



**BARNSELEY**  
Metropolitan Borough Council



## Supporting children and young people who have special education needs and/or disabilities (SEND)

Local area written statement of action (WSoA)

This written statement of action has been approved by the following statutory partners and is led by Barnsley MBC, Barnsley Clinical Commissioning Group and the Barnsley Schools Alliance:

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### In developing our local area written statement of action the following activities have been carried out:

<b>Stage 1:</b> October to November 2021	Post inspection review, including: <ul style="list-style-type: none"> <li>• Review of current SEND improvement programme.</li> <li>• Outlining the focus of the work related to the local area inspection outcome.</li> </ul>
<b>Stage 2:</b> November to December 2021	Gathering views and collating feedback on actions we need to take, including: <ul style="list-style-type: none"> <li>• Discussions at key strategic meetings.</li> <li>• Discussions with parents/carers, including groups and individuals.</li> <li>• Outlining next steps and the action planning process through local area strategic groups, workstreams and subgroups.</li> <li>• Partners and stakeholders working together to identify and agree actions.</li> <li>• Partners and stakeholders invited to provide feedback on draft versions of proposals.</li> <li>• Collation and summary of feedback to inform production of final draft.</li> </ul>
<b>Stage 3:</b> December 2021 to February 2022	Drafting the written statement of action: <ul style="list-style-type: none"> <li>• Draft WSoA published and circulated for further comment.</li> <li>• WSoA finalised and agreed.</li> <li>• Discussion with Barnsley Schools Alliance (BSA).</li> </ul>
<b>Stage 4:</b> February 2022	Final drafting and reporting: <ul style="list-style-type: none"> <li>• Reporting to Cabinet and CCG Governors.</li> <li>• Submission to Ofsted/CQC.</li> </ul>

## Executive summary

Barnsley MBC local authority, Barnsley Clinical Commissioning Group and the Barnsley Schools Alliance are committed to ensuring that the areas of concern are addressed in full and that we build the trust and confidence of children, young people and parents/carers in Barnsley's provision and services across education, health and care.

As a local area, we are ambitious for all our children and young people, inclusive of those who have SEND and/or who are vulnerable, which is why we have high expectations of our early years' settings, schools, colleges and support services. We want all children and young people in Barnsley to have the best start in life in preparation for their continued progress to becoming young adults.

Just as importantly, we want all young people have access to opportunities for training, education, employment and apprenticeships to help them gain the skills they need to become independent participants in the local community and to thrive.

As a local area, we have a strong focus on disadvantage and want to help everyone to access their right to an education, be included and achieve their full potential. Our WSoA provides an overview of current activities to be undertaken to achieve improvements in SEND provision and services across the local area. The actions have been specifically identified to improve outcomes for children and young people with SEND so that they have the best possible education and opportunities for their future.

Barnsley's local area SEND inspection, led by Ofsted and the Care Quality Commission (CQC), took place from the 20 to the 24 September 2021. This was to judge the effectiveness of how the local area has implemented the SEND reforms that came into operation, as set out in the Children and Families Act, 2014. This includes how well statutory partners, Barnsley MBC and Barnsley Clinical Commissioning Group (CCG), work together to provide support and services across education, health and care, to the children and young people with SEND in Barnsley.

We received an inspection letter following the inspection and are pleased that this highlighted the significant progress that we have made in Barnsley, which was reported through the many strengths identified in the inspection report.

The inspection letter noted the significant progress which local statutory partners had made in addressing the needs of children and young people with SEND in Barnsley, together with their families and reported many strengths in the inspection letter.

We know that whilst we have made significant progress, we are not where we need to be, regarding the following two areas identified in the inspection report as being areas of significant concern:

1. The engagement of, and communication with, parents and carers. Area leaders need to ensure that the lived experience of families is influencing their strategic plans for services and provision.
2. Improving the identification of, and provision for, children and young people with SEND but without an EHCP.

We recognise that our children, young people, and their parents/carers deserve the best services to identify and meet their needs and we fully intend to deliver this. We are committed to delivering the improvements we have proposed across education, health and care provision and support services. We will build on the things we know that already serve children and families well and will strengthen partnership working with children, young people and parents/carers, to make the improvements Ofsted and our own knowledge of Barnsley have identified.

Our SEND Improvement Programme is already established and includes representatives from across the local area from education, health and care services, 0-25. This has formed the basis of our work over the last years and the WSoA will now be an integral part of this.

To respond specifically to the areas highlighted during the inspection, Barnsley MBC, together with the CCG, the Barnsley Schools Alliance and wider partnership across the local area, we are required to produce this written statement of action (WSoA) to show what steps we are going to take to improve on the two areas above.

The WSoA has been coproduced with partners and stakeholders across Barnsley, including:

- The Barnsley SEND Youth Forum.
- Barnsley Schools Alliance.
- A range of parent/carer groups and individuals who have worked with us closely.
- Partners across the local authority and the CCG including service leads, operational leads and frontline staff from education, health and social care.

We sincerely thank all our partners and stakeholders who have invested time and effort to create our WSoA. To keep everyone up to date with how things are progressing, we will be working tirelessly to deliver on our commitments, and will provide regular updates on progress, which will be published on the local offer website.



## Governance: how we oversee our progress

The improvements we have identified, in response to the local area SEND inspection will form part of the wider SEND Improvement Programme and performance framework, as mentioned earlier. Implementation of the WSoA will be governed by the system wide SEND Oversight Board and progress will be monitored and reported to Council Cabinet, BMBC SMT, Clinical Commissioning Group Governing Body and Barnsley Schools Alliance Board on a quarterly basis as part of the ongoing cycle of reporting.

Barnsley's local area governance structure includes a comprehensive reporting system, as shown in the governance diagram, which provides a check and challenge approach to all the work identified and undertaken.

Work is done through the priority workstreams and subgroups, all of which include representation from education, health and care, 0-25, and are responsible for parts of the overall SEND Improvement Programme. The two areas of the WSoA form part of this and are included across the whole programme. In its entirety, the SEND Improvement Programme comprises:

Priority/enabler		Focus
Priority 1*	Engagement/participation	Parent/carer engagement, participation and coproduction.
Priority 2*	SEN support	Identifying and meeting needs across all areas of SEND.
Priority 1a	Engagement/participation	Children and young people's engagement, participation and coproduction.
Priority 3	Meeting needs	Universal and specialist support and provision, including sufficiency of places.
Priority 4	Communication and interaction	Autism and speech, language and communication needs (SLCN).
Priority 5	Local area partnerships	Joint commissioning and impact.
Priority 6	Preparation for adulthood	PfA from the earliest years and transitions.
Enabler 1	Quality of data	Local area knowledge and intelligence.
Enabler 2	Local offer	What's available and how its communicated.
Enabler 3	Financial balance	Ensuring value and best use of resources.
Enabler 4	Workforce development	Building capacity across the system.
*These priorities make up the WSoA, which also includes a metrics section to show baseline assessment and subsequent performance measures for these two aspects. Further SEND performance datasets are available for all other areas of performance.		

## What success looks like and how it is measured

As part of our WSoA, we have included success criteria and a performance data set that will show where we were and how this changes over time, to where we want to be. The data within the WSoA includes **performance data**; things we can measure in numbers or percentages, and **perceptive data**; things we can measure by assessing where we are and how things have improved. We will be reporting our progress every term so that we are transparent about what we achieve.

All actions are grouped into focus areas that were identified in the local area inspection report. The actions related to these have been designed to flow and build on each other over time so that there is continual development that leads to sustained improvements.

It is important that we show the links between the areas identified in our local area inspection the actions we will take and the outcomes we are aiming for. For this reason, the format of the WSoA clearly outlines these aspects, along with how we will evidence this.

We will be continually working towards improved outcomes for children and young people and will use data about our performance to measure how well we are doing. Perceptive and performance data are identified in the WSoA and will be aligned with each of the actions and progress against them will be reviewed formally on a half term basis.

To maintain a progress check, which will be reported at SEND Oversight Board and in quarterly reports to Cabinet, a RAG rating system has been included which will be used across the WSoA to track progress. This will be discussed and monitored at all strategic meetings, workstreams and subgroups and progress against each action will be assessed, as follows:

<b>At risk</b>	There is a risk that this action will not be completed, and this requires escalation to strategic oversight and a plan to mitigate risks must be implemented.	
<b>Vulnerable</b>	The action looks unlikely to be achieved on time and this may have implications on improvements, and this requires escalation to strategic oversight.	
<b>On track</b>	The action is on track for completion and no issues raised requiring escalation.	
<b>Deferred</b>	The action may need to be deferred due to unforeseen circumstances, but this does not require escalation as mitigation is in place.	

## Our reporting system

Priority workstreams and subgroups meet every half term and report up to the SEND Improvement Group and Oversight Board.

There is regular reporting at the Trust level and quarterly reports to cabinet have been in place for some years and continue. These include narrative about progress, performance data and financial information related to SEND.

We recognise that there is a need to be clear about who has responsibility for delivery of the WSoA at the organisation level and the action level. We have included roles of key accountable officers and partners so that it is determined which individuals are accountable for ensuring the delivery of the actions.

Where appropriate, we have shown that there is a shared responsibility and accountability. For example having education, health and care roles against actions shows how education, health and social care share equal responsibility for improvements in this WSoA and play an active part.

The benefit of all our work for children and young people will be felt in the way they have their needs identified and met across education, health and care, covering the 0-25 age range and in how they are enabled to achieve the best outcomes possible.

## Our governance groups

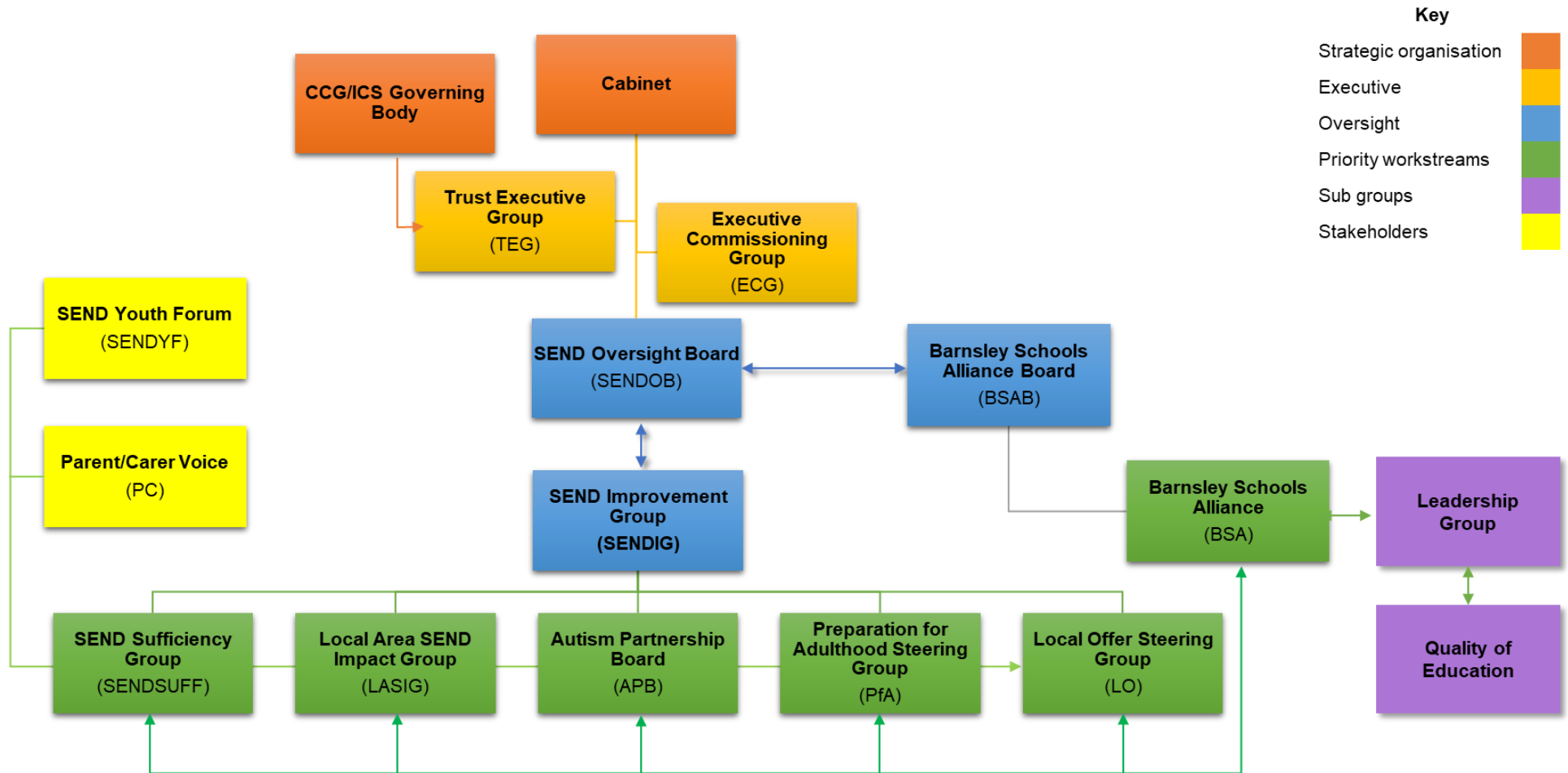
All our governance groups work in partnership across education, health and social care as part of Barnsley local area. Groups meet on a half termly basis, as a minimum.

<p><b>Cabinet:</b> Barnsley Council leadership for the borough.</p>	<p><b>CCG Governing Body:</b> Strategic oversight of health provision in the local area.</p>
<p><b>Trust Executive Group:</b> LA and CCG executive partners with decision making responsibilities.</p>	<p><b>Executive Commissioning Group:</b> LA and CCG joint commissioning and high-level monitoring. .</p>
<p><b>SEND Oversight Board:</b> Strategic accountability for SEND and vulnerable learners.</p>	<p><b>SEND Improvement Group:</b> Check and challenge for delivery of the SEND Improvement Programme.</p>
<p><b>Barnsley Schools Alliance Board:</b> Strategic oversight of school's partnership in collaboration with the LA and the CCG.</p>	<p><b>Barnsley Schools Alliance (BSA):</b> Schools partnership for the local area.</p>
<p><b>Leadership Group:</b> Subgroup of BSA focusing on leadership across the system.</p>	<p><b>Quality of Education:</b> Subgroup of BSA focusing on improving education across the system.</p>
<p><b>SEND Sufficiency Group:</b> Development, implementation and oversight of place planning and specialist provision.</p>	<p><b>SEND Youth Forum:</b> Children and young people's voice, to influence decision making in the local area.</p>
<p><b>Local Area SEND Impact Group (LASIG):</b> Partnership working to identify gaps, initiate project and monitor performance and impact.</p>	<p><b>Parents/carer voice:</b> All parent/carer groups and individual voices to influence decision making in the local area.</p>
<p><b>Autism Partnership Board (APB):</b> Partnership working to develop, deliver and oversee all age autism strategy.</p>	<p><b>Preparation for Adulthood Steering Group (PfA):</b> Development and implementation of improvements for key transitions and long-term outcomes.</p>
<p><b>Local Offer Steering Group:</b> Partnership working across education, health and care to oversee and improve the local offer.</p>	





### Governance structure



## Responsible partners

Partners involved in delivery of the WSoA, and the wider SEND Improvement Programme, are included below. The roles outlined in grey comprise the accountable leads at the organisation level of Barnsley MBC and Barnsley CCG.

Role	Abbreviation	Organisation
Executive Director Children's Services	EDCS	BMBC: Children's Services Directorate
Chief Operating Officer	COO	NHS Barnsley CCG
Lead council member for education	Cllr	BMBC
Service Director, Education, Early Start & Prevention	SD EES&P	BMBC: Education, Early Start & Prevention
Head of Service, SEND & Inclusion	HoS SEND	BMBC: Education Inclusion Service
SEND Participation Officer	SENDPO	BMBC: Education Inclusion Service
Youth Voice & Participation Coordinator	YVPC	BMBC: SEND Youth Forum
Group Leader, Raising Participation	GLRP	BMBC: Education and Skills
Business Improvement & Intelligence Advisor	BIA	BMBC: Data & Intelligence
HoS Partnerships, Schools Governance & Alliance Board	Barnsley Schools Alliance	BMBC: Education, Early Start & Prevention
SEND Improvement Officer	SENDIO	BMBC: Education Inclusion Service
Communication & Marketing Manager	Comms	BMBC: Communications
Youth Voice & Participation Operations Manager	SM YV	BMBC: Youth Voice & Participation
Designated Clinical Officer (DCO)	DCO	NHS Barnsley CCG
Education Welfare Service Manager	SM EWS	BMBC: Education, Early Start & Prevention
Schools Evaluation Officer	SEO	BMBC: Education, Early Start & Prevention
Principal EP	PEP	BMBC: Education Inclusion Service
Strategic Finance Manager	SM Fin	BMBC: Education, Early Start & Prevention
Early Intervention Service Manager	SM Early Int	BMBC: Education, Early Start & Prevention
Head of Service Mental Health & Disabilities	HoS MH&D	BMBC: Adult Social Care
Early Start & Families Strategy & Service Manager	SM EH	BMBC: Education, Early Start & Prevention
Team Manager (Barnsley CAMHS)	TM CAMHS	SW Yorks Partnership NHS Foundation Trust



Transformation Lead	TL	BMBC: Public Health
Chair (Primary) Barnsley Schools Alliance	BSA	Barnsley Schools Alliance
Deputy Principal Culture, Place & Communities	DP BC	Barnsley College
Head of Children & Family Social Care	HoS CSC	BMBC: Children's Services
Families Information Service Manager	FIS	BMBC: Education, Early Start & Prevention
Principal Educational Psychologist	PEP	BMBC: Education Inclusion Service
Post 16 Partnership Manager	Man P16	BMBC: Education & Skills
Head of Commissioning	HoC	NHS Barnsley CCG
Service Manager, Youth Justice Service	SM YJS	BMBC: Targeted Youth Support Service
Disabled Children's Team Manager	TM CDT	BMBC: Disabled Children Team
Group Manager Passenger Assistance	GM PA	BMBC:
Senior Early Years Consultant	Con EY	BMBC: Education Inclusion Service
EHC Team Service & Strategy Manager	S&SM EHC	BMBC: Education Inclusion Service
Senior Commissioning Manager SEND	SM Comm	BMBC: Education Inclusion Service
Manager Public Health Officer	SM 0-19	BMBC: Public Health England

### Written statement of action (WSOA)

SEND Improvement Plan: written statement of action (WSOA)									
WSOA priority 1		The engagement of, and communication with, parents and carers. Area leaders need to ensure that the lived experience of families is influencing their strategic plans for services and provision.				Accountable organisation leads		LA: Executive Director Children's Services BSA: Chairs CCG/ICS: Chief Operating Officer	
Ref	Focus area	Actions (what we will do)	Owner	Timescale	Success criteria (how we know it's achieved)	Progress (what steps we have taken so far)	Outcome/impact (the difference this made)	Evidence (how we show this)	RAG
P1.1	Ofsted/CQC: Area leaders were slow to implement the 2014 reforms. This has led to high levels of dissatisfaction among parents/carers. Over the past two years, work has been done to start to mend what leaders recognise was a broken SEND system.	a. Support and work with the newly established Barnsley parents/carers Alliance to enable more parents/carers to engage and participate at a strategic level.	HoS SEND/ SENDPO	Feb-22	Regular contact with the new parent/carer forum is maintained in a structured way.	01/12/21: Memorandum of understanding has been agreed and meetings held with strategic leaders.	Parents/carers have a representative voice through a formal structure, and this leads to better outcomes for children and young people and greater trust and confidence in the system.	1. Meeting minutes and planned schedule of events.	
		b. Schedule a programme of attendance to further develop links with SEN support parent/carer groups through supporting school's coffee mornings.	SENDPO	Apr-22	Programme of events is finalised and in place for current academic year, with a view to implementing a subsequent annual programme.		Parents/carers who have children and young people who have SEN support feel listened to and trust that what they tell us influences decision making at all levels.	1. Programme of events and write ups/reports from these.	
		c. Carry out a survey with parents and carers and use the information gathered to provide a baseline to inform the next phase of the SEND strategy (from October 22).	FIS/ SENDPO	May-22	Survey has been carried out and findings analysed and reported.		Parents/carers will have increased confidence that their voice is heard, and this will drive further participation that contributes to overall improvements.	1. Survey findings and reports.	
		d. Work with members of established and new parent/carer groups to develop a program, for representatives to engage with local area leaders, and implement a detailed timetable for annual strategic leaders' engagement.	SENDPO	Jun-22	An annual engagement programme is in place and the number of parents/carers attending SEND engagement sessions with senior leaders are increased and feedback shows that their voice influences decision making at the strategic level.		Parents/carers are confident that their voice influences decision making at the strategic level and results in positive changes that benefit children and young people and lead to better outcomes through better service delivery.	1. Write ups of sessions and updates of subsequent actions published on the local offer SEND improvement pages.	
		e. Gather and produce data, research and intelligence from parent engagement to improve services, the local offer, delivery and support.	Business Intelligence	Jul-22	Regular report to the SEND Oversight Board to inform strategic decision making		Strategic decision making is based upon the systematic gathering of parent/carer feedback.	1. SEND improvement programme. 2. Local Area SEND Impact Group highlight reports. 3. SEND performance report.	

P1.2	Ofsted/CQC: The strategic influence of parents/carers is extremely limited. parents/carers have too little say in strategic decision-making about the area's services. Many report dissatisfaction with their experience of the SEND system in Barnsley.	a. Identify and implement a method of capturing and sharing parents/carers voice in all strategic meetings, including regular attendance by those representing the Barnsley Parent Carer Alliance and the wider collective parent/carer voice (consisting of representatives from key groups) at the SEND Oversight Board.	SENDPO	Mar-22	There is a mechanism for parents/carers voice to feed into, and be considered, at all strategic meetings.		Parents/carers feel supported to engage at all levels to influence planning and decision making.	1. Terms of reference for strategic meetings. 2. Minutes from strategic meetings.	
		b. Formalise the relationship between Barnsley Council, the Barnsley CCG and the Barnsley SEND Parents Carers' alliance (BSPCA) through a signed memorandum of understanding.	Local Area Strategic Leaders; BMBC and the CCG	Completed	There is a memorandum of understanding signed by Barnsley Metropolitan Borough Council, the Barnsley CCG supporting the establishment of the Barnsley SEND Parents Carers' alliance (BSPCA) with DfE (Contact) for funding.		There is an established parent carer forum in the borough for parent carers to access.	Memorandum of understanding from the BSPCA to establish themselves and access DfE funding.	
		c. The BSPCA, and/or any future parent and carer forum, will have strategic influence in the oversight of special educational needs and/or disabilities (SEND) provision in the governance structures, specifically as full members of the Strategic SEND Oversight Board.	Local Area Strategic Leaders; BMBC and the CCG	May-22	The BSPCA, and/or any future parent and carer forum, will have strategic influence within strategic governance arrangements		The strategic influence of parents/carers will be developed and sustained over time.	1. Terms of reference for strategic meetings. 2. Minutes from strategic meetings.	
		d. Develop and agree, with parents/carers, a participation and coproduction charter that encompasses how parents/carers and local leaders across education, health and care work together to create a better system, including key parent/carer groups representation on strategic meetings and boards.	HoS SEND/ HoS CSC/ DCO	Jul-22	There is a shared understanding of participation and coproduction and this is enshrined in a Barnsley charter, which has been coproduced with children, young people and parents/carers.		Local area, managers, policy makers and commissioners from health, education and social care have a clear understanding of coproduction informed by the views of children, young people and parents/carers and this leads to a new culture of participation through all who directly work with SEND parents/carers.	1. Barnsley participation and coproduction charter.	
	e. Coproduce, with parent/carer groups (BSPCA and collective), a programme of continuing professional development for SEND and inclusion across the local area for strategic leaders and elected members.	SENDIO	Sep-22	Strategic leaders and elected members are implementing their learning, and this is informing strategic decision making.		Knowledge and understanding of the lived experience of children, young people and their families and how participation impacts the role of services, is supported by council and this leads to a culture of inclusion that improves children and young people's long-term outcomes.	1. CPD programme and evaluations.		

		f. Coproduce the next phase of SEND strategy: critical to clarifying responsibilities of key partners and stakeholders, including parents/carers, to ensure and promote collective ownership and an agreed consensus. Ensure this is discussed at strategic groups where parent/carers are represented.	HoS SEND/ SENDPO	Oct-22	Number of parents/carers directly involved in co-producing elements of strategic direction and developments, related to the SEND strategy, are increased.		Children and young people and parents/carers benefit from strategic plans that reflect improvements to their lived experiences.	1. SEND strategy and refreshed SEND improvement programme that sits under this. 2. SEF.	
P1.3	Ofsted/CQC: Leaders in the area do not communicate clearly with parents and carers. parents/carers are not aware of ongoing improvement work or how to access support while waiting. They do not know about the significant improvement in waiting times for autism assessments.	a. Create a page on the local offer website, to publish information and updates on progress and developments for the SEND improvement programme.	FIS/ SENDPO	Apr-22	The number of 'We Said, We Did' actions are increased and feedback about this is regularly published on the local offer.		Parents/carers are assured that their input is making a difference to the SEND improvement programme and this builds confidence in the system.	1. Local offer website. 2. Customer feedback and compliments reports.	
		b. Implement a parent/carer stakeholder group, to focus on coproduction of developments for statutory functions (EHC needs assessment and review).	SM EHC	Apr-22	A parents/carers stakeholder group takes place consistently and the percentage of those reporting satisfaction in new EHCP processes are increased.	11/04/22: Parent/carer stakeholder groups has been established and has held the first meeting.	Parents/carers are confident that they have a say in their child's EHCP and this leads to better outcomes.	1. ToR for stakeholder group. 2. Agenda and minutes from stakeholder group. 3. Stakeholder group action plan.	
		c. Develop a process for parent/carer group representatives to feed into strategic discussions and decision making linked to strategic workstreams and subgroups (see governance structure). This will be done through established group representatives combining to create a 'collective' group that will bring their voices together.	HoS SEND/ SENDPO	May-22	Strategic subgroups have regular and consistent input from parents/carers, and this is shown in agendas, minutes and feedback published on the local offer.		Parents/carers feel supported to engage at all levels to influence planning and decision making and feel that their input is valued and leads to real change.	1. Agenda and minutes from strategic meetings.	
		d. Carry out a promotional campaign for the local offer and how to access it widely, building on the different routes that parents already use to access information, advice and support.	FIS/ Comms	Jun-22	Co-production is embedded across the system and used within social care, health, and education services and this is shown through an increase in local offer webpages.		Parents/carers have access to more accessible information, and this enhances their understanding and experience of SEND related services.	1. Communications materials, flyers, posts, etc. 2. Evaluation reports.	
		e. Audit health and social care links from and to the local offer on their own websites to ensure fidelity and accessibility.	FIS/ DCO	Jun-22	Health and social care websites have accurate live links to and from the local offer website.		Parents/carers benefit from up to date and accurate information that enables their access to the right services and support.	1. Local offer links map.	

P1.4	Ofsted/CQC: Some parents/carers feel that schools do not have sufficient knowledge to understand the needs of their child fully. parents/carers feel this leads to inflexibility when behaviour management systems are applied, or a lack of additional support.	a. Promote and circulate the Early Years, Early Help and SEN Support Toolkits through the local offer to empower and support parents/carers knowledge of SEN support.	SENDIO/ SENDPO/ SM EH	Aug-22	Toolkits are promoted on the local offer and made available to parents/carers.		Parents/carers are equipped with the information they need regarding early identification and support and this empowers them in discussions about children and young people.	1. Toolkits. 2. Local offer webpages for Toolkits.	
		b. Include training on good communications practice with parents/carers, in the SENCo training offer, including strengths-based conversations.	SENDIO	Sep-22	The SENCo training offer includes continuing professional development on good communications with parents/carers		Communications between schools/settings and parents/carers are improved and lead to better dialogue that supports children and young people through a collaborative approach.	1. SENCo annual training schedule.	
P1.5	Ofsted/CQC: There is a comprehensive local offer website. Unfortunately, many parents/carers do not know about the local offer or the website. Leaders have plans in place to redesign the website. Leaders know they need to improve communication with parents/carers about where to go for SEND-related information.	a. Create a communications plan to promote the local offer once it has moved to the new platform.	FIS Manager/ SENDPO	Mar-22	A communications plan is in place and is implemented.		Parents/carers are enabled to access more relevant information on the local offer.	1. Communication plan. 2. Customer feedback and compliments reports.	
		b. Ensure clear information, through the revised local offer, that is accessible to parents/carers and professionals, that encourages self-serve information and advice.	FIS Manager/ SENDPO	May-22	Review of the local offer, via a under group survey, indicates improvements in how it is presented.		Parents/carers benefit from easily accessible information and this supports their journey through SEND services and provision.	1. Local offer steering group action plan.	
		c. Develop use of the 'we said, we did' feedback mechanism to provide feedback on the outcomes of parent/carer influence in the development of services.	FIS Manager/ SENDPO	Jun-22	A 'we said, we did' feedback method is consistently published on the local offer website.		Parents/carers are assured that their input is making a difference to the SEND improvement programme and this builds confidence in the system.	1. Feedback for, 'we said, we did' on the local offer website.	
		d. Refresh the local offer steering group terms of reference and membership.	FIS Manager/ SENDPO	Sep-22	Terms of reference and membership are agreed for the refreshed local offer steering group.		Parents/carers benefit from easily accessible information and this supports their journey through SEND services and provision.	1. Local offer ToR, including membership.	

P1.6	<b>Ofsted/CQC:</b> Parents and carers of children and young people with SEND feel isolated. They are keen to meet others who have similar experiences. Some parents and carers have set up self-help groups and small networks. More needs to be done by partners across the area to help parents and carers share their experiences and learn from each other. Area leaders have plans to refresh forums for parents and carers and provide a route for them to contribute to local area decision-making.	a. Create a secondment from the LA to provide support for the development of a local area parent/carer forum.	EDCS	Feb-22	A secondment is in place and is working full time to support the development of the parent/carer forum.	01/02/22: The secondment has been filled and actively supporting the PCF.	All parents/carers have a representative voice through formal structures, (including all groups) and this leads to better outcomes for children and young people.	1. Secondment agreement.	
		b. Support the development of parent/carer groups linked to needs, e.g. autism (Social Communication & Interaction Team), Targeted Youth Support, Sensory team.	EIS Managers	Apr-22	All education Inclusion Service managers have regular links with parents/carers groups related to their area of specialism.		Parents/carers will benefit from support to share knowledge and experiences with other parents/carers who have similar experiences.	1. Education Inclusion Service plan. 2. parents/carers group minutes of meetings.	
		c. Hold a working group with parents/carers about the barriers children and young people face in accessing social opportunities available to them through short breaks.	SENDPO	Oct-22	Working group has taken place and reported, including recommendations to be followed up.		There are better targeted short breaks that reflect the needs of children and young people and families and this leads to better social outcomes.	1. Working group agenda and minutes. 2. Report of short breaks review.	
		d. Hold a working group with parents/carers about the barriers children and young people face in accessing social opportunities that are universally available and how children and young people with SEND can be fully included, where this is not yet happening.	SENDPO	Oct-22	Working group has taken place and reported, including recommendations to be followed up.		There is better access to a wider range of universal social opportunities, and this leads to better community inclusion and social outcomes for children and young people.	1. Working group agenda and minutes. 2. Report of short breaks review.	
P1.7	<b>Ofsted/CQC:</b> Barnsley does not have an embedded 'tell it once' approach for the families of children and young people with SEND, especially across health services. Health leaders are aware of this and are piloting new ways of sharing information across different health partners.	a. Embed coproduction with parents/carers through induction programmes for new staff across education, health and care, to help ensure that professionals are equipped with the right skills and operate in a strength-based way from the beginning.	HoS SEND/ HoS SC/ DCO	Nov-22	Induction programmes for new staff in specialist teams across education, health and care, include a focus on parents/carers participation and coproduction.		Parents/carers benefit from services that listen to them on the service level to enable developments to reflect their views and priorities. This leads to better working relationships and support for children and young people.	1. Induction programmes and CPD resources.	
		b. Coproduce the Barnsley Health Passport and ensure this is accessible and reflective of what parents/carers tell us they need.	SM 0-19 PHS	Dec-22	A Barnsley Health Passport is coproduced and made available to parents/carers and children and young people.		Parents/carers and children and young people benefit from a consistent approach to describing their needs and this improves dialogue with services.	1. Health Passport. 2. Feedback from SEND Youth Forum and parents/carers.	



**SEND Improvement Programme: Written Statement of Action**

WSOA priority 2		Improving the identification of, and provision for, children and young people with SEND but without an EHC plan.					Accountable organisation leads	LA: EDCS/Lead Member Barnsley Schools Alliance: Chairs CCG/ICS: Chief Operating Officer	
Ref	Focus area	Actions (what we will do)	Owner	Timescale	Success criteria (how we know it's achieved)	Progress (what steps we have taken so far)	Outcome/impact (the difference this made)	Evidence (how we show this)	RAG
P2.1	<b>Ofsted/CQC:</b> The attainment, attendance and level of exclusions for pupils at SEND support are weak. The support provided to many pupils at SEND support does not meet their needs well. Area leaders have developed training and monitoring systems to improve the help given to pupils at the SEND support stage. This work is not yet embedded.	a. Increase capacity for SEND improvement support for schools/settings by 1 fulltime equivalent post.	BSA	May-22	Barnsley Schools Alliance strategic plan monitoring is in place through SEND Improvement Team, termly performance reporting.		Performance identifies areas of development so that children and young people at SEN support level benefit from having their needs identified and met through robust provision in schools/settings.	1. Barnsley Schools Alliance strategic plan.	
		b. Use data to monitor the current position re: SEND and vulnerable learners and rag rate this to target schools for support and challenge.	BSA/ SENDIO	Jul-22	Performance data is shared on a regular basis and this identifies schools/settings who may need, and are offered, support.	08/02/22: Census data gathered termly and analysed to target schools causing concerns. 28 schools already targeted over summer term and autumn term 21. Another 9 schools added to Spring term 22 schools causing concern	Schools/settings develop whole school SEND and children and young people benefit from having their needs met through early identification and intervention.	1. School performance data.	
		c. Coproduce a Barnsley inclusion statement and accompanying pledge to SEND children and young people, by partners across the local area, to create an inclusive Barnsley focusing on attendance and engagement.	SENDIO/ PEP	Sep-22	There is increased attendance rates and a reduction in persistent absence for children and young people with SEND.	08/02/22: SENCo working party meeting booked in 17/02/22 to discuss Inclusion statement through appreciative inquiry	Children and young people benefit from attendance at supportive environments that have a good understanding of their needs.	1. Barnsley Inclusion Statement. 2. SEND performance data.	
		d. Improve the timeliness of attendance data from schools through an improved collection and reporting process.	BIA	Sep-22	All schools are connected to Synergy and are submitting data electronically and reporting is created and put into practice.	03/02/22: Import of data from Arbor schools has been signed off in test. First set of schools due to be connected to live by mid-February.	Monitoring of data leads to schools/settings being targeted for support and challenge and this, in turn, leads to better attendance and improved educational outcomes.	1. Synergy updates.	
		e. Review the quality and precision of school focused plans in identifying the incremental steps needed for children and young people at SEN support level.	SENDIO	Dec-22	School focused plans are included in the Quality Assurance Framework and are audited on a termly basis.	08/02/22: Continuing professional development offered to all schools around SFPs and small steps. Discussions with leaders in schools highlight where support is required.	Continuing professional development will increase the knowledge and skills enabling children and young people to be identified and supported with interventions at an earlier stage therefore leading to better outcomes.	1. Sample of school review reports. 2. Feedback from delivered training. 3. QA data of school focused plans.	

P2.2	<p><b>Ofsted/CQC:</b> The SEND-related expertise of staff differs from school to school and across services. Leaders have recognised this and are working with schools and services to improve support for children and young people with emerging needs. Leaders have recently introduced a SEND toolkit for use by practitioners. However, this toolkit and the training programme that goes with it are a recent development. There is no evidence of impact yet.</p>	a. Complete the first phase of SEND audits in targeted schools/settings (identified through SEND and vulnerable learners' performance and perceptible data).	SENDIO	Jul-22	First 20 audits have taken place, and this has led to a clear action plan for school leaders to address key recommendations and areas of development with a focus on SEN support.		Children and young people at SEN support level benefit from having their needs identified and met at the earliest opportunity and this leads to better engagement in learning and ultimate outcomes.	1. SEND audits. 2. School performance data.	
		b. LA and CCG jointly commission and implement Speechlink to support school's identification of children and young people who have speech, language and communication needs and implementation of early intervention to respond to identified needs.	HoS SEND/ SENDIO	Aug-22	There is improved provision for speech, language and communication needs in schools, supported by joint working between education and health partners, leading to earlier identification and action planning for children and young people with these needs.	08/02/22: Speech link to give introductory offer to schools, March 22. Also, to launch in July 22 at SEND Inclusion conference.	All children and young people with speech, language and communication needs are identified at the earliest opportunity and appropriate support and intervention is implemented, leading to better outcomes.	1. Speech/Language Link proposal and business plan. 2. SEND performance report.	
		c. Develop and deliver a continuing professional development programme targeting whole school development for SEN support to all schools/ settings, promoting use of the SEN Support Toolkit as a basis.	SENDIO/ PEP	Sep-22	There is a high take up of continuing professional development for SEN support programmes.		All children and young people are identified at the earliest opportunity enabling appropriate support and plans are in place.	1. SEND annual training/continuing professional development programme. 2. Evaluation of training/continuing professional development.	
		d. Introduce monitoring system for EHC needs assessment requests and use this to identify schools/settings for support and challenge.	SM EHC	Sep-22	A monitoring system is in place and this results in alerts to the SEND improvement officer and auditing processes and reduced inappropriate EHCNA's.		Children and young people at SEN support level benefit from having their needs identified and met at the earliest opportunity and this leads to better engagement in learning and ultimate outcomes.	1. Process map for monitoring system for EHC needs assessment requests.	
		e. Continuing professional development and Networking Groups focus on SEND children and young people meeting the phonics standard.	SEO/ BSA	Nov-22	There is an increase in the number of children and young people with SEND meeting the phonics standard.		Children and young people with SEND are supported to meet the phonics standard and this leads to better attainment overall.	1. SENCo networks schedule of events. 2. SEND performance report.	

P2.3	<p><b>Ofsted/CQC:</b> School exclusions for pupils at SEND support are too high. Education welfare officers work with schools to identify early interventions for pupils at risk of exclusion. This development is at a very early stage. It is too soon to evaluate the impact of this work.</p>	a. Promote engagement with schools to ensure they have access to Compass mental health support teams and actively engage with the process.	SM Compass	Jun-22	All schools access the Compass mental health support provision and exclusions are reduced.		Children and young people benefit from early identification and intervention for emotional health and wellbeing and fully access education.	1. Communications material for Compass. 2. Reports from Compass, including data.	
		b. Evaluate the data across all schools for Education Welfare Service work on early identification and determine key actions from September 22, as a result of what the data tells us.	SM EWS	Jul-22	Data shows that schools are referring more cases into the early intervention panel and to inclusion EWO's to further reduce suspensions or PEX.		There is better targeting of resources at the early identification and intervention level, and this leads to better engagement for children and young people in education.	1. SEND performance report (reported through LASIG).	
		c. Improve the timeliness of exclusion and suspension data from schools through an improved collection and reporting process (>80% accuracy).	BIA	Sep-22	New data collection and reporting system is in place and is used to inform practice and priorities.	03/02/22: New Excel template developed to speed up the import of data from schools that are not currently linked to Synergy. Signed off in test and final checks being done in live prior to becoming BAU.	There are reduced fixed term and permanent exclusions in primary and secondary schools, leading to children and young people with SEND making better progress.	1. Process map of data collection system. 2. Performance data.	
		d. Clarify escalation processes to leaders and/or CEOs of trusts for targeted schools causing concern and use this as a framework to challenge in relation to levels of suspension and exclusions.	BSA	Oct-22	An escalation process is in place and schools are engaged with the process it outlines. Data shows a reduction in individual suspensions and overall exclusions.		There is a consistent approach across the system, and this leads to reduced suspensions and exclusions and more children and young people engaging in education to enable better outcomes.	1. Escalation process map. 2. SEND performance report (reported through LASIG).	
		e. Undertake a programme of auditing of trends related to children and young people who have become electively home educated and who are accessing part-time provision.	SM EWS/ SM EHC	Nov-22	Audits have taken place and reported on next steps and put these into action and where EHE is being encouraged, an appropriate plan is developed and implemented to avoid this.		There is assurance that families are not being actively encouraged to EHE and children and young people have access to an education offer so that they can achieve the best outcomes.	1. Audit reports. 2. SEND performance report (reported through LASIG).	
		f. Introduce cycle of dip sampling children and young people's journey to exclusion (through case study and data), including the role of education, health and care, to understand and learn from their experiences.	EWS/ DCO	Jan-23	Dip samples take place on a termly basis and these include direct input from children and young people regarding what their lived experience was like and gaining their thoughts on how change could be affected.		Dip samples identify gaps in all areas including education, health and social care and lead to improvements in multi-agency working, therefore, benefiting children and young people as their access to education improves their outcomes.	1. Dip samples and subsequent action plans.	

P2.4	<p><b>Ofsted/CQC:</b> The academic outcomes achieved by pupils at SEND support are weak. By the end of Year 1, approximately six in every ten pupils at SEND support do not reach the expected standard in reading. While there have been some marginal improvements of late, across all key stages in primary and secondary schools, pupils at SEND support achieve poorly.</p>	a. Conduct a review focusing solely on the bottom 20% for reading (includes children and young people with SEND).	SEO	Nov-22	Reviews indicate how well-matched support and provision is to meet the needs of children and young people who find learning to read the most difficult.	09/02/22: Following the 2021 phonics screening check (Dec 21), there's an increase in the proportion of children and young people with SEND passing. The figure has risen from 43.3% in 2020 to 48.6% in 2021.	There is confidence in the system that reading interventions are in place so that children and young people can read better and achieve better overall outcomes.	1. EHC/annual review quality assurance reports. 2. Performance data for literacy.	
		b. Complete the Barnsley Schools Alliance LaunchPad for Literacy project. This has been rolled out to schools first with a view to including private, voluntary and independent settings too.	SEO	Jan-23	Data shows the impact on early development for participants in the LaunchPad for Literacy project.		Children achieve better outcomes in literacy so that children have better language skills and, as a result, there are better overall outcomes.	1. Evaluation of the LaunchPad for Literacy project. 2. Performance data for literacy.	
		c. Produce online phonics sessions for parents/carers to access so they can support their child's development.	SENDIO/SEO	Jun-23	Online phonics sessions for parents/carers are available on the local offer website.		Parents/carers gain a better understanding of how to support their child with phonics and this, in turn, creates better outcomes in this area.	1. Parent/carer evaluations.	
P2.5	<p><b>Ofsted/CQC:</b> School leaders have not been able to access prompt specialist SEND advice from the local authority consistently. Area leaders recognise this issue and are trying to improve the level of support available. For example, the local authority has invested in a core offer to schools from the educational inclusion service. Schools can now access an educational psychologist when they need one. This new arrangement has only just been explained to school leaders. There is no measurable impact of leaders' actions.</p>	a. Increase capacity for SEND improvement support for schools/settings by 1 full time equivalent post.	SENDIO	Aug-22	Further capacity is in place for SEND improvement.	08/02/22: 1st SEND Improvement SENCo to start working with target schools Feb 22. 2nd SEND Improvement SENCo to begin working with target schools.	Schools/settings have more access to support and challenge for whole school SEND development.	1. Structure charts showing capacity of Education Inclusion Service. 2. Education Inclusion Service action plan.	
		b. School Evaluation Officers and system leaders will include reviews of school focused plans for children and young people at the SEN support level to extend curriculum provision enquiry work in schools.	SEO/BSA	Sep-22	Reviews include a link between curriculum and school focused plans, and this is monitored through SEO and SEND improvement quality assurance processes.		More children and young people will have their needs met at SEN support as they have access to appropriate teaching and learning opportunities, tailored to meet their needs.	1. Sample of school review reports.	
		c. Review and consult on the quality and capacity of specialist support services for education, including Education Psychology service and specialist teams, with a view to recommending developments following meaningful engagement with school leaders.	HoS SEND/BSA	Mar-23	Consultation responses are received and inform next steps for service development.		The Education Inclusion Service better reflects the needs of the local area and children and young people benefit from a better offer of support.	1. Annual report on Education Inclusion Service. 2. Education Inclusion Service action plan.	

P2.6	<p><b>Ofsted/CQC:</b> Leaders acknowledge that rates of absence and exclusion for children and young people at SEND support are too high. They are right to be concerned. For example, during the 2018/19 academic year, the proportion of suspensions for these pupils was nearly double the national average for the same pupil group. Furthermore, pupils at SEND support miss too many days of school. This contributes to weaker academic outcomes over time. Leaders have recently appointed a specialist education and welfare officer to work on this issue with school partners. There is no measurable impact yet.</p>	a. Promote Education Welfare Service support at the early intervention level through development of a concrete process for referrals.	SM EWS	May-22	Data shows that schools/ settings refer children and young people at an early stage to the EWS.		Children and young people benefit from EWS involvement and this leads to better outcomes as they are accessing education.	1. Process maps for EWS support and routes to access this.	
		b. Agenda Early Help in team meetings so that all support services understand and promote Early Help assessments through their work with schools/settings.	HoS SEND/ SM EH/ DCO	Jul-22	All support services promote Early Help assessments through their work with schools/settings. Early Help assessments are increased, and this is reflected in data.		Children and young people and families benefit from having their needs met at the earliest stage and this results in better access to education and successful outcomes.	1. Briefing on Early Help for managers to use at team meetings.	
		c. Refresh and promote the Early Help Toolkit to ensure that clear processes to access support are included, and the referral route is promoted and easily understood.	SM EH	Sep-22	Early Help assessments are increased by a minimum of 10%.		Children and young people and families benefit from having their needs met at the earliest stage and this results in better access to education and successful outcomes.	1. Early Help Toolkit. 2. Performance data related to Early Help reported at LASIG.	
		d. Review Early Help offer and include exploration of opportunities to develop SEND specific Early Help targeted support and report on this to SEND Oversight Board, including recommendations.	SM EH	Dec-22	There is confidence that the Early Help offer is reviewed and developed to ensure it is reflective of the needs of children and young people and families.		Children and young people and families benefit from having their needs met at the earliest stage from the services that are most relevant to their needs and this results in better outcomes.	1. Report on Early Help, including recommendations.	

**SEND Improvement Plan: key indicators**

WSoA performance metrics		Performance: Statutory and priority (non-statutory) performance is monitored, and actions identified to ensure performance is high and mitigation for challenges in performance is considered and understood. As a result, the local area is aware of key issues and address these.							
Ref	Focus area	Actions (what we will do)	Success criteria (how we know it's achieved)	Metrics (performance and perceptive data)					
				Jan 2022 (baseline)	May 2022	Sep 2022	Jan 2023	May 2023	
P1.1	Ofsted/CQC: Area leaders were slow to implement the 2014 reforms. This has led to high levels of dissatisfaction among parents/carers. Over the past two years, work has been done to start to mend what leaders recognise was a broken SEND system.	a. Support and work with the newly established Barnsley parents/carers Alliance to enable more parents/carers to engage and participate at a strategic level.	Regular contact with the new PCF is maintained in a structured way.	Initial meetings have taken place with strategic leaders.  The Barnsley Parent Carer Alliance has presented to the SEND Oversight Board.					
		b. Schedule a programme of attendance to further develop links with SEN support parent/carer groups through supporting school's coffee mornings.	Programme of events is finalised and in place for current academic year, with a view to implementing a subsequent annual programme.	Some parent/carer groups have taken place in two schools.					
		c. Carry out a survey with parents and carers and use the information gathered to provide a baseline to inform the next phase of the SEND strategy (from October 22).	Survey has been carried out and findings analysed and reported.	Survey not yet completed.					
		d. Work with members of established and new parent/carer groups to develop a program, for representatives to engage with local area leaders, and implement a detailed timetable for annual strategic leaders' engagement.	An annual engagement programme is in place and the number of parents/carers attending SEND engagement sessions with senior leaders are increased and feedback shows that their voice influences decision making at the strategic level.	Not yet started.					
		e. Gather and produce data, research and intelligence from parent engagement to improve services, the local offer, delivery and support.	Regular report to the SEND Oversight Board to inform strategic decision making	18 indicators reported in SEND performance dataset as at end Dec 2021. Of those: <ul style="list-style-type: none"><li>Green (66.6%)</li><li>Amber (5.6%)</li><li>Red (27.8%)</li></ul>					

P1.2	Ofsted/CQC: The strategic influence of parents/carers is extremely limited. parents/carers have too little say in strategic decision-making about the area's services. Many report dissatisfaction with their experience of the SEND system in Barnsley.	a. Identify and implement a method of capturing and sharing parents/carers voice in all strategic meetings, including regular attendance by those representing the Barnsley Parent Carer Alliance and the wider collective parent/carer voice (consisting of representatives from key groups) at the SEND Oversight Board.	There is a mechanism for parents/carers voice to feed into, and be considered, at all strategic meetings.	Method has been discussed with a small number of parents/ carers and is in the initial stages.					
		b. Formalise the relationship between Barnsley Council, the Barnsley CCG and the Barnsley SEND Parents Carers' alliance (BSPCA) through a signed memorandum of understanding.	There is a memorandum of understanding signed by Barnsley Metropolitan Borough Council, the Barnsley CCG supporting the establishment of the Barnsley SEND Parents Carers' alliance (BSPCA) with DfE (Contact) funding for						
		c. The BSPCA, and/or any future parent and carer forum, will have strategic influence in the oversight of special educational needs and/or disabilities (SEND) provision in the governance structures, specifically as full members of the Strategic SEND Oversight Board.	The BSPCA, and/or any future parent and carer forum, will have strategic influence within strategic governance arrangements						
		d. Develop and agree, with parents/carers, a participation and coproduction charter that encompasses how parents/carers and local leaders across education, health and care work together to create a better system, including key parent/carer groups representation on strategic meetings and boards.	There is a shared understanding of participation and coproduction and this is enshrined in a Barnsley charter, which has been coproduced with children, young people and parents/carers.	Charter has been discussed with parents/ carers and is in the initial stages. Coproduction meetings are planned.					
		e. Coproduce, with parent/carer groups (BSPCA and collective), a programme of continuing professional development for SEND and inclusion across the local area for strategic leaders and elected members.	Strategic leaders and elected members are implementing their learning, and this is informing strategic decision making.						

		f. Co-produce the next phase of SEND strategy: critical to clarifying responsibilities of key partners and stakeholders, including parents/carers, to ensure and promote collective ownership and an agreed consensus. Ensure this is discussed at strategic groups where parent/carers are represented.	Number of parents/carers directly involved in co-producing elements of strategic direction and developments, related to the SEND strategy, are increased.					
P1.3	Ofsted/CQC: Leaders in the area do not communicate clearly with parents and carers. parents/carers are not aware of ongoing improvement work or how to access support while waiting. They do not know about the significant improvement in waiting times for autism assessments.	a. Create a page on the local offer website, to publish information and updates on progress and developments for the SEND improvement programme.	The number of 'We Said, We Did' actions are increased and feedback about this is regularly published on the local offer.	The new Local Offer has a section: Keeping you up to date with SEND Improvements (ME)				
		b. Implement a parent/carer stakeholder group, to focus on coproduction of developments for statutory functions (EHC needs assessment and review).	A parents/carers stakeholder group takes place consistently and the percentage of those reporting satisfaction in new EHCP processes are increased.	Parents/carers involved with the EHC Team contacted to ask if they want to be signed part of the stakeholder panel.				
		c. Develop a process for parents/carers group representatives to feed into strategic discussions and decision making linked to strategic workstreams and subgroups (see governance structure).	Strategic subgroups have regular and consistent input from parents/carers, and this is shown in agendas, minutes and feedback published on the local offer.	Method has been discussed with parents/carers and is in initial stages.				
		d. Carry out a promotional campaign for the local offer and how to access it widely, building on the different routes that parents already use to access information, advice and support.	Co-production is embedded across the system and used within social care, health, and education services and this is shown through an increase in local offer webpages.	Attending meeting with parents/carers in March. A Communications and Marketing Plan is being developed by Family Information Service to promote the new Local Offer.				
		e. Audit health and social care links from and to the local offer on their own websites to ensure fidelity and accessibility.	Health and social care websites have accurate live links to and from the local offer website.	Not yet started.				



P1.4	Ofsted/CQC: Some parents/carers feel that schools do not have sufficient knowledge to understand the needs of their child fully. parents/carers feel this leads to inflexibility when behaviour management systems are applied, or a lack of additional support.	a. Promote and circulate the Early Years, Early Help and SEN Support Toolkits through the local offer to empower and support parents/carers knowledge of SEN support.	Toolkits are promoted on the local offer and made available to parents/carers.	Toolkits will be available on the new build local offer by the beginning of April. Toolkits are being promoted through SEND Space and at every training session delivered by Education Inclusion Service.				
		b. Include training on good communications practice with parents/carers, in the SENCo training offer, including strengths-based conversations.	The SENCo training offer includes continuing professional development on good communications with parents/carers	The new Education Inclusion Service training offer is being constructed at present, which will include parent/carer communications.  At present the training calendar has: Coproduction: why and how we work together with children, young people, parents/carers.  Only one school has taken up this training so far.				
P1.5	Ofsted/CQC: There is a comprehensive local offer website. Unfortunately, many parents/carers do not know about the local offer or the website. Leaders have plans in place to redesign the website. Leaders know they need to improve communication with parents/carers about where to go for SEND-related information.	a. Create a communications plan to promote the local offer once it has moved to the new platform.	A communications plan is in place and is implemented.	Promotional campaign for the local offer and how to access it currently being planned.				
		b. Ensure clear information, through the revised local offer, that is accessible to parents/carers and professionals, that encourages self-serve information and advice.	Review of the local offer, via a under group survey, indicates improvements in how it is presented.	Data not yet available.				
		c. Develop use of the 'we said, we did' feedback mechanism to provide feedback on the outcomes of parent/carer influence in the development of services.	A 'we said, we did' feedback method is consistently published on the local offer website.	Data not yet available.				
		d. Refresh the local offer steering group terms of reference and membership.	Terms of reference and membership are agreed for the refreshed local offer steering group.	Not yet available.				

P1.6	<b>Ofsted/CQC:</b> Parents and carers of children and young people with SEND feel isolated. They are keen to meet others who have similar experiences. Some parents and carers have set up self-help groups and small networks. More needs to be done by partners across the area to help parents and carers share their experiences and learn from each other. Area leaders have plans to refresh forums for parents and carers and provide a route for them to contribute to local area decision-making.	a. Create a secondment from the LA to provide support for the development of a local area parent/carer forum.	A secondment is in place and is working full time to support the development of the parent/carer forum.	Fully in place.				
		b. Support the development of parent/carer groups linked to needs, e.g. autism (Social Communication & Interaction Team), Targeted Youth Support, Sensory team.	All education Inclusion Service managers have regular links with parents/carers groups related to their area of specialism.	Parent/carer groups for autism/social communication, hearing impairment and visual impairment in place.				
		c. Hold a working group with parents/carers about the barriers children and young people face in accessing social opportunities available to them through short breaks.	Working group has taken place and reported, including recommendations to be followed up.	Working group in planning stage.				
		d. Hold a working group with parents/carers about the barriers children and young people face in accessing social opportunities that are universally available and how children and young people with SEND can be fully included, where this is not yet happening.	Working group has taken place and reported, including recommendations to be followed up.	Working group in planning stage.				
P1.7	<b>Ofsted/CQC:</b> Barnsley does not have an embedded 'tell it once' approach for the families of children and young people with SEND, especially across health services. Health leaders are aware of this and are piloting new ways of sharing information across different health partners.	a. Embed coproduction with parents/carers through induction programmes for new staff across education, health and care, to help ensure that professionals are equipped with the right skills and operate in a strength-based way from the beginning.	Induction programmes for new staff in specialist teams across education, health and care, include a focus on parents/carers participation and coproduction.	All staff in EHC Team receive induction including effective working with parents/carers.				
		b. Coproduce the Barnsley Health Passport and ensure this is accessible and reflective of what parents/carers tell us they need.	A Barnsley Health Passport is coproduced and made available to parents/carers and children and young people.	In planning stage.				

P2.1	<p><b>Ofsted/CQC:</b> The attainment, attendance and level of exclusions for pupils at SEND support are weak. The support provided to many pupils at SEND support does not meet their needs well. Area leaders have developed training and monitoring systems to improve the help given to pupils at the SEND support stage. This work is not yet embedded.</p>	a. Increase capacity for SEND improvement support for schools/settings by 1 fulltime equivalent post.	Barnsley Schools Alliance strategic plan monitoring is in place through termly performance reporting.	Fully in place.				
		b. Use data to monitor the current position re: SEND and vulnerable learners and rag rate this to target schools for support and challenge.	Performance data is shared on a regular basis and this identifies schools/settings who may need, and are offered, support.	<p>Census data is captured termly to analyse all school's performance. This will allow targeted support for schools causing concern. This data is shared with School Improvement Officers and cross referenced to ensure that schools causing concerns are picked up as part of this process.</p> <p>SENDIO attends Barnsley Schools Alliance meetings to feed actions and progress to the group.</p> <p>71% (20/28) of schools made changes to their SEND registers to bring their figures closer to National data.</p> <p>50% (14/28) of schools made significant changes to their SEND registers to bring their figures closer to national data.</p>				
		c. Coproduce a Barnsley inclusion statement and accompanying pledge to SEND children and young people, by partners across the local area, to tackle this.	There is increased attendance rates and a reduction in persistent absence for children and young people with SEND.	91.1% (attendance). Local data for 20/21 academic year.				
		d. Improve the timeliness of attendance data from schools through an improved collection and reporting process.	All schools are connected to Synergy and are submitting data electronically and reporting is created and put into practice.	65 out of 91 schools connected.				
		e. Review the quality and precision of school focused plans in identifying the incremental steps needed for children and young people at SEN support level.	School focused plans are included in the QA framework and are audited on a termly basis.	New QA framework will be complete by July 22.				

P2.2	<p><b>Ofsted/CQC:</b> The SEND-related expertise of staff differs from school to school and across services. Leaders have recognised this and are working with schools and services to improve support for children and young people with emerging needs. Leaders have recently introduced a SEND toolkit for use by practitioners. However, this toolkit and the training programme that goes with it are a recent development. There is no evidence of impact yet.</p>	<p>a. Complete the first phase of SEND audits in targeted schools/settings (identified through SEND and vulnerable learners' performance and perceptive data).</p>	<p>First 20 audits have taken place, and this has led to a clear action plan for school leaders to address key recommendations and areas of development with a focus on SEN support.</p>	<p>8 schools have now been fully audited and have clear action plans to move forward.</p> <p>A further 10 schools are booked in for SEND reviews in the Summer term 22.</p>				
		<p>b. LA and CCG jointly commission and implement Speechlink to support school's identification of children and young people who have speech, language and communication needs and implementation of early intervention to respond to identified needs.</p>	<p>There is improved provision for speech, language and communication needs in schools, supported by joint working between education and health partners, leading to earlier identification and action planning for children and young people with needs in this area.</p>	<p>SpeechLink and Language Link to be launched in all primary and secondary schools in Sept 22.</p> <p>Meeting to launch the project 3rd March 22.</p> <p>Health, care and education partners invited to the introduction event.</p>				
		<p>c. Develop and deliver a continuing professional development programme targeting whole school development for SEN support to all schools/settings, promoting use of the SEN Support Toolkit as a basis.</p>	<p>There is a high take up of continuing professional development for SEN support programmes.</p>	<p>Covid has impacted uptake of training through Autumn and Spring terms due to staff absence in schools.</p> <p>This has led to low take up since the launch of the training calendar. Between 6 and 18 staff have attended at various events.</p> <p>The actual percentage take up has not been collected yet.</p> <p>Training calendar for academic year 21/22 in place and being delivered.</p> <p>Review and planning for 2022/23 first meeting 31.03/22.</p>				
		<p>d. Introduce monitoring system for EHC needs assessment requests and use this to identify schools/settings for support and challenge.</p>	<p>A monitoring system is in place and this results in alerts to the SEND improvement officer and auditing processes and reduced inappropriate EHC needs assessments.</p>	<p>Monthly Performance report for January uses Hub data with pupil level data now available for key indicators.</p>				
		<p>e. Continuing professional development and Networking Groups focus on SEND children and young people meeting the phonics standard.</p>	<p>There is an increase in the number of children and young people with SEND meeting the phonics standard.</p>	<p>39.1% (as of 2019 end Y1).</p>				

P2.3	<p><b>Ofsted/CQC:</b> School exclusions for pupils at SEND support are too high. Education welfare officers work with schools to identify early interventions for pupils at risk of exclusion. This development is at a very early stage. It is too soon to evaluate the impact of this work.</p>	<p>a. Promote engagement with schools to ensure they have access to Compass mental health support teams and actively engage with the process.</p>	<p>All schools access the Compass mental health support provision and exclusions are reduced.</p>	<p>All 11 secondary schools and 25 primary schools now engaging with COMPASS offer.</p> <p>Remaining primary schools will all be offered opportunity to sign up by June 2022.</p>				
		<p>b. Evaluate the data across all schools for Education Welfare Service work on early identification and determine key actions from September 22, as a result of what the data tells us.</p>	<p>Data shows that schools are referring more cases into the early intervention panel and to inclusion Education Welfare Officers to further reduce suspensions or permanent exclusion.</p>	<p>Provisional data shows 7 referrals to first panel in November 2021.</p>				
		<p>c. Improve the timeliness of exclusion and suspension data from schools through an improved collection and reporting process (&gt;80% accuracy).</p>	<p>New data collection and reporting system is in place and is used to inform practice and priorities.</p>	<p>Synergy reports created and new template for schools not connected to Synergy with weekly imports taking place.</p>				
		<p>d. Clarify escalation processes to leaders and/or CEOs of trusts for targeted schools causing concern and use this as a framework to challenge in relation to levels of suspension and exclusions.</p>	<p>An escalation process is in place and schools are engaged with the process it outlines. Data shows a reduction in individual suspensions and overall exclusions.</p>	<p>14 permanent exclusions. 707 Suspensions Data relates to Sep-Jan 21/22.</p>				
		<p>e. Undertake a programme of auditing of trends related to children and young people who have become electively home educated and who are accessing part-time provision.</p>	<p>Audits have taken place and reported on next steps and put these into action and where elective home education is being encouraged, an appropriate plan is developed and implemented to avoid this.</p>	<p>Underlying analysis of trend data not yet available.</p>				
		<p>f. Introduce cycle of dip sampling children and young people's journey to exclusion (through case study and data), including the role of education, health and care, to understand and learn from their experiences.</p>	<p>Dip samples take place on a termly basis and these include direct input from children and young people regarding what their lived experience was like and gaining their thoughts on how change could be affected.</p>	<p>Case studies not yet available.</p>				

P2.4	<p><b>Ofsted/CQC:</b> The academic outcomes achieved by pupils at SEND support are weak. By the end of Year 1, approximately six in every ten pupils at SEND support do not reach the expected standard in reading. While there have been some marginal improvements of late, across all key stages in primary and secondary schools, pupils at SEND support achieve poorly.</p>	a. Conduct a review focusing solely on the bottom 20% for reading (includes children and young people with SEND).	Reviews indicate how well-matched support and provision is to meet the needs of children and young people who find learning to read the most difficult.	Following the 2021 phonics screening check (Dec 21), there's an increase in the proportion of children and young people with SEND passing.  The figure has risen from 43.3% in 2020 to 48.6% in 2021.				
		b. Complete the Barnsley Schools Alliance LaunchPad for Literacy project. This has been rolled out to schools first with a view to including private, voluntary and independent settings too.	Data shows the impact on early development for participants in the LaunchPad for Literacy project.	Cohort 1 for schools is currently being implemented.  Applications for cohort 2 for schools closed 18.2.22.  A total of 66 schools have applied to use Launchpad.  Cohort 3 for PVI settings will recruit in the summer term and commence in the autumn.				
		c. Produce online phonics sessions for parents/carers to access so they can support their child's development.	Online phonics sessions for parents/carers are available on the local offer website.	Data not yet available.				
P2.5	<p><b>Ofsted/CQC:</b> School leaders have not been able to access prompt specialist SEND advice from the local authority consistently. Area leaders recognise this issue and are trying to improve the level of support available. For example, the local authority has invested in a core offer to schools from the educational inclusion service. Schools can now access an educational psychologist when they need one. This new arrangement has only just been explained to school leaders. There is no measurable impact of leaders' actions.</p>	a. Increase capacity for SEND improvement support for schools/settings by 1 full time equivalent post.	Further capacity is in place for SEND improvement.	2 seconded SENCos in post and 1 more seconded SENCO will be in post by Easter 22.  Further capacity possible by September 22 with an additional day for 1 seconded SENCo and a possible Social Communication Team member being seconded for 1 day.				
		b. School Evaluation Officers and system leaders will include reviews of school focused plans for children and young people at the SEN support level to extend curriculum provision enquiry work in schools.	Reviews include a link between curriculum and school focused plans, and this is monitored through School Evaluation Officers and SEND improvement quality assurance processes.	Data not yet available.				

		c. Review and consult on the quality and capacity of specialist support services for education, including Education Psychology service and specialist teams, with a view to recommending developments following meaningful engagement with school leaders.	Consultation responses are received and inform next steps for service development.	Review in the planning stage.				
P2.6	<b>Ofsted/CQC:</b> Leaders acknowledge that rates of absence and exclusion for children and young people at SEND support are too high. They are right to be concerned. For example, during the 2018/19 academic year, the proportion of suspensions for these pupils was nearly double the national average for the same pupil group. Furthermore, pupils at SEND support miss too many days of school. This contributes to weaker academic outcomes over time. Leaders have recently appointed a specialist education and welfare officer to work on this issue with school partners. There is no measurable impact yet.	a. Promote Education Welfare Service support at the early intervention level through development of a concrete process for referrals.	Data shows that schools/ settings refer children and young people at an early stage to the EWS.	19 referrals to inclusions Education Welfare Officers since September 2021.				
		b. Agenda Early Help in team meetings so that all support services understand and promote Early Help assessments through their work with schools/settings.	All support services promote Early Help assessments through their work with schools/settings. Early Help assessments are increased, and this is reflected in data.	Early Help added to agenda at key strategic meetings, to be disseminated to services and teams.				
		c. Refresh and promote the Early Help Toolkit to ensure that clear processes to access support are included, and the referral route is promoted and easily understood.	Early Help assessments are increased by a minimum of 10%.	86 early help assessments in 2021.				
		d. Review Early Help offer and include exploration of opportunities to develop SEND specific Early Help targeted support and report on this to SEND Oversight Board, including recommendations.	There is confidence that the Early Help offer is reviewed and developed to ensure it is reflective of the needs of children and young people and families.	Review not yet taken place.				