

# Southend SEND Area Partnership: SEND Strategic Action Plan 2023–2026

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Our strategic plan on improving the lived experiences of children and young people with SEND and their families in Southend.

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# About this plan

## **In March 2023 the Southend-on-Sea Local Area Partnership was subject to a focussed Area SEND inspection from Ofsted and the Care Quality Commission (CQC).**

The inspection found that “The local area partnership’s arrangements lead to inconsistent experiences and outcomes for children and young people with special educational needs and/or disabilities (SEND). The local area partnership must work jointly to make improvements”.

The inspection outcome followed the extensive work completed on the development of the priorities in the Southend SEND strategy which was approved by partners.

The Southend SEND Partnership commits to ensure that children and young people with SEND achieve the best possible educational and other outcomes, such as being able to live independently, secure meaningful employment and be well prepared for their adult lives. The area has produced this single strategic action plan which sets out the local area’s plans to jointly deliver its priorities and improvements.

The Southend SEND Partnership will drive the delivery of this action plan at pace and so improving outcomes and lived experiences for children and young people with SEND at pace.

The implementation of the strategic action plan will be monitored by the Department for Education (DfE) and at a local level by the Southend Health and Well Being Board (HWBB). The Southend SEND Area Partnership will report to that Board twice per year on the progress on the delivery of the strategic area action plan and the impact on outcomes for children and young people with SEND.

# Recommendation 1

Leaders in education, health and social care are empowered to drive forward improvements at pace so that the Southend SEND Partnership strategy impacts positively on the experiences and outcomes of all children and young and people with SEND.

## What we want

The SEND Area Partnership provides effective strategic and operational accountability.

## What we will do

Implement revised governance arrangements for the local area SEND/ Alternative Provision (AP) system that are clear, understood and where all stakeholders are accountable.

## Where are we now

Mid and South Essex (MSE) Integrated Care Board (ICB) is currently undergoing a reorganisation but recognises that the statutory requirements in relation to SEND remain a high priority.

The current SEND Partnership Board does not reflect or represent Alternative Provision.

## What we will see

Clear, revised governance and partnership arrangements in place with a range of workstreams and a performance monitoring programme operating as business as usual (BAU).

## The difference this will make

Strategic improvements and improved outcomes and lived experiences for children and young people delivered at pace.

## What we want

A clear strategic action plan with robust accountability and reporting arrangements.

## What we will do

Produce and use monthly reports which will track progress, the delivery of milestones, and identify and mitigate risks, for all the improvement workstreams.

## Where are we now

Lack of pace and focus due to indistinct functions between operational groups and strategic boards leading to multiple plans and goals.

## What we will see

SEND Strategic Board and Partnership sets clear measurable priorities with allocated resources to impact and improve the outcomes and lived experiences for children and young people which can be tracked and monitored.

## The difference this will make

Majority of children and young people with SEND are accessing the help and support they need in a timely way.

### **What we want**

Partnership Self Evaluation Form (SEF) in place reflecting the whole SEND and AP system in Southend.

### **What we will do**

Redesign and update the current partnership SEF.

### **Where are we now**

Current SEF does not reflect the wider SEND and AP framework.

### **What we will see**

New SEF and forward work programme / plan in place.

### **The difference this will make**

Clearer and stronger prioritisation of service delivery across the local area partnership and improved outcomes for children and young people.

### **What we want**

Local leaders take swift action to address barriers, delays and / or systemic issues that impact on the delivery and improvement of services.

### **What we will do**

Ensure that the role and function of the Health and Well Being Board (HWBB) as the overarching governance structure for the Area SEND offer is clear and understood to avoid any delays in the local delivery of SEND services by any one strategic partner.

### **Where are we now**

Draft SEND strategy was delayed in implementation and therefore some priorities were not actioned.

### **What we will see**

Leaders in education, health, and social care drive forward improvements at pace.

### **The difference this will make**

Swifter decision making and faster delivery of actions to improve outcomes and lived experiences for children and young people with SEND.

### **What we want**

Health and Well Being Board (HWBB) will hold strategic leaders to account for the delivery of SEND improvements.

### **What we will do**

Report to the HWBB twice per year on the delivery and impact of the SEND Area Strategic Action Plan.

### **Where are we now**

Inconsistent reporting to the HWBB.

### **What we will see**

HWBB will understand the barriers to improvement, enable the system to identify priority of resourcing and challenges.

### **The difference this will make**

Robust and rigorous partnership engagement.

### **What we want**

Ensure that the ICB review and restructure enables the effective implementation and delivery of the Area SEND Strategic Action plan.

### **What we will do**

Engage and work with Health colleagues to ensure that SEND features strongly in the ICB/ICS structure following its reorganisation.

### **Where are we now**

The proposed reorganisation of the ICB is currently under consultation within the ICB and there is a risk to the children's agenda and current commissioning workforce.

### **What we will see**

Commitment to the children's agenda and SEND continuing at a senior level within the Alliance arrangement and across MSE ICB.

### **The difference this will make**

Lines of accountability and resource responsibilities in place.

### **What we want**

Local area leaders hold those working within the system to account to achieve the required improvements.

### **What we will do**

Improvement structures in place including an operational group that will implement workstreams and track against progress, deploying resources accordingly.

### **Where are we now**

Disconnect between the SEND strategic partnership and some operational functions and the current improvement structures.

### **What we will see**

Stronger governance structures in place to support robust system delivery, governance, and oversight.

### **The difference this will make**

Stronger service delivery across the local area partnership and improved outcomes for children and young people.

# Recommendation 2

The local area partnership should evaluate the quality and impact of services and joint working more effectively, to inform improvements that lead to better outcomes and experiences for children and young people with SEND.

## What we want

Earlier identification and effective support for children with speech, language and communication needs (SLCN) in the early years.

## What we will do

Roll out 'every child a talker' support programme to all wards across the city.  
Commission effective practical resources for speech and language therapy in settings and schools.

## Where are we now

SLCN is the primary need most identified in KS1/2 EYFS at SEN Support. Outcomes for this cohort are significantly below that of national expectations.

## What we will see

Improved engagement and ELG achievements, increase in early identification and support.

## The difference this will make

SEN progress in line with national expectations. Improved KS1 attainment.

## What we want

Early Years (EY) settings are able to accurately identify and support emerging and complex needs, with seamless transition and tracking in place across EYFS Sector.

## What we will do

Review EY and childcare support services to assure quality of education and support, including SEND advice and support for emerging and complex needs.

## Where are we now

Specialist advice and support services cannot meet demand at individual or setting level. Support is inconsistent across the city. There is under identification of SEN and progress below expectations.

## What we will see

Establish revised, integrated and expanded EY and childcare service with defined roles and responsibilities for support, including Area SENCo's, specialist teachers and development officers.

## The difference this will make

SEND identified earlier, with arrangements in place to meet emerging and complex needs. EY settings and reception classes will receive advice on quality improvement and support from dedicated and integrated EYFS SEND service.

### **What we want**

Speech, Language, Social Communication and Interaction needs (SLCN) identified and supported in schools.

### **What we will do**

Revise SLCN/ASD outreach offer and resources available in schools for Speech, Language, Social Communication and Interaction needs so that children and young people access support earlier.

### **Where are we now**

Outreach services cannot meet demands. Access to some support is restricted by diagnosis and services therefore are not needs-led.

### **What we will see**

Support and advice in place for children with speech, language, social, communication and interaction needs within schools and education settings.

### **The difference this will make**

Increase identification of SLCN, Communication and Interaction needs at SEN Support. Advice and support in place for school arrangements. Improved attainment outcomes at Key Stages in line with national expectations for SEND.

### **What we want**

Children attend and are fully engaged in education so that Key Stage expectations are met.

### **What we will do**

Enhance support to schools through expansion of specialist inclusion behaviour teaching service. Roll out Relational Practice across city schools.

### **Where are we now**

Pupils on SEN Support and those with EHC plans have significantly higher absence rates than other pupils, with too many children being persistently absent.

### **What we will see**

A reduction in suspensions, exclusions and modified learning plans for children with SEND. Increase in school attendance for pupils with SEND specifically those with SEMH and EHCPs.

### **The difference this will make**

Children, parents, and schools will be better supported and have access to full time, suitable education and enabled to achieve in line with or better than peers both locally and nationally.

### **What we want**

Improved identification and intervention in Early Years settings.

### **What we will do**

Review Local Authority (LA) EY services to ensure greater consistency and early support, with improved tracking of EYFS across the sector, including reception year.

### **Where are we now**

Fragmented services, with inconsistent

support and limited capacity. Little tracking across transition for SEN support.

### **What we will see**

Improved early identification of needs and targeted support. Evidence-based tracking of intervention and impact.

### **The difference this will make**

Improved EYFS SEN identification, support and outcomes to meet at least national expectations.

### **What we want**

Improved identification and intervention in schools.

### **What we will do**

Inclusion review to clarify expectations for graduated response across phases and resource a suite of tools for assessment that supports profiling needs, strategies, and interventions.

### **Where are we now**

Graduated response inconsistent, SEN Support under identified and progress below national expectations in places.

### **What we will see**

Schools identify emerging needs earlier and identify the specific profile of needs. Southend SEND expectations are embedded, ensuring all children have access to the right support at the right time with schools confidently able to implement appropriate arrangements.

### **The difference this will make**

All children and pupils achieve their outcomes, make progress, and thrive. SEN Support percentages are in line with national expectations and pupils with SEND achieve attainment outcomes at least in line with national expectations.

### **What we want**

Strengthen inclusive practice so that children feel welcomed and supported in their local mainstream schools.

### **What we will do**

Co-produce an inclusion charter with Southend Schools, the PCF and align with the SEND Leadership programme.

### **Where are we now**

No charter exists. Mixed practice and pupils can have inconsistent experiences of inclusion.

### **What we will see**

100% schools have signed up to the Southend inclusion charter which is quality assured annually through the SEND Leadership Programme

### **The difference this will make**

All pupils are valued and included in their community. Inclusion is championed by all schools, who provide a positive inclusive experience.

### **What we want**

Strengthen inclusive practice through relational and trauma informed practice models in schools.

### **What we will do**

Commission a high-quality training provider that leads on relational and trauma informed practice with schools, settings and families to strengthen consistent and supportive practice.

### **Where are we now**

Currently there is an inconsistent understanding, policy and practice across Southend schools and settings in relation to relational and trauma informed practice.

### **What we will see**

A more cohesive approach towards inclusion across the city.

Schools will understand and apply relational and trauma-informed approaches to support the management of pupil behaviours.

### **The difference this will make**

Earlier identification and needs supported leading to full attendance and engagement in school. Pupils and adults experience positive relationships with each other: presenting behaviours are managed safely and effectively, and suspensions are significantly reduced.

### **What we want**

An enhanced range of alternative provision (AP) pathways for children with additional needs struggling to maintain their placement and providing support to pupils, schools, and their families so they can reintegrate successfully back into mainstream settings alongside their peers.

### **What we will do**

Increase the current alternative provision offer.

### **Where are we now**

Commissioned two (2) pilots focussing on children with:

1. emerging SEMH and
2. those with longer term SEMH needs but who are ready (with support) to return to school
3. further explore AP pathway focusing on nurture.

### **What we will see**

A reduction in suspensions, exclusions, and modified learning plans for children with SEND where additional needs may have been masked by presenting behaviours.

### **The difference this will make**

Schools are better able to meet the needs of all children within mainstream settings.

### **What we want**

Children and young people are supported to thrive and manage change positively as they move from one stage of education to the next.

### **What we will do**

Transition support across the phases in place for all children, with targeted and bespoke arrangements for those who need support.

### **Where are we now**

Some children are not offered support at the right time and struggle to settle/attend and learn within new schools.

### **What we will see**

EYFS Ready to learn programme consistently delivered across city. Bespoke arrangements in place for children who are identified as needing additional support on transition from primary to secondary and on to college/adulthood.

### **The difference this will make**

Children and young people with SEND attend well, engage and achieve EYFS/ Key stage outcomes in line with or better than national expectations.

### **What we want**

Transitions: Young people are well prepared for adulthood, (PfA) experiencing strong positive participation in their local communities, including access to employment opportunities and leisure activities.

### **What we will do**

PfA strategy is co-designed and in place, setting out the area's ambitions for positive participation, choice and independence. Improve arrangements for young people's transition from children to adult services.

### **Where are we now**

Inconsistent experiences. Transition arrangements do not start early enough. Some young people do not experience a seamless move into adult services. Supported employment opportunities are limited and too few access job coaches. Young people tell us access to leisure opportunities needs improvement.

### **What we will see**

Young people are prepared for adulthood earlier. Year 9 EHCP reviews consider aspirations and include PfA outcomes. Opportunities are expanded for supported employment. There is greater awareness and access to leisure activities in the local community.

### **The difference this will make**

Young people will be better prepared for meaningful adult lives with opportunities for them to pursue purposeful employment and community involvement.

### **What we want**

Improved specialist teaching support for early intervention, SEN Support and EHCP arrangements for children and young people (CYP) in schools and settings.

### **What we will do**

Review outreach support services for SEND. Establish central specialist teaching service to deliver individual support in schools and settings.

### **Where are we now**

Too little and inconsistent support available across the city.

### **What we will see**

Specialist teaching support services provide advice and curriculum support to pupils in schools and settings so that arrangements enable improved outcomes for CYP.

### **The difference this will make**

Children and young people with SEND achieve EYFS/ Key Stage outcomes in line with or better than national expectations.

### **What we want**

Establish an Emotional Literacy Support Assistants (ELSA) network within schools and settings.

### **What we will do**

Implement the National ELSA model and framework in Southend schools and settings.

### **Where are we now**

No ELSA network in place. Inclusion review Task and Finish Group agreed to implement programme in partnership with schools and health colleagues.

### **What we will see**

ELSAs in schools providing training to staff and supporting emotional health and well-being of pupils with emerging mental health challenges.

### **The difference this will make**

Children learn better and are happier in school with their emotional and well-being needs addressed.

### **What we want**

More schools have access to Mental Health Support Teams (MHSTs) in education settings.

### **What we will do**

Increase the number of MHSTs in schools.

### **Where are we now**

Eight (8) schools in Southend currently have a MHST practitioner.

### **What we will see**

More children will access MHTS practitioner support in schools. Health will work in partnership with schools for early identification and support (link to recommendation five (5)).

### **The difference this will make**

Children feel supported by receiving the right support at the right time to meet their mental health and wellbeing needs.

### **What we want**

Children and young people at risk of admission to a mental health inpatient setting are identified early and appropriate support is put in place to prevent avoidable admissions.

### **What we will do**

Work with the LD Health Equalities team to understand the needs of this cohort of individuals and ensure that we are identifying children earlier and putting the right support in place at the right time to reduce risks where possible.

Be an active partner in the development of the All Age Dynamic Support Pathway Approach and Register.

We will enhance the provision to support these children and young people through the Autism Outreach Service, Keyworker Service and Autism in Schools work.

### **Where are we now**

There is a children and young people DSR held by the CETR team. Southend hold an 'of concern meeting' led by social care.

When transitioning to adult services, young people on the DSR must be moved to the adult DSR held by the Specialist Learning Disability Healthcare provider.

### **What we will see**

Children and young people at risk of admission to an inpatient setting are known and have their needs met by a multi-disciplinary team to support them to remain within their community.

Where CYP are admitted to an inpatient setting, the multi-disciplinary team work to identify appropriate support plans and support with discharge planning.

By ensuring early intervention to prevent escalation, less children and young people will be admitted into inpatient settings.

Young people approaching adulthood continue to be known and well supported, with clear transition plans to prevent escalation.

### **The difference this will make**

Children and young people at risk of admission to or recently discharged from an inpatient setting receive the right support, at the right time.

# Recommendation 3

Local area partnership leaders should improve the effectiveness of joint working to support the co-production of EHC plans and annual reviews so that at each stage the provision that is planned takes full account of children's and young people's current and changing needs.

## **What we want**

EHC plans describe a child or young person's current needs and arrangements.

## **What we will do**

Implement an improvement programme with service standards so that all plans accurately reflect the child or young person's stage and phase of education.

## **Where are we now**

Some EHC plans do not describe the child or young person's current needs and arrangements. Plans are not consistently reflecting preparing for adulthood outcomes. There is no service standard for updating plans routinely. Some plans are significantly out of date.

## **What we will see**

Up to date plans that accurately describe needs, arrangements and support enabling clear monitoring of progress and outcomes.

## **The difference this will make**

Children and young people's needs are accurately identified and met, with arrangements and resources in place to support progress and improved outcomes.

### **What we want**

Multi-agency annual reviews that fully capture a child or young person's current and changing needs and which are completed within statutory timescales.

### **What we will do**

Implement multi-agency recovery programme for the timely processing of annual reviews, recruiting additional staff to support recovery. Audit current contributions in plans and identify future commissioning and workforce needs.

### **Where are we now**

Annual reviews do not consistently have contributions from all the agencies involved with the child or young person. Some areas of the workforce are facing severe recruitment challenges. There is a significant delay in completing the annual review process particularly in amending plans.

### **What we will see**

Timely and high-quality annual reviews that fully address the child or young person's current progress and changing needs so that arrangements are co-ordinated effectively. A multi-agency workforce contributing to the monitoring and review of plans.

### **The difference this will make**

EHCPs which accurately reflect a child or young person's needs, arrangements, and outcomes. Improved reviews, monitoring and targeting of resources will lead to better outcomes for children and young people.

### **What we want**

Multi-agency co-produced EHC assessments with the child or young person's voice at the centre.

### **What we will do**

Training delivered to all statutory advice givers so that those who are assessing and supporting children and young people understand the importance of co-production, the voice of the child and the EHC assessment process. Training will also enable all LA advice givers to be able to access the EHC Hub.

### **Where are we now**

Not all services providing support to children and young people consistently provide timely assessment advice which reflects the voice of the child.

### **What we will see**

EHC needs assessments will reflect the multi-agency support and advice which the child or young person needs. Plans will be coproduced with the child or young person at the centre. All services working with the child or young person will be fully involved in the assessment.

### **The difference this will make**

Children and young people's needs are fully identified with arrangements coordinated and in place, following a multi-agency assessment. Children and young people experience being listened to and understood, with plans co-produced with them and their families/carers, so that they are well supported. Those providing the support within the plan know what they are expected to do and when they need to do it.

### **What we want**

High quality, person centred multi-agency EHC plans

### **What we will do**

Establish a multi-agency quality assurance process, auditing EHC plans and advice against an agreed framework. Evaluating areas for improvement, workforce training and commissioning.

### **Where are we now**

Individual services have their own quality assurance process. Multi-agency quality assurance of the whole plan does not take place regularly and this can lead to inconsistency. The team around the child or young person, at times, lacks a shared understanding of the joint impact of the arrangements on the outcomes for the child or young person.

### **What we will see**

EHC plans and advice are quality assured with high support and challenge offered which drives improvement. A shared approach to supporting the child/young person's needs and outcomes.

### **The difference this will make**

The child or young person experiences greater multi-agency co-production and co-ordination of support. There is increased confidence that the EHC plan process identifies the full range of needs, with everyone working together effectively and with arrangements in place to support the child or young in reaching their outcomes.

### **What we want**

EHC plans will be up to date, reflecting current needs and arrangements

### **What we will do**

As part of the recovery programme, implement a project to ensure all EHC plans in schools are current and can be reviewed through the EHC Hub accurately.

### **Where are we now**

EHC plans are not routinely updated, though amendments are made to some plans following annual reviews. However, the timeliness of amendments is variable and some sections within plans remain unchanged for a significant long period of time. Access to the EHC Hub for reviewing plans is not available for some and some EHC plans have not been updated to reflect changes.

### **What we will see**

Annual reviews will be completed on the hub within timescale and plans amended where necessary. Plans will be current, and no older than three (3) years.

### **The difference this will make**

Improved transition and preparation for adulthood. Plans reflecting current and changing needs, leading to better informed and improved outcomes.

# Recommendation 4

Local area partnership leaders should ensure that they share accurate data across health, education and social care to support rigorous and effective self-evaluation and inform joint commissioning.

## What we want

An accurate data report across health, education and social care to support rigorous and effective self-evaluation and inform joint commissioning.

## What we will do

Develop a joint data dashboard to enable sharing of accurate and timely data.

This will be fed into the wider Local Area joint data set for education, social care and public health.

## Where are we now

Single data sets are in place with limited ability to understand impact of service interventions.

## What we will see

A joint health, education and social care data dashboard which informs strategic decision-making and commissioning by the local area partnership.

## The difference this will make

The needs of children and young people are understood, and plans focus on meeting those needs and improving outcomes. Commissioning arrangements are well informed.

## What we want

Accurate local area needs analysis to inform joint commissioning.

## What we will do

Develop and complete a Joint Strategic (JSNA) for SEND.

## Where are we now

A specific Joint Strategic Needs Assessment for SEND is not currently in place.

## What we will see

A complete SEND Joint Strategic Needs Assessment that identifies needs and supports wider priority setting

## The difference this will make

The local area partnership will be able to effectively assess the current and future health, care and wellbeing needs of Southend to inform decision making and resource planning.

### **What we want**

The local area partnership's joint data dashboard includes data from the Learning Disability (LD) Health Equalities agenda.

### **What we will do**

Ensure data related to the All-Age Dynamic Support Register and Care Education Treatment reviews is part of the area joint data set.

This data will inform our arrangements in place to meet the needs of children and young people with complex needs/ challenging behaviour at risk of admission to hospital/treatment.

### **Where are we now**

Data is routinely reported to the SET LD Health Equalities Board and is used to support the development of Learning Disabilities Health Equalities agenda.

This data is not part of a joint data dashboard reported through the SEND Partnership Board.

### **What we will see**

A joint data dashboard that includes data on children and young people on the All-Age Dynamic Support Register.

### **The difference this will make**

The local area partnership will have oversight of the children and young people with the highest levels of need and at risk of escalation.

This will support the local area partnership in understanding commissioning priorities for this group of young people.

### **What we want**

A data set focused on those children and young people with SEND who access mental health services.

### **What we will do**

Establish regular reporting from the Child and Adolescent Mental Health services and wider local transformation plan funded services for children with SEND accessing these services.

This data will flow into the joint data dashboard.

### **Where are we now**

Limited data focused on children and young people with SEND is reported.

The ICB is working with the provider to establish an accurate data set.

### **What we will see**

The local area partnership knows how many children and young people with SEND are accessing mental health services.

The timely and accurate reporting of SEND and mental health data supports strategic decision making and understanding joint commissioning priorities.

### **The difference this will make**

The mental health needs of children and young people are more widely understood and supported. Improvement plans are in place which focus on meeting those needs and improving outcomes.

# Recommendation 5

The local area partnership should ensure that appropriate support is in place from health services for children and young people who are awaiting health needs assessments, so that early intervention reduces the risk of any escalation of concern.

## What we want

Children, young people and their families are supported whilst waiting for assessment.

## What we will do

Improve access to support, information, advice, and guidance whilst waiting for health needs assessments.

## Where are we now

Some information is shared through letters or web pages on additional sources of support whilst waiting for assessment. This is not always shared in a timely or accessible manner.

## What we will see

Early support is provided to children, young people and their families to help them manage needs whilst waiting for assessment.

Families know where to access support while their waiting.

Resources are available for families to use.

## The difference this will make

Families will feel supported by receiving the right support at the right time that meets their needs.

## What we want

Routes to assessment and diagnosis are clear and consistent. Families understand what to expect and when.

## What we will do

Review routes to assessment and identify areas of improvement.

Where consent allows, family/carers and professionals should be updated regularly about the estimated waiting time for the assessment.

## Where are we now

We have mapped current pathways against best practice and the National Framework for Autism Assessment.

The digital offer/waiting well approach currently in development will consider how best to develop a journey of care/roadmap and resources for families undertaking the assessment process across community provision as part of a standardised approach.

## What we will see

Families will receive clear communication following the referral for assessment and will know how long they may have to wait.

Families know where to go to get additional support while they're waiting.

## The difference this will make

Families receive a consistent pathway offer and are effectively communicated with at certain points in the pathway.

### **What we want**

Pre and post assessment support is available at the right time to meet the needs of the child, young person and their families.

### **What we will do**

We will work with children, young people, and their families to identify what support is needed before and after their assessment.

The local area partnership will then use this information to identify opportunities to develop and enhance existing and new services to better support children, young people and their families.

### **Where are we now**

Initial mapping of support currently in place has started, identifying some inconsistencies and gaps in provision.

Further work is planned to focus on the development, promotion and strategic alignment of available support through the Local Offer.

### **What we will see**

Children and young people understand what will happen next for them. The right assessment and support will be accessed in a timely way.

### **The difference this will make**

Parents, carers, children, and young people will feel listened to and supported.

### **What we want**

A well informed and knowledgeable workforce, able to support professionals, families and children and young people.

### **What we will do**

Specific areas of training will be identified as good practice and added to induction plans for all new starters.

We will have identified SEND champions within all health providers to support the development and understanding of SEND in their service areas

### **Where are we now**

Key opportunities to develop training and link approaches to other workstreams have been discussed but require further development.

### **What we will see**

A workforce who are knowledgeable in relation to SEND and are confident in working with children and young people with SEND, their families and other professionals involved in supporting them

### **The difference this will make**

Families and professionals will be better supported by a knowledgeable workforce. There will be a clearer understanding of the child or young person's experience of the clinical aspect of the pathway from the point of referral.

### **What we want**

Young people are supported well through all stages of transition, particularly in transition from child to adult services.

### **What we will do**

There will be clear arrangements in place for transition between services including where the transition is from child to adult services. In this case, planning will start from the age of fourteen (14).

### **Where are we now**

Transition arrangements and experiences for children, young people and families are inconsistent.

### **What we will see**

All clinicians working with young people will understand the importance of a good transition and work with individuals to plan for their transition. This will include providing additional support in the transition between services.

### **The difference this will make**

Young people will experience supported and positive transitions between services.

Families will understand at what point changes in health services might occur and what options may be available for them as they get older.

### **What we want**

Children and young people waiting for support from CAMHS will know what additional help they can access while they're waiting for specialist support and who they can contact if they need more urgent help.

Families will also know how to escalate concerns about their child or young person's mental wellbeing.

### **What we will do**

Develop resources which provide a local area guide of all available mental health and wellbeing support.

Ensure resources and information about supporting mental health and wellbeing is shared and communicated through all available channels.

### **Where are we now**

Information has previously been provided as part of a guide to service provision.

Information is held in separate areas and requires updating.

The local area is mapping current mental health and wellbeing support that is available.

### **What we will see**

Updated information, advice and guidance about the support available in the local area with clear information about how to escalate concerns.

Escalation routes clearly communicated through the Local Offer and CAMHS SPA.

### **The difference this will make**

Children and young people will have access to resources, support, and services to ensure their mental wellbeing is supported at all times.

# Recommendation 6

The local area partnership should make sure that parents and carers and professionals receive clear and reliable information about how to access the range of support and services that are available.

## What we want

A range of clearly defined roadmaps that outline all SEND services across education, health and social care in a range of accessible formats and locations.

## What we will do

Task and finish groups will co-produce a recognisable suite of Southend roadmaps and FAQ's using defined templates and branding.

## Where are we now

There are no roadmaps outlining the SEND services that are available for Children, young people with SEND and their families

## What we will see

Roadmaps that are understood and support effective navigation through the SEND system.

## The difference this will make

Information is presented in a clear and accessible way to help families understand the support services available and how to access them when they need to.

## What we want

The Local Offer website is easy to navigate and has clear information that parent carers, and young people and professionals can understand and access.

## What we will do

The Livewell project team, based on user feedback, will redesign a new local offer site, transferring and updating existing data and information, keeping all stakeholders informed so that support can be provided if needed. We will test out the new site, evaluate user experience and undertake activities to shape and design the new Local Offer channel.

## Where are we now

Re-procurement successful with a new contract awarded. Project team has successfully moved data from the old website to the new. Communications to stakeholders was rolled out during May and June 2023 ahead of soft launch in June. Local Offer user evaluation and codesign activities are planned for July and September 2023.

## What we will see

Improvements to search functions, accessibility, navigation on mobile devices and reduction of clicks through to different sections of the website giving overall better user experience.

## The difference this will make

SEND families have a better experience navigating the Local Offer channel and find the information or advice they are looking for.

### **What we want**

Improve and co-produce the range of advice, guidance and information available for SEND families.

### **What we will do**

Undertake a gap analysis to understand what guidance or information is missing. Continue to offer “Your Local Offer Your Way” development sessions and continue to invite the wider SEND community to develop and shape the information. Co-produce with the PCF a clear and accessible roadmap outlining the overarching SEND system.

### **Where are we now**

The SEND Local Offer hosts a range of advice and guidance pages. Half-termly “Your Local Offer Your Way development sessions” have lower attendance and engagement than hoped. There is currently no fully completed roadmap, though it is in development through the Local Offer Team and PCF.

### **What we will see**

A range of co-produced information, advice and guidance in a variety of accessible formats. Positive, collaborative working relationships in place with key partners and stakeholders ensuring good quality information is available.

### **The difference this will make**

Families have clear information about a range of SEND related topics and understand what they can co-produce and how, giving greater parental and stakeholder confidence across the SEND system

### **What we want**

An SEND Area Partnership Charter in place.

### **What we will do**

Co-production Charter will clarify co production approaches at a strategic, service and individual level. The area partnership will ensure that new initiatives, policy and service redesign are undertaken with coproduction at the centre.

### **Where are we now**

Co-production work to produce the area draft charter has taken place. In addition, a Southend-on-Sea City Council Co-Production framework is being developed which will include the SEND Area Partnership Co-production Charter as an Annexe.

### **What we will see**

Children, young people with SEND and their families and stakeholders understand what they can coproduce and how to contribute to or influence individual, service level and strategic decisions

### **The difference this will make**

Children, young people with SEND and their families experience services that are coproduced with them on an individual basis. Co-production is actively embraced in the review of existing services and when designing or shaping new services.

### **What we want**

Strengthen the strategic engagement with families delivered through the Parent Carer Forum (PCF).

### **What we will do**

Establish a Southend SEND Network, led by the PCF that reflects and represents SEND groups across Southend.

### **Where are we now**

There is PCF representation and input in strategic decision making and they are making a strong contribution to improving the experiences of children and young people with SEND and their families. This will be widened across the Southend SEND Community.

### **What we will see**

The voices of an increased number of families and stakeholders are gathered through termly PCF seminars, workshops or focus groups. PCF impact reports will systematically evaluate the effectiveness of local arrangements to influence strategic development and the commissioning of services.

### **The difference this will make**

SEND Families will understand how the system is working to deliver SEND services and improvements through PCF led activities and leaders understand the issues facing families in the local area. Services and support available are more responsive to the needs of families.

### **What we want**

Strengthen the strategic engagement of children and young people with SEND so they are more involved in the wider decision-making of the area.

### **What we will do**

Identify a lead officer for the ongoing development of the SEND Children and Young People's Forum. Children and young people with SEND are supported in a way that allows their voices, opinions to be heard around topics which matter to them.

### **Where are we now**

Children and young people with SEND have taken part in coproduction of an annual review survey and promotional material and are beginning to be more involved in the wider decision-making of the area.

### **What we will see**

Lead officer in post supporting the SEND Youth Forum to participate, be heard, and feel included in decision making.

### **The difference this will make**

The voice of the children and young people is empowered and present in strategic decision-making.

### **What we want**

SEND Champions supporting families through the sharing of accurate information about SEND systems and processes.

### **What we will do**

Recruit a number of SEND Champions in local groups and organisations via the SEND Network. Create a training and support plan that supports the development of SEND Champions' knowledge and skills.

### **Where are we now**

SEND Champions are not currently in place.

### **What we will see**

SEND Champions are present within local groups and active SEND Network members.

### **The difference this will make**

Families feel effectively supported by SEND Champions and their community who provides accurate and reliable information, advice and guidance and signposting about SEND systems and processes.

### **What we want**

Improved communications to stakeholders from across the SEND Partnership.

### **What we will do**

Coproduce and implement an area partnership communications strategy. Continue to produce a monthly SEND area partnership newsletter. The PCF will collaborate with officers across the area partnership to collect, review and analyse feedback on the SEND offer to generate information for communications.

### **Where are we now**

The local area partnership has worked to improve communication, including widening understanding of the local offer. There are regular meetings across the partnership to agree content for the area partnership newsletter. Subscribers to the monthly newsletter have doubled since September 2022. There is however no agreed area partnership communication strategy.

### **What we will see**

A strategy that sets out how communications are managed across stakeholder groups in a systematic and effective way. Subscribers to the SEND Area Partnership newsletter reaches in excess of two thousand (2,000).

### **The difference this will make**

Communications from the partnership are useful, relevant and informative for families. Families are well informed on key partnership activity and understand what it means for them.

# Glossary

|                  |  |
|------------------|--|
| ADHD             | Attention Deficit Hyperactivity Disorder |
| AP               | Alternative Provision                    |
| ASD              | Autistic Spectrum Disorder               |
| BAU              | Business as usual                        |
| CETR             | Community & Education Treatment Review   |
| CYP              | Children and Young People                |
| DSR              | Dynamic Support Register                 |
| EHC Plan or EHCP | Education, Health and Care Plan          |
| EHE              | Electively Home Educated                 |
| ELG              | Early Learning Goals                     |
| ELSA's           | Emotional Literacy Support Assistants    |
| EPUT             | Essex Partnership University Trust       |
| EYFS             | Early Years Foundation Stage             |
| EY               | Early Years                              |
| FAQ              | Frequently Asked Questions               |
| HWBB             | Health and Wellbeing Board               |
| IAG              | Information, advice and guidance         |
| ICB              | Integrated Care Board                    |
| ICS              | Integrated Care System                   |
| JSNA             | Joint Strategic Needs Assessment         |
| KS1/2            | Key Stage 1 / 2                          |
| LA               | Local Authority                          |
| LD               | Learning Disability                      |
| MHST             | Mental Health Support Team               |
| MSE              | Mid and South Essex                      |
| NELFT            | North East London NHS Foundation Trust   |
| PCF              | Parent Carer Forum                       |
| PfA              | Preparing for Adulthood                  |
| SCC              | Southend-on-Sea City Council             |
| SEF              | Self-Evaluation Framework                |

|           |  |
|-----------|--|
| SEMH      | Social Emotional Mental Health   |
| SEND      | Special Educational Needs and or Disabilities                            |
| SET       | Southend, Essex and Thurrock   |
| SET CAMHS | Southend, Essex and Thurrock Child and Adolescence Mental Health Service |
| SLCN      | Speech, Language and Communication Needs                                 |
| SPA       | Single Point of Access   |
| SSIF      | Southend SEND Independent Forum  |
| ToR       | Terms of Reference   |
| VCS       | Voluntary and Community Sector   |

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