

SEND STRATEGIC REVIEW IMPLEMENTATION PLAN June 2018 - August 2019											
	Ref	Recommendation	Actions	Lead	Timescale Month end	Rec level	Consultation required	Funding required	Link to T&F Group	Progress	
PLANNING											
1	8.2	High importance should be attached to leaders from the SEND, Information and Finance Teams, Portsmouth CCG, Health Providers and Social Care meeting annually to share and collate data to ensure that the city has an accurate picture of all the children with SEND, how needs, numbers and costs are changing to support continuous improvement and review, planning and future forecasting. This should link with the Needs Assessment and report into the SEND 0-25 Joint Commissioning Group.	Identify key parties to contribute to annual analysis and planning meeting Identify date within planning cycle to hold meeting. Link with other activities / meetings already planned - Needs Assessment, school placement planning, Joint Commissioning Board Identify data to be shared and discussed and reason why Produce proforma for presenting the information in a way that allows for annual comparisons	JK / CC	Sep-18	1	No	No	Place planning	Completed	
	10.2.3	SEND needs and placement planning to be included in the annual cycle of school placement planning, supported by an annual refresh of the SEND needs assessment and reported to the Joint Commissioning Group.				1					
2	11.1	PCC to review the methodology and approach to forecasting to make it more robust and accurate notwithstanding the challenges involved in SEND forecasting. Data teams to be proactively involved, working alongside SEND Teams and LA Leaders, using hard data and soft intelligence to forecast, using the same methodology, to allow for year on year direct comparisons of change and continual improvement in accuracy to inform future planning. This should link with the Needs Assessment and report into the SEND 0-25 Joint Commissioning Group.	Agree forecasting methodology including data sources Review predicted forecast against actual data submitted in SEN2 return and publication of January census data Refresh 5 year forecast using updated hard and soft intelligence and forecasting methodology Include annual report of activity, comparison with forecasts and refreshed forecast in Needs Assessment and report to SEND 0-25 Joint Commissioning Group	JK/CC	Sep-18	1	No	No	Place planning	Completed	
3	10.2.1	The Early Years Panel to be the central point for the collation of all data / intelligence on children 0 - school age with complex health, social care, educational need.	Identify data to be collected, linked to data required in Action 1 above Identify source of data to be collected, process and timescale Monitor late notifications and discuss with data sources to improve future timeliness of notification Inform sources of need to notify EYP, process, timescale	LR	Sep-18	1	No	No	SEND Hub	Completed	
4	10.2.2	The Early Years Panel to provide quarterly reports on numbers, age, type of need for forecasting purposes, which is shared with the SEND 0-25 Joint Commissioning Group.	Produce reporting proforma to support monitoring of activity and comparison with forecasts Identify timelines for reporting based on dates of SEND 0-25 Joint Commissioning Group Identify process for reporting into annual analysis and planning meeting as per Action 1 above	LR	Sep-18	1	No	No	SEND Hub	Completed	
5	10.3.3	Strengthen process for sharing information between Education SEND team and Adult Social care teams on young people (14 years) with EHC plans for forecasting purposes and to begin the plan for individual young people transitioning to college with a real or virtual team, with clearly defined responsibilities taking a lead on this work	Transition planning group to be established to oversee the process of transition of young people with an EHCP from Yr9 through to cessation of the EHCP or transfer of responsibility to adult services Role and remit of group to be agreed but to include sharing of information with adult services and multi-agency confirmation of plans in place for transition to Post 16 provision and beyond.	KS	Jul-18	1	No	No	SEND Hub		
6	8.1	A review of the process of coding, recording and amending primary need to be undertaken by the SEND and Information Teams with the aim of establishing a robust system to inform future planning and provision.	Identify purpose and use of SEND types of need codes by schools, LA, DfE (link to planning and forecasting recommendations and actions above, national reporting) Identify process pathway for coding and reporting from first identification of SEN through to extraction of data from systems for national reporting (Jan School Census and SEN2 Return) and local reporting for planning and forecasting Clarify current issues with coding - initial coding, recording of primary need, inputting on data base, updating coding on EHCP at Annual Review and on database Establish systematic process for the identification, reporting, recording and updating of primary/secondary need from early years providers, schools, colleges/Post 16/Post 19 providers	PC	Aug-18	1	No	No	Place planning	Completed. To be shared at SENCo Network meeting	
7	11.2	Guidance and training is developed for all those staff who determine primary need to improve accuracy and consistency. Primary need is reviewed at all annual reviews and any changes updated on the database.	Produce guidance and arrange training for those who initially identify SEN and assign a code to ensure consistency and reliability	PC	Sep-18	1	No	No	Place planning	Completed. To be shared at SENCo	
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ADMISSIONS / PLACEMENT / MONITORING											

8	10.2.6	The process for determining provision is clearly defined and communicated to all professionals involved. Reviewed annually, it is included in the induction of the workforce for SEND so that parents receive coherent information and advice.	Clarify the range of the SEND offer, linked to a notional child's needs. Clarify the process from identification, assessment, planning, intervention to placement, evaluation and review. Identify roles and remit for professionals from all agencies at each stage. Gain the support of all agencies in including training on the process and information on the local offer at induction of all new staff	JK	Dec-18	1	No	No	SEND Hub	
	10.1.6	Over and above the Local Offer and the School SEN Report, clear guidance both written and available in person should be provided to parents to support their decision-making regarding suitable provision for their child. Local provisions to be 'marketed' to highlight to parents the offer and advantages for the child and their family.	Review the local offer to ensure that the range of provisions is explained Co-review with parents written guidance available to ensure it describes the range of provision available and provides parents with guidance that highlights/sells the benefits of local provisions			1				
9	10.2.5 10.4.4 10.5.2	The criteria for Special School placement is clearly defined Criteria for admission to the new special free school for children and young people with autism to be determined and factored into the strategic plans for future provision. Clear entry and exit criteria need to be refreshed for the Language Inclusion Centre and Communication and Interaction Centres and applied consistently within the context of the overall provisions within the city. Consideration to be given to applying the same criteria for the Language Inclusion Centres as the Communication and Interaction Centres as the same approaches and strategies are used in these settings for pupils with similar needs.	1. Agree on the range of provisions to be offered within the city and the children to be catered for. Identify any gaps and actions to meet these childrens needs. 2. Within the context of the overall range of provisions a) review the admissions criteria to the Special Schools b) provisionally agree the criteria for new free school c) review the criteria for the resourced provisions 3. This work will also need to consider the offer from outreach, health provision especially therapy provision and CAMHS, residential provision, changes to availability of provision in Hampshire	JK	Dec-18	1 1 1	Yes	No	SEND Hub	
10	10.1.1 10.1.2	Pupils are identified earlier and clear protocols developed to enable decisions to be made quickly to allow pupils access to a school that can meet their needs. Focus on the identification of risk factors for social, educational breakdown and early intervention at first sign of breakdown to support child, family and school to maintain child in city linked to Early Help Processes, MATs and MASH. A process is established for monitoring all children who are at risk of not having their needs met within the city and / or have been excluded from school. Designated SEND Officers are given responsibility for monitoring and tracking pupils to ensure that needs are properly identified and addressed early on, with the outcomes of external support monitored and specialist provision for those most vulnerable to poor outcomes considered as an option at the earliest point rather than as a last resort. Assessments and advice must be commissioned from appropriate services in a timely manner to ensure Panels can draw on high quality information for decision making purposes. Proactive anticipation of need is essential to guard against failed placement.	Use the SENCO network and new SENCO induction programme to ensure that all professionals identify and respond to children presenting with additional needs at the earliest sign (no watch and wait). Ensure that staff understand their responsibility to meet needs and how through OAP Provide clear lines of support and advice for children whose needs cannot be met through OAP / SEN Support. Ensure that intervention is evaluated and outcomes achieved Ensure that concerns are escalated ISP, Specialist ISP, Fragile cases meeting ?	SC	Dec-18	2 2	No	No	SEND Hub	
11	10.5.1	Placements at inclusion centres to be proactively managed with more active movement into and out of the centres to ensure that all provisions are supporting the pupils with the greatest need. All pupils should be reviewed at the end of each key stage to assess on-going suitability of provision. Decisions relating to placement should be made at the specialist inclusion support panels by a range of professionals including the staff in charge of the inclusion centres.	Ensure that EHCPs are outcome focused with the achievement of outcomes evaluated and recorded at annual review. Achievement of outcomes to trigger discussions re placement within the context of the overall range of provisions and the needs of all children The question to be asked is not 'Can you meet need?' but 'Can this child's needs be met within a mainstream enviroment? If not, why not? Can something else be put in place to meet the child's needs?'	KS/JK	Sep-18	2	No	No	SEND Hub	
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12	10.1.3	All children and young people in out of city schools are monitored and reviewed on a regular basis to ensure that placements are appropriate, value for money, delivering the interventions as detailed in each child's EHCP and achieving expected outcomes. The statutory guidance on visiting pupils in residential settings needs to be embedded in PCC practice.	Designated SEND offices to visit all children and young people in out of city placements at least every 6 months and attend annual reviews. At each visit SEND Officers to meet and observe the CYP in class, review progress and ensure that the provision cited within the plan is being delivered. Training to be provided to new SEND Officers to support them in this process. EHCPs outcomes to be SMART with evidence of achievement requested at annual review. Consideration to be given as to why the child's needs could not be met within Portsmouth with a view to bringing the child back at the earliest opportunity	JK	Apr-19	2	No	No	SEND Hub	
13	10.1.5	Consideration to be given to increasing the capacity of the SEND Team to support the above recommendations	Undertake a workload assessment to determine the staffing required to deliver the recommendations of the SEND Strategic Review and statutory duties.	PC	Sept	3	No	Yes	SEND Hub	
OFFER										
		INCLUSION IN MAINSTREAM								
14	10.7.1	A definition of inclusion to be co-produced with parents, children and young people and professionals across the city	Inclusion working group to meet with parents to agree on definition of inclusion Definition to be incorporated into inclusion audit All schools to complete inclusion audit	JK	Sep-18	1	No	No	Inclusion Working Group	
15	10.7.2	Inclusive practice to be celebrated and supported with appropriate support and challenge made to settings to ensure a consistent approach and ethos is developed city wide. A kite mark of inclusion to be established based on 'What makes good inclusion' / Inclusion Audit	Inclusion audit to be cross referenced with data on inclusion: - % and number of children in school with an EHCP - % and number of children on SEN Support - SEND spend - attainment of SEND and non-SEND pupils Inclusion success stories to be shared and celebrated through PEP Headteachers and SENCOs of inclusive schools to provide advice and support to other schools via newly commissioned PSENSP	JK	Dec-18	2	No	No	Inclusion Working Group	
16	10.7.4	Ordinarily available provision needs to be reviewed and updated regularly with SENCOs to ensure consistency of approach and expectations	Case studies illustrating SEN being addressed through OAP to be presented at SENCO Forum to raise awareness and understanding, share learning and expertise and develop more consistent approach. Effective provision of OAP to be evaluated for every child where a request for an EHC assessment has been made. Consideration to be given to only including in EHCPs provision that is over and above OAP	SC	Sep-18	2	No	No	Inclusion Working Group	
17	10.7.5	Portsmouth is a "needs led city" and professionals must focus on a functional assessment to meet needs rather than diagnosis. This needs to be embedded in policy and practice across the SEND 0-25 workforce	Training to be provided to education, health and social care staff on a needs led approach to supporting children and young people with SEND	JK	Jul-19	2	No	No	SEND Hub	
18	10.7.6	Schools Therapy Pack to be used as a universal resource to enable all pupils to achieve, augmented by access to consultation with Occupational Therapy, Speech and Language Therapy and Physiotherapy for targeted pupils	All schools to have an INSET day focussed on the Schools Therapy Pack once every 3 years All schools to be reminded that referral to Therapy Services can only be made with evidence of strategies used from Schools Therapy Pack Effective use of Schools Therapy Pack to be evaluated for every child where a request for an EHC assessment has been made	NS	Dec-18	1	No	No	SEND Hub	
19	10.7.7	All schools to be encouraged to develop their own provisions to meet the increasing number of pupils in mainstream with SEND	Identify all schools who currently offer in-house provision, the model, costs, advantages/disadvantages Identify those children who could be supported in-house	JK	Apr-19	2	No	Yes	Inclusion Working Group	
	10.7.3	Ways of incentivising inclusion to be explored. This could include a 'seed' fund for mainstream schools to provide a financial contribution to schools wishing to develop a more inclusive offer	Develop model of in-school provision, highlighting advantages to pupils and school Identify those needs that would benefit from an in-school provision Develop process for establishing an in-house provision Explore potential for 'seed' fund or set up funding for schools interested in establishing an in-house provision Market to schools the advantages of offering in-house provision			3				
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20	10.7.8	The current Outreach provision should be reviewed with new outreach arrangements in place for September 2019. A clear, transparent, consistent and quality assured offer of Outreach Support should be readily available for mainstream schools, delivered by primary and secondary specialists, designed to support individual pupils and build capacity in schools. This could be linked to the development of peripatetic team (see 10.1.7) and possibly target SEMH and ASC with a focus on increasing up take from secondary schools in particular	Review current outreach specification, feedback from users (including early years, primary, secondary, Post 16, Special School Providers, health providers), current outcomes and costs. Identify gaps or issues Research models of outreach used in other areas In collaboration with stakeholders, develop proposals for a new outreach model of provision to include: - the role and purpose of outreach - process and management of requests - services/professionals to be included e.g. therapies - role of outreach in relation to OAP and resources available e.g. Schools Therapy Pack; cycle of Assess, Plan, Do and Review; EHCPs - expected outcomes, - governance arrangements Explore development of SEND Hub incorporating those services that support 0-25 year olds with SEND across education, health and care	JK	Aug-19	2	Yes?	Yes?	SEND Hub	
21	10.1.7	Speech and Language Therapy, Occupational Therapy, and a specialist teacher (ASD) to be funded to support the communication, sensory, and functional needs of pupils with SEMH and ASD. It is suggested that this is developed as a peripatetic team, as part of the wider outreach offer. The specialist teacher could be attached to the Secondary Autism Inclusion Centre.	Review current therapy provision: - identify range of commissioners and providers of therapy services - identify models of provision - identify where therapy provision is meeting needs and gaps in provision - identify core offer - identify potential savings that could be made through an enhanced therapy provision - make recommendations for future provision Portsmouth CCG and Portsmouth CC to agree on funding and management of therapy provision Explore potential for therapies to be incorporated into the establishment of a SEND Hub	JeKe	Apr-19	3	No	Yes	SEND Hub	
22	10.6.1	It is recommended that SENCOs, Head Teachers and colleagues in other agencies understand funding mechanisms and the pressures on the High Needs Block and apply the best evidenced based approaches to support children and young people. Supervision (including peer supervision) is also essential to ensure that SENCOs feel confident and competent with local processes relating to the Code of Practice and working with parents. These steps should help to ensure Education, Health and Care assessment requests are made for pupils with severe, long term, complex needs.	PCC to proactively engage with PEP and local leaders to gain support for city wide responsibility for meeting the needs of CYP with SEND. To annually devote a HT briefing to discuss education and HNB funding, spend, activity (EHCPs, SEN Support), attainment. Gain agreement on action plan to manage spend	JK	Apr-19	1	No	No	HN Funding T&F Group	
		INCLUSION CENTRES								
23	10.5.3	All Inclusion Centres to offer a graduated provision of withdrawal and integration according to each child's needs. Primary and Secondary Inclusion Centres supporting the same needs must work collaboratively to prepare pupils for effective transitions	Guidance to be developed on the graduated model of provision Schools to include plans for withdrawal / integration at annual review and provide evidence and rationale of levels of withdrawal / integration at annual visits. Levels of integration/withdrawal to be considered annually as part of overall model and rationale of provisions within the city	JK	Aug-19	1	No	No	JCG	
24	10.5.5	Inclusion Centres (and mainstream schools) must be able to access CAMHS LD team	Portsmouth CCG to review CAMHS specification to deliver needs led service rather than location based service	JeKe	Apr-19	1	No	Yes	JCG	
25	10.5.4	All inclusion centres to have a specialist qualified teacher to support pupils' educational needs within both the classroom and the centre and to contribute to the offer of outreach support to local mainstream schools	Clarify minimum qualifications, skills and experience required for inclusion centre staff Schools hosting inclusion centres to be expected to recruit staff with the minimum requirements Inclusion centre staff to be considered within the new model of outreach	JK	Apr-19	2	No	Yes	JCG	
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26	10.5.8	Consideration to be given to the level of therapy provision to pupils in inclusion centres to ensure that all the child's needs are addressed and access to a mainstream environment and curriculum is enabled.	Pending changes to the remit / number of inclusion centres, model of provision, outreach and support including therapy provision to be undertaken	JeKe	Apr-19	3	No	Yes	JCG	
27	10.5.6	A network for Inclusion Centres to be developed to encourage the sharing of good practice, support continuing professional development and offer supervision with support from PCC Inclusion Service and the Portsmouth Teaching School Alliance.	PCC Inclusion Service to meet with Inclusion Centre staff to ascertain needs with regard to support, supervision and CPD within context of support systems already available. Explore options for network of support - virtual, twilight sessions etc. Consider type and level of support needed and value of opening up to mainstream and special school staff	SC	Apr-19	2	No	No	JCG	
		COMPLEX NEEDS OFFER								
28	10.2.4	Consideration should be given to how best to meet the needs of pre-school children with SEND, options include: - one nursery setting to provide special needs provision across Portsmouth with capacity and expertise to meet all needs - protecting a number of nursery places at Mary Rose Academy for those children with the most profound needs who are clearly going to required ongoing placement there - more pre-school children supported in mainstream settings	Task and Finish Group to be established to consider current and future provision for pre-school children with SEND pending proposals from the SEN Place Planning T&F Group on places required for KS1 pupils with complex needs	JK/CC	Sep-18	3	Yes	Yes	Place planning	
29	10.2.7 10.5.7	Additional provision for children with complex needs will be required, which may include additional capacity at special schools, inclusion centres and/or mainstream schools Consideration to be given to the development of a primary and secondary inclusion centre for pupils with learning difficulties to reduce pressure on special schools places. This may contribute to solutions about meeting need and demand bearing in mind capital funding pressure).	Establish SEN place planning Task & Finish Group to consider places required to meet future needs	CC	Sep-18	3 3	Yes?	Yes	Place planning	Completed
30	10.2.8	The level of therapy provision for children and young people with SEND to be reviewed to ensure needs are met and children are enabled to access the curriculum.	Review of current level of therapy provision to be undertaken within the context of increasing numbers of children and young people with complex needs and potential changes to admissions criteria / remit of Special Schools and Inclusion Centres an planned reduction in out of city placements> Essential role and functions of therapy provision to be identified within the context of OAP and outreach.	JeKe	Apr-19	3	No	Yes	SEND Hub	
		AUTISM OFFER								
31	10.1.8	The review supports the establishment of the Free School for children with autism and challenging behaviour Whilst it is not the intention of the review to return children to Portsmouth from out of city there may be scope for working with schools and parents of those pupils coming up to the end of an age phase to explore the potential for transitioning pupils back.	Identify remit and admissions criteria for new free school within the context of other provisions available within the city Identify those children who would now meet the criteria for the new free school and the potential overall management of admissions within the context of overall provision Identify potential pupils in out of city placements who may eligible and meet the age of transition at the time of opening of the free school to start preparing parental expectations and open discussions with current schools	CC	Aug-19	1	Yes?	Yes	Place planning	
	Ref	Recommendation	Actions	Lead	Timescale Month end	Rec level	Consultation required	Funding required	Link to T&F Group	

32	10.4.1	All mainstream schools to have an identified Autism Champion to support the development of an autism friendly environment, autism friendly practice and individualised support to pupils on the autism spectrum. This staff member may not hold a qualification relating to ASC but will attend regular training sessions, have experience of working with pupils "on the spectrum" and be able to influence policy and practice in the setting.	Development of Autism Champions and autism friendly schools to be taken forward by Autism Strategy Group. Group to consider the development of a training package on the role, remit, knowledge and skills of an autism champion, autism friendly environment, autism friendly practice Invite schools to put forward staff who wish to become an autism champion Establish an autism best practice group to include staff from mainstream schools, autism inclusion centres and special schools	LR	Aug-19	1	No	No	Autism Strategy	
	10.4.3	All special provision to have an ASC specialist (including SEMH provision)	Special schools to identify their autism lead. Role and remit, qualifications and skills to be agreed			1				
	10.4.2	Workforce development in special and mainstream schools to support children and young people with high functioning autism. Development of "Autism champions" programme to ensure high quality provision is in place and that provision is "tribunal proof" (i.e. to prevent PCC being directed to provide out of city placement by SENDIST when PCC feels confident that local provision is/should be an effective and efficient use of	Develop train the trainers programme for autism champions to cascade training to staff in schools			1			SEND Hub	
		POST 16 OFFER								
	10.3.1	PCC should continue to work with local post 16 providers to ensure sufficiency of high quality, inclusive educational provision for students with SEND. This is an opportunity for coproduction with young people and families	Post 16 provision Task & Finish Group to be established to : - Clarify the future need for Post 16 provision - Explore options for provision - Develop proposals for wider consideration	AP	Aug-19	3	Yes	Yes	SEND Hub	
	10.3.2	Building on the work of the Post-16 Forum, explore specific gaps in provision. For example, provision for pupils with hearing or/and visual impairment. This might also apply for physical disability, autism and support for re-engagement of young people with SEMH, in co-production with parents and young people. Explore opportunities for shared provision with Hampshire or/and Southampton/West Sussex.	As above	AP	Aug-19	2	No	Yes	SEND Hub	
	10.1.9	The review supports the current development of The Harbour School Vanguard Key Stage 4 provision in Cosham. Focussing on a vocational curriculum this provision will be better equipped to meet the needs and interests of the most vulnerable young people with the most challenging behaviour.	Vanguard provision to be included in local offer and considered as part of the range of provision available	CC	Sep-18	1	Yes	Yes	Place planning	
	10.3.5	Social care Adult LD team and other teams in Adult Social Care to develop and roll-out a self-assessment tool for young people to clarify needs, develop clear pathways and access to provision. Closer liaison between all social care teams to support young people.	Map Post 16, Post 19 and adult offer Roll-out self-assessment tool Develop transition / provision pathways for young people from Yr9 through Post16, Post 19 and into adulthood	AP/MS	Dec-18	1	No	No	SEND Hub	
	10.3.4	Work with adult services to scope the costs and viability of developing supported housing and educational packages.	Post 16 / Adult services Task & Finish Group to be established to develop and cost packages of provision	AP / MS	Dec-18	2	Yes	Yes	SEND Hub	
	10.3.6	The Local Authority should work proactively with students, their families and independent out of city specialist providers in transitioning students back to the city for their Post 16 education	Identify Post 16 needs of young people in out of city placements who are currently in Yr10 and map against current provisions. Identify gaps in provision and explore options for addressing these gaps within the context of overall review of provisions within the city Engage with families and young people to explore potential for transitioning current Yr10 pupils back into the city for Post 16 provision in September 2019.	KS		1	No	Yes		
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		RESIDENTIAL OFFER								

	10.1.10	Develop local residential provision and respite for pupils with severe and complex needs/autism and challenging behaviour. Provide support for those children and young people whose needs have a significant impact on the family and / or for those who need 24hr wrap around provision. Consideration could be given to whether there is scope for this to be developed in partnership with Southampton and Hampshire especially for those children who need to be out of their local area.	Establish Residential Task and Finish Group to take this forward	HG	Jul-18	3	Yes	Yes	Residential T&G Group	
		OUT OF CITY OFFER								
	10.1.4	Contracting framework for out of city placement to be developed. Contracting framework, in partnership with neighbouring authorities, with providers could provide guarantee of placements, set clear expectations of provision, reduce hidden or unforeseen costs, increase accountability in terms of outcomes and lead to a reduction in exclusions. Greater financial stability for out of city providers may be an incentive for collaboration.	Work with Southampton, Hampshire and neighbouring authorities to develop a framework for the placement of CYP in out of city provisions	HG	Oct-18	2	No	No	Residential T&G Group	