

Bury Local Area SEND Partnership Priority Impact Plan

June 2024

Index

Introduction 3

Governance 3

How will we measure impact? 7

Action Plan 10

 Priority Action 1: Leaders across the partnership should ensure that the SEND strategy continues to be implemented to improve the lived experiences of children and young people with SEND. This should be overseen by shared strategic governance to ensure that the pace of improvement is maintained. 10

 Priority Action 2: Leaders across the partnership should work collaboratively and effectively to improve the early identification of children and young people’s SEND as part of the graduated approach. In particular, they should urgently improve: 12

 Priority 3: Leaders across the partnership should improve the quality and availability of support for children, young people and their families while they wait for specialist assessments. This includes: 14

 Priority Action 4: Leaders across the partnership should improve preparation for adulthood from the earliest ages for all children and young people with SEND in Bury. This should include a well understood and co-produced strategy to embed preparation for adulthood effectively across the partnership. 17

 Priority Action 5: Leaders across the partnership should establish and implement a strategic approach to high-quality transitions for children and young people with SEND from birth to 25. 19

 Priority Action 6: Leaders across the partnership should further improve the quality of the statutory EHC plan process. This should include: 21

 Area for Improvement 1: Leaders across the partnership should improve communication to professionals, parents and carers and children and young people so that their strategies, actions and impact are better understood and that trust in the SEND system improves. The partnership should ensure that the local offer is updated regularly to provide parents, carers and other stakeholders with sufficiently accurate information. 24

 Area for Improvement 2: Leaders across the partnership should continue to develop the range of suitable AP available to children and young people in Bury. Leaders should further embed the improved oversight of AP and EOTAS packages in Bury. They should publish the refreshed policy for EOTAS, providing support so that this policy is clearly understood. 25

 Area for Improvement 3: Leaders across the partnership should work collaboratively to create a partnership-wide workforce development strategy. This should focus on coordinating training support and guidance to improve health, social care and education professionals’ ability to identify, assess and meet the needs of children and young people with SEND, from birth to 25. 27

Introduction

In February 2024, Bury's SEND services were inspected by the Care Quality Commission and Ofsted. The inspection team identified widespread, systemic failings in services in Bury and highlighted the challenge that we as a partnership know and have heard from our parents – we need to do more to improve the outcomes of children and young people with special educational needs and disabilities.

The challenges we face are considerable, with an increasing number of children with special educational needs and disabilities requiring support and increasing costs in delivering services. This has created issues in waiting times and in delivering our services and has also created a significant financial gap that we must also solve, to ensure that we do not have further issues in the future. To achieve this, we are being supported by the Department for Education's Safety Valve programme (PSV), supporting investment in our local system that will enable us to deliver the right services and support to our children, in a sustainable way.

We have worked hard with parent/carer forum BURY2GETHER and our partners to co-produce this Priority Impact Plan for Bury's SEND services. Both our Priority Impact Plan and the Safety Valve programme have one clear ambition: to ensure that we use the resources we have, to best meet the needs of our children with special educational needs and disabilities.

This is not the start of the journey, and along with the support of our schools, parents, carers and partner organisations such as Bury2Gether we have begun to make improvements for the future: building brand new Special Schools and creating more places for children with special educational needs and disabilities in existing schools, to ensure that we can support the children of Bury in Bury. As a local area partnership, we are committed to accelerate the pace and sustainability of improvement of services for children and young people with SEND and their families. We are committed to a genuine model of co-production, working with a children, young people and parents in the development of services and we are committed to ensuring that the lived experience of children and young people with SEND and their families is used to shape our assessment of progress, and impact on outcomes for children.

Governance

A new SEND Improvement & Assurance Board (SIAB) has been established to provide strategic system and partnership leadership, assurance and oversight of our progress in responding to the priority actions and areas for improvement identified in the inspection.

The SIAB is accountable to the Cabinet within the Council, and to the GM Integrated Care Board via the Locality Board, which operates as a sub-committee of the ICB Board. The Independent Chair will provide 6 monthly reports to the Cabinet and GM ICB on the work and progress of the SIAB.

There are other Boards which are connected to the work of the SIAB but are not part of the formal reporting arrangements:

- The Health & Wellbeing Board operates as a standing committee on health inequalities and will be routinely updated on the work of the SIAB;
- The GM SEND Board co-ordinates interventions that require a GM wide commissioning response and is also a mechanism for sharing good practice;

- Children’s Strategic Partnership Board focuses on improved outcomes for all children and young people in Bury, and as such will be updated on the work of the SIAB.

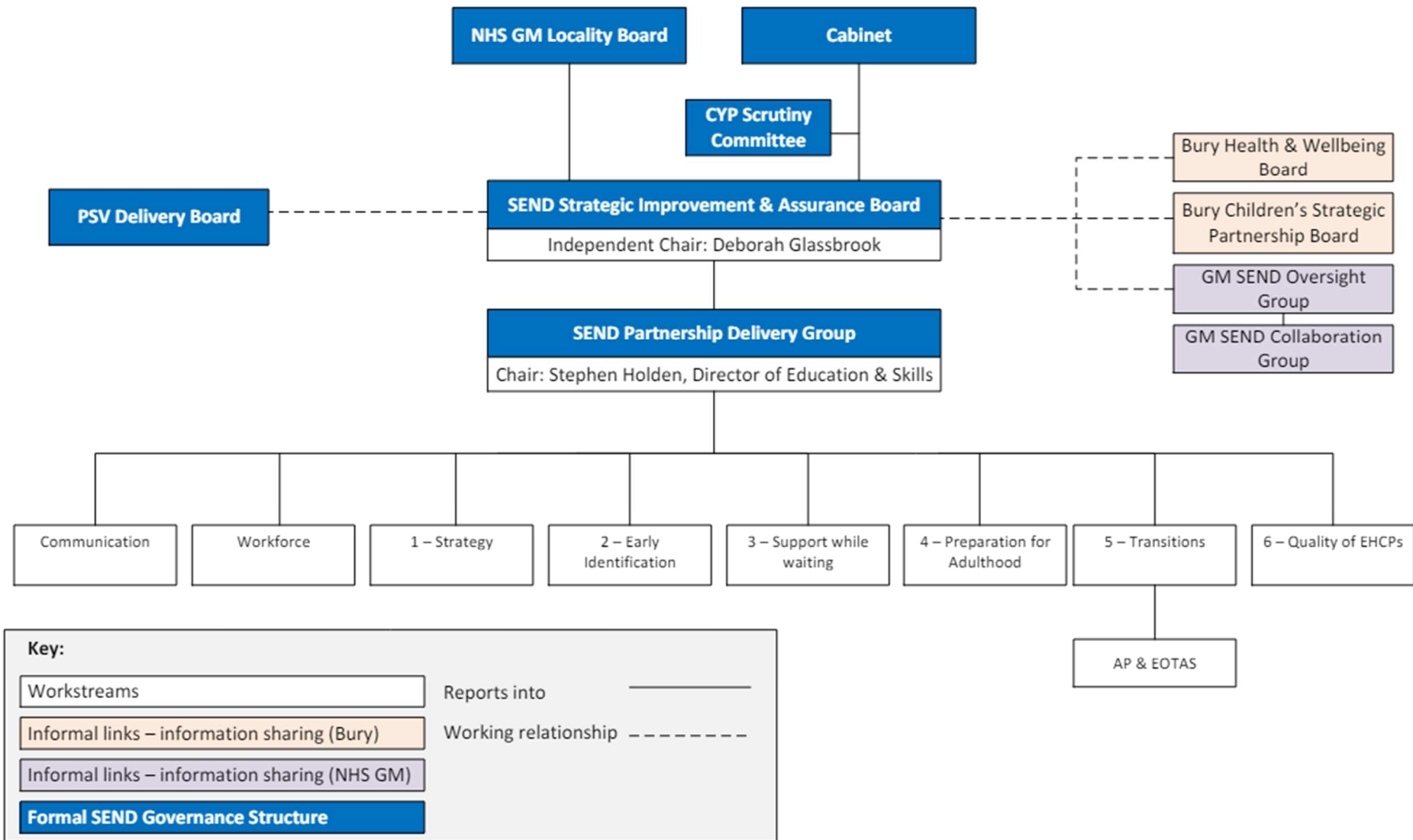
The SIAB will meet monthly and will include strategic leaders from across the partnership:

- Bury Council
- NHS GM and NHS provider organisations as appropriate
- Bury2Gether
- Primary School representative
- Secondary School representative
- Special School representative
- FE representative

This Priority Impact Plan is our strategic, high-level plan setting out what needs to be delivered in the next 12-18 months with key milestones and key performance indicators. To support the delivery of this plan, the Workstream Leads will each co-produce detailed operational plans. These operational plans will provide key assurance activity, including performance data and quality assurance findings that will be monitored by SIAB and will provide the tracking mechanism for the progress of actions and impact.

Each Priority Action (and Area for Improvement) has a nominated lead officer, who will be a senior officer within their organisation. They will provide monthly highlight reports to the SIAB, and ensure monthly reviews of the risk register.

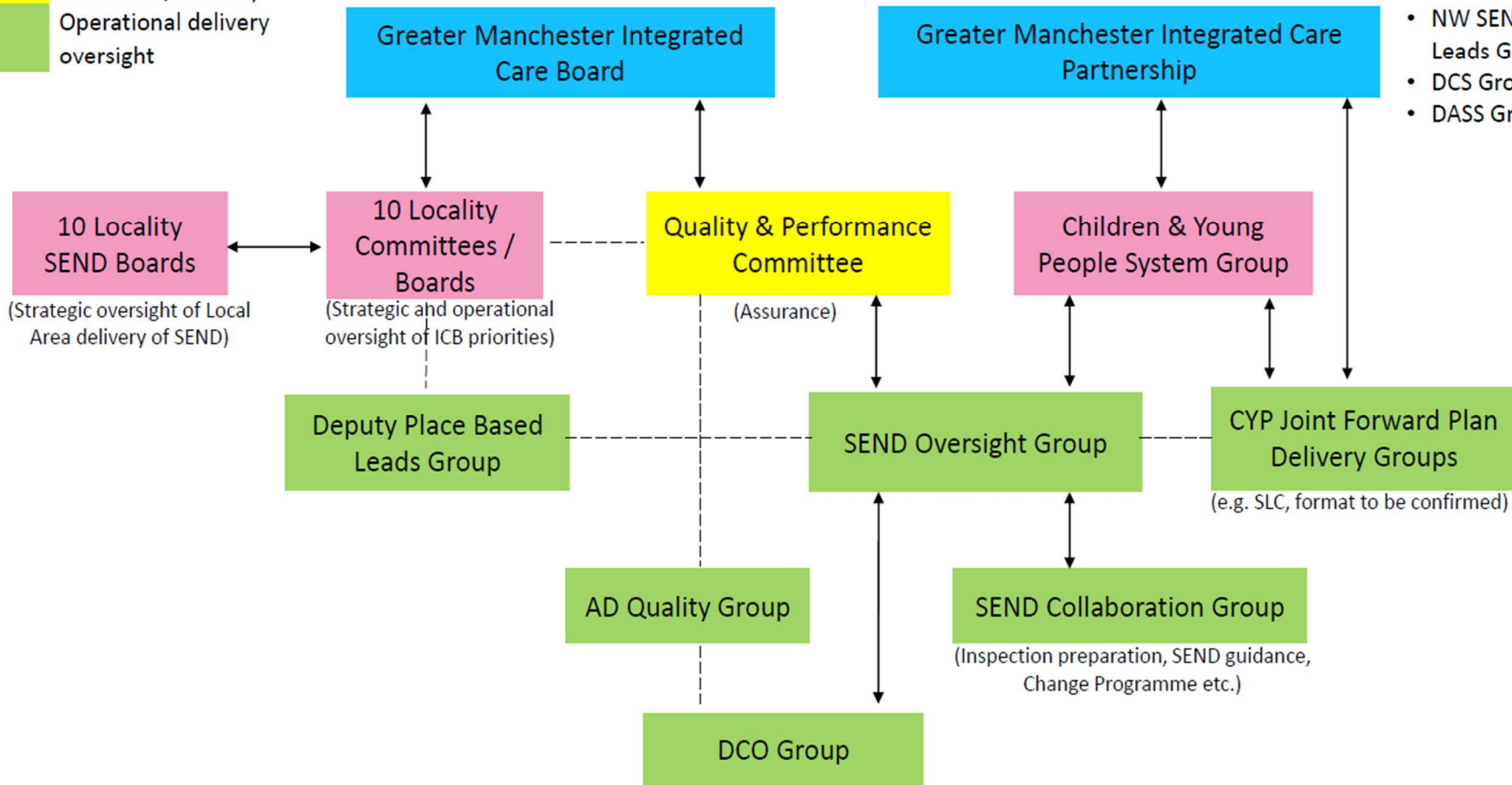
Governance Structure Diagram - Local Area:



- ICB decision making
- Strategic system group
- Assurance/advisory
- Operational delivery oversight

NHS Greater Manchester – SEND Governance

- GM SEND Board
- NW SEND Leadership Group
- NW SEND Strategic Leads Group
- DCS Group
- DASS Group



Voice of Children & Young People and their families

Voice of Children & Young People and their families

How will we measure impact?

Priority Area 1: Strategy

- Number of requests for EHCP assessments (per 10k child population)
- GCSE Attainment 8 score for children with identified SEND, split by EHCP and SEN Support
- KS2 Reading, Writing & Maths at expected standard for children with identified SEND, split by EHCP and SEN Support
- School Attendance rates for children with identified SEND & the overall cohort
- School Suspension rates for children with identified SEND & the overall cohort
- School Permanent Exclusion rates for children with identified SEND & the overall cohort
- Children with SEND who are electively home educated.
- Number of complaints received.
- Increased feedback from a larger number and more diverse range of parents and carers (*also relevant to **Communication***)
- Children/young people, Parents/Carers and professionals tell us that they understand the local area SEND Strategy (*also relevant to **Communication***)
- Children/young people, Parents/Carers and professionals tell us that they agree with the local area SEND Strategy (*also relevant to **Communication***)
- Parents/Carers and professionals tell us that they agree that good progress is being made in delivery of the local area SEND Strategy (*also relevant to **Communication***)
- Parents/Carers and children report that the local SEND services are making a positive difference to their lives (*also relevant to **Workforce****)

Priority Area 2: Early Identification

- Numbers of website visitors to the Graduated Approach toolkit (*also relevant for **Workforce****)
- Number of pages accessed per visit on the Graduated Approach toolkit (*also relevant for **Workforce****)
- Numbers of website visitors to the Local Offer (*also relevant to **Communication***)
- Number of pages accessed per visit on the Local Offer (*also relevant to **Communication***)
- Proportion of children in mainstream schools supported at SEN Support – split by primary and secondary school. (*also relevant for **Workforce***)
- Proportion of new EHCPs issued for children aged 10 years and over
- Parents/Carers -report that local services identified their children's needs early (*also relevant for **Workforce****)
- Parents/Carers report that local services support their child's additional needs well (*also relevant for **Workforce****)

Priority Area 3: Access to Health Services & Support while waiting

- Waiting list analysis for SLCN, Community Paediatrics & NDP – to be further developed as part of action 3.1f in the Priority Impact Plan
- Families report good access to General Practice (GP) services
- Families and young people agree that they have good access to the health services that their child needs
- Families and young people agree that there is supportive and helpful advice and guidance provided whilst waiting

Priority Area 4: Preparation for Adulthood

- Percentage of 16- & 17-year-olds with EHCPs in education and training
- Percentage of young people with identified SEND with a level 2 qualification at age 19.
- Young people and their parents/carers report that they feel well supported in their preparation for adulthood (*also relevant for Workforce**)
- Proportion of EHCP reviews for young people aged 14 with a PfA element in their review

Priority Area 5: Transitions

- Attendance rate for children with identified SEND in year 7
- Proportion of children reaching a good level of development by the end of reception year.
- Attendance rate for children with identified SEND in reception
- Suspension rate for children with an EHCP in reception and NC year 1
- Suspension rate for children with EHCPs in year 7
- Permanent exclusion rate for children with EHCPs in year 7
- All relevant professionals contribute to post-16-year-old EHCP reviews.
- Children/young people and Parents/Carers agree that there is good support during transitions into and between early years providers, schools and colleges (*also relevant for Workforce**)
- Proportion of adults with learning disabilities living independently or with family

Priority Area 6: EHCP Plans and Reviews

- EHCP issued within 20-weeks
- Number of reviews completed in year which result in an amended plan being issued

- Percentage of annual reviews where an amended plan is issued within expected timescales.
- Proportion of new plans with all appropriate advice provided and within expected timescales (including from children's social care).
- Proportion of reviews with appropriate input from all relevant professionals (including children's social care).
- Children/young people and Parents/Carers agree that the EHCP assessment process supports and helps meets needs.
- Children/young people and Parents/Carers agree that the EHCP review process supports and helps meet needs

Area for Improvement 1: Communication

- Parents, carers and children and young people provide positive feedback on the Local Offer via survey.
- Parents/carers report increased confidence in the local SEN partnership.
- Parents, carers and young people report that they understand the transport options and support available to them.
(Also other KPIs listed in other sections are relevant, especially in Priority Action Area 1: Strategy)

Area for Improvement 2: Alternative Provision and EOTAS

- Number of children on roll at Alternative Provision
- Average length of time that current cohort have been in AP
- Number of children in receipt of EOTAS packages
- Average length of time that current EOTAS packages have been in place
- Parents, carers and young people report that they understand the EOTAS policy and the support available to them

Area for Improvement 3: Workforce

- No separate indicators proposed for Workforce section, there are many indicators across the full list of KPIs that provide a clear view on impact of work with the workforce – indicated with an asterisk *

Action Plan

Priority Action 1: Leaders across the partnership should ensure that the SEND strategy continues to be implemented to improve the lived experiences of children and young people with SEND. This should be overseen by shared strategic governance to ensure that the pace of improvement is maintained.

Priority Lead: Jeanette Richards (Executive DCS) & Will Blandamer (Executive Director Health & Adult Care & Deputy Place Based Lead, NHS GM)

Desired outcome for children & young people	Actions	By When	How will we measure impact?	Links & Dependencies
1.1 Improve the lived experiences of children and young people with SEND and families and thereby improve their outcomes	1.1a Create SEND Strategy on a page – distil existing strategy, ensuring clear focus on preparation for adulthood, transitions, child voice and a social model of disability	October 2024	<ul style="list-style-type: none"> Approval of Strategy by SIAB in November 2024 Children, young people, parents/carers and partners tell us that they understand and agree with the local area SEND Strategy Number of requests for EHCP assessments (per 10k child population) 	
	1.1b Working with Bury2Gether, co-produce a mechanism for ensuring parental feedback is gathered about families' experiences and used to inform the Board's analysis of progress	December 2024	<ul style="list-style-type: none"> Formal quarterly review of progress against the SEND strategy with key stakeholders, including children & young people and families Shared understanding of progress between Board and families Increased frequency of feedback from a larger number and more diverse range of parents and carers Parents/Carers and professionals tell us that they agree that good progress is being made in delivery of the local area SEND Strategy Parents/Carers and children report that the local SEND services are making a positive difference to their lives 	AFI 1 PSV 10

Desired outcome for children & young people	Actions	By When	How will we measure impact?	Links & Dependencies
	1.1c Ensure clear governance for SEND improvement, including escalation route for SEND Improvement & Assurance Board within the local area	June 2024	<ul style="list-style-type: none"> • Governance structure/mapping shows how SEND is reported and decisions are made • There is greater transparency of governance, with minutes of SIAB meetings published on the Local Offer • Summary review of progress against all priority actions after 6 months • Board self-evaluation after 6 and 10 months • 6 monthly report from SIAB Independent Chair to Council & NHS GM on progress, which is published on the Local Offer 	
	1.1d Review the QA Framework and develop robust dataset to track progress and impact	August 2024	<ul style="list-style-type: none"> • Monthly multi-agency audits • Learning from single and multi-agency audits is shared across the partnership, including SIAB and key actions identified and monitored 	6.1b AFI 1 AFI 3
	1.1e Effective communication of strategy to all stakeholders, professionals, children and families	November 2024	<ul style="list-style-type: none"> • Families and partners tell us that they understand and agree with the local area SEND Strategy 	AFI 1 PSV 10

Priority Action 2: Leaders across the partnership should work collaboratively and effectively to improve the early identification of children and young people’s SEND as part of the graduated approach. In particular, they should urgently improve:

- children’s access to support from education, health and social care to improve the early identification of needs
- children, young people’s and professionals’ access to an effective, well-resourced educational psychology service.

Priority Lead: Stephen Holden (Director of Education & Skills)

Desired outcome for children & young people	Actions	By When	How will we measure impact?	Links & Dependencies
2.1 Better access to education, health & social care services to support early identification of children with additional needs	2.1a Improve and embed the use of the Graduated Approach to identifying and meeting need across the local area	October 2024	<ul style="list-style-type: none"> • GAT migrated to micro-site • Remaining sections (pre-school and post-16) in place • Impact analysis completed, including use of SEN Support in mainstream schools • Numbers of website visitors • Number of pages accessed per visit 	AFI 1 AFI 3 PSV 3
	2.1b Develop an outreach offer across all settings to support and embed a consistent borough-wide approach to early identification and intervention	December 2024	<ul style="list-style-type: none"> • Proportion of children in mainstream schools supported at SEN Support • Proportion of new EHCPs issued for children aged 10 and over • Feedback from professionals receiving targeted support • Parents/Carers report that schools and settings identified their children’s needs early • Parents/Carers report that local services support their child’s additional needs well • Successful recruitment to all roles in Outreach Team • Co-ordinated Outreach offer available across Resource Provision (RP), special schools, GAT Champion Schools, Accredited IQM schools and Early Years settings • Increased number of children and young people receiving earlier support 	AFI 1 PSV 3

Desired outcome for children & young people	Actions	By When	How will we measure impact?	Links & Dependencies
	2.1c Complete revision of the Local Offer and develop system to monitor ongoing use/access	November 2024	<ul style="list-style-type: none"> Local offer migration/online refresh complete Numbers of website visitors Number of pages accessed per visit 	AFI 1 PSV 2
	2.1d Increase SEND and wider Health Visitor capacity with new investment	January 2025	<ul style="list-style-type: none"> Increase in number of SEND Health Visitors (target to be agreed) Increased earlier identification and support for families Children will have increased access to a range of bespoke support in line with their needs Increase in delivery of evidence-based interventions to early years children Feedback from children, YP, parents and carers 	PSV 2 PSV 3
	2.1e Review the allocation and use of top-up funding to ensure equity and quality of support provided to children with additional needs	March 2025		PSV 3
	2.1f Review effectiveness, reach and access routes/pathways of Early Years support	January 2025		PSV 1
2.2 Children & young people have access to an effective Community Educational Psychology (CEP) service	2.2a Work with parents and carers, including Bury2Gether, to co-produce a service specification for a Bury community educational psychology service, with a comprehensive service development plan	September 2024	<ul style="list-style-type: none"> Benchmarking exercise to review Bury EP service with other LAs EP Service Development Plan 2024-2028, including pathways to service, published on the Local Offer Feedback from parents/carers/children on effectiveness Settings are able to buy in high-quality support, advice, training & assessments Families can access the CEP service based on need and without needing an EHCP 	PSV 2

Desired outcome for children & young people	Actions	By When	How will we measure impact?	Links & Dependencies
	2.2b Develop a comprehensive training and consultation offer to Bury educational and community settings, based upon recently carried out surveys with key stakeholders	October 2024		AFI 1 PSV 3

Priority 3: Leaders across the partnership should improve the quality and availability of support for children, young people and their families while they wait for specialist assessments. This includes:

- children and young people waiting for a speech and language therapy assessment and subsequent intervention.
- children waiting for a community paediatric assessment and subsequent intervention
- children and young people on a neurodevelopmental pathway for an assessment of ADHD or autism.

Leaders across the partnership should also ensure that young people aged up to 25 years old have access to a locally agreed neurodevelopmental diagnostic pathway

Priority Lead: Will Blandamer (Executive Director Health & Adult Care & Deputy Place Based Lead, NHS GM)

Desired outcome for children & young people	Actions	By When	How will we measure impact?	Links & Dependencies
3.1 Children, young people & families receive more timely access to services	3.1a Clinical and operational managers will review <i>SLCN pathways</i> and develop implementation plans that will identify opportunities to reduce waiting times from referral and assessment to intervention and the support offered as part of this pathway	December 2024	<ul style="list-style-type: none"> • Develop a reviewed service plan to address OFSTED priority actions and areas for improvement • SEND system will better understand service user journey and identify opportunities to offer earlier support whilst waiting • Children, young people and families will have access to a range of quality advice and guidance and support while waiting for specialist assessments 	
	3.1b Clinical and operational managers will review <i>community paediatric</i> pathways and will develop implementation plans that will identify opportunities to reduce waiting times from referral, assessment to	December 2024	<ul style="list-style-type: none"> • Develop a reviewed service plan to address OFSTED priority actions and areas for improvement 	

Desired outcome for children & young people	Actions	By When	How will we measure impact?	Links & Dependencies
	intervention and the support offered as part of this pathway.		<ul style="list-style-type: none"> SEND system will better understand service user journey and identify opportunities to offer earlier support whilst waiting Children, young people and families will have access to a range of quality advice and guidance and support while waiting for specialist assessments 	
	3.1c Clinical and operational managers will review <i>neurodevelopmental pathway</i> pathways (under and over 5) will develop implementation plans that will identify opportunities to reduce waiting times from assessment to intervention and the support offered as part of this pathway.	December 2024	<ul style="list-style-type: none"> Develop a reviewed service plan to address OFSTED priority actions and areas for improvement SEND system will better understand service user journey and identify opportunities to offer earlier support whilst waiting Children, young people and families will have access to a range of support and quality advice and guidance whilst waiting for specialist assessments 	
	3.1d Implement a need led Neurodevelopmental Profiling toolkit for advice and guidance (including support whilst waiting)	December 2024	<ul style="list-style-type: none"> Training undertaken across the children system and programme initiated Children, young people and families will have timely access to bespoke quality assured, advice and guidance based on need 	AFI 3 PSV 2
	3.1e Increase the use of evidence-based interventions across all age ranges as part of a growing offer	September - December 2024	<ul style="list-style-type: none"> Health visitor and early years staff trained and delivering evidence-based interventions to support earlier identification Children have improved access to support and quality evidenced based interventions Increase in delivery of evidence-based interventions to early years children 	AFI 3 PSV 2
	3.1f Develop transparent analysis of children waiting and on therapeutic pathways	September 2024	<ul style="list-style-type: none"> Quarterly updated information shared across the system, including with parents and carers via the Local Offer 	AFI 1

Desired outcome for children & young people	Actions	By When	How will we measure impact?	Links & Dependencies
			<ul style="list-style-type: none"> System has oversight of the waiting times on pathways and continues to work to reduce waiting times 	
	3.1g Development of 18-25 ADHD and autism diagnostic pathway	March 2025	<ul style="list-style-type: none"> ICB-led consultation Provider commissioned Procurement process 2024-2025 Pathway agreed People aged 18- 25 have access to ADHD and autism assessments Young people have better access to specialist assessments 	PSV 3
3.2 Children, young people & families receive better access and better quality of support while they are waiting for specialist assessments	3.2a Consult and engage with children and families to gather views on what would help regarding support whilst waiting	October 2024	<ul style="list-style-type: none"> Parents and carers will shape and influence support whilst waiting information Parents/Carers agree that they have good access to the health services that their child requires Parents/Carers agree that there is good advice available while they wait 	AFI 1 PSV 10
	3.2b Expand the range of support padlets and promote usage via Partnerships and local offer	September-December 2024	<ul style="list-style-type: none"> Padlets linked to the new local offer and partners websites QR codes widely distributed Printed resources available to the Orthodox Jewish Community Children, young people, parents, and carers will have access to a range of quality assured advice and guidance Families have access to a range of support and quality advice and guidance whilst their children wait for specialist assessments 	AFI 1 PSV 2

Priority Action 4: Leaders across the partnership should improve preparation for adulthood from the earliest ages for all children and young people with SEND in Bury. This should include a well understood and co-produced strategy to embed preparation for adulthood effectively across the partnership.

Priority Lead: Jeanette Richards (Executive DCS) & Will Blandamer (Executive Director Health & Adult Care & Deputy Place Based Lead, NHS GM)

Desired outcome for children & young people	Actions	By When	How will we measure impact?	Links & Dependencies
4.1 Children and young people are well prepared for adulthood	4.1a Complete needs analysis of cohort together with mapping of local provision and its quality, consulting with young people, parents/carers to identify gaps and to inform future commissioning priorities	October 2024	<ul style="list-style-type: none"> Shared understanding of provision in local area and how this is meeting the needs of children and families Commissioning decisions informed by needs analysis A greater understanding of the needs of young people aged 14+ 	AFI 1
	4.1b Ensure Local Offer includes Planning for Adulthood provision and information about accessing Higher Education	September 2024	<ul style="list-style-type: none"> Local Offer will be aspirational and include guidance on all aspects of PfA including support for Higher Education 	AFI 1 PSV 2 PSV 3
	4.1c All EHCPs reference planning for adulthood preparations for all children from the age of 14 and above (at Y9 review) to appropriately identify those who will need the Planning for Adulthood Pathway	December 2024	<ul style="list-style-type: none"> Percentage of 16 & 17 year olds with EHCPs in education and training Percentage of children with identified SEND with a level 2 qualification at age 19 Young people and their parents/carers report that they feel well supported in their preparation for adulthood 	PSV 9
	4.1d Establish transitions to provide support in preparing young people for adulthood, to progress into employment, training, apprenticeships and supported internships	September 2024	<ul style="list-style-type: none"> Team in place All young people with EHCPs receive additional support to ensure they progress into appropriate EET post-16 Connexions service screen young people who are at increased risk of NEET to target support – all YP with EHCPs are assessed age 16 	
	4.1e Embed Planning for Adulthood Pathway	February 2025	<ul style="list-style-type: none"> 14-25 Strategic Board meets regularly 	

Desired outcome for children & young people	Actions	By When	How will we measure impact?	Links & Dependencies
			<ul style="list-style-type: none"> ● Bury 14-25 Strategy reflected in the SEND strategy ● Lead professionals are appropriately identified for all children on Planning for Adulthood pathway ● Number of Planning for Adulthood plans ● Planning for Adulthood Assurance Meetings identify young people who need transitional support and co-ordinates the transition from Children's to Adults' services 	

Priority Action 5: Leaders across the partnership should establish and implement a strategic approach to high-quality transitions for children and young people with SEND from birth to 25.

Priority Lead: Sonja Butterworth (Senior School Assurance Officer)

Desired outcome for children & young people	Actions	By When	How will we measure impact?	Links & Dependencies
5.1 Children & young people have a positive experience of moving between early years settings, schools, colleges and adult life	5.1a Implement electronic solution (“6into7”) to delivering personalised pupil pathways for transition and inclusion between primary and secondary schools	September 2024	<ul style="list-style-type: none"> All Bury Schools are accessing 6 into7 Improved contributions from schools/SENCOs regarding transitions School report increased consistency across transitions between phases Evaluate impact of 6 into 7 SENCOs, Schools, parents and professionals tell us that transitions from primary to secondary are successful Attendance rate for children with identified SEND in year 7 	AFI 1 AFI 3 PSV 3
	5.1b Co-produce with parents & carers best practice guidance & tools across the partnership, incorporating a graduated response	March 2025	<ul style="list-style-type: none"> Toolkit in place and easily accessible Schools, parents and professionals tell us that the toolkit is useful Best practice is recognised more widely 	AFI 1 AFI 3 PSV 3 PSV 10
	5.1c Expand 6into7 for use at other points of transition: <ul style="list-style-type: none"> Early Years into Primary School Secondary school to college College into adult life 	May 2025	<ul style="list-style-type: none"> Consultations have taken place with Early Years and post 16 steering groups Development of the programme links with CPOMS 6into7 has a wider scope that includes Early Years so all PVIs, home-based educators and post-16 settings can complete transition information online and an all through system is operating effectively in Bury. Parents/Carers agree that their child was well supported during transitions into and between schools and colleges 	AFI 1 AFI 3 PSV 3

Desired outcome for children & young people	Actions	By When	How will we measure impact?	Links & Dependencies
			<ul style="list-style-type: none"> Attendance rate for children with identified SEND in reception Percentage of children with identified SEND in education and training aged 16 & 17 	
	5.1d Develop an enhanced transition pathway for children supported by SEND Health Visitors transitioning to being supported by the School Nursing Service	May 2025	<ul style="list-style-type: none"> Transition pathway will be in place and easily accessible 	AFI 1 AFI 3 PSV 3
	5.1e Embed MDT meetings for children & young people being supported by the complex needs nurse (CCNT), Epilepsy Specialist Nurse, Continuing Health Care and District Nursing service	September 2024	<ul style="list-style-type: none"> MDT meetings taking place Feedback from children & young people and their families Explore expansion of the MDT meetings to incorporate a wider cohort 	AFI 3
	5.1f All Health Services to begin conversations with children & young people at 14 years about transition to adult health services	September 2024	<ul style="list-style-type: none"> Evidence in health records that conversations have taken place 	AFI 1 AFI 3 PSV 10

Priority Action 6: Leaders across the partnership should further improve the quality of the statutory EHC plan process. This should include:

- improving the quality of advice received from professionals as part of the needs assessment process.
- improving the timeliness and quality of updated EHC plans following annual reviews.
- improving appropriate social care contributions to EHC plans so that children and young people’s social care needs are reflected more accurately.
- improving the focus on preparation for adulthood in children and young people’s EHC plans so that their experiences and outcomes improve

Priority Lead: Wendy Young (Head of Service, SEND & Inclusion)

Desired outcome for children & young people	Actions	By When	How will we measure impact?	Links & Dependencies
6.1 Children & young people have better quality, better informed, more focused EHCPs that support their improved outcomes	6.1a Ensuring more timely advice from professionals, particularly social care, through better use of a more robust portal	September 2024	<ul style="list-style-type: none"> • Portal accessible by health visitors, school nurses, Community paediatricians, Speech and language therapists, Physical therapists, Occupational therapists for EHC Assessments • Test and learn activity to establish if portal can be functional for Annual Review advice • Number of parents accessing portal • Advice provided in response to all requests for assessment and reviews where appropriate • Fit for purpose template for providing advice, which is focused on strengths and needs of young people, including a focus on preparation for adulthood • Notification system in place to advise educational settings, Health and Social Care of upcoming Annual Reviews 	

Desired outcome for children & young people	Actions	By When	How will we measure impact?	Links & Dependencies
	6.1b Review the QA framework to ensure a robust single and multi-agency approach to audit and assurance and implement actions as required	August 2024	<ul style="list-style-type: none"> • Monthly audits taking place, including all key stakeholders • Increase the multi-agency involvement and activity of QA work - 10% of EHCPs to be quality assured per year • Assurance mechanisms in place within team to quality assurance plans as part of system and process – analysis of quality assurance built into data dashboard to measure impact • Learning from audit is shared quarterly to ensure continuous learning • Training tools for those carrying out audit & assurance – what a good plan looks like, including use of Tell Us Once 	AFI 3
	6.1c Review how the voice of children & young people is captured in, and used to inform, their plans and reviews and implement necessary actions	January 2025	<ul style="list-style-type: none"> • Pupil voice captured as part of the Graduated Approach and EHC Assessment process and proactively shared as part of the EHC Assessment • Pupil voice and aspirations are clear in EHC Assessment/Annual Review documentation from all partners • Pupil voice is evidenced in QA audits • ‘Tell Us Once’ is consistently used by practitioners • Parents/Carers agree that the EHCP assessment process supports and helps meet the needs of their child • Feedback from pupils following EHC Assessment/Annual Review 	
	6.1d Training on how to prepare a high quality EHCP with SMART outcomes	December 2024	<ul style="list-style-type: none"> • Improved quality of plans is evidenced in audit • Positive feedback from children, young people and families 	AFI 1 AFI 3

Desired outcome for children & young people	Actions	By When	How will we measure impact?	Links & Dependencies
			<ul style="list-style-type: none"> • Inclusion of preparation for adulthood outcomes in EHCPs from Year 9 - see Priority Action 4 • Training on producing quality advice for EHCPs across the partnership to include Education, Health and Social Care 	
6.2 Improve the timeliness and quality of updated EHC plans following annual reviews	6.2a Review the EHC Assessment and Review Team to ensure there is sufficient capacity for new EHCPs and to review and amend existing EHCPs, including a recovery plan to address current deficits	January 2025	<ul style="list-style-type: none"> • Number of reviews completed in year which result in an amended plan being issued following the LA's decision to amend • Percentage of annual reviews where an amended plan is issued within expected timescales following the LA's decision to amend • Routine sharing and discussion of weekly performance data to track timeliness and statutory compliance 	PSV 9
	6.2b Training for SENCOs on writing EHC assessment requests and delivering person-centred Annual Reviews	December 2024	<ul style="list-style-type: none"> • Improved quality of plans is evidenced in audit • Positive feedback from children, young people and families • LA co-ordination of Annual Reviews • Training for SENCOs on delivering person-centred Annual Reviews 	PSV 3 PSV 10

Area for Improvement 1: Leaders across the partnership should improve communication to professionals, parents and carers and children and young people so that their strategies, actions and impact are better understood and that trust in the SEND system improves. The partnership should ensure that the local offer is updated regularly to provide parents, carers and other stakeholders with sufficiently accurate information.

Priority Lead: Kate Waterhouse (Executive Director Strategy & Transformation)

Desired outcome for children & young people	Actions	By When	How will we measure impact?	Links & Dependencies
7.1 Children, families & stakeholders understand the strategy, impact and progress	7.1a Review local SEND system communications	September 2024	<ul style="list-style-type: none"> Co-produce with parents/carers/young people Published timeline for change - parents/carers/young people can see what is meant to happen and see pace of change Clear plan to ensure effective communication with all stakeholders, including understanding of available communication networks 	PSV 10
	7.1b Develop a SEND Communication Strategy, using work to date on the Communication and Engagement Plan	December 2024	<ul style="list-style-type: none"> SEND Communication Strategy approved by Board and published on the Local Offer Partners will be able to articulate the SEND Strategy and vision Co-produced mechanism to routinely gather feedback from parents and carers (via survey) Parents/carers report increased confidence in the local SEND partnership 	PSV 10
7.2 Children, families & stakeholders understand what support is available in Bury	7.2a Complete revision of the Local Offer and develop system to monitor ongoing use/access	September 2024	<ul style="list-style-type: none"> Local offer will be available on the Council micro-site and updated frequently Number of visitors to Local Offer website Number of pages accessed per visit 	2.1c PSV 2

Desired outcome for children & young people	Actions	By When	How will we measure impact?	Links & Dependencies
			<ul style="list-style-type: none"> Parents, carers and young people provide positive feedback on the Local Offer via survey Mechanisms in place to analyse access/use of Local Offer. Friends of the Local Offer meetings feed into ongoing development 	
	7.2b Ensure parents/carers understand the refreshed Transport Policy	September 2024	<ul style="list-style-type: none"> Parents, carers and young people report that they understand the transport options and support available to them 	

Area for Improvement 2: Leaders across the partnership should continue to develop the range of suitable AP available to children and young people in Bury. Leaders should further embed the improved oversight of AP and EOTAS packages in Bury. They should publish the refreshed policy for EOTAS, providing support so that this policy is clearly understood.

Priority Lead: Stephen Holden (Director of Education and Skills)

Desired outcome for children & young people	Actions	By When	How will we measure impact? <i>Milestones/QA</i>	Links & Dependencies
8.1 Children and young people receive good quality Alternative Provision (and EOTAS) that meets their needs	8.1a Develop and finalise AP Strategy 2024-26, including Section 19 responsibilities and EOTAS	December 2024	<ul style="list-style-type: none"> Strategy published on Local Offer Section 19 policy reviewed and revised policy published 	PSV 7
	8.1b Rationalise existing processes to ensure single oversight of pupil placement, commissioning and quality assurance for AP and EOTAS	June 2024	<ul style="list-style-type: none"> System oversight and assurance available to SIAB AP policy in place to ensure coherent systems and processes for placement and monitoring of outcomes Children in good quality AP provision Positive outcomes for young people in AP and EOTAS in terms of reintegration to school, transition to further education 	PSV 7 PSV 6

Desired outcome for children & young people	Actions	By When	How will we measure impact? <i>Milestones/QA</i>	Links & Dependencies
			and training, numeracy and literacy, attendance and engagement	
	8.1c Co-produce and confirm EOTAS Policy	September 2024	<ul style="list-style-type: none"> EOTAS Policy published on Local Offer Parents, carers and young people report that they understand the EOTAS policy and the support available to them. 	PSV 6
	8.1d Improve processes for considering new EOTAS package and reviewing existing ones through the annual review process.	March 2025	<ul style="list-style-type: none"> Rigorous and transparent decision-making processes in place to consider EOTAS requests Appropriate and proportionate EOTAS packages in place ensure positive pupil outcomes All new packages are considered by Resource Panel 	PSV 6
8.2 Children & young people have access to a range of suitable Alternative Provision (AP)	8.2a Complete needs analysis	September 2024	<ul style="list-style-type: none"> Reduce demand for longer term AP through identifying AP packages to support early intervention 	PSV 7
	8.2b Renew procurement and update directory with new providers	September 2024	<ul style="list-style-type: none"> Up-to-date directory with a broader array of providers to better meet need Increased range of provision to provide targeted support on schools and reduction in longer term placements in Alternative Provision 	PSV 7

Area for Improvement 3: Leaders across the partnership should work collaboratively to create a partnership-wide workforce development strategy. This should focus on coordinating training support and guidance to improve health, social care and education professionals' ability to identify, assess and meet the needs of children and young people with SEND, from birth to 25

Priority Lead: Will Blandamer (Executive Director Health & Adult Care & Deputy Place Based Lead, NHS GM)

Desired outcome for children & young people	Actions	By When	How will we measure impact?	Links & Dependencies
9.1 Children & young people & families in Bury receive good quality, well informed support from professionals across the partnership	9.1a Map current training offer across the partnership in relation to identification and meeting the needs of children with SEND, and evaluate its effectiveness	December 2024	<ul style="list-style-type: none"> Parents/carers and young people to share their lived experience in workforce training Attendance at training sessions by different cohorts Positive feedback from attendees about difference made 	PSV 10
	9.1b Develop Partnership Workforce Strategy	January 2025	<ul style="list-style-type: none"> Comprehensive and enduring CPD programme for schools and settings is established with a focus on Early Identification and Early Intervention to embed the Graduated Approach in all settings, including schools, colleges and early years Induction Plan available for all new staff in SEND roles across the partnership 	
	9.1c Develop Partnership Learning & Development Plan	March 2025	<ul style="list-style-type: none"> Develop a comprehensive training and consultation offer to Bury educational and community settings, based upon recently carried out surveys with key stakeholders. 	