The **AIM** of this action plan is that **SEN Support children achieve their best possible outcomes.**

**Target:** to narrow the gap between SEN Support and non-SEN Support to be in line with national data by August 2018.

<table>
<thead>
<tr>
<th>How else will we know the plan has been successful?</th>
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</thead>
<tbody>
<tr>
<td><strong>There will be:</strong></td>
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<tr>
<td>• An increase in positive comments on the experience of SEN support will be received from parents, carers, children and young people who take part in the SEN Support POET (Personal Outcomes Evaluation Tool)</td>
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<td>• A reduction in concerns raised by parents to SENDIASS about the quality of SEN Support in schools</td>
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<tr>
<td>• Higher rates of pupil attendance for students on SEN Support</td>
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<tr>
<td>• Lower rates of pupil exclusion for students on SEN Support</td>
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<tr>
<td>• Parents and schools feel more confident in school’s ability to meet children and young people’s (CYP) needs at SEN Support Level, therefore there will be fewer requests for EHCPs which are deemed not to meet the level at which an EHCP should be necessary</td>
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</tbody>
</table>

**Links:**

- School Improvement Strategy 2016-18, Priority 2;
- Vulnerable Groups Plan
- Communication Strategy
- Local Offer Working group
- Cambridgeshire School Improvement Board
Key Recommendations from the Peer Review

1. Clarify to all Cambridgeshire schools and all agencies that the prime responsibility for the SEN support cohort sits with schools.

2. Clarify the roles and expectations of both the LA, partners such as health partners and schools in meeting the needs of the SEN support cohort and revisit the Local Offer to schools to improve understanding of available support and approaches.

3. Develop a culture of consistent challenge and support to schools through all directorates and partners to focus on improved learning outcomes for the SEN support cohort.

4. Develop an effective practice strategy, which draws on the most effective practice across Cambridgeshire schools, including Teaching Schools and Special Schools. Consider using the School Improvement Board as the driver for this strategy.

5. The Two phase transformation process provides an opportunity to involve parents in co-production of the lifelong SEND service and consider where the Champion role sits for the SEN support cohort.

6. Revise the Local Area Self Evaluation drawing on analysis of key data and involving all partners.
### Objective 1  
Improve the leadership and management of SEN Support

<table>
<thead>
<tr>
<th>Link to Key Recommendations</th>
<th>1, 2, 3, 5 and 6</th>
</tr>
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<tbody>
<tr>
<td><strong>Action</strong></td>
<td><strong>By Whom?</strong></td>
</tr>
</tbody>
</table>
| Clarify the roles and responsibilities of all stakeholders: LA, schools, parents, health service: | SEN Support Task & Finish Group (LA facilitated: LA, schools, parents, health, and social care) | 2017/18 round of KITs | - SEN Audit / KIT information shows schools have audited their SEN Register in line with definition  
- Information about SEN support on the LA local offer webpages is reflected in Cambridgeshire schools' local offer on school websites (in a snapshot taken during further Local Offer)  
- Feedback on definitions taken to wider parent forums, and SENCo Briefings is positive  
- Sign up represents a high proportion of schools and feedback on CCC Knowledge Hub is largely positive | SEN Support Task & Finish Group | Business Support | Cambridge-shire School Improvement Board, (CSIB) / SEN Support CSIB Sub-group |
| Coproduce, publish and publicise a broad definition and case studies of what constitutes SEN, which alludes to the distinction between disability, medical needs and underperformance | SEN Support Task & Finish Group and Vulnerable Groups Board | July 2017 | | | | |
| Ensure an up-to-date and regularly reviewed Organisational Chart of areas for responsibility and potential influence in the area of SEND & Vulnerable groups in the local area | SEN Support Task & Finish Group and Vulnerable Groups Board | August 2017 | | | | |
| Ensure the Cambridgeshire Communication Strategy links to the Organisational Chart for information sharing and workforce development | SEN Support Task & Finish Group and Local Offer working group | October 2017 | | | | |
| Investigate the use of the Knowledge Hub as a coordinated forum for SEND discussion and promotion of opportunities for professional, which should complements the Local Offer | | | | | | |
### Ensure the prominent inclusion of the coproduced Customer Journeys (clarifies expectations at each stage in CYP’s journeys and from each agent) on the Local Offer and promotion using the CCC Communication Strategy & Parent forums, including the expectation that they be included on schools’ Local Offers

| SEND Service 0-25 | October 2017 | • Snapshot sampling of schools’ website indicates that Customer journeys are on School’s Local Offer and easily accessible to parents  
• Promotion of Customer Journey is evident in Autumn Term Planning meetings (All Primary and Secondary) |
| SEND Service 0-25 & Representatives from Strategy and Commissioning | March 2018 | • Progress Reports from JCU indicate they are meeting their stated goals  
• Feedback from parents/carers and schools is positive in relation to the efficacy of joint commissioning |
| Teaching School Alliances (TSA), Curriculum Teaching and Leadership Team (CTL) & Special Schools | October 2017 | • Schools are aware of and have easy access to information on the broad range of training available  
• Gaps have been identified and the training offer has been coordinated to fill any gaps  
• Schools are able to access SEND Leadership programmes as individual schools or as a cluster |

### Link with the SEND sub-group of the Joint Commissioning Unit (JCU) to promote the co-designing of local area services linked to SEN Support, in the context of funding reforms

| SEND Service 0-25 & Representatives from Strategy and Commissioning | March 2018 | • Progress Reports from JCU indicate they are meeting their stated goals  
• Feedback from parents/carers and schools is positive in relation to the efficacy of joint commissioning |

### Investigate further the hypothesis raised during the SEN Peer Review in relation to whether the current EY services funding model creates an over reliance by parents, children and schools on 1:1 support, and if necessary identify potential solutions

### Further develop the Cambridgeshire CPD Map to include training appropriate to CYP on SEN Support/from Vulnerable Groups offered from recognised providers, NHS and relevant national strategies, and that is used to highlight gaps in the training offer.

| Teaching School Alliances (TSA), Curriculum Teaching and Leadership Team (CTL) & Special Schools | October 2017 | • Schools are aware of and have easy access to information on the broad range of training available  
• Gaps have been identified and the training offer has been coordinated to fill any gaps  
• Schools are able to access SEND Leadership programmes as individual schools or as a cluster |
| Joint TSA, School-to-school and LA where appropriate | January 2018 | • Schools are aware of and have easy access to information on the broad range of training available  
• Gaps have been identified and the training offer has been coordinated to fill any gaps  
• Schools are able to access SEND Leadership programmes as individual schools or as a cluster |

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Read ‘Schools’ to include all settings where appropriate.
**Objective 2**

**Improve and develop the capacity to support SEN Support**

<table>
<thead>
<tr>
<th>Link to Key Recommendations</th>
<th>4</th>
</tr>
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<tbody>
<tr>
<td><strong>Action</strong></td>
<td><strong>By Whom?</strong></td>
</tr>
<tr>
<td>Ensure all schools know of the existence of evaluation and development tools:</td>
<td>SEND Service 0-25 &amp; SEND Advisory Team (co-produced with parents/carers/all agencies)</td>
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<tr>
<td>Inclusion of Customer Journeys, Integrated Offers (repackaged following Local Offer Peer Review), Improving Outcomes for Children with Additional Needs - Approaches and Interventions and Recommended assessments to help teachers analyse learning needs documents are regularly reviewed and form part of an package of ‘SEND Toolkit for Schools- essential Cambridgeshire Local Area Documents’ which are promoted on an ongoing basis, and linked to schools’ Local Offers</td>
<td>Monitoring of implementation in schools undertaken by School Intervention Service initially</td>
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<tr>
<td>Ensure all relevant Local Area staff are aware of the SEND Toolkit documents &amp; Key Messages by means of developing a work force development map, including for example:</td>
<td>SEND Service 0-25 &amp; Vulnerable Groups Strategy Board</td>
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<tr>
<td>• Education Inclusion Officers</td>
<td></td>
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<tr>
<td>• Social Care Staff</td>
<td></td>
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<tr>
<td>• GPs &amp; School Nurses</td>
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</tbody>
</table>
Read ‘Schools’ to include all settings where appropriate.

| Develop guidance / definition on expectations in relation to quality first teaching of all CYP, including vulnerable groups | TSAs and CTL Team | September 2017 | • High attendance at Workforce Development Training for CFA (Phase 2) SEND focus
• The majority of focus group of Local Area staff report they are aware of the key messages & toolkits
• Where staff were unaware, steps in place have been implemented to tackle weak links in the communication strategy |
|---|---|---|---|
| Develop and implement a targeted CPD programme to improve quality first teaching of children with SEN Support, in liaison with the LA. Liaise with I.T.T. providers in relation to the level of knowledge, understanding and training of SEND/Vulnerable Groups | Special Schools (Outreach), CTL Team & TSAs
CTL Team | September 2017 | • The Impact Evaluation Pilot project identified that the majority of the sample of attendees achieved the stated goal of attendance in terms of pupil outcomes (CTL & TSAs) |
| Ensure ‘SEN Support’ Good Practice and National Update sharing sessions are offered through: | CTL Team, SEND Service 0-25, Schools Intervention Service and Vulnerable Groups Strategy Board | Sept 2017 and on annual basis | Additional resource required |

Additional business support resource required

CSIB SEN Support Sub-group

CSIB SEN Support Sub-group

CSIB / CSIB SEN Support Sub-group
- NQT conferences and training events
- RQT Conferences
- Headteachers’ Conferences
- Headteachers’ Breakfasts
- Leader Briefings
- Meetings
- SENCo Conferences
- Teaching Assistant Conferences
- New Headteachers’ Induction
- Vulnerable Groups Conference

Read ‘Schools’ to include all settings where appropriate.
Develop a culture of consistent challenge and support to schools through all directorates and partners:

Ensure all relevant Local Area staff are aware of and have systems in place to challenge in line with the Local Area Key Messages when required

Effectively use data to nominate specific schools where school-to-school support should be initially facilitated and where schools who may benefit from support to establish a whole School SEN Support Development Plan or Vulnerable Groups Support Plan.

| Vulnerable Groups Strategy Board in conjunction with the Communication Strategy & Workforce Development Map (Linked to Workforce Development Training of CFA staff) | Dec 2017 | The majority of focus group of Local Area staff report they are aware of the key messages –

Where staff were unaware, steps in place have been implemented to tackle weak links in the communication strategy

Where appropriate, evidence of joint school visits between Local Area Staff (in particular SEND Service 0-25 and Learning Directorate

Schools where qualitative and quantitative data (national and SEND Audit) suggests they would benefit from a Setting Based SEN Support Action Plan have engaged with the process with the LA or the by RSC

Over the life-time of the school's plan, the outcomes for CYP with SEN Support have increased and the gap with their peers has narrowed. | SEN Support Task & Finish Group | CSIB SEN Support Sub-group |

Read ‘Schools’ to include all settings where appropriate.
### Objective 3

Identify, evaluate and make appropriate use of good and effective practice within Cambridgeshire and other Authorities

#### Link to Key Recommendations

<table>
<thead>
<tr>
<th>Action</th>
<th>By Whom?</th>
<th>By When?</th>
<th>How will we know we have been successful?</th>
<th>Resource?</th>
<th>Monitored by?</th>
<th>Evaluated by?</th>
</tr>
</thead>
</table>
| Carry out a ‘deep dive’ statistical analysis to understand as much as possible about the SEN cohort and the factors that may affect its educational outcomes, to identify appropriate interventions. | LA | September 2017 | • A cohort of schools will have been identified that would benefit from an SEN Support Development Plan & school-to-school support  
• Further information from SEND Audits has been combined with Ofsted comments in relation to these schools, and relevant training or school-to-school support has been promoted  
• Improved Outcomes for Vulnerable Groups’ document is updated to reflect the most recent good practice guidance and research findings  
• Evidence that information is being used in schools; all services supporting these schools are advising on the same interventions  
• Parents/carers are clear about appropriate interventions for their child to progress | Additional resource required for data capture of non-statutory reporting aged tracking and to help identify appropriate interventions based on the most up to date research findings and best practice of ‘what works’ | SEN Support Task and Finish Group | CSIB SEN Support Sub-group / CSIB |

Read ‘Schools’ to include all settings where appropriate.
Use School Intervention Team SEND Audits to identify, collate and disseminate good and effective practice for SEN Support in Cambridgeshire (feeding into the Good Practice Matrix below)

Ensure system is honed and embedded to sustain the gathering of the level/quality of information gained during LA SEND Audits in 2016-17

| Use School Intervention Team | CTL Team, School Intervention Service, SEND Service 0-25 & Vulnerable Groups Strategy Board | July 2017 | • Both qualitative and quantities formative data, good practice and areas for development continue to be collected to inform all other actions in this plan, leading in turn to increases in the progress and attainment of CYP with SEN Support |
| SEND Audits to identify, collate and disseminate good and effective practice for SEN Support in Cambridgeshire (feeding into the Good Practice Matrix below) | School Intervention Service & Vulnerable Groups Strategy Board | Sept 2017 |  |

In liaison with the LA, Identify and disseminate information in relation to areas of good practice in the following areas:

- High quality teaching and removing barriers to learning in the classroom.
- Identification & assessment of SEN— including the use of whole school tracking data, screening tools, observation and discussion.
- At classroom level – assessment and planning tools for SEN Support
- Promoting positive parental engagement and effective co-planning of interventions and policy
- A graduated response at SEN Support (An ‘Assess, Plan, Do, Review’ cycle that involves parents, carers, children and young people)
- The use of time-limited, evidence based interventions to address identified needs.

| In liaison with the LA, Identify and disseminate information in relation to areas of good practice in the following areas: | SIS, CTL & TSAs via SLEs | December 2017 | • Ofsted Reports show an increasingly good picture of Teaching and Assessment in relation to SEND
• Referrals for outside agency support increasingly contain evidence of children having their needs assessed at an earlier stage and appropriate interventions having been implemented & impact measured – reduction in number of requests denied on the basis of lack of prior input |

| Ofsted Reports show an increasingly good picture of Teaching and Assessment in relation to SEND | Business support | SEN Support Task and Finish Group | CSIB SEN Support Sub-group / CSIB
• Referrals for outside agency support increasingly contain evidence of children having their needs assessed at an earlier stage and appropriate interventions having been implemented & impact measured – reduction in number of requests denied on the basis of lack of prior input |

| Referrals for outside agency support increasingly contain evidence of children having their needs assessed at an earlier stage and appropriate interventions having been implemented & impact measured – reduction in number of requests denied on the basis of lack of prior input | Business support | SEN Support Task and Finish Group | CSIB SEN Support Sub-group / CSIB
• Referrals for outside agency support increasingly contain evidence of children having their needs assessed at an earlier stage and appropriate interventions having been implemented & impact measured – reduction in number of requests denied on the basis of lack of prior input |
- Partnership work between schools and parents and carers
- Child and young person voice – ownership of targets, development of independence.
- School-to-school initiatives to make best use of resources and experience.
- Whole school leadership on the identification and response to SEN Support that has a sharp focus on high aspirations, achievement and accountability.
- Workforce development.
- Leadership & Management

Co-develop with parents/carers training in relation to Partnership work between schools and parents / carers, which is widely promoted

Co-develop with CYP wide ranging training in relation to involving CYP in decision making

Pilot the development of a Good Practice Matrix, specific to SEN Support, in the first Instance available to schools to encourage school-to-school support based on clear qualitative or quantitative evidence

Establish co-ordinated method by which data is shared, feedback from LA work in schools and observations of good practice and areas for development feed into the Good Practice Matrix (below)

| Business Support to collate Ofsted Comments in relation to specific areas as one indicator of good practice & areas of need | June 2017 | Sampling questioning of school indicates that schools are finding the matrix useful | Business Support | SEN Support Task and Finish Group | CSIB SEN Support Sub-group / CSIB |

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Read ‘Schools’ to include all settings where appropriate.
Development of this plan:

This plan will be owned and evaluated by the Cambridgeshire School Improvement Board, which is made up of representatives from a range of education settings, including primary schools, academies, and post-16 colleges. It feeds into the Vulnerable Groups Strategy Group and Plan.

It will largely be monitored by the SEN Support Task and Finish Group, which will include representatives from the Local Authority, parents/carers/CCG, CAMH and education settings.

It has been co-produced with the CSIB, and Headteachers from across the county. The plan will be supported by members of the SEN Support Task and Finish Group to ensure involvement and participation in the plans implementation from all stakeholders.

Research, identify and disseminate effective practice in other LAs that could be realistically developed in Cambridgeshire.

Bid for RSC and/or CSIB funding to undertake SEN Support Pilot projects.

Consider approaching Cambridge University Primary in conjunction with Cambridge University to co-ordinate and/or SENCo Qualification Providers to encourage action research projects.

January 2018 & ongoing

- Sampling questioning of school indicates that schools are finding the matrix useful
- Bids successful
- Impact evaluation demonstrates evidence of positive effect on outcomes and value for money

Additional resource required

SEN Support Task and Finish Group

CSIB SEN Support Sub-group / CSIB