

# Written Statement of Action

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## SEND Improvement Board

**15/10/2018**

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## Initials and designation.

SF	Steven Forbes	Strategic Director for Social Care and Education	Leicester City Council
CW	Chris West	Director of Nursing and Quality	Clinical Commissioning Group
PT	Paul Tinsley	Director of Learning and Inclusion	Leicester City Council.
CT	Caroline Tote	Director of Children's Social Care and Early Help	Leicester City Council.
TR	Tracie Rees	Director of Adult Social Care and Commissioning	Leicester City Council.
JD	Joe Dawson	Head of Service, SEND & Principal Education Psychologist	Local Area Nominated Officer Leicester City Council
SL	Sam Little	Lead Commissioner Children and Families	Clinical Commissioning Group
SR	Cllr Sarah Russell	Deputy Mayor and Lead Member for Children's Services	Leicester City Council
SW	Sue Welford	Head of Service Transformation, Commissioning & Intervention Mgt	Leicester City Council
PCF	Parent Carers Forum (Leicester City)		
MT	Mel Thwaites	Associate Director (Children and Young people),	Clinical Commissioning Group
RS	Rebecca Small	Head of Service, Children in Need	Leicester City Council
JDi	Jackie Difulco	Head of Service, Early Help	Leicester City Council
JC	Julia Conlon	Interim Head of Service, Learning Inclusion	Leicester City Council
TB	Teo Bott	Interim Head of Service, Safeguarding	Leicester City Council
SRO	Sandra Roberts	Interim Lead – Education Performance	Leicester City Council
DCO	Designated Clinical Officer		
SENDIB	SEND Improvement Board		

## Introduction

The Leicester City joint Ofsted and Care Quality Commission (CQC) local area SEND inspection took place between 30 April 2018 and 4 May 2018, to judge the effectiveness and implementation of the special educational needs and disability reforms as set out in the Children and Families Act 2014. The findings were published on 26th June 2018.

The inspection was led by one of Her Majesty's Inspectors from Ofsted and the inspectors considered three key lines of enquiry

- identifying children and young people's special education needs and/ or disabilities
- meeting the needs of those children and young people with special educational needs and / or disabilities
- improving outcomes for children and young people with special educational needs and / or disabilities

In each category, inspectors identified strengths and areas for development, concluding that there were significant areas of weakness in the local area's practice and therefore requiring Leicester City Council and the Clinical Commissioning Group to jointly prepare and submit a joint Written Statement of Action.

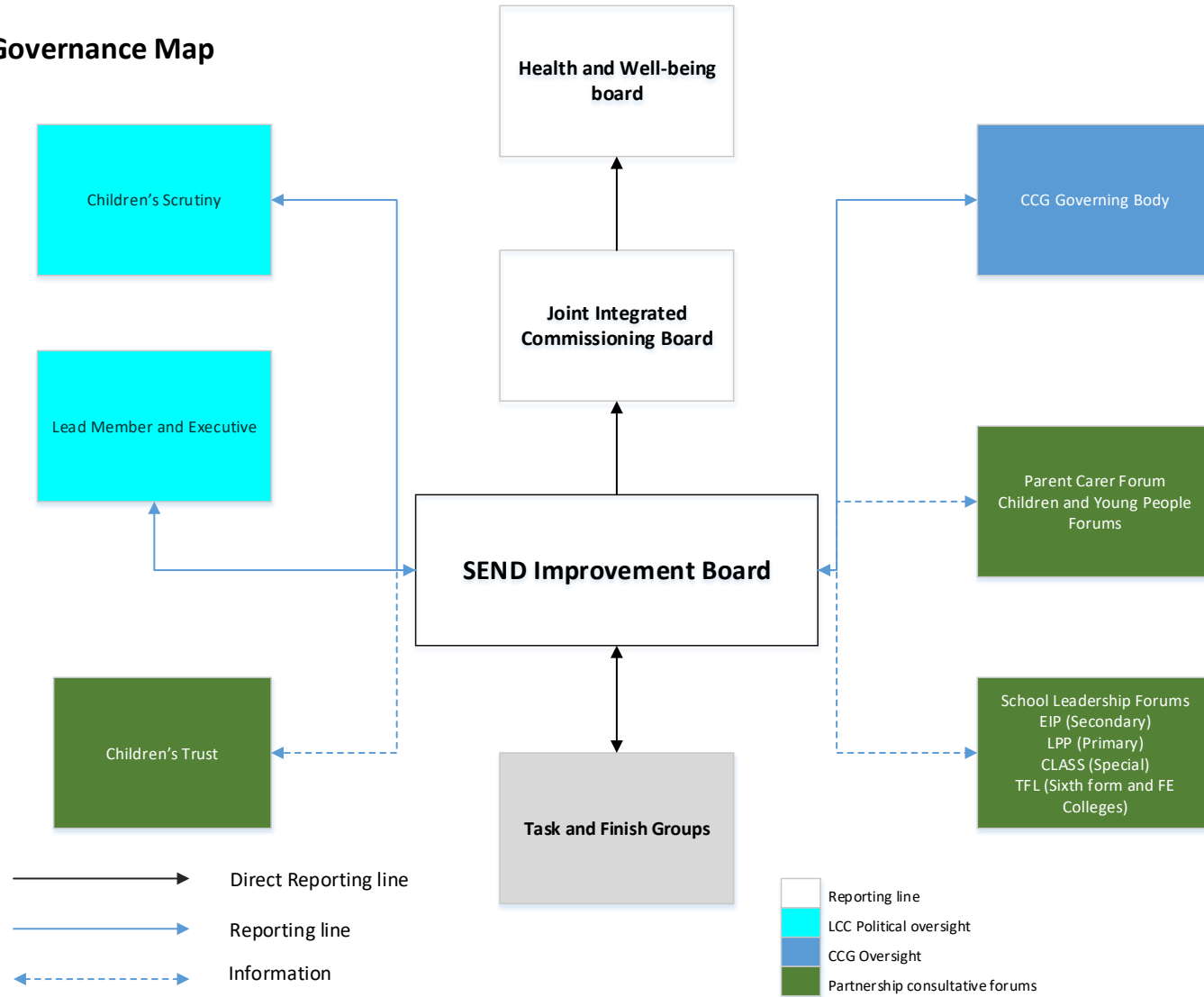
The Leicester City Written Statement of Action sets out how local partners will the address the areas of weakness identified and how these will be demonstrated. This work will align to the additional focused work in the local SEND Strategy and delivery will be overseen by SEND Improvement Board.

The evidence of progress is currently shaded and will be populated when signed off by the SEND Improvement Board and this Written Statement of Action will be updated to reference this evidence. Progress towards actions will be reported and the board will agree on the grading according to the following identifiers.

Progress (BRAG)			
Completed and embedded	Completed	Progressing	Little or no progress

# SEND Improvement Board Governance Map

## Governance Map



Area 1: The lack of strategic planning to improve the outcomes for children and young people who have SEN and/or disabilities.

Sub finding	Action to address finding	Lead person	Evidence of success <sup>1</sup>	Target date	Evidence of progress	Sept 2018
1. No clear strategy for improving outcomes for children and young people with SEND.	i. Revise SEND strategy.	JD/SL	Strategic Action plan is a standing item on SEND Improvement Board (SENDIB).  Revised strategy will be approved by all partners.	Dec 2018		
	ii. Review membership and terms of reference for SENDIB	SF/CW	Membership of revised SENDIB is agreed and Board meets, and holds responsibility for SEND across the local area.  A reduced membership of partners has been agreed and they will meet at the new SENDIB	Aug 2018	Minutes of SENDIB demonstrate standing items discussed and hold task and finish groups to account to ensure delivery	
	iii. Clearly communicate to stakeholders the governance and accountability of the SENDIB.	SF, CW	All members of the SENDIB are clear regarding their responsibilities as strategic leaders that accountable for the delivery of the SEND strategy.  There is clarity (understood by all partners) of the lines of accountability between the various boards and partner	Aug 2018	The function and Terms of Reference of the SENDIB discussed at the board meeting (Minutes)  Strategic leads identified – Steven	

<sup>1</sup> How do we know the action has been completed?

Sub finding	Action to address finding	Lead person	Evidence of success <sup>1</sup>	Target date	Evidence of progress	Sept 2018
	iv. Revised strategy goes out to consultation. Partners will contribute to and co-produce draft versions		agencies in line with governance structure.  Membership of the Board is at a senior level to ensure actions are implemented from all partner agencies.	Oct 2018	Forbes LCC, Chris West – CCG.	
2. SEN action plan does not have SMART targets.	i. Ensure WSoA has SMART targets and all underlying action plans have SMART targets.	SENDIB	SMART targets confirmed by SENDIB  There is clarity (understood by all stakeholders) of the lines of accountability and associated actions between the various boards and partner agencies.	Aug 2018	WSoA SMART targets in place for submission contributing action plans on development	
3. The outcomes for children and young people with SEND are weak.	i. Implement the Strategic School Improvement Fund (SSIF) project.	JD/SRo	The 12 schools in the initial phase of the SSIF implement their plan for improving outcomes for children with SEND  Increased proportion of CY&P with SEND – achieving national expectations KS2 and KS4  24 SLEs (Specialist Leaders of Education) appointed	Oct 2018  Dec 2019  Sept 2019		

Sub finding	Action to address finding	Lead person	Evidence of success <sup>1</sup>	Target date	Evidence of progress	Sept 2018
	<p>ii. To learn from the SSIF project and use this to inform the actions for all schools to improve outcomes for SEND.</p> <p>iii. Through data analysis identify those areas where Leicester City is doing well (level with national or better) and analyse why.</p> <p>iv. Task and Finish group established to develop and deliver action plan to review and address findings of data analysis.</p> <p>v. Task and Finish group to oversee the delivery of action plan to share good practice.</p>	<p>JD/ SRO</p> <p>SW</p> <p>JD/SW</p> <p>JD</p>	<p>Plan for rolling out the learning to other schools clearly identifies methodologies for implementation</p> <p>Interventions used in SSIF project school adopted in other schools.</p> <p>Increased proportion of CY&amp;P with SEND – achieving national expectations KS2 and KS4 (Above baseline). In non-SSIF project schools.</p> <p>Analysis brought to SENDIB identifies groups of children with EHCP and SEND who are performing as well or better than national levels.</p> <p>Terms of reference and action plan of task and finish group shared with and agreed with board and head teachers.</p> <p>Plan implemented and monitoring shows that outcomes have improved (link to action 3ii)</p>	<p>May 2019</p> <p>Sept 2019</p> <p>Dec 2020</p> <p>Sept 2018</p> <p>Dec 2018</p> <p>Apr 2019</p>		



Sub finding	Action to address finding	Lead person	Evidence of success <sup>1</sup>	Target date	Evidence of progress	Sept 2018
4. No or limited shared vision of SEND for Children's Services	i. Develop a single vision with children and young people and their families that can be reflected across all children and young people's strategies.	SF	Vision developed with children, young people, their families and partners.  Vision is published on school's extranet and Local Offer, City Council website and shared with Local Area staff  Vision is embedded in other relevant strategies.	Oct 2018		
	ii. Undertake a consultation on the vision with range of stakeholders including children, young people and their parent carers	TB	Children and parents/carers have been consulted on the vision and understand and agree it.	Oct 2018		
	iii. Develop and deliver a communication plan to ensure that the vision is shared and known across the local area. This will include: <ul style="list-style-type: none"> <li>• SENCO network</li> <li>• Education Improvement Partnership</li> <li>• Leicester Primary Partnership</li> <li>• City of Leicester Association of Special Schools</li> <li>• Tertiary Federation of Leicester</li> <li>• FACE article</li> <li>• Extranet</li> </ul>	JD	Communication plan is developed and delivered so that staff across the local area are able to articulate the vision	Dec 2018		

Sub finding	Action to address finding	Lead person	Evidence of success <sup>1</sup>	Target date	Evidence of progress	Sept 2018
5. Local Offer not accessible.	i. Engage communication leads in statutory partners to develop and implement a communication plan to improve knowledge of the Local Offer	JD	Communication strategy is shared and agreed with all partners through SENDIB  Statutory partners are signed up to and publicise the Local Offer on their websites.	Dec 2018		
	ii. Audit accessibility of website. Identify developments and implement.	SW	Local Offer Website accessible to SEND users	Oct 2018		
	iii. PCF to carry out an annual survey of parent/carers to measure awareness and views of the Local Offer website	PCF	Survey carried out and demonstrates and assures an acceptable awareness of Local offer existence	Oct 2018		
6. Local Offer Live not known about	i. Parent carer Forum to take over the running of Local Offer Live – PCF “own” and so promote more effectively with parents/carers.	PCF	Action plan for Local Offer Live developed by PCF and agreed by SENDIB	Oct 2018		
	ii. Develop and deliver Local Offer Live, 2019. Include clear communication plan and advertising strategy	PCF	Communication plan for Local Offer Live developed by PCF to be shared by December 2018  Parent/carers attendance increases for the event.	Dec 2018		

Sub finding	Action to address finding	Lead person	Evidence of success <sup>1</sup>	Target date	Evidence of progress	Sept 2018
7. The proportion of children and young people in special schools in Leicester is much higher than the national average	i. Develop an inclusion strategy to improve the percentage of children and young people who remain/return to mainstream settings.	PT	Inclusion strategy and action plan co-produced by all stakeholders with regular reports/updates on engagement with the plan to SENDIB  The proportion of children and Young people with EHCP receiving education in mainstream settings in line or better than national.	Jan 2019  June 2020		
	ii. Communication plan to share the benefit of mainstream education.	JD	Local Offer website clearly communicates new processes and the value of mainstream education.	Feb 2019		
	SENDIB will review the outcomes of children with SEND and those with ECHP against their EHCP targets and national benchmarks to ensure value and impact for the individual	SF/ CW	Regular analysis, auditing and reporting demonstrate an improving trend of outcomes for children and young people	First report in Jan 2019		

## Area 2: The poor quality of EHC Plans.

Sub finding	Action to address finding	Lead person	Evidence of success <sup>2</sup>	Target date	Evidence of progress	Sept 2018
1. The local area's quality assurance of EHC plans is weak	i. Local area to further develop the existing prototype model Quality Assurance process and implement	SL/ JD	Process for quality assurance process developed & agreed  Quality Assurance report for SENDIB and collated data clearly identifies strengths and areas that require improvements	Oct 2018		
	ii. Establish an EHCP Sub group of SENDIB (including SENCOs) to review the effectiveness and outcomes of the QA of EHCPS	JD	Consistency and quality of EHCP reported to SENDIB and corrective actions identified and implemented	Feb 2019		
2. EHCPs do not accurately identify children's needs	i. Engage with C&YP and families to understand how needs are identified and expressed in their EHCP  Review EHCP process to ensure needs and aspirations are reflected in the plan and verified through the quality assurance process	JD/ DCO	Audit of EHCPs to rate the identified and described needs against the view of C&YP & their families.  Quality audits complete and results monitored by SENDIB  SENCOs report that the EHCP accurately reflects the needs of the young person leading to appropriate placement.	Jan 2019		

<sup>2</sup> How do we know the action has been completed?

Sub finding	Action to address finding	Lead person	Evidence of success <sup>2</sup>	Target date	Evidence of progress	Sept 2018
	ii. Review EHCP process so that: a) New Plans involve clearer identification of need – shared by all b) Draft plans are always available so that any advice given can review the draft plan c) Plans include advice from relevant all professional groups d) Revised plans include identification of need as detailed by school and others at Annual Review (including parents/carers)	JD/ DCO	All plans clearly identify the needs of children across Education, Health and Care. EHCP are built around the child and the parents' views and aspirations and are coherent and explicit in the outcomes expected and the provision to meet needs.	Jan 2019		
	iii. Regular (termly) advice givers workshops set up and run by Special Education Service, DCO and City Psychology Service	JD/ DCO	All advice givers have access to the revised (draft) plan and can reword their views regarding EHCP.  Quality of EHCP advice has improved as measured through QA process	Feb 2019		
3. Health professional contributions are not always included in EHCPs.	i. Jointly review process for receipt and inclusion of health information	JD/ DCO	Revised and joint process agreed.  All health advice is submitted via the agreed process method and shown via audit to be reflected in the EHCP	Oct 2018		
	ii. Agree, build and implement a robust escalation process when	PT/ CT/ MT	Process is implement and evidence shows successful outcome of escalation	Jan 2019		

Sub finding	Action to address finding	Lead person	Evidence of success <sup>2</sup>	Target date	Evidence of progress	Sept 2018
	professional contributions to an ECHP are not available within timescales					
4. Health professionals, do not receive the draft EHC plans	i. Agree and implement process to ensure health professionals receive draft and final copy of plan.	JD/ DCO	Audit demonstrates that health professionals receive and comment on draft EHC plans	Sept 2018		
	ii. Establish use of local electronic health system where all community SEND information is held.	MT	SystemOne (Health system) SEND module used consistently storing and managing relevant SEND and EHCP information.	June 2018		
5. The poor quality of EHCP	i. Develop and implement new process for managing the EHCP delivery and review through maximising the use of the ONE system	SW/ JD	Quality Assurance process agreed  Quality Audit programme agreed  Quality of EHCP reported to SENDIB, shows improvement  Parent, staff and professional feedback shows that there is a consistency and accuracy in the EHCP developed.	Dec 2018		
	ii. Commission a portal (from Capital ONE) to allow: - a) Access to EHCP and associated advice by all advice givers and those delivering education, health and care to a child	JD/ SW	Children (and parents/carers) and professionals are able to see the progress of the plan, contribute electronically and submit evidence of progress.	June 2019		

Sub finding	Action to address finding	Lead person	Evidence of success <sup>2</sup>	Target date	Evidence of progress	Sept 2018
	<p>b) Children, young people and parents/carers to “own” their plan;  c) Allow storage of pictures and sound files showing development and improvement against the identified outcomes;  d) All to submit advice and comment on draft plan electronically</p> <p>iii. Develop and ensure that the Integrated Assessment Meetings are informed by the advice received from relevant professionals and attended by relevant professionals from education, health and social care.</p>	JD	<p>Children (and parents/carers) are able to share their plan with those involved with their care.</p> <p>All plans clearly identify the needs of children across Education, Health and Care. EHCPs are built around the child and the parents’ views and aspirations and are coherent and explicit in the outcomes expected and the provision to meet needs</p>			

### Area 3: The assessment of children and young people's social care needs

Sub finding	Action to address finding	Lead person	Evidence of success <sup>3</sup>	Target date	Evidence of progress	Sept 2018
1. Parents feel their views are not always reflected in reports by social care workers	i. Recurrently audit all social care advice submitted using information from Jan 2018 to benchmark.	RS	Regular report to SENDIB identifies compliance and strengths and weakness in quality	Oct 2018		
	ii. Develop and implement practice guidance for social worker attendance at IAMs  EHC plans will not be signed off unless the social workers for the child is present at the IAMs to co-produce the plan. Escalation process instigated if social workers not present.	CT	Report to SENDIB of professionals' attendance at IAMs demonstrates compliance with organisational requirements	Oct 2018		
	iii. Develop and disseminate practice guidance for social care and Early Help workers to undertake social care assessment element of EHCP or EHCP review	CT	Quality Assurance of EHCP identifies that social care assessments have been carried out and clearly identify care needs, outcomes and provision to support the child or young person's progress	Oct 2018		

<sup>3</sup> How do we know the action has been completed?



Sub finding	Action to address finding	Lead person	Evidence of success <sup>3</sup>	Target date	Evidence of progress	Sept 2018
	iv. Engage parents to take feedback that their views have been taken into account in the reports from social workers	JD	Parent survey shows that social workers advice reflects their views.	Oct 2018		
2. High turnover of social workers disrupts the care provision for children and young people	i. This is addressed by the wider recruitment and retention plan for Social Workers in LCC.	CT	Social Care and Education Leadership team receives feedback regularly on progress	Aug 2018	Reports to SC&E leadership and to Children's Scrutiny Commission	
3. There is very little evidence of social care support in EHC plans	See actions for sub finding 1.		Regular reports to Strategic Director and Divisional Director demonstrate compliance with EHCP requirements by Social Work and Early Help teams	Oct 2018		
	Where Early Help is leading the social care input we will develop a process to ensure there is a single plan produced combining Early Help plan and EHCP.	JD/ JDi	Reviewed findings inform new practice guidance and learning disseminated to all schools	Oct 2018		
	v. Develop a process to ensure that when Children's social care and Early Help identify a child or young person with a disability this triggers an action route to SEND services	JD	Process developed and monitoring shows that disabilities have been identified and shared.	June 2019		

## Area 4: The lack of joint commissioning of services to support young people's health needs post 19.

Sub finding	Action to address finding	Lead person	Evidence of success <sup>4</sup>	Target date	Evidence of progress	Sept 2018
1.Lack of Joint Commissioning	i. Review local area joint commissioning strategy and action plan ensuring links to SEND and transition strategies	SW/ MT	Joint commissioning strategy and governance structure agreed by local area.	Oct 2018		
	ii. Establish a task and finish group to identify mechanism for delivering the strategy through JICB	SW/ MT	Terms of reference of task and finish group established  Mechanism for delivering strategy and agreed by JICB.	Dec 2018		
2.Young people experience delays in accessing services when they become a young adult	i. Implement the transition strategy	SF/ CW	Local Area transition pathway mapped, developed and agreed by SENDIB.	Apr 2019		
	ii. Identify executive leads in each organisation to champion transition	SF/ CW	Executive leads known and communicated	Dec 18		
	iii. Streamline the pathway for young people with EHC plans who will require adult health services to reduce the delay in accessing appropriate provision	PT/ DCO	Pathway to adult services is clearly defined and understood leading to less delay in young people accessing adult health services as a result of clearer handover	Oct 2019		

<sup>4</sup> How do we know the action has been completed?

Sub finding	Action to address finding	Lead person	Evidence of success <sup>4</sup>	Target date	Evidence of progress	Sept 2018
	<p>iv. Each organisation to review and implement internal processes for supporting transition to adult and link to partners</p> <p>v. Establish a clear procedure which enables health professionals to forward plan the provision to respond to and meet the developing and changing needs of young people as they transition into adulthood.</p> <p>vi. Update health transition policies and associated Procedures.</p>	<p>TR/ MT</p> <p>MT/ CW</p> <p>CW</p>	<p>New policies and procedures are published and used</p> <p>Procedures agreed and in place with health providers overseen by health commissioners.</p> <p>Young people and families report that they are able to access appropriate ongoing health support and treatment</p> <p>Policy and procedures updated</p>	<p>Dec 2018</p> <p>Mar 2019</p> <p>Dec 2018</p>		
3. There are no clear pathways for young people to access support, which delays their treatment during this transition	<p>i. NHS commissioners and providers to agree and clarify the transitions processes in treatment services</p> <p>ii. Engage young people and families to understand what support and information they require as they prepare to move from children services to adult services</p>	<p>JD/ DCO</p> <p>CW/ DCO</p>	<p>Clear processes are described and published</p> <p>NHS commissioners and providers have in place an audit process to ensure compliance.</p> <p>Consultation outcome clearly identifies useful support and information.</p>	<p>June 2019</p> <p>June 2019</p> <p>Dec 2018</p>		

Sub finding	Action to address finding	Lead person	Evidence of success <sup>4</sup>	Target date	Evidence of progress	Sept 2018
	iii. Develop and implement a joint plan to improve support and information available to support transition	CW/ DCO	Improved information available which supports children's transition to adult services	Mar 2019		
4. Colleges do not get appropriate support from health or social care to support the transition process	i. Health and social care senior lead officers to engage with colleges and schools via the Tertiary Federation to understand what support and information they require to prepare young people with identified health needs for transition, at the EHC plan review in the year prior to a move to college	PT/ MT	SENDIB informed about how many young people require and receive review and updated EHCP in year prior to move to college  EHCP quality of content assessed (see 2.1ii)  Health transition information is consistently reflected in EHC plans and informs commissioning and evidence of value impact on the young person's life.	Dec 2018  June 2018  June 2018		

## Area 5: The disjointed approach to the preparation for adulthood.

Sub finding	Action to address finding	Lead person	Evidence of success <sup>5</sup>	Target date	Evidence of progress	Sept 2018
1. Proportion of young people with SEND and not in education, employment or training is higher than the national average	i. Review available data and information to inform planning on how to reduce the number who are NEET. This activity to include interviewing young people	JD/JC	Local Area plan to improve EET of young people with SEND has clear actions	Jan 2019		
			Minimise the proportion of young people with SEND who are NEET	Dec 2019		
	ii. Map local opportunities for education, training and employment, post 18, for young people with SEND and publish on local offer	JC	Opportunities publicised widely through local offer, schools, colleges and social media	April 2019		
	iii. Work with employers and education providers to develop new opportunities for young people post 18 with SEND.	PT	Plans developed for sustaining, enhancing and extending future opportunities.	June 2019		
	iv. SENDIB to assure that a robust process is in place for every child from the age of 14 which addresses their future aspirations for EET.	JD	Relate to 2.2i and wider aspirations for adulthood and the QA for EHCP (as set out).	April 2019		
2. Colleges do not get appropriate support from health or from	i. Clarify what health support colleges require to enable effective transition.	SL	Information available on how to access health information in relation to transition.	Dec 2018		

<sup>5</sup> How do we know the action has been completed?

Sub finding	Action to address finding	Lead person	Evidence of success <sup>5</sup>	Target date	Evidence of progress	Sept 2018
social care to support the transition process.	ii. Transition lead to work with colleges to enable access to support which reflect health needs as outlined in the EHCP	MT	Colleges report a better understanding of health needs and how to access support and information and this has led to improved access to college places.	June 2019		
	iii. Health training and development is offered to colleges to meet the needs of the young person.	SL	Evidence indicates that health training is consistently accessed by colleges	Sept 2019		
3. A lack of transitional work between schools and colleges.	i. Establish a working group of SENCOs across schools and colleges to agree protocols and develop an action plan for implementation	JD	Better co-operation between schools, colleges and young people will have their health and care needs met quicker	Feb 2019		
4. The transition plan focuses too much on the operation of services and not enough on helping young people prepare for adulthood	i. Using the information from the work with young people establish a series of workshops of college or employment scenarios and one to one sessions for young persons to enable them to express what they want to do as adults	JD	Workshops delivered and attendance monitored to inform future planning	Oct 2018		
	ii. Implementation of the transition plan focuses work across the local area on preparing young people for adulthood	TR	Transition plan outcomes are delivered	June 2020		

## Appendix 1:

### Table of conducted joint consultations

Meeting Name	With whom	When
<b>Conducted Meetings</b>		
<p><b>SEND Inspection – Reflection and future directions</b></p> <p>This meeting was used to reflect upon the main points of failure in the inspection and what steps need to be taken to address these issues</p>	Steven Forbes Paul Tinsley Sam Little Sue Welford Joe Dawson Azmat Nazim	09/05/2018
<p><b>Review of discussed actions and WSoA explanation</b></p> <p>This meeting was used to review the actions discussed on 09/05/2018, along with Charlie Palmer explaining the process of the WSoA and what happens next</p>	Steven Forbes Chris West Melanie Thwaites Charlie Palmer Sue Welford Joe Dawson Azmat Nazim	18/05/2018
<p><b>Review meeting prior to WSoA</b></p> <p>This meeting was used to consider actions for the SEND Board meeting and what works needs to be done before the lettering of the WSoA begins</p>	Steven Forbes Paul Tinsley Chris West Melanie Thwaites Sue Welford Joe Dawson Azmat Nazim	11/06/2018
<p><b>SEND Accountability Group Meeting</b></p> <p>This meeting was used to set out the agenda for the SEND Board meeting</p>	Joe Dawson Dave Nutting David Thrussell Dawn Kimberly Paul Riddick Azmat Nazim	21/06/2018
<p><b>Start work on WSoA meeting</b></p> <p>This meeting was used to discuss which Board will hold accountability for the WSoA and action plan, and to revise</p>	Steven Forbes Paul Tinsley Chris West Melanie Thwaites Sam Little Joe Dawson	12/07/2018

future SEND Board membership	Sue Welford Vicki Urch Azmat Nazim	
<b>Discussion prior to OFSTED and CQC meeting</b>  This meeting was used to reflect on a first draft of the WSoA/action plan	Chris West Melanie Thwaites Charlie Palmer Joe Dawson Sue Welford Azmat Nazim	24/07/2018
<b>OFSTED and CQC Local Area SEND Inspection meeting</b>  This meeting will be used for Senior Local Authority and CGG officers to discuss with DfE regarding the failures pointed out by OFSTED and to review a draft version of the WSOA	DfE CCG LCC NHS England	30/07/2018
<b>SEND Improvement Board meeting</b>  This meeting will be used to address the new membership regarding the outcome of the CQC meeting and the implications it has on the Board, along with holding the Board accountable for the action plan	SEND Improvement Board	13/08/2018
<b>Consultation meeting with SENCOs</b>	35 SENCOs representing primary, secondary and special	7th September 2018
<b>Consultation meeting with the heads of City of Leicester Association of Special Schools (CLASS), Education Improvement Partnership (EIP) and Leicester Primary Partnership (LPP)</b>	School Heads	Planned for early September 2018
<b>Meeting with Parent Carer Forum (PCF) to discuss the WSoA</b>	Dave Nutting - Secretary of Parent Carer Forum and members of Parent Carer Forum	Planned for early September 2018  (DN – added to PCF agenda for Sept 12 <sup>th</sup> )



<b>Sign off by CCG Governing body</b>	Signed off by CCG	12 <sup>th</sup> September 2018
<b>Review and agreement by Social Care and Education Leadership Team</b>	Signed off by LCC	12 <sup>th</sup> September 2018
<b>Sign off by LCC Executive</b>	Signed off by Executives	13 <sup>th</sup> September 2018

## Appendix 2

### Draft Terms of Reference and membership of the SEND Improvement Board

<b>Terms of Reference: Local Area SEND Improvement Board</b>	
<b>Purpose and Remit</b>	<p>The SEND Improvement Board is a multi-agency strategic partnership board aiming to improve, develop and monitor services provided for children and young people with special educational needs and/or disabilities (SEND) and their families. The remit of the Board is to:</p> <ul style="list-style-type: none"> <li>- ensure all partners across the local area contribute to improving the outcomes for children and young people with SEND</li> <li>- ensure resources are committed and deployed, in line with decisions made at the Board</li> <li>- provide oversight and hold partners across the local area to account to ensure the delivery of Leicester’s ‘Written Statement of Action’</li> <li>- identify and remove any barriers to achieving agreed activity, pace and performance</li> </ul>
<b>Governance and Accountability</b>	<p>The SEND Improvement Board will identify areas and work streams that may require short-term task and finish groups to drive work forward. The Chair of any groups formed will report as a standing agenda item to each meeting of the SEND Improvement Board.</p>
<b>Objectives and Tasks</b>	<ol style="list-style-type: none"> <li>1. To develop a clear action plan to fulfil the commitments made in Leicester’s ‘Written Statement of Action’ addressing Ofsted/CQC’s areas of concern</li> <li>2. To ensure identified improvement actions are implemented within the timescales stated in the action plan</li> <li>3. To ensure that all relevant partners contribute to, or produce, regular reports on the progress made on identified and agreed actions</li> <li>4. To appoint task and finish groups to complete specific pieces of work and report back to the SEND Improvement Board</li> <li>5. To identify and agree key performance measures including partnership performance indicators - with achievable and measurable targets - which demonstrate impact</li> <li>6. To identify and agree further or different actions where necessary to accelerate improvement</li> <li>7. To agree and secure the delivery of the action plan through Board member organisational governance arrangements</li> <li>8. To facilitate effective communication of responsibilities for, and progress on, the action plan through Board member organisational governance arrangements</li> </ol>
<b>Meetings</b>	<p>Six meetings will be convened per year. (Hosting &amp; support to be agreed.) The meetings will be supported (note taking and practical arrangements) by LCC/CCG as appropriate. . Project support will be provided by LCC/CCG as appropriate.</p> <p>Agendas will contain standing items and others proposed by members and agreed by the Chair.</p>

	Task and Finish sub-groups will be convened to undertake specific actions as agreed by the SEND Improvement Board.		
<b>Membership</b>	<b>Role or representing</b>	<b>Name</b>	<b>Title/Organisation</b>
	Strategic Director, Social Care & Education	Steven Forbes (Chair)	Strategic Director, Social Care & Education
	Leicester City Clinical Commissioning Group	Chris West	Head of Nursing & Quality, Leicester City CCG
	Director of Public Health	Ruth Tennant	Director of Public Health, LCC
	Director, Learning & Inclusion	Paul Tinsley	Director, Learning & Inclusion, LCC
	Director, Social Care & Early Help	Caroline Tote	Director, Social Care & Early Help, LCC
	Primary Schools rep	TBC	TBC
	Secondary Schools rep	TBC	TBC
	Special Schools Rep	TBC	TBC
	Further Education Rep	TBC	TBC
	Parent Carer Forum	TBC	TBC
	Leicestershire Partnership Trust	TBC	TBC
	GP lead	TBC	TBC
	University Hospitals Leicester rep	TBC	TBC
	<b>LCC Officer support:</b>		
	Senior Project Manager	Jane Pierce	Senior Project Manager, Transformation & Commissioning, LCC
Senior Project Manager	Vicki Urch	Senior Project Manager, Transformation & Commissioning, LCC	

	Project Officer	Azmat Nazim	Project Officer, Transformation & Commissioning, LCC
	Head of Service, SEND	Joe Dawson	HoS SEND, LCC
	Head of Service, Transformation, Commissioning & Intervention Management	Sue Welford	HoS Transformation, Commissioning & Intervention Management, LCC
	Other attendees will be invited as required.		
<b>Board structures</b>	See Governance Structure for the relationships and reporting lines for boards and groups (hosted by LCC) that relate to the SEND Improvement Board.		