

## SEND Implementation Plan - Summary

SEND Inclusion Strategy Priority	Leads	Groups	RAG	Progress & Comments
<b>Priority 1 - Developing holistic plans with children/young people</b>	Head of Inclusion and SEN & Designated Clinical Officer	SEN Inclusion Transformation Working Group	Amber	The Inclusion Group was formed and was meeting regularly prior to Covid, however the ability to take the work forward limited due to Covid. Head of Inclusion and SEN started as Head of Inclusion and SEN on 1 September and is reviewing project plan.
<b>Priority 2 - Inclusion and removing exclusion in education</b>	Head of Inclusion and SEN SEN Inclusion Support Manager	SEN Inclusion Transformation Working Group	Amber	Progress has been made with some of the projects but there has also been delays due to Covid. Head of Inclusion and SEN started as Head of Inclusion and SEN on 1 September and is reviewing project plan.
<b>Priority 3 - Inclusion and wellbeing in the community</b>	Designated Clinical Officer & Coms Prog Lead - Childr & Transition	TBC	Amber	FACT work on hold due to Covid. Colleagues across Health teams have been liaising to update the plan
<b>Priority 4 - Improving the range and quality of provision</b>	Head of Inclusion and SEN & Head of Special School Transformation	Special School Transformation Steering group / SEN Inclusion Transformation Working Group	Amber	North Wiltshire School Project on track (Green RAG rating). Improved joint working working developing for place planning. Health colleagues have been liaising to update the plan.
<b>Priority 5 – Achievement and progress</b>	Head of Inclusion and SEN & Head of School Effectiveness	Education PoB	Amber	Ability to take the work forward limited due to Covid. Head of Inclusion and SEN started as Head of Inclusion and SEN on 1 September and is reviewing project plan.
<b>Priority 6 - Well planned transitions</b>	Head of Service Commissioning & Designated Clinical Officer	Preparing for Adulthood Group	Amber	Tranitions lead appointed. Health teams liaising with SEND colleagues.

SEND Inclusion Strategy Priority	SEND Inclusion Strategy Commitment	Lead	Groups	Milestone Activities	Target Dates	What does good look like? Success Criteria	Indicative Costs	RAG	Progress & Comments
Priority 1 - Developing holistic plans with children/young people	a) Improve communication between education, health and social care so that everyone has a clear understanding of roles and responsibilities throughout the SEND process	Head of Inclusion & SEN	SEN Inclusion & Transformation Working Group	i) Establish FACT Inclusion Working Group ii) Creation of sub groups for EHCP, Panels and Bandings	On hold	Equitable input from each group and clearly identified roles and responsibilities. New documentation.		Amber	Inclusion Group formed and meeting regularly prior to Covid. Ability to take the work forward limited due to Covid. Cate Mullen started as Head of Inclusion and SEN on 1 September and is reviewing project plan.
Priority 1 - Developing holistic plans with children/young people	b) Wherever possible, bring plans, assessments and reviews together – so that each child or young person has one coordinated plan with one named key worker	Head of Inclusion & SEN	SEN Inclusion & Transformation Working Group	i) Establish FACT Inclusion Working Group ii) Creation of sub groups for EHCP, Panels and Bandings	On hold	Equitable input from each group and clearly identified roles and responsibilities. New documentation.		Amber	Inclusion Group formed and meeting regularly prior to Covid. Ability to take the work forward limited due to Covid. Cate Mullen started as Head of Inclusion and SEN on 1 September and is reviewing project plan.
Priority 1 - Developing holistic plans with children/young people	c) Strengthen and improve the use and monitoring of health outcomes, looking for areas of best practice and developing local options	Sally Beckley / Designated Clinical Officer	SEN Inclusion Transformation Working Group	Establish multi agency quality assurance group to monitor quality of advice, plans and annual reviews		Health outcomes will be clearly documented and show an improving trend		Amber	Work underway with health providers to establish improved health outcome data reporting Oxford health are now using standardised outcome measures
Priority 1 - Developing holistic plans with children/young people	d) Improve the information on the Local Offer showing pathways for how to get early help	Head of Inclusion & SEN	SEN Inclusion & Transformation Working Group	Update the Local Offer website content for Early Year and School Graduated Response, and for SEMH Pathways.	Jul-21	Updates made to website. Positive feedback from users about content and access.		Not started	Other work being prioritised
Priority 1 - Developing holistic plans with children/young people	e) Develop the information available through the SEND Independent Advice and Support service (SENDIASS) to ensure the health offer is communicated to parents and schools	Sally Beckley / Head of Commissioning Families & Children	SENDIASS contract monitoring group and SENDIASS steering group	i) Health involvement in commissioning and contracting. ii) Develop communication between health providers, SENDIASS and WPC	Complete	Mutual understanding of roles and responsibilities, processes and tasks. Comprehensive performance reporting and monitoring. Consistent and clear message regarding the information available via SENDIASS provision regarding all stakeholders.		Amber	Impact of COVID-19 in terms of working practices, relationship with WPC - ongoing piece of work through steering group and provision monitoring, separate session to contract management, length of contract review- requirement for options appraisal, Designated Clinical Officer (B&NES & Wilts) NHS Bath and North East Somerset, Swindon and Wiltshire Clinical Commissioning Group in attendance of commissioning contract reviews- ongoing input and open lines of communication between all parties.
Priority 1 - Developing holistic plans with children/young people	f) Strengthen practice so that plans have all the required information from social care	Head of Inclusion & SEN / SEND Locality Manager	SEN Inclusion & Transformation Working Group	Identify with social care team what is required. Introduce new audit process	TBC	New audit process in place. Improvement in quality of plans.		Amber	Ability to take the work forward limited due to Covid. Cate Mullen started as Head of Inclusion and SEN on 1 September and is reviewing project plan.
Priority 1 - Developing holistic plans with children/young people	g) Review and improve the role of SEND teams and jointly identify and close gaps in service provision	Head of Inclusion & SEN	SEN Inclusion & Transformation Working Group	Strengths and gap analysis Regroup teams Make appointments as required	TBC	Gaps identified and filled Service running more efficiently and is responsive to need		Amber	Ability to take the work forward limited due to Covid. Cate Mullen started as Head of Inclusion and SEN on 1 September and is reviewing project plan.
Priority 1 - Developing holistic plans with children/young people	h) Support the role of health professionals as first point of contact and on-going partner in the children/young people's plans	Sally Beckley / Designated Clinical Officer							

Priority 1 - Developing holistic plans with children/young people	j) Explore new digital opportunities for writing, reviewing and delivering plans	Head of Inclusion & SEN / Head of Special School Transformation	High Needs Working Group	Identify and review digital opportunities Model a range of options Consider costs and value for money SOMEHOW Project Oxford Health Experience of Digital Tech During Covid 19	TBC	Decrease planning process time Increase input from stakeholders Increase quality of plans		Amber	Digital Project gateway review undertaken, decision made to halt further development SOMEHOW Project being successfully managed as per project plan
Priority 1 - Developing holistic plans with children/young people	j) Explore social media/ICT opportunities for engaging with children and young people	Head of Inclusion & SEN	SEN Inclusion Transformation Working Group	Plan project and kick off meeting Identify meaningful media	TBC	Increase engagement and pupil voice in SEN process		Not Started	Ability to take the work forward limited due to Covid. Cate Mullen started as Head of Inclusion and SEN on 1 September and is reviewing project plan.
Priority 1 - Developing holistic plans with children/young people	k) Develop the multi-agency involvement, specifically in the ASD pathway	Comms Prog Lead - Community Services	Autism Partnership Board / BSW LD & Autism Delivery Board	Amalgamation of Autism Multi-Agency Forum and Autism Partnership Board Development of whole life market position statement (to include autism) Co-produce new autism strategy	Sept - 20 Oct - 20 Apr - 21	Improved pre and post diagnostic support. Develop a new training package for professionals Accessible information and signposting		Amber	Meeting with Autism Multi-Agency Forum held to discuss creating the joint forum
Priority 1 - Developing holistic plans with children/young people	l) Develop our decision-making panels and review the related processes	Head of Inclusion & SEN	SEN Inclusion Transformation Working Group	i) Establish FACT Inclusion Working Group ii) Creation of sub groups for EHCP, Panels and Bandings iii) Creation of the SEN Inclusion Transformation Working group iv) Circulate paper	TBC	Equitable input from each group and clearly identified roles and responsibilities. New documentation.		Amber	Inclusion Group formed and meeting regularly prior to Covid. Ability to take the work forward limited due to Covid.
Priority 1 - Developing holistic plans with children/young people	m) Develop our joint working so that referral processes and first points of contact are easy to use	Head of Inclusion & SEN & System Thinking Lead	FACT	Engagement in Front Doors & Local Pathways FACT WorkStream	TBC	Positive feedback from service users Services users have a positive experience of accessing services		Amber	Ability to take the work forward limited due to Covid.
Priority 1 - Developing holistic plans with children/young people	n) Work towards all requests for an autism diagnosis being met within 26 weeks, in line with NICE Guidance, but all requests, regardless of requirement for diagnosis, lead to an offer of support or help	Comms Prog Lead - Community Services / Myfi Champnes	Autism Partnership Board / BSW LD & Autism Delivery Board	Bid submitted by BSW to NHS England to address the waiting list issue	Sep-20	Meeting the guideline targets Service users report receiving access to the support they need. Children able to access the support they need without a diagnosis		Amber	Waiting response to bid from NHS England
Priority 1 - Developing holistic plans with children/young people	o) All eligible requests for support from Child and Mental Health Services (CAMHS) are met within nationally required standards (24 weeks) reducing waiting times	Comms Prog Lead - Childr & Transition / Emily Shepherd	BSW CAMHS Transformation Board	Ongoing monitoring via bimonthly contract monitoring process		To meet local targets for waiting times		Amber	Ongoing activity monitored at BSW level
Priority 1 - Developing holistic plans with children/young people	p) Strengthen the integrated 2-year-old pathway to support early identification and assessment.	Early Years Manager and Jacqui Corp (VCSL)	FACT BSIL	Review and revise key milestones agreed pre-Covid and as part of BSIL FACT workstream Implement actions including clear communication plan to settings and HV workforce Review impact of actions in terms of quality and quantity of integrated reviews	Sept 2020 July 2020 July 2021	More integrated checks taking place Improvement in quality Positive feedback from workforce and parents		Amber	

SEND Inclusion Strategy Priority	SEND Inclusion Strategy Commitment	Lead	Groups	Milestone Activities	Target Dates	What does good look like? Success Criteria	Indicative Costs	RAG	Progress & Comments
Priority 2 - Inclusion and removing exclusion in education	a) Work with schools and colleges to bring in more focused training, coaching and mentoring so that they can help children/young people be educated locally	Head of Inclusion & SEN	Wiltshire Learning Alliance & WESB	i) Engage with schools to identify individual requirements ii) Core training offer developed for all schools iii) Implement roll out of training offer	Complete June 2020 Autumn 2020	All schools undertaken core training Schools have access to a wider training offer		Amber	Ability to take the work forward limited due to Covid. Cate Mullen started as Head of Inclusion and SEN on 1 September and is reviewing project plan.
Priority 2 - Inclusion and removing exclusion in education	b) Develop the alternative provision offer in collaboration with schools	Partnership/ Education Officer post 16	AP & Inclusion Working Group	i) Secondary schools identify AP need ii) AP offer developed to meet need iii) primary schools to identify need	Complete January 2021	Young people can access a good quality AP provision AP pathway in place for primary and secondary QA system in place to ensure sustainable working		Amber	Working groups established. AP model and pathway identified.
Priority 2 - Inclusion and removing exclusion in education	c) Review the role of our SEND teams to improve how we support children with SEN Support	SEN Inclusion Support Manager & Head of Inclusion & SEN	SEN Inclusion Transformation Working Group	Strengths and gap analysis Regroup teams Make appointments as required	Complete April 2020 June 2020	Gaps identified and filled Service running more efficiently and is responsive to need		Amber	New head of service to review analysis paper produced
Priority 2 - Inclusion and removing exclusion in education	e) Review the support offered to children and young people, families and schools around managing behaviour that challenges ensuring it is integrated with social care	SEN Inclusion Support Manager & Early Help Team Leader - South / Head of Service - Commissioning	In progress	Establish a cross functional Behaviour Working Group following the team reorganisations	TBC	Consistent approach on the Local Offer Positive feedback from schools and service users		Not Started	
Priority 2 - Inclusion and removing exclusion in education	f) Review and re-launch the Graduated Response tool	Head of School Effectiveness & SEN Inclusion Support Manager		Review and adapt new format and approach with stakeholders and partners Relaunch	June 2020 01/09/2020	Schools have a clear, accessible tool to support provision for children at SEN Support level Schools capacity to support children pre-EHCP is increased. Decreased numbers of EHCP applications.		Green	
Priority 2 - Inclusion and removing exclusion in education	g) Grow the reach of WPCC with parent carers of children with SEN Support or educated at home to recognise their needs and improve early support	Stuart Hall, WPCC		The WPCC to try to recruit a small team of parent carer volunteers to co-produce a SEND awareness training programme that could then be delivered in schools by parent carers.	TBC	An increased basic awareness of SEND in mainstream schools to improve integration and inclusion, improved parental confidence in mainstream provision at SEN Support, empowered and valued parent carers who own and feel part of the solution as partners, improved relationships across stakeholders.		Amber	Initial meeting held on March 13th to begin to scope project. Progress delayed due to Covid.
Priority 2 - Inclusion and removing exclusion in education	h) Improve early intervention for young children with emerging mental health concerns	PH Strategist		BSIL FACT Workstream Five to Thrive					

Priority 2 - Inclusion and removing exclusion in education	i) Work with schools to reduce the stigma and associated bullying that young people with SEND experience	Personal Development Adviser (Drugs)	Healthy Schools Working group	Wiltshire Healthy Schools Include school provision for pupils with SEND in standards Share and use data from pupil wellbeing survey to improve outcomes	Oct-20	Use of local data with and by schools to prioritise vulnerable groups, including young people with SEND. Evidence submitted by Wiltshire Healthy Schools on school provision.		Amber	Local data has been shared with schools and partners from 2018 using a series of reports online, at multiagency forums and during a variety of school CPD events. Schools have been encouraged to focus on improving outcomes for vulnerable groups and have been signposted to sources of support to reduce bullying, including the national anti-bullying alliance "All Together" programme which supports schools (including those from Wiltshire) to address bullying among pupils with SEND. Wiltshire Healthy Schools standards and guidance have been amended to highlight the needs of children with SEND and role of the staff to improve outcomes. Our latest pupil survey that took place earlier this year was interrupted by lockdown and will be resumed early in 2021. This means that the data partially collected so far hasn't been analysed by Public Health or shared with schools as planned, so there is no data to monitor the impact since 2017 yet.
Priority 2 - Inclusion and removing exclusion in education	j) Develop the support of the Virtual Schools team with SEND provision	Service Manager Virtual Head Vulnerable Grps	Education Outcomes Group	Etsbalish clear links between SEND and Virtual Schools team Virtual Schools team involved in BSIL and Inclusion FACT workstreams Virtual School linked with ISOS inclusion development programme. Virtual School delivery of trauma-informed practice CPD for education settings is aligned with FACT FTT:ATR.	Complete	Improved joint working Improved outcomes for LAC with SEND		Green	Virtual School Head and Head of SEN/Inclusion now working within same SMT Progress of ISOS AP/Inclusion work is on track, with understanding that trauma informed practice in schools is a shared priority across SEN, inclusion and VS. FTT Trainers have been identified from within the VS (FACT)
Priority 2 - Inclusion and removing exclusion in education	k) Manage, and strengthen quality checks for, unregulated provision.	Partnership/ Education Officer post 16	AP & Inclusion Working Group	i) Develop process to strengthen safeguarding, health & safety and accountability ii) Developing a shared process that will be used by schools, SEND team and virtual school iii) Develop a registered SEND AP provision iv) Clarify commissioning responsibility for AP framework v) Supporting local providers through DfE registration process	i) & ii) September 2020 iii) January 2021 iv) & v) Dec 2020	Quality assured, safe provision for young people with SEND Decrease the number of young people in unregistered provision Improved outcomes for young people accessing AP		Amber	Risk: significant number of learners in unregistered provision, not on the roll of a school. New AP team in place. AP area on Right Choice for information for schools and providers and AP Approved List. Provider will have submitted DfE application by the end of September.
Priority 2 - Inclusion and removing exclusion in education	l) Ensure that all programmes (e.g. FACT, whole school SEND, early years programmes) focus on early help	Head of Inclusion & SEN	SEN Inclusion & Transformation Working Group	Ensure system improvements for early help is a priority in each group	Complete	Greater focus on early help Everyone is an advocate for inclusion		Green	new head of service to review progress here (noted to be green)



SEND Inclusion Strategy Priority	SEND Inclusion Strategy Commitment	Lead	Groups	Milestone Activities	Target Dates	What does good look like? Success Criteria	Indicative Costs	RAG	Progress & Comments
Priority 3 - Inclusion and wellbeing in the community	a) Develop partnerships across all community groups to establish an understanding and model of what effective early support looks like	System Thinking Lead		IESiC Systems Thinking group & FACT workstreams	on hold	The IESiC project has agreed three areas of transformation to ensure that the right support is available locally at a time it is required by the family. These elements are a directory to identify groups and support available locally, a coordinator role to support families and front line workers and a central commissioning type role to ensure similar needs in various communities are catered for efficiently	not yet identified	N/A as project on hold	The FACT programme is currently paused due to COVID-19 and members of the team redeployed. We are awaiting confirmation from GOLD on the focus for recovery and ongoing programmes
Priority 3 - Inclusion and wellbeing in the community	b) Increase access to early social care support in a way that enables sustainable, long term outcomes for children and young people with SEND	System Thinking Lead		IESiC Systems Thinking group & FACT workstreams	on hold	The IESiC project has agreed three areas of transformation to ensure that the right support is available locally at a time it is required by the family. These elements are a directory to identify groups and support available locally, a coordinator role to support families and front line workers and a central commissioning type role to ensure similar needs in various communities are catered for efficiently	not yet identified	N/A as project on hold	The FACT programme is currently paused due to COVID-19 and members of the team redeployed. We are awaiting confirmation from GOLD on the focus for recovery and ongoing programmes
Priority 3 - Inclusion and wellbeing in the community	c) Collaborate with Public Health to increase Disability Awareness in the community, including public transport, community groups and leisure facilities	System Thinking Lead		IESiC Systems Thinking group & FACT workstreams	on hold	The IESiC project has agreed three areas of transformation to ensure that the right support is available locally at a time it is required by the family. These elements are a directory to identify groups and support available locally, a coordinator role to support families and front line workers and a central commissioning type role to ensure similar needs in various communities are catered for efficiently	not yet identified	N/A as project on hold	The FACT programme is currently paused due to COVID-19 and members of the team redeployed. We are awaiting confirmation from GOLD on the focus for recovery and ongoing programmes
Priority 3 - Inclusion and wellbeing in the community	d) Improve access to health appointments in local settings – particularly schools and colleges	Sally Beckley & PH Strategist & Comms Prog Lead - Childr & Transition						Amber	Mental health support teams (MHST) CAMHS appointments happen routinely in school settings this is being monitored via contract monitoring for effectiveness
Priority 3 - Inclusion and wellbeing in the community	e) Develop the Community Eating Disorder Service working towards 7 day a week assistance with home support	Comms Prog Lead - Childr & Transition		Oxford Health CAMHS project board service review and action planning		CYP have access to a more robust offer out of hours		Amber	Outreach service offer weekend support to families
Priority 3 - Inclusion and wellbeing in the community	f) Support more young people to have their voice heard through the Youth Ambassadors scheme	Head of Commissioning Families & Children	Wiltshire Youth Union	Monthly meetings of the Wiltshire Youth Union to discuss relevant issues, including priorities of Knife crime and the environment. Recruitment to be aimed at engaging more young people in the Autumn.	Monthly Meetings Recruiting in Nov / Dec 20	Full engagement from young people, and a plan to engage wider Additional young people involved in Wiltshire Youth Union	Nil	Amber	
Priority 3 - Inclusion and wellbeing in the community	g) Develop the short breaks scheme to offer a wider range of inclusive opportunities in the community	Head of Commissioning Families & Children		Work to be started in the Autumn to assess needs of families in light of Covid-19.	Meeting WPCC Autumn 20	Review completed about needs by Dec 20		Amber	
Priority 3 - Inclusion and wellbeing in the community	h) Strengthen the Health Visitors role in sign-posting and referring families into community SEND provision	Val Scrase (VCSL)							
Priority 3 - Inclusion and wellbeing in the community	i) Work with Children's Centres to further their out-reach to families with children with SEND	Commissioning Programme Lead	FACT Best Start in Life	Meeting With children's centre providers. KPIs reflect SEND outreach	Mar-21	Parents receive good quality outreach support for their specific needs relating to their child's SEND		Amber	Meeting planned for end of August

Priority 3 - Inclusion and wellbeing in the community	j) Maximise choice and control for people with a learning disability, autism or both and their families through increased use of Personal Budgets	Sally Beckley / Claire Galloway / Comms Prog Lead - Childr & Transition / SEND Locality Manager		Development BSW CCG wide strategy and policy for Personal health budgets implementation of preparation for adulthood policy including use of personal budgets		Clear pathway for PHBs PHBs will be included in EHCPs and annual reviews will align with EHCP reviews		Amber	Strategy being developed
Priority 3 - Inclusion and wellbeing in the community	k) Engage with emerging provider collaboratives which will develop discharge pathways and community alternatives to inpatient provision	Gillian Coombes (Oxford Health/Comms Prog Lead - Childr & Transition		Note this action to be checked for accuracy with Judy and Gillian				Amber	
Priority 3 - Inclusion and wellbeing in the community	l) Develop community services that provide robust and person-centred alternatives to hospital admission	Sally Beckley / Comms Prog Lead - Childr & Transition		Community nurses working with acute partners to support timely discharge		Good community alternative to include crisis and step down beds for mental health support Flexible community nursing service to support complex needs at home		Amber	Bids for NHS capital funds to support development of emergency provision -Introduction of ADHD nurse practitioners to work alongside the paediatricians in the ongoing review and care of CYP with ADHD -Psychology resource has been developed within the children's community nursing support to provide support to CYP with life limiting & life threatening illness and their families - Community CETR's being used and attended by key agencies for YP with LD / ASD at risk of inpatient psychiatric admission

SEND Inclusion Strategy Priority	SEND Inclusion Strategy Commitment	Lead	Groups	Milestone Activities	Target Dates	What does good look like? Success Criteria	Indicative Costs	RAG	Progress & Comments
Priority 4 - Improving the range and quality of provision	a) Develop the continuum of inclusive provision between Resource Bases and ELP	Head of Inclusion & SEN / Head of Special School Transformation	SEN Inclusion Transformation Working Group	i) Establish ELP and RB working groups ii) Rewrite the SLA for ELP and Resource Base provision with agreed QA model	To be reviewed during Recovery phase	Confidence in consistency, quality and equity of Resource Base and ELP provision		Amber	Work delayed by Covid. First meeting of group 9/9/2020 to develop wider place planning work.
Priority 4 - Improving the range and quality of provision	b) Develop a project to upskill schools around Dyslexia and ASD with an accreditation scheme	Lead Professional - Cognition & Learning	High Needs Working Group	Bids process to appoint 18 schools to become Dyslexia Champions Project Plan created Hard launch Sept -20	Complete Complete Sept -20	To reduce the number of pupils who access out of county / specialist dyslexia provision	£36,000	Green	Project on track, preparations underway for Sept 'hard launch' (the beginning of the additional support to schools and accreditation scheme supported by SENSS and the BDA.
Priority 4 - Improving the range and quality of provision	c) Create additional resource base places	Head of Inclusion & SEN / Head of Special School Transformation	SEN Inclusion Transformation Working Group	Collaborative joint group established between Commisisoning, EOs and SEND Complete Place Planning for Sept - 20 Jointly revise process for - 2020-21	Complete Complete Oct - 20	A clear strategic identification of need and provision gaps, 3-5 year place planning strategy established, assurance of sufficiency of places and quality of provision.		Amber	Joint wokring group established under SEN Cell process and now evolving into transformation working group. Place planning work for Sep 2020 complete. Agreed parameters for work on longer term place planning strategy.
Priority 4 - Improving the range and quality of provision	d) Build and staff the new schools in the north and south of the county	Head of Special School Transformation	Special School Transformation Steering Group	Decision from Office of Schools Adjudicator, Form Shadow Governing Board New School Development and sign off of North build design Completion of feasibility study for south school site by DfE	Complete Complete Complete March 21 TBC	See Special School Project Plan	£33m (approved by cabinet)	Green	OSA Decision made, interim exec headteacher in place, schools amalgamated, fullgoverning board formed, detailed project plan in place, mitigation of Covid impact to build programme in place Free School announcement from DfE made about the Trust but not the site. Working group established between the council and the Trust.
Priority 4 - Improving the range and quality of provision	e) Work with parent carers and children and young people to develop service specifications and outcomes reporting for the children's community health care services	Myfy						Amber	
Priority 4 - Improving the range and quality of provision	f) Develop the neurodevelopmental pathways to support children and families earlier, without a diagnosis	Comms Prog Lead - Childr & Transition						Amber	
Priority 4 - Improving the range and quality of provision	g) Bring more mental health support to children and young people, particularly into schools and colleges and explore innovative ways to deliver this e.g. access to IT, Apps etc.	Head of Special School Transformation / Project Co-ordinator Special Schools / Comms Prog Lead - Childr & Transition	Special School Steering Group / BSW CAMHS Transformation	See SOMEHOW Project Plan & Oxford Health Digital Tech plan Harbour Project MH Support Teams		See SOMEHOW Project Plan,		Green for SOMEHOW / Amber for other MH projects	SOMEHOW Project on track, being managed in accordance with project plan, SOMEHOW project manager working with Oxford Health to deliver complimentary project on digital engament through Covid.
Priority 4 - Improving the range and quality of provision	h) Increase good emergency responses for children with severe mental health needs	Comms Prog Lead - Childr & Transition						Amber	



Priority 4 - Improving the range and quality of provision	i) Develop alternate approaches to transport for children with SEND	Head of Service Passenger Transport / Head of Special School Transformation	Special School Steering Group	Develop stakeholder group for transport for North Wiltshire School Include Transport as a key theme in the co-production workshops DfE decision about South Free School	Sept '20 Autumn '20 Autumn '20	Robust transport plan for North Wiltshire School that ensures safety and best use of resources		Green	JS and AE have met with project manager for North Wiltshire School Transport is a key issue being addressed in the co-production workshops for the NWS project and will form part of the feasibility study for the south free school
		Head of Service Passenger Transport / Head of Commissioning Families & Children	FACT	Recruit to 12 month fixed term post Initiate Transport Review, to look at new ways of delivering home to school transport for children with SEND Review existing travel arrangements to deliver financial savings and efficiencies	Autumn '20	Options for new delivery models for SEND Transport to be shared in Spring 2021 Financial savings delivered for financial year 2020 / 21		Amber	3 <sup>rd</sup> recruitment currently advertised. Interviews 1 <sup>st</sup> week in October 2020
Priority 4 - Improving the range and quality of provision	j) Establish arrangements for coordinated health provision for when children and young people are placed in out of county provision	Sally Beckly / Myfy							

SEND Inclusion Strategy Priority	SEND Inclusion Strategy Commitment	Lead	Groups	Milestone Activities	Target Dates	What does good look like? Success Criteria	Indicative Costs	RAG	Progress & Comments
Priority 5 – Achievement and progress	a) Develop an engaging measure for understanding children and young people's wellbeing which can tell us how all children with SEND are feeling.	Head of Inclusion & SEN / Head of Special School Transformation	SEN Inclusion Transformation Working Group / SEND Board	Embed wellbeing measures within outcomes reporting Embed wellbeing measures in SLAs	Sept '20 2020 / 21	Access to wellbeing data across the system Understanding and having an impact on the wellbeing of children		Amber	SEND Dashboard being developed, including wellbeing measures.
Priority 5 – Achievement and progress	b) Implement an 'Inclusion Dashboard' for all schools/colleges and early years settings to ensure we can see how plans make a difference to children and young people.	Head of Inclusion & SEN	Education PoB, SEND Board	Dashboard created for all schools Further develop the Dashboard to include wellbeing measures	Complete Jan 21	Access to wellbeing data across the system Understanding and having an impact on the wellbeing of children		Amber	Head of SEN and Inclusion reviewing plan.
Priority 5 – Achievement and progress	c) Develop and deploy the team of Lead SENCO's to support the development of SENCO's and inclusive practice	SEN Inclusion Support Manager	Teaching School Alliance, Lead SENCO Group, SENCO Network Groups						
Priority 5 – Achievement and progress	d) Use the Whole School SEND programme to evaluate practice and identify areas for improvement	Head of School Effectiveness & Head of Inclusion & SEN	School Effectiveness group	Ensure all schools have training on whole school SEND SEND evaluation is used as part of part of annual SEN schools review	Oct 2019 - July 2020 Autumn 2020	Clear understanding of SEND system quality and practice Support and intervention are more effectively targetted to meet need Improved provision for children with SEND, particularly in mainstream settings Increased attainment for children with SEND Decreased number of EHCPs		Amber	
Priority 5 – Achievement and progress	e) Develop a PATH's approach to planning and development integrating social care in schools	Lead Professional Educational Psych	EP Working Group	Set up pilot project to trial PATH's approach Evaluate effectiveness and impact Adapt for wider roll out	Oct 2020 July 2021 Feb 2021	Greater integrated working between services Decreased time creating plans Increased stakeholder involvement in writing plans including child and parent voice Improved responsive support when needed to decrease escalation Decrease the demand for EHCPs		Amber	Working group in place but increased demands on service due to Covid pushed back progress. On track to begin pilot after October half term with a view to rolling out to all schools in the Spring.

Priority 5 – Achievement and progress	f) Develop and deliver a training programme for all SEND governors. Increase the SEND knowledge of all governors' to raise the profile of SEND and create a more questioning culture around inclusion.	Governor Development Lead		Training sessions made available for all governors SEND training sessions for all SEND governors	TBC	Increase the SEND knowledge of all governors' to raise the profile of SEND and create a more questioning culture around inclusion.		Amber	This work has been delayed due to Covid and staff changes. Governor Development Lead is liaising with SEN Inclusion Support Manager and Angela Everett to progress. Training programme went out for governors 08:09:2020, unfortunately there are gaps with the SEND training for governors. School Governance service contacting the SEND contacts to confirm dates and content. Governor Conference in November will have a strand of SEND and Grant Davis going to do Special schools finance session. Also a session on SEND funding for mainstream schools.
Priority 5 – Achievement and progress	g) Engage with governors on inclusion so that they can understand how they can support children and young people with SEND in all areas of their school	Governor Development Lead		as above	as above	as above		Amber	as above
Priority 5 – Achievement and progress	h) Further develop guidance to colleges, schools and early years settings on meeting medical needs	Sally Beckley	Working group including key stakeholders from CCG, LA, health providers and education	New pathway for training staff in seizure management and anaphalaxis developed		Schools have clear expectations about how health needs will be met in school		Amber	Guidance at final draft stage ready for consultation
Priority 5 – Achievement and progress	i) Work together to create a quality assurance approach for SEND provision to support early years settings, primary and secondary schools and colleges	Head of School Effectiveness & Head of Inclusion & SEN		Work with School Effectiveness to develop a framework for evaluating quality of SEN provision Training for regional leads and school improvement advisors	March - June 2020 Sep 2020	Clear understanding of the quality of SEN provision across all schools and settings Target support to schools and settings for SEN more effectively		Green	Head of SEN and Inclusion reviewing plan.

SEND Inclusion Strategy Priority	SEND Inclusion Strategy Commitment	Lead	Groups	Milestone Activities	Target Dates	What does good look like? Success Criteria	Indicative Costs	RAG	Progress & Comments
Priority 6 - Well planned transitions	a) Identify a strategic lead for transitions	Head of Service - Commissioning	SEND Board	Identify a strategic lead for transitions		Transitions workstream had good leadership		Complete	Head of Whole Life Pathway in post
Priority 6 - Well planned transitions	b) Bring together special and mainstream early years settings, schools and colleges to review how they can work collaboratively to support children and young people make the most of what is available across the system	SEND Locality Manager South & West	SEN Inclusion Transformation Working Group / High Needs Block Group	Various projects - see the rest of this implementation plan	N/A	Partners working collaboratively Families able accessing what is available in the community		Amber	Ability to take the work forward limited due to Covid.
Priority 6 - Well planned transitions	c) Start the preparation for adulthood earlier so that young people can make more informed decisions about how they wish to lead their adult lives	Head of Service - Commissioning / Ops Transitions Lead	Preparing for adulthood group	Work with special schools and colleges to create an awareness of post 16 options and outcomes for learners from year 8	Ongoing	Parents to be informed about options for positive opportunities and raising aspirations		Green	
Priority 6 - Well planned transitions	d) Support forces families moving into the county to ensure a smooth journey	Head of Service - Commissioning						Not Started	
Priority 6 - Well planned transitions	e) Establish effective services and provision to support young people preparing for adulthood to remain within their community and ensure smooth transition into adult services where appropriate, covering supported employment, apprenticeships, traineeships, internships and independent travel	Transitions Lead / SEND Locality Manager		Consider how we will use the Get Connected programme beyond FY 2020/21 (after the current funding ends)	Dec-20	Sustainable travel training to develop independence and access to their community for young people with SEND		Green	0
Priority 6 - Well planned transitions	f) Work with the District Specialist Centres and Portage, to increase opportunities for early years children to transition across settings	Senior commissioner Special Schools	Reporting to Head of Special School Transformation	Create Project Plan Meetings with DSC's Implement new KPIs	Review June - 20 Sept - 20 Sept - 20	Clear visibility of inclusive outcomes System working to enable inclusive practice		Green	Project plan created and review meetings taking place. Provider response to developing outcomes reporting has been positive.

Priority 6 - Well planned transitions	g) Create and communicate a clear pathway to support a smooth preparing for adulthood transition moving between Health Services so that young people stay safe, healthy and connected to the relevant health service (in particular, recognising when/if a diagnosis supports transition)	Sally Beckley	PfA implementation group					Amber	An LD and Autism Programme board (all ages) has been established across BSW with Wiltshire locality representation from the CCG, Local Authority as well as parent carer forum. As part of this programme a specific sub-group has been established to consider how we improve services for CYP with suspected autism- this is focussing on all stages of the pathway and not just diagnosis.
Priority 6 - Well planned transitions	h) Start early engagement with employers to understand what they need in the workforce	West Team Leader							
Priority 6 - Well planned transitions	i) Promote and improve the uptake of annual health checks for young people from Yr 9 onwards with learning and physical disabilities	Sally Beckley							
Priority 6 - Well planned transitions	k) At any transition, health plans are considered and reviewed as part of one plan	Sally Beckley	PfA FACT	reintroduction of HELM Identify with LA pathway for settings to make sure health colleagues are aware of review dates etc Work with Virginicare and Oxford health to set up system to ensure health teams can contribute to annual reviews leading up to transitions		Health providers are invited to and engage with annual reviews of EHCPS		Amber	TOR written and invites sent out for new HELM process



SEND Inclusion Strategy Priority	SEND Inclusion Strategy Commitment	Lead	Groups	Milestone Activities	Target Dates	What does good look like? Success Criteria	Indicative Costs	RAG	Progress & Comments
<b>Learning &amp; Recovery from Covid</b>	N/A	SEN Inclusion Support Manager	TBC	95% EHCP attendance after 2 weeks	18 <sup>th</sup> Sep	Attendance in education settings for children with EHCPs Children have suitable provision for September		Amber	Move to recovery phase
				98% after one month	1 <sup>st</sup> October				
				All persistent absentees with EHCP have been focus of a m/a meeting	1 <sup>st</sup> October				
				Co-ordinated SEMH approach shared with schools integrating Wellbeing for Education Return, Five to Thrive, trauma-informed approaches and SEMH directory	Following national roll out – end October				