



BRISTOL LOCAL AREA

WRITTEN STATEMENT OF ACTION

for children and young people with special educational needs and
disability aged 0-25

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

Partners across Bristol Local Area have the highest aspirations for all our children and young people, including those with special educational needs and, or disabilities (SEND). As an area we recognise, and the inspection confirmed, that while there are many examples of good practice, these are patchy and the pace of implementing SEND reform has been inconsistent. The result of this is that we still have a considerable way to go to achieve our ambitions for children and young people with SEND and help them to realise their hopes and dreams. The local area will have a full re-visit about 18 months after the inspection to see how effectively local leaders have addressed the serious weaknesses set out below. Given our very low starting point, we know that it will take longer than 18 months to fully achieve our ambitions and meet our obligations under the SEND Code of Practice in both issuing EHCPs and completing annual reviews, and to gain parental trust and confidence in the SEND system. We felt strongly that the work of repairing fractured relationships started with co-producing this Written Statement of Action (WSOA), so we have worked with Bristol Parent Carer Forum since the inspection to do that. This WSoA is the start of our improvement journey and describes what we believe is realistically achievable over the next 18 months. Our aspiration is far greater than many of the relatively short-term targets set out in this WSoA and subsequent plans will reflect that.

Jacqui Jensen, Executive Director People, Bristol City Council (BCC) and

Julia Ross, Chief Executive Officer, NHS Bristol, North Somerset and South Gloucestershire Clinical Commissioning Group (BNSSG CCG)

Purpose of this statement

Between 30th September and 4th October 2019, Ofsted and the Care Quality Commission (CQC) jointly inspected the effectiveness of Bristol's approach to implementing the special educational needs and disability (SEND) reforms as set out in the Children and Families Act 2014. The specific focus was on how effectively the local area identifies the needs of children and young people with SEND, assesses and meets those needs, and improves their education, health and care outcomes. As a result of the inspection findings, Her Majesty's Chief Inspector (HMCI) determined that a Written Statement of Action is required to address **five** areas of significant weakness in Bristol's practice:

- The lack of accountability of leaders at all levels, including school leaders
- The inconsistencies in the timeliness and effectiveness of the local area's arrangements for the identification and assessment of children and young people with SEND
- The dysfunctional EHC plan process, and inadequate quality of EHC plans
- The underachievement and lack of inclusion of children and young people with SEND, including the high rates of persistent absenteeism and fixed-term exclusions
- The fractured relationships with parents and carers, lack of co-production and variable engagement and collaboration.

BCC and BNSSG CCG are jointly responsible for submitting and delivering the written statement. This statement of action sets out:

- Our vision for improvement and the values that will drive the required change;
- The governance structure to provide strategic oversight of improvements;
- The high priority actions we will take to address the weaknesses identified by inspectors and to work towards continuous improvement.

Each of the priority areas for improvement identified in this Written Statement of Action (WSOA) is being delivered through a detailed action plan, with operational oversight by the SEND Partnership Group. Overall progress will be monitored by the SEND Improvement Board.

INDEX

| |
|---|
| 1. Our Vision and Values |
| 2. Governance |
| 3. What We Are Aiming To Achieve |
| 4. Action Taken |
| 5. Linked Programmes – The Vehicles for Change |
| 6. Written Statement of Action to address the areas of weakness identified during the inspection |
| Priority 1: The lack of accountability of leaders at all levels, including school leaders |
| Priority 2: The inconsistencies in the timeliness and effectiveness of the local area’s arrangements for the identification and assessment of children and young people with SEND |
| Priority 3: The dysfunctional EHC plan process, and inadequate quality of EHC plans |
| Priority 4: The underachievement and lack of inclusion of children and young people with SEND, including the high rates of persistent absenteeism and fixed-term exclusions |
| Priority 5: The fractured relationships with parents and carers, lack of co-production and variable engagement and collaboration. |
| Glossary |

1. Bristol's SEND Strategy: Our Vision and Values

Bristol's Strategy and Vision for Children and Young People with SEND (2019-22)

We will support and empower disabled children and young people and those with special educational needs to reach their full potential and have healthy, independent and fulfilling lives.

Our values underpin the work we do across the local area:

Inclusion and Independence – belonging and involvement

All children, including those with SEND, have the right to influence the decisions that contribute to creating a city they want to live, study and play in. Children and young people will have opportunities to make decisions that benefit their health and happiness, and, be supported to live and work independently.

Respect – value, regard and reliability

We believe in treating children and young people and their parents and carers, with value and respect. We will ensure children and young people with SEND are provided with services that have regard for their views and wishes. Furthermore we will work to ensure services are reliable in their delivery of provision and support.

Care – protection, safeguarding and support

All children and young people are entitled to feel safe, protected and supported. We will work together to ensure safeguarding is robust and that children and young people with SEND are safe from fear of harm or the threat of harm.

Equality – fairness, accessibility and opportunity

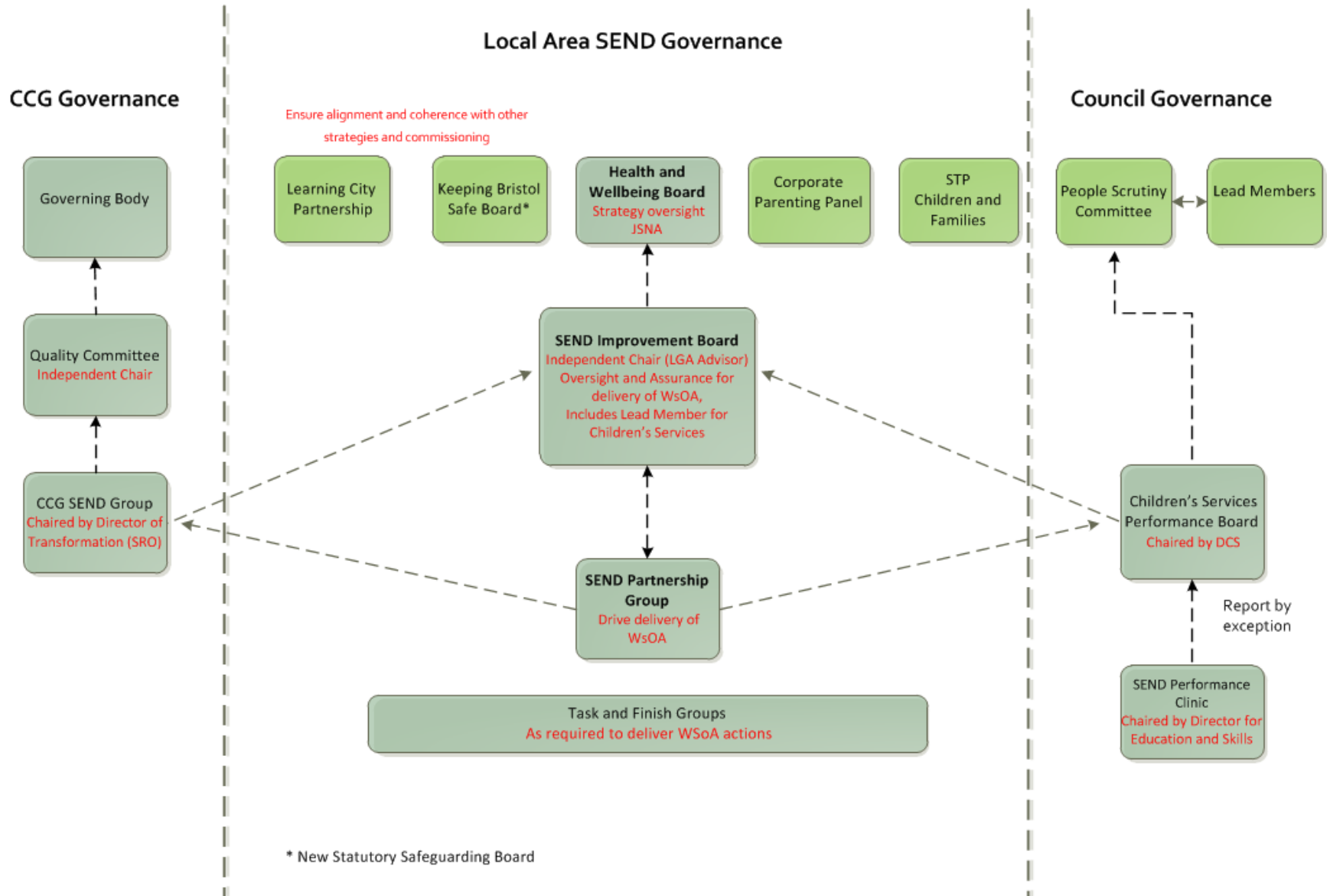
Children and young people with SEND have the right to access opportunities without discrimination or prejudice. We believe in the rights afforded to children and young people with SEND through the Equality Act 2010 and the UN Convention on the Rights of the Child.

2. Governance

The SEND Partnership Group (SPG) meets four weekly and is co-chaired by the Service Director Education and Skills and Director of Transformation, Bristol, North Somerset and South Gloucestershire CCG.

The SPG is responsible for driving the actions set out in the written statement of action (WSOA) and establishing task and finish groups as necessary to focus on specific areas of work.

Accountability for progress and impact is through reporting to the bi-monthly, multi-agency SEND Improvement Board and via BCC and CCG governance.



3. What We Are Aiming to Achieve

Bristol's Shared Outcomes Framework identifies four themes, developed with children, young people and their families to help describe and develop individual outcomes:

- Independent Lives
- Family, Friends and Community
- Good Health and Wellbeing
- Learning, Employment and a Positive Contribution

In addressing the five areas of weakness identified by inspectors, the actions outlined in this WSoA will help us to achieve these outcomes for children and young people with SEND. Partners across the local area are working together and with parents, carers and children and young people to:

- Better understand Bristol's communities and their needs, so we can reach out and communicate more effectively with all parents and carers and young people, enabling genuine co-production and consistently purposeful engagement and collaboration, to ensure we are putting children, young people and families first; gaining their trust and improving their confidence in the system.
- Develop transparent and effective arrangements for children, young people and families to hold Bristol's leaders, including school leaders, to account for the Local Area SEND system, so that there is continuous improvement that meets the needs of our diverse population.
- Ensure all professionals working directly with children and young people in Bristol understand how to recognise when a child might have a special educational need or disability and understand Bristol's SEND Local Offer, so that children and young people's needs are identified early, assessed swiftly, and appropriate and effective support is provided when it is needed.
- Ensure that children and young people with disabilities and those with special educational needs can access their full entitlement to a good education, feel included, make progress and achieve their full potential.
- Ensure parents and carers, children and young people have a positive experience of the Education, Health and Care assessment and planning process, and Education, Health and Care Plans reflect the needs and aspirations of the child or young person, and specify the provision required to enable them to reach their full potential and prepare them for adulthood.

4. Action Taken

In the months prior to the inspection, partners across the Local Area had identified our weaknesses through self-evaluation and had begun to take the first steps on our improvement journey. These included:

- Aligning and strengthening SEND governance across the local area to improve the way that partners work together to plan and deliver better services to children and young people SEND.
- Developing a co-produced local area SEND strategy to ensure all partners share the same ambition for children and young people with SEND
- Co-producing a shared outcomes framework to ensure children's needs at different ages and stages are identified, assessed and supported
- Restructuring the Education and Skills directorate and appointing a permanent director of education and skills to ensure the right people are in the right place and have the right skills to effectively deliver statutory responsibilities and improve the experiences of service users
- Relaunching 'Five to Thrive' in Early Years settings to strengthen practitioner awareness of early attachment and emotional development
- Developing a 'Bristol Support Plan' to improve the quality and consistency of assessment and SEN support in Early Years Settings and Schools
- Hosting a "Leading Edge" event for schools to share good, inclusive practice and ideas for relationship based policies to support behaviour
- Co-designing and developing provision with and for young disabled people transitioning from Children's Services to Adult Care Services, to enable young people who have been in residential education provision out of Bristol to return to the City

The inspectors agreed with our self-evaluation of the weaknesses in our SEND system, but also helped us to better recognise our strengths and utilise those in stepping up the pace of our improvement journey.

Since the inspection our improvement activity has continued at pace and includes:

- Bristol City Council committing significant funding to ensure the SEN casework team and Education Psychology (EP) Service are sufficiently resourced
- Recruiting and training more than 20 additional SEN casework staff who started with the council in January 2020, ensuring the team has the capacity to fulfil its statutory duties and improve the way it works with parents, carers and partner organisations
- Appointing 4 new Assistant Educational Psychologists who are working with EPs to establish ways of increasing speed and rate of writing statutory advice
- Working with and listening to parents and carers so that the content of this Written Statement of Action reflects their wants and needs and helps us to move forward more positively together. This engagement has included meeting and talking with parents and carers at seven Bristol Parent Carer events; hosting three 'drop –in' WSoA themed workshop events; and holding a scrutiny commission SEND deep dive and evidence day
- Co-designing and launching the first of what will be bi-annual, parent, carer and young people's surveys, to assess their experience and views of the Local Area SEND system and enable us to use the findings to inform improvement activity and subsequent surveys to gauge progress and continually improve.
- Working with schools and school leaders to secure engagement with the inspection outcomes and the necessary steps for improvement

5. Linked Programmes – the Vehicles for Change

a. One City Plan

Bristol’s ‘One City Plan’ is constructed around six themes, two of which, ‘Health and Wellbeing’ and ‘Learning and Skills’ directly support the delivery of the SEND Improvement with a key aim that by 2050 everyone in Bristol will have the best start in life, gaining the support and skills they need to thrive and prosper in adulthood:

| Health and Wellbeing |
|--|
| <ul style="list-style-type: none"> • Mental health will be as important as physical health in Bristol • Health inequalities will be reduced • Children will grow up free of adverse childhood experiences having had the best start in life and support through their life. |

| Learning and Skills |
|--|
| <ul style="list-style-type: none"> • School engagement and attendance has improved, as has the development of young people’s life skills • Improved support for children with Special Educational Needs and Looked After Children • Improved post 16 and lifelong learning offer developed with clear learning, employment and skills pathways. |

b. Education Transformation Programme

The Education Transformation Programme aims to achieve a step change in Bristol’s education system by significantly ‘raising our game’. The vision is to ensure every child attends a high achieving local school, where we are ambitious for our children, and inclusion is key to our success:

- ***Our shared culture will put the child at the centre and parents and carers as partners***
- We will increase our school improvement capacity to improve inclusion and attendance rates, and increase the achievement of our disadvantaged pupils
- Children will receive the right support at the right time in the right setting.



c. BNSSG STP (Sustainability and Transformation Partnership Plan) and NHS Long Term Plan

The Children and Families Plan: The Children and Families programme focusses on 4 outcomes; reduced health inequalities, designing and implementing new models of care that are age appropriate and closer to home and improved and secure pathways to adulthood and beyond and improvement palliative and end of life care.

Autism and Learning Disabilities: Research shows that people with a learning disability and/or autism of all ages face barriers to getting good quality health care leading to a greater number of health inequalities. In order to address these health inequalities and deliver on the identified two key metrics and wider Long Term Plan priorities, we will work with other key programmes including Mental Health, Children and Families and Localities in order to take a whole system population based approach.

Children and Young People’s Mental Health: The Long Term plan outlines the main objectives for CAMHS services and agreed priorities. Additionally, the child and young people’s crisis development work is aligned with the adult crisis pathway redesign.

6. Written Statement of Action to address the areas of weakness identified during the inspection

Improvement Priority 1

| | |
|---|---|
| <p>Improvement Priority 1: The lack of accountability of leaders at all levels, including school leaders</p> <p>SROs: Executive Director, People (Director of Children’s Services)</p> <p>Executive Director of Transformation and SRO SEND, NHS Bristol, North Somerset & South Gloucestershire CCG</p> | <p>Outcomes we are aiming to achieve</p> <p>Leaders at all levels, including school leaders, will establish a culture of individual responsibility, collective responsibility and collaborative working to ensure that children and young people with disabilities and those with special educational needs aged 0-25, receive high quality, appropriate and timely support and provision, ensuring high levels of physical and emotional wellbeing and educational attainment. To enable this:</p> <ol style="list-style-type: none"> a. Governance arrangements across the local area will be clear and transparent and partners, including schools, will be held to account through appropriate oversight, scrutiny and challenge that includes parents and carers. b. Local area leaders, including schools, will have access to reliable intelligence and data and have robust performance and quality assurance systems in place to monitor the effectiveness and impact of services provided and commissioned. Leaders will use this information to challenge and address underperformance. c. Improved understanding for schools of their responsibility to make adjustments and to actively work to remove barriers for young people who want to attend their local school. d. Continuous quality improvement will be an embedded culture of working practice with a particular focus on the impact of leadership, management, and workforce development on improving the experiences and outcomes for children and young people and their families. e. Joint commissioning in Bristol will be well developed and data used effectively alongside the voice of children, young people and their parents and carers, to plan with parents, future services for children and young people with SEND. |
| <p>Impact Measures</p> <p>Achieving Improvement Priority 1 will underpin the desired improvements in Priorities 2-5: all impact measures stated in priorities 2-5 apply as well as:</p> <ul style="list-style-type: none"> • Both BCC and BNSSG CCG will have joint governance arrangements in place, and there is evidence of challenge and scrutiny that leads to positive change. • Evidence that SEND Partnership Group members take an active role in driving activity that secures improving performance and outcomes. • Regular, good attendance by all partners at SEND Partnership Group and SEND Improvement Board. • The needs of Bristol’s diverse communities are understood and inform impactful joint commissioning decisions • Service Performance is known, reported and published, including Quality Assurance (QA) findings, and demonstrates good progress quarterly across all priorities identified in the written statement of action. Activity that informs reports includes EHCP audit and service user feedback | |

Improvement Priority 1: The lack of accountability of leaders at all levels, including school leaders

| Ref | Action | Lead | Key Milestones | | | | | | | |
|-----|---|--|---|-----|---|-----|--|-----|---|-----|
| | | | July 2020 | RAG | November 2020 | RAG | March 2021 | RAG | July 2021 | RAG |
| 1.1 | Establish a robust, evidence based performance culture across SEND services to reflect the principles of the SEND Code of Practice by active leadership, visible across the partnership and engaged with by all stakeholders, including school leaders. | Service Director Education and Skills | Membership and Terms of Reference of existing governing and decision making groups co-reviewed with Bristol Parent Carers and other stakeholders to strengthen leadership and challenge and hold leaders (including school leaders) to account for performance and impact on outcomes | | Sufficient and appropriate evidence is available to enable monitoring groups to determine achievement of key performance milestones, across all areas of the WSoA. Emerging evidence is used effectively to identify early successes and risks, and to challenge underperformance. | | Evidence from users demonstrates significant improvements in quality of experience. Self-evaluation can evidence effective, systemic leadership and the impact on provision for children and young people with SEND Public forums are used effectively, by parents, carers and stakeholders to give feedback and challenge where appropriate | | All governance arrangements are fit for purpose. Performance data demonstrates significant improvement across all service providers and in line with agreed targets Families report increased satisfaction with Bristol's SEND processes and provision Evidence of an improving culture is seen through a reduction in fixed term exclusions and improvement in attendance for children and young people with SEND | |
| | | | Agreed co-designed and co-produced experience measures, which will capture service user satisfaction | | | | | | | |
| | | | Programme of monitoring and evaluation activities are in place to track impact of improvements (including monthly Partnership Group, bi-monthly SEND | | | | | | | |

Improvement Priority 1: The lack of accountability of leaders at all levels, including school leaders

| Ref | Action | Lead | Key Milestones | | | | | | | | |
|-----|--------|------|--|-----|---|-----|---|-----|------------------------------------|-----|--|
| | | | July 2020 | RAG | November 2020 | RAG | March 2021 | RAG | July 2021 | RAG | |
| | | | Improvement Board and Excellence in Schools Group). | | | | | | | | |
| | | | Standing agenda items on internal Council Governance, such as People Scrutiny Committee, reviews performance data, are in the public domain and enable councillors and members of the public to hold leaders to account | | | | | | | | |
| | | | Agreed principles and systems are established, ensuring that all leaders, including school leaders, understand and accept their individual and collective roles and accountabilities for children and young people with SEND | | | | | | | | |
| | | | SEND complaints procedure reviewed to ensure timely and | | Revised complaints procedure and guidance co- | | Complaints being responded to in timely fashion and | | Annual report shows improvement in | | |

| Improvement Priority 1: The lack of accountability of leaders at all levels, including school leaders | | | | | | | | | | |
|---|--|---------------------------------------|--|-----|--|-----|--|-----|---|-----|
| Ref | Action | Lead | Key Milestones | | | | | | | |
| | | | July 2020 | RAG | November 2020 | RAG | March 2021 | RAG | July 2021 | RAG |
| | | | effective response to parental complaints about SEND | | produced ready for launch and implementation | | resolutions actioned. Learning shared and informing improvements. | | timeliness and complainants satisfaction | |
| 1.2 | Develop clear and transparent criteria for decision making processes, including how SEND funding is allocated so that parents and carers and all stakeholders understand what should happen and can hold decision makers to account for adhering to criteria | Service Director Education and Skills | Criteria for decision making and funding allocation clarified and documented. | | Criteria published on Local Offer for all stakeholders | | Parents, carers and other stakeholders understand decision making processes | | Criteria reviewed and refined in line with Top Up funding review | |
| 1.3 | Create and implement a multi-agency data dashboard that informs Joint Commissioning and includes detailed performance and experience measures for children with SEND and those with EHCPs | Service Director Education and Skills | First phase data dashboard (health, education and social care) is established. Plans agreed for the dashboard to be used by governing and decision making groups and leaders across all services to monitor and evaluate the quality and impact of services | | Data dashboard is benchmarked against published national data and used to understand local performance against national standards. Analysis of gaps in Bristol's performance is used to inform targeted | | Clear evidence of services being held to account for their performance through minutes and remedial actions taken. The data dashboard is embedded across services and all governance groups. Detailed analysis is | | Performance is showing positive trends across all KPIs, particularly: EHCP timeliness; attendance and fixed term exclusions of pupils with SEND; improving parental confidence and satisfaction with the quality of | |

| Improvement Priority 1: The lack of accountability of leaders at all levels, including school leaders | | | | | | | | | | |
|---|---|---|---|-----|--|-----|---|-----|---|-----|
| Ref | Action | Lead | Key Milestones | | | | | | | |
| | | | July 2020 | RAG | November 2020 | RAG | March 2021 | RAG | July 2021 | RAG |
| | | | and to inform activity | | support and interventions and accelerate progress | | ongoing and actions are responsive to emerging trends and issues | | EHCPs | |
| 1.4 | Co-production and delivery of joint commissioning processes across Bristol City Council and Health that ensure efficient and effective use of integrated services that have a clearly measurable impact. Arrangements are clearly linked to key organisational strategies. | Head of Service, Children's Commissioning | First phase of work through the Complex Care Commissioning sub-group completed. Priorities through the Sustainability and Transformation Partnership Plan (STP) established. | | Co-produced Joint Commissioning Plan for SEND, is signed off and ready for implementation. A shared framework will enable effective commissioning of priority needs and existing services will be reviewed for best value within the framework. KPIs and outcomes measures within existing contracts will be reviewed against strategy. | | Shared KPIs and outcome measures are in place for new contracts impacting children with SEND and a robust monitoring and reporting cycle is established | | Evidence shows that providers are robustly held to account in relation to performance, quality and impact. Feedback from service users and performance measures demonstrate the impact of joint commissioned SEND services | |
| | | Head of Service, Children's Commissioning | Design and implement research to understand more about BAME SEND population; how many are accessing children's services and the support they are | | The numbers of BAME SEND population are known and numbers coming through to adult services informing joint- | | BAME SEND population data informing joint commissioning priorities. | | Feedback from BAME SEND service users and performance measures demonstrate the early impact of a | |

Improvement Priority 1: The lack of accountability of leaders at all levels, including school leaders

| Ref | Action | Lead | Key Milestones | | | | | | | | |
|-----|--------|------|---|-----|--|-----|------------|-----|-----------|--------------------------------|--|
| | | | July 2020 | RAG | November 2020 | RAG | March 2021 | RAG | July 2021 | RAG | |
| | | | getting in order to develop a culturally competent framework and increase early intervention. | | commissioning plan, to improve SEND system accessibility | | | | | culturally competent framework | |

Improvement Priority 2

| | |
|--|--|
| <p>Improvement Priority 2: The inconsistencies in the timeliness and effectiveness of the local area's arrangements for the identification and assessment of children and young people with SEND</p> <p>SROs: Service Director Education and Skills, Bristol City Council</p> <p>Head of Children and Maternity, NHS Bristol, North Somerset & South Gloucestershire CCG</p> | <p>Outcomes we are aiming to achieve</p> <p>Children and young people with disabilities and those with special educational needs, are identified as early as possible; their needs swiftly and accurately assessed and they receive the best possible, appropriate and effective support and provision at the right time.</p> <p>To enable this, leaders across the partnership will aim to ensure that:</p> <ol style="list-style-type: none"> Operational leads and practitioners across the Local Area understand their role in delivering SEND reform and have the necessary knowledge and skills Under 5's with SEND known to Health services are identified and effectively supported before they start formal education Children and young people receive timely assessment following a referral to specialist health services Workforce training and support with early identification to avoid undiagnosed conditions being wrongly labelled as SEMH needs. The emotional and learning needs of all children and young people are identified swiftly, enabling them to receive timely help and support and reduce their risk of exclusion and poor attendance Timeliness for all needs assessment requests and EHC Plans, improves to <u>at least</u> that of similar local authority (statistical neighbour) average by March 2021 [see Improvement Priority 3 for specific actions] Needs Assessments are of good quality; co-produced with parents/carers and children and young people; person-centred and outcome focused Parents and carers are aware of the multiple routes to early intervention and happy to use them |
| <p>Impact Measures and Targets</p> <ul style="list-style-type: none"> Uptake of 2-2.5 year health visitor reviews by Q1 2021 is 90% At Foundation Stage, increase the % of children with an EHCP achieving a Good Level of Development by <u>at least</u> 1 percentage point so that it is in line with the national average and above statistical neighbour average. 92% of children referred to Community paediatrics are seen within 18 weeks Month on month timeliness of EHCP process and improvement to <u>at least</u> that of statistical neighbour average by March 2021 Evaluation of SENDCo training demonstrates impact on knowledge, skills and practice Annual improvement in the outcome of multi-agency EHCP quality audits Ongoing increase in the percentage of parents reporting they know how to access early intervention and have used these services (via surveys and direct engagement activity) | |

Improvement Priority 2:

The inconsistencies in the timeliness and effectiveness of the local area's arrangements for the identification and assessment of children and young people with SEND

| Ref | Action | Lead | Key Milestones | | | | | | | |
|-----|--|--|--|-----|---|-----|--|-----|--|-----|
| | | | July 2020 | RAG | November 2020 | RAG | March 2021 | RAG | July 2021 | RAG |
| 2.1 | A support system for education, training and skills settings (0-25) to understand their responsibilities in relation to the SEND Code of Practice. | Head of Service, Accessible City, BCC | SENDCo briefing meetings established (3 times per year) to enable the sharing of information and good practice | | Forward programme of meeting agendas and content co-produced with SENDCos and informed by parents' feedback | | Briefing meetings evaluated | | Next cycle of briefing meetings planned and dates circulated. | |
| | | | | | | | Feedback from parents and carers evidences improved practice | | | |
| | | | An agreed co-constructed plan documenting purpose and format of other communication with SENDCos | | Structures and channels agreed for disseminating information and guidance | | SENDCos' feedback evidences they are being kept informed and benefitting from direct lines of communication | | | |
| | | Early Years Manager, Inclusion and Health Partnerships | Early Years current training offer reviewed to identify gaps | | Comprehensive SEND training programme developed for EY staff in settings | | Feedback from trainees used to evaluate and further develop programme | | Feedback from parents and carers evidences impact on practice | |
| | | Assistant Principal Education Psychologist (APEP) | A comprehensive 3 year SEND work force development programme for education settings including leaders, teachers, staff, governors and councillors. | | Work force development programme implemented | | Evaluation of feedback from workforce and parents' and carers' experience used to evaluate and develop programme | | A plan of the next cycle of briefing meetings and dates circulated. Feedback from parents and carers evidences improved practice | |

| Improvement Priority 2: | | | | | | | | | | |
|---|--|---|---|-----|--|-----|---|-----|---|-----|
| The inconsistencies in the timeliness and effectiveness of the local area's arrangements for the identification and assessment of children and young people with SEND | | | | | | | | | | |
| Ref | Action | Lead | Key Milestones | | | | | | | |
| | | | July 2020 | RAG | November 2020 | RAG | March 2021 | RAG | July 2021 | RAG |
| | | Head of Children's Health Services CCHP | Continue SEND training of health staff, including SEND Conference, using CCHP matrix | | Evaluate September 2020 SEND Conference to assess impact | | Evaluation used to inform further development of programme | | Feedback from parents and carers evidences impact on practice | |
| | | | Health training offer for the education workforce (speech and language, infant mental health, autism and sensory needs) developed | | Training programme offered to settings | | Feedback from trainees used to evaluate and further develop programme | | Feedback from parents and carers evidences impact on practice | |
| 2.2 | A support system for education settings to understand their responsibilities of early identification and assessment using a graduated response | Head of Accessible City | Clear communications about the Bristol Support Plan encouraging its use in all educational settings | | Bristol Support Plan being used by increased numbers of educational settings | | Evidence that the consistent use of the Bristol Support Plan is leading to good quality, co-produced assessments and effective support. | | The quality of information supporting EHCP requests from schools and EY settings is consistently assessed as good | |
| | | | | | | | 50% of needs assessments requested by schools will submit a Bristol support plan as part of their evidence | | | |

| Improvement Priority 2: | | | | | | | | | | |
|---|--|---|---|-----|---|-----|---|-----|--|-----|
| The inconsistencies in the timeliness and effectiveness of the local area's arrangements for the identification and assessment of children and young people with SEND | | | | | | | | | | |
| Ref | Action | Lead | Key Milestones | | | | | | | |
| | | | July 2020 | RAG | November 2020 | RAG | March 2021 | RAG | July 2021 | RAG |
| 2.3 | Multi agency support, training and guidance for SENDCOs to ensure a consistent approach to the identification of SEMH needs in children | Head of Service Head of Accessible City and Avon and Wiltshire Mental Health Partnership (AWP) | Guidance developed on assessment and identification of SEMH Work force development for SEMH to be launched and delivered from September 2020 | | Guidance published and disseminated to all SENDCOs Support and training being delivered across the local area. | | 50% of all Bristol SENDCOs will have participated in training. Identification and assessment of SEMH needs materials and training to be evaluated and refined | | Evidence of more timely and accurate identification of SEMH | |
| 2.4 | Embed Bristol Local Area Shared Outcomes Framework across the partnership to ensure children's needs at different ages and stages are identified, assessed and supported appropriately | Transformation Manager Children and Maternity BNSSG | Final framework launched at SENDCO Conference – March 2020. Training the trainers commenced | | Trial evaluated and roll-out commenced. | | EHCP outcomes evaluated at annual reviews and collated to evaluate at organisational level | | Framework impact for children, young people and families evaluated | |
| 2.5 | Improve uptake of the universal 2-2.5 health visitor reviews and ensure children with emerging SEND are identified early and findings are shared between parents/carers and appropriate agencies | Head of Children's Health Services, CCHP (provider lead) Principal Public Health Specialist (commissioner lead) | A trajectory and performance improvement plan is in place. Partnership working with Children's Centres to improve uptake is evidenced. | | Uptake of 2-2.5 year health visitor reviews at Q3 2020 is 78% | | Uptake of 2-2.5 year health visitor reviews at Q4 2020 is 84% | | Uptake of 2-2.5 year health visitor reviews Q1 2021 is 90% | |

Improvement Priority 2:

The inconsistencies in the timeliness and effectiveness of the local area's arrangements for the identification and assessment of children and young people with SEND

| Ref | Action | Lead | Key Milestones | | | | | | | |
|-----|--|---|---|-----|---|-----|---|-----|---|-----|
| | | | July 2020 | RAG | November 2020 | RAG | March 2021 | RAG | July 2021 | RAG |
| | | Head of Children's Health Services CCHP/ Head of Service, Learning City | System developed to enable data from health visitor assessments to be routinely used for provision and place planning at Reception year | | System implemented | | Data from assessments informing provision and place planning for Reception year 21/22 | | Effectiveness of system reviewed | |
| 2.6 | Improve timely access to Community paediatrics | Consultant Paediatrician | Community paediatrics transformation programme plans developed, linked to new models of care in Long Term Plan | | Pilot new models of community paediatric care across Bristol | | Evaluate new models of care to inform full implementation | | Embed target of 92% of referrals seen within 18 weeks Feedback from parents and carers evidences impact on timely access to care | |
| 2.7 | Develop a 'First Call' SEND single point of contact / signposting service for parents / carers / professionals, aligned to the family support and inclusion team, to ensure an accessible pathway to advice and referrals to SEND local offer for families that need support before or after | Service Manager, Disabled Children and Specialist Services | Role of team co-designed with parents and carers. Team manager recruited | | Team trained and launched (including social care practitioner). Social care practitioner taking responsibility for all social care EHC New Assessments and working with SEND | | Team embedded Service user feedback used to improve the way the team works | | Service user feedback evidences positive impact of team. | |

Improvement Priority 2:

The inconsistencies in the timeliness and effectiveness of the local area's arrangements for the identification and assessment of children and young people with SEND

| Ref | Action | Lead | Key Milestones | | | | | | | | |
|-----|--------------------------|------|----------------|-----|--|-----|------------|-----|-----------|-----|--|
| | | | July 2020 | RAG | November 2020 | RAG | March 2021 | RAG | July 2021 | RAG | |
| | an EHC Plan is in place. | | | | team. Holding the early identification register and children disabled register and owning performance reporting | | | | | | |

Improvement Priority 3

| | |
|--|---|
| <p>Improvement Priority 3: The dysfunctional EHC plan process, and inadequate quality of EHC plans</p> <p>SRO: Head of Service Head of Accessible City, BCC</p> | <p>Outcomes we are aiming to achieve</p> <p>All requests for a statutory assessment, receive a timely and effective response, so that children and young people with disabilities and those with special educational needs who require an Education, Health and Care plan, receive appropriate provision at the right time. To enable this, leaders across the partnership will put in place the necessary measures to ensure:</p> <ol style="list-style-type: none"> Statutory SEND processes and decision making are fully compliant with statutory guidance (Code of Practice) and timescales Timeliness for all needs assessment requests and EHC Plans, begins to improve immediately. Month by month improvement leads to timeliness is <u>at least</u> average of statistical neighbour average by March 2021 Needs Assessments and EHC Plans are of good quality; co-produced with parents/carers and children and young people; person- centred and outcome focused Parent and carer confidence and satisfaction in the system is increased |
| <p>Impact Measures</p> <ul style="list-style-type: none"> Monthly increase in the % of EHC Plans issued within 20 weeks including exceptions so that Bristol is <u>at least</u> in line with the average of statistical neighbours by March 2021 Monthly increase in the % of EHC Plans issued within 20 weeks excluding exceptions so that Bristol is <u>at least</u> in line with the average of statistical neighbours by March 2021 Increase the number of mediation cases not progressed to tribunal so that Bristol is <u>at least</u> in line with the average of statistical neighbours by March 2021 Reduction in the number of cases to tribunal so that Bristol is <u>at least</u> in line with the average of statistical neighbours by March 2021 Improvement in SEN Team staff retention and sickness absence levels in 2020/2021 compared to 2018/2019 Annual improvement in the outcome of multi-agency EHCP quality audits | |

| Improvement Priority 3: The dysfunctional EHC plan process, and inadequate quality of EHC plans | | | | | | | | | | |
|--|--|-----------------------|------------------------------------|-----|--|-----|---|-----|--|-----|
| Ref | Action | Lead | Key Milestones | | | | | | | |
| | | | July 2020 | RAG | November 2020 | RAG | March 2021 | RAG | July 2021 | RAG |
| 3.1 | Agree and resource learning and development plan for SEND assessment and casework staff to ensure they have the knowledge and skills | Service Manager, SEND | Plan developed and being delivered | | Review team and partner learning and development needs informed by key experience and performance indicators | | Refresh skills audit to identify new and ongoing training needs. More parents reporting a good | | Ongoing learning and development for SEND staff to maintain skills and knowledge and aid staff retention | |

| Improvement Priority 3: The dysfunctional EHC plan process, and inadequate quality of EHC plans | | | | | | | | | | |
|--|---|-----------------------|--|-----|--|-----|------------|---|-----------|---------------------------------|
| Ref | Action | Lead | Key Milestones | | | | | | | |
| | | | July 2020 | RAG | November 2020 | RAG | March 2021 | RAG | July 2021 | RAG |
| | to fulfil the role and to aid retention | | | | (KPIs); quality assurance activity e.g. survey responses and feedback cards; complaints; mediation; tribunals | | | experience of the EHCP process and SEN casework team | | |
| 3.2 | Develop standard operating procedures (SOP) and policies for all statutory processes to ensure a consistent and compliant decision making and approach to all statutory processes | Service Manager, SEND | SEN staff have a single, compliant source of local guidance, underpinned by the SEND Code of Practice, for all procedures and decision making relating to statutory SEN processes. | | | | | Review SOPs and policies annually to ensure they continue to be fit for purpose, are compliant with any national or local changes and understood by parents and carers. | | |
| 3.3 | Co-develop and implement a new, improved person centred EHCP template to improve quality and make it more relevant and accessible for parents and carers, children and young people and professionals | Service Manager, SEND | Draft EHCP template co-produced with parents and carers and professionals, and tested and refined as necessary. SEND team supported by experienced SEND professionals to examine what a high quality EHCP looks like and to create a culture of agreed high standards within the team. | | New EHCP launched and aligned with single template for professionals' contributions. Guidance issued to professionals. The SEND team know what a good, and legally robust, plan looks like and are able to consistently agree what that is, with confidence. | | | New EHCP embedded and EHCP audit in place. Audits of new template EHCPs show significant improvement in quality compared to those using old template | | Co-Review and refine as needed. |

| Improvement Priority 3: | | | | | | | | | | |
|---|--|---|---|-----|--|-----|--|-----|--|-----|
| The dysfunctional EHC plan process, and inadequate quality of EHC plans | | | | | | | | | | |
| Ref | Action | Lead | Key Milestones | | | | | | | |
| | | | July 2020 | RAG | November 2020 | RAG | March 2021 | RAG | July 2021 | RAG |
| 3.4 | Develop information and guidance on joint operational arrangements for children and young people with SEND aged 0 to 25 years | Transformation Manager Children and Maternity BNSSG | Finalise Joint Operational Arrangements and launch document, including single EHCP health advice template | | Implement Joint Operational Arrangements in all CCHP services Scope use of Joint Operational Arrangements by Bristol Children's Hospital | | Evaluate impact of Joint Operational Arrangements on quality and timeliness of health EHCP advice | | Children, young people and families report improved timeliness and quality of health EHCP advice | |
| 3.5 | Develop a single template for health professionals' contributions to EHCP assessments to provide a consistent format that aids decision- making and produces a holistic assessment and plan. | Transformation Manager Children and Maternity BNSSG | Draft single template co-produced with professionals, and tested and refined as necessary. Soft launch with CCHP clinicians and SEND Casework team | | Adoption of single template. Professional's contributions to assessments provided in a consistent format to aid decision- making and produce a holistic plan. Scope use of template by Bristol Children's Hospital | | Consistent format for professionals' contributions to assessment has improved timeliness and quality of plans | | Review and refine template as needed Children, young people and families report improved timeliness and quality of health EHCP advice | |
| 3.6 | Recruit additional SEN staff; develop induction and implement new structure to ensure sufficient capacity, skills and knowledge to ensure the SEN | Service Manager, SEND | <ul style="list-style-type: none"> • Casework vacancies filled • New structure implemented • Staff understand their role and responsibilities • SEN staff routinely | | Permanent EP appointments made and 100% of EP reports on time Month on month impact on timeliness evident | | ECHP timeliness at least the average of statistical neighbours Timeliness of Annual Reviews is measured and performance | | | |

| Improvement Priority 3: The dysfunctional EHC plan process, and inadequate quality of EHC plans | | | | | | | | | | |
|--|--|------------------------|--|-----|--|-----|--|-----|---|-----|
| Ref | Action | Lead | Key Milestones | | | | | | | |
| | | | July 2020 | RAG | November 2020 | RAG | March 2021 | RAG | July 2021 | RAG |
| | team can effectively fulfil statutory responsibilities in a timely and person centred manner and that this is sustained | | meeting parents and children and visiting schools • caseloads manageable Month on month improvements in timeliness are evident | | Backlog of statutory assessments that were out of time as of 01/01/20 is cleared SEN staff retention is high and sickness absence levels reduced significantly. | | reported to SEND Improvement Board as part of the QA arrangements. | | | |
| | Recruit additional Education Psychologist (EPs) and review ways of working to ensure reports for statutory assessments are consistently within timescales and that this is sustained | Assistant Principal EP | Additional interim EPs in place and month on month improvements in timeliness of reports for statutory assessment | | Ongoing review of induction, caseloads and impact of new structure, supervision and management oversight on timeliness and quality to enable adjustments as necessary to sustain improvements. | | | | | |
| 3.7 | Review and strengthen supervision and management oversight of casework and agree team KPIs to ensure systems in place to identify and address performance issues | Service Manager, SEND | Systems in place to monitor individual and team performance and regular use of management information across the team to effectively monitor timeliness of statutory processes | | | | ECHP timeliness at least the average of statistical neighbours | | | |
| 3.8 | Review EHCP demand, capacity and processes for health advice to | DCO, Transformation | Review completed Develop sustainable | | Pilot new EHCP advice model within Bristol CCHP services | | Evaluate pilot to refine model | | All CCHP services consistently provide health | |

| Improvement Priority 3: | | | | | | | | | | |
|---|--|---|--|-----|--|-----|---|-----|--|-----|
| The dysfunctional EHC plan process, and inadequate quality of EHC plans | | | | | | | | | | |
| Ref | Action | Lead | Key Milestones | | | | | | | |
| | | | July 2020 | RAG | November 2020 | RAG | March 2021 | RAG | July 2021 | RAG |
| | EHCPs | Manager Children Maternity BNSSG / Head of Children's Health Services CCHP | model for offering EHCP advice, linked to DCO and DMO roles, within CCHP | | Link new model to aligned EHCP advice offers from Primary Care and Bristol Children's Hospital | | Implement final model across all CCHP services | | advice to the EHCP process within 6 weeks of request | |
| 3.9 | Improve the EHCP review process so that it is timely and leads to appropriately updated EHCPs, ensuring provision responds to changing needs | Service Manager, SEND / Transformation Manager Children and Maternity BNSSG | Multi-agency working group established, including schools, to review baseline data and co-produce a new process | | New process agreed, linked to implementation of shared outcomes framework. Improvement trajectories agreed | | Pilot process with sample of schools and evaluate | | Full implementation planned for new academic year | |
| 3.10 | Review and redraft all statutory process letters and test with parents and carers to ensure they are clear, user friendly and in plain English | Service Manager, SEND | New suite of co-produced parent, carer and young person friendly letters in place | | Parents, carers and young people report that they understand the process and are clear about the rationale for decisions and next steps. | | | | | |
| 3.11 | Develop a multi-agency SEND QA framework to ensure there are effective and sustainable | QA and Children's Safeguarding Manager | <ul style="list-style-type: none"> QA Framework signed off SEND team managers and service managers | | <ul style="list-style-type: none"> Framework embedded, with all named auditors having completed audit | | QA reports providing information about quality of service received by children and their families | | | |

Improvement Priority 3:

The dysfunctional EHC plan process, and inadequate quality of EHC plans

| Ref | Action | Lead | Key Milestones | | | | | | | |
|-----|--|------|---|-----|--|-----|--|-----|-----------|-----|
| | | | July 2020 | RAG | November 2020 | RAG | March 2021 | RAG | July 2021 | RAG |
| | mechanisms to evaluate quality as well as compliance | | <p>trained in QA methods</p> <p>Benchmarking audits completed</p> | | <ul style="list-style-type: none"> First quarterly quality report produced <p>Partnership thematic audit cycle begun with Health, Social Care and Education</p> | | <p>over time through the SEND process, increasing consistency in understanding what good looks like.</p> <p>Informing and driving ongoing improvements, workforce development and self-assessment.</p> | | | |

Improvement Priority 4

| | |
|---|--|
| <p>Improvement Priority 4:</p> <p>The underachievement and lack of inclusion of children and young people with SEND, including the high rates of persistent absenteeism and fixed-term exclusions</p> <p>SROs:</p> <p>Rachael Pryor, Head of Service, Inclusive City</p> <p>Head of Service, Learning City</p> | <p>Outcomes we are aiming to achieve</p> <p>Leaders across the local area work effectively together to ensure that children and young people with SEND will experience inclusive cultures, enabling them to achieve their full potential. To make this happen, leaders across the partnership will take the necessary action to ensure that:</p> <ol style="list-style-type: none">a. Operational leads and practitioners across the Local Area understand their role in delivering SEND reform and have the necessary knowledge and skillsb. There is clarity about the universal provision for SEND in all local schools (provision that is ordinarily available)c. The needs and outcomes of specific cohorts of pupils e.g. pupil premium and those with SEMH are understood to enable targeted work with them and their families to improve outcomesd. Children with SEND experience a continuity of support from Early Years to the end of reception year.e. Children and young people with SEND experience positive transitions between education settings and from children's services to adult servicesf. Children and young people with SEND attend the right provision to meet their needs and there are sufficient Local Authority specialist places to meet needsg. All young people with SEND aged 14-25 are known and supported in a seamless way to raise aspirations and support progression to employment, training and volunteering. |
| <p>Impact Measures</p> <ul style="list-style-type: none">• Narrow the gap between the % of pupils with an EHCP who achieve the expected standard in phonics and statistical neighbour average by 2 percentage points per year.• Increase the % of pupils with an EHCP who achieve the expected standard in reading, writing and mathematics combined by 2 percentage points per year so it is in line with the national average.• Increase the % of pupils at SEN support who achieve the expected standard in reading by 2 percentage points per year so it is in line with the national average.• Increase the Progress 8 scores of pupils with an EHCP and SEN support so they are in line with the national average and remain above statistical neighbour average • Reduce the overall rate of Fixed Term exclusions for children and young people with EHCPs (all Bristol schools) in line with the England average• Reduce the overall rate of Persistent Absence for children and young people with EHCPs (all Bristol schools) in line with the England average • Increase the number of young people with an EHCP under 16 who benefit from experience of work to 200• Reduce the number of young people with an EHCP aged 16-25 who are NEET or not known to services by 33%• Increase the number of young people with an EHCP aged 18-25 who are in paid employment from 5% to 12% | |

Improvement Priority 4:

The underachievement and lack of inclusion of children and young people with SEND, including the high rates of persistent absenteeism and fixed-term exclusions

| Ref | Action | Lead | Milestones | | | | | | | |
|-----|---|--|---|-----|---|-----|---|-----|---|-----|
| | | | July 2020 | RAG | November 2020 | RAG | March 2021 | RAG | July 2021 | RAG |
| 4.1 | Establish an agreed city-wide, multi-agency vision and strategy for the inclusion of children and young people with SEND. | Service Director, Education and Skills | <p>‘Belonging’ task group established to drive culture change across Bristol’s schools and settings.</p> <p>Centres of excellence in inclusive practice for CYP with SEND identified</p> <p>Barriers to inclusion identified and inform task group planning</p> | | <p>Key priorities for inclusive practice in schools and settings are incorporated into the city-wide ‘Belonging Strategy’ and launched in collaboration with Children’s Services</p> <p>Tool-kits and training resources available to all schools, settings and services through new Bristol Education Portal</p> | | <p>Professional support and training network established and being used to share best practice</p> <p>Launch of self-evaluation and action planning tools to address gaps in inclusive provision for pupils with SEND</p> | | <p>Feedback from children and young people with SEND evidences an improved sense of belonging to their school community</p> <p>Schools and settings have access to high quality specialist support and training</p> <p>Feedback from school leaders demonstrates effectiveness of improved systems and structures</p> | |
| 4.2 | Establish the structures and systems to improve attendance and reduce fixed-term exclusions for pupils with SEND | Service Director, Education and Skills | Multi-agency [education, health and social care] exclusion and attendance work-stream agreed and task and finish group established, including parents and carers, | | Operational activity mapped and co-produced, Bristol wide approach to address issues of non-attendance and exclusion agreed and launched. | | <p>Operational activity co-ordinated.</p> <p>Oversight of KPIs and scrutiny by senior decision makers, including elected members</p> | | Local data shows significant impact on the number of fixed-term exclusions and increased attendance | |

| Improvement Priority 4: | | | | | | | | | | |
|---|--|--|---|-----|--|-----|--|-----|---|-----|
| The underachievement and lack of inclusion of children and young people with SEND, including the high rates of persistent absenteeism and fixed-term exclusions | | | | | | | | | | |
| Ref | Action | Lead | Milestones | | | | | | | |
| | | | July 2020 | RAG | November 2020 | RAG | March 2021 | RAG | July 2021 | RAG |
| | | | to support the development of a system-wide approach to identify the range of complex factors that underpin pupil absence, adopting a contextual safeguarding approach | | Launch of co-produced assessment tool that will shape the approach of different agencies in keeping students in education. | | | | | |
| | | Head of Service Inclusive City | 'Leading Edge', ACE aware guidance developed and shared with health, social care and education settings to offer alternatives to binary/zero tolerance behaviour policies in schools and settings | | Guidance universally adopted and being implemented | | Guidance is embedding in schools' practice and days lost to education reducing, particularly for those with SEND | | Leading Edge guidance reviewed within the ACE aware/ HiT process and with settings and partners | |
| 4.3 | Develop a strategy with health and schools to ensure specialist provision is used effectively and there are sufficient appropriate places to meet need | Service Director, Education and Skills | Current education providers are engaged to work with Bristol City Council to ensure sufficient school places for all children and young people carefully matched to meet their particular needs | | Significant increase in number of places available in specialist provisions Review of effectiveness of resource bases and alternative | | Effective, innovative and collaborative solutions established, to meet sufficiency needs of future cohorts | | Increased capacity across the local area to meet demand for 2021/22 and beyond | |

Improvement Priority 4:

The underachievement and lack of inclusion of children and young people with SEND, including the high rates of persistent absenteeism and fixed-term exclusions

| Ref | Action | Lead | Milestones | | | | | | | |
|-----|---|-----------------------------|--|-----|---|-----|---|-----|-----------|-----|
| | | | July 2020 | RAG | November 2020 | RAG | March 2021 | RAG | July 2021 | RAG |
| | | | <p>in line with the SEN Code of Practice.</p> <p>Mapping exercise completed and gaps and issues understood to inform Specialist Provision sufficiency strategy</p> <p>Principles for specialist provision planning are agreed</p> <p>Forecast demand to ensure there are sufficient places in specialist provision (schools and resource bases) to meet need</p> | | provision is undertaken | | | | | |
| 4.4 | Development of a School Improvement Offer to all education settings to ensure the council is providing effective support and challenge to schools relating to what is ordinarily available for all and the needs and outcomes of vulnerable | Lead for School Improvement | <p>Review of current SI offer completed with reference to:</p> <ul style="list-style-type: none"> • universal provision for SEND in all local schools • needs and outcomes of specific cohorts of | | <p>School Improvement Offer published to schools and settings including focused support on:</p> <ul style="list-style-type: none"> • universal provision for SEND in all local schools | | All maintained schools and commissioning academies will have received at least one school improvement visit focusing on their main priority from: | | | |

Improvement Priority 4:

The underachievement and lack of inclusion of children and young people with SEND, including the high rates of persistent absenteeism and fixed-term exclusions

| Ref | Action | Lead | Milestones | | | | | | | |
|-----|----------|------|--|-----|--|-----|--|-----|-----------|-----|
| | | | July 2020 | RAG | November 2020 | RAG | March 2021 | RAG | July 2021 | RAG |
| | learners | | <p>pupils e.g. pupil premium and those with SEMH</p> <ul style="list-style-type: none"> continuity of SEND support from Early Years to the end of reception year <p>New team structure agreed, including provision for support and scrutiny of settings in relation to the 3 bullet points above</p> <p>Scope health contribution to school improvement offer</p> | | <ul style="list-style-type: none"> needs and outcomes of specific cohorts of pupils e.g. pupil premium and those with SEMH <p>Continuity of SEND support from Early Years to the end of reception year</p> <p>Improvement team re-structure complete in line with above priorities</p> <p>Whole city priority training and development identified for the academic year, including the 3 areas identified above</p> | | <p>provision for SEND in all local schools</p> <ul style="list-style-type: none"> needs and outcomes of specific cohorts of pupils e.g. pupil premium and those with SEMH <p>continuity of SEND support from Early Years to the end of reception year</p> | | | |

Improvement Priority 4:

The underachievement and lack of inclusion of children and young people with SEND, including the high rates of persistent absenteeism and fixed-term exclusions

| Ref | Action | Lead | Milestones | | | | | | | |
|-----|---|---|---|-----|---|-----|--|-----|--|-----|
| | | | July 2020 | RAG | November 2020 | RAG | March 2021 | RAG | July 2021 | RAG |
| 4.5 | Improve the structures and systems to achieve successful transitions for all children and young people with SEND from Early Years to adulthood. | Early Years Improvement Lead / Lead for School Improvement | Consultation with health services; EY providers, schools, parents, carers and LA colleagues to identify transition barriers for pupils with SEND on starting school | | Develop action plan based on consultation outcomes to co-construct transition pathways of pupils with SEND. | | Plan being implemented: transition processes integrated and model agreed | | Children transitioning to reception year from 2021/22 academic year have a better continuity of support than previously | |
| | | Pathway to Independence Team manager | Pathway to Independence team established and engaging staff across the partnership. Dashboard built and functioning. Link and align to Shared Outcomes Framework | | Informed service development based in data analysis. Clear pathway /system for young people. Standard Operating Procedure implemented | | Co-designed coherent and integrated Local Offer 14-25 which includes education, health, housing, social care and employment support services – the right support at the right time | | Young people in the cohort have a clear and positive experience of their pathway to independence | |
| | | Head of Children and Maternity, NHS BNSSG CCG / Head of Children's Health Services CCHP | Commissioner and parent carer visit to Bristol's Adult Autism Hub to observe service offer before, during and after diagnosis | | Co-design new Children's Autism Hub offer based upon feature and strengths of adult offer | | Pilot new Children's Autism Hub offer, linked to implementation of new diagnostic pathway | | Evaluate Children's Autism Hub offer Young people with autism report improved experience of transition to adult health services | |

| Improvement Priority 4: | | | | | | | | | | |
|---|--|--|--|-----|--|-----|--|-----|-----------------------------|-----|
| The underachievement and lack of inclusion of children and young people with SEND, including the high rates of persistent absenteeism and fixed-term exclusions | | | | | | | | | | |
| Ref | Action | Lead | Milestones | | | | | | | |
| | | | July 2020 | RAG | November 2020 | RAG | March 2021 | RAG | July 2021 | RAG |
| 4.6 | Secure the resources to enable increased capacity to improve and grow responsive services so that young people with EHCPs are supported to achieve successful post 16 outcomes | Head of Service, Employment and Skills | Funding secured and, implementation started. | | Improved CEIAG for young people with SEND that increases their career aspirations and pathways | | Evidence of impact on EET | | Evaluate and review | |
| 4.7 | Expand dynamic risk stratification process for young people with LD and autism from health to education and social care | Head of Children's Continuing Care | Establish risk registers across CAMHS teams in Bristol | | Share register and establish input from social care and education. | | Management of risk register developed as part of Complex Needs Group | | Review and evaluate impact. | |

Improvement Priority 5

| | |
|--|---|
| <p>Improvement Priority 5: The fractured relationships with parents and carers, lack of co-production and variable engagement and collaboration.</p> <p>SROs: Service Director Education and Skills</p> <p>Head of Children and Maternity, NHS Bristol, North Somerset & South Gloucestershire CCG</p> | <p>Outcomes we are aiming to achieve</p> <p>Parents and carers have a positive experience of the SEND system in Bristol and their confidence in the system improves. To enable this, leaders across the partnership will take the necessary actions to ensure that:</p> <ol style="list-style-type: none"> There is a whole system approach to co-production with children, young people and families across Education, Social Care and Health We better understand Bristol's communities and their needs, so we can reach out and communicate more effectively with <u>all</u> parents and carers and young people, enabling genuine co-production and consistently purposeful engagement and collaboration to ensure we are putting children, young people and families first; gaining their trust and improving their confidence in the system [see priority 1] The Local Offer is jointly-commissioned [see priority 1], co-produced, and supported with appropriate resource to ensure it is accessible, comprehensive, and the information about it is useful, including that on the Local Offer website, is up to date and maintained to allow children and young people with SEND and their families to make informed choices Parents, carers and children and young people are appropriately provided with timely and helpful communication, information and support that ensures they understand and are guided through the statutory process. |
| <p>Impact Measures</p> <ul style="list-style-type: none"> Evidence of consistent approach to engagement and co-production at an individual and strategic level Year on year improvement in parental experience of SEND system | |

| Improvement Priority 5: The fractured relationships with parents and carers, lack of co-production and variable engagement and collaboration. | | | | | | | | | | |
|--|--|---------------------------------|--|-----|--|-----|--|-----|--|-----|
| Ref | Action | Lead | Progress Action Tracker | | | | | | | |
| | | | July 2020 | RAG | November 2020 | RAG | March 2021 | RAG | July 2021 | RAG |
| 5.1 | Co-design and embed a whole system approach to co-production to ensure partners across the local area in health, social care and education understand what co-production | Principal Commissioning Manager | A series of workshops with senior officers and parents and carers has enabled audit against the quality indicators for co-production | | A shared understanding of co-production across the partnership and developing framework. | | Sustainable framework embedded. Shared language and change in culture evident | | Evidence of consistent approach to participation and co-production with parents, carers and children and young people. | |

Improvement Priority 5:

The fractured relationships with parents and carers, lack of co-production and variable engagement and collaboration.

| Ref | Action | Lead | Progress Action Tracker | | | | | | | |
|-----|---|--|--|-----|--|-----|---|-----|---|-----|
| | | | July 2020 | RAG | November 2020 | RAG | March 2021 | RAG | July 2021 | RAG |
| | means and have the knowledge, skills and tools to implement it effectively and consistently. | | Co-designed experience KPIs agreed Co-production charter developed Forward programme of co-production activities /events agreed with parent carer forum | | Co-produced programme of workshops / training for all staff and representative groups | | | | | |
| 5.2 | Co-design a survey with Parent Carer Forum to establish baseline for parental confidence / views of SEND system and monitor progress six monthly (annually from July 2021). | Head of Service Head of Accessible City | Baseline established; results considered by improvement board and reported back to parents with actions identified. WSOA leads consider implications of findings for their improvement actions. | | Second survey completed; results considered by improvement board and reported back to parents including comparison against first survey results. WSOA leads consider implications for their improvement actions | | Survey questions reviewed with parents and carers and expanded as required before launch of 3 rd survey. | | Annual report of survey results published as progress against WSOA and 'You said we did' format | |
| 5.3 | Co-produce the Local Offer website with children, young people, parents and carers in order to ensure information is clear, comprehensive, accessible and up-to-date. | Head of Service, Children's Commissioning | Developed working groups with young people, parents and carers to identify their key needs and agreed way forward for the Local Offer website. | | Completed stage one of the website development plan in co-production with young people, parents and carers. | | Completed stage two of the website development plan in co-production with young people, parents and carers. | | Website development plan delivered. A process of review has been developed in partnership with | |

Improvement Priority 5:
The fractured relationships with parents and carers, lack of co-production and variable engagement and collaboration.

| Ref | Action | Lead | Progress Action Tracker | | | | | | | | |
|-----|--------|------|--|-----|---------------|-----|------------|--|-----------|-----------------------------------|--|
| | | | July 2020 | RAG | November 2020 | RAG | March 2021 | RAG | July 2021 | RAG | |
| | | | A co-produced, website development plan, ratified by all groups being implemented. | | | | | Annual report of Local Offer progress published. | | young people, parents and carers. | |

Multi-Agency Data Dashboard to follow

Glossary

| Abbreviation | Description |
|---------------------|--|
| APEP | Assistant Principal Education Psychologist |
| AWP | Avon and Wiltshire Mental Health Partnership |
| BCC | Bristol City Council |
| BCH | Bristol Children's Hospital |
| BNSSG CCG | Bristol, North Somerset and South Gloucestershire Clinical Commissioning Group |
| CAMHS | Child and Adolescent Mental Health Services |
| CCHP | Community Children's Health Partnership |
| DCO | Designated Clinical Officer |
| DCS | Director of Children's Services (Statutory Role) |
| EHCP | Education, Health and Care Plan |
| EP | Education Psychologist |
| JSNA | Joint Strategic Needs Assessment |
| KPIs | Key Performance Indicators |
| SRO | Senior Responsible Officer |
| STP | Sustainability and Transformation Plan (National Health Service) |
| KS (1,2,3,4) | Key Stage (National Curriculum for different age ranges) |
| NEET | Not in Employment, Education or Training |
| EET | In Employment, Education or Training |
| FTE | Fixed Term Exclusion |
| CEIAG | Careers education information and guidance |
| SENDCo | Special Educational Needs and Disabilities Co-ordinator in education settings |
| | |