

Hertfordshire SEND Improvement Plan

(Incorporating our Priority Action Plan)

December 2023

Our Partnership Ambition for Children, Young People and Families with SEND

We are hugely ambitious for children and young people in Hertfordshire with SEND. In the development of the SEND Strategy 2022-2025 we defined five ambitions that are vital to improving outcomes for all children and young people with SEND in Hertfordshire.

These ambitions are integral to this improvement plan and have been a key part of the design work across the partnership that underpins it. The ambitions provide a golden thread through all that we do from a strategic to an operational level.

Our improvement plan sets out the actions required to deliver the ambitions within our strategy



Succeeding

This transformation plan is focused on delivery. If our children and young people are to succeed then we must continue to make improvements across the system. Our renewed governance arrangements and focus on delivery will help to ensure we are achieving our goals.

Tailoring

The actions outlined in this improvement plan reflect our ongoing commitment to recognise and support the diversity of individual needs and aspirations across Hertfordshire

Enabling

We are focused on supporting our workforce to continuously learn and improve and this is reflected in a range of new services and support. This will help to drive improvement in the workforce that will help to deliver better outcomes.

Supporting

We continue to develop our provision in Hertfordshire and this will continue to be a priority in the coming year and beyond, so we are well placed to meet needs appropriately.

Collaborating

This plan has been developed by colleagues from across Hertfordshire. Our strong relationships with Hertfordshire Parent Carer Involvement (HPCI) ensures the voice of families and taken into account and we are working to ensure that the voices of children and young people with SEND remains at the centre of all we do.

SEND Strategy Ambitions

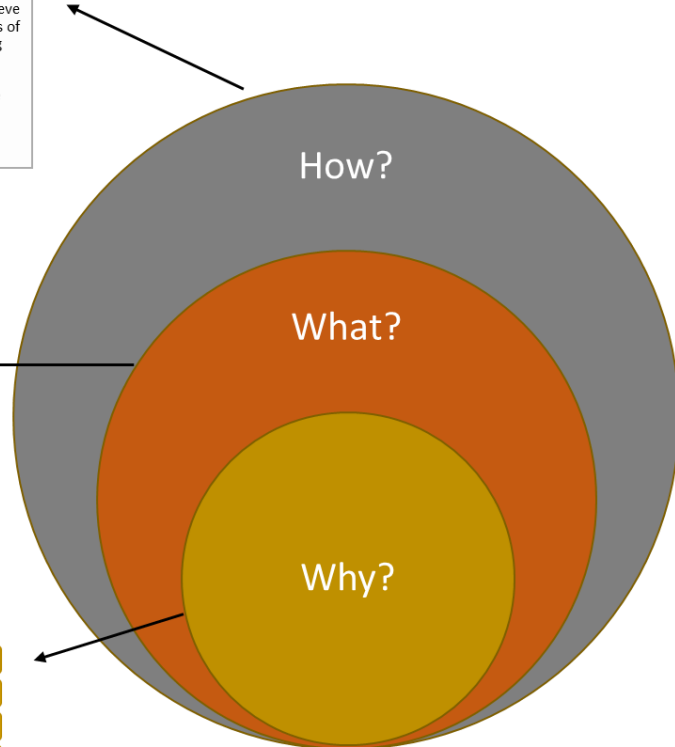
Tailoring	Enabling	Provision	Collaborating	Succeeding
<ul style="list-style-type: none"> Personalisation: Plan and deliver services that are flexible and respect individual wishes and meet individual needs 	<ul style="list-style-type: none"> Workforce (Network): Continue to develop a skilled, learning workforce that strives for excellence and staff are proud of their own achievements and celebrate those of others 	<ul style="list-style-type: none"> Supporting: providing sufficient and appropriate provision in Hertfordshire and within their community to meet CYP's wishes and meet individual needs 	<ul style="list-style-type: none"> Partnership: Working in partnership with other organisations to deliver the right services at the right time to prevent problems escalating 	<ul style="list-style-type: none"> Outcomes: Supporting all CYP with SEND to achieve success in all areas of life understanding the impact of the pandemic and working to ensure our young people achieve their potential

Parents & Carers Priorities

<p>High levels of aspiration for CYP with additional needs including improving outcomes/attainment/progress</p>	<p>Getting the basics right to ensure CYP with SEND thrive – quality first teaching with an aspiration to meaningful inclusion, effective and timely SEN support, meeting statutory requirements on EHCPs</p>
<p>Better joint working across all agencies to ensure consistent and holistic support</p>	<p>Timely access to health professionals / services, and multi – agency support while waiting</p>

Outcomes for SEND CYP

- Hertfordshire Outcome Bees Framework
- Be Happy
- Be Healthy
- Be Resilient
- Be Safe
- Be Ambitious
- Be Independent
- Be Included



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Introduction

SEND is a key priority for Hertfordshire and is owned strategically and politically across the system by senior leaders who are collectively ambitious for children and young people with special needs and disabilities and their families.

Ofsted and the Care Quality Commission (CQC) have recently undertaken a joint inspection of Hertfordshire's Local Area Partnership between 26th June and 14th July 2023. The purpose of inspection was to:

- provide an independent, external evaluation of the effectiveness of the local area partnership's arrangements for children and young people with SEND.
- where appropriate, recommend what the local area partnership should do to improve the arrangements.

The inspection outcome was that there are widespread and/or systemic failings leading to significant concerns about the experiences and outcomes of children and young people with special educational needs and/or disabilities (SEND), which the local area partnership must address urgently.

This action plan aims to take forward the learning from the Ofsted/CQC inspection process and will set out how the Partnership will address the priority actions for improvement identified through the inspection.

Our Commitment

The Hertfordshire local area partnership led by the County Council and NHS Integrated Care Board accept the [findings of the inspection report](#). We recognise that too many children and young people with SEND and their families have not received the service and outcomes they need and deserve. We are all, across the whole partnership, sorry for this and are taking urgent action to address the priority actions and areas for improvement in the report.

Strategic Vision

In Hertfordshire, SEND is everyone's business. Our strategy, developed with families and professionals, clearly sets out our approach to identifying and supporting Children, Young People with SEND. It reflects our legal duties and responsibilities as laid out in relevant legislation and identifies our priorities to ensure we're continuously improving support.

Our local area partnership vision is:

In Hertfordshire we want all children and young people with Special Educational Needs and Disabilities (SEND) to be included and valued, so that they can live happy and fulfilling lives. We will have services that will make a difference to families because they are joined up, inclusive, easy to access, close to home and adapt to meet individual's needs. Hertfordshire will be a county where we're proud to say that SEND is everybody's business.

The Local Area Partnership

Hertfordshire's Local Area Partnership spans a broad range of partners, services and stakeholders. As part of the Hertfordshire and West Essex ICS partnership, there are a range of specific and system-wide leadership groups which interface well and all focus on improving outcomes for children, young people and families. Schools are a recognised partner in the leadership of SEND across Hertfordshire. Education, health and care leaders regularly attend Primary Heads Forum (PHF), Hertfordshire Association of Secondary School Headteachers (HASSH) and Special School and Alternative Provision (SAP) meetings. The Local Authority commissions HFL Education to support and challenge schools' improvement. There is also close working with Further Education Providers.

The [Hertfordshire SEND Strategy](#) was co-produced with a wide range of stakeholders including the local authority, local health services, schools, parents, carers and young people and sets out 5 key ambitions which underpin our collective intent for service delivery and support across education, health and social care for 2022-2025. The strategy provides the framework to ensure that in Hertfordshire, SEND becomes everyone's business.

Leaders across our partnership are focussed on improving outcomes for children and young people with SEND and the [Hertfordshire's Outcome Bees Framework enables](#) our collective ambition to focus on the things that are most important for children and young people, to be happy, healthy, resilient, safe, ambitious, independent and included.

Our outcomes framework, that we developed with our partners, has been in place since 2018. The Outcome Bees provides a clear and shared vision for children, young people and their families that everyone can acknowledge. The Bees support us to align priorities and measure progress in meeting outcomes for all children and young people alongside a range of well-established outcomes frameworks across sectors.

To achieve our ambition for delivering positive change, it is essential that improvement activity and accountability is shared across this complex partnership and that our key priorities for improvement are delivered at pace, and evidence impact on the outcomes and experiences of children, young people and families with SEND.

Our Local Area Partnership Improvement Programme identifies the actions that Hertfordshire will undertake to address the most urgent areas of improvement, how we will measure success and what difference this will make to Hertfordshire children and young people with SEND and their parents and carers. Our plan focuses on ensuring that:

- Leaders should act with urgency to accelerate their data dashboard work so that they have a shared, accurate understanding of the exact provision for SEND in Hertfordshire, and of its quality, so that they can target coherent activity where it is needed most.
- Leaders should work more collaboratively and in partnership across all of SEND provision, with secure governance and quality assurance arrangements in place, and with a particular urgent focus on addressing the areas leaders have identified in their strategy for SEND.

<p>Owen Mapley Chief Executive Hertfordshire County Council</p>	<p>Dr Jane Halpin Chief Executive Hertfordshire and West Essex Integrated Care Board</p>
<p>Jo Fisher Executive Director of Children’s Services Hertfordshire County Council</p>	<p>Sarah Hannington Interim Programme Director for Children and Young People Hertfordshire and West Essex Integrated Care Board & SET CAMHS Collaborative</p>

Governance

Assurance and scrutiny of Hertfordshire Local Area Partnership Improvement Programme will be achieved through a newly established tiered partnership structure to ensure that there is integrated strategic leadership for all aspects of SEND, with the involvement of parents, carers and young people throughout.

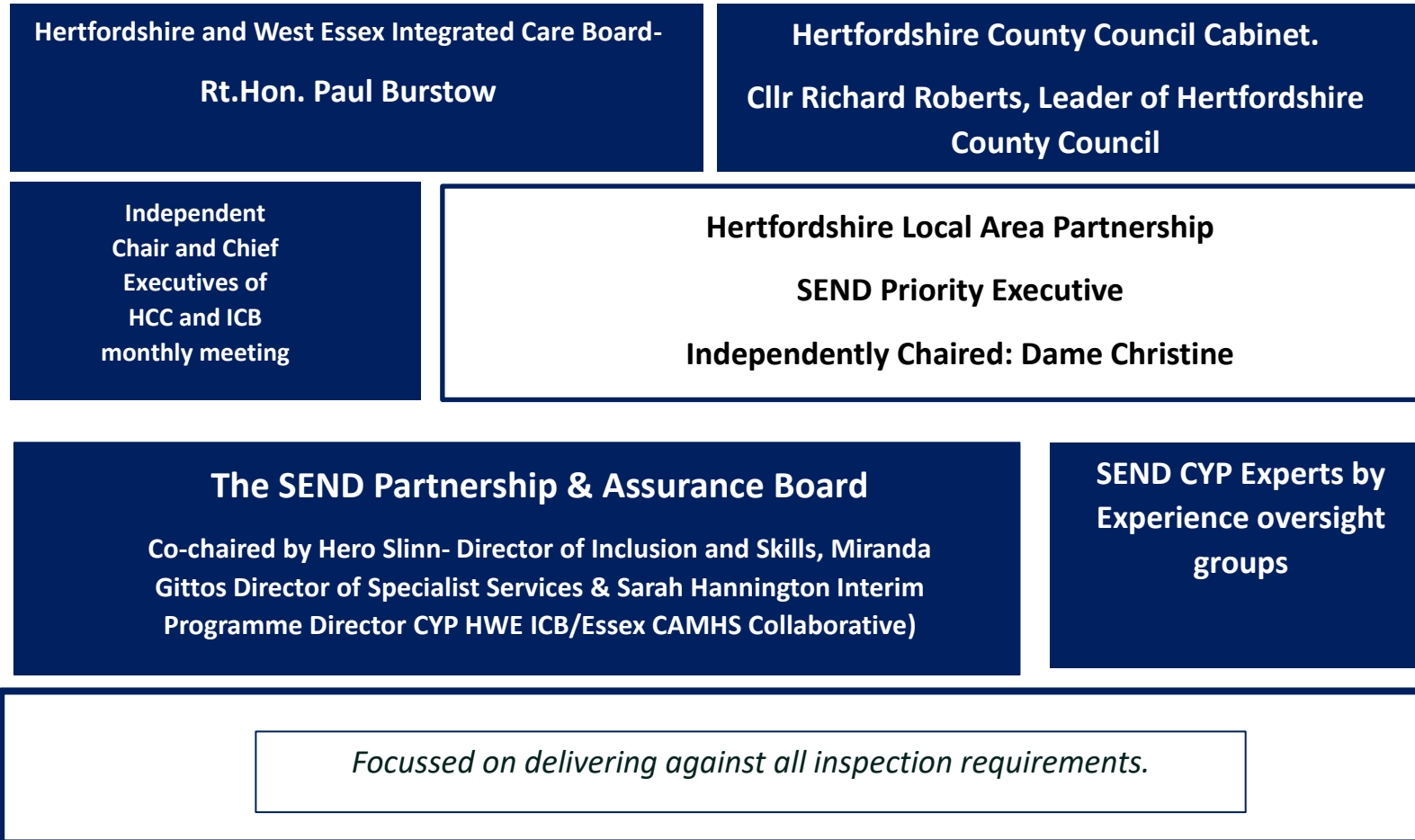
The Hertfordshire **SEND Priority Executive** will be chaired by Dame Christine Lenehan, previously Director of the Council for Disabled Children. The SEND Priority Executive will provide both high support and high challenge across the partnership, facilitating solution-focussed practice to resolve issues and barriers that impact on the timely delivery of actions. The SEND Priority Executive will be time-limited for the lifetime of the Improvement Programme, or until it can be transitioned into business-as-usual partnership governance arrangements. The Chief Executives of Hertfordshire County Council (HCC) and Hertfordshire and West Essex Integrated Care Board (ICB) will meet with the Chair of this group monthly. The board will report into existing governance structures to ensure clear lines of accountability and oversight by local councillors and the ICB's governing body. Membership of this board will be identified based upon their leadership roles and responsibilities to drive delivery on the priority areas for action and improvement from across the Social Care, Health and Education and crucially will include members Herts Parent Carer Involvement.

The **Hertfordshire SEND Partnership and Assurance Board** has been formed to provide effective governance, leadership and oversight to address the priority action and areas for improvement identified in the inspection report. The Partnership Board will ensure that the objectives of the programme are clearly defined and that progress, defined by agreed Key Performance Indicators and Quality Assurance activities measures, is on track and the desired impact achieved. Members of the group have been identified based upon the scope of the programme and the roles and responsibilities required to support delivery. Specialist leads and advisors from across Education, Health and Care sectors will also be invited to attend meetings to provide specific challenge and support to the programme as and when required. To fulfil its objectives as set out in the terms of reference and ensure the effective working relationship across the partnership, the board will be jointly chaired by Directors in Health, Education and Social Care. Membership of this Board will also include members of Herts Parent Carer Involvement.

A **SEND Experts by Experience Approach** is in development to ensure the voices of children and young people's lived experience feeds directly into our governance structure. Our Professional Promise is for the views of children and young people to be at the centre of everything we do. We have mapped the range of existing children and young people fora in Hertfordshire across health,

education and social care, and their remit. This will enable us to co-produce effectively by ensuring we are engaging with diverse, trained and supported children and young people who are experts by experience. Having this approach will ensure children and young people are fully integrated into the decision-making process, collecting views from a wide range of settings and those from seldom heard groups to participate in a way that works for them. Co-production and multiagency working are central to our improvement work and in the development of our Priority Action Plan.

Governance Arrangements



Independent
Chair and Chief
Executives of
HCC and ICB
monthly meeting

Hertfordshire Local Area Partnership
SEND Priority Executive
Independently Chaired: Dame Christine Lenehan

SEND Partnership & Assurance Board with HPCI

Co-chaired by Hero Slinn- Director of Inclusion and Skills, Miranda Gittos
Director of Specialist Services & Sarah Hannington Interim Programme Director

SEND CYP Experts by
Experience oversight
groups

Priority Action 1

Leaders should act with urgency to accelerate their data dashboard to have a shared understanding of the exact provision for SEND in Hertfordshire, and its quality so that they can target coherent activity.

Priority Action 2

Leaders should work more collaboratively and in partnership across all of SEND provision with secure focus on addressing the areas leaders have identified in their strategy for SEND.

SEND Data, Outcomes and Insight Group

Programme Level Delivery

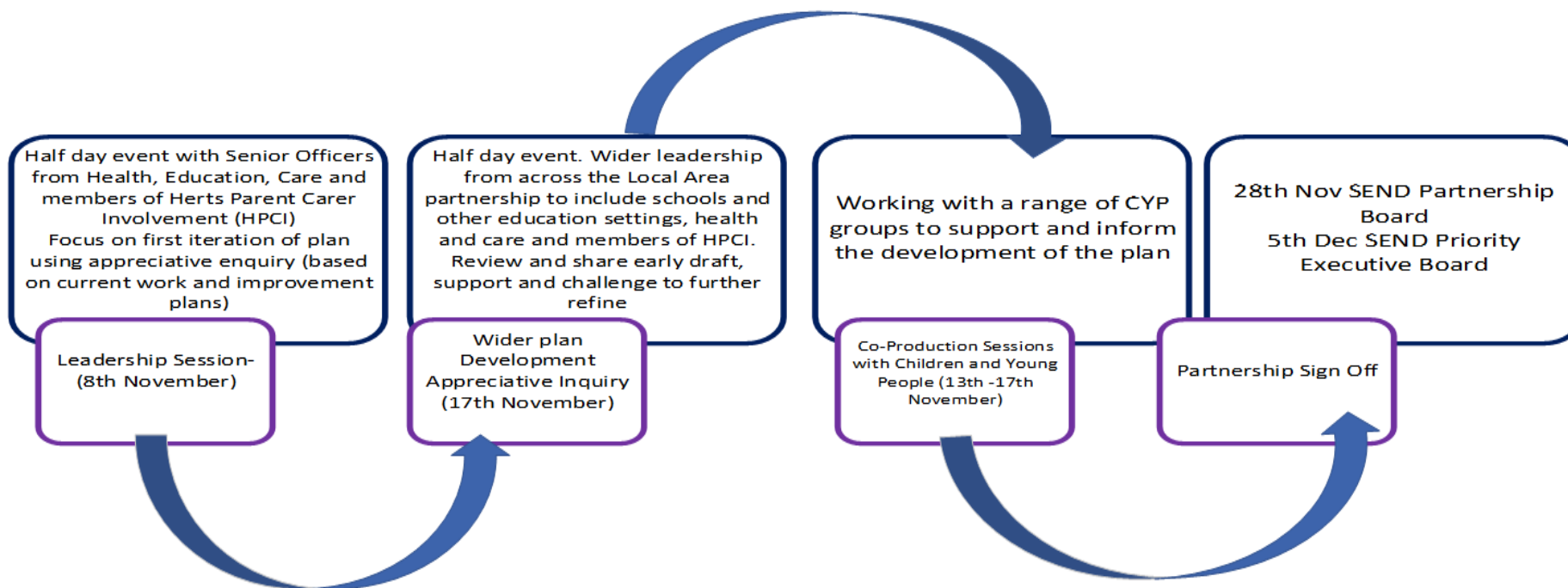
Co-Production

Co-Production is at the heart of how we deliver for Children with Special Educational Needs and or Disabilities and their families. Partners across the Local Area recognise the essential role that children and young people play in the development and improvement of services and have worked to ensure these voices are heard in key strategic governance groups to steer, advise and meaningfully influence service improvement and decision making. To ensure we place children, young people and families at the centre of what we do, regardless of which organisation or team. we have co-produced a [Professional Promise](#). This framework has recently been relaunched across the partnership and sets out the principles that frame the way that we work for and with our children, young people and families.

This Priority Action Plan has been co-produced during two sessions on the 8th and 17th November with 49 representatives from: Hertfordshire and West Essex Integrated Care Board, Healthcare Providers, education settings (from early years through to further education including mainstream maintained, special schools and Alternative Provision), Hertfordshire County Council Local Authority services (including social care, early help, integrated services for learning, and the virtual school), and parents and carers.

The views of parents and carers have been included in the development of this plan, via Herts Parent Carer Involvement (HPCI), which is the parent carer forum for Hertfordshire. Parent carer representatives have shared their thoughts about what families would expect to see in this plan and, more importantly, the changes that families want the plan to urgently deliver, in terms of improved service delivery and better outcomes for children and young people with SEND.

We have also met with our key stakeholders, children and young people. As time to develop the plan was limited, we achieved this through some of the weekly youth projects that are run across Hertfordshire for those with learning disabilities. We asked these groups a number of questions including: 'how your help could be better'. A key headline from this group of young people was that they wanted us to listen to them more and we have included this in section 2.3 of this plan. This plan also includes actions which will enable broader and more meaningful co-production with young people over the next 18 months.



Monitoring Progress

There will be monthly monitoring of progress against milestones and success measures embedded within the governance structure.

The SEND Priority Executive will receive monthly reports from the Joint Chairs of the SEND Partnership and Assurance Board for the first three months providing assurance to members of the Board and to enable any emerging concerns to be raised. The effectiveness of these monitoring arrangements will be assessed after three months and timings may be adjusted at the request of the SEND Priority Executive.

Each of the Joint Chairs will have overall accountability for the actions in the relevant sections of the Priority Action Plan.

The performance dashboard will incorporate key measures identified within each of the improvement priorities such as key performance indicators and quality assurance activities.

Each of the sub-groups in the programme level delivery will be responsible for monitoring their own action plan and providing evidence of impact to demonstrate improvement. Actions will be signed off by the SEND Partnership and Assurance Board and included in the updates to the SEND Priority Executive. Leaders will be expected to be held to account for the areas they lead on and to provide detailed analysis when actions are not being progressed as expected, and to take the steps necessary to improve outcomes. Updates on the progress made will be communicated to children and young people, families and wider stakeholders via existing communication channels such as SEND News and the Local Offer.

In order to monitor the performance of these plans, target figures have been established for monitoring purposes, and in the case of statutory measures, they are a step towards reaching full compliance.

Link between the Priority Action Plan, Improvement Plan and the SEND Strategy

One priority action is “Leaders should work more collaboratively and in partnership across all of SEND provision, with secure governance and quality assurance arrangements in place, and with a particular urgent focus on addressing the areas leaders have identified in their strategy for SEND”. The table below shows how the other priority action and areas for improvement relate to our SEND Strategy.

Our Strategic Ambitions (Taken from our SEND Strategy 2022 – 25)	Linked Areas for Priority Action and Areas for Improvement (Phrases in bold show the direct links to the SEND Strategy Ambitions)
Tailoring: Plan and deliver services that are flexible and respect individual wishes and meet individual needs	<ul style="list-style-type: none"> Leaders should act with urgency to accelerate their data dashboard work so that they have a shared, accurate understanding of the exact provision for SEND in Hertfordshire, and of its quality, so that they can target coherent activity where it is needed most (PA) Leaders across the partnership should act to improve the quality of new and existing EHC plans and ensure that plans meaningfully capture the voice and experience of children and young people with SEND and their families. (AI)
Enabling: Continue to develop a skilled, learning workforce that strives for excellence and staff are proud of their own achievements and celebrate those of other	<ul style="list-style-type: none"> Leaders should work more collaboratively and in partnership across all SEND provision, with secure governance and quality assurance arrangements in place, and with a particular urgent focus on addressing the areas leaders have identified in their strategy for SEND. (PA)
Provision: Providing sufficient and appropriate provision in Hertfordshire and within their community to meet CYP’s needs and wishes and meet individual needs.	<ul style="list-style-type: none"> Leaders across the partnership should address the variability in children and young people’s access to health services that exists in different areas within the local area so that all children and young people with SEND in Hertfordshire have an equal opportunity to access appropriate provision and support that meets their needs. (AI)

Our Strategic Ambitions (Taken from our SEND Strategy 2022 – 25)	Linked Areas for Priority Action and Areas for Improvement (Phrases in bold show the direct links to the SEND Strategy Ambitions)
	<ul style="list-style-type: none"> • Leaders should take action to ensure that pupils with EHC plans are attending the provision as stated on their plans, that the provision is effective in meeting needs, and that the use of part-time timetables is appropriate and is carefully managed and monitored. (AI) • Leaders should further address the gaps and delays in service provision to meet the full range of needs of children and young people with SEND. This includes services for ASD, ADHD, mental health, audiology and speech and language. (AI)
Collaborating: Working in partnership with other organisations to deliver the right services at the right time to prevent problems escalating	<ul style="list-style-type: none"> • The local area partnership should act to address parents’ and carers’ concerns at an early stage to reduce dissatisfaction and eliminate the need for parents and carers to have to follow formal routes. (AI)
Succeeding: Supporting all CYP with SEND to achieve success in all areas of life understanding the impact of the pandemic and working to ensure our young people achieve their potential	<ul style="list-style-type: none"> • Leaders should take action to ensure that pupils with EHC plans are attending the provision as stated on their plans, that the provision is effective in meeting needs, and that the use of part-time timetables is appropriate and is carefully managed and monitored. (AI)

Priority Action Plan

Areas for Priority Action	Responsible Body
1. Leaders should act with urgency to accelerate their data dashboard work so that they have a shared, accurate understanding of the exact provision for SEND in Hertfordshire, and its quality, so that they can target coherent activity where it is needed most.	Hertfordshire County Council and NHS Hertfordshire and West Essex Integrated Care Board
2. Leaders should work more collaboratively and in partnership across all of SEND provision, with secure governance and quality assurance arrangements in place, and with a particular urgent focus on addressing the areas leaders have identified in their strategy for SEND.	Hertfordshire County Council and NHS Hertfordshire and West Essex Integrated Care Board

<p>Priority Action 1</p> <p>Leaders should act with urgency to accelerate their data dashboard work so that they have a shared, accurate understanding of the exact provision for SEND in Hertfordshire, and its quality, so that they can target coherent activity where it is needed most.</p>	<p>Partnership Leads</p> <p><i>Hero Slinn, Director of Inclusion and Skills, HCC (Education)</i></p> <p><i>Miranda Gittos, Director of Specialist Services and Commissioning, HCC (Social Care)</i></p> <p><i>Sarah Hannington, Interim Programme Director for Children and Young People, Herts and West Essex ICB (Health)</i></p>
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Ref	Key Actions and Priorities- how will this be achieved?	Lead	By When	Key Milestones	Evidence of Impact- what's the impact? What will this enable our services to do differently/improve?
1.1	The Local Area Partnership will develop clear governance to oversee and rapidly drive forward the development of the partnership's framework for intelligence and insight across education, health and social care.	Strategic Lead for Intelligence and Insight	31 st Jan 24 31 st March 24 30 th June 2024	<p>Terms of Reference for the group are endorsed by the Partnership and Assurance Board and meetings timetabled throughout the year.</p> <p>Co-produce a framework endorsed by the Partnership & Assurance Board that sets out the approach to insight and intelligence and how each sector will be represented.</p> <p>Review progress in achieving the anticipated impact at the Partnership and Assurance Board</p>	<p>There is a shared ownership across the partnership around data and insight that leaders use to inform improvement and prioritisation which lead to better outcomes for children and young people.</p> <p>There is mutual understanding between partners agencies about what performance against each indicator means and who is responsible, so that trends can be quickly explored and improvements made.</p> <p>The Partnership's data and insight work adds value to work underway in individual organisations and does not duplicate it.</p>

Ref	Key Actions and Priorities- how will this be achieved?	Lead	By When	Key Milestones	Evidence of Impact- what's the impact? What will this enable our services to do differently/improve?
1.2	The Local Area Partnership will further develop the SEND System Dashboard, following the refreshed improvement plan, across the partnership, to inform reporting, service development and improvement activities	Strategic Lead for Intelligence and Insight	<p>31st Jan 24</p> <p>31st March 24</p> <p>31st March 24</p> <p>30th June 2024</p>	<p>Co-Produce prototype of refreshed dashboard to be presented to Partnership and Assurance Board that reflects aspects of performance that children and young people and their families tell us are most important to them.</p> <p>Partnership and Assurance Board agree the timetable for the Review and Refresh, we anticipate that the dashboard develops quarterly in line with the partnership's priorities.</p> <p>Use the journey of our children and young people to map the data needed for the dashboard to identify any gaps.</p> <p>Robust data insight development plan in place. Review progress in achieving the anticipated impact at the Partnership and Assurance Board</p>	<p>Leaders have a good understanding of performance of services and whether they meet required quality standards, the experiences of children and young people and outcomes they achieve so that they can better informed decisions to improve provision and target activity where it is needed the most.</p> <p>There is a consistent and accurate presentation of performance information that relates to the priority actions in the Improvement Plan, across education, health and social care. This will include: EHCP quality and timeliness, data in relation to therapies, neurodiversity and CYPMHS, children out of school, children on reduced timetables, attendance, children awaiting special school places, school exclusions, formal representations/complaints/compliments. Outcomes and experiences of children and young people and their families to reflect 1.4 and 1.5 below</p> <p>The Partnership supports a check and challenge culture so partners can be curious of data and gain full understanding.</p> <p>Clear accountability through the dashboard mechanism which can aid partnership decisions and direct resources.</p>
1.3	The Local Area Partnership will ensure the dashboard is well used across the governance structure for SEND improvement, enabling all levels of the partnership to be driven by data and insight	Independent Chair of the SEND Executive Board	<p>31st Jan 24</p> <p>30th June 24</p>	<p>Agreement on the standing items for each meeting, to include the Dashboard, for all Partnership & Assurance and SEND Executive Board meetings.</p> <p>Final operational procedures for the dashboard including reporting schedule</p>	<p>There is a shared understanding of performance across the system in Hertfordshire, which supports prioritisation and delivery of the areas for improvement and targeting of activity where it is most needed.</p> <p>There is a shared interpretation of the data to ensure effective joint commissioning, gap analysis, progress.</p>

Ref	Key Actions and Priorities- how will this be achieved?	Lead	By When	Key Milestones	Evidence of Impact- what's the impact? What will this enable our services to do differently/improve?
		Strategic Lead for Intelligence and Insight	30 th Sept 2024 30 th November 2024	across the partnership are endorsed by the Partnership Board. Training and support for leaders and managers from across the partnership is in place. We will review the Partnership's action log to identify decisions and actions directly taken as a result of data insight.	There is evidence of teams using the dashboard to inform management of operational delivery. Leaders respond appropriately to data intelligence and drive system change, direct resources and ensure value for money.
1.4	The Local Area Partnership will evaluate coverage of existing mechanisms to capture Children, Young People and families feedback across education, health and social care and identify and implement ways to receive feedback and act on it.	Inclusion and Skills Improvement Manager	29 th Feb 24 30 th June 24 30 th Sept 24 30 th Sept 24 31 st March 2025	Mechanisms used to capture Children, Young People and families voice in health, education and social care are mapped and gaps are identified, such as surveys, case studies, complaints and compliments. Existing qualitative feedback data are included in the data and insight framework Mechanisms are put in place to capture Children, Young People and families feedback where gaps are identified. New measures are incorporated into the reporting framework Review progress in achieving the anticipated impact at the Partnership and Assurance Board	Leaders and partners understand Children, Young People & Families lived experience better and use this feedback more regularly to improve services so that it can better meet need.
1.5	The Local Area Partnership will measure outcomes across the	Directors of Inclusion and	30 th April 24	Refresh indicators across the partnership to ensure all align to Hertfordshire's	Leaders and partners understand Children, Young People & Families lived experience better and use

Ref	Key Actions and Priorities- how will this be achieved?	Lead	By When	Key Milestones	Evidence of Impact- what's the impact? What will this enable our services to do differently/improve?
	partnership and intervene where outcomes are poor.	Skills and Programme Director CYP HWE ICB/Essex CAMHS Collaborative	30 th June 2024 30 th June 2024 31 st July 2024 31 st Dec 2024	children and young person's centred Outcome Bees framework. Review existing outcomes tools in use across the partnership and identify opportunities for better alignment. There is evidence that the Partnership Board routinely uses the above tools to ensure it understands outcomes and children's lived experiences, and has a process in place to intervene as needed. Evaluate the data from outcomes tools in relation to the experiences of children and young people using existing participation forums. Review progress in achieving the anticipated impact at the Partnership and Assurance Board	this outcome data to improve services so that it can better meet need.
1.6	The Local Area Partnership will accelerate the use of new systems that improve reporting.	Head of Intelligence-Resources Head of Digital and Systems Delivery, Childrens Services	31 st Dec 24 30 th Sept 24 31 st Dec 2024	Adoption of Power BI for SEND and Inclusion reporting. Groupcall implemented so that we have oversight of the attendance of children and young people with SEND in schools. Review progress in achieving the anticipated impact at the Partnership and Assurance Board	Increase in access and use of Power BI and Groupcall which enables professionals across the partnership to routinely access data and intelligence to support them to make evidence-based decisions about improvements and target their work where it is most needed

<p>Priority Action 2</p> <p>Leaders should work more collaboratively and in partnership across all of SEND provision, with secure governance and quality assurance arrangements in place, and with a particular urgent focus on addressing the areas leaders have identified in their strategy for SEND.</p>	<p>Partnership Leads</p> <p><i>Hero Slinn, Director of Inclusion and Skills, HCC (Education)</i></p> <p><i>Miranda Gittos, Director of Specialist Services and Commissioning, HCC (Social Care)</i></p> <p><i>Sarah Hannington, Interim Programme Director for Children and Young People, Herts and West Essex ICB (Health)</i></p>
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Ref	Key Actions and Priorities- how will this be achieved?	Lead	By When	Key Milestones	Evidence of Impact- what's the impact? What has this has enabled our services to do differently/improve?
2.1	The Local Area Partnership will refresh and embed enhanced governance and quality assurance structures to take shared responsibility across Social Care, Health and Education to address the areas of improvement identified within the SEND Inspection report.	Directors of Inclusion and Skills and Programme Director CYP HWE ICB/Essex CAMHS Collaborative	31 st Jan 2024 31 st Jan 2024 31 st Jan 2024 31 st January 2024	Established SEND Executive Board with Terms of Reference approved by its membership, (meeting monthly for the first three months and then reviewed). Independent chair appointed to oversee and ensure the effective performance of the SEND Executive Board Enhanced SEND Partnership and Assurance Board with Terms of Reference approved by its membership (meeting monthly for the first three months and then reviewed), chaired jointly by leaders in Health, Education and Social Care. Monthly Independent Chair meeting to be set up between Accountable Chief Executives of HCC and ICB	Partners understand their roles and responsibilities in delivering and assuring the required improvements and how the new governance structure relates to existing pan-Hertfordshire strategies and Boards. Partners meet regularly to drive forward improvements, and challenge each other where progress is not as quick as it should be or quality is not as high as it should be. The SEND Executive Board will include senior members that will give credibility to the work and help to unblock any issues as far as possible quickly and at the highest level. Stakeholders, including parents and carers, will see and feel and have evidence that leaders are seriously committed to making improvements quickly.

Ref	Key Actions and Priorities-how will this be achieved?	Lead	By When	Key Milestones	Evidence of Impact- what's the impact? What has this enabled our services to do differently/improve?
			31 st March 2024	Review progress in achieving the anticipated impact at the SEND Executive Board	Risks are understood and shared across the Partnership and strategies reflect how resources will be used jointly to manage them.
			31 st March 25	Co-Produced plan for an Annual Partnership Symposium themed on specific topics and key learning areas.	
2.2	The SEND Priority Executive and SEND Partnership and Assurance Boards will act on and prioritise the urgent delivery of the actions identified in the refreshed improvement plan that will lead to sustainable improvement.	Programme Manger Inclusion and Skills	31 st Jan 24	Expectations are set for those accountable for actions in the improvement plan to keep content up to date with a risk register and mitigation plan updated in line with the board meeting cycle.	<p>Workstream groups will deliver the actions in the Improvement Plan to the agreed deadlines and levels of quality, reporting their progress to the Boards.</p> <p>The Boards will challenge workstream groups where actions are not meeting deadlines, and will take decisions that enable the pace of change to increase if required.</p> <p>Partners will develop a more accurate sense of quantitative and qualitative outcomes and progress that will inform their delivery of actions.</p> <p>Measurable improvements in the following priority areas (target date is April 2025 if not otherwise specified):</p> <ul style="list-style-type: none"> • Reduce EHCP caseloads in the Inclusion & Skills Directorate from 400- 450 in 2023 to 200-250 for school-aged and post-16 cohorts, and to 50-60 for cohorts with additional vulnerabilities. • Improve timeliness of new EHCPs to 60% within 20 weeks from a baseline of 33% in 2022, and improve their quality as measured by quality audits and feedback from families
			31 st March 24	Establish and communicate new partnership programme management approach, to include clear and measurable targets and a schedule of programme assurance.	
			30 th June 24	Use the performance dashboard and tracking of other programme benefits, to inform prioritisation of delivery of actions.	
			31 st March 2025	Significant progress achieved in delivery of the actions in the Partnership's Updated Improvement Plan.	
			February 2024	Regular scrutiny of information gained from the quality assurance and audit programme to drive improvement across the Partnership.	

Ref	Key Actions and Priorities-how will this be achieved?	Lead	By When	Key Milestones	Evidence of Impact- what's the impact? What has this enabled our services to do differently/improve?
			30 th July 2024	Review progress in achieving the anticipated impact at the Partnership and Assurance Board	<p>(improve from current baseline of 14% of plans audited as Good or Outstanding, to 40% - as nationally benchmarked by Invision 360).</p> <ul style="list-style-type: none"> • Improve timeliness of Annual Reviews (from 9% in July 2023 to 40%) and improve the quality of Annual Reviews measured by quality audits and feedback from families (improve from current baseline of 14% of plans audited as Good or Outstanding, to 40% - as nationally benchmarked by Invision 360). • Support for children and young people with neurodiverse needs • Support for children with Speech and Language and communication needs: children will be assessed within statutory waiting time targets (6 weeks) by July 2024 • Support for children with mental health needs • Increase the numbers of compliments by 20% (from baseline of 207 compliments in 2022/23) and reduce complaints by 20% (from 2022/23 baseline of 530 complaints), taking into account the total EHCP cohort. • Reduce the numbers of children waiting for special school placements from 391 in June 2023, and reduce the numbers waiting more than 1 year (from 170 in Sept 2023) • Child, young person and family experiences of those services highlighted for improvement
2.3	The SEND Priority Executive and SEND Partnership and Assurance Boards will put in place mechanisms for children, young people and families to be at the centre of what we do ensuring those with lived experience are at the heart of	Head of Improvement and Transformation Inclusion and Skills	31st January 2024	<p>Each workstream delivering the Improvement Plan has a parent carer attending and contributing.</p> <p>Establish a new Participation post to work across the partnership, with the aim of expanding our participation and coproduction reach with children and</p>	<p>The Partnership is able to understand children and young people and family views and experiences more easily.</p> <p>The Partnership is able to gather and analyse the views of a broad range of young people to assure the quality of its work and is also able to act on this</p>

Ref	Key Actions and Priorities-how will this be achieved?	Lead	By When	Key Milestones	Evidence of Impact- what's the impact? What has this enabled our services to do differently/improve?
	driving change and assuring the quality of the improvements made.	Improvement Manager Inclusion and Skills Improvement Manager Head of Improvement and Transformation Head of Improvement and Transformation	31 st January 2024 30 th April 24 30 th June 2024 30 th April 2024 31 st July 2024	young people with SEND, as well as obtaining feedback on the quality of the improvements being made with large numbers of young people. SEND CYP engagement model in place across health, education and social care, to co-produce effectively by ensuring we are engaging with diverse, trained and supported children and young people who are experts by experience. Co-Produce the Local Area Partnership's strategy and approach for engaging with young people 0-25 in planning, assuring, and evaluating services. Partnership and Assurance board receiving direct feedback from CYP and are proactive in seeking it (short films, case studies etc.) and families with a "You said, we did" page, updated quarterly on the Local Offer. Review progress in achieving the anticipated impact at the Partnership and Assurance Board	feedback by co-producing improvements directly with a small cohort of young people. Parents, carers and children and young people feel they are regularly asked for their views and if their needs are being met, and can see how their feedback is acted upon. Evidence of the voice of the child and young person and their families in EHCPs and their review, transitions assessments and plans, health and social care assessments. Evidence of improvements made to services as a result of feedback received for children and young people and their families
2.4	The Local Area Partnership will agree and implement a multi-agency quality assurance framework to ensure the services and arrangements commissioned by the	Assistant Director for Childrens Commissioning (Herts) Hertfordshire and West Essex ICB	31 st March 2024 30 th April 2024	Produce a framework and templates for quality assurance. Publish agreed framework for quality assurance.	All SEND services commissioned by the Partnership will operate within a quality assurance framework which includes common elements of governance/performance reporting, compliance with relevant standards (local or national), feedback from children and young people and

Ref	Key Actions and Priorities- how will this be achieved?	Lead	By When	Key Milestones	Evidence of Impact- what's the impact? What has this has enabled our services to do differently/improve?
	partnership deliver high quality services to C&YP with SEND and their families.	Director of Specialist Services & Commissioning	30 th April 2024 31 st March 2025 30 th Sept 2024	Partners' quality assurance activity will start to include audits and learning events specifically focused on the voice of children and young people. Integrate the framework for quality assurance into the work of the Partnership, with each partner providing quality assurance reports to enable collective visibility of SEND services across Hertfordshire and the Partnership and Assurance Board conducting deep dives based on this. Review progress in achieving the anticipated impact at the Partnership and Assurance Board	families, evaluation, learning from feedback and evaluations and workforce capacity and development. The Partnership has a shared understanding of what quality assurance means, how everyone can play their part in monitoring and improving quality, and 'what good looks like' for Hertfordshire. The Partnership regularly learns from and acts on feedback, suggestions and complaints. The Partnership regularly uses a number of different tools to evaluate qualitative information and data including audits, performance data, service reviews and feedback from children and families. Audits will evidence the voices of children and young people in shaping their plans. Parents, carers and children should start to experience improved consistency in quality between services, as reported through audits and feedback. There will be examples of where the application of quality assurance framework has made improvements to service provision.

Improvement Plan

Area for Improvement 1: Leaders across the partnership should address the variability in children and young people’s access to health services that exists in different areas within the local area so that all children and young people with SEND in Hertfordshire have an equal opportunity to access appropriate provision and support that meets their needs.

Area for Improvement 4: Leaders should further address the gaps and delays in service provision to meet the full range of needs of children and young people with SEND. This includes services for ASD, ADHD, mental health, audiology and speech and language.

Ref	Action	What achieving this will mean for children and families	Milestones	Date	Lead	What is the impact?
1.1	We are developing a new model for autism and ADHD, including redeveloping the clinical pathways to form a single-entry pathway across Hertfordshire.	Regardless of where families have a GP in Hertfordshire, they will have the same access to these services.	The new model and redeveloped clinical pathways, including staffing models, will enable a business case to be drafted.	Clinical Pathway implementation by 31 st Jan 2025.	Programme Director for Children and Young People Herts and West Essex ICB/ Development Director, Hertfordshire Mental Health, Learning Disabilities and Autism Health and Care Partnership	<p>Improved access to getting emotional health and wellbeing support in education settings. Education staff will have access to training and support, enabling greater knowledge and confidence and awareness so need can be met at the earliest opportunity.</p> <p>Data collection will identify gaps in provision and provide direction for development/transformation of pathways to meet need.</p> <p>Waiting times will be stabilised with reduced variation across the county.</p> <p>Parents/carers and children understand the pathway, the expected waiting times for each stage and the NHS standards.</p> <p>Waiting lists sustained for CYP requiring assessment.</p>

Ref	Action	What achieving this will mean for children and families	Milestones	Date	Lead	What is the impact?
1.2	A Neurodiversity support hub will be expanded across Hertfordshire.	CYPF will know where to get information and support	Complete external evaluation of the pilot.	Support Hub pilot extension – to March 2025, with BAU for full service from March 2025 subject to funding	Programme Director for Children and Young People Herts and West Essex ICB/ Development Director, Hertfordshire Mental Health, Learning Disabilities and Autism Health and Care Partnership	<p>There is a single point of access for parents/carers and professionals to get information, support, and signposting on anything related to the neurodiverse needs of the child or young person (there is no requirement for diagnosis).</p> <p>Needs will be identified early so support can be put in place while they are waiting as evidenced by the number of CYPF accessing the hub and CYPF feedback.</p> <p>Parents/carers receive support pre and post diagnosis so they know what it means for their child and where support is available.</p> <p>Parents/carers will have access and knowledge of the broader support offer.</p> <p>Feedback from families evidence a reduction in escalation to specialist services.</p>
			We will jointly commission experts by experience	31 st January 2024		

Ref	Action	What achieving this will mean for children and families	Milestones	Date	Lead	What is the impact?
1.3	We will re-focus the Speech, Language, Communication and Autism (SLCA) Team to advise and support children and young people with SLCN and/or social communication and autism needs with a significant impact on their ability to access education, despite sustained intervention at a targeted plus level and above. An ADHD training offer will be developed and rolled out.	Children with neurodiversity receive the support they need at school/setting	New structure/ service delivery model in place	30 th Sept 2024	ISL Area Manager	Schools/settings rate SEND SAS training offer and intervention as either 'helpful' or very 'helpful' to increase the capacity of the school to respond to pupils with similar needs in the future. Schools/settings rate themselves confident to continue with supporting an intervention after advisory support and/or training from SEND SAS.
			ADHD Training Offer rolled out to schools.	30 th June 2024	ISL Area Manager	
1.4	We will embed VSEND as the preferred tool for identification of need across the SEND partnership.	Children's needs are identified earlier, and this is done in the same way no matter what school a child goes to.	80% of schools that have completed the training will have completed VSEND setting readiness and a CYP profile by Sept 24. Herts for Learning (HFL) Education will work alongside HCC to support schools to understand how to use and apply V-SEND to whole school systems by: <ul style="list-style-type: none"> embedding V SEND into HFL's SENCO 	30 th April 2025 31 st July 2024 September 2024	ISL Area Manager & County Lead Graduated Response HFL Lead SEND Adviser	This will support with early identification and ensure we have a common language and that we offer solutions so that children's needs are met

Ref	Action	What achieving this will mean for children and families	Milestones	Date	Lead	What is the impact?
			core training programme <ul style="list-style-type: none"> • updating guidance and resources related to VSEND in Hertfordshire's SEND Toolkit 			
1.5	We will review and revise the 0-25 SEND JSNA.	Parents/carers can be confident that those who commission SEND services understand the needs of children.	Revised JSNA completed. Involvement of parents, children and young people about needs and gaps in provision	31 st Sept 2024 November 2024	Strategic Lead (JSNA)	The Local Area Partnership will better understand the profile of needs of CYP.
1.6	We will co-produce a signposting tool for neurodiversity support services that reflects the continuum of need.	Parents can easily find out what help is available in Hertfordshire	Completed document in use.	30 th Sept 2024	County Lead for Graduated Response	CYPF and professionals have a greater awareness of services across the whole continuum of need.
1.7	We will follow up with CYP 14-25 who have a learning disability who do not engage with the annual health check process.	Young people are in receipt of information and learning about preventative health.	Increase in the proportion of CYP who have had an Annual Health Check by 5% compared to previous year.	31 st March 2025	Clinical Lead LD HWE ICS	CYP health needs are identified sooner to stay well measured by an increase in the number of young people who have their health needs identified and are referred for support/treatment.
			Increase in the proportion of CYP who have a health action plan by 5% compared to previous year.	31 st March 2025	Clinical Lead LD HWE ICS	
			Audit of Annual Reviews evidence CYP encouraged to attend Annual Health checks.	Quarterly	Commissioning Manager Learning Disabilities	

Ref	Action	What achieving this will mean for children and families	Milestones	Date	Lead	What is the impact?
1.8	We will improve waiting times for speech and language therapy in line with statutory requirements for education, health, and care needs assessments by July 2024.	Early access to interventions for children and families.	Workforce strategy implemented in full. To include apprenticeships, rotational posts, progressive posts, training leads and international recruits.	Recruitment ongoing in 2023 - 31 st March 2024 First wave of apprenticeships to be completed 2026.	Head of Family and Health Services Commissioning Senior Commissioning Manager Assistant Director Children's Commissioning – HWEICB Deputy Director of Ops – Hertfordshire Community Trust	Children's needs are being met in their school or setting at the earliest opportunity to prevent escalation. Children's access to the curriculum is supported. Children will be assessed within statutory waiting time targets (6 weeks) by July 2024
			Recruitment of education leads who support schools to developing 'Communication Champions' in to enhance the universal and targeted offer available in settings.	Developed by 31 st July 2024		
			Additional EHCP focused clinics to reduce waiting times for EHCP initial assessments. Approach to be reviewed prior to wider roll out.	31 st Jan 2024		The backlog and waiting times are reduced for EHC needs initial assessments.
			Continue to implement prioritisation framework across Hertfordshire for all referrals into the speech and language service.	All children to be assessed on risk matrix tool 2023/2024.		We will be able to target resources for children with the highest level of need. Those CYP assessed as having the highest level of need, accessing interventions within 14 weeks from initial assessment
			Promotion of the new webpages that has been built in collaboration with service users, followed by	Website now live, 2023/24		Families are aware of the new website, along with the information and support materials available to support their child while waiting and throughout

Ref	Action	What achieving this will mean for children and families	Milestones	Date	Lead	What is the impact?
			promotion and ongoing evaluation & development of content.			assessment and treatment pathways. evidenced by an increase in use of the webpages, annual parent/carer and school survey, reduction in the number of referrals where CYP can have needs met at a universal levels.
			Comprehensive and accessible SaLT Training Offer for education settings. Development of three Targeted Language Groups to upskill schools alongside delivering interventions to CYP thus supporting pupils in their education setting.	Embedding of the SaLT Training offer to schools – 2023/2024.		Schools take up of the Speech and Language training continues to increase providing early support, empowering school staff to support children and young people with SaLT needs. School identifies Communication Champions. Targeted Language groups are rolled out across Hertfordshire, with good take up by schools.
			Families to be kept up dated and support materials to be made available, whilst waiting. Waiting Well Strategy to be developed and implemented.	30 th April 2024.		Families are kept informed and made aware of the website, along with the information and support materials available.
1.9	We will improve timely access to hearing assessments and ongoing audiology interventions through System Wide Paediatric Audiology Service Improvements.	Parents/babies will be able to access early support/intervention	Recovery of New-born Hearing Screening Programme undertaking assessments for high priority cohort while recovery plans progress in ENHT	30 th Sept 2023 - ongoing	ICB Deputy Director Quality Improvement and Patient Safety – HWE ICB	Removal of backlog of ENHT children requiring Auditory Brainstem Response, all children to be seen within recommended timescales.

Ref	Action	What achieving this will mean for children and families	Milestones	Date	Lead	What is the impact?
			Communication to all families of children on waiting lists, with support of National Deaf Children's Society	Ongoing, timeline for each pathway, dependent on mapping work	Deputy Director Nursing & Quality - HWEICB	Receipt of patient/family feedback via existing mechanisms and the established Helpline with ongoing support and advice being provided.
			Recruitment to key audiology posts, Consultants in Audiovestibular medicine and Audiologists, with expertise to support recovery plans.	Recruitment from 30 th November 2023	Deputy Director of Ops – Hertfordshire Community Trust	We will be able to progress and completion of recovery work of services requiring internal audiology expertise.
			All the pathways across HWE system are mapped to review performance activity and whether there are options for mutual aid across the different providers. We will be focussing on the areas NHSE have identified as the priorities to minimise risk.	31 st December 2023- January 2024		Identification of local opportunities for mutual aid following system-wide review to understand system activity and performance.
			All paediatric hearing services across HWE to be UKAS IQIPS accredited (nationally recognised quality accreditation)	To be determined based on NHSE peer reviews and capacity of UKAS to complete accreditation		Evidence of UKAS IQIPS accreditation to ensure compliance in key areas such as performance monitoring, leadership and management, patient experience.

Ref	Action	What achieving this will mean for children and families	Milestones	Date	Lead	What is the impact?
				(anticipate April 2025.		
			Implementation of consistent reporting of paediatric quality standards across HWE system.	30 th April 2024		We will have consistent reporting from providers to support early identification of red flags or quality/ safety challenges. We will be able to identify and share good practice and areas of improvement with system partners to promote continuous learning.
1.10	We will ensure all commissioned CYPMHS providers have equitable and standardised reasonable adjustments policies and, where there are waits to treatment, will follow 'waiting well' policies and processes.	CYPF will be able to access the most appropriate service and receive support for their MH concerns regardless of any additional vulnerabilities. CYPF will feel supported and informed whilst they are waiting for treatment.	Reasonable adjustment policies embedded into practice for CYP with SEND who are accessing MH Support All CYPMHS are able to effectively provide support to CYP with SEND Continued drive to roll out of MHSTs across Hertfordshire educational settings, achieving coverage in all 10 districts and teams serving 45% of schools (inc Special Schools)	31 st March 2024 31 st October 2024 30 th Sept 24	Deputy Head of Service IHCCT	Improved journey and experience for CYP. CYP feel supported and held at the centre of their support and care.
			CYP/F feedback reports increase in positive experiences/journeys	31 st March 2024	Deputy Head of Service IHCCT	SEND 'friendly' settings to create more accessible access.

Ref	Action	What achieving this will mean for children and families	Milestones	Date	Lead	What is the impact?
			HFL Wellbeing and SEND Team support school mental health leads in self-regulation and reducing anxiety in the classroom	31 st Dec 2024	School Effectiveness Advisor	CYP are supported in the classroom.

Area for Improvement 2: Leaders across the partnership should act to improve the quality of new and existing EHC plans and ensure that plans meaningfully capture the voice and experience of children and young people with SEND and their families

Ref	Action	What achieving this will mean for children and families	Milestones	Date	Lead	What is the impact?
2.1	We will allocate EHCP cases across a broader range of teams, in order to improve quality and timeliness of new and existing EHCPs.	Children have high-quality timely plans that drive multi-agency work to ensure they achieve identified outcomes. Parents and carers feel supported throughout the process.	<p>'Making SEND Everyone's Business' allocating statutory work across:</p> <ul style="list-style-type: none"> • School-age Statutory SEND • Services for Young People – as above within Further Education (16-25) • Early Years SEND (Under 5s) • Virtual School (CLA) • Access, Inclusion and Alternative Provision (for those out of school / EHE / accessing alternative provision) <p>Managers and staff in the receiving teams complete training</p> <p>Teams receive cases.</p>	30 th April 2024	Improvement and Skills Manager	<p>Increase in the number of new and amended EHC plans audited as good or better, from current baseline of 14% of plans, to 40% of plans (as nationally benchmarked by Invision 360).</p> <p>Improved timeliness of new EHCPs to 60% within 20 weeks from a baseline of 33% in 2022 (and above the national and Statistical Neighbour average).</p> <p>Improve timeliness of Annual Reviews (from 9% in July 2023 to 40% by April 2025),</p>
2.2	Hertfordshire County Council additional £5m investment to recruit and train more staff, strengthening our workforce, in order to	Children have a high-quality plan that drives multiagency work, so they achieve identified outcomes.	Phased onboarding of up to 80 new frontline staff providing operational delivery, including:	30 th April 2024	Improvement and Skills Improvement Manager	Increase in the number of new and amended EHC plans audited as good or better, from current baseline of 14% of plans, to 40%

Ref	Action	What achieving this will mean for children and families	Milestones	Date	Lead	What is the impact?
	improve quality and timeliness of new and existing EHCPs.	Parents and carers feel supported throughout the process	<ul style="list-style-type: none"> 32 FTE new staff into School Age Statutory SEND 21 FTE new staff into Services for Young People 11.5 FTE new staff into Integrated Services for Learning front door 			<p>of plans (as nationally benchmarked by Invision 360).</p> <p>Improved timeliness of new EHCPs to 60% within 20 weeks from a baseline of 33% in 2022 (and above the national and Statistical Neighbour average).</p> <p>Phase transfer reviews completed consistently by the statutory deadlines of February and March</p> <p>Increase in compliments into the service by April 2025 by 20% (from 207 compliments in 2022/23).</p>
2.3	Develop SEND Academy to upskill existing and new staff to deliver high quality EHC needs assessments and review as part of usual practice.	Staff who support CYPF are well trained and equipped to deliver high quality practice.	<p>Design and development phase completed.</p> <p>Launch of Academy.</p> <p>Induction training programmes for new staff cohorts (12-weeks, starting every 3 weeks).</p>	<p>31st December 2023</p> <p>31st January 2024</p> <p>8th January to 30th June 2024</p>	Team Manager, Learning and Development	Improved quality of EHCPs demonstrated by the number of new and amended EHC plans audited as good or better from current baseline of 14% of plans, to 40% of plans (as nationally

Ref	Action	What achieving this will mean for children and families	Milestones	Date	Lead	What is the impact?
			Embed ongoing information and support sessions to promote staff wellbeing and resilience.	31 st March 2024		benchmarked by Invision 360). Increased satisfaction ratings between 2023 and 2024.
			Scope and agree opportunities to maximise the impact of the Academy across the Partnership	31 st Jan 2025		Increase in compliments into the service by April 2025 by 20% (from 207 compliments in 2022/23). 95% of statutory SEND staff complete SEND Academy training. Increased staff achieving accredited qualifications in statutory SEND work. Increased retention rate of statutory SEND staff. Positive staff survey feedback.
2.4	We will revise and launch the SEND Performance Management and Quality Assurance Framework.	Children and young people have high quality EHC Plans which meaningfully capture their views, experiences, needs	Recruitment of the Practice Development Leads roles to embed learning from quality assurance and auditing activity.	30 th April 2024	Quality Assurance and Audit Manager	Increase in the number of new and amended EHC plans audited as good or better from current baseline of 14% of plans, to 40%

Ref	Action	What achieving this will mean for children and families	Milestones	Date	Lead	What is the impact?
		and outcomes, and specify provision. We will ensure the voice of the child or young person is well represented in section A and throughout EHCPs and revisited at annual reviews	Multi-agency Audit schedule to detail the audits planned for the financial year produced and agreed by Partnership Board. Audits include focus on quality of advices from all partners and voice of the child.	31 st March 2024	SEND Quality Assurance Team Manager	of plans (as nationally benchmarked by Invision 360). The majority of EHC plans and their review will meaningfully capture children's voices, wishes, feelings and aspirations.
			All multi-agency audit reports and action plans to be reported to Partnership for scrutiny of quality.	30 th April 2024	SEND Quality Assurance Team Manager	
			SEND Learning week held each year offering multi-agency training sessions focussed on celebrating practice, raising awareness of the areas that require improvement.	Annually from 31 st October 2024	SEND Quality Assurance Team Manager	
			Regular multi-agency training responsive to audit activity findings delivered to education, health and social care where it is identified that this is required.	30 th April 2024	SEND Quality Assurance Team Manager	
			Roll out and monitor use of a new tool ('This is Me') created by young people and participation team to capture young people's information and views for new and existing plans.	30 th June 2024	ISL Heads of Service	

Ref	Action	What achieving this will mean for children and families	Milestones	Date	Lead	What is the impact?
			HFL Wellbeing and SEND Team develop some best practices examples and training for gathering student voice in school with SENCo's	31 st July 2024	School Effectiveness Advisor	
2.5	We will improve the quality the of advices that are provided to EHC Needs Assessments from practitioners across the partnership.	Professionals understand and respond to children's education needs	Improved Educational Psychology statutory offer via introduction of Collaboration Involvement Meetings which support timely assessment enabling better quality EHCPs.	30 th June 2024	Principal Education Psychologist	Majority of parent and child reported experiences of EHC needs assessments are positive. Increase in the number of EHC plans audited as good or better from current baseline of 14% of plans, to 40% of plans (as nationally benchmarked by Invision 360).
			Improve social care need identification for CYP with SEND, timeliness and quality of social care advice to EHC Needs Assessment by recruiting additional staff to support this pathway.	30 th June 2024	Designated Social Care Officer	
			Improve processes, timeliness, and consistency for the health contributions to Education Health and Care Plans and reviews.	31 st March 2025	Designated Clinical Officer	

Ref	Action	What achieving this will mean for children and families	Milestones	Date	Lead	What is the impact?
2.6	We will increase capacity to have smaller caseloads specifically according to need / stage of assessment in Statutory SEND delivery.	<p>Children have a high-quality and timelier EHC plan that helps them to achieve their outcomes.</p> <p>Parents and carers feel supported through the EHC Needs Assessment Process.</p>	<p>Managers in the receiving teams complete training to enable them to take onboard the new statutory duties.</p> <p>Clear priorities for staff are trained and monitored / review focusing on:</p> <ul style="list-style-type: none"> - Timeliness - Quality - Achieving Positive Outcomes - Clear Communication including parents, carers and CYP - Enabling the most vulnerable 	30 th June 2024	Director of Inclusion & Skills	<p>Increase in the number of EHC plans audited as good or better from current baseline of 14% of plans, to 40% of plans (as nationally benchmarked by Invision 360).</p> <p>Improved timeliness of new EHC needs assessments to 60% or above (above the national average)</p> <p>Improve timeliness of Annual Reviews (from 9% in July 2023 to 40% by April 2025),</p> <p>Increased satisfaction ratings between December 2023 – March 2025.</p> <p>Annual Review process helps to improve existing plans</p>
			Enabling a more personalised approach for CYP with additional vulnerabilities such as CYP being out of school, children in care and a more targeted approach for those in education settings.			

Ref	Action	What achieving this will mean for children and families	Milestones	Date	Lead	What is the impact?
			Refresh the Annual Review Strategy to focus on: -Timeliness -Quality -Achieving Positive Outcomes -Clear Communication including parents, carers and CYP -Enabling the most vulnerable			and check provision is meeting need

Area for Improvement 3: Leaders should take action to ensure that pupils with EHC plans are attending the provision as stated on their plans, that the provision is effective in meeting needs, and that the use of part-time timetables is appropriate and is carefully managed and monitored.

Ref	Action	What achieving this will mean for children and families	Milestones	Date	Lead	What is the impact?
3.1	Robust tracking, monitoring and intervention processes with actions being taken to ensure provision is effective in meeting needs, address severe absence and the use of part-time timetables for those with EHCPs.	There is less risk children slipping through the gaps. Robust conversations with schools focused on specific groups/individual YP in each school.	Through the annual review process we will monitor the effectiveness of provision meeting the needs of CYP with EHCPs. We will evaluate this using the Invision 360 tool for annual reviews.	30 th September 2024	Director of Inclusion & Skills	Reduction in number of CYP with EHCPs on part time timetables - focused support for vulnerable YP by 50% from the baseline of 367 in September 2023 by April 2025. Effective intervention in place to ensure part-time timetables are not used as a long-term measure.
		Parents and carers can have more focused conversations with schools about attendance.	Hertfordshire will roll out Groupcall data system to track attendance in all our schools.	30 th September 2024	Head of Digital Transformation and Systems Delivery	
		Parents and carers feel confident that professionals are able to target support for attendance where it is most needed.	The online portal for reporting and tracking of children on reduced timetables will be embedded with schools.	31 st January 2024	Head of Access Inclusion and Alternative Provision	
			Data will be rolled out to DSPLs / Education Hub on a regular basis to raise the profile and enable effective action to be taken to address such courses of action being taken.	30 th September 2024	Strategic Lead for Intelligence and Insight	

Ref	Action	What achieving this will mean for children and families	Milestones	Date	Lead	What is the impact?
			Robust process will be introduced before moving children with an EHCP onto part-time timetables, overseen by weekly chaired meetings.	30 th September 2024	Head of Integrated Services for Learning / Head of Access, Inclusion and Alternative Provision	
3.2	Hertfordshire will further enhance its focus on Children Missing Education (CME), with poor attendance (linked to social, emotional, mental health difficulties) and those excluded to support them to have their needs met.	Children are supported to access provision that meets their needs and are supported if they are able to be in school.	We will identify opportunities to build on the strong work of the Virtual School in Hertfordshire in preventing exclusion, poor attendance, those missing from education and those on part-time timetables for our CLA to those CYP with SEND.	30 th September 2024	Head of Virtual School	CYP with SEND who are at risk of exclusion, poor attendance, missing education or on a part-timetable will receive more support with their education.
			Refreshed CME monitoring approach to include updated practice guidance document and updated data monitoring tools with a clear focus on re-engaging children back into school.	30 th September 2024	Head of Access, Inclusion and Alternative Provision	Those who are CME are supported to re-engage with education within six months. Significantly reduce the number of children currently CME and awaiting a special school place
			Safer in Schools Board expanded to include YP who are CME, on reduced timetables and not attending special schools.	30 th April 2024	Extended Duties Lead, Virtual School	Reduced length of time absent from education.
			Align the work undertaken by Services for Young People with the updated	30 th September 24	Head of Services for Young People	

Ref	Action	What achieving this will mean for children and families	Milestones	Date	Lead	What is the impact?
			guidance to support the tracking and delivery of work with CME young people with an EHCP.			
3.3	We will ensure the use of Alternative Provision focuses on clear oversight, monitoring quality and planning to see children and young people are supported to access the right provision at the right time to meet their needs, with next steps set out.	Children and young people have positive experiences of Alternative Provision, which supports their needs well.	Share good practice to assist schools to improve the quality of the AP they commission.	31 st March 2024	Head of Access, Inclusion and Alternative Provision	Evidence of increased commissioning good practice.
3.4	We will embed a new approach for decision making around placements and provision for children, with dedicated chairs in place for local provision panels.	Children and young people are supported to transition from Alternative Provision.	Decision making to be moved into quadrant basis locality panels to enable quicker and more accurate decision making around placements.	30 th June 2024	Integrated Services for Learning Managers	% reduced waiting times for provision. Children and young people's needs met more effectively. Increased flexibility around CYP receiving early intervention and outreach.
		Children get quicker access to an appropriate school placement to meet their needs.	Evaluate the arrangements to ensure effectiveness	30 th September 2024	Integrated Services for Learning Managers	Effective monitoring of provision in place Focus groups and surveys with parents to assess the improvements.

Ref	Action	What achieving this will mean for children and families	Milestones	Date	Lead	What is the impact?
			Make changes as identified by the evaluation.	31 st December 2024		Improvements are made from the “lessons learnt”
3.5	We will deliver additional specialist provision places and specialist resource provisions for children with communication needs in mainstream schools.	Children are able to attend the provision stated on their EHCP.	<p>Completion of Special School review – needs, provision, capacity designation.</p> <p>We will seek additional SEND capital funding from DfE (grants or free school)</p>	30 th April 25	<p>Head Teacher, Hobbs Hill Wood Primary School</p> <p>Head Teacher, Barnwell Secondary School</p> <p>Consultant supporting Special School Review</p>	<p>Reduce the numbers of children waiting for special school placements from 391 in June 2023, and reduce the numbers waiting for more than 1 year (from 170 in Sept 2023).</p> <p>Provision is able to meet the needs of the children that are coming through in localities in majority of cases.</p> <p>Capacity of special schools is agreed via an evidence-based process.</p> <p>Specialist provisions better equipped to support more complex needs leading to fewer exclusions.</p>
		There are specialist school places available for children who need them, and families do	Extend current SEND Sufficiency (Special School Place Planning) Strategy by one year in Spring 2024	31 st May 2024	Head of School Planning	Pupils’ needs are met in the most appropriate local specialist provision (right

Ref	Action	What achieving this will mean for children and families	Milestones	Date	Lead	What is the impact?
		not need to wait too long				support, right place, right time)
			Children on referral have been waiting no longer than three terms	31 st Jan 2025	Head of School Planning	Aiming to clear referral list to waiting no longer than three terms by January 25. Parental satisfaction in relation to placement will have significantly increased
			Deliver 50 additional places by September 2025	30 th September 2025	Head of School Planning	All children being agreed for specialist provision will have a clear pathway into a special school of up to three terms (determined by need and availability, with transition plan)

Area for Improvement 5: The local area partnership should act to address parents' and carers' concerns at an early stage to reduce dissatisfaction and eliminate the need for parents and carers to have to follow formal routes.

Ref	Action	What achieving this will mean for children and families	Milestones	Date	Lead	What is the impact?
5.1	Produce a partnership communication and engagement strategy that sets out our approach to improving communication and engagement with our audiences about the SEND services in Hertfordshire.	CYPF receive regular communication from professionals that tells them what they want to know about the support they need and/or are receiving	Produce and embed a service communications protocol for all communication to be Accurate, Compassionate, Timely (ACT) – rolling out this brand across all SEND related services. Standard template emails will be developed for appropriate services to respond quickly to standard queries.	30 th June 2024	Head of Improvement and Transformation ICB Comms Team Children and Young People's Integrated Therapy Services Manager HPCI Representative	Improved parent satisfaction levels compared to baseline as evidence by the annual Herts Parent Carer Involvement Survey. Staff communicate regularly and effectively with children and families.
5.2	We will develop staff training in the importance of effective and empathic communication including listening and engaging CYP in assessment and plan using the child's name, and avoiding	The staff who support families are well trained and equipped to help.	Design and development phase completed	31 st December 2023.	Team Manager, Learning and Development HPCI Representative	Increased satisfaction ratings received through email signature survey through "end of assessment" surveys, Family and Friends surveys etc including the extent to

	acronyms and jargon through our SEND Academy and will ensure this is delivered across the SEND Partnership		Launch	31 st January 2024	Team Manager, Learning and Development	which members of the family feel listened to and engaged in their assessment and plan. The voice of the child, young person and parents is more evident in EHCPs audited.
			Begin roll out of training programme	31 st January 2024	Team Manager, Learning and Development ICB and provider L&D teams HPCI	
5.3	We will improve parent communication, experience and expectations around SEND enquiry handling including EHCPs and waiting times.	We will keep parents and carers informed about waiting times and services. Parents and carers can get answers quickly to questions about their CYP's EHCP and waiting times for services. Parents can easily access information about their child/ren and the support they are receiving	Improve Customer Service Centre access to information to triage based on data and timescales to allow them to better support parents and carers when they call.		Head of Customer Service Head of Improvement and Transformation HPCI ICB Comms team	Increased satisfaction ratings received through email signature survey and through "end of assessment" surveys, Friends and Family surveys. Parents are supported through the assessment
			Increase our use of the Local Offer to provide current updates on waiting times and service provision so that parents/carers can keep informed.			
			Increase use of text messaging to proactively update parents/carers on			

			<p>progress/wait times.</p> <p>Statutory Assessment Managers will staff an Assessment Information line (AIL) for parents and SENCOs with queries as they go through the EHCP assessment process.</p> <p>Rollout of EHCP Parent Portal.</p>	<p>30th April 2024</p> <p>30th April 2024: Special School Trial 30th September 2024: EHCP Parent Portal rollout</p>	<p>Integrated Service for Learning Manager</p> <p>Head of Digital Transformation and Systems Delivery</p>	<p>process and there is an increase in compliments and reduction in complaints.</p> <p>Parents are able to access a range of information about their child all in one place.</p>
5.4	We will build the capacity and expertise of the LA and health Resolutions and Reconciliation officers	When parents and carers are not satisfied with the support they are receiving regarding their CYP'S EHCP, they can get help quickly to resolve	<p>Recruit to an additional 5 Full Time Equivalent staff into the LA Resolutions and Reconciliation Team</p> <p>Establish monthly joint meetings for the health and LA teams to share learning and provide peer support</p>	<p>30th April 2024</p> <p>31st January 2024</p>	<p>Service Manager Resolution & Reconciliation</p> <p>Designated Clinical Officer</p>	<p>We can work with families to resolve their complaints at an earlier stage, as evidenced by a high proportion of successful mediations, an increase in compliments by 20% and a reduction in complaints by 20%.</p>

5.5	We will share learning from complaints and the learning from audits made across the SEND Partnership on a quarterly basis with frontline managers and discuss how to address any learning needs	We will learn from parents/carers lived experiences.		30 th April 2024	Service Manager Resolution & Reconciliation Designated Clinical Officer	Common themes will be identified to feed into service development.
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Glossary	
<p>ASCH Adult Social Care and Health</p> <p>C&YP Children and Young People</p> <p>CYPMHS. Children and Young People Mental Health Services.</p> <p>ICB Integrated Care Board</p> <p>CEO Chief Executive Officer</p> <p>CoP SEND Code of Practice</p> <p>CLA Child Looked After</p> <p>CME Children Missing Education</p> <p>CPD Continuing Professional Development</p> <p>CQC Care Quality Commission CSC Children’s Social Care</p> <p>CYPF Children, Young People and Families</p> <p>DCO Designated Clinical Offer</p> <p>DCS Director of Children’s Services</p> <p>DfE Department of Education</p>	<p>Health relates to Primary care, Secondary Care and Community Care Providers</p> <p>HPCI Herts Parent Carer Involvement</p> <p>ISL Integrated Services for Learning</p> <p>JSNA Joint Strategic Needs Analysis</p> <p>L&D Teams Learning and Development Teams</p> <p>LA Local Authority</p> <p>Leaders refers to members of the SEND Priority Executive, Cabinet Panel, ICB Board and Partnership and Assurance Board</p> <p>LO Local Offer</p> <p>Ofsted Office for Standards in Education</p> <p>PEP Personal Education Plan</p> <p>PfA Preparation for Adulthood</p> <p>QA Quality Assurance</p>

<p>DSPL Delivering Special Provision Locally</p> <p>EHC Education, Health and Care</p> <p>EHCNA Education, Health and Care Needs Assessment</p> <p>EHCP Education, Health and Care Plan</p> <p>FTE Full Time Equivalent</p> <p>HFL HFL Education - school improvement provider</p>	<p>SENCo Special Educational Needs Coordinator</p> <p>SEND Special Educational Needs and/or Disabilities</p> <p>SMART Specific, measurable, achievable, realistic, timely</p> <p>ToR Terms of Reference</p> <p>VS Virtual School</p> <p>YP Young Person</p>
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Delivery Partners

- Parent, carers, and children and young people
- Health services
- Education settings
- Hertfordshire Parent Carers forum
- Local authority services including Children’s and Adult Social Care