/carer point of view, this is linked to 'Our Vision' set out in the SEND Strategy 2017-2020.

**Priority One: Working Together** - Improve whole system working and the coordination and timeliness of services for children and young people with SEN & Disabilities

Strategic Objective	Action	Lead	Milestones		
			September 2017	December 2017	March 2018
<p><b>We will be committed to Early Help and the identification of needs at the earliest possible point through a partnership of families and professionals working together to access appropriate services in their local communities</b></p>	Progress alignment between Early Help and SEND	DST (SENDIB)	<ul style="list-style-type: none"> <li>SENDIB rep consistently engaged in Early Help Programme</li> <li>Early Help &amp; Right for Children promoted through SEND Local Offer</li> </ul>	<ul style="list-style-type: none"> <li>Locality Alliances used as a communication channel</li> <li>Assessment on Right for Children used as basis for EHC assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Local Offer provides clear information about wider Early Help Services for cyp with SEND.</li> </ul>
	Commissioned services have expectations around early help written within contracts	FFL (JCG)	<ul style="list-style-type: none"> <li>Recommend design for specialist services to be delivered in localities</li> </ul>	<ul style="list-style-type: none"> <li>Early Help offer for children with SEND mapped</li> </ul>	<ul style="list-style-type: none"> <li>Re-commissioning of PHN, Childrens Centres, Community Health and Care services offers inclusive services.</li> </ul>
<p><b>We will maximise the skills of our workforce and ensure they have a clear understanding of the education, health and social care resources that are available in local communities to meet differing levels of special educational needs and disabilities.</b></p>	Review the SEND workforce development offer linking with wider Children's Partnership	CTH (WFD)	<ul style="list-style-type: none"> <li>Existing SEND specific training mapped and gaps identified</li> </ul>	<ul style="list-style-type: none"> <li>Sustainable ways of delivering SEND information/training identified</li> </ul>	<ul style="list-style-type: none"> <li>Workforce development offer publicised</li> </ul>
	Develop existing knowledge, skills and understanding in relation to SEND across the multi-agency workforce	CTH (WFD)	<ul style="list-style-type: none"> <li>SEND workforce &amp; communication survey completed</li> <li>Draft SEND Core Competency Framework</li> </ul>	<ul style="list-style-type: none"> <li>Good practice examples identified for sharing</li> <li>SEND Core Competency Framework published</li> </ul>	<ul style="list-style-type: none"> <li>Expertise being shared locally embedded in practice</li> </ul>
<p><b>We will work better as a whole system to ensure knowledge and information is shared and coordination is improved so that children, young people and their families receive integrated support.</b></p>	Be clear about information sharing across the multi-agency workforce	(DCFP)	<ul style="list-style-type: none"> <li>Working practice agreements signed by all partners</li> <li>Information sharing in EHC assessment processes made clear for parent/carers and young people</li> </ul>	<ul style="list-style-type: none"> <li>Key providers to work together on information sharing to improve joint working</li> <li>Information sharing monitored &amp; issues resolved</li> </ul>	<ul style="list-style-type: none"> <li>Information sharing not perceived as a barrier to supporting families</li> </ul>
<p><b>We will achieve an efficient and coordinated Education, Health and Care assessment process, which enables EHCPs to be issued within the 20 week statutory timescales. This includes completing the transfer of Statements to EHCPs by the required deadline</b></p>	Deliver EHC assessment & planning training to multi-agency professionals	CTH (WFD)	<ul style="list-style-type: none"> <li>20 sessions delivered</li> <li>Training analysis reviewed</li> </ul>	<ul style="list-style-type: none"> <li>Future proposal for EHCP training agreed by SEND Board</li> </ul>	<ul style="list-style-type: none"> <li>Implement sustainable training model.</li> </ul>
	Improve EHC assessment and planning processes to meet statutory requirements.	JFO (ODG)	<ul style="list-style-type: none"> <li>New EHC process in place and performance monitored</li> <li>EHCP panel function agreed</li> </ul>	<ul style="list-style-type: none"> <li>QA framework published and being implemented</li> </ul>	<ul style="list-style-type: none"> <li>Feedback to workforce on quality of EHCPs embedded</li> </ul>
	Review EHCP annual review process to ensure effectiveness	JFO (ODG)	<ul style="list-style-type: none"> <li>New multi-agency EHCP annual review process agreed</li> </ul>	<ul style="list-style-type: none"> <li>Guidance for new review process published</li> </ul>	
	Review and monitor mediation, appeals, tribunals and complaints	JFO (ODG)		<ul style="list-style-type: none"> <li>Multi-agency understanding of current mediation process</li> <li>Review effectiveness of mediation completed</li> </ul>	<ul style="list-style-type: none"> <li>Future arrangements for mediation considered across Education, Health &amp; Care</li> </ul>

**Priority One: Working Together** - Improve whole system working and the coordination and timeliness of services for children and young people with SEN & Disabilities

Strategic Objective	Action	Lead	Milestones		
			September 2017	December 2017	March 2018
<b>We will be clear about our joint commissioning intentions and arrangements</b>	Develop more effective joint commissioning arrangements informed by locality needs assessments	FFL (JCG)	<ul style="list-style-type: none"> <li>SEND Joint Strategic Needs Assessment (JSNA) published</li> </ul>	<ul style="list-style-type: none"> <li>Joint commissioning priorities identified</li> </ul>	<ul style="list-style-type: none"> <li>Re-commissioning Community Health and Care Services in line with SEND priorities/outcomes of engagement.</li> </ul>
	Develop joint commissioning protocol to deliver priorities, governance arrangements for budget management and accountability of budget holders	FFL (JCG)	<ul style="list-style-type: none"> <li>Review existing resources against strategy</li> <li>Develop financial plan to deliver changes including joint funding protocols</li> <li>Review of Complex Care funding and joint funding arrangements</li> </ul>	<ul style="list-style-type: none"> <li>Finalise Market Development Plan</li> <li>Joint funding formula expanded to consider 52wk education placements</li> </ul>	<ul style="list-style-type: none"> <li>Implementation of Market Development Plan, monitored for impact.</li> <li>Evaluate the opportunities for the increased use of Pooled Funds</li> </ul>
	Strengthen the tracking of outcomes for children with SEND	FFL (JCG)	<ul style="list-style-type: none"> <li>Set a programme to strengthen outcome measures in contract monitoring for existing services in relation to children with SEND</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of outcome data to further improve impact.</li> </ul>	<ul style="list-style-type: none"> <li>Re-commissioning of Care and Health Services to use outcome based accountability</li> </ul>

**Success Measures**

- Increased satisfaction levels and positivity about service working together reported by children, young people and families
- 100% of education, health and social care advice for EHC assessment is completed within agreed local timescales
- 100% of EHC assessments are completed and EHCPs issued within 20 week statutory timescales, excluding exceptions
- Reduction in the number of appeals and tribunals, from 2016 baseline
- Training evaluation demonstrates increased staff understanding and confidence across organisations.
- Reduction in requests for Education, Health & Care Plans due to appropriate Early Help support being put in place
- Increased positive feedback from professionals that they know and understand where to get support for children and young people with SEN & disabilities
- 100% completion rate for transfer of Statements to EHCPs by 31 March 2018
- Increased quality of EHCPs and supporting advice, from June 2017 baseline
- Increased positive feedback from schools that they understand the alignment between Early Help and SEND
- Provision which meets the needs of the population

**Priority Two: Inclusive Education** - Ensure we have an inclusive education culture and remove barriers to learning for every Devon child

Objective	Action	Lead	Milestones		
			September 2017	December 2017	March 2018
<p><b>We are committed to ensuring all education settings serve the children and young people in their local community and will create a change in our culture that presumes mainstream education at every phase.</b></p>	<p>Support schools/settings in using a graduated approach and expanding inclusive practice to keep all children in the community</p>	<p><i>Babcock LDP</i></p>	<ul style="list-style-type: none"> <li>Implement robust monitoring of admissions &amp; EHCP consults</li> <li>New head teachers signposted to Inclusion Officers in induction</li> <li>Devon's graduated response toolkits available for all Key Stages</li> <li>Access to targeted advice in place for SENCO's</li> </ul>	<ul style="list-style-type: none"> <li>Clarity about the use of Teaching Schools to support settings with inclusive practice</li> <li>Share/promote good practice examples of inclusion</li> <li>Graduated response used effectively and routinely</li> </ul>	<ul style="list-style-type: none"> <li>Targeted support planned and reviewed</li> <li>Impact of graduated response toolkits monitored</li> </ul>
	<p>Encourage settings to plan early for transition between education phases</p>	<p><i>Babcock LDP</i></p>	<ul style="list-style-type: none"> <li>Process developed for identifying and monitoring transitions for EYFS pupils with SEND</li> </ul>	<ul style="list-style-type: none"> <li>Mechanisms for monitoring transitions between phases in place</li> </ul>	<ul style="list-style-type: none"> <li>SEND forums used to reinforce key messages</li> </ul>
<p><b>We will minimise the number of children who do not have a school place and are not being electively home educated (EHE) to make sure that they get the education they need.</b></p>	<p>Deliver the Devon Inclusion Project</p>	<p>MKA (DIP)</p>	<ul style="list-style-type: none"> <li>Devon Inclusion Project scope agreed</li> </ul>	<ul style="list-style-type: none"> <li>Inclusion charter, guidance and toolkit developed</li> </ul>	
<p><b>We will monitor the provision made by all settings that provide statutory SEN provision, intervene when necessary and support the sharing of good practice.</b></p>	<p>Education settings to outline their core offer for SEND, linking to the SEND Local Offer</p>	<p><i>Babcock LDP</i></p>	<ul style="list-style-type: none"> <li>All schools have a SEND Information Report on their website</li> <li>All school websites link to SEND Local Offer website</li> </ul>	<ul style="list-style-type: none"> <li>Governor training on SEND available</li> </ul>	
	<p>Implement clear quality assurance approaches to monitoring provision across Education, Health &amp; Care</p>	<p>FFL (JCG)</p>	<ul style="list-style-type: none"> <li>Map existing QA processes across Education, Health and Care</li> </ul>	<ul style="list-style-type: none"> <li>Audit outcomes reflected in contract monitoring and QA development plans.</li> <li>Develop joint quality reporting to SEND Board</li> </ul>	<ul style="list-style-type: none"> <li>Market Development Plan reflecting outcomes of QA and Audit report.</li> </ul>
<p><b>We will support the acquisition of specialist skills and expertise within, across and between mainstream settings.</b></p>	<p>Focus support offer to schools on high incidence areas of need e.g. mental health, autism, attachment</p>	<p><i>Babcock LDP</i></p>	<ul style="list-style-type: none"> <li>Current offer reviewed and analysed based on population and demand needs</li> <li>Opportunities to share expertise identified</li> </ul>	<ul style="list-style-type: none"> <li>Clear communication of support offer via web and SENCO network.</li> <li>School specialists identified by needs</li> </ul>	<ul style="list-style-type: none"> <li>Process for ongoing review of demand &amp; population needs</li> </ul>
<p><b>We will review SEN provision annually to ensure it is in the right location; of sufficient quality; and that there is a good match between demand and supply.</b></p>	<p>Review SEN provision across the county and ensure sustainable methods of completing SEND sufficiency regularly</p>	<p>SNI (SSR)</p>	<ul style="list-style-type: none"> <li>SEN Strategic Review Project scope agreed</li> <li>Clear plan for engagement and gathering views</li> </ul>	<ul style="list-style-type: none"> <li>Review of existing provision and options developed</li> </ul>	<ul style="list-style-type: none"> <li>Consultation on options completed</li> <li>Strategic Plan approved by Cabinet</li> </ul>

**Priority Two: Inclusive Education** - Ensure we have an inclusive education culture and remove barriers to learning for every Devon child

Objective	Action	Lead	Milestones		
			September 2017	December 2017	March 2018
We will ensure that the voice of children and young people with SEND, and their parents, are heard more clearly in education settings and actions are taken accordingly	Capture the views of children, young people and parents in relation to their experience in education	JWA (ENG)	<ul style="list-style-type: none"> <li>Existing tools &amp; mechanisms in schools identified</li> </ul>	<ul style="list-style-type: none"> <li>EHCP audits show views of child/young person and parent/carer are clear</li> </ul>	
	Children, young people and families will be involved in planning the support within education settings	JWA (ENG)		<ul style="list-style-type: none"> <li>Understanding of how the voice of families are used in school</li> </ul>	

**SUCCESS MEASURES**

- 100% of schools returning SEND audit are statutory compliant
- Reduction in the number of fixed and permanent exclusions, from 2016 baseline.
- Reduction in the number of pupils attending out of county settings due to more inclusive mainstream placements and sufficiency of specialist SEN provision
- Increase in the number of local mainstream settings supported by specialist settings
- Additional places available in Devon maintained special schools by from 2016 baseline.
- Feedback from parent/carers and young people that they are involved in planning with education settings
- Evidence that strength based practice secures inclusion for vulnerable pupils and that a Graduated Response is used to inform assess, plan, do, review

**Priority Three: Preparation for Adulthood** - To support young people to plan and prepare as they move into adulthood, and to raise aspirations and expectations for fulfilling lives

Objective	Action	Lead	Milestones		
			September 2017	December 2017	March 2018
<b>We will ensure that people have access to timely and practical information, advice and guidance, to support them to live as independently as possible within their local communities.</b>	Develop and promote self-help tools through the SEND Local Offer.	Mel Webb		• Options appraisal and way forward agreed.	
	Promote information, advice and guidance on preparation for adulthood	Tony Parker	<ul style="list-style-type: none"> <li>• Develop DCC &amp; partner websites to improve accessibility</li> <li>• PfA toolkit developed</li> </ul>	• Feedback on website accessibility collected and analysed	
<b>Our Professional practice will shift from traditional delivery to personalised support, working with children, young people, families and carers.</b>	Integrated leadership and system wide approach to change across children's social care, adult social care, health and education services.	Dawn Stabb	<ul style="list-style-type: none"> <li>• Agree young adults team business case.</li> <li>• Champions for transitions identified in every service.</li> </ul>	• System wide approach for professional practice developed and agreed	• Implementation of system wide approach begun (inc. young adults team)
	Focussed work in pilot school(s) to shift practice, improve transitions and share best practice.	Maggie Gordon			<ul style="list-style-type: none"> <li>• Potential schools identified.</li> <li>• Pilot planning phase begun</li> </ul>
	Improve the use of Assistive Technology to promote independent living.	Ali Golby		• Planning phase begun – establish what AT should be offered at point of transition	• Operational teams signpost to / offer AT solutions
	Develop system wide workforce plan	Sarah Mackereth		• Agree draft workforce plan (plan to include post 16 education and training).	• Start new actions in workforce Evaluate impact of training in 2017 / 18
<b>We will expect providers to support the progression of children and young people to promote their independence.</b>	Develop and deliver actions to support providers to work with young adults to promote their independence.	Ian Hobbs	<ul style="list-style-type: none"> <li>• Key messages agreed</li> <li>• Best practice examples identified and considered</li> <li>• Start engagement with Providers via PEN</li> </ul>	<ul style="list-style-type: none"> <li>• Share feedback with providers</li> <li>• Use feedback from engagement to inform actions</li> </ul>	
	Enhanced brokerage to improve how children's and adults brokerage work together to consider a whole life approach.	Disability Leads		• Initial scoping phase complete (to include placement suitability)	• New brokerage system agreed
<b>We will understand who we are working with and regularly track progress of improved outcomes for children and young people.</b>	Develop a single system-wide database of all children and young people who are likely to transition to adult services.	Damian Furniss	<ul style="list-style-type: none"> <li>• Obtain Transitions data to inform budget modelling for 2018/19</li> <li>• Options appraisal complete</li> </ul>		• Database developed
	PfA workers use the ONE IT System.	Gill Loman	<ul style="list-style-type: none"> <li>• Read-only access granted.</li> <li>• Training plan in place for all staff.</li> </ul>	• All PfA workers use ONE system.	

## **SUCCESS MEASURES**

- Increase in the number of transitions assessments completed before a young person's 17<sup>th</sup> birthday by Adult Social Care, from 2016 baseline
- Increase in the number of young people travelling independently following independent travel training
- Increase in post 16 education and training options available to young people with SEN & disabilities
- 100% of young people with EHCP have contact with a Preparing for Adulthood worker in Year 10
- Clear planning towards progression evident in Education Health and Care Plans (EHCPs)
- Reduction in the number of young people not in education, employment or training

**Priority Four: Choice & Control** - To enable children, young people and families to make informed choices and have control over the support they receive

Objective	Action	Lead	Milestones		
			September 2017	December 2017	March 2018
<b>We will work in partnership with children, young people and families to deliver personalised support which meets outcomes rather than be led by service provision.</b>	Increase take up of community based short breaks to promote inclusion therefore reducing the need for residential short breaks	FFL (JCG)	<ul style="list-style-type: none"> <li>Work with families and children to increase the offer of community based services</li> <li>Shape residential short breaks provision to offer specialist services to improve outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Increased capacity of community short breaks</li> </ul>	<ul style="list-style-type: none"> <li>Review demand, needs &amp; current provision, adjust commissioning accordingly</li> </ul>
<b>We will ensure that children, young people and families have access to timely, jargon free practical information, advice and guidance, when and how they need it</b>	Ensure Local Offer website is informative and easily accessible for parents/carers/young people.	MWE	<ul style="list-style-type: none"> <li>Engagement of parents/young people on look &amp; feel of Local Offer completed</li> </ul>		
	Develop arrangements to offer accessible information for those without internet access	MWE	<ul style="list-style-type: none"> <li>Leaflet developed to show how to access SEND Local Offer</li> </ul>	<ul style="list-style-type: none"> <li>Promotion of leaflet to providers in contact with families completed</li> </ul>	
	Develop good practice guidelines for organisations to use when communicating with families	JWA (ENG)	<ul style="list-style-type: none"> <li>Consider existing guidance and good practice examples</li> </ul>	<ul style="list-style-type: none"> <li>Publish guidance</li> </ul>	
<b>We will ensure that the views, wishes and aspirations of children, young people and their families are present throughout assessment and planning processes</b>	Implement 'One page profiles' for all children with EHCPs	JFO (ODG)	<ul style="list-style-type: none"> <li>Review format of EHCP Section A to develop one page profile format</li> </ul>	<ul style="list-style-type: none"> <li>Implement for new assessments</li> </ul>	<ul style="list-style-type: none"> <li>Implementation for amendments following review started</li> </ul>
	Review advocacy offer to children and young people with SEND	FFL (JCG)			
<b>We will increase the numbers of integrated personal budgets, linking with the Integrated Personalised Commissioning (IPC) Programme</b>	Engage providers in developing the potential for personalisation and the offer of personal budgets	FFL (C&C)	<ul style="list-style-type: none"> <li>Provider engagement events through pre-procurement phase promoting personal budgets</li> </ul>	<ul style="list-style-type: none"> <li>Personal Budgets workshop for providers completed</li> </ul>	<ul style="list-style-type: none"> <li>Implementation of joint policy begun</li> </ul>
	Agree policy & financial framework for personal budgets	FFL (C&C)	<ul style="list-style-type: none"> <li>Agreed definition of PB's</li> <li>Harmonise existing policies</li> <li>Review current funding mechanisms</li> </ul>	<ul style="list-style-type: none"> <li>Joint Policy ratified &amp; published.</li> <li>Single agency funding for PBs and pooled budgets identified</li> </ul>	<ul style="list-style-type: none"> <li>Implement integrated PB's for EHCPs</li> <li>Pooled budgets to PBs for IPC</li> </ul>
	Develop back office systems to support integrated personal budgets	FFL (C&C)	<ul style="list-style-type: none"> <li>Back office structures mapped &amp; opportunities identified</li> </ul>	<ul style="list-style-type: none"> <li>Implement system changes to achieve integrated budgets</li> </ul>	<ul style="list-style-type: none"> <li>Implement changes to back office to deliver this as PB's.</li> </ul>
<b>We will assume that children and young people are able to make decisions</b>	Ensure the workforce have a good understanding of the Mental Capacity Act	CTH (WFD)	<ul style="list-style-type: none"> <li>Existing information/training for professionals about MCA mapped</li> </ul>	<ul style="list-style-type: none"> <li>MCA considered in development of workforce development opportunities</li> </ul>	

**SUCCESS MEASURES**

- Increase in the number of integrated personal budgets for 0-25, from 2016 baseline
- Use of community offer evident in individual children and young people's support plans

- Reduction in the number of out of county placements and associated costs
- Reduction in the use of residential short breaks

**Priority Five: Engagement** - To improve the engagement and involvement of children, young people and their families in the planning, delivery and monitoring of services

Objective	Action	Lead	Milestones		
			September 2017	December 2017	March 2018
<b>We will develop mechanisms for children and young people's engagement, ensuring that young peoples' voices influence strategic decision making.</b>	Develop a whole system approach to capturing the voice of all children & young people with SEN & Disabilities	JWA (ENG)	<ul style="list-style-type: none"> <li>Review good practice examples of engagement</li> <li>Plan developed for engaging with providers</li> </ul>	<ul style="list-style-type: none"> <li>Principles of engagement agreed and published</li> </ul>	<ul style="list-style-type: none"> <li>Mechanisms for capturing individual voices published</li> </ul>
	Develop Devon's Engagement Strategy	JWA (ENG)	<ul style="list-style-type: none"> <li>Guidance to support Devon's Engagement Framework published</li> </ul>	<ul style="list-style-type: none"> <li>Engagement toolkit for professionals developed</li> </ul>	
<b>We will support the development of our Parent Carer Forum and the relationship between the Parent Forum and Devon Information and Advice Service (DIAS), in order to provide an effective support and challenge mechanism from parents</b>	Develop Devon Parent Carers Voice so that it links a wide range of parent carer activity with informing strategic decision making		<ul style="list-style-type: none"> <li>Plan in place to increase trustees and wider membership</li> </ul>	<ul style="list-style-type: none"> <li>All Devon schools have DPCV link available to parent/carers</li> </ul>	
	Review relationship between DPCV, DIAS and LORG and communicate offer.	FFL (JCG)	<ul style="list-style-type: none"> <li>Understand remit of DPCV, DIAS and LORG and identify opportunities and duplication</li> </ul>		
<b>We will continue to support and develop the Local Offer Reference Group as a formal mechanism for parent/carers to feedback to the SEND Improvement Board</b>	Develop the LORG to support the improvement of Devon's SEND Local Offer		<ul style="list-style-type: none"> <li>LOGR remit defined</li> <li>Mechanisms for parent feedback on SEND Local Offer in place</li> </ul>	<ul style="list-style-type: none"> <li>Parent representation increased</li> <li>Key roles identified focused on specific areas</li> </ul>	
<b>We will provide clear information, via the SEND Local Offer website, which responds to the views of parents, carers and young people to show 'We are listening'</b>	Ensure the SEND Local Offer website responds to the views of families		<ul style="list-style-type: none"> <li>Business case for re-branding agreed</li> </ul>	<ul style="list-style-type: none"> <li>Develop framework for new site</li> <li>Information migrated from old website</li> </ul>	<ul style="list-style-type: none"> <li>Beta testing of new site completed</li> <li>New site launched</li> </ul>
	Regularly review compliance of Local Offer		<ul style="list-style-type: none"> <li>Governance arrangements agreed and theme leads identified</li> </ul>		

**SUCCESS MEASURES**

- Increased satisfaction that 'We are listening' from children, young people and parents
- Increased satisfaction that the voice of parents and young people is heard in strategic decision making

**Priority Six: Health & Wellbeing** - To ensure we consistently identify and meet the health needs of children and young people with SEN and disabilities, including those without an EHCP

Objective	Action	Lead	Milestones		
			September 2017	December 2017	March 2018
<b>We will identify children and young people with SEN and disabilities at the earliest stage through universal health services.</b>	Develop clear pathway for health services to support early identification to the LA for those who may have, now or in the future, SEN or disabilities	JDU (ODG)	<ul style="list-style-type: none"> <li>Draft initial guidance document considering information governance, consent issues &amp; communication requirements</li> </ul>	<ul style="list-style-type: none"> <li>Final information published</li> <li>Mechanisms to record received information in place by LA</li> </ul>	<ul style="list-style-type: none"> <li>Practice is embedded across universal &amp; specialist health providers</li> </ul>
<b>We will promote a whole system approach to the social, emotional and mental health of children and young people through early support and timely and appropriate access to the right provision to promote a better experience and improved outcomes.</b>	Improve timely access to the right support and reduce waiting times for specialist services like CAMHS.	LAR / KTA	<ul style="list-style-type: none"> <li>National guidance for new RTT waiting standards</li> <li>Start using online CAMHS modelling tool</li> </ul>	<ul style="list-style-type: none"> <li>Data collection for CAMHS online modelling tool</li> </ul>	<ul style="list-style-type: none"> <li>Online modelling CAMHS tool completed to inform commissioning.</li> </ul>
	Work with existing providers to ensure prioritisation processes are in place for therapy services	FFL / SMA / SGR	<ul style="list-style-type: none"> <li>Clarity on waiting time and access data for CAN cohort.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure principles are included within re-commissioning of Community Health &amp; Care Services</li> </ul>	<ul style="list-style-type: none"> <li>No child or young person to be waiting over 18 weeks for therapies.</li> </ul>
	Provide advice, support and challenge to schools/settings to meet SEMH needs of children	Babcock LDP	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<b>We will design and deliver a new multi-agency diagnostic pathway for neuro-developmental conditions with good quality, timely, evidence based assessment and interventions</b>	Integrate early help, diagnostic assessment and post diagnostic support for cyp with autism & other neuro-developmental difficulties	FOF (SPF)	<ul style="list-style-type: none"> <li>Information gathering through questionnaires and interviews completed</li> <li>Jade's Model launched</li> </ul>	<ul style="list-style-type: none"> <li>Information redesigned and changes to website completed</li> <li>Skills development with workforce completed – schools, PHN, CAMHS etc</li> </ul>	<ul style="list-style-type: none"> <li>Clear trajectories for reducing waiting times for ASD assessment.</li> <li>Further development of alternative diagnostic pathways</li> </ul>
<b>We will develop more innovative ways of working which support children, young people and families better in their local communities.</b>	Work with providers to look at which services/appointments could be delivered in the community to best meet the needs of families	KTA / SGR	<ul style="list-style-type: none"> <li>Consider how to make best use of locality resources.</li> </ul>	<ul style="list-style-type: none"> <li>CCG's to audit existing clinic locations for CAN cohort and request service user feedback</li> </ul>	<ul style="list-style-type: none"> <li>Work with providers to look at the potential for moving services.</li> </ul>
	Review complex care process in line with national framework for Children & Young People's continuing care	KTA / SGR	<ul style="list-style-type: none"> <li>Finalise QA report</li> </ul>	<ul style="list-style-type: none"> <li>Market development of provider care delivery services</li> </ul>	<ul style="list-style-type: none"> <li>Embedded as business as usual</li> </ul>

**SUCCESS MEASURES**

- An improvement in waiting times, from 2016 baseline, for CAMHS, Occupational Therapy, Speech & Language Therapy and Autism Diagnosis Service
- Reduction in urgent referrals for specialist CAMHS services as a result of early intervention
- 90% of education settings will support the use of screening tools to enable access to therapy services.

#### 4. GLOSSARY OF TERMS

<b>ADHD</b>	Attention Deficit Hyperactivity Disorder	<b>LDD</b>	Learning Disability or Difficulty
<b>ASC / ASD</b>	Autism Spectrum Condition / Autism Spectrum Disorder	<b>LOGR</b>	Local Offer Reference Group
<b>BESD</b>	Behaviour, Emotional and Social Difficulties	<b>MCA</b>	Mental Capacity Act
<b>CYP</b>	Children and Young People	<b>MLD</b>	Moderate Learning Difficulty
<b>CAN</b>	Children with additional needs	<b>NEET</b>	Not in Education Employment or Training
<b>CAMHS</b>	Child & Adolescent Mental Health Services	<b>NHS</b>	National Health Service
<b>CCG</b>	Clinical Commissioning Group	<b>OT</b>	Occupational Therapist
<b>DCC</b>	Devon County Council	<b>PB</b>	Personal Budget
<b>DFE</b>	Department for Education	<b>PEN</b>	Provider Engagement Network
<b>DCO</b>	Designated Clinical Officer	<b>PFA</b>	Preparing for Adulthood
<b>DMO</b>	Designated Medical Officer	<b>PHN</b>	Public Health Nursing
<b>EH4MH</b>	Early Help for Mental Health	<b>PMLD</b>	Profound & Multiple Learning Difficulties
<b>EHCP</b>	Education, Health and Care Plan	<b>QA</b>	Quality Assurance
<b>EP</b>	Educational Psychologist	<b>RTT</b>	Referral to treatment
<b>EYFS</b>	Early Years Foundation Stage	<b>SCAC</b>	Specialist Child Assessment Centre
<b>FE</b>	Further Education	<b>SEND</b>	Special Educational Needs and/ or Disabilities
<b>GP</b>	General Practitioner	<b>SENCO</b>	Special Educational Needs Coordinator
<b>HI</b>	Hearing Impairment	<b>SLCN</b>	Speech, Language and Communication Needs
<b>ICS</b>	Integrated Childrens Services	<b>SLD</b>	Severe Learning Difficulty
<b>IEP</b>	Individual Education Plan	<b>SLT / SaLT</b>	Speech & Language Therapy/Therapists
<b>JSNA</b>	Joint Strategic Needs Assessment	<b>SpLD</b>	Specific Learning Disability
<b>LA</b>	Local Authority	<b>STP</b>	Sustainability & Transformation Plan
<b>LAC</b>	Looked After Child(ren)	<b>TAC/TAF</b>	Team around the Child / Team around the family
<b>LD</b>	Learning Disability	<b>VI</b>	Visual Impairment