

Strategic Action & Ref:	Sufficiency and Provision Workstream Update
<p>2.1.1 Ensure effective joint commissioning arrangements in place</p>	<p>This action is currently in progress – discussions have begun to review Speech and Language Services (SaLT) and opportunities to jointly commission this service. Process is expected to last 12-18/24 months.</p> <p>This will include a review and agree priority order of specific services to begin to commission together, where this will lead to the greatest level of benefit for children and young people. The aim is to ensure that parents and stakeholders will have access to consistent SaLT offer across Cheshire East.</p>
<p>2.1.3 Ensure sufficient and sustainable pre and post Autism Support</p>	<p><a href="https://www.cheshireeast.gov.uk/autism-and-adhd-update">Autism and ADHD update (cheshireeast.gov.uk)</a></p> <p>Key updates were published through our local offer pages from the ADHD and autism assessment and diagnosis team based in the north of the borough (covering the Congleton, Knutsford, Macclesfield, Poynton areas):</p> <p>The team has now recruited to all the ADHD pathway vacancies and continues to work hard to reduce waiting times A shared care agreement has been made with Stockport SEND services to improve the ADHD pathway for medication for those living on that border The team has merged with West Cheshire autism pathway team. The combined team has expanded and will continue to work to fill remaining vacancies The team has cleared pathway backlogs, so families are no longer waiting for diagnostic reviews and feedback after they have attended for an autism assessment The team is looking to improve its skill mix and will continue to ensure every family has an opportunity to talk about what an autism diagnostic assessment means for them, and to identify best-matched support services locally and nationally</p> <p>Across Cheshire East we have several organisations that provide support and training for families and children and young people with autism. This can be accessed at any point in the pathway - even if you are on the waiting list for a diagnosis you are still able to sign up to services to support your family.</p> <p>In the north of the borough, Space4Autism is commissioned by Cheshire East Council and the NHS to provide training and support for anyone on the autism pathway. Space4Autism offers an array of support services for adults and children, whether diagnosed or not. It provides parent/carer training courses, 1:1 and group support, carer's respite, school holiday clubs and a café where employment is available for people with autism.</p> <p>In the south of the borough, Cheshire Autism Practical Support or ChAPS are commissioned by the council and NHS to provide training and support for anyone on the autism pathway.</p> <p>The Triple P – Positive Parenting Programme - is an evidence-based parenting programme. It gives parents simple and practical strategies to help them build strong, healthy relationships, confidently manage their children's behaviour and prevent problems developing. The Fear-less course is also available for families who experience anxiety. Triple P Steppingstones is an online course to support families with behaviour strategies related to ASD and ADHD . Please note that Triple P online courses are available across Cheshire.</p>

	<p>The NHS has commissioned Peak Sleep to provide holistic family support for neurodiverse children experiencing significant sleep problems across Cheshire East. Referrals are made through your paediatrician, who will be able to explain if you are eligible.</p> <p>Work in underway through a newly established working group led by the ICB Associate Director for quality with an aim to review wider voluntary and third sector opportunities.</p>
<p>2.1.4 Review health provisions to ensure sufficient assessment capacity and provision to meet needs of children and young people. (OT, SALT, ASD, ADHD and CAMHS)</p>	<p>Review of SaLT to be undertaken to develop joint commissioning approach across Cheshire East.</p> <p>This review will include mapping of current offer/ provision including access arrangements and waiting times for OT, Physio, SaLT and CAMHS, including commissioned capacity against referral data over the past 12 months.</p> <p>This year a working group has been established led by health: neurodevelopmental clinical network, the aim of this group is to drive improvements and consistency across ADHD and ASC assessments and pathways</p>
<p>2.1.5 Ensure the SEND Toolkit is embedded to support SEN Support to make interventions more robust, trustworthy and enforceable, with clear escalation routes if Toolkit not being applied. The Toolkit should model the support required to enable children/young people to stay in mainstream as appropriate (SEMH should be a focus).</p>	<p>The Cheshire East Toolkit for Special Educational Needs and Disability ( SEND ) is aimed at all educational providers and settings supporting Cheshire East children and young people aged 0-25 years.</p> <p>In it we outline the provision and support that we expect to be in place in all educational settings which support Cheshire East children and young people with SEN , and forms an important part of the Cheshire East Local Offer for SEND.</p> <p>Our purpose is to provide detailed guidance on how educational settings can identify children and young people with different types and levels of need, and information on appropriate steps and strategies to support them. We provide clear information about when a request for an Education, Health and Care needs assessment, or specialist services, may be required.</p> <p>The toolkit is intended to assist educational settings in supporting children and young people with SEN . We developed the toolkit in co-production with local Special Educational Needs Coordinators ( SENCO ), Post-16 representatives, parent/carers and a wide range of specialist education, care and health services. <a href="https://cheshireeast.gov.uk/SEND-toolkit">SEND toolkit (cheshireeast.gov.uk)</a></p>
<p>2.1.6 Ensure sufficient SEN school capacity and wrap around services are in place to meet the increased demand through rising EHCPs.</p> <p>4.1.3. Tailored intervention and intensive support for individual settings based on data/intelligence collation.</p>	<p>Our inclusion quality team have developed a tool to ensure we are able to collect and use data to identify those schools with the greatest level of need/demand for EHCPs based on referral rates and ensure support is targeted more effectively.</p> <p>The information is used to inform the annual training programme for all key partners to access alongside targeted support for individual schools and settings.</p>

<p>2.1.7 Implement the Multi-Agency Preparing for Adulthood Strategy</p>	<p>The Cheshire East SEND Partnership multi-agency Preparing for Adulthood Strategy 2021-2023 outlines our Vision and Principles for Preparing for Adulthood (PfA), along with the challenges we need to understand and our priorities to ensure that young people with SEND in Cheshire East are prepared for adulthood, as early as possible, to achieve their individual aspirations. <a href="https://cheshireeast.gov.uk/preparing-for-adulthood-strategy">Preparing for Adulthood Strategy (cheshireeast.gov.uk)</a></p> <p>Current review is being undertaken via a PFA strategic working group being led jointly across adults and childrens.</p>
<p>2.1.8 Review and make improvements to the early signposting of families with children with disabilities to the full range of support across community settings and provision.</p>	<p>In May 2022 Cheshire East Council has been successful in its bid for a share of the government's Family Hubs Transformation Fund announced this week.</p> <p>Family hubs are a way of joining up services locally, improving the connections between families, professionals, services, and providers, and put relationships at the heart of family support.</p> <p>Up to £1 million will be awarded to the council to develop family hubs across Cheshire East, supporting children and young people from birth until they reach the age of 19 (or up to 25 for young people with special educational needs and disabilities). The council is one of only 12 local authorities to receive the funding in the government's announcement and will have until March 2024 to implement the new way of working.</p> <p>The hubs aim to bring council, health and community services together to provide help to families ensuring they have access to the right support at the right time. Issues such as debt, poor mental health or threat of homelessness can happen to families at any point in a child or young person's life.</p> <p>Some of the services that are planned to be delivered from family hubs include:</p> <p>Midwifery appointments, health checks, weaning and nutrition advice, early years play education and sensory development; Intensive support to reduce family problems that result in family breakdown, working with the child and family to make positive changes; Family help and support for children with disabilities or additional needs; Practical support around finance, housing and supported learning; Youth support services, including youth justice; and Mental health support for children, young people, families and new parents.</p> <p>The plans to develop existing centres to create the hubs for parents/carers of children of all ages, to ensure that they can walk in and access support across a range of services. A digital service will also be developed to provide advice and guidance.</p>
<p>2.1.9 Recommission care at home to broaden the offer to families of children with disabilities.</p>	<p>The care at home framework has now been re commissioned and is called Children and families support service (framework).</p> <p>There are 10 providers on the new framework, with further market engagement due to take place during 2023 to increase the number of providers signed up to the framework. We aim to include a specific focus on providers who deliver to children with disabilities.</p>

<p>2.2.1 Provide clear guidance on Education other than at School (EOTAS) and Personal Budgets.</p> <p>2.2.2 Ensure Personal Budgets are offered to parents where this may be a preference.</p>	<p>We have worked with legal services to recruit interim legal support specifically for SEND to offer further guidance and support to review our policies and guidance. As this is an area of increase demand across Cheshire East and regionally this is an area of focus over the next 6 months to review current policies in relation to personal budgets and direct payments to align across all areas and update as required.</p>
<p>2.2.3 Develop a system of quality audits - ensuring settings deliver the provision in the SEN Plan and EHCP and checking out the lived experienced of children and families.</p>	<p>We have a multi agency quality assurance group with representatives from across the partnership including parent carers is in place; which have included attendance and support from parent/carers who have volunteered to support a deep dive audit review into their child/young person's EHC plan.</p> <p>Following the publication of the new area inspection framework we are currently working across the partnership to review and redesign our audit tool to reflect the requirements and measures within the framework and are developing our planning to establish an audit timetable of activity across the partnership.</p>
<p>2.2.4 Review the process for school staff and parents to flag up concerns about meeting the needs of children in schools and delivery of provision in the plan.</p>	<p>As a result of a restructure and growth across the SEND assessment and monitoring teams over the past 2 years, we have expanded the resource and now have established locality and dedicated post 16 teams. Structures are in place through locality teams to ensure that both schools/settings and parent carers have access to a direct keyworker to offer support, advice and guidance where required.</p> <p>A significant piece of work was undertaken to coproduce and develop the information and resources in relation to annual reviews, this ensures that there is a clear mechanism in place for a child/young person's EHC plan to be reviewed and ensure that the views of parent/carers, children and schools/settings are captured. We have worked in co-production to provide a more detailed and informative parent/carer advice template for Annual Reviews so that we gather meaningful information and provide a chance for parents to voice their opinions and concerns prior to review meetings.</p> <p><a href="http://cheshireeast.gov.uk">Annual reviews of EHC Plans (cheshireeast.gov.uk)</a></p>

Strategic Action & Ref:	Assessment, Monitoring and Quality Workstream update
1.1.4. Develop a mechanism to capture and share best practice and person-centred work.	Multiagency deep dive quality assurance meetings are being held regularly to capture and share best practice and person-centred work. This is being fed back through this workstream meeting and via practice champions to disseminate across teams.
1.2.1. Implement Parent / Carer access to Child's electronic case record (Liquid Logic).	We have undertaken a pilot of Liquid Logic Parent Portal, following the test and trial of the system we have developed a phased implementation plan and have delivered training across teams.
3.1.1. Increase capacity to process annual reviews following review meetings, through increasing capacity in EHC Plan Writers.	Following the agreement for growth within the SEN assessment and monitoring locality teams we have increased the capacity and successfully recruited into additional annual review plan writer positions across each locality.
<p>3.1.3. Introduce non-negotiables for settings to support the annual review process.</p> <p>3.1.4. Develop and share guidance for parents on what to expect and how to maximise effectiveness of an annual review</p> <p>3.1.5. Ensure that proactive forward planning is in place for all transition stages.</p> <p>3.1.6. Ensure annual reviews are holistic and that health, social care and other specialist services or providers contribute to</p>	<p>A significant piece of dedicated work was undertaken to review and coproduce guidance and resources in relation to annual reviews.</p> <p>We have worked to deliver this new webpage to make all information available for everyone. <a href="https://www.cheshireeast.gov.uk/annual-reviews-of-ehc-plans">Annual reviews of EHC Plans (cheshireeast.gov.uk)</a></p> <p>We set up an Annual Review Working Group to work in co-production with our Parent Carer Forum, Health, Social Care and the Inclusion Quality Team on the new forms and information.</p> <p>We have worked in co-production to develop a set of participation forms to cater for a range of abilities and needs so that we can capture the voice of the child/young person through the EHC needs assessment and annual review process. We keep the child/young person at the heart of our work when producing EHC Plans.</p> <p>We have worked in co-production to provide a more detailed and informative Parent/Carer Advice Template for Annual Reviews so that we gather meaningful information and provide a chance for parents to voice their opinions and concerns prior to review meetings.</p> <p>Work was undertaken alongside National Development Team for Inclusion (NDTI) to strengthen annual reviews to be more person centred and follow PFA outcomes. We have developed resources, guidance and videos which are accessible via the local offer. <a href="https://www.cheshireeast.gov.uk/preparing-for-adulthood-planning-process">The Preparing for Adulthood planning process (cheshireeast.gov.uk)</a></p>

reviews where appropriate.	
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Strategic Action & Ref:	Practice Champions workstream Update
<p>4.1.7 Develop a forward plan of joint training opportunities for parents and carers to up-skill together with support teams.</p> <p>4.2.1 Co-produce and deliver joint sessions for parents and professionals to explore and develop understanding of a 'day in the life of' each other and improve early identification of SEND and support parents with new issues seen at home.</p> <p>4.1.2 Deliver our multi-agency Workforce Development and Training Programme, responding to the needs of the workforce and learning from feedback from children, young people, parents, and carers.</p>	<p>We have developed an extensive training programme which includes joint training opportunities for schools/settings, health and social care, and local authority officers; training is planned annually.</p> <p>We have recently successfully recruited into the post of a dedicated Training Coordinator who is due to start in post August 2023, which will allow us to further develop our offer across all partners and stakeholders.</p> <p>Elearning modules have also been developed for specific areas such as preparing for adulthood and customer experience.</p> <p>In 2021/22 our parent carer steering group delivered a workshop training session alongside Ruby's fund to focus on parental perspectives on SEND.</p>
<p>4.1.1 Introduce the Designated Social Care Officer role to further improve the assessment of wider social needs of children and young people and</p>	<p>Designated Social Care Officer (DSCO) is in post and has completed a review and analysis of areas of strengths and development opportunities. The DSCO is currently working to develop practice guides and training to ensure needs are identified early and to improve outcomes for children and young people.</p>

appropriate provision.	
4.1.4. Create an Autism aware workforce and provider infrastructure through the implementation of the Autism Education Trust (AET) Training hub.	<p>An AET delivery plan for 2022-23 is in place. Engagement of schools is monitored and those who haven't signed up are encouraged to do so. Future plans are to expand the training programme into post-16 colleges (Cheshire South and West College have accessed training so far).</p> <p>125 schools have accessed training so a total of 916 delegates (since Sep 22 to date) Impact of this training is measured through evaluations. Recent 'post evaluation training' questionnaire has been sent out and case studies report that the impact has been:</p> <p>92 per cent said that their knowledge of autism had improved following the training. 95% said the training would have an impact on their practice in the classroom.</p> <p><a href="https://cheshireeast.gov.uk/autism">Update on our Cheshire East Autism Education Trust Training Hub Autism (cheshireeast.gov.uk)</a></p>
4.1.5. Establish more early intervention strategies for behaviour support through Education Psychologists and SEND partners.	<p>Established and developed a bespoke early intervention and behaviour specialist provision. This has included dedicated educational psychologist support. Educational Psychologist support and capacity has expanded over the past 12 months to include dedicated support from early years. This has also ensured that we have developed our traded offer and support such as Emotional Literacy Support Assistant (ELSA intervention)</p> <p>The educational psychologist works closely with parent carers and the staff at a child's school to plan a programme of support. Programmes of support may include:</p> <p>Visiting schools on a regular basis using a problem-solving approach called 'consultation'</p> <p>Special training for teachers and other staff/professionals</p> <p>Providing strategies and research to support teaching and learning</p> <p>Working with parents/carers to help minimise difficulties at home and at school</p> <p>Working with schools and partner organisations to provide guidance and support</p> <p>Working with other key professionals (e.g. Social Care, Speech and Language Therapy, Cheshire East Autism Team)</p> <p><a href="https://cheshireeast.gov.uk/educational-psychology-service">Educational Psychology Service (cheshireeast.gov.uk)</a></p> <p><a href="#">Cheshire East – ELSA Network</a></p>

Strategic Action & Ref:	Communication and Engagement workstream Update
1.1.1 Refresh the communication strategy to promote the work of the 0-25 SEND Partnership and engage and update key stakeholders on progress.	The Cheshire East SEND Communications and Engagement Strategy was coproduced with the Cheshire East Parent Carer Forum and agreed by SEND partnership board in September 2021.

1.1.2 Refresh the SEND communication promise between professionals, parents/carers and young people with SEND.	The communications promise has been reviewed and revised following coproduction sessions with the Parent Carer Forum. We are currently agreeing the final version with a view to publishing during the summer (2023).
1.1.3 Develop a co-production charter with families to support working TOGETHER across the partnership.	A session with young people was held in November 2022 to test our TOGETHER principles. Our annual survey is in place to capture the feedback from across all children and young people to establish their experiences with a view to review and analyse feedback during Summer 2023.
1.1.5 Develop a termly e-newsletter for distribution to all parents and carers of children/young people with SEND through education and health settings.	<p>Our newsletter called SENDing you the news is distributed to over 2,300 emails.</p> <p>More information can be found at <a href="http://www.cheshireeast.gov.uk/SENDingyouthenews">www.cheshireeast.gov.uk/SENDingyouthenews</a></p> <p>We are intending to measure parental satisfaction around communications in our next annual survey, with intention to analyse and review results summer 2023.</p>
1.1.6 Simplify key communications into 'at a glance' one-page summaries.	<p><a href="http://www.cheshireeast.gov.uk/SENDingyouthenews">www.cheshireeast.gov.uk/SENDingyouthenews</a> is fully accessible and summarises the key messages with a 300-word limit</p> <p>We will review and use the annual survey that is due for collation and analysis in Summer 2023 to measure parental satisfaction and ensure we use feedback to focus next steps and areas of learning alongside sharing best practise.</p>
1.1.9 Replicate <a href="#">Local Offer 'quick links'</a> webpage on the Parent Carer Forum website.	<p>Cheshire East Parent Carer Forum website is currently being redesigned. We are sharing the information found on the <a href="#">quick links web page</a> via a drip email campaign.</p> <p>A Livewell marketing campaign is due to commence which will promote the Local Offer</p>