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Suffolk SEND Local Area Partnership Priority Action Plan

February 2024



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Introduction

This action plan sets out how the Suffolk SEND Local Area Partnership (LAP) will address the priority actions and the areas for improvement identified by the Area SEND inspection carried out in November 2023 by Ofsted and CQC.

The Suffolk SEND LAP oversees the planning and commissioning of local education, social care and health provision to meet the needs of children & young people with special educational needs and disabilities in Suffolk. It is made up of:

- NHS Suffolk and North-East Essex ICB
- NHS Norfolk and Waveney ICB
- Suffolk County Council

The LAP works closely with the wider SEND Partnership including the Suffolk Parent Carer Forum and other parent/carer representatives, schools, colleges, health delivery services and community services.

Link between Priority Action Plan and SEND Strategy

This Priority Action Plan has a specific focus on addressing the priority actions and the areas for improvement identified through the Area SEND inspection that took place in November 2023.

These actions will form a part of the Suffolk SEND Strategy and associated Action Plan for the Local Area Partnership which include a range of wider developments to support the delivery of our vision and ambition.

Independently of the Area SEND Inspection, the Suffolk SEND Strategy was being developed to replace the previous strategy which was in place 2021-23. The timeline for developing the new SEND Strategy 2024-28 has been brought forward to align better with the production of this Priority Action Plan. By the point of submission of the Priority Action Plan on 7 March 2024, co-production around the new Suffolk SEND Strategy will have reached the stage of establishing **WHAT** needs to be done including setting specific and measurable targets over the next 18 months. Further co-production in the remainder of March 2024 will need to take place to establish in more detail **HOW** it will be done.

Consultation Feedback from parents/carers and young people has identified 4 priorities for the new SEND Strategy.

Feedback from Families	Strategic Priorities	Inspection Priority Actions and Areas for Improvement
Better communication with families	Communication & Information	Effective engagement with Parents/Carers & Young People
More Specialist Education Provision	Right support, at the right time	Sufficiency Planning
Shorter waiting times including for EHC plans, Annual Reviews and health support	Quality and Timeliness	Timeliness and quality of EHC Process Social & emotional wellbeing, mental health and neurodiverse conditions
Improved planning for change as children and young people move across stages of their education	Planning for Change	Transitions & Preparing for Adulthood
Key Enablers Governance & Strategic Planning Quality Assurance Multi Agency Working Staff Resources Development of Liquid Logic Case Management System Performance data and Outcomes Framework		

These priorities from families closely align with the findings and Priority Actions required by the Area SEND Inspection.

The Area SEND Inspection in November 2023 found 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.

The following table shows key areas where improvement is needed from the Area SEND Inspection and links them to the four strategic priorities that have been identified from the SEND Strategy Co-production that is currently underway.

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Findings from the Area SEND Inspection	Link to SEND Strategic Priorities
<ul style="list-style-type: none"> Communication is poor and coproduction is not embedded enough. 	Communication & Information
<ul style="list-style-type: none"> Unidentified and unmet needs sometimes manifest in behaviours which too frequently result in many not accessing mainstream settings, because of exclusion or absence. The weaknesses in statutory EHC plan processes lead to widespread and systemic gaps in service provision. Academic outcomes for those with SEND limit opportunities. There is not enough specialist provision to prevent out of authority placements. Multi-agency working is not consistently embedded. 	Right support at the right time
<ul style="list-style-type: none"> Assessments for support take too long and are not always accurate enough. The quality of EHCPs is variable. Waiting times are too long. Annual reviews do not happen often enough. 	Quality & Timeliness
<ul style="list-style-type: none"> Transitions between settings and services is not consistently good. Families are not aware enough of things to do outside of education, training or work. In some parts of the county there are few clubs. Some young people, especially those in rural areas, do not know what options they have for social contact, and experience isolation as a result. Families need more access to some services, such as early intervention for mental health. There is inconsistent quality of services and clarity of commissioning arrangements. Preparing for Adulthood is not good enough. Too many children and young people with SEND become NEET. 	Preparing for Change

The Inspection also identified areas of effective practice, as follows: -

- There are many individual practitioners who build up a careful picture of children and young people's needs.
- Many children and young people receive helpful support at the point of crisis.
- There are effective programmes to help pupils with low attendance or at risk of exclusion.
- Parents praise some aspects of community support, for example Activities Unlimited.

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- In some areas, the LAP has worked successfully to improve services –redesign of therapy services.
- New Local Offer website, and the new portal intended to improve the EHC plan process.
- Valuing SEND is showing early signs of impact.
- The SEND training schools receive is helpful.
- Helpful early intervention to support schools.
- High needs funding to schools to support children and young people with SEND without the need for an EHC plan.
- Several health teams support families sensitively and successfully, meaning families receive strong support at a very difficult time.
- Dynamic Support Register transitions.
- Many providers, i.e. schools and colleges, praise their relationship with the LAP.
- If children and young people meet thresholds, they get very strong social care support.

This Priority Action Plan as part of the wider SEND Strategy and Action Plan addresses the areas for improvement and builds on the areas of effective practice.

We are committed to making these changes. People in Suffolk have had a SEND system that has not worked well for a long time. We must address the areas of weakness found in the inspection with a particular focus on the difference we can make as a Local Area Partnership to the experiences and outcomes of children, young people and families.

Children and families need to be placed at the heart of everything we do, with young people and their families integrated at every level, ensuring they are heard, and their experiences valued. We must also strengthen governance, quality assurance and joint leadership, and invest in the resources needed to consistently deliver good quality SEND Services. This is at the heart of our vision and our Local Area Partnership, co-produced SEND Strategy that is in development.

Governance

We will strengthen the Governance of SEND in Suffolk so that:

- there is clear joint leadership with specific accountability and drive to achieve the plans to improve.
- the voice of children is at the heart of everything we do.
- there is clear understanding of the lived experience of children and families.
- co-production is embedded.

The **Local Area Partnership SEND Improvement Board** will meet bi-monthly for the first six months until September 2024, then quarterly, to hold partners and Officers to account for achieving progress at pace towards the SEND Strategy objectives, including delivery against the Priority Actions and areas for improvement from the Area SEND Inspection.

Members of the Board

Independent Chair
Chief Executive, SNEE ICB
Chief Executive SCC
Chief Executive, N&W ICB
Cabinet Member Education & SEND
Cabinet Member Social Care
Cabinet Member Public Health
Suffolk Parent Carer Forum (SPCF) Representative
Director Children & Families (DCS)
Executive Director SEND, SNEE ICB
Executive Director SEND, NHS Norfolk and Waveney ICB

Assistant Director (AD) Inclusion
AD Social Care
AD Skills, Education & Learning
AD CYP, SNEE ICB
Head of Service Intelligence Hub
Education Providers Representation
AD Adults Services
DfE Department Case Lead
DfE SEND Advisor
NHS England SEND Advisor
SENDIASS

Coordination – SEND Programme Manager

The **Local Area Partnership SEND Programme Committee** will meet monthly for the first six months until September 2024, then bi-monthly to oversee the operational delivery of the LAP SEND Priority Action Plan and the wider SEND Strategic Plan.

Members of the Committee

AD Inclusion (SRO)
AD CYP, SNEE ICB (SRO)
Parent/Carer Representative(s) (SPCF)
Young Person Representative(s)
SENDIASS Representative
Education Providers Rep
AD Social Care
AD Skills, Education & Learning
Director, NHS Norfolk and Waveney ICB

SEND Programme Manager
ICB Programme Manager
SEND Workstream Chairs
AD Learning Disabilities (Adults)
AD Nursing CYP, Community Health SCC
Head of Programmes CYP

Coordination – SEND Programme Manager/Project Manager

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The **SEND Programme Office** will meet monthly to co-ordinate the workstreams delivering the SEND Programme

Members of SEND Programme Office

- AD CYP Nursing & Community Health
- AD Inclusion
- AD CYP SNEE ICB
- Director CYP, NHS Norfolk and Waveney ICB
- SEND Programme Manager
- Designated Social Care Officer
- Designated Clinical Officers, NHS SNEE & N&W
- ICBs Head of SEND Family Services

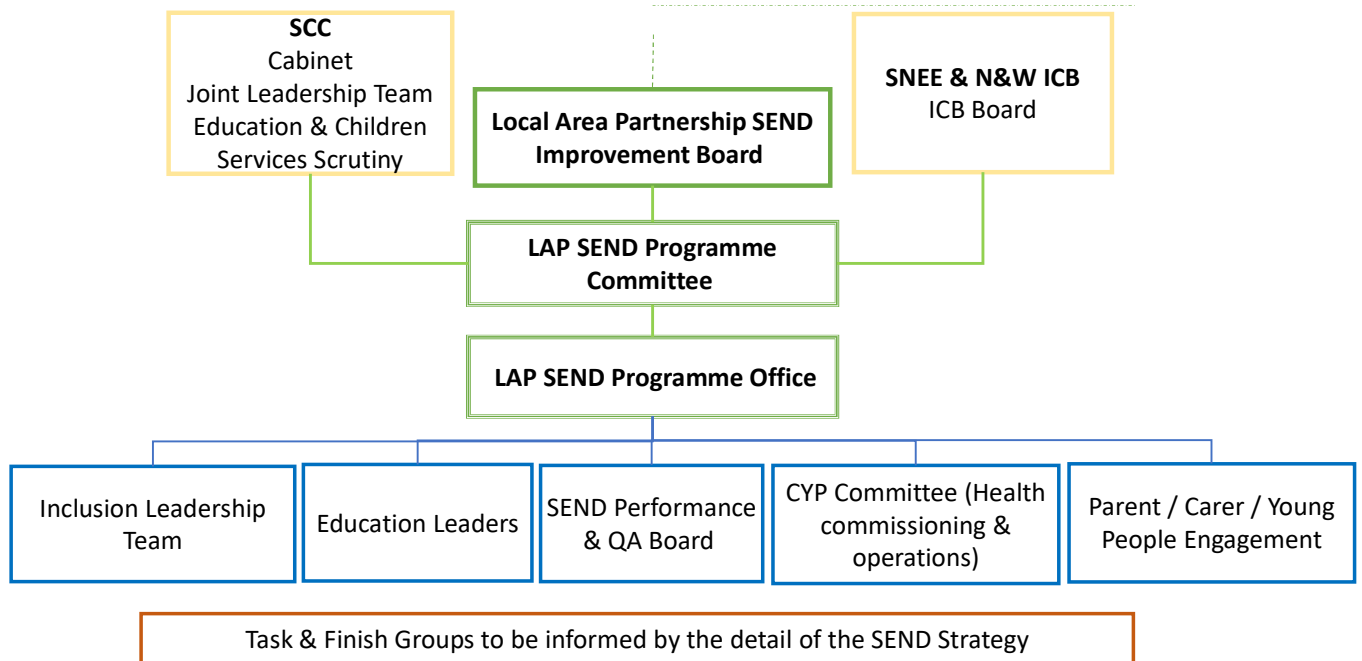
In Attendance

Workstream leads and members as applicable

Coordination – SEND Programme Manager

The join-up across SEND Governance is shown below:

Local Area Partnership SEND Governance



**The lower tiers of this SEND Governance will continue to evolve as the detail of the SEND Strategic Plan is completed through co-production and consultation.*

Priority Action Plan

<p>Priority Action 1</p> <p>The LAP should work more collaboratively and effectively to improve strategic planning. This needs to deliver systems with measurable impact that will create better experiences and outcomes for children and young people with SEND. In particular they should urgently improve:</p> <ul style="list-style-type: none"> • the robustness and impact of governance • the rigour of quality assurance approaches, so that these give the information leaders require to address weaknesses effectively. • the frequency and quality of multi-agency working. • the management of transitions and planning for adulthood for children and young people, starting in the earliest years, and across services in education, health and care, including putting steps in place to reduce NEET, so that they are better supported to lead fulfilling lives. 	<p>Overall Partnership Leadership for this priority</p> <p><u>Governance</u> Director Children & Families Services, SCC Director NHS SNEE ICB Director NHS N&W ICB</p> <p><u>QA, Multi-Agency Working, Preparing for Adulthood</u> Assistant Director Inclusion, SCC Executive Chief Nurse for NHS SNEE ICB Director CYP, Maternity and Safeguarding, NHS N&W ICB</p>
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#	Action	Milestones	Owner	Evidence of Impact
1.0	<p>Objective: Strengthen the governance and strategic planning of SEND in Suffolk to provide clear joint leadership, more specific accountability and drive to deliver the priorities to sustainably improve outcomes for children and young people and improve the experience of the SEND system for families</p> <p>Impact for children and families: Strengthened Governance of SEND in Suffolk will mean improvements to SEND Services are prioritised, resourced and driven forward in a timely and effective way with a clear focus on the impact they have on the experience and outcomes for children and young people with SEND and their families.</p> <p>This is in part linked to SEND Strategy Priority 3: Quality and Timeliness with other Actions included within Key Strategic Enablers</p>			

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#	Action	Milestones	Owner	Evidence of Impact
1.1	Agree and implement new SEND Improvement governance arrangements	1/3/24 Initial meeting of Shadow SEND Improvement Board 30/4/24 Governance Structures fully in place	Cabinet Leads DCS ICB CEOs	<ul style="list-style-type: none"> • New Governance arrangements are effective in driving the Priority Action Plan and wider Strategic Action Plan so that improved outcomes and a better experience for families from the SEND process are realised, as evidenced through the Suffolk SEND and AP Data Set. • Partners understand roles and responsibilities. • Clear lines of accountability and oversight provide high support and high challenge as evidenced through the minutes of the meeting.
1.2	Finalise the new SEND Strategy 2024-28 that sets priorities for action, establish clear ownership, timescales and outcomes and can be tracked and measured	7/3/24 Draft SEND Strategy March 2024 Co-production incorporating feedback from consultation. 06/24 Final SEND Strategy published	AD Inclusion, SCC Deputy Director of Transformation SNEE ICB Director SNEE ICB Director N&W	<ul style="list-style-type: none"> • Partners can be held to account for progress against the strategy which will help overcome barriers and drive progress. Evidenced through the achievements of the tracked outcomes.
1.3	Review partnership arrangements to improve the effectiveness of joint working accountability and coproduction with as many families as possible.	03/24 Review	DCS ICB CEOs	<ul style="list-style-type: none"> • Improved joint working arrangements drive co-ordinated change and ensure more children receive the right help at the right time from the right person in a way that is joined up across the system.
1.4	Work with schools and education providers to identify representatives to join the new SEND Improvement governance arrangements	03/24 further engagement with education leaders	DCS AD Inclusion AD Education, Skills & Learning	<ul style="list-style-type: none"> • Joint work informed by education leaders will help ensure changes translate into better outcomes and experiences for children.
1.5	Partnership review of key performance information to develop data set informing the outcomes framework	By 30/4/24	AD Inclusion, SCC	<ul style="list-style-type: none"> • Partners have a shared ownership and mutual understanding of the indicators which track

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1.6	Develop outcome framework and measures to align with the Priority Action Plan and the new SEND Strategy and publish this (<i>Also shown as Action 9.2</i>)	By 08/24	Deputy Director of Transformation SNEE ICB Director N&W	<p>outcomes for children and young people rather than just activity.</p> <ul style="list-style-type: none"> • Leaders work more collaboratively with a collective ambition that focuses on things that are most important to and for children, young people and their families. • Stakeholders, including parents and carers will see, through clear, published performance information and Suffolk SEND and AP Data Set the progress being made by the SEND system in Suffolk. • Leaders and partners understand children, young people and families lived experience better and use this to improve services. Evidenced through surveys, feedback and 'You said, we did'.
1.7	The SEND Improvement Board uses performance information to assess and challenge progress and deliver improved outcomes for children and young people with SEND and their families.	From 5/24		
1.8	Work with education leaders to develop strategies to improve inclusion and outcomes for children with SEND including through supporting with: High quality teaching Training Suffolk Inclusion Toolkit (Valuing SEND, SENCO Inclusion Tool Kit, Analysis of Additional Needs Tool) Ordinarily Available Provision Delivering Better Value	See Strategic Action Plan for further detail of the progress of each of these initiatives	AD Inclusion AD Education, Skills and Learning	<ul style="list-style-type: none"> • Improved progress and attainment for young people with SEND measured by national indicators and direct feedback and tracking of pupil progress. • Reduction in the number of children with SEND excluded. • Survey results indicate that parental satisfaction increases regarding schools' ability to meet need.
1.9	Within SCC, taking forward through the Council's budget approval route, additional funding requests of £4.4m for 2024/25 and £3.4m in 2025/26 and 2026/27 to increase	15/2/24 Full Council Agreement to the overall budget 27/2/24 Cabinet agreement to the detail	DCS Cabinet Member for Education & SEND	<ul style="list-style-type: none"> • Resources are in place to improve the quality and timeliness of EHCPs and Annual Reviews and the supporting processes. Additional resourcing will mean: <ul style="list-style-type: none"> ○ Decisions on EHCNA in 6 weeks remain at

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	capacity within SCC statutory SEND Service.	of the additional investment deployment for SEND services		99% <ul style="list-style-type: none"> ○ Number of draft plans issued by 16 weeks increases. ○ Number of final plans issued by 20 weeks increases. ○ Average number of weeks to finalise EHCPs decreases. ○ Increase in the number of Annual Reviews held within time. ○ QA processes indicate quality is good for new plans and updated plans following Annual Reviews.
1.10	Recruitment, Induction and Training of the planned 46 new practitioners supporting SCC Inclusion Services takes place. Maintenance training ongoing for all staff in Family Services <i>(Also shown as Action 6.1)</i>	03/24 Recruitment activity commences following Cabinet agreement to the detail of the additional investment deployment for SEND services. 09/24 Final cohort (those that may come from schools' backgrounds) of additional agreed staffing fully in place. 12/24 Induction Training complete for final cohort	AD Inclusion supported by Head of SEND Family Services, SCC and SEND Programme Manager	<ul style="list-style-type: none"> ● Communication and compliance are improved for the statutory processes evidenced by a reduction in complaints on the theme of communication.
2.0	Objective: Strengthen SEND quality assurance approaches to provide the information leaders require to: <ul style="list-style-type: none"> i) identify what is working well so this can be embedded and built on. ii) identify and effectively address what is not working well. 			

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	<p>Impact for children and families: Strengthened QA approaches will ensure EHC plans, reviews and transitions are of consistently good quality and make purposeful progress address towards meeting education, health and care needs.</p> <p>Benchmark Data Feedback from parents/carers: to what extent did the final EHC plan largely or fully take account of your views. <i>Metric ID: SCC data. Survey following EHC Final Plans</i> Academic Year 22-23 75%</p> <p>Average Score from QA Audit of New Final EHC Plans <i>Metric ID: SCC data QA Audit Cycle Reports</i> Calendar Year 2022 17.3 out of 20 Calendar Year 2023 16.7 out of 20</p> <p>This is directly linked to SEND Strategy Priority 3: Quality and Timeliness</p>			
2.1	Review and strengthen the multi-agency partnership SEND QA and Performance arrangements and Board with a workplan of: <ul style="list-style-type: none"> • collaborative audits of children’s files. • thematic audits. • practitioner workshops. • peer review. • learning from national best practice. • ‘Close the loop’ processes follow up to ensure learning is embedded. 	Strengthened Board, TOR and Forward Plan by 1/5/24	Head of Programmes, CYP	<ul style="list-style-type: none"> • Good practice is identified to build on. Gaps in performance and development needs are identified and addressed so that the quality of practice improves. • Collaborative Case Audits and Thematic audits demonstrate continuous and sustained improvement in the quality-of-service delivery (How much did we do? How well did we do it? What difference have we made?)
2.2	Continue/further develop the parent/carer feedback survey after issuing the first draft EHCP.	On-going, feedback reviewed at QA & Performance Board	Progress & Quality Assurance Manager SCC	<ul style="list-style-type: none"> • Feedback is received for at least 20% of EHCPs issued and learning is used by the SEND QA & Performance Board to improve practice through staff training, guidance and evidence of change through feedback.

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				<ul style="list-style-type: none"> • Increase % parent/carers reporting the EHC Plan Largely or Fully took account of their views. • Increase in the % of parent/carers finding contact helpful
2.3	Develop and implement audit tools which evidence practice and impact for children and families using the Outcomes Framework building on the case audit tool developed to support the Area SEND Inspection	03/24 Case Audit tool refined and agreed. 04/24 Case Audit tool implemented. From 04/24 Additional tools developed to support wider auditing	Progress & Quality Assurance Manager SCC	<ul style="list-style-type: none"> • Audit tools provide an accurate assessment of good practice and areas for improvement which in turn inform system-wide change
2.4	Continue the audit cycles for new EHCPs.	On-going, feedback reviewed at QA & Performance Board	Progress & Quality Assurance Manager SCC	<ul style="list-style-type: none"> • Multi-disciplinary collaborative (involving both the practitioners and the parent/carer and young person voice) case audits of 40 new EHCPs are undertaken each term which evidence and inform continuous practice improvement and consistency. • Increase in quality evidenced through increasing the Audit score of new Final EHC Plans • Audits evidence the voices and ambition of children and young people in shaping their plans.
2.5	Establish a collaborative audit process to regularly review a sample of children's case files incorporating multi-agency, young person and parent/carer views	In place from 1/6/24	Progress & Quality Assurance Manager SCC	<ul style="list-style-type: none"> • Multi-disciplinary collaborative case audits of 20 EHCPs following the Annual Review are undertaken termly which inform practice improvement and consistency. • Audits evidence the voices and ambition of children and young people and recognise their progress. • Audit findings reviewed and actioned at SEND QA & Performance Board resulting in improvement in SEND services.

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#	Action	Milestones	Owner	Evidence of Impact
2.6	<p>Demonstrate progress towards outcomes for children by collating progress against EHCP outcomes as schools progressively adopt electronic Annual Reviews recording that will feed into the Liquid Logic Case Management system</p>	<p>By 30/4/24 Revised Annual Review Form launched to schools with more defined outcome progress scaling.</p> <p>1/5/24 Introduce new recording format to schools and start recording outcomes on Liquid Logic when AR received.</p> <p>1/9/24 Pilot School adopts electronic Annual Review process.</p> <p>Subject to a Liquid Logic development (date as yet unknown) to allow multiple SENCOs to submit Annual Reviews, phased transition of all schools to adopting electronic Annual Reviews</p>	<p>Programme Manager SEND, SCC</p>	<ul style="list-style-type: none"> Progress against EHC plan outcomes can be collated and aggregated to provide evidence of children's progress towards outcomes in their EHCPs. Electronic annual review and use of the on-line portal recording enables improved communication around Annual Reviews for schools and families.
2.7	<p>LAP to:</p> <ul style="list-style-type: none"> evaluate existing mechanisms for CYP and families feedback across education, 	<p>From 1/7/24, On-going, feedback reviewed at SEND QA & Performance Board</p>	<p>AD Inclusion, SCC AD CYP SNEE ICB</p>	<ul style="list-style-type: none"> A common set of simple to collect measures is embedded throughout the EHC process and used at an aggregate and individual child level to demonstrate what is working and where practice

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	<p>health and social care.</p> <ul style="list-style-type: none"> agree a simple process to collate feedback from families throughout their SEND journey to provide, at an aggregate level, a measure of whether things are improving and as a basis for discussion and review at an individual child level. 			needs to improve.
3.0	<p>Objective: Agree and embed clear expectations for co-ordinated multi-agency working with children and young people across the Area SEND Partnership</p> <p>Impact for children and families: Families will benefit from a working with a group of professionals from different disciplines that work in a co-ordinated way to meet the needs, and achieve the outcomes, in a child or young person’s EHC plan.</p> <p>This is directly linked to SEND Strategy Priority 2: Right Support, Right Time</p>			
3.1	Review and adopt best practice around having a lead co-ordinating practitioner for each individual child or young person with complex situations adopting best practice using a Team Around the Child approach.	Embed this in a phased way from 1/9/24	SEND Programme Manager to co-ordinate	<ul style="list-style-type: none"> Lead co-ordinating practitioners are progressively identified for children with complex situations. This supports families with the join-up of services.
3.2	Ensure high quality partner agency contributions to new and amended EHCPs	On-going	AD Inclusion supported by DCO oversight DCSO oversight	<ul style="list-style-type: none"> Improved and consistent system for DCO sign-off of draft plans with content in Section G increasing compliance and quality of EHCPs. System for DCSO to check plans with content in Sections H improving quality of EHCPs. Advice audits evidence improved quality and the voice of the child or young person in advice. Audits evidence NHS and Social Care contributions are present where appropriate in Annual Reviews

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				<ul style="list-style-type: none"> All those involved with the child or young person will know who is involved and know where to go to access more help if needed. EHCPs will have taken account of and reflect the range of advice received leading to improved plan quality evidenced through audits.
3.3	Include specific analysis of multi-disciplinary working in collaborative case audits	<p>From 04/24 in line with the reviewed case audit tool.</p> <p>On-going, feedback reviewed at SEND QA & Performance Board</p>	Progress & Quality Assurance Manager SCC	<ul style="list-style-type: none"> Case audits evidence appropriate join up across services and timely involvement/attendance at key meetings. Case audits inform systemic improvements in multi-disciplinary working
3.4	Set up a programme and hold multi-agency training and workshops to reinforce joined up working and quality advice	From 06/24	Designated Officers (DCOs and DScO)	<ul style="list-style-type: none"> Attendance and feedback following training. Evidence of impact of the training seen in audits of children's cases
4.0	<p>Objective: Ensure consistently good processes supporting transition in Education, Health and Care, including from Early Years to Primary, Primary to Secondary and Secondary to Further Education and clarity among partners about their responsibilities.</p> <p>Impact for children and families: Families and education practitioners will be better informed about the needs of children and their progress towards outcomes in the previous phase of education so that they can take this into account in their planning and delivery.</p> <p>This is directly linked to SEND Strategy Priority 4: Preparing for Change</p> <p>Benchmark Data Phase Transfers (pre Yr11/Post 16) 15 February 2024 99% (93% in 2023) Phase Transfers (Post 16) meeting 31 March 2023 54% (32% in 2022)</p>			
4.1	Responsibilities of each partner in respect of transitions will be co-produced,	April-September 2024 Consultation	AD Education, Skills & Learning	<ul style="list-style-type: none"> Responsibilities are clear across partners. Pathways are embedded within all agencies

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	documented and embedded to support children and young people in preparing for change across stages of education, health and care.	31/10/24 Revised transition documentation in place	Director for CYP, Maternity & Safeguarding N&W ICB AD CYP SNEE	recognising the support needed for key changes in a child or young person's life. <ul style="list-style-type: none"> Annual Reviews incorporate Moving into Adulthood plans from year 9 onwards. Audits evidence Transition responsibilities are fulfilled
4.2	Continued improvement in meeting Phase Transfer deadlines are sustained to enable children, young people and families the time to prepare.	30/6/24	Head of SEND Family Services	<ul style="list-style-type: none"> Sustain the good performance in meeting the 15 February (pre-16) Phase Transfer deadline. Improve performance meeting the 31 March (post 16) Phase Transfer deadline. Increase in the % of Phase Transfers with named setting.
4.3	Maintain summer and autumn term visits to every school to support transitions to primary and secondary	In place, on-going	Inclusion Heads of Service	<ul style="list-style-type: none"> Audits of transitions are positive from perspective of families, children and settings. Indicators show successful placements such as increased attendance, reduced breakdowns in placements, reduced suspensions
	Actions included further below are also directly relevant in achieving this objective: <ul style="list-style-type: none"> Annual Review improvements 			
5.0	<p>Objective: Develop Preparation for Adulthood pathways that support young people with SEND to maximise continued engagement in education, training and employment and support independent living skills</p> <p>Impact for children and families: Young people are better prepared for post-16 transitions including volunteering, living independently, optimising health and being visible and valued individuals in their local communities.</p> <p>This is directly linked to SEND Strategy Priority 4: Preparing for Change</p>			

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#	Action	Milestones	Owner	Evidence of Impact
5.1	Undertake a Preparing for Adulthood (PFA) strategic review to understand how the SEND system can best support in preparing young people for post-16 transitions and develop a plan	30/9/24 Conclude PFA Strategic Review 12/24 Specific plan in place	Preparing for Adulthood Lead	<ul style="list-style-type: none"> The analysis of what is working well and what needs to improve informs strategic plans. Preparing for Adulthood Training informed by the review is rolled out supporting education, health and care providers and practitioners. Transitions Guide continues to be maintained and extended informed by the review as a valued source of information for young people and families. More young people with SEND are in sustained education, training or employment
5.3	Work with post-16 providers, young people and families to review the sufficiency (provision type, range, geography) of post 16 education and training provision to meet needs and attract young people to remain in education, training or to achieve employment	12/24 Conclude Sufficiency Review	Preparing for Adulthood Lead,	<ul style="list-style-type: none"> Findings from the sufficiency review and plan result in a better range of provision meaning more young people with SEND engage in education, training or employment post 16.

<p>Priority Action 2</p> <p>Local area partnership leaders should cooperate to take urgent action to improve the timeliness and quality of the statutory EHC plan processes, EHC plan needs assessments, and EHC plans and annual reviews, particularly using annual reviews to amend the quality of existing EHC plans where required. This should ensure that plans meaningfully capture the views and aspirations of children and young people with SEND and their families, so that they get the right support at the right time.</p> <p>This is directly linked to SEND Strategy Priority 3: Quality and Timeliness</p>	<p>Partnership Leadership</p> <p>Assistant Director Inclusion, SCC ICB Director SNEE ICB Director N&W</p>
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#	Action / Deliverable	Milestones	Owner	Evidence of Impact
6.0	<p>Objective: Sufficient, well-trained resources are in place so that the EHC Plan process functions well</p> <p>Impact for children and families: A well-functioning EHC Plan process helps ensure children and young people get the right support at the right time.</p>			
6.1	<p>Recruitment, Induction and Training of the planned 46 new practitioners supporting SCC Inclusion Services takes place. Maintenance training ongoing for all staff in Family Services</p> <p><i>(Also shown as Action 1.1)</i></p>	<p>03/24 Recruitment activity commences following Cabinet agreement to the detail of the additional investment deployment for SEND services. 09/24 Final cohort (those that may come from schools' backgrounds) of additional agreed staffing fully in place. 12/24 Induction Training complete for final cohort</p>	<p>Head of SEND Family Services, SCC</p>	<p>Additional resourcing will mean:</p> <ul style="list-style-type: none"> • Number of EHC plan drafts issued at 16 weeks increases. • Number of final EHC plans issued by 20 weeks increases by September 2025 to National average. • Average number of weeks to finalise EHC plans decreases. • Maximum time to issue EHC plans decreases. • Annual Reviews are held within time. • QA processes indicate quality is good for new plans and updated plans following Annual Reviews.
7.0	<p>Objective: EHCPs are issued within 20 weeks, are of good quality and incorporate the views and aspirations of children, young people and families</p> <p>Impact for children and families: Timely, good quality EHCPs help ensure children and young people get the right support at the right time.</p> <p>Benchmark Data % of new EHC Plans issued within 20 weeks, excl. exceptions <i>Metric ID: 2214, Department for Education</i> Cal Yr 2022 Suffolk 22.8% England 49.1% Next Publication May 2024</p> <p>SCC Data for month of January 2024 (not annual)</p> <ul style="list-style-type: none"> • 31% of draft Plans issued within 16 wks. 			

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#	Action / Deliverable	Milestones	Owner	Evidence of Impact
	<ul style="list-style-type: none"> 21% of Final plans issued within 20 wks. Average time to issue 33 weeks, 6 days. <p>Target In line with national performance for the issuing of final EHCPs within 20 weeks by September 2025. Milestone targets to be set within SEND and AP Data Set.</p>			
7.1	Rigorously track the progress, including through the weekly strategy meeting and weekly supervision, towards finalisation of EHC Plans making use of the Business Intelligence dashboards designed for this.	In place, on-going	Head of SEND Family Services, SCC	<ul style="list-style-type: none"> Audits evidence delays in EHCPs are minimised and improved timeliness. Leads/ Area Managers are escalating any known risks to timeliness and taking swift actions to address
7.2	Weekly meeting with Deputy Principal EP and Deputy Head of SEND Services to ensure processes and systems are running smoothly and reduce risk of any delays to allocation of an Educational Psychologist	In place, on-going	Deputy Principal EP Deputy Head of SEND Family Services	<ul style="list-style-type: none"> Improved timeliness of EHCPs within 20 weeks Reduced average time to issue an EHCP
7.3	Use of a third-party contractor providing plan writing services and additional hours to support writing of new EHCPs	In place, on-going	Head of SEND Family Services, SCC	<ul style="list-style-type: none"> Improved timeliness of EHCPs within 20 weeks. Reduced average time to issue an EHCP
7.4	Regular Trajectory Forecasting takes place to review progress against EHC timeliness targets	From 1/3/24 repeated quarterly	CYP Intelligence Hub - Education Lead, SCC	<ul style="list-style-type: none"> Trajectory forecasting informs effective deployment of resources
7.5	Continue to improve the information about support available to families while their children are going through an EHC needs assessment.	On-going	SEND Programme Manager	<ul style="list-style-type: none"> Families are supported to access information and wider community support as they need it.
8.0	<p>Objective: Annual reviews are held within time and are of good quality including incorporating the views and aspirations of children, young people and families</p> <p>Impact for children and families: Timely Annual Reviews will help ensure appropriate on-going support is in place for children and young people with SEND.</p>			

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#	Action / Deliverable	Milestones	Owner	Evidence of Impact
	<p>Benchmark Data % Annual Reviews in time/not yet due <i>Metric ID: SCC High Needs Assurance Dashboard</i> At 1 September 2022 Suffolk 52% At 1 September 2023 Suffolk 52%January 2024 61%</p> <p>Target Initial target of 75% of Annual Reviews are held in time by March 2025 Further targets to be set to progressively to achieve 100%</p>			
8.1	Make permanent the Annual Review Triage Team	In place, on-going	Head of SEND Family Services, SCC	<ul style="list-style-type: none"> Annual Reviews can be completed, and parents notified at the first point of contact (maintain or cease), or allocated where needed, so that plans can be amended, and the Annual Review completed.
8.2	Continuation of a third-party contractor. Contract to support Annual Review amendments	In place, on-going	Head of SEND Family Services, SCC	<ul style="list-style-type: none"> Improved timeliness of Annual Reviews
8.3	Create a new permanent Annual Review team to address the new Annual Reviews	Immediately following Full Council agreement to the Recovery Ask	Head of SEND Family Services, SCC	<ul style="list-style-type: none"> Improved timeliness of Annual Reviews
8.4	Create a Temporary Annual Review Team to address the backlog	Immediately following Full Council agreement to the Recovery Ask	Head of SEND Family Services, SCC	<ul style="list-style-type: none"> Improved timeliness of Annual Reviews
8.5	Rigorously track the progress towards timely, good quality Annual Reviews, including through weekly strategy meetings and weekly supervision, making use of the Business Intelligence dashboards designed for this.	In place, on-going	Head of SEND Family Services, SCC	<ul style="list-style-type: none"> Improved timeliness of Annual Reviews Audits evidence Annual Reviews being carried out are of good quality

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#	Action / Deliverable	Milestones	Owner	Evidence of Impact
8.6	Ensure Annual Reviews are held as a priority (brought forward as appropriate) for those without an education setting using Inclusion SENDCo resource	Underway, on-going	Head of SEND Family Services, SCC	<ul style="list-style-type: none"> • Improved timeliness of Annual Reviews
8.7	Regular Trajectory Forecasting takes place to review progress against Annual Reviews held within time	From 03/24 repeated quarterly	CYP Intelligence Hub - Education Lead, SCC	<ul style="list-style-type: none"> • Timeliness of Annual Reviews continues to improve

Areas for Improvement

#	Action / Deliverable	Milestones	Owner	Evidence of impact
9.0	<p>Objective: Leaders across the partnership should use performance data and information effectively to inform their evaluation, sufficiency planning and joint commissioning of SEND services.</p> <p>Impact for children and families: Improved sufficiency planning and a data set of outcome, experience and performance indicators helps direct best use of available resources.</p> <p>This is in part linked to SEND Strategy Priority 2: Right Support, Right Time with other Actions included within Key Strategic Enablers</p>			
9.1	A co-produced JSNA and Sufficiency Plan is jointly published by the partnership that dynamically informs best use of available resources	12/24 JSNA produced. 3/25 Sufficiency Plan	AD Inclusion, SCC Deputy Director of Transformation SNEE ICB Director N&W	<ul style="list-style-type: none"> • There is alignment of plans that means joined-up services for families. • Families report fewer gaps in services
9.2	Develop outcome framework and measures to align with the Priority Action Plan and the new SEND Strategy (<i>Also shown as Action 1.7</i>)	08/24	AD Inclusion, SCC Deputy Director of Transformation SNEE ICB Director N&W	<ul style="list-style-type: none"> • Partners have a shared ownership and mutual understanding of the indicators which track outcomes for children and young people rather than just activity. • Leaders work more collaboratively with a collective ambition that focuses on things that are most important to and for children, young people and their families. • Stakeholders, including parents and carers will see, through clear, published performance information, the progress being made by the SEND system in Suffolk.
10.0	<p>Objective: The Local Area SEND Partnership engages effectively and widely with children and young people and their families, developing effective communications systems, and acting to address parents' and carers' concerns at an early stage, to reduce dissatisfaction and reduce the need for parents and carers to have to follow formal routes.</p>			

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#	Action / Deliverable	Milestones	Owner	Evidence of impact
<p>Impact for children and families: Concerns are addressed at an early stage, avoiding the need for escalation. The strategic role of Suffolk Parent Carer Forum is strengthened. Arrangements are put in place to engage effectively with other local parent/carer representative groups.</p> <p><u>Benchmark Data</u> SEND Appeals Rate <i>Metric ID: 10600, Ministry of Justice, Tribunals statistics</i> Academic Year 2021-22 Suffolk 1.68% England 2.4% Next publication June 2024</p> <p>This is directly linked to SEND Strategy Priority 1: Communication & Information</p>				
10.1	<p>Improve telephone and email-based communication arrangements so that families receive a better service; including the publishing of a partnership-wide communications charter, with an agreed response times to phone calls, letters and emails and routinely seek feedback.</p> <p><i>'Did we treat you well, Did we help you with your problem/ query?'</i></p>	<p>By 1/3/24 8x8 call-handling in place</p> <p>By 1/5/24 more robust staffing model in place</p> <p>By 31/12/24 publish Charter</p>	SEND Programme Manager, SCC	<ul style="list-style-type: none"> • 10% reduction in complaints on the theme of Communication • Number of new and returning visitors to the Local Offer website pages • Positive feedback about the Local Offer Helpline • Improved response to feedback questions
10.2	<p>Review and improve the summaries for each service on the Local offer website, so that families know what support is on offer and how to access it across the public sector and wider community services</p>	<p>31/8/24 publish initial pages within the Local Offer</p>	SEND Programme Manager	<ul style="list-style-type: none"> • Specific feedback on webpages
10.3	<p>Further develop the resources on websites, newsletters and social media to make it easier for families to find information</p>	<p>On-going incremental improvements</p>	SEND Programme Manager	<ul style="list-style-type: none"> • Positive feedback about communications

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#	Action / Deliverable	Milestones	Owner	Evidence of impact
10.4	<p>Maintain and develop opportunities for families to share their experiences and use this to inform improvements.</p> <p>Maintain feedback following initial EHC plans.</p> <p>Maintain Time to Listen Sessions for parents/carers to talk to Senior Leads directly.</p> <p>Establish a regular forum for effective engagement of the range of local parent/carer representative groups in the SEND Programme</p>	<p>In place, on-going</p> <p>In place, on-going</p>	<p>Head of SEND Family Services</p> <p>AD Inclusion, SCC</p> <p>SEND Programme Manager</p>	<ul style="list-style-type: none"> Feedback shows improvements in: <ul style="list-style-type: none"> Respondents finding Family Services Coordinators helpful. Respondents feeling that the final EHC Plan largely or fully took account of their views. Feedback informs continuous improvement. Systemic improvements identified from family experience and feedback are embedded as system changes
10.5	<p>Improve uptake and use of the online Education Health and Care (EHC) portal for families and practitioners so that families are kept informed about their child's assessment and plan</p>	<p>On-going</p>	<p>SEND Programme Manager</p>	<ul style="list-style-type: none"> Positive parents/carer feedback about the Liquid Logic Parent Portal especially around communication.
	<p>Actions included further above are also directly relevant in achieving this objective:</p> <ul style="list-style-type: none"> Additional, trained resource from the Recovery Ask supporting more effective co-production with families. LAP evaluation of existing mechanisms for CYP and family feedback 			
11.0	<p>Objective: Leaders across the local area partnership should ensure that providers of services for children with social and emotional well-being, mental health and neurodiverse conditions work jointly to meet the needs of, and improve outcomes in these areas, for children with SEND.</p> <p>Impact for children and families: Children and young people get the right help at the right time in the right way to meet their emotional wellbeing and neurodiverse needs.</p> <p>This is in directly linked to SEND Strategy Priority 2: Right Support, Right Time</p>			

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#	Action / Deliverable	Milestones	Owner	Evidence of impact
11.1	<p>Neurodiversity</p> <ul style="list-style-type: none"> Promote the newly developed Autism & ADHD Resource Pack and hold follow up workshops for parents and practitioners 	01/24	CYP Transformation Lead, SNEE ICB	<ul style="list-style-type: none"> Promotion of resource pack, monitor access and feedback through local offer following publication in January 24 Increased online workshops available, attendance data and feedback collected to review effectiveness. Parent & practitioners report increased confidence in supporting neurodivergent children.
11.2	<p>Neurodiversity</p> <p>Introduce additional resource to reduce long waits for access to diagnostic assessments for neurodiversity.</p> <ul style="list-style-type: none"> Agree business cases detailing approach to reducing waiting times for autism and ADHD assessments. Agree trajectories with both West Suffolk Foundation Trust (WSFT) and Norfolk and Suffolk Foundation Trust (NSFT) around reduction in waiting times for autism assessments. Commission additional capacity from the market for autism assessments. Commence recruitment of additional ADHD staffing within NSFT Monthly meetings to monitor progress against waiting time trajectories. Develop long term revised model for ADHD and Autism assessment with 	<p>02/24</p> <p>03/24</p> <p>05/24</p> <p>04/24</p> <p>04/24</p> <p>04/24</p>	CYP Transformation Lead, SNEE ICB	<ul style="list-style-type: none"> Additional capacity in place for Autism and ADHD assessments from June 2024 onwards Reduction each month in current waiting list for Autism and ADHD assessments from June 2024 onwards Longer term, improvements in wait times for assessment

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#	Action / Deliverable	Milestones	Owner	Evidence of impact
	NSFT and WSFT			
11.3	<p>Neurodiversity</p> <p>Review impact of Voluntary, Community and Social Enterprise (VCSE) contracts providing support to CYP and their families waiting for a neurodiversity assessment. Take learning and family feedback to redesign delivery prior to re-procurement.</p> <ul style="list-style-type: none"> • Review existing service provision. • Develop new co-produced service specifications. • Commence procurement programme. • Award contracts. • New service start 	<p>04 – 06/24</p> <p>06 – 08/24</p> <p>09/24</p> <p>04/25</p> <p>08/25</p>	CYP Transformation Lead, SNEE ICB	<ul style="list-style-type: none"> • Revised services in place to support children and young people while waiting for NDD assessments by August 2025 • Offer made to all children and young people waiting for a diagnosis for support. • 75% of families who are receiving support whilst waiting report an increase in confidence.
11.4	<p>Neurodiversity</p> <ul style="list-style-type: none"> • Strengthen work across the partnership to further develop whole school approaches to supporting neurodiversity and to further develop support for children not in school. • Formal evaluation to be completed by August 2025 	<p>31/12/2024</p> <p>31/08/2025</p>	CYP Transformation N&W ICB	<ul style="list-style-type: none"> • Schools feel better able to support children; evidenced by feedback from schools, young people and families including through surveys, direct reporting, comments and complaints. • Improvement in school attendance of neurodiverse children by August 2025

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#	Action / Deliverable	Milestones	Owner	Evidence of impact
				<ul style="list-style-type: none"> Formal evaluation of pilot informs health and education partners on what support schools need – evidenced in future service plans. Families and professionals supporting neurodivergent children report positive change and improved outcomes.
11.5	<p>CYP Mental Health</p> <p>Strengthening work across the partnership to further develop whole school approaches to supporting emotional wellbeing and mental health:</p> <ul style="list-style-type: none"> Delivering system workshops to further establish the iThrive Framework within Suffolk Recovery plan agreed to manage CAMHS and YAMHS waiting times with a clear trajectory for improvement. Develop implementation plan for new models of delivery. Oversee the delivery of the new model of care deliver through the Suffolk Mental Health Collaborative Psychology in Schools Team (Senior Education Psychologist Mental Health / Whole School Approaches - with a current focus on Emotional Based School Avoidance) further develop approach to support for the Wellbeing 	<p>01 – 04/24</p> <p>04/24</p> <p>07/24</p> <p>08/24 onwards</p> <p>09/24</p>	Deputy Director CYP, SNEE ICB and SCC	<ul style="list-style-type: none"> Complete workshops around new iTHRIVE models of delivery by April 24 Confirmed recovery plan for CAMHS and YAMHS waiting times with demonstrable improvement by March 25 compared to March 24

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#	Action / Deliverable	Milestones	Owner	Evidence of impact
	<p>in Education Mental Health Network, training and resources. An example of current joint working across NSFT, Psychology in Schools and the SCC Psychology & Therapeutic Services)</p> <ul style="list-style-type: none"> • Psychology in schools – review • Embed Mental Health in Schools Teams and utilise learning from programme for future waves 	09/24		
11.6	<p>CYP Mental Health Crisis</p> <ul style="list-style-type: none"> • Review and extend the peripatetic offer wrap around support for children and young people in crisis. • Carry out review of the currently commissioned Coordinated Help and Risk Intervention Service (CHRIS) service with any recommendations feeding into the business case to be developed. • Develop a business case/proposal to meet any gaps in the CYP crisis pathway. • Update to the system wide crisis protocol following stocktake. • Commissioning of any gaps identified through the stocktake. • Strengthening support for children and young people attending A+E in crisis by the continuation of acute mental health practitioners post review 	<p>05/24</p> <p>05/24</p> <p>05/24</p> <p>06/24</p> <p>07/24</p> <p>04/24</p>	CYP Transformation Lead, SNEE ICB	<p>Reduction in CAMHS Tier 4 referrals March 2025 versus March 2024</p> <p>Increase in number of children and young people supported by CYP crisis support service March 2025 versus March 2024</p> <p>Evaluate impact on families of CHRIS and peripatetic offer.</p> <p>Families of children with poor mental health report positive change and improved outcomes</p>

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11.7	<p>CYP Mental Health</p> <ul style="list-style-type: none"> • Increase access to support for mental health needs through the Norfolk and Waveney Integrated Front Door (IFD) • Further develop the approach to measuring impact for CYP and families 	31/12/2024	CYP Transformation N&W ICB	<ul style="list-style-type: none"> • Children and young people with poor mental health and their families report positive change and improved outcomes using PROMs data and included in routine measurement of experience. • Reduction of 5% by December 2024 (against December 2023 numbers) in re-referrals – demonstrating needs increasingly met at first contact. • Reduction of 10% in number of CYP rejected by provider following request for support by December 2024 (against December 2023 numbers) • Increase in number of CYP accessing mental health support – meeting or exceeding national trajectory by April 2025 • Increase of 5% in number of self-referrals by December 2024 (against December 2023 numbers) • All requests for support received through IFD by August 2025 • Reduction in waiting list size of at least 10% by August 2025 and trajectory in place to demonstrate continued reduction. • Reduction in recorded absence from school due to a mental health need by July 2025 (against July 2024 numbers).
11.8	<p>CYP Mental Health</p>	12/2024	N&W ICB CYPMH	<ul style="list-style-type: none"> • 50 individuals trained to deliver Single Session Interventions • Implement Single Session Interventions practice.

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#	Action / Deliverable	Milestones	Owner	Evidence of impact
	<ul style="list-style-type: none"> Introduce Single session interventions for mental health to improve flow through the system 			<ul style="list-style-type: none"> Greater than 100 CYP effectively supported and discharged following through single session practice by July 2025 Greater than 50% of CYP supported through single session intervention report needs met. Fewer than 20% of CYP supported by single session intervention request further support within six months of intervention. 10% or greater reduction in requests for support for getting more help and getting risk support.
11.9	<p>CYP Eating Disorders</p> <ul style="list-style-type: none"> Implementation of the new ARFID pathways following agreed business case Develop and expand Intensive Day Service as an alternative to admission and admission avoidance to CYP across Norfolk and Suffolk 	<p>04/24 onwards</p> <p>31/12/2024</p>	N&W ICB CYPMH	<ul style="list-style-type: none"> Families of children with ARFID report positive change and improved outcomes. Reduction in CYP admitted for medical stabilisation. Reduction in number of CYP admitted to an inpatient unit with an eating disorder by December 2024 (against December 2023 numbers). Reduction in length of stay for CYP admitted to an inpatient unit with an eating disorder by December 2024 (against December 2023 numbers)
11.10	<p>CYP Mental Health</p> <p>Key workers / care navigators / Dynamic Support Register (DSR)</p> <ul style="list-style-type: none"> Early identification of CYP with escalating / unmet needs to DSR and allocation to key worker / navigator service. 	On-going	Quality Lead SNEE	<ul style="list-style-type: none"> RAG ratings are dynamic and evidence of change to show reduction of risk. Monitoring of caseload demonstrates that appropriate CYP are identified on the DSR.

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	<ul style="list-style-type: none"> Care Education and Treatment Reviews, reviews and recommendations completed promptly and plans to meet need in place for CYP. CYP at risk of needing the DSR are identified earlier. Bimonthly reporting of DSR/CETR policy implementation and action plan to NHSE 			<ul style="list-style-type: none"> CYP and families report good experience of the support evidenced by routine capture of feedback when CYP are no longer on the DSR. Risk levels are appropriately assessed with support of CYP and families and reduction of assessed risk is evident within DSR. Less than 10% of CYP who are 'stepped aside' from support require re-referral DSR evidences 100% completion of CETR's and that recommendations are in place in place. Achievement of or exceeding national trajectory for CYP in the Transforming Care cohort requiring inpatient admissions by December 2025.
11.11	<p>CYP Mental Health</p> <ul style="list-style-type: none"> Mobilise a two-year pilot navigator/keyworker scheme for children and young people with poor mental health at risk of admission 	04/24	N&W ICB CYPMH	<ul style="list-style-type: none"> MH Navigator Team Manager in post and recruitment to five MH Navigator posts complete by August 2024 Mental health DSR in place by October 2024 and utilised to identify CYP in greatest need of access to more support and risk support. Reduction in number of CYP presenting in crisis to acute hospitals of 10% or greater by January 2025 (against January 2024 numbers) All children identified as at risk of admission will have a nominated mental health navigator as evidenced by tracking and on DSR. Monthly Meetings to review MH DSR in place by August 2024 and all young people on register reviewed. Report project plan updates to NHSE in place and demonstrating impact of model.

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#	Action / Deliverable	Milestones	Owner	Evidence of impact
				<ul style="list-style-type: none"> Families of children supported by navigator scheme report positive change and improved outcomes through routine collection of outcome and experience data. Reduction in numbers of CYP reattending acute hospitals with mental health presentation of 10% or greater by January 2025 (against January 2024 numbers)
11.12	<p>CYP Mental Health</p> <ul style="list-style-type: none"> Consolidate and expand the Professional Therapeutic Pathway – providing additional MH capacity within Waveney. Particular focus on supporting CYP with neurodiversity through personalised offers of support. 	Launched 06/23	N&W ICB CYPMH	<ul style="list-style-type: none"> Number of CYP supported through PTP to increase by 20% or more by August 2024 (against August 2023 numbers) Number of CYP with a SEN supported routinely recorded and represent at least 20% or greater of overall PTP use. Children and young people with poor mental health and their families report positive change and improved outcomes using PROMs data and included in routine measurement of experience. Reduction of 5% or greater in re-referrals by January 2025 (against January 2024 numbers) – demonstrating needs met at first contact. Reduction of 10% or greater in number of CYP rejected by provider following request for support by January 2025 (against January 2024 numbers) Increase in number of CYP accessing mental health support – meeting or exceeding national trajectory by August 2025 Increase of 5% or greater in number of self-referrals to IFD by January 2025 (against January 2024 numbers)

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				<ul style="list-style-type: none"> Reduction in waiting list size of 10% or greater by August 2025 (against August 2024 numbers) and trajectory in place to demonstrate continued reduction. Reduction in 10% or greater of recorded absence from school due to a mental health need by July 2025 (against July 2024 numbers).
11.13	Develop and pilot a MH Toolkit to support CYP and their families waiting on the NDD assessment waiting list and identify CYP who may require more specialist mental health support and enable access to this through the Professional Therapeutic Pathway	Launch by 30/09/2024	N&W ICB CYPMH	<ul style="list-style-type: none"> CYP and families report feeling supported whilst they are waiting for an assessment. Fewer CYP present in MH crisis whilst waiting for an NDD assessment (metric to be confirmed)

Glossary

AD – Assistant Director
ADHD – attention deficit hyperactivity disorder
CYP – Children and Young People
DBV – Delivering Better Value
DCO – Designated Clinical Officer
DCS – Director of Children’s Services
DfE – Department for Education
DSCO – Designated Social Care Officer
EHCNA – Education, Health and Care needs assessment
EHCP – Education Health and Care Plan
EHE – Electively Home Educated
FTE – Full Time Equivalent
ICB – Integrated Care Board
KS2 – Key Stage 2
KS4 – Key Stage 4
MLD – Moderate Learning Difficulties
N&W – Norfolk & Waveney
NEET – Not in Education, Employment or Training
NSFT – Norfolk and Suffolk Foundation Trust
ONS – Office for National Statistics
QA - Quality Assurance
RWM – Reading, Writing, Maths
SALT – Speech and Language Therapy
SCC - Suffolk County Council
SEND – Special Educational Needs and Disabilities

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SENDIASS – Special Educational Needs and Disabilities Information Advice and Support Service

SES - Special Education Services

SLD – Severe Learning Difficulties

SNEE – Suffolk and North East Essex

SPCF – Suffolk Parent Carers Forum

VSEND – Valuing Special Educational Needs and Disabilities