

Question A: How effectively does the local area identify children and young people who have special educational needs and disabilities?.....	2
A1 Timeliness.....	2
A1a - When potential needs are raised with the local area by the young person, parents and carers or teachers or other staff working with the young person what is the efficiency and appropriateness of the response?....	2
A1b - What monitoring arrangements are in place to ensure assessment information remains up to date?	6
A1c - How effective are routine assessments of educational attainment and progress, including the application of national assessment arrangements?	7
A1d - How are the social care needs of children and young people identified and assessed?.....	8
A1e - How effective is the use of information from early health checks and health screening programmes?	10
A1f - What is our performance towards meeting expected timescales for EHC needs assessments, including conversion of existing statements of special educational needs to EHC plans?	11
A1g - How effective is the timing of assessments in preparation for a child or young person’s move from one provider to another or into adult services?	11
A1h - How is school census data used to identify possible inconsistencies in identification of needs?	12
A2 Quality of Identification.....	13
A2a - How well is identification and assessment information used to establish baselines for setting targets for progress and improvement towards meeting education, health and social care support or therapy needs? ..	13
A2b - How well is assessment and identification information used to inform joint commissioning, predicting the need for services and putting in place provision that meets the needs of children and young people?	14
A2c - How well is identification and assessment information used to evaluate the effectiveness of teaching and other education, health and social care support or therapy provided?	16
Question B: How effectively does the local area assess and meet the needs of children and young people who have special educational needs and/or disabilities?.....	17
B1 Engagement and co-production with children and young people, and their parents and carers	17
B1a - How well does the local area engage with children and young people in the identification, assessment and provision of their needs? How well do children understand their needs and how involved are they in setting targets for their progress? To what extent do children and young people have co-ownership of both process and decisions that affect how their needs are met?.....	17
B1b - How successfully does the local area provide the necessary information and support to parents/carers to enable them to engage in assessing and meeting their children’s needs? How effective is their involvement in identifying needs, how well do they understand them and how involved are they in setting targets for progress?	19
B1c - How effective is the use of impartial information and advice and support services, including advocacy where appropriate to support children and young people’s needs?	20
B1d - Has the local area got robust procedures for protecting sensitive information when sharing across agencies that meet statutory and government guidance?	21
B2 Effectiveness of Local Arrangements.....	22
B2a - How effective is the coordination of assessment between agencies in joint commissioning – clear roles, responsibilities and accountabilities of partners in assessing and meeting needs?	22
B2b - How well do Education, Health and Social Care services work together in the best interests of young people and minimise unnecessary duplication?	23
B2c - How effectively are assessment and reviews coordinated, especially at each stage of the young person’s transition to adulthood?	25
B3 Satisfaction of parents/carers and children and young people who have specials educational needs and/or disabilities that their needs are being met and their outcomes are improving.....	26
B3a - How well are children and young people listened to and their aspirations heard?.....	26
B3b - To what extent do children and young people/parents and carers feel their outcomes are improving?.....	27
B3c - Appeals, complaints and serious case reviews.....	28
B3d - How accessible and effective is impartial information advice and support services for children and young people?.....	29
B4a Suitability of the EHC Plan (including where relevant alignment with CIN and CP Plans).....	30
B5a How effective is the Local Offer, including its development, accessibility and currency?	30

Question C: How effectively does the local area improve outcomes for children and young people who have special educational needs and/or disabilities?31

C1 Outcomes – across Education, Health and Care31

C1a - How well does the local area support and improve outcomes for SEND children and young people (health, care, academic achievement)?31

C1b - How well does the local area prepare young people for adulthood as detailed in the Code of Practice: (Higher Education/employment, independent living, participation in society, being healthy as possible in adult life)?33

C2 Leaders Assessment of the effectiveness of the local area in improving outcomes for children and young people.....35

C2a - How effective is the local area’s approaches to improving outcomes: Early Intervention?35

C2b - How effective is the local area’s approaches to improving outcomes: Personal Budgets?37

C2c - How effective is the local area’s approaches to improving outcomes: Short Break care?38

C2d - How effective is the local area’s approaches to improving outcomes: Out of area placements?39

C2e - How effective is the local area’s approaches to improving outcomes: Transition arrangements between services and providers?40

C2f - How effective is the local area’s approaches to improving outcomes: Jointly commissioned specialist education, medical and therapeutic services?42

C2g - How effective is the local area’s approaches to improving outcomes: Use of advocacy and advisory services to support families?44

C2h - How effective is the local area’s approaches to improving outcomes: understanding of the views of children and young people who have SEND and their parents/carers?45

Question A: How effectively does the local area identify children and young people who have special educational needs and disabilities?

A1 Timeliness		
Priority Area: Early Intervention and high aspirations for all children and young people either ‘Co-production, working with parents/carers and young people to be a responsive service’, ‘Early Intervention and high aspirations for all children and young people’ or ‘Preparing for Adulthood’		
A1a - When potential needs are raised with the local area by the young person, parents and carers or teachers or other staff working with the young person what is the efficiency and appropriateness of the response?		
What we do well	Data/Evidence	Areas for Development/Actions to take
Theme 1 – Needs identified early with the right support at the right time <ul style="list-style-type: none"><u>Central Bedfordshire SEND Parent and Young Person Partnership Service (PYPPS)</u> - respond to parents within 24 hours. Provide impartial advice, information and support. Conversation is parent led and the service gains positive parental feedback. Turned down requests are followed by a ‘Way Forward Meeting’ involving parents and professionals.<u>Preparation for Adulthood (PfA) Service</u> - review student lists from special schools annually. Provide advice and information in line with the Care Act 2014 to optimise individual opportunities to be independent. The service connects young people to their community and work in partnership with agencies at least 1 year before transferring into Adult’s Social Care. Early identification aged 14 plus.<u>SEND Service</u> - all enquires raised with the service are followed up with signposting to appropriate services. Early identification of anticipated need is shared with schools in a timely fashion. The Early Years SEND Team will act without referral if urgent advice is needed. Referrals can be made by early years settings, schools and professionals.	Theme 1 <ul style="list-style-type: none"><u>Central Bedfordshire SEND PYPPS</u> - use information in annual reports and self-evaluations. Log of conversations are held on a secure and confidential database. Families only tell their story once. SEND multi-agency panel review all EHCP provision requests and decisions made.<u>PfA Service</u> - more people are aware of the service, how to refer and what support is available – yet still a relatively new service and continually evolving. Evidenced through - performance reports/data, attendance at EHCP/school reviews. Case Studies (see appendix 1), Learning Disability Market Position Statement, Quarterly Multi Agency Tracking [MATT] Meetings and MATT Tracker (see appendix 2).<u>SEND Service</u> - Early Years settings use <u>SEND Support Plans</u> for children with additional needs.	Theme 1 <ul style="list-style-type: none"><u>Central Bedfordshire SEND PYPPS</u> - conduct analysis of call volume to ensure parental needs are met. Ensure staff numbers match peak demand times.<u>PfA Service</u> - timely responses from partners regarding MATT request for information.<u>SEND Service</u> - ensure that requests for EHCPs are assessed collaboratively/co-produced - by education, health, social care, children and families too.

A1a - When potential needs are raised with the local area by the young person, parents and carers or teachers or other staff working with the young person what is the efficiency and appropriateness of the response?

What we do well	Data/Evidence	Areas for Development/Actions to take
<ul style="list-style-type: none"> <u>Children with Disabilities (CWD) Service and Children's Social Care</u> - CWD Social Workers complete assessments for children with disabilities to determine if they meet the threshold for statutory social care intervention. Disability Register is held by designated officer. <u>Early Help Service</u> – the Access and Referral Hub/MASH acts as the single point of contact for safeguarding and Early Help. This includes consideration of support for children with special educational needs and disabilities and their families. Families of children with SEND can access Early Help support through universal services, through targeted work and through a referral to one of five Early Help Locality Teams. Families also seek information, advice and support through specialised voluntary sector provision, including Autism Beds, Families United Network and Outside-In. Professionals encourage referrals to Edwin Lobo/Child Development Centre where there are concerns around potential learning needs/disabilities. Locality Network meetings provide a space for professionals to discuss local needs, for example the EHCP process. <u>Bedfordshire CCG</u> - as mentioned in section A1e below, all health reviews and assessments for children as part of the universal 0-19 Healthy Child Programme (HCP) are delivered by the Health Visiting Service (0-5 Years) and the School Nursing Service (5-19) will highlight additional need(s) early. <p>Theme 2 – Specialist services are extending capacity across all services</p> <ul style="list-style-type: none"> <u>SEND Service</u> - Educational Psychologists (EPs)/Early Years SEND Advisory Teachers attend meetings and liaise with agencies. All schools have a link EP, and Senior SEN Officer. The Graduated Approach and SEND support plan is pivotal - helps schools to 'assess, plan, do, review' APDR outcomes and consider next steps. Combined Local Authority Guidance on these topics was developed to support <u>all</u> involved through the process. Service deliver a variety of training where guest speakers lead discussions - courses are well received and highly regarded. Co-produced <u>Joint EHCP Outcomes training</u> has been delivered and further training jointly delivered by SNAP PCF, Central Bedfordshire SEND Team and Bedfordshire CCG. This was led by Health (DCO of Bedfordshire CCG), developed and delivered collaboratively to an integrated audience of participants of parents/carers, education/health/care and voluntary agencies. Following this, standardised record templates across Health and Care were introduced. Bedfordshire CCG lead upon Transforming Care Programme for children/young people with Learning Disabilities/Autism (with or without a mental Health condition with leading upon proactive Care, Education, Treatment Reviews (CETRs) and Local Area Emergency Protocol (LAEPS) to reduce unnecessary Tier 4 admissions for children/young people with Mental Health/Learning Disability/Autism Spectrum Disorder and includes independent children/young people's advocacy. 	<ul style="list-style-type: none"> CWD Short Breaks Statement - reviewed annually by the Local Authority, disabled children and their parents and carers to ensure their needs are being met. Statement available on Central Bedfordshire website. <u>Early Help Service</u> - Access and Referral Hub contact data and Early Help factors at assessment data show demand, timeliness of response and identification of need (see appendix 16). <p>Theme 2</p> <ul style="list-style-type: none"> <u>SEND Service</u> – planning meetings with are recorded and shared, meeting minutes, Graduated Approach Guidance (see appendix 3). Percentage of assessments agreed is monitored. EP feedback forms go out to schools and parents - data is collected and responses analysed annually (August). EP information is sent to schools termly via Central Essentials newsletter. All newly enrolled staff in SEND service will attend an induction which includes an overview of the SEND Vision and purpose of Local Offer. <p>Enrolment on training and positive course evaluations - 112 delegates attended the SEN Co-ordinator professional study groups over 4 sessions (see appendix 4). One delegate stated: <i>"I now feel more confident when filling out the funding forms and my understanding of how much funding a particular child will receive."</i></p> <ul style="list-style-type: none"> <u>Joint Outcomes EHCP Training</u> – delegate evaluations were positive, with 99.2% rating the course content either 'Excellent', 'Very Good' or 'Good'. Delegates were from a range of services/agencies including parents and cares – see appendix 26. <u>PfA Service</u>- see point in Theme 1 above about MATT tracker multi-agency meetings. 	<ul style="list-style-type: none"> <u>Early Help Service</u> - closer working with the SEN team in localities and better co-ordination of meetings and support where children have EHCP and an Early Help Assessment (EHA). <p>Theme 2</p> <ul style="list-style-type: none"> <u>SEND Service</u> - requests for EHCPs should be co-produced by education, health, social care, children and families. Continue <u>Joint Outcomes EHCP Training</u> for professionals, education settings and parents. Delivered by SNAP PCF, Central Bedfordshire SEND Team and Bedfordshire CCG. <u>Speech and Language Therapy (SALT)</u> - challenges regarding vacancies, recruitment and staff retention in this area; ultimately a lack of available support across early intervention and specialist therapy services.

<ul style="list-style-type: none"> Joint development of appendix request forms. Speech and Language Therapy (SALT) and Occupational Therapy (OT) have link workers for all mainstream and special schools; also have Links with Early Years settings and Children's Centres. SALT professionals also discuss referrals with SENCO's (Special Educational Needs Coordinators). <u>Central Bedfordshire Child and Adolescent Mental Health Services (CAMHS)</u> - visibility and working within schools, there is a link worker who liaise with school nurses; this ensures that needs are identified earlier. Children & young people's Improving Access to Psychological Therapies (IAPT) workers, x 7 school practitioners linked to 42 schools and colleges across Bedfordshire offering consultation, assessment, treatment and training. Close links to Early Help, School Nurses as well as Tier 2 providers CHUMS. Early identification in year 9 plus. CHUMS colleagues support Primary and Middle School students. Child Wellbeing practitioners (CWPs) linked to schools and provide early guided self-help to young people and their families. 	<ul style="list-style-type: none"> <u>Central Bedfordshire Child and Adolescent Mental Health Services (CAMHS)</u> – more information on CAMHS website. Specialist Nursing service including Specialist Behaviour Nurse and other ASD/ADHD nurse and Specialist Community Nurses offer a proactive behaviour and sleep support services for children/young people with additional needs and work in partnership with other organisations to enable timely support. Other specialist health services including physiotherapy and occupational therapy are located in a specialist Child Development Centre hub, together with the specialist nursing service alongside Community Paediatricians as well as visiting specialist continence services. 	
<i>A1a - When potential needs are raised with the local area by the young person, parents and carers or teachers or other staff working with the young person what is the efficiency and appropriateness of the response?</i>		
What we do well	Data/Evidence	Areas for Development/Actions to take
<p>Theme 4 – Joint Commissioning for better outcomes through personalisation and integration</p> <ul style="list-style-type: none"> <u>SEND Service</u> - work in localities and have a named professional who is their point of contact. <u>All/universal Services</u> - Regular liaison meetings are in place with external professionals. Joint Allocation Panel (JAP) is evident and process is clear. <u>CWD Service/SNAP Parent Carer Forum (PCF)</u> - Short Break Survey and Short Break Review – fed back into redesign of service. Bedfordshire Clinical Commissioning Group (BCCG) - Transformation of community health services, following a recent procurement, resulting in an outcomes based contract supported and developed with SNAP Parent Carer Forum (PCF). Joint Allocation panels (including Health and local authority deliver individual multi-agency commissioned packages of care for young people with complex needs including those who meet Children's Continuing Care funding criteria, including personalised budgets. This panel will be reviewed as part of the Joint Commissioning strategy, in addition to the strategic commissioning strategy. Also, process opportunities for Individual Funding applications for consideration of specific episodes of individual health funding for situations (e.g. one-off assessments) not currently commissioned, are in place within BCCG. <p>Theme 5 – Local Services complement the planned regional offer (STP)</p> <ul style="list-style-type: none"> Joint working is aligned with the STP (Sustainability and Transformation Plan). STP involves Bedfordshire, Luton and Milton Keynes local health and care providers (include Central Bedfordshire Council and Bedfordshire CCG) working 	<p>Theme 4</p> <ul style="list-style-type: none"> <u>SEND Service</u> - EPs attend the SENCO liaison meetings on a termly basis; Dunstable/Houghton Regis SENCO liaison group very active this year. Two EPs held a drop in for parents at the SNAP Parent Carer Forum (PCF) conference (see appendices 5, 6, 7, 8, 9 and 10). Short Breaks Survey and Short Breaks Review Consultation document (see appendices 12 and 13). Family feedback has highlighted a gap in service for sensory Occupational Therapy (OT) and further health commissioning has recently been invested with the newly procured community health providers to support this identified need and is in addition to the current service offered for children/young people with Autism Spectrum Disorder (ASD) who have sensory OT needs. <p>Theme 5</p> <ul style="list-style-type: none"> <u>STP</u> – Bedfordshire CCG Operating Plan 2017-2020 (see appendix 33). <u>Central Bedfordshire Public Health Service</u> – service is committed to developing a locality based delivery model that will: 'Develop services which are responsive to individual patient need', Improve the patient, 	<p>Theme 4</p> <ul style="list-style-type: none"> <u>SEND Service</u> - to provide PfA Service with a list of pupils with EHC Plans and dates of Annual Reviews. Training to settings to engage. Joint Allocation Panel (JAP) to be further developed with regards to process and funding agreements. <p>Theme 5</p> <ul style="list-style-type: none"> Children's Centres, Early Years settings and Childminders to promote 2.5 year checks – to ensure high turnout for all localities.

<p>together in regional 'footprints', showing how services will evolve and become sustainable over the next five years.</p> <ul style="list-style-type: none"> • See Transforming Care Partnership (TCP) point in Theme 6 below. • <u>SEND Service/Early Years</u> - Early Years settings liaise with Health Visitors on 2-year-old progress checks. There is a named Health Visitor for each childcare setting. 2.5 year checks/reviews are carried out either in a Children's Centre, a setting or with a childminder where appropriate. • <u>Central Bedfordshire Public Health Service</u> – Birth assessments, 1 and 2-year-old checks. ASQ ages and stages questionnaire, SEN questionnaires. Referrals then made to paediatricians or specialist services. Health Visitors carry out monthly visits to children/young people to ensure that information is regularly updated. Communication with Community Paediatric service – meetings with specialist teachers and ASD advisory service to discuss shared cases. ASD service can then contact school directly to ensure that training needs are up to date. • <u>Harlington Area Schools Trust (HAST)</u> - has been commissioned to run the Hearing Impairment, Visual Impairment and Medical Needs Teaching services on behalf of Central Bedfordshire Council. HAST have a SALT full-time which shows relevant and specialised provision. 	<p><i>carers and families' experience of the service' and 'Ensure service users are provided with a responsive service' (see appendix 55).</i></p> <p>Visit data is reported annually to Public Health England (PHE); data from Q3 2017/18:</p> <ul style="list-style-type: none"> ○ 91% of children received a new birth visit within 14 days; ○ 77% of children received a 2/2½ year Integrated Health and Education Review by the age of 2½ years; ○ 89% of children received a review by the time they were 12 months - see appendix 14. <ul style="list-style-type: none"> • 2.5 year checks - 100% of all Universal (U) and Universal Plus (UP) children are offered an appointment for a 2.5-year review. All UP children are offered a review either at home or whichever setting is most appropriate. In May 2018, 68% of all eligible 2.5-year olds attended an assessment - for children aged 36 months, 73% of eligible children had attended for assessment. All children that were not brought to their first appointment are offered a second appointment and then 'Was Not Brought Policy' is commenced if they fail to attend for a second appointment. • <u>HAST</u> has worked to develop projects which raise standards in teaching, learning and pastoral care across the pyramid. 	
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A1a - When potential needs are raised with the local area by the young person, parents and carers or teachers or other staff working with the young person what is the efficiency and appropriateness of the response?

What we do well	Data/Evidence	Areas for Development/Actions to take
<p>Theme 6 – Young people are supported in their aspirations and goals in preparing for adulthood</p> <ul style="list-style-type: none"> • <u>Virtual School (VS)</u> - raise the educational attainment and attendance of young people and work in collaboration with agencies, including strong relationships with Social Care Teams. VS ensure that LAC receive education in a timely when they move across local authorities. Virtual School and SEN Team are beginning to work closer together to improve timeliness and processes. • <u>Youth Support Service (YSS)</u> - respond to young people who do not have post-16 pathway identified by offering information, advice and transition support. Young people with EHCP plans receive careers advice and transition support from year 9. YSS info provided on Local Offer website. • <u>Transforming Care Partnership (TCP)</u> Panel – Bedfordshire CCG and Central Bedfordshire local authority meet regularly with services including PfA Service, Children's and Adult's Social Care to discuss transition cases. • <u>CWD Service</u> – working alongside Public Protection and Transport, the CWD Service consulted families regarding plans for transport. 	<p>Theme 6</p> <ul style="list-style-type: none"> • <u>Central Bedfordshire SEND PYPPS</u> work with Independent Supporters – help parents have their voice heard in meetings about their child. Positive parental feedback in annual report (see appendix 34). • <u>Virtual School</u> - tracking of educational progress, supporting and monitoring with young people in care. Helps young people achieve their full potential and offers support/advice. Section on Local Offer site for raising the participation age post-16. Follow statutory guidance for Promoting LAC education. Strategy for promoting School Attendance for LAC. • <u>Youth Support Service (YSS)</u> - Personal Advisors aided 632 young people and face-to-face guidance to 437 in 2017/18 (see appendices 49 and 50). <u>Academic Age 16 to 24</u> - In March 2018, 313 young people (79.2%) were <i>in Education</i>, higher than National (47.8%) and Regional (46.3%) figures. 21 young people (5.3%) were <i>NEET</i> - lower than National (10.2%) and Regional (11.6%) percentages. • <u>TCP's</u> work with people with a learning disability, autism (or both) and their families and carers to agree and deliver local plans. • <u>CWD Service</u> - Transport Board Consultation and Equality Impact Assessment gave further thought to the proposed changes and the potential impact on SEND families. 	<p>Theme 6</p> <ul style="list-style-type: none"> • <u>Central Bedfordshire SEND PYPPS</u> – Independent Supporters service ceased at the end of July 2018; need to ensure that families can still receive support from the service - who will now support all current and new cases. Potential capacity issue. • Engaging colleges and further education providers to ensure the right provision at the right place/time for young people. • Young people to be a part of the Co-production of their EHC Plan. • <u>CWD Service</u> – carefully develop policies, with ongoing reference to any concerns raised during the consultation (Transport Board).

Priority Area: Early Intervention and high aspirations for all children and young people		
A1b - What monitoring arrangements are in place to ensure assessment information remains up to date?		
What we do well	Data/Evidence	Areas for Development/Actions to take
<p>Theme 1 - Needs identified early with the right support at the right time</p> <ul style="list-style-type: none"> <u>Children with Disabilities (CWD) Service</u> – social workers update Child and Family Assessments annually. Short Break and Looked after Children (LAC) care plans are updated at least 6-monthly and Child Protection plans (CPP) are monitored through 6-weekly core group meetings. <u>Preparation for Adulthood (PfA) Service</u> - completion of a Care Act Assessment and ongoing reviews proportionate to individual needs. <u>SEND Service</u> - educational settings are encouraged to regularly ‘assess, plan, do, review’ APDR through the local authorities SEND guidance documents. Early Years SEND AT’s and EP’s will agree monitoring arrangements with parents and settings - monitor and review outcomes and receive updates through planning meetings with schools. Early Years team ensure that assessment information is up to date/reviewed through regular visits and reviews. EPs annually review assessment material to ensure it is evidenced based and current. A range of services contribute to the <u>Children’s Services Performance Scorecard</u> which tracks performance against a range of measures, relating to case management, commissioning, learning and social care performance teams, SEND service, Access and inclusion, Youth Support Service, Virtual School, Safeguarding, School Admissions and Improvement. <u>School’s Tracker</u> – tracks inspection activity amongst local schools and has a section specifically relating to SEND, which indicates a grading for SEN Support and EHC (proportionate to school size). File is updated by Central Bedfordshire School Improvement Team. <p>Theme 2 - Specialist services are extending capacity across all services</p> <ul style="list-style-type: none"> <u>CWD Service</u> - quality and compliance is monitored via Management sign off. CWD workers use updated assessment and plans to inform social care input into EHCP’s and attend reviews on cases open to the service. As mentioned in section A1a above, <u>co-produced Joint Outcomes EHCP Training</u> has been jointly delivered by SNAP PCF, Bedfordshire CCG and Central Bedfordshire SEND Team. Workshop has agreed templates to ensure that they identify needs, outcomes and required provision. <p>Theme 4 - Joint Commissioning for better outcomes through personalisation and integration</p> <ul style="list-style-type: none"> <u>CWD Service</u> - feed into strategic change through SEND Delivery Board and work with Adults Social Services through Preparation for Adulthood (PfA) and Transforming Care Partnership (TCP). <u>PfA Service</u> - attend EHCP annual reviews for young people at special schools. PfA will aim to attend annual EHCP reviews of young people in mainstream schools if 	<p>Theme 1</p> <ul style="list-style-type: none"> <u>CWD Service</u> - monitoring of assessment information through Performance Information Report (PIR) and CWD Scorecards shows: (see appendices 16 and 54) <ul style="list-style-type: none"> In June 2018, 85.4% of Looked after Children (LAC) had a medical check completed (see page 43 of PIR). 66.7% of LAC had their Initial Health Review (social care) completed within 28 days during June 2018 (page 43). 100% of social care Child and Family Assessments were completed within 45 days for <u>both CWD teams</u> in June 2018 (page 12). CWD teams often exceed the set target of 92%. <u>PfA Service</u> - review spreadsheet and MATT tracker (see appendix 2) - tracker is used to inform MATT meetings and presentations are created from the data. SWIFT reports identify when reviews are due, in July 2018 there were 3 reviews due. Individual Assessment and Reviews which includes evidence of progression plans. Case Studies evidence monitoring and tracking (see appendix 1). <u>SEND Service</u> - SEND Support plan has a clear format for APDR and recommend that schools use it pre-and post EHCP process. Evidence includes: EYFSP, school assessment profiles, requests for new EHC Needs Assessment and Special School Outreach requests. Early Years visits are evidence in reports and advice forms (appendix 18). Children’s Services Performance Scorecard includes SEND measures - document was created in April 2018 (see appendix 22). <p>Theme 2</p> <ul style="list-style-type: none"> <u>CWD Service</u> – monthly performance updates provided to whole of children’s social care via Performance SMT. <u>SEND Service</u> - professional study groups (PSGs) allow collaborative working and ensure that practice is up to date (see appendix 4). <u>Joint Outcomes EHCP training</u> - improved understanding across services of EHCP process. 99.2% rated the course content either ‘Excellent’, ‘Very Good’ or ‘Good’ (see appendix 26). 	<p>Theme 1</p> <ul style="list-style-type: none"> <u>CWD Service</u> - completion data for updated social care assessments to be added to CWD Monthly Score Card. <u>SEND Service</u> - improve number of EHCP’s completed in 20-week timescale. Ensure that outcomes are golden thread throughout EHC and Short Break plans – these should be aligned. Future training to improve this coordination. <u>Bedfordshire CCG</u> – Quality assurance for new EHC process being further developed and EHC training is being expanded to include primary care/GPs. <p>Theme 2</p> <ul style="list-style-type: none"> <u>SEND Service</u> - identifying good practice and areas for improvement in <u>all</u> educational settings. Further Joint Outcomes EHCP Training (Annual Reviews and SEN Support) will be held in Autumn 2018. <u>All/universal Services</u> - EHCP input needs to be consistent from <u>all agencies</u> including young people. Advice must be consistent and high quality. Future review of referral paperwork to monitor this.

<p>appropriate. Quarterly 'Multi Agency Tracking' Meetings (MATT) have been running since April 2017 – allowing shared planning between agencies. MATT data can be used to forecast Adult's services demand and provision.</p> <ul style="list-style-type: none"> • SEND Service - EP follow up on cases with SENCO in planning meetings. • As mentioned in section A1a above, Central Bedfordshire Public Health service are committed to developing a locality based delivery model. • Bedfordshire CCG - Community services outcomes based contract, Key Performance Indicators (KPIs) monitored monthly and quarterly quality meetings. Outcomes include monitoring SEND/EHCPs. Joint Allocation panels including Health and local authority deliver individual multi-agency commissioned packages of care for young people with complex needs, including those who meet Children's Continuing Care funding criteria including personalised budgets. <p>Theme 6 - Young people are supported in their aspirations and goals in preparing for adulthood</p> <ul style="list-style-type: none"> • Youth Support Service (YSS) - support development of career action plans from year 9 plus. • SNAP Parent Carer Forum (PCF) - ran a SEND Satisfaction Survey between January-June 2018 which enabled parents to voice their opinions on a range of SEND topics. • SEND Service - outcomes in EHC Plans are reviewed and monitored via the Annual Review meeting. 	<p>Theme 4</p> <ul style="list-style-type: none"> • SEND Service - in monthly peer supervision, EPs can bring and share information regarding assessments. Monthly Locality meetings to discuss SEND cases. • Central Bedfordshire Public Health – committed to developing a locality based delivery model that will: 'Work with partners to institute <i>single assessment process</i> and documentation', 'Offering seamless and integrated 'Team around a Family' (TAF) <i>coordinated care delivery</i> with the child and young person at the centre of focus of care' and 'Develop services which are responsive to individual patient need, provide value for money and are <i>performance managed</i> to improve patient outcome' (see appendix 55). • SNAP (PCF) SEND Satisfaction survey - 65% of parents were 'very' or 'fairly' satisfied with the ongoing monitoring and assessment of their child's needs in terms of Education (Q10) – see appendices 19 and 20. 	<p>Theme 4</p> <ul style="list-style-type: none"> • SEND Service – SEND Team to provide PFA Service list of pupils with EHC plans and dates of annual reviews. Training to settings to engage. • Ensure settings are clear of the roles and responsibilities of the YET and that they are working as one. • PFA Service - timely responses from partners regarding MATT tracker requests. <p>Theme 6</p> <ul style="list-style-type: none"> • Referral and annual review paperwork to have young person's views, wishes and feelings. Must have young person's wishes before considering post-16 provision.
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Priority Area: Early Intervention and high aspirations for all children and young people		
A1c - How effective are routine assessments of educational attainment and progress, including the application of national assessment arrangements?		
What we do well	Data/Evidence	Areas for Development/Actions to take
<p>Theme 1 - Needs identified early with the right support at the right time</p> <ul style="list-style-type: none"> • SEND Service - Central Bedfordshire ensure that effective and timely assessments of pupil's educational attainment and progress is used consistently to inform the planning for support; to raise attainment and progress of pupils on SEND support and Education, Health and Care plans (EHCPs). • As mentioned in section A1b above, the Children's Services Performance Scorecard tracks performance against a range of measures including educational attainment. • School improvement and SEND Team utilise Schools Tracker to highlight schools that may require additional support. See point in section A1b above for more information on the School's Tracker file. <p>Theme 2 - Specialist services are extending capacity across all services</p> <ul style="list-style-type: none"> • Local authority annual performance for a range of measures is collated by the Learning Performance team (including the SEN2 statutory return), which is then submitted to Department for Education. Following this, statistical first releases (SFRs) are published and available on the Performance Hub. These are also distributed to relevant services including Heads of Service. This comparison 	<p>Theme 1</p> <ul style="list-style-type: none"> • Assessment data and monitoring via the Children's Services Performance Scorecard (appendix 22) and Schools Tracker file held by School Improvement Team. <p>Theme 2</p> <p>The most recent published data for Central Bedfordshire (2017) shows positive performance in the following areas:</p> <ul style="list-style-type: none"> • Key Stage 1 – Percentage of pupils reaching the expected standard in Reading: With a Statement/EHCP = 19% (above 17% SN and 14% National average). SEN Support = 36% (above 32% SN and 34% National average). • Key Stage 1 – Percentage of pupils reaching the expected standard in Writing: With a Statement/EHCP = 13% (above 11% SN and 9% National average). SEN Support = 20% (identical to 20% SN but slightly below 23% National Average). 	<p>Theme 2</p> <p>The most recent published data for Central Bedfordshire (2017) shows that areas for development are:</p> <ul style="list-style-type: none"> • Key Stage 4 - Attainment 8 score per pupil: With a Statement/EHCP = 13.2, Lower Middle quartile (below 15.2 SN average and 13.9 National average). SEN Support = 29.4, Lower Middle quartile (below 31.0 SN average and 31.9 National average). • Key Stage 2 - Percentage of pupils reaching the expected standard in Reading, Writing and Mathematics: With a Statement/EHCP = 5%, Lower quartile (below 8% for both SN average and National average). SEN Support = 18%, Lower Middle quartile (above 16% SN average but below 20% National average).

<p>allows us to investigate how effective routine assessments are and summarises attainment and progress.</p> <ul style="list-style-type: none"> The Central Bedfordshire Performance Hub website details information on assessments and provides guidance documents for Lower/Primary schools. 	<ul style="list-style-type: none"> Key Stage 1 – Percentage of pupils reaching the expected standard in Maths: With a Statement/EHCP = 22% (above 16% SN and 14% National Average). SEN Support = 33% (above 32% SN but slightly below 35% National Average). Key Stage 1 - Percentage of pupils meeting the required standard of phonic decoding: With a Statement/EHCP = 33% (noticeably above 22% SN and 18% National Average). 	<ul style="list-style-type: none"> Key Stage 2 Reading, Writing and Mathematics progress scores – placed in the Lower quartile for these measures.
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Priority Area: Early Intervention and high aspirations for all children and young people

A1d - How are the social care needs of children and young people identified and assessed?

What we do well	Data/Evidence	Areas for Development/Actions to take
<p>Theme 1 - Needs identified early with the right support at the right time</p> <ul style="list-style-type: none"> CWD & Early Help Service - referrals received by the Assessment Hub for children/young people who meet CWD threshold are passed onto CWD teams and others are signposted to Early Help Services. Where level of need is higher, this can be stepped up and an assessment will be completed by the Hub to determine how identified needs will be met. See section A1a for overview of Early Help offer. Preparation for Adulthood (PfA) Service – strives to completed assessments in a timely manner and aim to complete it before the young person's 18th birthday - to ensure that required services are in place during transition. Referral process is straightforward and the Care Act Enquiry Form is completed with the young person. Provides advice and information in line with the Care Act 2014 to optimise individual opportunities to be independent. Referrals to Adult's Social Care are made 14 plus to begin early identification. <p>Theme 2 - Specialist services are extending capacity across all services</p> <ul style="list-style-type: none"> CWD Service - consists of two front line specialist operational social work teams (East and South) which provide child protection, family support and Short Breaks under s17, as well as a looked after service for children with disabilities aged 0-18 years, who meet thresholds for this specialist service. EHC Needs Assessment advice through Intake and Assessment – identifying Social Care Needs. SEND Service - all professionals would suggest that an EHA is completed and discuss this with educational setting, parent and young person. All professionals attend TAC, CIN and CP meetings as appropriate. Central Bedfordshire Public Health – as mentioned in previous sections, the service is committed to developing a locality based delivery model. 	<p>Theme 1</p> <ul style="list-style-type: none"> CWD Service – identification of need through Hub referral data (including primary/additional needs), Early Help Assessment (EHA) and Child & Family Assessments. See link to ‘multi-agency guidance for assessment and thresholds of needs’. Virtual School – in July 2018: 52 Looked after Children (LAC) had an EHC plan, of which 25 (48%) were placed ‘in county’ and the remaining 27 (52%) were placed ‘out of county’. PfA Service - completion of a Care Act Assessment and ongoing reviews proportionate to individual needs. Adult's Social Care undertake joint health care assessments in respect of Continuing Healthcare Checklist (CHC) and S117 when required. PfA service is still in its infancy (established in 2017) but noticeable positive work has already been completed. Needs evidenced through Assessments (including Mental Capacity Assessments [MCAs] (see appendix 59). <p>Theme 2</p> <ul style="list-style-type: none"> CWD Service - monthly Performance Information Report and Team scorecards allow needs to be monitored – targets are often met or exceeded for measures including assessments, visits and reviews (see appendices 16 and 54). CWD Short Breaks Statement - reviewed annually by the Local Authority, disabled children and their parents and carers to ensure their needs are being met. Central Bedfordshire Public Health – locality based model that will: ‘Develop services which are responsive to individual patient need...’, ‘Develop a sustainable approach to personalised assessment and support planning for children and young people with complex needs’ and ‘Develop personalised care and support planning for children and young people with complex needs’ (see appendix 55). 	<p>Theme 1</p> <ul style="list-style-type: none"> SEND Service - building stronger links with the Virtual School. Monthly meetings with SEND service and Virtual School to discuss shared LAC/EHC pupils to see if services can work together. Early Help Service - closer working with the SEN team in localities and better co-ordination of meetings and support where children have EHCP and an Early Help Assessment (EHA). <p>Theme 2</p> <ul style="list-style-type: none"> CWD Service - will look at further joint working with local schools, to get the best out of local services (2019). All/universal Services - implementing the SEND Vision across the board. Training to all social care teams delivered by SEND Head of Service is being rolled out, with regards to SEN Support and EHC Needs Assessment.

A1d - How are the social care needs of children and young people identified and assessed?		
What we do well	Data/Evidence	Areas for Development/Actions to take
<p>Theme 4 - Joint Commissioning for better outcomes through personalisation and integration</p> <ul style="list-style-type: none"> • <u>Joint Allocation Panel (JAP)</u> – is well established and has representation from multiple agencies/services, evidencing partnership working. The panel allows early identification of need, enhances case tracking and quality assurance. • <u>CWD Service</u> - offer advice, support and work in partnership with multiple children's social care teams/operations. The service also works collaboratively with Adult's Social Care, PfA, Bedfordshire CCG (BCCG), LSCB and Education Services (including special schools). Quarterly meetings between CWD and Special School Heads - to discuss key issues, potential social care cases and identify needs or future demand as early as possible. Senior Practitioner (East Hub) facilitated a joint workshop between the Social Work Teams and Ivel Valley Special School on CSE - worked with schools to agree priorities. Good links with BCCG in the identification of complex needs via liaison with health professionals. • <u>PfA Service</u> - work stream within the Support and Aspirations Board and one of three key overarching principles in the 'Shared Vision for Children and Young People (0-25) with SEND'. PfA Service work in partnership with other agencies at least 1 year before young people transfer into Adult's Social Care. Quarterly meetings with Adult Social Care to track transition from year 9. PfA strategy was co-produced in March 2015 as a multi-agency transition strategy to improve outcomes for children and young people with SEND (14-25 years). • <u>SEND Service</u> - social care advice is sought as part of EHC Plan process. Service encourage others to seek updated advice as part of Annual Review process. Early Years SEND training is relevant, popular and highly regarded. <p>Theme 5 - Local services complement the planned regional offer (STP)</p> <ul style="list-style-type: none"> • <u>Transforming Care Partnership (TCP)</u> Panel – Bedfordshire CCG and Central Bedfordshire local authority meet regularly with services including Children's and Adult's Social Care and PfA Service to discuss transition. • See CWD point in Theme 4 above about joint working across agencies. <p>Theme 6 - Young people are supported in their aspirations and goals in preparing for adulthood</p> <ul style="list-style-type: none"> • <u>PfA Service</u> - seek to connect young people to their local communities and encourage them to realise their full potential with support. Optimise individual opportunities to be independent. See point in Theme 4 above on PFA strategy. • <u>SNAP Parent Carer Forum (PCF)</u> – parental views are regularly identified through forums. Parents are engaged and can make their voices heard. A SNAP PCF Strategy Day is held annually to improve service and identify needs of families. 	<p>Theme 4</p> <ul style="list-style-type: none"> • <u>CWD Service</u> - meetings with schools, minutes of meetings, service and team plans, action plans, notes around TCP and commissioning framework. Pan Bedfordshire LSCB 'protecting disabled children' spotlight data analysis and findings. Presentation on joint CSE workshop (see appendix 23). • <u>PfA Service</u> – an Information Sharing Agreement is in place with Health. Multi Agency Transition Tracking (MATT) enhance the quality of identification, timeliness of assessment and joint work between Children's and Adult Social Care. Also assists in identifying demographics (see appendix 2). • <u>SEND Service</u> - training enrolment/take up of courses and evaluations – (see section A1a above). SEND Vision – see appendix 15. <p>Theme 5</p> <ul style="list-style-type: none"> • <u>TCP's</u> work with people with a learning disability, autism (or both) and their families to deliver local plans. <p>Theme 6</p> <ul style="list-style-type: none"> • <u>SNAP PCF</u> - annual report (appendix 60), SNAP PCF Annual Strategy Day and SNAP PCF newsletter. SNAP PCF leaflet on Local Offer encouraging parents/families to share their views. SEND Satisfaction shows that 97% of parents surveyed believe <i>that they understand the needs of their children</i> either 'well' or 'very well' (Q8) - (see appendices 19 and 20). When asked <i>how well their child's needs are met by service areas</i>, <u>Education</u> was rated positively (63% either 'fairly' or 'very well'). • <u>PfA Service</u> - 'Guide to your Journey' was created in conjunction with young people and is on the Local Offer page under the PfA 	<p>Theme 4</p> <ul style="list-style-type: none"> • <u>PfA Service</u> – timely responses from partners regarding MATT request for information to populate tracker. • <u>All/universal services</u> - SEND Vision needs regularly re-visiting to ensure that priorities and principles are addressed. • Develop a SEN Strategy that brings together the SEND vision and the Self-Evaluation Framework (SEF). <p>Theme 5</p> <ul style="list-style-type: none"> • <u>All/universal Services</u> - continually review and update Local Offer information. • Currently longer than expected waiting times for children referred to the Community Paediatric Service. Letter from Tina Charlton has been distributed – reassuring families of plans to improve waiting times (see appendix 24). Redesign of the neurodevelopmental pathway is underway to align Autism Spectrum Disorder (ASD) pathways across the whole county and reduce waiting times for community paediatricians.

<ul style="list-style-type: none"> Virtual School - tracking of educational progress, supporting and monitoring with young people in care. Helps young people achieve their full potential and offers support/advice. <p>Other points (not directly related to themes above)</p> <ul style="list-style-type: none"> Children's Services Feedback Form – ensures that local services are meeting the needs of families and their children (including those with SEND) and allows people to provide their views about their involvement with social work teams. 	<p>heading (appendix 25).</p> <ul style="list-style-type: none"> Virtual School - SDQs are monitored through the Personal Education Plan (PEP) as well as through internal performance monitoring (KPIs). Quality of PEPs are high, with 80% being judged 'good' or better in June 2018 (see appendix 22). 	
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Priority Area: Early Intervention and high aspirations for all children and young people

A1e - How effective is the use of information from early health checks and health screening programmes?

What we do well	Data/Evidence	Areas for Development/Actions to take
<p>Theme 2 - Specialist services are extending capacity across all services</p> <ul style="list-style-type: none"> SEND Service – information is used when considering new referrals in the Early Years or when carrying out an Initial Assessment of need. Also considered as part of evidence for EHC Needs assessment requests but not routinely submitted. The Early Years (EY) SEND team encourage settings to forge links with their local 0-19 team. The EY SEND Team provide copies of child focused reports to paediatricians to contribute towards a child's multidisciplinary assessment (MDA) appointment. Members of the EY SEND Team attend and support health professionals with referrals and MDA clinics and contribute to reports; the team also have regular meetings to discuss children with Speech and Language Teams. Central Bedfordshire Public Health Service - all health reviews and assessments for children – as part of the universal 0-19 Healthy Child Programme (HCP) are delivered by the Health Visiting Service (0-5 Years) and the School Nursing Service (5-19) will highlight additional need(s). Appropriate support and interventions will then be provided either at Universal Plus (UP) or Universal Partnership Plus (UPP) level. UP level: support for parents, children and families to access swift, expert, advice and interventions to meet identified needs early; help to plan coping strategies and positive behaviours to build resilience. UPP level: ongoing support is provided, as part of a range of local services working together and with families, to deal with more complex problems over a longer period of time. Every school has a designated health nurse. Joint Outcomes EHCP training – available to practitioners and parents involved in contributing towards EHCPs. Training was jointly run by SNAP PCF, Bedford Borough Parent Carer Forum (BBPCF), Central Bedfordshire Council (including Central Bedfordshire Public Health Service) and Bedfordshire CCG. Bedfordshire CCG specialist Children's Continuing Care Nurse Assessor – Decision Support Tool (DST) assessments identify whether the child/young person meets National criteria for additional funding, to support their complex care needs not already supported through currently commissioned services. Specialist Nursing Behaviour/Sleep services and CAMHs neurodevelopmental Services supporting challenging behaviours. 	<p>Theme 2</p> <ul style="list-style-type: none"> Central Bedfordshire Public Health Service – the locality based delivery model will: <i>'Use innovations in IT systems that enable information sharing across health (e.g. GP Practices and A&E services), education and care and all sectors of providers to help with service delivery'</i> (see appendix 55). Health Visitors carry out monthly visits to children/young people to ensure that information is regularly updated. Visit data is reported annually to Public Health England (PHE) in March; data from Q3 2017/18 shows that: <ul style="list-style-type: none"> 91% of children received a new birth visit within 14 days (above target and national figure); 77% of children received a 2/2½ year Integrated Health and Education Review by the age of 2½ years (above national but below target). 89 % of children received a 12 months review by the time they were 12 months (above national, slightly below target) - see appendix 14. Initial Health Assessments for Looked After Children (LAC) - there were 9 young people who came in to care that required an Initial Health Assessment to be completed during April 2018 and of these 6 were completed within 28 days (66.7%). Joint Outcomes EHCP training – delegate evaluation forms from the course were positive, with 99.2% rating the course content either 'Excellent', 'Very Good' or 'Good'. 10 parents/carers attended this course and learned more about outcomes (see appendix 26). Virtual School – as mentioned in section A1d above, SDQs are monitored through the Personal Education Plan (PEP) as well as through internal performance monitoring (KPIs). Quality of PEPs are high, with 80% being judged 'good' or better in June 2018 (see appendix 22). 	<p>Theme 2</p> <ul style="list-style-type: none"> Consider requesting as information to support EHC Needs Assessment. SEND Service - review current practice, processes and develop a clear CHSU5 process with health colleagues. Central Bedfordshire Public Health Service - information on the services and support through the 0-19 HCP needs to be clearer, and more readily accessible as part of the Local Offer. The website is not easy, or logical to navigate, and does not promote, or signpost to the local 0-10 Service. <p>Visiting data from Q3 March 2018 shows that Public Health services were slightly below target for four out of 5 measures, however were noticeably above the national picture for some of these (see appendix 14).</p> <ul style="list-style-type: none"> Further development of Joint Outcomes EHCP training to include more information on annual reviews and pre-EHCP stages.

A1e - How effective is the use of information from early health checks and health screening programmes?

What we do well	Data/Evidence	Areas for Development/Actions to take
<ul style="list-style-type: none"> <u>Virtual School</u> – ensure that health checks are carried out in a timely manner. This can include Strengths and Difficulties Questionnaires (SDQs) for looked after children, which is monitored through the Personal Education Plan (PEP). <u>Central Bedfordshire CAMHS</u> – visibility and working within schools, there is a link worker who liaise with school nurses; this ensures that needs are identified earlier. Child and young people Improving Access to Psychological Therapies (IAPT) workers, x 7 school practitioners linked to 42 schools and colleges across Bedfordshire offering consultation, assessment, treatment and training. Close links to Early Help, School Nurses as well as Tier 2 providers CHUMS. Early identification of young people in Year 9 plus. CHUMS colleagues support Primary and Middle School students. Child wellbeing practitioners (CWPs) work with young person and their families to provide guided self-help, telephone and face-to-face support for up to 8 weeks. 		

Priority Area: Early Intervention and high aspirations for all children and young people***A1f - What is our performance towards meeting expected timescales for EHC needs assessments, including conversion of existing statements of special educational needs to EHC plans?***

What we do well	Data/Evidence	Areas for Development/Actions to take
Theme 1 - Needs identified early with the right support at the right time <ul style="list-style-type: none"> Central Bedfordshire's 20-week compliance has improved year on year with an ambitious target to be above the national rate in 2018. The authority achieved timescales for conversions of statements to Education, Health and Care Plans (with 3 exceptions) which provides a strong platform for the future (see appendix 27). 1,501 education, health and care plans (EHCP) are maintained by the local authority, as at January 2018. The number of EHC plans issued within time frames improved during 2017 in comparison to previous years. 	Theme 1 <ul style="list-style-type: none"> CSMT performance report; Children's Services Performance Scorecard and Data from Statistical First Releases (SFRs) shows improvement from previous years (see appendices 28 and 22). Of the new EHC plans made during the 2017 calendar year (<u>excluding</u> exceptions): <ul style="list-style-type: none"> 65.2% were issued within the 20-week time limit, an increase from 42.0% in 2016. Of the new EHC plans made during the 2017 calendar year (<u>including</u> exceptions): <ul style="list-style-type: none"> 55.4% were issued within the 20-week time limit, an increase from 42.1% in 2016. 	Theme 1 <ul style="list-style-type: none"> Quality assurances for Educational Psychology, Early Years reports and EHC plan. Managers will regularly check once a month. Joint quality assurance with Health, Social Care and Education with regards to EHC plans. Theme 2 <ul style="list-style-type: none"> Quality of conversion to EHC plans will be addressed via the Annual Review. Theme 4 <ul style="list-style-type: none"> <u>SEND Service</u> - to be part of the 'Schools for the Future' project to ensure the right placement for pupils with SEND at the right place/time. Further 'Deep Dives' to explore the data and any emerging themes.

Priority Area: Preparing for Adulthood***A1g - How effective is the timing of assessments in preparation for a child or young person's move from one provider to another or into adult services?***

What we do well	Data/Evidence	Areas for Development/Actions to take
Theme 1 - Needs identified early with the right support at the right time <ul style="list-style-type: none"> Central Bedfordshire has a clear phased transfer process for pupils moving to different school placements, which ensures that school and college deadlines are met (15th February and 31st March respectively). 	Theme 4 <ul style="list-style-type: none"> <u>PfA Service</u> - quarterly Multi Agency Tracking Meetings (MATT) are multi-agency and include representation from Adults Social Care, Children's Social Care and Health services. MATT tracker enhances 	Theme 4 <ul style="list-style-type: none"> <u>PfA Service</u> - timely responses from partners regarding MATT request for information to populate tracker. PfA service welcome a formal

<ul style="list-style-type: none"> Transition pathway within CAMHs and Adult Mental Health Team enables a smoother transition for young people becoming adults. <p>Theme 4 - Joint Commissioning for better outcomes through personalisation and integration</p> <ul style="list-style-type: none"> Collaboration across Children's Social Care and Adult Social care to prepare children and families for post-18. As mentioned in previous sections, <u>Central Bedfordshire Public Health</u> service is committed to developing a locality based delivery model. <p>Theme 6 - Young people are supported in their aspirations and goals in preparing for adulthood</p> <ul style="list-style-type: none"> <u>Preparation for Adulthood (PfA) Service</u> - strives to complete assessments in a timely manner prior to the young person's 18th birthday; to ensure that services are in place during transition. Referrals to Adult's Social Care are made at age 14 plus to begin early identification. Process is straightforward and the Care Act Enquiry Form is completed with the young person. 	<p>the quality of identification, timeliness of assessment and joint work between Children's and Adult Social Care. This can assist in identifying demographics (see appendix 2).</p> <ul style="list-style-type: none"> <u>Central Bedfordshire Public Health</u> – the locality based model will <i>'Ensure services are 'wrapped around' the child or young person to enable some flexibility when 'preparing for adulthood' in that transition is paced at the need of the young person and not the service pathway they are aligned with'</i> (see appendix 55). <p>Theme 6</p> <ul style="list-style-type: none"> <u>PfA Service</u> - attend annual reviews which support children throughout their transition stages. PfA strategy was co-produced as a multi-agency transition strategy to improve outcomes for children and young people with SEND (14-25 years). 'Guide to your journey' booklet assists with transition stages (see appendix 25). In July 2018, the majority of young people known to the PfA service were living with 'family/friends' permanent stay' (339 young people), followed by 'tenant – LA/Housing association' (153 young people) and 'registered care home' (140 young people) – see appendix 17. 	<p>process whereby Adult's Social Care routinely invited to EHCP meetings.</p> <ul style="list-style-type: none"> Ensure that Adult's Social Care are aware of EHC plans for the year so that they can attend meetings as and when appropriate. Ensure that provision is available and accessible where needed, to meet young aspirations. For example, further development of post-16 provision that offer suitable courses for those young people with significant SEND.
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Priority Area: Early Intervention and high aspirations for all children and young people

A1h - How is school census data used to identify possible inconsistencies in identification of needs?

What we do well	Data/Evidence	Areas for Development/Actions to take
<p>Theme 1 - Needs identified early with the right support at the right time</p> <ul style="list-style-type: none"> Central Bedfordshire compares data nationally and with statistical neighbours for a range of measures. This includes measures for SEND children broken down by key stages. As mentioned in section A1b above, the Children's Services Performance Scorecard and Schools Tracker monitor performance and identification of needs in relation to education, schools and SEND service. Central Bedfordshire Performance Hub details information relating to the school census. It also provides guidance documents, key deadline dates and direct contact links for the Learning Performance Team. Learning Performance Team maintains a watching brief on local, regional and national SEND data which contributes to the local areas understanding of gaps within existing data. SEND Annual Performance Booklet provides an overview of the SEND child population in Central Bedfordshire. It also provides comparative data for the last 3 years for pupils with SEND broken down by Phase, Primary Need, Number with SEN Support and Number with a Statement or EHC plan. <p>Theme 4 - Joint Commissioning for better outcomes through personalisation and integration</p> <ul style="list-style-type: none"> Joint working is well established - Learning Performance team regularly liaise with schools and SEN Team regarding their data. 	<p>Theme 1</p> <ul style="list-style-type: none"> Production of Statistical First Releases (SFRs) and other data summaries, published on the Central Bedfordshire website (Performance Hub). These compare Central Bedfordshire's performance against Statistical Neighbours and the National picture. Use of performance reports to identify possible inconsistencies and/or areas of poor performance. Including Children's Services Performance Scorecard (see appendix 22) and Schools Tracker held by School Improvement Team. Latest SEND annual SEN Performance Booklet from January 2018 (see appendix 29, page 9 onwards). <p>Theme 4</p> <ul style="list-style-type: none"> Learning Performance Team and SEN team cross check their data with one another to identify anomalies. 	<p>Theme 3</p> <ul style="list-style-type: none"> Placements Strategy - ongoing development, this will ensure that by making the right placement for the right person at the right time, the most vulnerable young people have safe and stable homes where they are supported to achieve positive outcomes. <p>Other points (not directly related to themes above)</p> <ul style="list-style-type: none"> Intelligence through data on SEND needs, changes to demography and demand to support strategic planning. Data should support good practice and inform strategy/provision. Joining up of data from different sources - to improve understanding of SEND cohort and assist in completing the SEN2 return. Data sets relating to SEND, Looked after Children (LAC), Children in Need (CIN) are not currently cross-tabulated. Integration of data held within different systems/agencies will allow a greater understanding of how information is linked across different systems.

A2 Quality of Identification		
Priority Area: Early Intervention and high aspirations for all children and young people		
A2a - How well is identification and assessment information used to establish baselines for setting targets for progress and improvement towards meeting education, health and social care support or therapy needs?		
What we do well	Data/Evidence	Areas for Development/Actions to take
<p>Theme 1 - Needs identified early with the right support at the right time</p> <ul style="list-style-type: none"> <u>SEND Service</u> - Early Years (EY) Team do an initial assessment/baseline when children are referred plus progress monitoring. All referrers are sent a letter stating outcome of the referral, or turn-down and reason. SEND support plan has clear format for APDR as stated in Code of Practice. <u>CWD/Children's Social Care</u> - assess children's needs and attend relevant panels to approve and progress the care plan for the child, either CIN or LAC. <u>Bedfordshire Clinical Commissioning Group (CCG)</u> – new community contracts are now in place – data is now highlighted through key performance indicators and outcome based measures. Due to new implementation, impact will not be seen until Autumn 2018. <p>Theme 2 - Specialist services are extending capacity across all services</p> <ul style="list-style-type: none"> <u>SEND Service</u> - if an Educational Psychologist (EP) has carried out an assessment, they will co-produce outcomes linked to the findings of their assessments. <u>Bedfordshire CCG</u> - audit tools are utilised to evaluate, improve standards and promote shared understanding. Updated Information Sharing Agreement in place. Person centred approach and MDT working. Renewed focus on therapy services – need was identified to provide sensory OT/SALT services. TCP tool is used for collating baseline information. As mentioned in previous sections, <u>Central Bedfordshire Public Health</u> Service is committed to developing a locality based delivery model. <p>Theme 6 - Young people are supported in their aspirations and goals in preparing for adulthood</p> <ul style="list-style-type: none"> <u>SEND Service</u> – Early Years (EY) Team support settings to work with parents in order to set outcomes which promote progress. <u>SNAP Parent Carer Forum (PCF)</u> – ran a SEND satisfaction survey in 2018 to obtain parents views on SEND services in Central Bedfordshire. 	<p>Theme 1</p> <ul style="list-style-type: none"> <u>SEND Service</u> - in 2017/18 there were 217 referrals from EY providers and outside agencies. Evidence of assessments and monitoring reports are kept in individual child files and locality folders in Box. Code of Practice is followed (see appendix 30). <u>SEND Support Plans</u> evidence APDR. Info gathered in annual review meetings is used to set targets/inform action plans (see appendix 43). <u>CWD/Children's Social Care</u> - performance is measured using a wide range of KPIs with strict targets. Monthly performance is summarised in Performance Information Report (PIR) and improvement is driven through monthly Performance SMT meetings. Some measures are statutory and monitored through DfE and regional networks (see appendix 16). <p>Theme 2</p> <ul style="list-style-type: none"> <u>Bedfordshire CCG</u> - currently working with providers on KPIs, the service is in a better place than before in terms of joint working. Incentivised measure for SEND - fully rolled out/embedded EHCP process. Monitoring of tribunals is in place. SEND Quality Assurance tool, <u>CCG Audit tool</u> and <u>Preparation for Transition and Adulthood Audit Tools</u> are utilised in order to improve standards. <u>Central Bedfordshire Public Health</u> – the model will: 'Develop services which are <i>responsive to individual patient need</i>, provide value for money and <i>are performance managed</i> to improve patient outcome' (see appendix 55). <p>Theme 6</p> <ul style="list-style-type: none"> <u>SNAP PCF</u> - Education (76%), Health (60%) and Social Care Services (60%) were all rated either 'very' or 'quite involved' when asked how involved they are in setting targets/outcomes for their child [Q12] (see appendices 19 and 20). 	<p>Theme 1</p> <ul style="list-style-type: none"> <u>SEND Service</u> - all schools <u>must</u> evidence clear APDR. EPs to consider trialling a 'Target, monitoring and evaluating' framework - capture and set a baseline concern and a target number. <u>Bedfordshire CCG</u> – early intervention work needed for prevention, i.e. input from early years settings at an earlier stage would prevent a funnel of cases reaching crisis point and pressurising services. Recruitment to SALT posts and staff retention in this area is challenging. A Joint commissioning project on 'Therapies services' (including including speech and language, Physiotherapy and Occupational therapy) will commence from September 2018. <p>Theme 6</p> <ul style="list-style-type: none"> <u>SEND Service</u> – from September 2018, all new EHC plans will be coproduced with professionals, parents and child/young person. Annual review paperwork to ensure baseline assessments are included and added to every year. Annual review training for all services. <u>All/universal Services</u> - ensure that a personalised approach is used, it is not just a 'tick box' exercise or trying to label children under certain criteria. Diagnoses to be made over a period of time (not snapshot) and ensure families are listened to. NHS diagnosis talks are being carried out nationally.

Priority Area: Early Intervention and high aspirations for all children and young people		
A2b - How well is assessment and identification information used to inform joint commissioning, predicting the need for services and putting in place provision that meets the needs of children and young people?		
What we do well	Data/Evidence	Areas for Development/Actions to take
<p>Theme 1 - Needs identified early with the right support at the right time</p> <ul style="list-style-type: none"> <u>CWD Service</u> - early identification of changing need is enhanced via tracking, QA processes and CDAP/JAP panels. Integrated management structures in place. CWD management approach and monitoring is in place to monitor services. See point in Theme 4 below on timely and targeted intervention. <p>Theme 2 - Specialist services are extending capacity across all services</p> <ul style="list-style-type: none"> <u>CWD Service</u> - both CWD Teams (East and South) are working with several children who are not currently CP or LAC, but on the 'edge' of needing to become looked after in the next 5 years. Robust monitoring of cases in the CWD team is undertaken which monitors those as high risk/potential high cost. <p>Theme 4 - Joint Commissioning for better outcomes through personalisation and integration</p> <ul style="list-style-type: none"> <u>SEND Service</u> - work currently taking place with special schools and CWD to identify children at risk of out of county placement and to explore development of local provision. An <i>all age</i> Disability Strategy – joint working together with Commissioning, CWD and SEND service. <u>CWD Service</u> - developments to date include: <ul style="list-style-type: none"> The 'Local Offer' which includes timely and targeted multi agency intervention including specialist parenting programmes to meet the needs of complex children, reducing the risk of children needing to be accommodated; Joint Commissioning arrangements with partners to provide cost effective services to meet identified needs with integrated reviewing and monitoring arrangements; Seamless multi agency transition to adulthood for children with disabilities who are well managed by partners. <u>Central Bedfordshire Public Health Service</u> – Health Visitors and School nurses identify child/young person's needs early through visits. All health reviews and assessments for children are part of the universal 0-19 HCP delivered by the Health Visiting Service (0-5 Years) and the School Nursing Service (5-19) which will highlight additional need(s). Assessments which are aligned with Early Help Assessment (EHA) forms, which is strengths and needs based. Appropriate support/interventions provided either at Universal Plus (UP) or Universal Partnership Plus (UPP) level. UP level: support for parents, children and families to access swift, expert, advice and interventions <u>to meet identified needs early</u>; help to plan coping strategies and positive behaviours to build resilience. 	<p>Theme 1</p> <ul style="list-style-type: none"> Performance management framework has many strengths – namely monitoring practices more closely and driving improvement (both strategically and operationally). <p>Theme 2</p> <ul style="list-style-type: none"> <u>CWD Service</u> - LAC Analysis Report. Implementation of Dynamic Risk register should address this, through Joint Commissioning proposal. <p>Theme 4</p> <ul style="list-style-type: none"> <u>Central Bedfordshire Public Health Service</u> – the BCYP Service Redesign Programme lists the following Vision (see appendix 56, page 16): <ul style="list-style-type: none"> Focus on Early Years and Prevention; <u>Designed based on user need</u>; Family centred; Working together to achieve shared health outcomes. <p>The Children's Community Health Service will be one that: <i>"Ensures that service provision is consistent within each Local authority area. Services will not necessarily be the same across both Local Authority areas as they will be shaped to meet local need"</i>. Emphasis on the importance to <i>"Develop services which are responsive to individual patient need"</i>.</p> <p>Similarly, the locality based delivery model (appendix 55) will ensure that: <i>'Develop services which are responsive to individual patient need, provide value for money and are performance managed to improve patient outcome', 'Develop personalised care and support planning for children and young people with complex needs' and 'Develop a sustainable approach to personalised assessment and support planning for children and young people with complex needs and their carers, that is aspirational and produces best outcomes'.</i></p>	<p>Theme 1</p> <ul style="list-style-type: none"> <u>All/universal Services</u> - SEND Vision needs regularly re-visiting to ensure that priorities are addressed and implemented – should be addressed through SEND Delivery Board. SEND vision to be the lead development of other wider strategies. <p>Theme 2</p> <ul style="list-style-type: none"> <u>SEND Service/CCG</u> - growing demand for therapies in EHC plans not met by health providers (SALT and Sensory OT). Difficulties where children attend out of authority schools and require ongoing therapy (health pathways needed). Collaborative working with DCO, local authority and providers to address joint arrangements. Ongoing work to scope and develop integrated therapies model for joint commissioning between Central Bedfordshire Commissioning service and Bedfordshire CCG. <p>Theme 4</p> <p>An approach to <u>Joint Commissioning</u> was proposed to the Children's Leadership Board on 19th July. This approach suggests:</p> <ul style="list-style-type: none"> A review of existing funding processes Develop a funding framework for individual packages of care Establishment of operational governance group - encompass all services/agencies as well as parent representatives. Implement a dynamic risk register to aid early intervention Development of a shared outcomes framework and a section 75 agreement. Once these foundations have been put in place (by September 2018) joint commissioning approaches will be developed further (aligned to TCP).

A2b - How well is assessment and identification information used to inform joint commissioning, predicting the need for services and putting in place provision that meets the needs of children and young people?		
What we do well	Data/Evidence	Areas for Development/Actions to take
<p>Theme 5 - Local services complement the planned regional offer (STP)</p> <ul style="list-style-type: none"> • <u>CWD Service</u> - projects carried out in line with National TCP programme. Transformation Programme - includes a review of provision to children with disabilities. This will include Short Break, long stay provision, including support funded from agencies and the Voluntary Sector. Capital Programme for Maythorn Children's Home – currently developing frameworks/paperwork. • <u>Transforming Care Partnership (TCP)</u>- CCGs to form partnerships with Local Authorities to develop community services and close unnecessary inpatient provisions by March 2019. Children and Young People's Plan is driven by the Children's Sub-group of the TCP and is currently rated Amber. See section A1d above for more information. • <u>Sustainability and Transformation Plan (STP)</u> - joint working pathway is being undertaken. STP involves Bedfordshire, Luton and Milton Keynes local health and care providers working together in regional 'footprints' to produce a STP, showing how services will evolve and become sustainable over the next five years. • <u>Bedfordshire CCG</u> – utilise TCP baseline tool and have an operating plan (2017-2020) which provides an overview of the Sustainability and Transformation Plan (STP). • <u>Central Bedfordshire CAMHS</u> – 'Futures in Mind' local transformation plan is positive. The project has a dynamic plan which is updated quarterly has been developed in partnership with parent/carers, children and young people and contributed to by all organisation stakeholders working with the local community to promote, improve and support children and young people at risk of/ with emotional wellbeing and mental health needs. <p>Theme 6 - Young people are supported in their aspirations and goals in preparing for adulthood</p> <ul style="list-style-type: none"> • <u>CWD Service</u> - see point in Theme 4 above about seamless multi agency transition to adulthood for CWD who are well managed by partners. • <u>Preparation for Adulthood (PfA) Service</u> - see section A1g above for information. • <u>SNAP Parent Carer Forum (PCF)</u> – has positive working with Health partners and has mutually explored: Occupational Therapy and Physiotherapy Review, SALT Review, Neurodevelopmental Disorders Pathway Meetings, Recommissioning of Community Health Contracts, 'Futures in Mind' Transformation Steering Group and EHCP Process Group Meetings. • <u>The Joint Strategic Needs Assessment (JSNA)</u> is a key tool used to identify the health and wellbeing needs of the local population. 	<p>Theme 5</p> <ul style="list-style-type: none"> • <u>TCP</u> - see section A1d above. Head of CWD Service attends strategic board alongside the DCO, they also attend children's sub-group. Children's Social Care and Bedfordshire CCG lead working together on TCP. • <u>STP</u> – Bedfordshire CCG Operating Plan 2017-2020 (appendix 33). • <u>Bedfordshire CCG</u> - is working in partnership with Bedfordshire Borough Council and Central Bedfordshire Borough Council localities to align health and social care services into hubs (within each locality) which will deliver integrated health and social care services and an expanded range of out of hospital services. <p>Theme 6</p> <ul style="list-style-type: none"> • See section A1g above for information on <u>Preparation for Adulthood Service (PfA)</u>. Adult's Social Care have developed a MDT tracking meeting - all partners are signed up to this. • <u>SNAP PCF</u> - As mentioned in section A1d above, 97% of parents feel that they understand their child's needs either 'very' or 'quite well'. Projects listed on SNAP PCF website (see appendices 19 and 20). Involvement in Short Breaks review and Short Breaks Survey. Involvement with Support and Aspiration board, Children's Trust Board and Local Offer workstream. Link to Short Breaks Consultation document. 	<p>Theme 5</p> <ul style="list-style-type: none"> • Further develop regional partnership plan involving health, education as well as children's and adult social care to support implement the changes. <p>Theme 6</p> <ul style="list-style-type: none"> • <u>PfA Service</u> - identification of need patterns. Identify formal process for transfer of information from Children's to Adults Social Care. The differences in commissioning arrangements and costs between children's and adult services can have a significant impact on the young person and the sustainability of services.

Priority Area: Early Intervention and high aspirations for all children and young people		
A2c - How well is identification and assessment information used to evaluate the effectiveness of teaching and other education, health and social care support or therapy provided?		
What we do well	Data/Evidence	Areas for Development/Actions to take
<p>Theme 1 - Needs identified early with the right support at the right time</p> <ul style="list-style-type: none"> Preparation for Adulthood (PfA) Service - individual reviews evaluate effectiveness. Performance measures including number of open referrals, services in place and number of young people with an allocated key worker. SEND Service - if an Educational Psychologist (EP) has completed an assessment and there is minimal progress, the EP would have a discussion with the SENCO about the impact of the intervention. CWD Service - assessments of children are regularly reviewed by social workers and team managers if they are a child in need (CIN). For children on a Child Protection Plan (CPP), Review Conferences and Core Groups are held. For Children Looked After (LAC) an Independent Reviewing Officer chairs regular reviews and visits children regularly to ensure that placements are meeting the child's needs. Visits are carried out for CWD CIN every 6-monthly. Monthly audits are undertaken by team managers. Harlington Area Schools Trust (HAST) – have oversight of the support given to individual pupils with hearing impairment and visual impairment needs. <p>Theme 2 - Specialist services are extending capacity across all services</p> <ul style="list-style-type: none"> SNAP Parent Carer Forum (PCF) - there was an identified need for a PfA manager post and working together with the Head of Adult's Social Care this post was created and has led to overall service improvements. PfA workstream has remained strong. Virtual School (VS) - support the education of LAC including those who are adopted and facilitate termly evaluations of PEPs. VS ensure that LAC receive education in a timely when they move across local authorities. VS and SEND Service are beginning to work closer together to improve timeliness and processes. VS work closely with social care to minimise the disruption to learning when a change of school is needed. <p>Theme 4 - Joint Commissioning for better outcomes through personalisation and integration</p> <ul style="list-style-type: none"> SEND Service - Commissioned educational services are evaluated annually. Regular meetings take place with some outreach providers at an operational level. During school visits, EPs are expected to observe the children/young people in context – any concerns are discussed with the SENCO and/or Headteacher. This may lead to the EP delivering training on topics and specific techniques. Sharing of intelligence with school improvement colleagues. Central Bedfordshire Public Health – service is committed to developing a locality based delivery model. Evaluation of this will ensure that services and principles are delivered appropriately. Preparation for Adulthood (PfA) Service - young researchers feedback and SNAP Parent Carer Forum (PCF) feedback has led to improvements in service. 	<p>Theme 1</p> <ul style="list-style-type: none"> PfA Service - Review Paperwork, PfA meeting minutes and performance dashboard. Evidence within case studies (see appendix 1). Quarterly MATT tracking meetings identify key areas of focus and any potential gaps in data (appendix 2). CWD Service - in April 2018, 100% of Assessments were completed within 45 days for both CWD teams. For all Children's Social Care Teams (June 2018)– <ul style="list-style-type: none"> 94.7% of Initial Child Protection Conferences (ICPCs) completed within timescales LAC reviews held within timescales was 96.7% LAC visits held within timescales was 91.3% Audits rated Good or Outstanding (year to date) was 91.7% [see appendix 16]. SEND Service - as mentioned in previous section A1c, the most recent Statistical First Release (SFR) data reveals positive findings. <p>Theme 2</p> <ul style="list-style-type: none"> SNAP Parent Carer Forum (PCF) - worked with SEND service to reduce the SEND support plan into a better working document for schools and families. <p>Theme 4</p> <ul style="list-style-type: none"> SEND Service – Educational Psychologists (EPs) state in their report if a school needs improvement. EP referral data from schools is analysed over the summer (due in August 2018). Central Bedfordshire Public Health – locality based delivery model aims to: 'Improve the patient, carers and families' experience of the service' and 'Improve experience of all staff who provide and interact with the service' (appendix 55). <p>Theme 6</p> <ul style="list-style-type: none"> Virtual School - 18 pupils moved schools in the academic year 2016/17. Of these 12 (67%) pupils moved without missing any time at school. 5 (28%) pupils were out of school for 20 days or less. 9 pupils (82%) lost no time at school, only 2 pupils have missed school through a school move - one of whom has moved to an adoptive placement and an EHCP, who now has a special school place. Quality of PEPs is high, with 80% judged 'good' or better in June 2018 (see appendix 22). QA template is listed on Central Bedfordshire website. 	<p>Theme 1</p> <ul style="list-style-type: none"> PfA Service - tool to be developed that will measure outcomes. Adult's Social Care would welcome opportunity to develop a collective evaluation of EHCP process. It has been previously noted that there is not a consistent way of categorising Learning Disability (LD) need within Children's, Adult's and Health services – however this is being addressed through the LD Deep Dive meetings, bringing together colleagues from a range of areas to resolve the recording issue related to need. An agreed list of need categories is expected in late 2018 which will be implemented by both directorates within individual systems. A robust system of identifying the prevalence of LD/ASD for TCP is required, in order to adequately plan future commissioning intentions. Effective Information Sharing systems to be implemented. SEND Service - as mentioned in previous section A1c, the most recent SFR data reveals areas for development in: Average attainment 8 scores, Key Stage 2 reaching the expected standard in Reading, Writing and Maths and Key Stage 2 Reading, Writing and Maths Progress Scores. <p>Theme 6</p> <ul style="list-style-type: none"> Virtual School and SEND Service - are beginning to work closer together to improve timeliness and processes. Termly meeting between these services ensure that provision and plans are appropriate for the child/young person.

Question B: How effectively does the local area assess and meet the needs of children and young people who have special educational needs and/or disabilities?

B1 Engagement and co-production with children and young people, and their parents and carers

Priority Area: Co-production, working with parents/carers and young people to be a responsive service

B1a - How well does the local area engage with children and young people in the identification, assessment and provision of their needs? How well do children understand their needs and how involved are they in setting targets for their progress? To what extent do children and young people have co-ownership of both process and decisions that affect how their needs are met?

What we do well	Data/Evidence	Areas for Development/Actions to take
<p>Theme 1 – Needs identified early with the right support at the right time</p> <ul style="list-style-type: none"> SNAP Parent Carer Forum (PCF) - facilitated two focus groups for parent carers for them to talk directly with CWD Head of Service about the proposed cuts in Short Breaks funding. A Short Breaks Review was completed in June 2016, following the focus groups; which gathered feedback from parents. In March 2017, a SNAP PCF Short Breaks survey was created to gain the views of families who would be affected by potential cuts to Short Breaks services. Central Bedfordshire Public Health – committed to developing a locality based delivery model that will: 'Improve the patient, carers and families' experience of the service', 'Develop services which are responsive to individual patient need' and 'Develop personalised care and support planning for children and young people with complex needs' (see appendix 55). <p>Theme 4 – Joint Commissioning for better outcomes through personalisation and integration</p> <ul style="list-style-type: none"> Central Bedfordshire SEND PYPs - support parents, carers and young people to have conversations around identification of needs with schools and all other professionals involved for the child. The service encourages parents/carers to include their child's views in engaging with assessments. Service work with Independent Supporters who help parents have their voice heard. SNAP Parent Carer Forum (PCF) - is well established and highly regarded by families and professionals. Parents are engaged and can make their voices heard. By continuously working closely with the Local Authority and 'co-producing' any change, parent carers are much more successful at securing the changes that are needed to benefit all children and young people with SEND. Local Authorities can also be more confident that the services that they are providing are needed. Co-Production supports the SEND Vision. SNAP have been involved in the review of Transport Arrangements. 	<p>Theme 1</p> <p>SNAP PCF/CWD Short Breaks Review - positive findings include:</p> <ul style="list-style-type: none"> <i>My family has been heavily supported by the local authority in the past and we are forever thankful." ... "Without services like LOAF, these vulnerable children won't be able to grow and gain the social skills they so desperately need in life. By not cutting these services now they will save on all sorts of services in the future, whether it be mental health, supervised housing, counselling or respite care."</i> (see appendix 12). Short Breaks Consultation document enabled families to share their feedback on the proposals. <p>SNAP PCF Short Breaks survey results showed:</p> <ul style="list-style-type: none"> 72% of families reported that specialist clubs were very successful in supporting their child or young person's needs. 88% reported the loss of the specialist services would have a huge impact on their families, with 72% stating the importance of their child accessing a specialist provision. Overall, voluntary agencies are well established and their services valued and well used by families (see appendix 13). <p>Theme 4</p> <ul style="list-style-type: none"> Central Bedfordshire SEND PYPs - 3% incremental rise in the number of clients supported during 2017/18 (page 9 of Annual report). Referral Reason is recorded early at contact stage – with the main issue being 'Issues at School'. Main SEN/Disability is also recorded (page 6). Service use various media for engagement of service users, most recently Social Media i.e. Facebook and Twitter (see appendix 34). SNAP PCF annual report (appendix 60), SNAP PCF Annual Strategy Day and SNAP PCF newsletter. SNAP PCF leaflet and information on the Local Offer website encouraging parents/families to share their views. Findings from 	<p>Theme 1</p> <ul style="list-style-type: none"> CWD Service – clear criteria for parents and young people to access support – will be considered in CWD Transformation Review. <p>Short Breaks Review highlighted areas for development:</p> <ul style="list-style-type: none"> Ensure that criteria for Short Breaks and clear pathway to access CWD services are listed on the Local Offer. Clear information about access to support and defined pathways that are easy to navigate. <p>Theme 4</p> <ul style="list-style-type: none"> Central Bedfordshire SEND PYPs - continue engagement with groups who have traditionally found it hard to access services i.e. parents who have SEND themselves. Independent Supporters service ceased at the end of July 2018; need to ensure that families can still receive support from the service. All/universal Services - building on existing good practice but ensuring that it is consistent across all services. SEND Vision needs regularly re-visiting to ensure that priorities are addressed. Continue to promote co-production.

<ul style="list-style-type: none"> Annual Find Your Future event (in September) which brings together business and schools to help raise aspirations. Special school pupils attend this and there are specific workshops on supported internships. 	<p>SEND satisfaction survey (appendices 19 and 20) reveal familial needs. SNAP PCF promote the Local Offer.</p> <ul style="list-style-type: none"> SEND vision popular with families' due to co-production (see appendix 15). 	<p>Further work needed on implementing the SEND Vision across the board.</p>
<p><i>B1a - How well does the local area engage with children and young people in the identification, assessment and provision of their needs? How well do children understand their needs and how involved are they in setting targets for their progress? To what extent do children and young people have co-ownership of both process and decisions that affect how their needs are met?</i></p>		
What we do well	Data/Evidence	Areas for Development/Actions to take
<p>Theme 6 – Young people are supported in their aspirations and goals in preparing for adulthood</p> <ul style="list-style-type: none"> CWD Service - positive feedback received from the Stay and Play sessions. Short Breaks statement (referred to in previous section A1a). Maythorn Children's Home contribute to their own Short Break plans and contains voice of child. Preparation for Adulthood (PfA) Service - young researchers have been involved in the development of PfA strategy and Pathway. They have assisted in the design, branding and content of PfA information. SNAP are co-producers and partners. Co-produced Transitions booklet available to inform young people of pathways. Young people's aspirations and wishes are central to assessments and intervention. SEND Service – voice of child/family is evident in EHCP/SEND Support plans and child focused reports. Educational Psychologists directly engage young people, seek their views and involve them in agreeing outcomes. Early Years SEND Team co-produce SSPs with parents and settings. Active Participation Strategy - in place, which aims to ensure that young people voices are actively shaping local policy/decisions and they are consulted on matters which will affect them. Whilst this strategy is in its infancy, the Children and Young Peoples board is established which is made up of representatives from various youth voice groups including SEND, Children in Care Council (CiCC) and various youth groups. Central Bedfordshire Public Health - have teamed up with Educational Psychologists and Youth Services to produce a locally focused, user friendly toolkit for schools and colleges based on the Public Health England document '<i>Promoting Children and Young People's Health and Wellbeing: A Whole School and College Approach</i>' (2015). The aim of this toolkit is to enable schools/colleges to adopt a holistic approach to promoting emotional wellbeing for its pupils/students and staff. <p>Other points (not directly related to themes above)</p> <ul style="list-style-type: none"> Children's Services Feedback Form – ensures services are meeting the needs of local families/children and encourages views about their involvement with social work teams. 	<p>Theme 6</p> <ul style="list-style-type: none"> CWD Short Breaks statement. Feedback from Stay and Play sessions is positive. PfA Service - is still in its infancy (established in 2017) but noticeable positive work has already been completed. 'Guide to your Journey' booklet (appendix 25) was created in conjunction with young people and is on the PfA Local Offer page. PfA Core and Extended group meetings. Joint Outcomes EHCP training – available to practitioners and parents involved in contributing towards EHCPs. Training was jointly run by SNAP PCF, Bedford Borough Parent Carer Forum, Central Bedfordshire Council and Bedfordshire CCG. Delegate evaluation forms from the course were positive, with 99.2% rating the course content either 'Excellent', 'Very Good' or 'Good'. 10 parents/carers attended this course and learned more about outcomes (see appendix 26). EP Planning templates obtain voice of child - see appendix 35. Active Participation Strategy document and terms of reference – see appendices 36 and 37. '<i>Promoting Emotional Health, Wellbeing and resilience. A Whole school and college approach</i>' toolkit was created in conjunction with young people (appendix 45). Aligns to the Children and Young People's Plan. 	<p>Theme 6</p> <ul style="list-style-type: none"> PfA Service - formally develop the role and contribution of young researchers to sustain co-production going forward; young person's voice will be pivotal. Develop peer support, 'buddying up' of young people and feedback to PfA workstream. Develop person-centred ways of working and coproduction around EHCP planning/processes. Future action to arrange for young people to review the Local Offer site during Autumn 2018 (via the Youth Support Service). SEND Service – to ensure that the young person's views are considered at SEN Support, EHC needs assessment, EHC plan and the Annual Review. One of the services key aims is ensuring that all EHC plans are co-produced.

Priority Area: Co-production, working with parents/carers and young people to be a responsive service

B1b - How successfully does the local area provide the necessary information and support to parents/carers to enable them to engage in assessing and meeting their children's needs? How effective is their involvement in identifying needs, how well do they understand them and how involved are they in setting targets for progress?

What we do well	Data/Evidence	Areas for Development/Actions to take
<p>Theme 2 – Specialist services are extending capacity across all services</p> <ul style="list-style-type: none"> All/Universal Services - Local Offer is co-produced with parents, young people and professionals. Regular multi-agency Local Offer meetings are held to review, discuss and improve any information published on the site. Central Bedfordshire SEND PYPPS - parents and carers are supported at school meetings by volunteers and Partnership Officers. PYPPS also work with Independent Supporters who support parents to make their voice heard. Bedfordshire CCG - Child wellbeing practitioners (CWPs) meet with parents and child/young person to identify needs and set outcome goals. <p>Theme 4 – Joint Commissioning for better outcomes through personalisation and integration</p> <ul style="list-style-type: none"> SNAP Parent Carer Forum (PCF) - as mentioned in the previous section B1a, SNAP PCF promote co-production and will continue to promote the Local Offer of services to parents/families. SNAP PCF and Preparation for Adulthood (Pfa) - jointly held two free roadshows in July 2018 which encouraged parents to attend – the purpose was for individuals to network and find out more about the services on offer. <p>Theme 5 – Local Services complement the planned regional plan (STP)</p> <ul style="list-style-type: none"> Health information is updated alongside the Designated Clinical Offer (DCO). <p>Other points (not directly related to themes above)</p> <ul style="list-style-type: none"> As mentioned in the previous section B1a there is a Children's Services Feedback Form and an annual Find Your Future event (in September). 	<p>Theme 2</p> <ul style="list-style-type: none"> All/Universal Services - Local Offer website headings have recently been reviewed to ensure that they logically flow, which should assist parents/children in finding the information they require. As at 4th July 2018, the Local Offer landing page has been viewed 2,150 times, with the most popular three sections relating to: <ul style="list-style-type: none"> ➢ Special Schools – 608 views ➢ SEND PYPPS Service – 437 views ➢ Special provision in mainstream schools – 403 views (see appendix 38). Central Bedfordshire SEND PYPPS - website has a wealth of information – including a downloadable PDF guide on EHC plans, Transitions Journal booklet (see appendix 39), quarterly newsletter and a SEND information and providers crib sheet. There is also a jargon buster to assist families in understanding SEND terms. There is a SEND PYPPS on the Local Offer site. Results from a recent survey show that Parents/Carers report a high level of satisfaction from PYPPS service; with 100% reporting that they were 'Extremely Likely' to recommend the service. Families found it easy to access the service and stated that the information/advice given was either 'Good' or 'Very Good' - see appendix 34. <p>Theme 4</p> <ul style="list-style-type: none"> SNAP PCF annual report (appendix 60), SNAP PCF Annual Strategy Day and SNAP PCF newsletter. There is also a SNAP PCF leaflet on the Local Offer encouraging parents/families to share their views. <p>SNAP PCF SEND satisfaction survey - show that 97% of parents surveyed believe that they understand the needs of their children either 'well' or 'very well' (Q8) which is a real positive (see PDF across page). When asked 'how well your views were considered when you child's needs were identified' – Education and Health both had 60% of parents rating them 'very well' or 'quite well'.</p> <p>Education (76%), Health (60%) and Social Care Services (60%) were all rated either 'very' or 'quite' involved when asked <i>how involved they are in setting targets and outcomes for their child</i> (Q12).</p>	<p>Theme 2</p> <ul style="list-style-type: none"> All/Universal Services – Local Offer is a continual development (see section B5a below). Central Bedfordshire SEND PYPPS – future plan to deliver another Autism Awareness Programme. Previously the service successfully facilitated the delivery of an 'Autism Awareness Programme' for parents of children/young people with a diagnosis of ASD. Looking at data for the child's Main SEN/Disability need (page 8 of annual report) the second most prevalent category is 'unknown' – see appendix 34. As mentioned in previous sections, the Independent Supporters service ceased at the end of July 2018; need to ensure that families can still receive support. <p>Theme 4</p> <ul style="list-style-type: none"> SNAP PCF SEND Satisfaction survey findings - some parents commented that they would like more training. Parents are divided as to how well that they believe <i>Education, Health and Social Care services understand the needs of their children</i> (Q9) - 61% felt that Education understands their child's needs either 'very' or 'quite well', compared to 58% for Health and 40% for Social Care – see appendices 19 and 20. <p>When asked '(Q15) <i>how easy do you find it to get information about what services are available and what they do?</i>', 37% responded 'not very easy', 'difficult' or 'very difficult'.</p> <p>SNAP PCF asked parents 'is there anything that the local/health authority could change to make things easier for your child/family?' – see appendix 21.</p> <p>Other points (not directly related to themes above)</p> <ul style="list-style-type: none"> All/Universal Services - promote inclusion across the board. Universally upskill staff to ensure that they can complete screening and diagnostics correctly. Further work on how to involve children, young people and parents in strategic development of SEND services and in the co-production of plans.

Priority Area: Co-production, working with parents/carers and young people to be a responsive service		
B1c - How effective is the use of impartial information and advice and support services, including advocacy where appropriate to support children and young people's needs?		
What we do well	Data/Evidence	Areas for Development/Actions to take
<p>Theme 1 – Needs identified early with the right support at the right time</p> <ul style="list-style-type: none"> <u>SEND Service</u> - Educational Psychologists (EPs) will offer evidenced based impartial information and advice regarding an SEN need or concern. As mentioned in section B1b above, <u>Central Bedfordshire SEND PYPPS</u> provide a wealth of information for parents, carers and families. The service conducts regular website updates and liaise with families in a timely manner. <p>Theme 2 – Specialist services are extending capacity across all services</p> <ul style="list-style-type: none"> <u>SEND Service</u> - Early Years support is seen as a strength by parents and settings, particularly the training that they provide. <u>KIDS SEND Mediation Service and Independent Parental Special Education Advice (IPSEA) Service</u> - is promoted via Central Bedfordshire website. Provide mediation services for families to access and SEND member of staff will attend. <u>Family Meeting Service</u> – facilitates meetings where family members, carers and friends coming together to talk about what is happening. <u>Advocacy Service</u> - provides Advocacy to young people on a Child Protection Plan or who have Looked After status. The service aims to make young people feel supported and that their rights are respected and their views wishes and feelings are heard at all times. <p>Theme 4 – Joint Commissioning for better outcomes through personalisation and integration</p> <ul style="list-style-type: none"> <u>SNAP Parent Carer Forum (PCF)</u> - ran a SEND satisfaction survey between January-June 2018 to obtain parents views on SEND services. <p>Theme 6 – Young people are supported in their aspirations and goals in preparing for adulthood</p> <ul style="list-style-type: none"> <u>Youth Support Service (YSS)</u> - manages the delivery of a comprehensive 'youth offer' which includes the provision of Information, Advice and Careers Guidance to support access to education, employment or training opportunities and the provision of Youth Work and Positive Activities. YSS also commission <u>4YP</u> to deliver information, advice and guidance to young people who are 'not in education, employment or training' (NEET)/Pre-NEET whom are not supported by the in-house team. 4YP have Careers Advisers working in 8 schools across Central Bedfordshire. Provided through face-to-face, email, telephone guidance, intensive support, mentoring and workshops. Training Programmes for NEET available through Groundworks. <p>Other points (not directly related to themes above)</p> <ul style="list-style-type: none"> On Central Bedfordshire Local Offer website, there is a dedicated website section for 'Support for Parents/Carers' of children with SEND. 	<p>Theme 2</p> <ul style="list-style-type: none"> <u>SEND Service</u> - Early Years' service promote leaflets/guides and parents/settings are given links to websites for further advice and ideas for their report. Support evidenced through course evaluations, particularly the SENCO professional study groups. 112 delegates attended the SEN Co-ordinator professional study groups over 4 sessions. Delegates stated: <i>"I now feel more confident when filling out the funding forms and my understanding of how much funding a particular child will receive"</i> <i>"Excellent opportunity to network as usual"</i> – see appendices 4, 40 and 41. IPSEA website is promoted on the Central Bedfordshire Local Offer website. <u>Central Bedfordshire SEND PYPPS</u> see information listed in section B1b above – including information leaflets/guides and findings from their SEND Annual Report 2017/18 - see appendix 34. <u>Family Meeting Service</u> - Information on Central Bedfordshire website. During 2017/18, the service received 299 referrals which included 498 children/young people. <u>Advocacy Service</u> - is advertised on the Central Bedfordshire website. In 2017/18 there were 69 <i>new</i> referrals and 32 <i>repeat</i> referrals from young people. When asked would you recommend the service to somebody else a young person responded: <i>"having an advocate has helped me lots. I would highly encourage other people to get an advocate. I find it helps when it's hard/difficult to voice your opinion/thoughts."</i> <p>Theme 6</p> <ul style="list-style-type: none"> <u>Youth Support Service (YSS)</u> - personal advisers and information provided on Local Offer website. The Personal Advisors (LDD) provided assistance to 632 individual young people in the last financial year (2017/18). This included giving and receiving information as well as providing direct guidance with young people. Personal Advisors provided face to face guidance to 437 in the last financial year. Groundworks studies and regional impact report. 	<p>Theme 1</p> <ul style="list-style-type: none"> When asked '(Q15) <i>how easy do you find it to get information about what services are available and what they do?</i>', 37% responded 'not very easy', 'difficult' or 'very difficult'. One parent commented <i>"Services should be made easier to find as I end up giving up after not getting the right information"</i> – see appendices 19 and 20. As mentioned in section B5a below (and appendix 51), recalibration of the Local Offer aims to simplify the information provided. SNAP PCF and Youth Support Service will look to arrange a user testing group, where parents and young people can test the website. Promote the Local Offer to families and young people following relaunch. Create 'you said; we did' section on the Local Offer website, ensuring that parents can easily contact us with feedback/comments. <p>Theme 4</p> <ul style="list-style-type: none"> As part of the proposals for <u>Joint Commissioning</u>, effective feedback mechanisms are being implemented including representation at the commissioning operational group and consultation to aid the development of joint needs assessments. In terms of Joint Commissioning, more focus is needed on operational work as well as strategic. More humanistic approach. <p>Theme 6</p> <ul style="list-style-type: none"> CiCC future focus on hearing children and young people's voices on <u>sensitive issues</u> such as domestic abuse, sexual abuse and bullying; and obtaining feedback from very young children.

<ul style="list-style-type: none"> <u>Children in Care Council (CiCC)</u> - provides opportunity for all children and young people in care to express their wishes and feelings about being in care and identify improvements, and is a means by which the Council can effectively consult with children in care about the services they receive and learn from this. CiCC represents the interests of <i>all looked after children and care leavers</i> and regularly presents issues to the Corporate Parenting Panel. 	<ul style="list-style-type: none"> <u>CiCC website</u> - 89% of children and young people said they are aware of the complaints process. All the children and young people surveyed stated that they felt their wishes/feelings are listened to. <p>Other points (not directly related to themes above)</p> <ul style="list-style-type: none"> Local Offer website promotes SNAP Parent Carer Forum (PCF), KIDS SEND Mediation Service, IPSEA, Children's Centres and Youth Support Services. 	
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Priority Area: All		
<i>B1d - Has the local area got robust procedures for protecting sensitive information when sharing across agencies that meet statutory and government guidance?</i>		
What we do well	Data/Evidence	Areas for Development/Actions to take
<p>Theme 2 – Specialist services are extending capacity across all services</p> <ul style="list-style-type: none"> <u>SEND Service</u> – use AnyComms and Box to securely and safely access/share information with schools, parents and professionals. Egress is used to shared information securely between other local authorities. <p>Theme 4 – Joint Commissioning for better outcomes through personalisation and integration</p> <ul style="list-style-type: none"> <u>SEND Service</u> - Central Bedfordshire Performance Hub website has a dedicated area for <u>Data and Information</u>. Alongside other information, this summarises the Data Sharing Agreement between Central Bedfordshire council and local schools. Consent forms are completed/signed by parents and young people to share information. Families must sign the EHC needs assessment request form which means they are consenting to their data being shared. Anycomms is used to securely share information to/from Schools and Egress for other authorities. <p>Other points (not directly related to themes above)</p> <ul style="list-style-type: none"> <u>All/universal Services</u> - Central Bedfordshire intranet contains a summary of Information Governance for staff. It allows both the Council and its employees to ensure that both business and personal information is dealt with legally, securely, efficiently and effectively, to deliver the best possible service to customers. <u>ELFT/CHUMS</u> – active people participation lead that regularly runs groups for children/young people to feedback on services and influence redesign work . 	<p>Theme 2</p> <ul style="list-style-type: none"> <u>2017/18 Data Sharing Agreement</u> – is published on Central Bedfordshire website. <p>Other points (not directly related to themes above)</p> <ul style="list-style-type: none"> This includes policy and guidance on: Information Governance Framework, Records Management, GDPR guidance document, Information Risk Management, Information Sharing Policy, Data Protection, Freedom of Information and Data Privacy Impact Assessments. Data Protection Breach policies/reporting forms as well as guidance on email and cloud security. Staff can find out more about classifications and protective markings when sharing sensitive information. Specific guidance document for GDPR – Legal bases for processing (Health and Social Care). 	<p>Theme 1</p> <ul style="list-style-type: none"> <u>SEND Service</u> – should consistently deliver EHC Needs Assessments within statutory timeframe and to the highest standards (see appendix 31). Information relating to pupils with SEND will be stored in a central system (Mosaic and Box). This system will be developed with EP's and Early Years to ensure a single filing system for SEND. <p>Theme 4</p> <ul style="list-style-type: none"> Alignment across all systems needed - work has begun between Adults Social Care, SEND service and Children's Social care to align their SEND recording criteria. Refine case work processes so that officers are better able to complete statutory functions within timeframe. Revise case work timetable to gain capacity at pinch-points in the assessment process. There is an agreed protocol in place for sharing of information between Health, Social Care and Education services.

B2 Effectiveness of Local Arrangements		
Priority Area: Early Intervention and high aspirations for all children and young people		
B2a - How effective is the coordination of assessment between agencies in joint commissioning – clear roles, responsibilities and accountabilities of partners in assessing and meeting needs?		
What we do well	Data/Evidence	Areas for Development/Actions to take
<p>Theme 2 – Specialist services are extending capacity across all services</p> <ul style="list-style-type: none"> • <u>SEND Service</u> - restructured SEND Team, including recruiting and training staff and implementing SEND reforms. • Assessment is strong and services are confident at challenging schools on outcomes for children, putting the child's best interests first. • As mentioned in previous section B1a, there has been joint working across agencies to deliver <u>Joint Outcomes EHCP Training</u>. • Resource Allocation Service (RAS) is currently being trialled in Children's Social Care and may be tested across Health and Education in the autumn of 2018. <p>Theme 4 – Joint Commissioning for better outcomes through personalisation and integration</p> <ul style="list-style-type: none"> • <u>Bedfordshire CCG</u> - Committed Designated Clinical Officer (DCO) who is involved in the EHC working group. Health involvement in EHCP planning process has led to improvements; a continual development. Joint working on Personalisation Memorandum of Understanding with Bedfordshire CCG and Director of Children's Services for Central Bedfordshire – focus on embedding personalised care and personal budgets. • Opportunities to join up the commissioning activity for learning disabilities is currently being explored, that may include expanding the role of the 'Developing of Learning Disability (LD) services project board' to incorporate all ages. • Strategic oversight provided through Commissioning Operational group, which sits underneath the SEND improvement board. • Services collaboratively working towards an <i>all age</i> Disability Strategy. • <u>Central Bedfordshire Public Health Service</u> – Health Visitors and School Nursing services lead positive working in partnership with one another. All health reviews and assessments for children – as part of the universal 0-19 HCP are delivered by the Health Visiting Service (0-5 Years) and the School Nursing Service (5-19) will highlight additional need(s). Assessments align with Early Help Assessments (EHA), which is strengths & needs based. Appropriate support/interventions provided either at Universal Plus (UP) or Universal Partnership Plus (UPP) level. Principles of the Children's Outcomes Framework underpin the children's community health services contract with CCS. It aims to reduce duplication of work and promotes collaborative working across agencies. 	<p>Theme 2</p> <ul style="list-style-type: none"> • <u>Joint Outcomes EHCP Training</u> – available to practitioners and parents. Training was jointly run by SNAP PCF, Bedford Borough Parent Carer Forum (BBPCF), Central Bedfordshire Council and Bedfordshire CCG. Delegate evaluation forms from the course were positive – with 99.2% rating the course content either 'Excellent', 'Very Good' or 'Good'. 10 parents/carers attended this course and learned more about outcomes (see appendix 26). <p>Theme 4</p> <ul style="list-style-type: none"> • <u>Bedfordshire CCG</u> - DCO has improved the coordination and integration of health and local authority services and there is clear accountability. EHCP planning process has improved. • <u>Preparation for Adulthood (PfA) Service</u> – currently developing LD service project board documentation. Other areas of need are also being considered within the wider context of 'commissioning for people'. • <u>Central Bedfordshire Public Health Service</u> – see Children's Outcome Framework (see appendix 32) - Theme 6.6 "Services work together in a co-ordinated MDT approach and ensure there is 'one child, one plan' with a named lead professional". Children with special educational needs and/or disability is an element of the Healthy Child Programme (HCP). Newly commissioned community contracts show how the service have worked collaboratively with Bedfordshire CCG. Central Bedfordshire Public Health Service are committed to developing a locality based model that will: 'Work with partners to institute single assessment process and documentation' and 'Use innovations in IT systems that enable information sharing across health, education and care and all sectors of providers to help with service delivery' (see appendix 55). 	<p>Theme 1</p> <ul style="list-style-type: none"> • Continue to provide integrated training across services. <p>Theme 2</p> <ul style="list-style-type: none"> • Further development of <u>Joint Outcomes EHCP Training</u>, to include Annual Reviews and Early SEN Support (pre-EHCP). • Improvement needed for the culture of shared ownership and responsibility. • Further develop pathways for children with Autistic Spectrum Disorder (ASD). • Greater understanding of other's roles and responsibilities. Identifying leaders in each sector to address avenues of need. • <u>SEND Service</u> - continue refining the EHC Needs Assessment process, capturing experiential learning and implementing changes (see appendix 31). • Review of panels to ensure that they are meeting needs and that decisions are made in a timely manner. • Established a SEND Strategy Group and subsequent work streams. <p>Theme 4</p> <ul style="list-style-type: none"> • <u>PfA Service</u> – Adult's Social Care would welcome strategic agreement from partners to respond to requests for multiagency working in a timely manner. Working together with planning and delivery. • As mentioned in section B1c above – more work is needed regarding Joint Commissioning.

B2a - How effective is the coordination of assessment between agencies in joint commissioning – clear roles, responsibilities and accountabilities of partners in assessing and meeting needs?

What we do well	Data/Evidence	Areas for Development/Actions to take
<p>Theme 5 – Local Services complement the planned regional plan (STP)</p> <ul style="list-style-type: none"> <u>Preparation for Adulthood (PfA) Service</u> - Bedfordshire CCG coordinate and lead blue light CPA, Continuing Healthcare Checklist (CHC) assessments and on cases with dual needs such as Learning Disability and Mental Health. Joint pathway working between Central Bedfordshire authority and Bedfordshire CCG enables alignment with broader STP agenda, TCP agenda, Cambridgeshire Community Services (CCS), IT integration and personalisation. Frontline relationships across agencies and governance are strong. Emerging cross-border work Pan-Bedfordshire, including sharing resources. <u>Central Bedfordshire CAMHS</u> - Single Point of Entry (SPOE) meetings are held weekly to discuss all referrals that come into the service. SPOE meetings include representatives from Central Bedfordshire Council and CHUMS - which ensures accurate sharing of information, prevention of duplication and to enhance pathway streamlining for young people to access the right service in a timely manner. A CAMHS Early Help Practitioner is based within Central Bedfordshire Council who is line managed by core CAMHS team. Practitioners attend regular MDT meetings and quarterly Future in Mind Meetings with Central Bedfordshire Council, Bedford Borough Council, CAMHS, CHUMS and Central Bedfordshire Commissioning service. Both school's teams, an Early Help Practitioner and now CHUMS deliver joint training across all schools in Bedfordshire. 	<p>Theme 5</p> <ul style="list-style-type: none"> <u>PfA Service</u> – individual assessments; case conference minutes and funding applications. PfA support coordination of <u>Continuing Healthcare Checklist (CHC) assessments</u>. MATT tracker, a multi-agency document contributed to by Health, Adult's and Children's Social Care services (see appendix 2). Quarterly MATT meetings ensure that work is aligned and coordinated. <u>Bedfordshire CCG</u> - Attendance at STP workstreams indicates that services are linking; attended by DCO. <u>TCP's</u> work with people with a learning disability, autism (or both) and their families and carers to agree and deliver local plans for the programme. Bedfordshire CCG Operating Plan 2017-2020 provides an overview of the STP including how their service supports STP (see appendix 33). <p>Other points (not directly related to themes above)</p> <ul style="list-style-type: none"> <u>SNAP Parent Carer Forum (PCF)</u> has run EHCP workshops with Core Assets Independent Supporters and have worked with the SEND team to reduce the SEND support plan into a better working document for schools and families to use. 	<p>Theme 5</p> <ul style="list-style-type: none"> Clarity over the alignment of other transformation - including CAMHS, STP's and integrated care hubs with SEND. This is covered in the <u>Joint Commissioning proposal</u>. Bedfordshire CCG and the Local Authority have in post two Heads of Service who have mutually developed this proposal and are committed partnership working.

Priority Area: Co-production, working with parents/carers and young people to be a responsive service

B2b - How well do Education, Health and Social Care services work together in the best interests of young people and minimise unnecessary duplication?

What we do well	Data/Evidence	Areas for Development/Actions to take
<p>Theme 2 – Specialist services are extending capacity across all services</p> <ul style="list-style-type: none"> Support for SENCOs and SENCO forum. Regular attendance at School Headteachers meetings. <u>SEND Service</u> - Educational Psychology (EP) have planning meetings with Schools and explore whole school SEND. EP's promote the golden thread of the Code of Practice: 'Tell us once' approach. EPs attend termly meetings with Edwin Lobo health staff and 'Team around the School' meetings. Two Early Years teams have recently merged together. Early Years Team meet with Speech and Language Therapists (SALT) for regular updates about caseloads. Early Years (EY) Team invite Health professionals as speaker to SENCO PSGs. The team encourage Early Years setting SENCOs to contact Health Visitors regarding individual children. EY Team attend Child in Need (CIN) and Child Protection (CP) meetings. 	<p>Theme 2</p> <ul style="list-style-type: none"> <u>SEND Service</u> - EPs hold action plans of forum and planning meetings (for both SENCO forum and Educational Psychology planning meetings). Psychological Advices template (see appendix 42), Mosaic/EP child files will have record of attendance. EP School files will have a record of involvement. Group working and streamlining of processes (both EY working and School Headteachers meetings). Visible in action plans i.e. the Early Years Team action plan (see appendix 43). 	<p>Theme 2</p> <ul style="list-style-type: none"> Further collaboration work with special schools. Further training for SENCOs and Headteachers to ensure that there is consistent and shared excellent practice. All schools should have Educational Psychology planning meetings. SEND Panel needs more parent representation. Action plans listed in Early Years Team Action Plan (see appendix 43).

B2b - How well do Education, Health and Social Care services work together in the best interests of young people and minimise unnecessary duplication?		
What we do well	Data/Evidence	Areas for Development/Actions to take
<p>Theme 4 – Joint Commissioning for better outcomes through personalisation and integration</p> <ul style="list-style-type: none"> Increasing engagement at member working groups and strategic oversight from elected members is a positive. SEND Panel are working well together with a multi-agency approach, however needs more parent representation. SEND Delivery Board has good member links. <u>SNAP Parent Carer Forum (PCF)</u> - positive working with Health partners and has mutually explored: Occupational Therapy and Physiotherapy Review, SALT Review, Recommissioning of Community Health Contracts, Neurodevelopmental Disorders Pathway Meetings, 'Futures in Mind' Transformation Steering Group and EHCP Process Group Meetings. Involvement with Support and Aspiration board, Children's Trust Board and Local Offer workstream. <u>Children with Disabilities (CWD) Service</u> - has strong links to multiple agencies and services including PfA, Adults Social Care, Bedfordshire CCG and SNAP PCF. <u>Central Bedfordshire Public Health Service</u> – key principles of the Children's Outcomes Framework underpin the children's community health services contract with CCS. It aims to reduce duplication of work and promotes collaborative working across agencies. The service is expected to deliver a locality based model that will: <i>'Minimise duplication and multiple "hand offs" offering a seamless service'; 'Work with partners to institute single assessment process and documentation' and 'Increase trust between providers of services so that patients are transferred appropriately'</i> (see appendix 55). <u>Central Bedfordshire CAMHS</u> - see point in section A2b above on joint working. Monthly meetings with specialist commissioners (NHSE) to discuss children/young people admitted to a tier 4 unit and plan for discharge/multi- disciplinary approach. <p>Theme 5 – Local Services complement the planned regional plan (STP)</p> <ul style="list-style-type: none"> Improved EHCP planning service has been implemented across Bedfordshire CCG. Local Authority to support a coordinated response from all professionals in line with national timescales/targets. <u>Bedfordshire CCG</u> – Autism Spectrum Disorder (ASD) pathways are working closer together than before. Further work with complex care cases and out of area placements - admission avoidance and ensuring that children are placed closer to home (aligned with TCP agenda). Joint commissioning with NHS specialist commissioners. <u>Bedfordshire CCG/Commissioning</u> - there is a new provider who is going through the Transformation Programme which should address some of the issues listed. Joint working between the Central Bedfordshire Local Authority, Bedfordshire CCG and Cambridgeshire Community Services NHS Trust. For example, changes to the Paediatric 	<p>Theme 4</p> <ul style="list-style-type: none"> More attendance at meetings and a greater presence felt. <u>PfA Service</u> – MATT tracker, a multi-agency document contributed to by Health, Adult's and Children's Social Care services (see appendix 2). Quarterly MATT meetings ensure that work is aligned and coordinated across these services. <u>SNAP PCF</u> – outcomes from the various projects carried out in conjunction with Bedfordshire CCG. Services collaboratively working on an <i>all age</i> Disability Strategy. <u>Central Bedfordshire Public Health Service</u> - the Children's Outcomes Framework which underpins the children's community health services contract with CCS – jointly commissioned by BCCG and Public Health. Theme 6.6 relates to services working collaboratively: <i>"Services work together in a co-ordinated MDT approach and ensure there is 'one child, one plan' with a named lead professional"</i> (see appendix 32). <p>Theme 5</p> <ul style="list-style-type: none"> Ofsted report ratings - see page 5 of CSMT Highlight report (see appendix 28). New referral process for Paediatric Speech and Language Therapy was distributed to services locally (see appendix 44). 'Promoting Emotional Health, Wellbeing and resilience. A Whole school and college approach' – appendix 45. Aligns to the Children and Young People's Plan. <p>Other points (not directly related to themes above)</p> <ul style="list-style-type: none"> Following CHC guidance ensures that assessments inform EHC planning and avoids duplication – families only tell their story once. 	<p>Theme 4</p> <ul style="list-style-type: none"> Important to show evidence and impact of increased engagement. <u>SNAP PCF</u> SEND Satisfaction Survey - when asked <i>how well do services/professionals work together to support your child (Q13)</i>, 65% of parent responded 'poorly' or 'not very well' which indicates that improvements are needed in this area. When asked <i>'(Q16) How would you rate the provision provided locally'</i>, Education Services had 56% rated 'Excellent' or 'Good' compared to 48% for Health and 43% for Social Care (appendices 19 & 20). Co-ordination across services and streamlining of different panels. Bedfordshire CCG/Commissioning – work with new provider is an ongoing continual development through remodelling of services. Future work needed to co-produce a collaborative joint vision encompassing Education, Health and Social Care services, addressing all children (both with and without SEND). <p>Theme 5</p> <ul style="list-style-type: none"> To arrange a multi professional quality assurance protocol for EHC plans and advice. <u>Bedfordshire CCG</u> – ongoing work with new providers and jointly commissioned services. Action plan point to 'Ensure the needs of the child/young person are supported within the Transforming Care and Agenda Framework are captured within the SEND cohort of children and recognised within the SEND Commissioning Strategy'.

<p>Speech and Language Therapy (SALT) referral process for school-age children was shared and set out what was expected from local schools.</p> <ul style="list-style-type: none"> All special schools and 80% of mainstream schools in Central Bedfordshire are rated Good or Outstanding in their most recent Ofsted inspection. As mentioned in section B1a above, Public Health have teamed up with Educational Psychologists and Youth Services to produce a locally focused, user friendly toolkit for schools and colleges based on the Public Health England document 'Promoting Children and Young People's Health and Wellbeing: A Whole School and College Approach' (2015). 		<ul style="list-style-type: none"> Engagement from health and social care can be inconsistent. Shared understanding of what excellent practice looks like. Currently longer than expected waiting times for children referred to the Community Paediatric Service. Letter has been distributed – reassuring families of their plans to improve waiting times (see appendix 24).
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Priority Area: Preparing for Adulthood		
<i>B2c - How effectively are assessment and reviews coordinated, especially at each stage of the young person's transition to adulthood?</i>		
What we do well	Data/Evidence	Areas for Development/Actions to take
<p>Theme 1 – Needs identified early with the right support at the right time</p> <ul style="list-style-type: none"> A Phased Transfer process is in place for children with SEND, as are Phased Transition Plans for all children moving into a new setting or school. <p>Theme 4 – Joint Commissioning for better outcomes through personalisation and integration</p> <ul style="list-style-type: none"> Working towards 'one worker, one plan' through Transformation Programme. As mentioned in section B2a above, Central Bedfordshire Public Health Service are committed to developing a locality based model. <p>Theme 5 – Local Services complement the planned regional plan (STP)</p> <ul style="list-style-type: none"> Two-and-a-half year integrated reviews has a high take up. Early Years settings liaise with Health Visitors on 2-year-old progress checks. There is a named Health Visitor for each childcare setting. 2.5 year checks/reviews are carried out either in a Children's Centre, a setting or with a childminder. <p>Theme 6 – Young people are supported in their aspirations and goals in preparing for adulthood</p> <ul style="list-style-type: none"> Preparation for Adulthood (PfA) Service - support young people aged 14-25 to access services and help children to achieve independence when they reach adulthood. PfA co-produce with parents/carers, families, children and SNAP PCF. PfA will review at an appropriate time for the young person, on a case-by-case basis. Service supports schools for when young people transition to college and employment officers assist into employment. PfA also attend as many EHCP meetings as possible (aged 14 plus) and attend Looked after Children (LAC) reviews depending on the case. For young people who meet Adult Social Care criteria, PfA service work alongside the Personal Advisor and young person from 18 years. Children with Disabilities (CWD) Service - Social workers work closely with colleagues in Adults Services. For Children Looked After (LAC) the Virtual School assess and review through PEP for young people post-16. LAC receive support from a Personal Advisor in the Leaving Care Service to ensure a Pathway Plan is developed and reviewed every 6 months. <p>Other points (not directly related to themes above)</p> <ul style="list-style-type: none"> Maythorn Children's Home supports children during transition stages to adulthood and received a 'Good' Ofsted rating in their most recent inspection. 	<p>Theme 1</p> <ul style="list-style-type: none"> Phased Transfer guidance/process documents. <p>Theme 4</p> <ul style="list-style-type: none"> Central Bedfordshire Public Health Service - locality based model will: 'Ensure services are 'wrapped around' the child or young person to enable some flexibility when 'preparing for adulthood' in that transition is paced at the need of the young person and not the service pathway they are aligned with' (see appendix 55). <p>Theme 5</p> <ul style="list-style-type: none"> 2.5 year checks - 100% of all Universal (U) and Universal Plus (UP) children are offered an appointment for a 2.5-year review. <p>Theme 6</p> <ul style="list-style-type: none"> SEND Service – assessment and review information recorded in various forms including EHC Plans and EP forms (see appendices 9, 42, 46, 47 & 48). PfA Service - is highly regarded by both partners and service users who provide positive feedback. Co-production and positive working relationship with SNAP PCF. As previously mentioned in section B1b, SNAP PCF and Preparation for Adulthood (PfA) ran two free roadshows in July 2018. PfA Service monitor settled accommodation type and employment status for young people aged 18-24 including those with SEND (see appendix 17). Virtual School – quality of PEPs are high, with 80% being judged 'good' or better in June 2018. QA template is listed on Central Bedfordshire website (appendix 22). <p>Other points (not directly related to themes above)</p> <ul style="list-style-type: none"> Maythorn Ofsted Inspection report. 	<p>Theme 1</p> <ul style="list-style-type: none"> Promote process of transition to families and young people through the Local Offer. <p>Theme 5</p> <ul style="list-style-type: none"> Ensure that reviews are timely but also of high quality. <p>Theme 6</p> <ul style="list-style-type: none"> PfA Service - initial work is also underway to review what additional measures can be added to reflect progression, outcome and the pathway of young people. Further development of post-16 provision that offer suitable courses for those young people with significant SEND. Develop an EHC Plan template so that they are more relevant to preparing for adulthood outcomes. Develop Annual Review paperwork so that it is in line with PfA outcomes. Ensure that the 'Guide to your Journey' is distributed to all young people from Year 9 (see appendix 25). All EHC reviews to be clear and include development of independence including questions around transport.

B3 Satisfaction of parents/carers and children and young people who have special educational needs and/or disabilities that their needs are being met and their outcomes are improving

Priority Area: Co-production, working with parents/carers and young people to be a responsive service

B3a - How well are children and young people listened to and their aspirations heard?

What we do well	Data/Evidence	Areas for Development/Actions to take
<p>Theme 1 – Needs identified early with the right support at the right time</p> <ul style="list-style-type: none"> <u>SEND Service</u> – Educational Psychologists (EPs) gather views, wishes and feelings of young people and provide training on this. The Early Years (EY) SEND Team work with children and with parent/carers and setting staff in the assess, plan, do and review process. Voice of child and family evident in EHC/SEND Support Plans and child focused reports. Voice of child is a golden thread throughout. <u>Central Bedfordshire SEND PYPPS</u> – encourage feedback from parents/families; a recent survey looking to evaluate the service impact ran between August-December 2017. Service also work with Independent Supporters – who help parents have their voice heard in meetings about their child. <u>SNAP Parent Carer Forum (PCF)</u> is highly regarded by families and professionals. Parents are engaged and can make their voices heard. Information on SNAP PCF is advertised on the Local Offer website. A SNAP PCF Strategy Day is held annually to feedback to the forums priorities and ensure the wider voice of families is heard by key partners from health, education and social care. <p>Theme 6 – Young people are supported in their aspirations and goals in preparing for adulthood</p> <ul style="list-style-type: none"> <u>Preparation for Adulthood (PfA) Service</u> - support young people aged 14-25 to achieve independence when they reach adulthood. PfA also co-produce with parents/carers, families, children and SNAP PCF. The service identifies and assess young people's needs, which includes directly asking for their views/feelings. <u>Youth Support Service (YSS)</u> - facilitate the work of the elected Youth Parliament and other Youth Voice initiatives. This includes supporting young commissioners as well as oversight of the Central Bedfordshire youth audit process. <u>Central Bedfordshire Public Health</u> – is expected to develop a locality based delivery model that will: <i>'Develop services which are responsive to individual patient need'</i> and <i>'Ensure that services capture the views of children and families, and that the services are able to learn and improve from this feedback'</i> (appendix 55). 	<p>Theme 1</p> <ul style="list-style-type: none"> <u>SEND Service</u> - EP consultation records and EHC Plan templates below (see appendices 9, 35, 46 & 47). Examples of resources used (such as one page profiles or drawings) can be requested. Some young people may wish for their EHCP outcomes to be in the first person. <u>Central Bedfordshire SEND PYPPS</u> - service feedback form on Local Offer website – to evaluate and improve their work. Transition Journal booklet also encourages young people to share their views and feelings (see appendix 39) Satisfaction was high amongst families, rating the service either 'Good' or 'Excellent' across all questions (page 13). One of the survey questions asked: <i>"What difference do you think our information, advice or support has made for you?"</i> and the clear majority of respondents (92.3%) replied 'A great deal of difference' (see appendix 34). Findings from SEND satisfaction survey created/delivered by SNAP PCF (see appendices 19 & 20). SNAP PCF annual report (appendix 60), SNAP PCF Annual Strategy Day, SNAP PCF newsletter. SNAP PCF leaflet on the Local Offer – all encourage families to share their views. <p>Theme 6</p> <ul style="list-style-type: none"> <u>PfA Service</u> – case studies capture voice of the child (see appendix 1). Where required, PfA refer young people to the advocacy service POhWER 18+ under the care act and there is a service level agreement in place. Figures demonstrating the positive work that Youth Support Service carry out are available in the YSS annual report (see appendix 49). CiCC website – has comments, compliments and complaints section which states the UN rights of the child as well as links to the local government ombudsman. The most recent CiCC survey found that 89% of children/young people were aware of the complaints process. All the children and young people surveyed stated that they felt their wishes and feelings are listened to. 	<p>Theme 1</p> <ul style="list-style-type: none"> <u>SEND Service</u> - continue to develop EHCPs particularly for year 9's. Ensure that SEND Team gain child or young person's wishes and aspirations in the EHC Needs Assessment. Young person to be involved in the development of outcomes for their EHC plan. <u>Central Bedfordshire SEND PYPPS</u> – the Independent Supporters service ceased at the end of July 2018; need to ensure that families can still receive support from the service. <p>Theme 6</p> <ul style="list-style-type: none"> <u>Children in Care (CiCC)</u> future focus on hearing children and young people's voices on sensitive issues i.e. domestic abuse, bullying and obtaining feedback from very young children. Develop <u>Active Participation Strategy</u> further - strategy should be extended to include younger children. Currently the Children and Young Peoples board is 13 years plus. Youth Support Service are leading on the development of an advisory group, encouraging younger children to actively participate.

B3a - How well are children and young people listened to and their aspirations heard?		
What we do well	Data/Evidence	Areas for Development/Actions to take
<ul style="list-style-type: none"> <u>Central Bedfordshire CAMHS</u> - engagement and consultation activities have been carried out through the CAMHS young people engagement service. The sub-group have held several workshops with young people to gain their views. <u>Children in Care Council (CiCC)</u> - provides opportunity for all children and young people in care to express their wishes and feelings about being in care and identify improvements. The CiCC represents the interests of all looked after children and care leavers and presents issues to the Corporate Parenting Panel. <u>Active Participation Strategy</u> - is in place, which aims to ensure that young people voices are actively shaping local policy/decisions and they are consulted on matters which will affect them. Whilst this strategy is in its infancy, the Children and Young Peoples board is established which is made up of representatives from various youth voice groups including SEND, CiCC and various youth groups. <u>Children's Social Care</u> - Looked after Children (LAC) including SEND children, have their voices heard through Independent Reviewing Officers in LAC reviews. <p>Other points (not directly related to themes above)</p> <ul style="list-style-type: none"> As mentioned in the previous section B1a there is a Children's Services Feedback Form and an annual Find Your Future event (in September). 	<ul style="list-style-type: none"> 'Active participation strategy' document and terms of reference for Participation Advisory Group – principles are underpinned by voice of the child and work is overseen by 'voice of the child subgroup' (see appendices 36 and 37). In the 2017 Ofsted Inspection within Children's Social Care, it was noted that: <i>"Senior leaders demonstrate a strong commitment to engaging children and hearing their views"</i> (Ofsted, August 2017). 	<ul style="list-style-type: none"> <u>Bedfordshire CCG</u> – future action to 'Develop an Engagement strategy that effectively establishes how co-production will work within the Local Area for Users, Providers (including 3rd sector and Commissioners)'.

Priority Area: Co-production, working with parents/carers and young people to be a responsive service		
B3b - To what extent do children and young people/parents and carers feel their outcomes are improving?		
What we do well	Data/Evidence	Areas for Development/Actions to take
<p>Theme 1 – Needs identified early with the right support at the right time</p> <ul style="list-style-type: none"> <u>SNAP Parent Carer Forum (PCF)</u> - measures parent/carer satisfaction, as evidenced through the SEND Satisfaction Survey which ran between January-June 2018. Some questions directly relate to outcomes and reaching potential. <u>Central Bedfordshire SEND PYPPS</u> – as mentioned in section B3a above, the service provides impartial information and advice for families. A survey looking to evaluate service impact was commissioned between August-December 2017. <p>Theme 2 – Specialist services are extending capacity across all services</p> <ul style="list-style-type: none"> <u>Supporting Families Service</u> – a Family Partner works with the family every step of the way to an agreed action plan, providing practical hands-on help while also brokering and co-ordinating support from a range of partner services. As mentioned in previous section B2a, SNAP PCF have worked collaboratively with Central Bedfordshire Council, Bedford Borough Parent Carer Form and Bedfordshire CCG to deliver <u>Joint Outcomes EHCP training</u> to parents and practitioners. 	<p>Theme 1</p> <ul style="list-style-type: none"> <u>SNAP PCF</u> – a question from the SEND Satisfaction Survey asked, '(Q14) how well do service that your child uses help them to reach their potential?' in relation to Ofsted priorities: <ul style="list-style-type: none"> <u>Educational Progress</u>: the majority of parents (66%) rated 'very' or 'quite well' (see appendices 19 & 20). As mentioned in section B3a above, findings from the most recent <u>Central Bedfordshire SEND PYPPS</u> survey – satisfaction is high amongst parents/families and 92.3% felt that the service made 'A great deal of difference' (see appendix 34). <p>Theme 2</p> <ul style="list-style-type: none"> <u>Supporting Families Outcome Plan</u> - provides a set of significant and sustainable outcome measures applicable to all families. Supporting Families have good links with agencies. <u>Joint Outcomes EHCP training</u> – delegate evaluation forms from the course were positive – with 99.2% rating the course content either 'Excellent', 'Very Good' or 'Good'. 10 parents/carers attended this course and learned more about outcomes (see appendix 26). 	<p>Theme 1</p> <ul style="list-style-type: none"> SNAP PCF collated suggestions from parents when asked 'what can we make easier for your child or family?' (see appendix 21). This information can be used to improve SEND services and allows parents/families to feel that they are involved in shaping future provision. Embed co-production in EHC planning to ensure families are actively involved in making decisions, planning and meeting needs. Diagnosis is informed by multidisciplinary teams however diagnostic process should be regularly reviewed. Health services work towards the neurodevelopmental pathway process.

<p>Theme 6 – Young people are supported in their aspirations and goals in preparing for adulthood</p> <ul style="list-style-type: none"> <u>Youth Support Service (YSS)</u> – provide impartial careers information, advice and guidance to all those with EHCPs from year 9 plus and support young people’s transition from school to post 16 EET. They work with young people to identify needs and barriers, which are overcome through an agreed action plan. YSS also commission 4YP to deliver information and advice to NEET/Pre-NEET whom are not supported in-house. <u>Central Bedfordshire Public Health Service</u> – Children’s Outcomes Framework for children has been recently developed and have been built around ‘I statements’ to ensure that, as well as quantitative outcomes, the outcomes framework also pick up what matters to the people/young people receiving services. <p>Other points (not directly related to themes above)</p> <ul style="list-style-type: none"> As mentioned in the previous section B1a there is a Children’s Services Feedback Form and an annual Find Your Future event (in September). 	<p>Theme 6</p> <ul style="list-style-type: none"> <u>Youth Support Service (YSS)</u> - Personal Advisors work with young people to improve their outcomes, participation and achievement - information provided on Local Offer website. Services advertised through the Complex Needs team offer (see appendix 50). Personal Advisors aided 632 young people and provided face to face guidance to 437 in 2017/18. Outcomes and quality monitored through supervision, RAG system and regular meetings with partners. Also monitored through PfA planning and number of young people with LAC moving to/sustaining EET post school. 4YPUK website - signposts to careers, volunteering, training and deliver local workshops. <u>Central Bedfordshire Public Health Service</u> – Children’s Outcomes Framework (appendix 32). Theme 6 relates to young people’s outcomes: “<i>I have the right support at the right time to be able to achieve my goals, aspirations and potential and to become an independent adult</i>”. 	<ul style="list-style-type: none"> Review of questionnaire responses from children/young people and families, to allow us to consider their feedback and ultimately improve services. <u>Bedfordshire CCG</u> – action plan to ‘Develop a Quality Assurance Framework for SEND that tests and challenges the capacity and structure of the system to deliver the SEND reforms and ensure that child/young person and Parent views are sought, heard and acted upon’.
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Priority Area: Co-production, working with parents/carers and young people to be a responsive service		
B3c - Appeals, complaints and serious case reviews		
What we do well	Data/Evidence	Areas for Development/Actions to take
<p>Theme 6 – Young people are supported in their aspirations and goals in preparing for adulthood</p> <ul style="list-style-type: none"> <u>Children in Care Council (CiCC)</u> - states that service users and families are advised of their right to complain. Freepost leaflets designed for young people are included in their Looked After Children welcome pack. <p>Other points (not directly related to themes above)</p> <ul style="list-style-type: none"> <u>Central Bedfordshire SEND PYPPS</u> - as mentioned in section B3a above, the service provides impartial information/advice and encourages feedback from families. The service supports parents who request mediation by signposting them to KIDS SEND mediation service, assisting in completing paperwork and organising Way Forward Meetings. PYPPS also work with Independent Supporters who help parents have their voice heard in meetings about their child. Complaints in relation to SEND are gathered via the Customer Services Team and complaints procedures can be found under the Central Bedfordshire Council Customer Services website. The local authority welcomes comments, compliments and complaints from customers - which is handled in line with the customer feedback procedure. Having a range of contact options for complainants aims to meet the needs of its service users in accessing the complaints procedure. As mentioned in the previous section B1a there is a Children’s Services Feedback Form and an annual Find Your Future event (in September). School admission appeals – has a guidance document for parents explaining the process and their right to appeal. <u>Bedfordshire CCG</u> – promote PALS Compliments and Complaints process on website. 	<p>Theme 6</p> <ul style="list-style-type: none"> The most recent CiCC survey, 89% of young people said they are aware of the complaints process. Most complaints about the Looked After Children and Leaving Care service are made by adults. CiCC contains information on the Local Government Ombudsman (LGO). <p>Other points (not directly related to themes above)</p> <ul style="list-style-type: none"> <u>Central Bedfordshire SEND PYPPS</u> - feedback form on the Local Offer website, which individuals can complete. The service can then use this to evaluate and improve their work. As mentioned in section B3a above, findings from their most recent survey found that satisfaction was high amongst parents/families, rating the service either ‘Good’ or ‘Excellent’ across all questions (see appendix 34, page 13). SEND complaints over the past three years is low (less than 10 complaints over this timeframe). Half (50%) of the complaints received were upheld, a quarter (25%) were partially upheld and another quarter (25%) were not upheld. The main reason for upheld complaints was service delays (33%). There are separate procedure documents for: Adults Social Care, Health and Housing; Children’s Services; and all other council services. Annual reports detail findings gathered from complaints regarding Adult’s Social Care and Children’s Services. Following this, if someone is unhappy with the way their complaint has been dealt with – the Central Bedfordshire website signposts to the LGO. 	<p>Theme 1</p> <ul style="list-style-type: none"> <u>SEND Service</u> - to re-introduce ‘Way Forward’ meetings when a decision of ‘no’ to assessment or plan, to ensure that there is an action plan for the child/young person. Local Area Resolution agreement to form part of Joint Commissioning strategy. <p>Other points (not directly related to themes above)</p> <ul style="list-style-type: none"> <u>Central Bedfordshire SEND PYPPS</u> – the Independent Supporters service ceased at the end of July 2018; need to ensure that families can still receive support from the service. To improve and learn from upheld complaints - actions and improvements identified by the service are monitored by the Customer Relations Team until completion. Learn from SENDIST (Special Educational Needs and Disability Tribunal) decisions and see if procedure or processes need to be altered.

Priority Area: Co-production, working with parents/carers and young people to be a responsive service		
B3d - How accessible and effective is impartial information advice and support services for children and young people?		
What we do well	Data/Evidence	Areas for Development/Actions to take
<p>Theme 1 – Needs identified early with the right support at the right time</p> <ul style="list-style-type: none"> The Central Bedfordshire Local Offer website is accessible for children/young people, families and professionals. Information is regularly updated. See section B5a - Local Offer for more information. <p>Theme 2 – Specialist services are extending capacity across all services</p> <ul style="list-style-type: none"> SNAP Parent Carer Forum (PCF) - ran a SEND Satisfaction Survey in 2018 and some of the questions were in relation to how accessible information is to parents. As previously mentioned in section B1b, SNAP PCF and Preparation for Adulthood (PFA) jointly ran two free roadshows in July 2018. Central Bedfordshire promote the KIDS SEND Mediation Service - and Independent Parental Special Education Advice (IPSEA). 'Central Essentials' Newsletter is a weekly bulletin for school staff. Information sharing is utilised through this. 'Governor Essentials' is distributed monthly. Central Bedfordshire SEND PYPPS - as mentioned in section B3b above, have a range of leaflets, guidance and newsletters to inform families about SEND services. The leaflets have been made available online, sent to schools/colleges to give to families directly and are also available as hard copies on request. The service also supports parents who request mediation by signposting them to KIDS SEND mediation service, assisting in completing paperwork and organising Way Forward Meetings. PYPPS also work with Independent Supporters. <p>Theme 6 – Young people are supported in their aspirations and goals in preparing for adulthood</p> <ul style="list-style-type: none"> Youth Support Service (YSS) - as mentioned in previous section B3b above, YSS provide impartial careers information, advice and guidance to all those with EHCPs from year 9 plus and support young people's transition from school to post-16 education, employment and training. Young people are automatically referred to the service if they have EHCP's but can also self-refer. YSS Personal Advisors (PA's) have close working relationships with schools, colleges and neighbouring authorities so young people and parents will become aware of the service through schools and through direct introductions from PA's. <p>Other points (not directly related to themes above)</p> <ul style="list-style-type: none"> As mentioned in previous sections there is an annual Find Your Future event (in September). 	<p>Theme 1</p> <ul style="list-style-type: none"> As at 4th July 2018, the Local Offer landing page has been viewed 2,150 times, with the three most popular sections relating to: <ul style="list-style-type: none"> ✓ Special Schools – 608 views ✓ SEND PYPPS Service – 437 views ✓ Special provision in mainstream schools – 403 views (see appendix 38). <p>Theme 2</p> <ul style="list-style-type: none"> IPSEA website – is promoted on Central Bedfordshire Local Offer website. The most recent Central Essentials newsletter (8th June 2018) details information for parents/young people. Central Bedfordshire SEND PYPPS - website has a wealth of information – including a downloadable PDF guide on EHC plans, Transition Journal Booklet (see appendix 39) and a SEND information and providers crib sheet. There is also a jargon buster to assist families in understanding terms. Service quarterly newsletter also provides regular updates. As mentioned in section B3c, parental service satisfaction is high (see appendix 34). <p>Theme 6</p> <ul style="list-style-type: none"> Youth Support Service (YSS) - Personal Advisors and information provided on Local Offer website. Complex Needs Team Offer provides a service overview (see appendix 50) and the YSS Annual Report (see appendix 49, page 5) provides a summary on 'impartial information advice and guidance'. Examples include: 'person centred work, delivery of tailored Impartial IAG and support for transition planning. The key focus of this work is on groups of young people with identified needs.... including young people with SEND'. Personal Advisors aided 632 individual young people, plus face to face guidance to 437 young people in 2017/18. Looking at YSS caseloads, there are approximately 600 young people with EHCPs in year 9 plus, held on caseload. Most active interventions will take place with 40% of the cohort. 	<p>Theme 1</p> <ul style="list-style-type: none"> As mentioned in section B5a below - Local Offer information is being reviewed and will be relaunched/promoted (see appendix 51). Joint working with young people and parents to review the content (testing groups through SNAP PCF and Youth Support Service). Optimise information on the Local Offer to ensure that it is accessible for young people. <p>Theme 2</p> <ul style="list-style-type: none"> Unfortunately, families aren't always aware of the Local Offer - 55% of parents who responded to the SNAP PCF SEND Satisfaction Survey <i>were not aware of the Local Offer (Q17)</i>. Of those that have/did use the Local Offer site, 61% stated that it took a long time to find what was needed or they could not find what they were looking for (Q18) – see appendices 19 and 20. Relaunch the Local Offer website, to promote awareness and allow families to easily obtain information (see appendix 51). Central Bedfordshire SEND PYPPS – the Independent Supporters service ceased at the end of July 2018; need to ensure that families can still receive support from the service.

Priority Area: All		
B4a Suitability of the EHC Plan (including where relevant alignment with CIN and CP Plans)		
What we do well	Data/Evidence	Areas for Development/Actions to take
<p>Theme 1 – Needs identified early with the right support at the right time</p> <ul style="list-style-type: none"> SEND Service - met the deadline for all transfers of Statements to EHCPs, with the exception of three cases. Educational Psychologists (EPs) always contribute to EHCs and their report form a key part of EHC plans. The Principal EP has created and trialled a Psychological advice template for post-year 9. Educational Psychology (EP) forms explore suitability of plans. Training courses ensure that planning is appropriate and of high quality. <p>Theme 4 – Joint Commissioning for better outcomes through personalisation and integration</p> <ul style="list-style-type: none"> Working towards one assessment, one plan through Transformation Programme. Relationship between SEN Service, CWD Teams and Children's Social is improving. Senior SEND Officers attend CIN/CP meetings where their contribution is necessary. The SEND Manager, SEND Head of Service and Senior SEND Officer (on rotation) attend the Joint Allocations Panel (JAP) across Education, Health and Care – which is chaired by the Head of Service for CWD. SEND Manager attends the Vulnerable Learners Panel, Resource Panel and JAP. 	<p>Theme 1</p> <ul style="list-style-type: none"> Transfers from Statements to EHCPs – three exceptions: one was in tribunal, one is for a young man currently under section, and one was missed but is almost complete. EP post-year 9 template - information contributes to the Education, Health and Care Needs Assessment: <i>"advice aims to inform the local authority about the current educational and psychological barriers to development that [Child A] is experiencing and should therefore be considered as part of an on-going process of review and evaluation of his/her learning and development"</i> (see appendix 42). Early Years/SEND Service training is rated highly by delegates (i.e. 'How to write a EHC Needs Assessment', 'Recording SEND Support' and 'SEND Co-ordinator' courses). See appendix 4. <p>Theme 4</p> <ul style="list-style-type: none"> Streamlining of forms across different services, to avoid duplication. Minutes of meetings and attendance at JAP from a range of officers – including Children with Disabilities, Bedfordshire Clinical Commissioning Group (CCG), SEND Service and Children's Social Care representatives. 	<p>Theme 1</p> <ul style="list-style-type: none"> More focus required on the development of EHCPs for child/young people produced collaboratively across Education, Health and Social Care. Develop EHC Plan template for year 9 upwards to encourage discussion about outcome and focus on voice of the child. Following this, all Educational Psychologists to use the new template. <p>Theme 4</p> <ul style="list-style-type: none"> Explore further what one assessment, one plan, one worker looks like across services through Transformation Programme. In response to the SNAP PCF SEND Satisfaction Survey, one parent suggested <i>"Give the family a key person to go to, to ask questions as they come up"</i>. Quality assurance of EHCP and advise, to include Education, Health, Care and SNAP PCF.

Priority Area: Co-production, working with parents/carers and young people to be a responsive service		
B5a How effective is the Local Offer, including its development, accessibility and currency?		
What we do well	Data/Evidence	Areas for Development/Actions to take
<p>Theme 2 – Specialist services are extending capacity across all services</p> <ul style="list-style-type: none"> The Local Offer has been co-produced with parents/carers, young people and professionals. Regular multi-agency Local Offer meetings are held to review, discuss and improve information published on the site. Partnering agencies such as SNAP Parent Carer Forum (PCF) regularly promote the Local Offer to parents and families. Work is ongoing with key stakeholders to continually improve the Local Offer website. The Local Offer group have been looking at 'reflective questions' to improve. Pages have also been reviewed in conjunction with parents, young people and professionals. 	<p>Theme 2</p> <ul style="list-style-type: none"> Work is currently ongoing to update the website itself to improve accessibility. Main site headings were not clear; these are in the process of being reviewed and updated. Action Plans from Local Offer group meetings – setting out key milestones, deadlines and who is responsible for delivering these actions (see appendix 51). Utilising forums such as SNAP PCF and future conferences will provide invaluable feedback. A previous version of the site had lost some of the statutory requirements that SNAP PCF were able to highlight in a report which refocused this workstream. 	<p>Theme 2</p> <ul style="list-style-type: none"> Local Offer site is being relaunched (see appendix 51). Site should be developed with and accessible for both families <i>and</i> professionals. Potentially re-naming the landing page to a more appropriate title of 'SEND Local Offer' – for parents to make the association to SEND. Making families more aware of the Local Offer - <u>SNAP PCF SEND Satisfaction Survey</u>: 55% of parents who responded were not aware of it (Q17) and 61% stated that it took a long time to find what was needed or they could not find what they were looking for (Q18). <i>"Services should be made easier to find as I end up giving up after not getting the right information"</i> (see appendix 19).

B5a How effective is the Local Offer, including its development, accessibility and currency?

What we do well	Data/Evidence	Areas for Development/Actions to take
<ul style="list-style-type: none"> An assigned Project Manager recently joined the Local Offer group (May 2018) to ensure that developments are closely monitored and completed in a timely manner. Local Offer website is optimised for search engines and is regularly reviewed by Central Bedfordshire Communications Team. A SEND Team colleague took part in an Eastern Region Local Offer peer review in December 2016. Feedback was then shared with the Support and Aspiration Board. The Central Bedfordshire review was completed by a Peterborough Council Local Offer representative & a parent representative. Established initial discussions with Central Bedfordshire Communications Team to develop a Communications Strategy. A 'Jargon Buster' was added to the Local Offer website to help individuals to understand SEND terms/phrases. 	<ul style="list-style-type: none"> SNAP PCF ran a SEND Satisfaction Survey between January-June 2018 to obtain parents opinions on SEND services, two questions related to the Local Offer (appendices 19, 20 & 21). As at 4th July 2018, the Local Offer landing page has been viewed 2,150 times, with the most popular sections relating to: <ul style="list-style-type: none"> ✓ Special Schools – 608 views ✓ SEND PYPs Service – 437 views ✓ Special provision in mainstream schools – 403 views ✓ EHCP Process/Overview – 378 views ✓ 4 broad areas of need – 344 views ✓ About the Local Offer – 292 views ✓ Support for your child's social, emotional and mental health needs – 285 views ✓ And SEND Support Plan - 275 views (see appendix 38). Local Offer review framework (see appendix 53). Jargon Buster section now on Local Offer website (under About the Local Offer tab). 	<ul style="list-style-type: none"> Increasing awareness of the Local Offer through advertising. Further development of Communications Strategy. Ensuring that the flow of the site is logical and follows child's journey. Arrange a 'testing user group' through SNAP PCF and Youth Support Service. Avoid unnecessary duplication across pages. Address gaps in information and outdated content. Regular meetings to ensure services are up to date and accessible. Ensure that clear and 'jargon' free language is used – regularly update the Jargon Buster page. Encouraging feedback, adopting a 'you said; we did' approach. Develop site with a range of agencies (including special schools), to ensure it is representative of <i>all young people</i>. Contributions from already existing social care and health Locality Managers. Using analytical programmes – to target weak/strong areas.

Question C: How effectively does the local area improve outcomes for children and young people who have special educational needs and/or disabilities?

C1 Outcomes – across Education, Health and Care

Priority Area: Early Intervention and high aspirations for all children and young people

C1a - How well does the local area support and improve outcomes for SEND children and young people (health, care, academic achievement)?

What we do well	Data/Evidence	Areas for Development/Actions to take
Theme 1 – Needs identified early with the right support at the right time <ul style="list-style-type: none"> SNAP Parent Carer Forum (PCF) - ran a SEND Satisfaction Survey between January-June 2018 which enabled parents to voice their opinions on a range of SEND topics; including questions relating to best possible outcomes and potential for their child. SNAP PCF conferences support services monthly meetings. 	Theme 1 <ul style="list-style-type: none"> SNAP PCF – a question from the asked, '(Q14) how well do service that your child uses help them to reach their potential?': <ul style="list-style-type: none"> ○ Educational Progress: 66% of parents rated 'very' or 'quite well'. <i>"The school has been great, but could use more training in SEN, specifically autism"</i> (see appendices 19 and 20). 	Theme 1 <ul style="list-style-type: none"> EHC Plans to be co-produced to ensure that all are happy with the outcomes identified. Further work on early intervention and engagement - to provide the best services for young people and potentially improve outcomes. This includes community rapid response for children with complex needs. Schools Forum agreed in March 2018 to an investment of 0.5% of the designated schools grant, to develop projects designed to reduce expenditure through early intervention, more appropriate allocation of resources and better support for SENCOs.

C1a - How well does the local area support and improve outcomes for SEND children and young people (health, care, academic achievement)?		
What we do well	Data/Evidence	Areas for Development/Actions to take
<p>Theme 2 – Specialist services are extending capacity across all services</p> <ul style="list-style-type: none"> As mentioned in previous sections, <u>CWD Service</u> have strong links to partner agencies and work collaboratively with Adults Social Care, PFA, SNAP PCF and Bedfordshire CCG. Services ensure that the child's journey is as smooth as possible. <u>SEND Service</u> - Special School Heads/Schools Forum – high level strategic joint working, recently commenced and attended by a range of professionals including Bedfordshire CCG (DCO). Early Years SEND Team Teachers attend MDAs at Redgrave Children's Centre and weekly referral meetings at CDC Kempston. EY team have close links with community paediatric teams. School Improvement team have appointed a dedicated SEND Lead to support school to improve outcomes. <u>Virtual School (VS)</u> - supports the education of Looked after Children (LAC) and those who are adopted where required. Early Years SEND Advisory Teachers also meets with VS and receive updates on shared early years cases. <p>Theme 4 – Joint Commissioning for better outcomes through personalisation and integration</p> <ul style="list-style-type: none"> As mentioned in previous sections, in 2018 <u>Joint Outcomes EHCP Training</u> has been delivered across education, health, care and parent groups. Co-delivering to Education, Health and Care Professionals including GPs. Further training focus on Annual Reviews and pre-EHCP. Public Health have teamed up with Educational Psychologists and Youth Services to produce a user-friendly toolkit for schools/colleges based on the Public Health England document '<i>Promoting Children and Young People's Health and Wellbeing: A Whole School and College Approach</i>'. The toolkit enables schools/colleges to adopt a holistic approach to promoting emotional wellbeing for its students and staff. <p>Theme 5 – Local Services complement the planned regional offer(STP)</p> <ul style="list-style-type: none"> <u>Central Bedfordshire CAMHS</u> – 'Futures in Mind' is positive, early intervention through having workers in schools. Bedfordshire CCG Local Transformation Plan 2017-2020 has been developed with 'Futures in Mind' key principles. Co-production between education, health, social care and families is continually developing. Appointment of Designated Clinical Officer (DCO) is a positive move in enabling a single point of access. DCO works broadly across Central Bedfordshire local authority and Bedfordshire CCG; aligning different areas with a holistic approach. 	<p>Theme 2</p> <ul style="list-style-type: none"> Strategic work can be seen at Chiltern School in 'Team Around the School' meetings. Changes in two school sites but collaborative working is evident. <u>Virtual School</u> – SDQs are monitored through the Personal Education Plan (PEP) as well as through internal performance monitoring (KPIs). Quality of PEPs are high, with 80% being judged 'good' or better in June 2018 (see appendix 22, page 9). <p>Theme 4 –</p> <ul style="list-style-type: none"> Delegate evaluations from the <u>Joint Outcomes EHCP Training</u> were positive; with 99.2% rating the course content either 'Excellent', 'Very Good' or 'Good'. 10 parents/carers attended this course and learned more about outcomes (see appendix 26). Toolkit for 'Promoting Children and Young People's Health and Wellbeing' (appendix 45) enables young people to contribute towards their own action plans and measures whether plans are progressing, for example 'not yet started', 'working towards' or 'completed'. <p>Theme 5</p> <ul style="list-style-type: none"> <u>Bedfordshire CCG</u> - have recently implemented key performance indicators with new providers - results are expected later in the year. Recommissioned providers through outcomes based framework in 2015. Local work aligning with the TCP and STP. Moving towards Transforming Care Partnership (TCP) approach for complex children. <u>STP</u> – aims to make community services better so that people can live near their family and friends, and making sure that the right staff with the right skills are supporting people. Bedfordshire CCG Operating Plan 2017-2020 provides an overview of the STP (see appendix 33). 	<p>Theme 2</p> <ul style="list-style-type: none"> Progressive service/approach. Building on this via Joint Commissioning proposal. Co-production of outcomes and introduction of co-production meetings (from September 2018). Streamlining of processes and transparency will aid improvements in joint working. SEND Team - are putting steps in place to facilitate clear communication throughout EHCP process (appendix 31). <p>Theme 4</p> <ul style="list-style-type: none"> Develop and implement a Dynamic Risk Register. Operational Governance group will need to be wide reaching and encompass all services, partner agencies as well as parent representatives. <p>Theme 5</p> <ul style="list-style-type: none"> Developing health processes so they are working towards outcomes, even without an EHCP.

C1a - How well does the local area support and improve outcomes for SEND children and young people (health, care, academic achievement)?		
What we do well	Data/Evidence	Areas for Development/Actions to take
<ul style="list-style-type: none"> Resource Allocation Service (RAS) is currently being trialled in Children's Social Care and may be tested across Health and Education in the autumn of 2018. As mentioned in previous sections, joint working through STP (Sustainability and Transformation Plan). <p>Theme 6 – Young people are supported in their aspirations and goals in preparing for adulthood</p> <ul style="list-style-type: none"> <u>Youth Support Service (YSS)</u> - engage and track progress of young people in Education, Employment and Training (EET) and post-16 employment. YSS facilitate a termly professional development group, which is well attended by local schools (including special schools). YSS have developed minimum standards for careers curriculum and delivery, which most schools have signed up to. The service also works closely with Careers and Enterprise Company around this agenda. <p>Other points (not directly related to themes above)</p> <ul style="list-style-type: none"> <u>CWD Residential Services</u> – Maythorn and Kingfisher's Children's Homes received a 'Good' and 'Outstanding' rating respectively. As mentioned in previous sections there is an annual Find Your Future event (in September). 	<p>Theme 6</p> <ul style="list-style-type: none"> <u>YSS personal advisors</u> - outcomes and quality monitored through supervision, RAG system and regular meetings with partners. Also monitored through PfA planning and number of young people with LAC moving to/sustaining EET post school. <ul style="list-style-type: none"> <u>Academic Age 16 and 17</u> - 87.8% academic age 16 and 17 were in Education. Higher than National (82.3%) and Regional (82.6%) percentages. <u>Academic Age 16 to 24</u> - 79.2% academic age 16 and 17 were in Education. Higher than National (47.8%) and Regional (46.3%) percentages. <p>Other points (not directly related to themes above)</p> <ul style="list-style-type: none"> Maythorn Ofsted Inspection report and Kingfishers Ofsted Inspection report. 	<p>Theme 6</p> <ul style="list-style-type: none"> <u>Youth Support Service (YSS)</u> - future plan to develop specific standards for special schools. <u>Preparation for Adulthood (PfA)</u> - more focus needed on how needs are met during transition stages to adulthood. Develop EHCP Plan and Annual Review paperwork so that it is in line with PfA outcomes. Ensure that the 'Guide to your Journey' is distributed to all young people from Year 9 (see appendix 25).

Priority Area: Preparation for Adulthood		
C1b - How well does the local area prepare young people for adulthood as detailed in the Code of Practice: (Higher Education/employment, independent living, participation in society, being healthy as possible in adult life)?		
What we do well	Data/Evidence	Areas for Development/Actions to take
<p>Theme 1 – Needs identified early with the right support at the right time</p> <ul style="list-style-type: none"> <u>Preparation for Adulthood (PfA) Service</u> - early identification of health needs through completion of Continuing Healthcare Checklist (CHC). PfA hold quarterly Multi Agency Tracking Meetings (MATT). Health Passports are in place for children with complex needs. <p>Theme 2 – Specialist services are extending capacity across all services</p> <ul style="list-style-type: none"> <u>SEND Service</u> – are looking to develop greater engagement/understanding with colleges and further education providers. The service has strong processes in place that offers support for nearly all 18 year olds. <u>Youth Support Service (YSS)</u> - links with Central Bedfordshire College, including the development of supported internships and aiding young people into employment. 	<p>Theme 1</p> <ul style="list-style-type: none"> <u>PfA Service</u> - MATT group monitors data on education status, primary need, disability, area/locality, supported living services, residential and respite services - for young people aged 13 plus who are known to Adults or Children's Social Care and Health services (appendices 2 and 17). <p>Theme 2</p> <ul style="list-style-type: none"> <u>SEND Service</u> – joint working and communication through regular meetings. 	<p>Theme 1</p> <ul style="list-style-type: none"> <u>SEND Service</u> - better develop post-16 EHC Needs Assessment processes and plans so that they are more relevant to preparing for adulthood outcomes (see appendix 31). Identify what happens when a young person leaves education system – post-19 EHCPs. <p>Theme 2</p> <ul style="list-style-type: none"> Ensure that provision is available where required for young people.

C1b - How well does the local area prepare young people for adulthood as detailed in the Code of Practice: (Higher Education/employment, independent living, participation in society, being healthy as possible in adult life)?		
What we do well	Data/Evidence	Areas for Development/Actions to take
<ul style="list-style-type: none"> Central Bedfordshire Public Health Service – follow the Children’s Outcome Framework, in conjunction with Bedford Borough Council and Bedfordshire CCG. The new provider for all children’s community health services (CCS) has been jointly commissioned by Bedfordshire CCG and Public Health to provide a locality based delivery model, through an outcome based specification which aims to: <ul style="list-style-type: none"> ‘Ensure services are ‘wrapped around’ the child/young person to <i>enable some flexibility when preparing for adulthood in that transition is paced at the need of the young person and not the service pathway they are aligned with</i>’ (see appendix 55). Strong links with community and third sector groups – demonstrates joint working. Including but not limited to: Autism Bedfordshire, Carers-in-Beds, Families United Network and Voluntary organisations for children, young people and families (VOCypf). Central Bedfordshire CAMHS - robust transition plans are in place to support and prepare young people requiring transition to adult services. Policies and procedures are in place and ensures that all young people at least 6 months before their 18th birthday are identified and discussed in team meetings/supervision. Adult transition is part of CQUIN and service is monitored on post transition questionnaires. Service checklists ensures that transition takes place in a timely manner and joint meetings should be set up with adult colleagues to support this process. <p>Theme 6 – Young people are supported in their aspirations and goals in preparing for adulthood</p> <ul style="list-style-type: none"> <u>Children’s Social Care</u> - regularly monitor Care Leavers aged 17-21 (including those with SEND) and whether the authority is ‘in touch’ with them; whether they are ‘in Education, Employment or Training (EET)’ and/or ‘Living in Suitable Accommodation’. <u>PfA Service</u> - work in partnership with a range of local services to provide information, advice and support to help young people (aged 14-25) to prepare for adult life. PfA re-designed community resource; supported living scheme is designed to support young people preparing for adulthood and offers a stepping stone onto greater independent living. Independent lifestyle officers to advise young people in their transition stages. Ethos is about connecting young people with their community, encouraging independence and building relationships As mentioned in previous section C1a above, <u>Youth Support Service (YSS)</u> engage and track participation/progress of young people in EET and Post-16 provision. They help re-engage young people who are NEET. YSS also commission 4YP to deliver guidance to young people who are NEET/Pre-NEET whom are not supported by the in-house team. Groundworks offer mentoring for young people aged 13-18 years old and LAC. This service is primarily for young people who are at risk of becoming NEET. As mentioned in previous section C1a above, there is an annual Find Your Future event (in September) - special school pupils attend and there are workshops on supported internships. 	<ul style="list-style-type: none"> Central Bedfordshire Public Health Service – Children’s Outcomes Framework (appendix 32) – Theme 6.4 directly relates to transition into adulthood: “<i>Young people and/or their parents and carers report that they have a <i>smooth transition to adult services</i>, and where required, robust and agreed plans across all relevant agencies are co-ordinated and are in place</i>”. <p>Theme 6</p> <ul style="list-style-type: none"> <u>Children’s Social Care</u> - In June 2018, 70.8% of Care Leavers were in EET, 91.7% were in suitable accommodation and Central Bedfordshire were in touch with 95.8% (see appendix 16). <u>PfA Service</u> - Case Studies show support offered to young people during their transition to adulthood (appendix 1). <u>Home Farm Trust</u> is a newly developed transition resource, assisting young people into supported living arrangements and promoting independence. Approximately 345 customers aged up to 25 are known to Adult Social Care. 53 people are known to the PfA service and in paid work/work trial/voluntary placement (15.4%). Nationally, the gap between the employment rate of disabled people aged 16-24 and that of non-disabled people was the smallest of any age band, at 18.3 percentage points. See House of Commons briefing paper for people with disabilities in employment (page 10). <u>Youth Support Service (YSS)</u> – personal advisors work with young people to improve their outcomes. Outcomes and quality monitored through supervision, RAG system and PfA planning - including number of young people with LAC moving to/sustaining EET post school. YSS Complex Needs Offer summarises available services and progress/participation of young people is monitored through EET figures (appendices 49 and 50). Groundworks case studies and regional impact report. 	<p>Theme 4</p> <ul style="list-style-type: none"> <u>All/universal Services</u> - developing shared processes across health providers and working towards a shared definition of outcomes across agencies (outcome focussed reports). This is covered in the Joint Commissioning proposal which spans all ages including transition stages (as mentioned in previous sections). <p>Theme 6</p> <ul style="list-style-type: none"> <u>All/universal Services</u> - further understand the young person’s individual profile. i.e. what are their aspirations? Are they actively seeking education or training? Pathways into employment are key. <p>Other points (not directly related to themes above)</p> <ul style="list-style-type: none"> Improvement needed around recording of information/data on systems. Ensure that there is a central place to record information and data. Development of the Local Offer to be clear on available community and third sector groups (see appendix 51).

C2 Leaders Assessment of the effectiveness of the local area in improving outcomes for children and young people

Priority Area: Early Intervention and high aspirations for all children and young people

C2a - How effective is the local area's approaches to improving outcomes: Early Intervention?

What we do well	Data/Evidence	Areas for Development/Actions to take
<p>Theme 1 – Needs identified early with the right support at the right time</p> <ul style="list-style-type: none"> <u>CWD Service</u> - early identification of changing need is enhanced via tracking, QA processes, CDAP/JAP panels. Integrated management structures in place. <u>Early Help Service</u> – The Access and Referral Hub/MASH acts as the single point of contact for safeguarding and Early Help. This includes consideration of support for children with special educational needs and disabilities and their families. Families of children with SEND can access Early Help support through universal services, through targeted work and through a referral to one of five Early Help Locality Teams. Families also seek information, advice and support through specialised voluntary sector provision, including Autism Beds, Families United Network and Outside-In. Professionals encourage referrals to Edwin Lobo/Child Development Centre where there are concerns around potential learning needs/disabilities. Locality Network meetings provide a space for professionals to discuss local needs, for example the EHCP process. <u>Supporting Families Programme</u> – a Family Partner works with the family every step of the way to an agreed action plan, providing practical hands-on help while also brokering and co-ordinating support from a range of partner services. <u>SEND Service</u> – Graduated Approach is enabling settings to provide early intervention to improve outcomes. Outcomes training is a golden thread running throughout all Early Years SEND training. The Educational Psychology (EP) team is a school's based service and all schools have a link EP. Schools must complete a 'Preparing to work with your EP form' and consultations are completed. Early identification of anticipated need is shared with schools in a timely way. Personal Budgets are currently being piloted, looking at opportunities where more creative solutions could be applied involving the use of a personal budget to meet a young person's needs. <p>Theme 2 – Specialist services are extending capacity across all services</p> <ul style="list-style-type: none"> 'Futures in Mind' work is positive – early intervention through having workers in schools. Bedfordshire CCG Local Transformation Plan 2017-2020 has been developed with 'Futures in Mind' key principles. Embedded CAMHS workers in Early Help are improving access to services and support at an early stage. A Central Bedfordshire whole school approach to mental health and wellbeing project is being developed. 	<p>Theme 1</p> <ul style="list-style-type: none"> <u>Supporting Families Outcome Plan</u> - provides a set of significant and sustainable outcome measures applicable to all families. Supporting Families have good links with agencies. <u>Early Help Service</u> - Access & Referral Hub/MASH contact data and Early Help factors at assessment show demand, timeliness of response and identification of need (appendix 16). <u>SEND Service</u> - As evidenced in section A1a, the data of schools using the EP service will be analysed in the summer 2018. Summer task to analyse all provision. School's portal provides link EP details. The preparing to work with your EP form has a record of all the provision which school implement for the four areas of need (appendix 48). <u>Personal Budgets Pilot</u> is ongoing over August 2018 and one page summary will be produced and presented to the team, along with recommendations for when a personal budget has been used successfully and in what circumstances. <p>Theme 2</p> <ul style="list-style-type: none"> Bedfordshire CCG Local Transformation Plan 2017-2020 (see appendix 33). <u>SEND Service</u> Positive training evaluations (appendix 4). <u>Joint Outcomes EHCP training</u> – delegate evaluation forms from the course were positive, with 99.2% rating the course content either 'Excellent', 'Very Good' or 'Good'. 10 parents/carers attended this course and learned more about outcomes (see appendix 26). 	<p>Theme 1</p> <ul style="list-style-type: none"> <u>SEND Service</u> - Early Years settings are aware of the SEND guidance but this needs to be utilised more. Not all schools involve the EP service. <u>Early Help Service</u> - closer working with the SEN team in localities and better co-ordination of meetings and support where children have EHCP and an Early Help Assessment (EHA). <p>Theme 2</p> <ul style="list-style-type: none"> <u>SEND Service</u> - one locality to trial 'early intervention targeted funding' specifically for those transitioning into school (appendix 31). Further development of <u>Joint Outcomes EHCP Training</u> – future focus on Annual Reviews and Early SEN Support (pre-EHCP).

C2a - How effective is the local area's approaches to improving outcomes: Early Intervention?		
What we do well	Data/Evidence	Areas for Development/Actions to take
<ul style="list-style-type: none"> <u>SEND Service</u> - deliver a variety of training courses around several early intervention topics. Joint Outcomes EHCP training evidences joint working across agencies. Quarterly meetings are held between CWD Service and Special School Heads to discuss cases that may require social care input, to identify needs and future demand as early as possible. <u>Central Bedfordshire CAMHS</u> – the service has 7 school practitioners linked to 42 schools and colleges across Bedfordshire (including SEN/SEMH) offering consultation, assessment, treatment and training. Close links to Early Help, School Nurses and CAMHS colleagues as well as Tier 2 providers CHUMS. Early identification of young people in Year 9 plus. CHUMS colleagues support Primary and Middle School students. Schools CAMHS staff are very accessible and responsive and able to support schools in identifying mental illness/difficulties in young people early and in consultation with the service can either assess (if appropriate) or signpost to the most appropriate service. Planned monthly meetings between Early Help, 0–19s Health team and Children's Centres to enable more effective joint working with under 5s, enhanced multi-agency support and a co-ordinated 'one family, one worker, one plan' approach. Process ensure that needs are identified early. <p>Theme 5 – Local Services complement the planned regional offer (STP)</p> <ul style="list-style-type: none"> <u>Central Bedfordshire Public Health</u> – as mentioned in previous sections, the service provides appropriate support and interventions through Universal Plus (UP) - families access swift, expert advice and interventions to meet identified needs early. Through new locality based delivery model, the service will – 'Develop <i>preventative</i> approaches in partnership with Public Health and local community and voluntary sector organisations', 'Ensure that <i>early intervention</i> is a central part of the culture and delivery of the service' and 'Champion a progressive approach of <i>Prevention and Early Intervention</i> to care planning and delivery' (appendix 55). <p>Theme 6 – Young people are supported in their aspirations and goals in preparing for adulthood</p> <ul style="list-style-type: none"> <u>Preparation for Adulthood (PfA) Service</u> - referrals to Adult's Social Care are made aged 14 plus to begin early identification and where required assessment of children/young people with complex needs to ensure a smooth transition to adulthood at 18 years of age. <p>Other points (not directly related to themes above)</p> <ul style="list-style-type: none"> <u>Central Bedfordshire Childminding Network</u> - support Early Years settings by providing termly network sessions for all providers and childminders. Sessions encourage local providers to work together, share knowledge and information – working closely with Speech and Language Therapy (SALT). 	<p>Theme 5</p> <ul style="list-style-type: none"> <u>Central Bedfordshire Public Health</u> - Children's Outcome Framework (see appendix 32) - priority 7.7 relates to early identification of need: "<i>Risks are highlighted and reported following agreed local policies so that children and young people are identified early and supported with an increase in early identification of vulnerabilities including neglect.</i>" Similarly, Theme 6.3: "<i>Increase in the proportion of children who access therapeutic services in a timely way (SaLT, OT Physiotherapy) with effective outcomes</i>". <p>Theme 6</p> <ul style="list-style-type: none"> <u>PfA Service</u> – Primary Need is identified through MATT tracker (see appendix 2). The tracker can also identify other demographics which may assist in spotting trends/patterns, predicting required services and thus aiding early intervention. Early identification of need is picked up aged 14 plus. <p>Other points (not directly related to themes above)</p> <ul style="list-style-type: none"> Practitioners have stated the Childminding Network sessions are "<i>supportive and worthwhile to share information and network together</i>". 	<ul style="list-style-type: none"> Further work on early intervention and engagement across services – to provide the best services for young people and potentially improve outcomes. This includes community rapid response for children with complex needs. <p>Theme 4</p> <ul style="list-style-type: none"> Creation of Dynamic Risk Register under Joint Commissioning Proposal should aid early intervention going forward.

Priority Area: Co-production, working with parents/carers and young people to be a responsive service		
C2b - How effective is the local area's approaches to improving outcomes: Personal Budgets?		
What we do well	Data/Evidence	Areas for Development/Actions to take
<p>Theme 2 – Specialist services are extending capacity across all services</p> <ul style="list-style-type: none"> Central Bedfordshire (Education and Social Care), Bedfordshire CCG and SNAP Parent Carer Forum (PCF) have co-produced a guide regarding Personal Budgets (in Central Bedfordshire). This guide helps young people with SEND, their parent/carers and professionals, to understand the local arrangements for Personal Budgets within Central Bedfordshire. Children with Disabilities (CWD) Service - have robust direct payments. A project worker has recently started in the service and will have focus on Personal Budgets and Placement Sufficiency. <p>Theme 4 – Joint Commissioning for better outcomes through personalisation and integration</p> <ul style="list-style-type: none"> As mentioned in the previous section C2a, a pilot is ongoing for Personal Budgets - looking at opportunities where more creative solutions could be applied involving the use of a personal budget to meet a young person's needs. Pilot is ongoing over summer term and one page summary will be produced and presented to the team, along with recommendations for when a personal budget has been used successfully and in what circumstances. Bedfordshire CCG – joint working on Personalisation Memorandum of Understanding (MOU) with Bedfordshire CCG and Director of Children's Services for Central Bedfordshire – focus on embedding personalised care and personal budgets. Personal Budgets are linked to the Personalisation Agenda. 	<p>Theme 2</p> <ul style="list-style-type: none"> Personal Budgets guide is accessible for young people on Central Bedfordshire Local Offer website. There is also a more in-depth Personal Budgets leaflet for adults. 79 young people had a direct payment/personal budget in Central Bedfordshire (as at June 2018). Personal Budget resources include: SEND Parent and Young Personal Partnership Service booklet on Personal budgets, Introduction to Personal Budgets Leaflet; services available; statement; flowchart; support agencies; financial process; auditing and monitoring process; legislations and SEND Code of Practice. <p>Theme 4</p> <ul style="list-style-type: none"> Bedfordshire CCG – Personal Health Budget trajectory met in Quarter 1 2018/19 (see appendix 11). A guide for Personal Health Budgets is listed on the Bedfordshire CCG website. 	<p>Theme 2</p> <ul style="list-style-type: none"> SEND Service - promote and increase the uptake of the personal budgets within EHC Plans - see SEND team action plan (appendix 31). Identify at least one new thematic area to pilot personal budget through locality working. Develop an agreed personal budget protocol for SEND and LAC transport. Review on Personal Budgets, ensuring that information is up to date and current. Clarity needed around SEN budgets and encourage understanding. Appropriate spending of funding in Schools. Ringfence SEN budget and ensure that they money is being spent appropriately and where intended – to improve SEN support and divert away from EHCP. Improve officers' understanding of the EHC Needs Assessment process through refresher training. <p>Theme 4</p> <ul style="list-style-type: none"> Personal Transport budgets to be more holistic (Joint Commissioning) to ensure that Central Bedfordshire has the right suite of services. Parents to have choice in Personal Budgets but must be of high quality. Understanding what families want and their roles. SNAP PCF SEND Satisfaction survey – one parent commented <i>"...they could explain direct payments/ personal budgets"</i> (appendix 19). Personal Budgets must be included in the review and update of funding framework and terms of reference for individual packages of education, health and social care. Review and monitoring of how money is spent. Re-distribution of finance duties into localities. Pooling of budgets is part of the Joint Commissioning proposal however this is not achievable. Needs to be aligned costed services rather than pooled. Section 75 agreement currently with Bedfordshire CCG (due refresh).

Priority Area: Co-production, working with parents/carers and young people to be a responsive service		
C2c - How effective is the local area's approaches to improving outcomes: Short Break care?		
What we do well	Data/Evidence	Areas for Development/Actions to take
<p>Theme 1 – Needs identified early with the right support at the right time</p> <ul style="list-style-type: none"> <u>CWD Service</u> - Short Break reviews are conducted regularly (every 6 months) by to ensure high standards. Short Breaks are vital for parent carers, they enable families to function, for parents to work and rely less on benefits, social workers and GP's, and develop their own self-worth and autonomy. They keep families together and functioning as a unit which reduces the burden on the local authority. CWD Short Breaks Statement is reviewed annually by the Local Authority, disabled children and their parents/carers to ensure that their needs are being met. <p>Theme 4 – Joint Commissioning for better outcomes through personalisation and integration</p> <ul style="list-style-type: none"> <u>SNAP Parent Carer Forum (PCF)</u> - facilitated two focus groups for parents/carers to talk directly with CWD Head of Service about the proposed cuts in Short Breaks funding. It enabled families to have a say in designing future services. Following this in March 2017, a SNAP PCF Short Breaks survey was created to gain the views of parent/carers affected by the potential cuts to the Short Breaks services. 	<p>Theme 1</p> <ul style="list-style-type: none"> CWD Short Breaks report – weekly performance report delivered to monitor Short Break completion and quality. Short Breaks Review and Survey were carried out to obtain family views on Short Break Care (appendices 12 and 13). <u>Short Breaks Statement</u> available on Central Bedfordshire website. <p>Theme 4</p> <ul style="list-style-type: none"> <u>SNAP PCF</u> – Short Breaks Review, <u>Link to Short Breaks Consultation document</u>. Some key positive findings include: <i>"If it weren't for these services my children would be Looked After" ... "My family has been heavily supported by the local authority in the past and we are forever thankful."</i> (see appendix 13). <u>SNAP PCF - Short Breaks Survey</u> results showed: <ul style="list-style-type: none"> 88% reported the loss of the specialist services would have a huge impact on their families, 72% stated the importance of their child accessing a specialist provision. Overall, voluntary agencies in Central Bedfordshire are well established and services are valued/well used by families (see appendix 12, page 26). 	<p>Theme 1</p> <ul style="list-style-type: none"> A review of Short Break should encourage more independence and opportunity. A long term strategic plan with service providers must reflect/match current and future need. Must make long term plans to assist in predict future demand. <p>Theme 2</p> <ul style="list-style-type: none"> Universal services need significant investment in training and development of their staff – particularly around Short Breaks (appendix 12). <p>Theme 4</p> <p><u>Short Breaks Review</u> (appendix 13) highlighted the following areas for development:</p> <ul style="list-style-type: none"> Parents often don't know or understand the criteria to access services. Promote clear information/pathways on criteria (on the Local Offer), access to support and appropriately trained carers. Pathways must be defined and navigable. Services need to be good value for money and the local authority must work with service providers to reduce wastage and minimise the effects of the cuts. Look at working practice to ensure that it is efficient. <hr/> <p><u>Short Breaks Survey</u> (appendix 12) results showed:</p> <ul style="list-style-type: none"> 77% of families reported encountering difficulties trying to access clubs - reasons included that the staff were not qualified to understand the child's needs; other parents made the families feel unwelcome and child sensory overloads due to the environment. 0% of mainstream services were able to offer intimate care. <hr/> <ul style="list-style-type: none"> Short Breaks will form part of the future operational group (Joint Commissioning). <p>Theme 5</p> <ul style="list-style-type: none"> Developing provision closer to home aligned to the Transforming Care Partnership to include Short Break services.

Priority Area: Co-production, working with parents/carers and young people to be a responsive service

C2d - How effective is the local area's approaches to improving outcomes: Out of area placements?

What we do well	Data/Evidence	Areas for Development/Actions to take
<p>Theme 2 – Specialist services are extending capacity across all services</p> <ul style="list-style-type: none"> Processes are in place to ensure Looked after Children are receiving appropriate face to face support from the <u>Central Bedfordshire Virtual School (VS)</u>, including those with SEND. Lessons have been learned from the past and work is ongoing to improve processes between the Virtual School and SEND Team. Embedding the East of England LAC health protocol for improving access to CAMHS support out of area. Central Bedfordshire Social Workers and Independent Reviewing Officers (IROs) visit children who are placed out of county. Resource Allocation Service (RAS) is currently being trialled in Children's Social Care and may be tested across Health and Education in Autumn 2018. <p>Theme 3 - Multi-use accessible accommodation supporting learning and independence</p> <ul style="list-style-type: none"> <u>Placements Strategy</u> – is currently being developed to meet local sufficiency duty to Looked after Children and ensure safe, consistent, needs-led placement processes for young people with SEND. Project includes a sufficiency evaluation, market position statement and placements process review. Plan to engage extensively with the provider market to embed the Valuing Care tool and develop a greater range of out of home placements that meet children and young people's needs and offer value for money. <u>Central Bedfordshire Commissioning Service</u> - over the last year, the introduction of a dynamic purchasing system has ensured that over 16 placements have been quality assured and have contracts in place which set out expectations for providers. This has changed the way the market is managed and enabled better value and visibility of placements for this cohort. Introduction of Quality Assurance Manager has strengthened the approach to securing the quality of residential accommodation, working with settings to ensure they meet all the needs of young people in placements. 	<p>Theme 2</p> <ul style="list-style-type: none"> <u>Virtual School and SEND Team</u> are beginning to work closer together to improve timeliness and processes. VS have strong relationships with Social Care Teams and have carried out a wealth of positive work. The service ensures that Looked after Children (LAC) receive education in a timely when they move across local authorities. In July 2018: 52 Looked after Children (LAC) had an EHC plan, of which 25 (48%) were placed 'in county' and the remaining 27 (52%) were placed 'out of county'. <p>Theme 3</p> <ul style="list-style-type: none"> <u>Placements Strategy</u> - is an ongoing development, this will ensure that by making the right placement for the right person at the right time, the most vulnerable young people have safe and stable homes where they are supported to achieve these outcomes. <u>Central Bedfordshire CAMHS</u> – further information available on website. 	<p>Theme 1</p> <ul style="list-style-type: none"> <u>SEND Service</u> - making and reviewing of placements so that Central Bedfordshire achieves best value for the needs of the child/young person. Work with Commissioning service to develop contract placements for independent providers and to forecast future special education provision needs, including invest-to-save analyses. Making and reviewing placements so that the authority achieves best value for the needs of the young person (appendix 31). Developing provision closer to home aligned to the TCP to include Short Break services. After system changes have been implemented, <u>SEND Service</u> will ideally be able to run a Mosaic report on Child in Need and Child Protection children who also have EHCP plans – information will drive improvements and improve data quality. <p>Theme 2</p> <ul style="list-style-type: none"> Future plan to conduct regular monthly meetings between the Virtual School and SEN Service to share intelligence about SEN children; avoiding duplication of work and allowing joint working. Similar discussions with team managers from the Looked after children (LAC) and Children with Disabilities (CWD) Service to similarly monitor children with SEND needs/EHCPs across services. LAC receive education in a timely when they move across local authorities - however for children with SEN, stronger processes need to be in place. <p>Theme 3</p> <ul style="list-style-type: none"> Attend all independent school annual reviews, and review whether needs are best met at the current placement (see SEN Team action plan, appendix 31). <p>Theme 4</p> <ul style="list-style-type: none"> A new head of service for SEND has recently been appointed – who recognises the importance of services working closely together. Greater liaison between agencies – namely out of county or specialist provision. Joining up reviews (LAC & EHCP) to avoid duplication. In Autumn 2018, the SEN team will be receiving a list of annual review dates and who needs to attend meetings which will improve coordination. Ensuring that processes are joined up across other local authorities – for example handover of paperwork for looked after children (LAC) who transfer to other local authorities.

<ul style="list-style-type: none"> Central Bedfordshire CAMHS – regional commissioning teams have already begun to implement new recommendations, relating to inpatient care, aiming to improve patient outcomes/experience by: ‘eliminating inappropriate out of area placements’ & ‘eliminating inappropriate under-18 placements in adult beds’. Partnership discussions with Local authorities (Bedford Borough, Central Bedfordshire and Luton Borough Council) are reviewing strategies related to SEND, out of area placements and Transforming Care to ensure alignment of these work streams. 		<ul style="list-style-type: none"> Review the Joint Allocation Panel (JAP) to ensure that outcomes will be achieved in placement and agree/obtain joint funding (where appropriate).
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Priority Area: Preparing for Adulthood

C2e - How effective is the local area's approaches to improving outcomes: Transition arrangements between services and providers?

What we do well	Data/Evidence	Areas for Development/Actions to take
<p>Theme 2 – Specialist services are extending capacity across all services</p> <ul style="list-style-type: none"> Central Bedfordshire SEND Parent and Young Person Partnership Service (PYPPS) - have a range of leaflets, guidance and newsletters to inform families about SEND services. Information is provided for different stages of a child's transition journey. Parents/carers are supported at school meetings by volunteers and Partnership Officers. A Transitions Journal is available for young people to complete, to help them make informed decisions about their options post-school. PYPPS work with Independent Supporters, who help parents have their voice heard. SEND Service - all higher-level needs children will have a transition meeting and transition document completed, with all involved. Early Years will organise and complete this. Transition meetings allow a smooth handover and discussion of needs to mainstream school. ASD Advisory Service - meetings are held with Chiltern School (local special school) to discuss individual children. Information regarding school placement and level of need. This is completed with parental consent to share information and is shared on the transition plan. <p>Theme 4 – Joint Commissioning for better outcomes through personalisation and integration</p> <ul style="list-style-type: none"> Joint Commissioning Strategy covers all ages, including transition to adulthood. <p>Theme 5 – Local Services complement the planned regional offer (STP)</p> <ul style="list-style-type: none"> Central Bedfordshire Public Health Service – new community contracts will evidence what success looks like, however because this is newly implemented the results will not be seen immediately. Transformation project in Central Bedfordshire and in Cambridgeshire CCS directly relates to transition arrangements. The new provider for all children's community health services (CCS) has been jointly commissioned by Bedfordshire CCG and Public Health to provide a locality based delivery model, through an outcome based specification which aims to: <ul style="list-style-type: none"> Minimise duplication, offering a seamless service; Ensure services are 'wrapped around' the child/young person to enable some flexibility when preparing for adulthood in that transition is paced at the need of the young person and not the service pathway they are aligned with' (see appendix 55). 	<p>Theme 2</p> <ul style="list-style-type: none"> Central Bedfordshire SEND PYPPS – booklet for EHC needs assessment for young people aged 16-25. Booklet for EHC needs assessment for children in Early Years/School. There is also a jargon buster to assist families in understanding SEND terms and updates via the service's quarterly newsletter. Transitions Journal booklet (see appendix 39). <p>Theme 5</p> <ul style="list-style-type: none"> Central Bedfordshire Public Health Service – Children's Outcomes Framework (see appendix 32) – Theme 6.4 related to transition stages: 'Young people and/or their parents and carers report that they have a <i>smooth transition to adult services</i>, and where required, robust and agreed plans across all relevant agencies are co-ordinated and are in place'. 	<p>Theme 2</p> <ul style="list-style-type: none"> SEND PYPPS – the Independent Supporters service ceased at the end of July 2018; need to ensure that families are supported. Be clear to schools about their role in Phased Transfer reviews, particularly the timescales that SEND team work towards. Transition between Primary and Secondary Schools, working with feeder schools at an earlier stage. Also bring families into transition process at an earlier stage. More focus on pre-transition/early SEN support stages. <p>Theme 4</p> <ul style="list-style-type: none"> Local partners recognise the need for more integrated working in terms of transition stages; therefore, Central Bedfordshire local authority is developing a Joint Strategy for Disabilities; starting with Learning Disability as the initial strand. This will encompass commissioning, approaches to the market and sharing transition information between teams.

C2e - How effective is the local area's approaches to improving outcomes: Transition arrangements between services and providers?

What we do well	Data/Evidence	Areas for Development/Actions to take
<ul style="list-style-type: none"> Bedfordshire CCG - joint working evidenced through quarterly meetings between ELFT, Central Bedfordshire CAMHS, Bedford Borough Council and Central Bedfordshire Council to identify discuss transition cases across education, health and social care. Transitions for young people from Children's into Adults services is completed in line with Commissioning for Quality and Innovation (CQUIN) – see appendix 33. Partnership approach to plan and deliver a collaborative and proactive Education, Health and Social Care system is under development to best support the needs of young people as they transition into adulthood and beyond. Focus is upon encouraging and enabling independence. Transforming Care Partnership (TCP) Panel – Bedfordshire CCG and Central Bedfordshire local authority meet regularly with services including Children's and Adult's Social Care and Preparation for Adulthood (PfA) to discuss transition. <p>Theme 6 – Young people are supported in their aspirations and goals in preparing for adulthood</p> <ul style="list-style-type: none"> Preparation for Adulthood (PfA) Service - works in partnership with a range of local services to provide information, advice and support to help young people (aged 14-25) to develop and prepare for life as they become an adult. Supported living scheme is designed to support young people preparing for adulthood and offers a stepping stone onto greater independent living. Home Farm Trust is a newly developed transition resource. Youth Support Service (YSS) provide impartial careers information, advice and guidance to all those with EHCPs from year 9 plus and support young people's transition from school to post-16 education, employment and training. Service works closely with SEND Support Service and the PfA team. YSS assist young people to identify needs and barriers, and to overcome the barriers to participation and achievement through an agreed action plan. 	<ul style="list-style-type: none"> Bedfordshire CCG - TCP's work with people with a learning disability, autism (or both) and their families and carers to agree and deliver local plans for the programme. Joint work between Bedfordshire CCG, Bedford Borough and Central Bedfordshire is being aligned strategically with the Transforming Care Agenda across the Sustainable Transformation Plan (STP) footprint. The Bedfordshire Children and Young People (BCYP) Service Redesign Programme has a key deliverable that includes: <i>'Improved transitions from children's services to adult services'</i> (appendix 56). <p>Theme 6</p> <ul style="list-style-type: none"> Bedfordshire CCG - SEND Quality Assurance tool, CCG Audit tool and Preparation for Transition and Adulthood Audit Tools are utilised in order to improve standards. PfA Service – transition data is monitored in relation to employment and settled accommodation (appendix 17). Approximately 345 customers aged up to 25 are known to Adult Social Care. 53 people are known to the PfA service and are in paid work/work trial/voluntary placement (15.4%). PfA information listed on the Local Offer page – provides a summary on what to expect, links to PfA, independent living and personal advisers in the Youth Support Service. Website includes 'Guide to your journey' booklet for families (see appendix 25). SNAP PCF and Preparation for Adulthood (PfA) - jointly held two roadshows in July 2018 where parents could network and find out more about the services on offer. Youth Support Service (YSS) - Complex Needs Offer (appendix 50) is summarised in the following document, which provides an overview of the team, what the service does and a referral rationale. 	<ul style="list-style-type: none"> Transfer protocol is currently being developed collaboratively between Children's Social Care and Adult's Social Care. Further development needed on this. <p>Theme 6</p> <ul style="list-style-type: none"> PfA Service - recognise the need to evaluate the effectiveness of their service, because it is still in its infancy (established in 2017) and continuing to develop. Possibly collaborate with SNAP PCF to gather views of young people in transition stages. Further development of post-16 provision that offer suitable courses for those young people with significant SEND.

Priority Area: Co-production, working with parents/carers and young people to be a responsive service		
C2f - How effective is the local area's approaches to improving outcomes: Jointly commissioned specialist education, medical and therapeutic services?		
What we do well	Data/Evidence	Areas for Development/Actions to take
<p>Theme 2 – Specialist services are extending capacity across all services</p> <ul style="list-style-type: none"> Continual multi-agency proactive working to understand the bigger/holistic picture. Supporting Families Service - has key links with both internal/external agencies. A Family Partner works with the family every step of the way to an agreed action plan, providing practical hands-on help while also brokering and co-ordinating support from a range of partner services. LSCB working together training - was held to build upon current safeguarding practice, enabling staff to be clear about what is required of them both individually and collaboratively to keep children safe. Promote concept of collective working, which allows professionals from all disciplines and agencies to support each other to fulfil their responsibilities to improve the lives of children and young people. <p>Theme 4 – Joint Commissioning for better outcomes through personalisation and integration</p> <ul style="list-style-type: none"> As mentioned in section C1a above, a toolkit has been mutually produced for <i>'Promoting Children and Young People's Health and Wellbeing: A Whole School and College Approach'</i> – which enables schools/colleges to adopt a holistic approach to promoting emotional wellbeing for its pupils and staff. Bedfordshire CCG and Central Bedfordshire Commissioning Service - are already working towards greater oversight of services which impacts both organisations or which are jointly funded. Established a SEND Strategy Group and subsequent work streams, reforming local SEND policy – this forms part of the Joint Commissioning proposal. Strategic oversight provided through Commissioning Operational group, which sits underneath the SEND improvement board. Joint Commissioning – approach encompasses collaborative working with service experts which is aligned to the transformation programme, work is transparent and aligned to wider organisational outcomes. <p>Theme 5 – Local Services complement the planned regional offer (STP)</p> <ul style="list-style-type: none"> Central Bedfordshire perform well for Looked after Children (LAC) annual health checks and committed LAC Health Nurse service. Joint working pathway is being undertaken by Bedfordshire CCG and is aligned with the STP (Sustainability and Transformation Plan). STP involves Bedfordshire, Luton and Milton Keynes local health and care providers working together in regional 'footprints' to produce a STP, showing how services will evolve and become sustainable over the next five years to deliver the 'Five Year Forward View'. 	<p>Theme 2</p> <ul style="list-style-type: none"> Supporting Families Outcome Plan - provides a set of significant and sustainable outcome measures applicable to all families. LSCB working together training flyer. Pan Bedfordshire Child Sexual Exploitation (CSE) training for frontline practitioners was developed during 2016/17 and went live in April 2017. <p>Theme 4</p> <ul style="list-style-type: none"> <i>'Promoting Children and Young People's Health and Wellbeing: A Whole School and College Approach'</i> has a holistic ethos and was developed with young people, schools/colleges and professionals (see appendix 45). Updates on STP progress are provided through the Bedfordshire CCG website. Bedfordshire CCG Operating Plan 2017-2020 provides an overview of the STP including how their service supports the programme (appendix 33). <p>Theme 5</p> <ul style="list-style-type: none"> Monthly Performance Information Report (PIR) for Children's Social Care monitors the percentage of LAC medical checks completed within timescale. In June 2018, this figure was 85.4% [for all children's social care teams], see page 43 (see appendix 16). Central Bedfordshire Public Health - Children's Outcomes Framework (appendix 32) - Theme 6.6 relates to joint working: <i>"Services work together in a co-ordinated MDT approach and ensure there is 'one child, one plan' with a named lead professional."</i> 	<p>Theme 1</p> <ul style="list-style-type: none"> Further work on early intervention and engagement across services to predict the best services for young people; including community rapid response for children with complex needs. <p>Theme 2</p> <ul style="list-style-type: none"> SEND Service – Special School and Mainstream school banding review, ensuring schools have required funds to meet needs. 0.5% projects to provide specialist support for local mainstream schools to promote inclusions of children with SEND. Identifying gaps in services to commissioning - ensuring that children don't 'fall between the gap' between criteria and access to Health Services. <p>Theme 4</p> <ul style="list-style-type: none"> More focus is needed on operational work as well as strategic. Services are working to develop shared processes across health providers and towards a shared definition of outcomes. Local commissioning portfolio needs to be transparent and services which naturally overlap should be co-designed, managed and integrated. Should align to work undertaken regionally as part of the STP or the TCP. Clarity over the alignment of other transformation projects - including CAMHS and integrated care hubs with SEND. Co-working with DCO to address this. <p><i>Key actions by September 2018 (Joint Commissioning proposal):</i></p> <ul style="list-style-type: none"> Identify at least one new thematic area to pilot personal budget through locality working. Establish operational governance for commissioning to report into the Health and Wellbeing Board and the SEND improvement board. Review and update funding framework and terms of reference for individual packages of education, health and social care, ensure that this includes approaches to personal budgets. Establish a Dynamic Risk register and early intervention processes and communicate this to wider partners. Further develop shared outcomes framework. Develop a section 75 agreement (due refresh).

C2f - How effective is the local area's approaches to improving outcomes: Jointly commissioned specialist education, medical and therapeutic services?		
What we do well	Data/Evidence	Areas for Development/Actions to take
<ul style="list-style-type: none"> Central Bedfordshire Public Health - commissioned an integrated 0-19 service on an outcome based specification which commenced in 2018 yielding savings and ensuring more coordinated services around the needs of the individual. As mentioned in section C2e above, the new provider for all children's community health services (CCS) has been jointly commissioned by Bedfordshire CCG and Public Health to provide a locality based delivery model, through an outcome based specification. Some actions include: <ul style="list-style-type: none"> 'Increase trust between providers of services so that patients are transferred appropriately; Develop services which are responsive to individual patient need, provide value for money and are performance managed to improve patient outcome; Use innovations in IT systems that enable information sharing across health (e.g. GP Practices and AandE services), education and care and all sectors of providers to help with service delivery; Develop a 'Single Point of Access' service model across the Education, Health & Early Help, Social Care landscape to optimise the Health and Well-being of children and young people with complex needs and to protect them from harm.' (appendix 55). <p>Other points (not directly related to themes above)</p> <ul style="list-style-type: none"> Central Bedfordshire CAMHS - as mentioned in section B2a above: Single Point of Entry (SPOE) meetings are held weekly to discuss all referrals that come into the service. SPOE meetings include representatives from Bedford Borough Council, Central Bedfordshire Council and CHUMS - which ensures accurate sharing of information, prevention of duplication and to enhance pathway streamlining for young people to access the right service in a timely manner. A CAMHS Early Help Practitioner is based within Central Bedfordshire Council who is line managed by core CAMHS team. Practitioners attend regular MDT meetings and quarterly Future in Mind Meetings with Central Bedfordshire Council, Bedford Borough Council, CAMHS, CHUMS and Central Bedfordshire Commissioning service. Both school's teams, an Early Help Practitioner and now CHUMS deliver joint training across all schools in Bedfordshire. 		<p><i>Joint commissioning projects (commencing September 2018)</i></p> <ul style="list-style-type: none"> Therapies services (including speech and language therapy). Equipment Services. Emotional Wellbeing and mental health services under Local Transformation Plan. Developing provision closer to home aligned to the TCP, to include Short Break services Specialist services for Autism Spectrum Disorder (ASD) aligned to STP work. Training for Transport Providers is required and must be quality assured. Effective feedback mechanisms are being implemented including representation at the commissioning operational group and consultation to aid development of joint needs assessments. <p>Theme 5</p> <ul style="list-style-type: none"> Growing demand for therapies in EHC plans not met by health providers e.g. sensory processing and some SALT and OT. Also encountering difficulties where children attend out of authority schools and require ongoing therapy. Bedfordshire CCG - the CCG will 'Develop an Engagement strategy that effectively establishes how co-production will work within the Local Area for Users, Providers'. Similarly, another action is to 'Produce a 3-year Joint Commissioning Strategy with outcomes for SEND 0-25 across the Local Area and in co-production with parents that identifies and responds to needs'.

Priority Area: Co-production, working with parents/carers and young people to be a responsive service		
C2g - How effective is the local area's approaches to improving outcomes: Use of advocacy and advisory services to support families?		
What we do well	Data/Evidence	Areas for Development/Actions to take
<p>Theme 2 – Specialist services are extending capacity across all services</p> <ul style="list-style-type: none"> • SNAP Parent Carer Forum (PCF) - is highly regarded by families and professionals. Parents are engaged and can make their voices heard. • Central Bedfordshire SEND Parent and Young Person Partnership Service (PYPPS) – as mentioned in previous sections, the service provides impartial information and advice for families. PYPPS also work with Independent Supporters and support parents who request mediation by signposting them to KIDS SEND mediation service. • Family Meeting Service – facilitates meetings where family members, carers and friends coming together. It could be to find support, find out how everyone feels and to look at ways to change things to make them work better and to help sort out any problems. The meeting will look at the best way the child can feel safe and be supported. • Advocacy Service – in April 2018 the service was brought in house, having been previously been commissioned to NYAS. The service provides Advocacy to young people on a Child Protection Plan and who have Looked After status. The service aims to make sure that young people's rights are respected and their wishes and feelings are heard. • Supporting Families Service - a Family Partner works with the family to an agreed action plan, providing practical help while also brokering and co-ordinating support from a range of partner services. <p>Theme 6 – Young people are supported in their aspirations and goals in preparing for adulthood</p> <ul style="list-style-type: none"> • As mentioned in previous sections, Central Bedfordshire Youth Support Service (YSS) offer impartial information, advice and guidance to all those with EHCPs from year 9 plus and support young people's transition from school to post-16 education, employment and training. <p>Other points (not directly related to themes above)</p> <ul style="list-style-type: none"> • On the Central Bedfordshire Local Offer website, there is a dedicated website section for 'Support for Parents/Carers' of children with SEND. • As mentioned in the previous sections, there is a Children's Services Feedback Form and an annual Find Your Future event (in September). • Central Bedfordshire promote the KIDS SEND Mediation Service and Independent Parental Special Education Advice (IPSEA). 	<p>Theme 2</p> <ul style="list-style-type: none"> • SNAP PCF annual report (appendix 60), SNAP PCF newsletter and SNAP PCF leaflet on the Local Offer site encouraging parents/families to share their views. A SNAP PCF Annual Strategy Day is held annually to feedback to the forums priorities and ensure the wider voice of families is heard by key partners from health, education and social care (appendices 19 & 20). • Central Bedfordshire SEND PYPPS website has a wealth of information – including a downloadable PDF guide on EHC plans, Transition Journal booklet (see appendix 39) and a SEND information and providers crib sheet. The service's quarterly newsletter also provides regular updates. • Family Meeting Service - information on Central Bedfordshire website. During 2017/18, the service received 299 referrals which included 498 children/young people. • Advocacy Service - is advertised on the Central Bedfordshire website. Advocacy Booklet explaining the service and process (see appendix 52). In 2017/18 the Advocacy service took 69 referrals from young people who had never accessed the service before and 32 repeat referrals from young people who had used the service. The feedback from young people has been after using the service is encouraging – when asked 'would you recommend the service to somebody else?' young people responded: <i>"I feel having an advocate has helped me a lot in meetings. She helped me and encouraged me to speak when I found it difficult. I wouldn't have been able to do this without the support of the advocate"</i> • Support Families information on Central Bedfordshire website, including Supporting Families Outcome Plan. <p>Theme 6</p> <ul style="list-style-type: none"> • Youth Support Service (YSS) - Complex Needs Offer is summarised in the following document (appendix 50), which provides an overview of the team, what the service does and a referral rationale. YSS information is supplied on the Local Offer website. <p>Other points (not directly related to themes above)</p> <ul style="list-style-type: none"> • IPSEA website – is promoted on Central Bedfordshire Local Offer website. 	<p>Theme 2</p> <ul style="list-style-type: none"> • As mentioned in section B5a above, the Local Offer is continually evolving and is an area for development (see appendix 51): - <ul style="list-style-type: none"> ○ Ensure that the Local Offer is clear with regards to where parents/carers and young people can gain support from. SNAP PCF will continue to promote the Local Offer to ensure parent/cares can find all the information they require to support their families. SNAP and Youth Support Service (YSS) testing groups will improve accessibility. ○ Ensuring that the flow of the site is logical and follows a child/family journey. ○ Ensure that clear and 'jargon' free language is used. One parent stated: <i>"Explain what everything means more, half the time I don't understand the jargon"</i>. • SEND PYPPS – Independent Supporters service ceased at the end of July 2018; need to ensure that families are supported.

Priority Area: Co-production, working with parents/carers and young people to be a responsive service		
C2h - How effective is the local area's approaches to improving outcomes: understanding of the views of children and young people who have SEND and their parents/carers?		
What we do well	Data/Evidence	Areas for Development/Actions to take
<p>Theme 2 – Specialist services are extending capacity across all services</p> <ul style="list-style-type: none"> <u>SEND Service</u> – Educational Psychologists (EPs) always aim to gather the views, wishes and feelings of children/young people and their parents/carers. The service has written two leaflets for families - 'planning outcomes,' and 'Information about the Educational Psychology Team'. EPs were the lead service in writing and developing both the SEND Support Plan and the Graduated Approach to SEND. <u>SNAP Parent Carer Forum (PCF)</u> - is highly regarded by families and professionals. A SNAP PCF Annual Strategy Day is held annually to feedback to the forums priorities and ensure the wider voice of families is heard by key partners from health, education and social care. The service promotes co-production, by continuously working closely with the Local Authority; parent carers are much more successful at securing the changes that are needed to benefit all children/young people with SEND. <u>Central Bedfordshire SEND Parent and Young Person Partnership Service (PYPPS)</u> – as mentioned in the previous section C2g, the service encourages feedback from parents/families on their service. A recent survey looking to evaluate the service impact was commissioned. <p>Theme 4 – Joint Commissioning for better outcomes through personalisation and integration</p> <ul style="list-style-type: none"> <u>SNAP PCF and Preparation for Adulthood (PfA)</u> - jointly held two free roadshows in July 2018 which encouraged parents to attend. The purpose of the session was for individuals to network and to find out more about the services on offer. <u>SNAP PCF have worked with the SEND team</u> to reduce the SEND support plan into a better working document for schools and families. <u>Leisure Services and SNAP PCF</u> - co-produced a carers policy which all leisure centres within Central Bedfordshire have signed up to. Development of <u>Joint Outcomes EHCP Training</u> which is going to be available to both practitioners and parents involved in the contributing towards Education, Health and Care Plans. The training is run by SNAP PCF, Bedford Borough Parent Carer Forum (BBPCF), Central Bedfordshire Council and Bedfordshire CCG. <p>Theme 5 – Local Services complement the planned regional offer (STP)</p> <ul style="list-style-type: none"> As mentioned in previous sections above, <u>Central Bedfordshire Public Health Service</u> – are working towards a locality based delivery model, through an outcome based specification which aims to: <i>'Ensure that services capture the views</i> 	<p>Theme 2</p> <ul style="list-style-type: none"> <u>SEND Service</u> – forms detail how the service involves children/young people and their families. For example - EP consultation records (appendices 46 and 47), Psychological Advices information (appendix 42), Parent Survey (appendix 40) and Information about EP Team (appendix 10). Also evidenced through voice of child in EHC/SEND Support plans and child focused reports. SNAP PCF annual report (appendix 60), SNAP PCF Annual Strategy Day and SNAP newsletter. There is also a SNAP PCF leaflet on the Local Offer encouraging parents/families to share their views. In relation to the Local Offer, SNAP PCF parent representatives felt that although decisions were being made they had little impact of family life, therefore PfA adopted the 'you said, we did, so what' model. <u>A SNAP PCF SEND Satisfaction Survey</u> (see appendix 19) ran between January-June 2018 and yielded a range of responses directly from parents of young people with SEND. Q14 asked: <i>'how well do services that your child uses help them to reach their potential?'</i> in relation to Ofsted priorities: <ul style="list-style-type: none"> Educational Progress: 66% of parents rated 'very' or 'quite well'. As mentioned in the above section C2g, SEND PYPPS website has a wealth of information leaflets/guides including Transition Journal (see appendix 39). There is a SEND PYPPS feedback form on the Local Offer website. Findings from their most recent survey found that satisfaction was high amongst parents/families (appendix 34). <p>Theme 4</p> <ul style="list-style-type: none"> <u>SEND Support Plan template</u>. EHCP workshops - SNAP PCF recorded the feedback and worked with the manager of the SEND team with a view to improving services. Central Bedfordshire Leisure Centre Access Policy for Carers is available on the Local Offer website. <u>Joint Outcomes EHCP Training</u> – positive feedback from delegates, with 99.2% rating the course content either 'Excellent', 'Very Good' or 'Good'. 10 parents/carers attended this course and learned more about outcomes (appendix 26). <p>Theme 5</p> <ul style="list-style-type: none"> <u>Central Bedfordshire Public Health Service</u> - Children's Outcomes Framework (see appendix 32) - Theme 6.1 relates to understanding views of children: <i>"Children and young people and their families reporting that their EHCP is meeting their needs and aspirations."</i> 	<p>Theme 2</p> <ul style="list-style-type: none"> <u>SEND Service</u> – develop an electronic feedback form for children/young people. Future focus on how to involve children, young people and parents in strategic development of SEND services and in the co-production of plans. Developing EHCP for year 9 plus, currently in process of changing format to encourage discussion about outcomes and focus on voice of the child (see appendix 31). As mentioned in section C2g above, parents and young people are to test the Local Offer and ensure that information is accessible. Create a 'you said, we did' function to give feedback to users. Ensure that children and young people's wishes, feeling and aspirations are gained at any decision-making stage. <p>Theme 4</p> <ul style="list-style-type: none"> <u>Joint Commissioning</u> - proposal aims to develop and implement shared co-production methods. Commissioners will engage parents and service users ensuring that all stakeholder voices are heard. Also adopting a 'you said; we did' approach to demonstrate how feedback was acted upon. Currently developing a shared outcomes framework with service users and parents.

<i>of children and families, and that the services can learn and improve from this feedback' (see appendix 55).</i>		
C2h - How effective is the local area's approaches to improving outcomes: understanding of the views of children and young people who have SEND and their parents/carers?		
What we do well	Data/Evidence	Areas for Development/Actions to take
Other points (not directly related to themes above) <ul style="list-style-type: none">In May 2018, a consultation was created by Central Bedfordshire council regarding SEND Capital Funding - welcoming feedback of families, professionals and residents regarding proposals for how the money should be spent - both currently and for future allocations.As mentioned in previous sections there is a Children's Services Feedback Form and an annual Find Your Future event (in September).	Other points (not directly related to themes above) <ul style="list-style-type: none">Link to SEND Capital Funding consultation on Central Bedfordshire website (appendices 57 and 58).All/universal Services – as mentioned in section B5a, continuous development of the Local Offer website to aid accessibility for families and professions (appendix 51).	Other points (not directly related to themes above) <p>As mentioned in section B5a above (see appendix 51):</p> <ul style="list-style-type: none">SNAP PCF and Youth Support Service (YSS) will arrange user testing groups to test the accessibility of the Local Offer site;Using analytical programmes can show us most/least visited areas of Local Offer landing page;Encouraging feedback, adopting a 'you said; we did' approach.

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