

Somerset Special Educational Needs and Disabilities Accelerated Progress Plan

Name of the Local Area	Somerset
Date of Inspection	28 November – 1 December 2022
Date of Publication of the revisit report	1 February 2023
Accountable Officers from the LA and ICB	Rob Hart (Somerset Council) Andrew Keefe (NHS Somerset)
SEND and NHS England Advisers	Keith Thompson (Department for Education) Rayanna Stephens (NHS England)

Governance and Accountability

Governance and accountability structures and processes
<p>SEND System Governance</p> <pre> graph TD A[Children & Families Integrated Care Board] --- B[SEND Partnership Board] B --- C[SEND Strategy Subgroups] B --- D[Ad hoc Subgroups] B --- E[Performance & Data Subgroup] B --- F[Inspection Readiness Subgroup] B --- G[Accelerator Programme Subgroup] </pre> <p>The diagram above sets out governance arrangements for the SEND system in Somerset.</p>



The accelerated progress plan comprises ten numbered actions, each with a number of contributing milestones or activities as bullet points. Each overarching action has a named lead responsible officer (in bold), who is responsible for operational delivery of the agreed action. An **accelerated progress plan (APP) subgroup** will be established as a sub-group of the Somerset SEND Partnership Board that will be responsible for developing the programme plan and overseeing its delivery. The APP Subgroup will comprise action lead officers as well as leads from Council and ICB programme support and performance teams.

The APP Subgroup will be a subgroup of the **SEND Partnership Board**, which is co-chaired by the ICB Deputy Director for Commissioning and the LA Assistant Director for Inclusion and has representation from partners across education providers, council inclusion services, social care, health commissioners and providers, the voluntary sector and the executive lead member for Children's Services. The Delivery Group will provide a monthly progress report to the SEND Partnership Board and escalate any risks or issues. The Partnership Board will be responsible for supporting effective joint working to resolve any issues and risks, as well as monitoring local area performance.

Somerset's SEND System Effectiveness dashboard will be refreshed and updated to summarise the key performance indicators linked to the APP, so that there is regular reporting and monitoring of key performance information.

The SEND Partnership Board reports into the ICS **Children and Families Board**, which is co-chaired by the LA Director of Children's Services and the ICB Chief Nursing Officer, who is the designated ICB executive lead for SEND. The Children and Families Board will receive a quarterly progress report on delivery of the APP, as well as providing an opportunity for any risks and issues to be escalated that cannot be addressed by the Partnership Board.

Somerset Parent Carer Forum will be represented on each of the APP Subgroup, the SEND Partnership Board and the Children and Families Board. Each meeting of the SEND Partnership Board will contain a **focus on lived experience** where the Parent Carer Forum and representatives of young people with SEND in Somerset share insight from engagement with parent carers and young people about areas of focus within the APP.

In addition to reporting progress as above, we will provide six-monthly updates to the Somerset Health and Wellbeing Board and to Children and Families Scrutiny Committee.

Improvement required as a result of this plan

On revisit, Ofsted/CQC found that insufficient progress had been made against two areas of significant weaknesses outlined in the original Inspection.

Monitoring Improvement		
Area of Weakness:	Success Criteria	Key Performance Indicators (KPI)** and Qualitative Information (QI)**
Poor assessment and meeting of need caused by inconsistent practice, leading to poor outcomes for children and young people with SEND.	There will be consistent practice across Somerset in implementing a graduated response to identifying and supporting children requiring SEND support in line with local guidance. Children and young people with an education health and care plan will receive the provision that is in their plan. Children, young people and families will receive timely access to assessments and receive the right support where there concerns about neurodevelopment and/or emotional wellbeing.	<p>KPI 1: Increase the proportion of CYP receiving SEND Support who have primary need recorded on Capita ONE system.</p> <p>KPI 2: Increase the percentage of school SEND Information Reports that make explicit reference to Somerset Graduated Response</p> <p>KPI 3: Increase the number of schools completing Somerset Inclusion Tool setting readiness measure.</p> <p>KPI 4: Increase the proportion of positive responses from education providers to EHCP consultations.</p> <p>KPI 5: Reduce the waiting time for an assessment for Autism to be triaged (a) and for initial assessment appointment (b)</p> <p>KPI 6: Increase the number of children accessing education at state-maintained specialist settings for children with SEMH needs.</p> <p>KPI 13: Increase the rolling number of children and young people accessing mental health and emotional wellbeing targeted support in school and community settings</p> <p>KPI 14: More children and young people can access Mental Health Support Teams, Community Wellbeing Service, and CAMHS via a single online referral route.</p> <p>QI1: 6-monthly summary report of Ofsted School Inspections relating to SEND arrangements and actions taken to challenge and support those institutions not performing to a satisfactory level.</p>



		<p>QI 2: Themes from Listening Events with parent carers shared at SEND Partnership Board, and actions taken in response.</p> <p>QI 3: 3-monthly summary report of complaints to council and/or ICB relating to SEND</p>
<p>Too many children and young people not accessing education because of the disproportionate use of exclusion and poor inclusive practices across the area.</p>	<p>Children with additional needs or vulnerabilities will be identified early, with schools working together with partner agencies across inclusion, health and social care so that they receive the right support to keep them engaged in education so that they can experience and achieve success.</p>	<p>KPI 7: Reduce the rolling 12-month number of exclusions for all pupils</p> <p>KPI 8: Reduce the proportion of exclusions impacting children with SEND</p> <p>KPI 9: Reduce the number of repeat suspensions for children with SEND</p> <p>KPI 10: The proportion of schools within the top quartile for either exclusions, suspensions, or requests for assessment, that have accessed training and support through the foundation to inclusive practice programme.</p> <p>KPI 11: Number of CYP identified through targeted support project (action 2.2), and proportion remaining in education/ safely at home.</p> <p>KPI 12: Percentage of responses to the system wide feedback questionnaire which show involvement has led to improvement for the child or young person</p> <p>QII 6-monthly summary report of Ofsted School Inspections relating to exclusions, suspensions and/or attendance of pupils with SEND</p> <p>QI 2: Themes from the Unstoppables and Listening Events with parent carers shared at SEND Partnership Board, and actions taken in response.</p>



	<p>QI 3: Case studies/ learning from targeted work to support children identified as vulnerable to exclusion or care.</p> <p>QI 4: Feedback data and evaluation from training, confidence of education staff, case studies, engagement with digital toolkit and resources.</p>
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**Chosen KPIs to be high level and relevant – where possible use existing data collection arrangements. All KPIs selected should have a well-defined metric, current and target values (see example). **Qualitative information, obtained through surveys, focus groups, case studies etc.*

The focus of this plan is each area of weakness from the original inspection where Ofsted/CQC judged that sufficient progress had not been made. For each weakness, identify the actions taken to achieve improvement and the timescales for completing each action.

Area of weakness identified in the original inspection				
Poor assessment and meeting of need caused by inconsistent practice, leading to poor outcomes for children and young people with SEND.				
Actions designed to lead to improvement				
Action		By when	Responsible officer	Action RAG
1.1	We will improve consistency of identification and support for children with SEND using the graduated response tool so that children and young people needing SEND support have an improved experience and outcomes.	April 2024	Claire Merchant-Jones (Head of SEND, Somerset Council)	
	<ul style="list-style-type: none"> Inclusion Advisory Services will have training and support to make sure that they are able to offer targeted training for education settings across all the four areas of need. 	July 2023	Fiona Turnbull (Somerset Council, Service Manager, Access to Inclusion)	
	<ul style="list-style-type: none"> Analysis of information from the completion of the Somerset Inclusion Tool will be used to deliver targeted 	October 2023	Fiona Turnbull	



	advice and training to settings in relation to the four areas of need, using the Somerset Graduated Response Tool.			
	<ul style="list-style-type: none"> Develop and share guidance about what SEND provision should be “ordinarily available” within mainstream education settings across the four areas of needs including clarifying expectations regarding use of Notional SEN funding, and arrange briefing sessions for all schools to clarify and discuss. 	September 2023	Fiona Turnbull	
	<ul style="list-style-type: none"> All schools to refer to the Somerset Graduated Response Tool and shared expectations regarding what is “ordinarily available” in their SEND information report. 	April 2024	Fiona Turnbull	
	<ul style="list-style-type: none"> Audit and review 10% of cases discussed at decision making panels at 6, 9 and 12 months so that we can be sure that the actions are making a difference regarding the quality of Statutory EHC Assessments requests. 	April 2024	Fiona Turnbull	
1.2	We will engage with education settings and families so that we can be assured that the provision as described in EHC plans is being delivered.	April 2024	Claire Merchant Jones (Head of SEND, Somerset Council)	
	<ul style="list-style-type: none"> Establish system to ensure that all EHCP’s issued from 1st January 2023 includes contact with families and educational settings up to 12 weeks after the EHCP is issued. This will ensure that the provision in the EHC plan is being delivered and the child/young person is attending. 	April 2023	Gemma Reeves (Somerset Council, Service Manager Statutory SEND)	



	<ul style="list-style-type: none"> For children and young people who have moved settings as part of a phase transfer process, families and settings will be contacted within the first term to ensure that the provision in the plan is being delivered and the child/young person is attending. 	November 2023	Gemma Reeves	
	<ul style="list-style-type: none"> Annual Review paperwork will be amended to clarify that provision within EHC plans is being delivered. 	September 2023	Gemma Reeves	
	<ul style="list-style-type: none"> Produce guidance for settings clarifying what they should do if they are unable to deliver the provision as described in the EHC plan. 	September 2023	Gemma Reeves	
	<ul style="list-style-type: none"> Implement a new approach to support access to earlier advice and assessments in relation to SALT and OT through the EHC assessment process. 	September 2023	Camilla Hutchings (NHS Somerset, SEND Health Lead/ DCO)	
1.3	We will undertake a 12-month improvement programme to address the remaining gaps in service and continue to evaluate current initiatives to modernise the early intervention service offer for children and young people's mental health in Somerset.	April 2024	Rose Firth (Commissioning Manager for Women, Children and Families, NHS Somerset)	
	<ul style="list-style-type: none"> Recruit a Project Manager to enable the transition from Somerset Big Tent to the improvement programme 	July 2023	Rose Firth	
	<ul style="list-style-type: none"> Recruit Assistant Psychologists, expanding the CAMHS SPA Assessment Team 	September 2023	Dave Smith (SFT CAMHS, Senior Operational Service Manager)	

	<ul style="list-style-type: none"> Engage with Somerset Big Tent quality assured members to clarify the VCSE offer in Somerset 	June 2023	Patrick Worthington (NHS Somerset, CYP Mental Health Commissioner)		
	<ul style="list-style-type: none"> Develop a digital mental health and emotional wellbeing portal for CYP, families and the wider network of support services to improve access. 	June 2023	Dave Smith		
1.4	We will reduce waiting times for assessment of autism and improve support for children and families throughout the assessment process	April 2024	Will Barnwell (Commissioning Manager for Learning Disability and Autism, NHS Somerset)		
	<ul style="list-style-type: none"> Agree a plan and secure investment to reduce waiting times for assessment 	May 2023			
	<ul style="list-style-type: none"> Agree a plan and secure investment to improve support while waiting for an assessment and after diagnosis 	May 2023			
	<ul style="list-style-type: none"> Implement plan with clear waiting list reduction targets 	July 2023		Will Barnwell	
	<ul style="list-style-type: none"> Implement plan for improved coordinated support offer. 	July 2023		Will Barnwell	
	<ul style="list-style-type: none"> Measure progress against waiting list plans and take any required remedial action 	October 2023		Will Barnwell	
	<ul style="list-style-type: none"> Measure progress against improved support plans and take any required remedial action 	March 2024		Will Barnwell	
1.5	We will use training and quality assurance processes to improve the identification of need and provision relating to SEND within social care practice.	October 2023		Jane Sprague (Head of Service Quality)	



			Assurance, Somerset Council)	
	<ul style="list-style-type: none"> Develop training for social care workforce including foster carers (co-produced with families, schools and virtual school) on how to work together across services to support children's education needs to be met. 	August 2023	Principal Social Worker (Sam Mannion)	
	<ul style="list-style-type: none"> Establish a network of Inclusion Champions across children's social care to provide training and Inclusion CPD sessions to the workforce. 	May 2023	Assistant Director CSC (Paul Shallcross)	
	<ul style="list-style-type: none"> Undertake single and multi-agency audit activity in line with the EHCP Joint Quality Assurance Statement of Commitment to identify key themes and areas for improvement. Provide assurance to the EHCP standards group of single agency quality assurance activity, findings and action plans in place to improve assessment of need and provision of support for children with SEND and/or at risk of disengagement from education: <ul style="list-style-type: none"> Dip Reviews will be undertaken six-monthly to review the quality of Children social care contributions/advice (Appendix E). Practice Evaluation template to be updated to include a section focusing on education, allowing the service to report on progress in this area. 	June 2023	Head of Service Quality Assurance (Jane Sprague)	
1.6	We will work with the Department for Education Regions Team and trusts to address sufficiency gaps relating to specialist provision for social, emotional and mental health	April 2024	Amy Joynes (Strategic Manager Inclusion Transformation &	

	needs, so that children can have needs met within Somerset maintained settings.		Partnerships, Somerset Council)
	<ul style="list-style-type: none"> • Sky Academy – quality of provision has improved to enable the school to take pupils to capacity (Cabot Learning Federation) 	September 2023	Cabot Learning Federation
	<ul style="list-style-type: none"> • Hill View Academy – Fortnightly meeting established with new trust, DfE regions team, SCC property to secure build moving forward and risk of delays mitigated at speed 	June 2023	Lewis Andrews
	<ul style="list-style-type: none"> • Wells Free School – a trust will be identified through scheduled engagement process with an agreed opening date, defined project milestones, and arrangements in place to monitor project delivery. 	September 2023	Lewis Andrews (Somerset Council, SEND Sufficiency Manager)

Area of weakness identified in the original inspection			
Too many children and young people not accessing education because of the disproportionate use of exclusion and poor inclusive practices across the area.			
Actions designed to lead to improvement			
Action	By when	Responsible officer	Action RAG
2.1 We will develop and roll out foundations of inclusive practice programme, focusing on relational practice, meeting sensory needs and inclusive environments:	December 2023	Tim Cockerill (Somerset Council, Principal Educational Psychologist)	
<ul style="list-style-type: none"> • The sensory processing digital toolkit will be updated to ensure that it effectively supports accurate identification of children's needs and leads to targeted support, with a 	September 2023	Tim Cockerill, Camilla Hutchings	

	clear graduated response and process for accessing specialist advice.			
	<ul style="list-style-type: none"> Through the Autism in Schools project, five schools will pilot the use of a whole school sensory audit tool to support adapting the environment to enable children to access the setting. Learning will be shared with all schools. 	December 2023	Ruth Hobbs (Somerset Parent Carer Forum, CEO)	
	<ul style="list-style-type: none"> As part of a trauma-informed approach, a Somerset strategic framework for behaviour and emotional wellbeing will be developed, outlining clear pathways to support and a new multi-element tool that facilitates accurate identification and meetings of needs. 	June 2023	Tim Cockerill	
	<ul style="list-style-type: none"> A programme of trauma-informed training will be offered to education settings and support will be provided to implement this learning into practice. 	December 2023	Tim Cockerill	
2.2	We will use data and intelligence to identify up to 60 children most at risk of exclusion or care and co-ordinate targeted intensive effective multi agency support.	March 2024	Paul Shallcross (Somerset Council - Assistant Director Children's Social Care)	
	<ul style="list-style-type: none"> Work with schools to identify cohort of children most vulnerable to exclusion or care. 	April 2023	Paul Shallcross	
	<ul style="list-style-type: none"> Use available data to refine target group using key risk factors. 	May 2023	Paul Shallcross	
	<ul style="list-style-type: none"> Coordinate interventions to avoid exclusion. 	May 2023 to March 2024	Kelly Brewer (Head of Service Help & Protection)	

	<ul style="list-style-type: none"> Evaluate individual outcomes using Outcome Star 	From May 2023	Kelly Brewer (Head of Service Help & Protection)	
	<ul style="list-style-type: none"> Identify system learning. 	March 2024	Kelly Brewer (Head of Service Help & Protection)	
2.3	We will use Area Inclusion Partnerships to provide effective multi-agency arrangements for working with schools to identify vulnerable children and commission the right support, prevent escalation and disengagement from education.	December 2023	Julia Ridge (Head of Service Vulnerable Learners, Somerset Council)	
	<ul style="list-style-type: none"> Each area will have an area support team with an area inclusion partnership manager and education engagement officers, responsible for working with schools and partners to identify all children where there is a risk to their engagement in education. 	April 2023	Julia Ridge	
	<ul style="list-style-type: none"> Forums will be set up and meet regularly in each area, involving schools, Inclusion Somerset, Connect Somerset area champions, Family Intervention Service, Mental Health Support Teams and police, to enable joined-up identification and support for learners with additional needs or vulnerabilities. 	June 2023	Julia Ridge	
	<ul style="list-style-type: none"> There will be agreed criteria and processes to identify a lead professional, with defined roles and responsibilities, for children who need it so that multiagency support is coordinated effectively. 	September 2023	Julia Ridge	

	<ul style="list-style-type: none"> Undertake review of pupil referral units and alternative provision, to develop proposals for an enhanced offer of alternative provision and behaviour support offer. 	September 2023	Amy Joynes	
	<ul style="list-style-type: none"> Each Area Inclusion Partnership will agree an area plan which sets out how schools, providers of outreach and alternative provision, and other services will improve inclusive practice and prioritise use of area resources. 	December 2023	Amy Joynes & Julia Ridge	
	<ul style="list-style-type: none"> Establish clear policy, process and pathways for children who are not attending school due to anxiety/mental health to enable them to engage in education 	September 2023	Julia Ridge & Tim Cockrell	
2.4	We will work with a group of 10-20 schools, based on data and intelligence about need and practice, to undertake targeted work to identify and improve systems and processes for supporting children who are vulnerable to exclusion to improve support in these settings.	April 2024	Amy Joynes (Strategic Manager, Inclusion Transformation & Partnerships, Somerset Council)	
	<ul style="list-style-type: none"> Identification of exclusion vulnerability indicators in order to identify the schools where most impact can be made 	May 2023	Sam Baker (Somerset Council, Project Manager)	
	<ul style="list-style-type: none"> Use of Delivering Better Value grant to implement a 'proof of concept' team with evidence of success in inclusion and support for children with SEMH needs in mainstream settings. 	June 2023	Amy Joynes	
	<ul style="list-style-type: none"> Direct working with identified schools to audit current practice across KS2 into KS3 to establish programme of work to improve practise through evidence-based research, included 	September 2023	Pathway programme lead	

	seconded Pathway programme lead to lead team. Link with Autism in schools work where the same schools are identified.			
	<ul style="list-style-type: none"> Pathway programme to run with fortnightly review on impact for identified cohort of young people 	September 2023 to April 2024	Amy Joynes	
	<ul style="list-style-type: none"> KS3 pathway for the identified children established to enable successful phase transition for identified group into mainstream secondary schools 	January 2024	Pathway programme lead	
	<ul style="list-style-type: none"> Submission of bid to MTFP to sustain successful working practise into the future 	January 2024	Amy Joynes	

Risk Register (to be reviewed every 3 months)

Date	Risk	Without mitigation		Mitigation	With mitigation		Progress following action
		Likelihood	Possible Impact		Likelihood	Possible impact	
21/3/23	Demand is greater than staffing or system capacity.	Medium	High	Oversight APP delivery group reporting to the SEND Partnership Board, with oversight from ICS Children & Families Board.	Medium	Medium	
21/3/23	Partner agencies have conflicting or different priorities	Medium	High	Oversight AAP delivery group reporting to the SEND Partnership Board, with oversight from ICS Children & Families Board.	Low	Medium	

21/3/23	Services are unable to recruit appropriate staff within timescales in order to deliver improvements	Medium	Medium	Proactive and rolling recruitment programme for identified high risk posts. Identification of flexible approaches where there are anticipated staffing gaps.	Medium	Low	
21/3/23	Reduction in available funds from one or more partner agencies to deliver improvements	Medium	High	Sign-off and escalation routes to ICS Children & Families Board.	Low	High	
21/3/23	Schools and education providers do not feel sufficient ownership of improvement priorities and plans.	Low	High	Development of Education System Leadership Group as part of Somerset Education Strategy. Representation of school and trust leaders through SEND Partnership Board. Regular engagement with education sector in implementing and evaluating improvements.	Low	Medium	
21/3/23	The expansion of the clinical diagnostic elements of the neuro-development pathway are not sufficiently accompanied by	Medium	High	Additional health funding provided to the Education Psychology Service to support CYP waiting for an assessment.	Medium	Medium	

	pre-diagnostic support in schools						
21/3/23	Difficulties identifying and appointing independent providers with sufficient capacity to support the reduction of the neuro-developmental backlog within the identified timeframes.	Medium	High	Pre-procurement discussions are underway with a number of providers with a view to going live during Q1.	Medium	Medium	
23/4/23	Risk of delays in improvement, rebrokering and development of specialist SEMH provision.	Medium	High	Regular meetings with DfE regions team to develop and oversee agreed project plans for Hill View Academy and new Wells free school.	Low	High	

Impact Score Card

This is the summary of all the ways the Local Area will measure the progress and impact of the APP.

KPI Reference	Baseline	3 months	6 months	12 months
KPI 1: Proportion of CYP receiving SEND support who have area of primary need recorded on Capita	<50% (new measure)	50%	70%	900%

KPI 2: All schools refer to the Somerset Graduated Response Tool and shared expectations regarding what is “ordinarily available” in their SEND information report.	Baseline captured in April 2023 audit of websites	N/A	50%	19%
KPI 3: The number of schools completing Somerset Inclusion Tool setting readiness measure	50 (Feb '23)	100	150	200
KPI 4: The proportion of positive responses from education providers to EHCP consultations	New measure – baseline TBC			
KPI 5: Waiting time for (a) an assessment for Autism to be triaged and (b) for initial assessment appointment, by identifying the most vulnerable CYP.	(a) 19 weeks (b) 24 months	(a) 15 weeks (b) 20 months	(a) 10 weeks (b) 16 months	(a) 6 weeks (b) 12 months
KPI 6: Number of children accessing education at state-maintained specialist settings for children with SEMH needs.	73	80	100	160
KPI 7: Rolling 12-month number of exclusions for all pupils	128 (Feb 2023)	95% of baseline	85% of baseline	75% of baseline
KPI 8: Proportion of exclusions impacting children with SEND	65.6% (Feb 2023)	60%	55%	45%
KPI 9: Number of repeat suspensions (more than 1 period of suspension within a 12-month period) for children with SEND	Baseline TBC			
KPI 10: The proportion of schools within the top quartile for either exclusions, suspensions, or requests for assessment, that have accessed training and support through the foundation to inclusive practice programme.	0%	25%	50%	100%
KPI 11: Number of CYP identified through targeted support project (action 2.2), and proportion remaining in education/ safely at home.	0	25 (80%)	40 (80%)	50 (80%)
KPI 12: Percentage of responses to the system wide feedback questionnaire which show involvement has led to improvement for the child or young person	New measure, baseline TBC			

KPI 13: Expanding the rolling number of CYP accessing mental health and emotional wellbeing targeted support in school and community settings (NHSE and Long Term Plan requirement).	0	Cumulative figure	Cumulative figure	Year end figure = 7,473
KPI 14: CYP and their families can access Mental Health Support Teams, Community Wellbeing Service, and CAMHS via a single online referral route.	New measure	Purchased in Q1	Developed and Launched Q2	Completed

QI Reference/ Date	Summary of Impact Findings
	1. 2. 3.
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Reference/ Date	Additional Evidence of Impact - Source

