

### **SEF Priority 3:**

Improve the quality and timeliness of the statutory assessment process, co- production of EHC plans and establish a new funding model for all children and young people with SEND

#### **Executive Lead(s) (Full name and role)**

Gary Redhead, Assistant Director Schools Planning and Resources and SEND  
John Miller, Head of SEND and Educational Psychology  
Natasha Patten, Designated Clinical Officer for SEND

#### **Key objectives: What do we want to achieve by March 2020?**

1. Achieve above average performance compared to outer London LAs in percentage of EHCPs issued for the first time (without exceptions completed within 20 weeks (January 2019 to December 2019 indicator)) – aiming for upper quartile performance by 2020
2. Improve engagement of schools, parents and young people in developing quality outcomes in plans
3. Achieve greater consistency in expected provision across schools at school support and understanding of decision making guidelines for statutory assessments subsequent reviews
4. Revise Resource Allocation System (RAS) to enable more transparency and consistency in decisions made.
5. To implement the SEN travel assistance action plan.

#### **Key performance/success measures (\*see performance dashboard)**

- a. There is an increase in the proportion of EHCPs published within statutory timescales – 57% by 9/19, 72% by 9/20 and 85% by 9/21. The Borough will reach and exceed the Outer London average by 2019
- b. There is demonstrable progress in the quality of EHC plans published, as measured by stakeholder feedback. Baseline plus 16% by March 2020.
- c. Surveys demonstrate an increased level of satisfaction and understanding of the EHC process. Compared to 2017/18.
- d. There is a reduction in complaints compared to 2017/18.
- e. The new funding model is developed by 2018 and it is progressively implemented from April 2019.

Ref No.	Key actions to achieve objective (s)	Lead (name in full)	RAG Oct 18	RAG Mar 19	RAG Oct 19	RAG Mar 20	Evidence document(s)
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- f. Evidence of direct link between cyp and parental aspirations and key stage outcomes and intervention in EHCPs
- g. Health care providers to achieve 90% compliance (98% from May 2019) with providing advice for Education, Health and Care Needs Assessments within 6 weeks.
- h. Progress against SEN Travel assistance action plan

1. Timeliness							
1.1	Improve synergy workflows and implement a suite of operational and performance reports to support more active management of timeliness and data accuracy Implement key short and medium-term recommendations from the rainmaker discovery review on “apply, assess and decide” aspects of the EHCP process for new plans	<b>Fabiola Peacock, Tamara Quinn</b>	G				Termly Progress report to SEND Executive.
1.2	Devise and Implement electronic Request for Statutory Assessment (ERSA) by June 2019	<b>Fabiola Peacock/John Miller &amp; Jane Fernley</b>	A				ERSA available electronically
1.3	Review and update information on the local offer for parents on assessment time lines April 2019	<b>Fabiola Peacock</b>	A				Information on site updated and positive feedback from EPCF Minutes EPCF
1.4	Develop a smart paperless SEND Panel by August 2019	<b>Jane Fernley Fabiola Peacock</b>	A				Digital Board and SEND Executive minutes

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1.5	Review options for off the shelf or in-house digital solutions to support collaboration and timeliness by April 2019	<b>T Fabiola Peacock</b>	G				Options paper to digital board
<b>2. Engagement and Plan Quality</b>							
2.1	Engagement with special school Heads and through SENCo networks to ensure consistency in reviewing outcomes and targets in SEN Provision and EHC Plans	<b>John Miller, Glynys Weller (ELP SEN lead)</b>	G				Notes of meetings with Special school heads and SENCos and outcomes updated
2.2	Work through the Ealing Parent, Carer Forum and MENCAP on updating parent and Children and Young People's participation strategy	<b>Gary Redhead</b>	G				Finalised updated participation strategy, participation training trialled. Review progress at Power Group and EPCF meetings Minutes EPCF
2.3	Annual audit of random sample of new EHCPs to inform further training for professionals to write person-centred outcomes. Develop exemplars of EHCPs with good golden threads	<b>John Miller Natasha Patten</b>	A				Audit report in July 19
2.4	Promote C&YP involvement in Annual Reviews through primary and high school SENCo networks and out-borough placement contracts. Publish and disseminate best practice by July 2019	<b>John Miller</b>	A				Presentation to SENCo Networks. Ealing Teaching School Alliance SENCo Survey  OOB special school contracts to require student attendance

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							at annual reviews. Report on number of C&YP in attendance at ARs – quarterly report
2.5	To include 'health involvement' section within ERSA that asks for information about child's condition and professionals involved.	<b>Fabiola Peacock Natasha Patten</b>	A				SENAS handbook updated by November 2018
2.6	Ensure early visibility of emerging EHCP with parents and young people before decisions made.	<b>Fabiola Peacock</b>	A				Synergy Report produced, based on draft EHCP letters sent / emailed to parents
<b>3.0 Greater consistency in decision making</b>							
3.1	Review decision-making guidance with schools and parent representatives and publish expectations at SEN Support.	<b>John Miller Glinys Weller</b>	A				Revised documents published January 2019
3.2	Targeted LA involvement in annual reviews prior to key transition points at Year 4/5 and in Year 8/9 to ensure most effective provision at the next key stage	<b>John Miller</b>	A				Faster LA response to school requests for a change in provision, demonstrated in a quarterly report (Oct 19 onwards). Report to demonstrate how many plans ceased, or where provision increased or decreased.
3.3	Design system to retrieve Key Stage outcomes and performance against annual targets (categorised by 6 areas: cognition /	<b>John Miller, Tamara Quinn</b>	A				Phase 1 cognition and attainment data from Key Stage reports for summer 2019. Further developments

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	communication/ physical & sensory / SEMH / Health / Care) from Annual Review records						linked to case management system development
3.4	Complete pilot of “working together meetings” and devise professional and parent questionnaires to evaluate effectiveness. Develop checklist to identify complex cases appropriate for multi-agency mtgs by April 2019	<b>John Miller</b> <b>Natasha Patten</b>	A				Report analysing questionnaire responses. Checklist is in use. Synergy report on % of working together meetings held for complex cases.
<b>4.0 Resource Allocation Transparency Review</b>							
4.1	RAS guidance based on needs and include quantitative measures (eg number of years delayed) in RAS question descriptors by April 2019	<b>John Miller</b>	A				Finalised RAS guidance document for schools, parents and LA Officers
4.2	Implement and monitor RAS variability between RAS and final funding allocation Make available RAS matrix assessment to parents and schools from April 2019	<b>Tamara Quinn</b>	A				Finalised RAS Guidance documents for schools, parents and LA Officers
4.3	Professionals contributing to EHCP assessments produce a clear summary of recommendations and suggest RAS score in their advice by May 2019	<b>John Miller</b>	A				Guidance re summarising recommendations, and how to generate RAS scores in each ESCAN team.
4.4	Implement the SEN travel assistance action plan, including on-line application form, update website, route optimisation, in phase 2 GPS route monitoring application	<b>Tamara Quinn</b>	A				Progress reports on action plan