



# **Derbyshire Local Area Special Educational Need and Disability (SEND) Partnership Priority Impact Plan**

**January 2025**

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## Introduction

In September 2024, a Special Educational Needs and Disabilities (SEND) Local Area Partnership inspection by Ofsted and the Care Quality Commission took place which has highlighted significant concerns about the experiences and outcomes of children and young people with SEND in Derbyshire. The inspection findings identified widespread, systemic failings in services in Derbyshire and highlighted challenges to the partnership that have been consistently expressed by parents and carers and their children and young people with Special Educational Needs and Disabilities (SEND). These challenges relate to waiting times being too long for Education and Health Assessments, children and young people missing school, having to wait for specialist health support and that communication and engagement has been poor. The Partnership has apologised for these failings and is committed to addressing all the areas identified in the inspection report through this Impact Plan. The Impact Plan establishes the work the Partnership will undertake over the next eighteen months and is the starting point of the journey we need to take moving forwards.

## Governance

A new SEND Improvement and Assurance Board has been established to provide strategic system and partnership leadership, assurance, and oversight of our progress in responding to the six priority actions and areas for improvement identified on the 14th of November 2024 Local Area SEND and AP Inspection, across the local area system in Derbyshire for children and young people with Special Educational Needs and Disabilities (SEND) and their families.

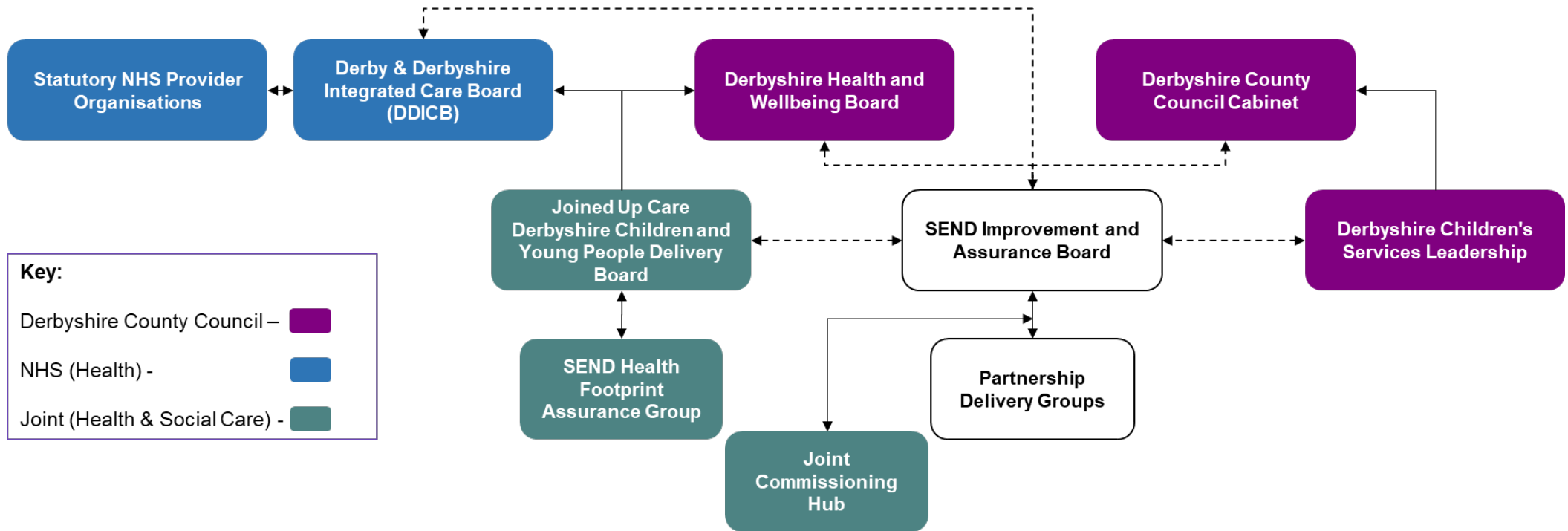
The SEND Improvement Board is accountable to Emma Alexander, Managing Director of Derbyshire County Council and Chris Clayton, Chief Executive for NHS Derbys and Derbyshire Integrated Care Board and their respective Council's Cabinet and Integrated Care Board. The Independent Chair will provide six monthly reports to the Cabinet and NHS Derby and Derbyshire Integrated Care Board on the work and progress of the SEND Improvement and Assurance Board. Expert Advisors from the Department for Education and NHS England will also provide support to this Board.

This Priority Impact Plan is our strategic, high-level plan setting out what needs to be delivered in the next 12-18 months with Key Impact Milestones and Key Performance Indicators. To support the delivery of this plan, the Workstream Leads will each co-produce detailed operational plans. These operational plans will provide key assurance activity, including performance data and quality assurance findings that will be monitored by the SEND Improvement and Assurance Board and will provide the tracking mechanism for the progress of actions and their impact.

Each Priority Action has a nominated lead officer, who will be a senior officer within their organisation. They will provide monthly highlight reports to the SEND Improvement Board and ensure monthly reviews of the risk register.

The Areas for Improvement (other than Area for Improvement 2) outlined in the Inspection report have been allocated to a Priority Action Area for monitoring, reporting, and responding. Area for Improvement 2 will be monitored, reported, and responded to individually.

# Governance Structure Diagram – Local Area



# Impact Plan

## Priority Impact Area 1

Area leaders need to urgently, jointly, and accurately:

- identify the needs of children and young people with SEND in the local area.
- ensure that there is a clear and cohesive strategic direction for the local partnership; and
- ensure that there is an agreed co-produced strategy in place that includes effective joint plans which clearly demonstrate how improvements will be made in a timely manner to address the key areas that need improvement.

### Priority Lead:

**Interim Director Education, Derbyshire County Council**

Desired outcome for children & young people:	1.1 Children and young people and their families will have access to the right support at the right time as services will be developed based on a clear understanding of needs across the county.
Actions:	How will we measure impact/lasting impact on practice and by when?
<p>1.1a Ensure clear governance for SEND improvement, including escalation routes for SEND Improvement and Assurance Board within the local area</p>	<p>Governance structure in place to ensure clear and auditable process is in place regarding how SEND Improvement and Assurance activity and decision-making is undertaken. <b>By when: 31<sup>st</sup> March 2025</b></p> <p>Minutes of SEND Improvement and Assurance Board meetings will be published on the Local Offer website, ensuring transparency of decision making and governance. <b>By when: Monthly</b></p> <p>In line with the Department for Education expectations we will undertake and publish a stock-take every six months to demonstrate progress against all Priority Actions and Key Priority Indicators. <b>By when: 16 July 2025</b></p> <p>Partners will undertake quarterly deep-dives of pertinent areas of improvement. <b>By when: Quarterly</b></p> <p>The Independent Chair will provide a report every 6 months to the Council &amp; NHS CEO/MD on progress, which is published on the Local Offer <b>By when: Six Monthly</b></p>
<p>1.1b Oversight of the development of a co-produced Joint Strategic Needs Assessment (JSNA) and development of processes to ensure the ongoing responsive application of the data and information</p>	<p>Evidence of commissioning and service decisions based upon an agreed approach, identified need and collaborative working achieving clearly defined and measurable outcomes.</p> <p>Evidence that the partnership maximises collective resources to benefit our population.</p> <p>Qualitative and quantitative data will be used and determined by workstreams (indicative outcome measures listed in previous section). These impacts and outcomes will be objectively corroborated through feedback from children and young people, their parents' carers and other key stakeholders. <b>By when: 30 April 2025</b></p>
<p>1.1c Co-produce a sustainability plan for the future governance of SEND in Derbyshire</p>	<p>Progression of an already established and impactful governance structure <b>By when: 31<sup>st</sup> July 2026</b></p>

Desired outcome for children & young people:	1.2 Children, young people and families will have access to a comprehensive, easy to navigate, SEND system. They will be able to access the right support at the right time to support their holistic needs to ensure best outcomes.
Actions:	How will we measure impact/lasting impact on practice and by when?
<p>1.2a Co-produced development of a SEND Strategy and 'Participation and Engagement Charter'</p> <p>We will refresh the existing strategy, ensuring co-production and focus on a clear vision, desired outcomes, preparation for adulthood, transitions, pupil and family voice and inclusion.</p> <p>We will work closely with Derbyshire Parent Carer Voice to co-produce a mechanism for ensuring parental feedback is gathered about families' experiences and used to inform the Improvement Board's progress as well as to ensure clarity of system functions.</p> <p>Review/amend the current SEND system to critically evaluate the ease of access/navigation for families We will carry out an analysis of the experiences of parents/carers and other stakeholders to identify both specific areas and broader system functions that they find most confusing.</p>	<p>Approval of Strategy by the SEND Improvement Board. <b>By when: 30 September 2025</b></p> <p>There is a shared understanding of progress between Children, young people and parents/carers and partners indicating they approve, understand and agree with and feel involved in the development of the local area SEND Strategy</p> <p>In response to the analysis, we will develop a comprehensive set of route/road maps or pathways to help parents and stakeholders better understand the SEND system enabling them to navigate the system with enhanced knowledge and understanding</p> <p>Reduction in the number of requests for EHCP assessments <b>By when: 31 May 2025</b></p>
<p>1.2b Partnership review and development of the Local Offer</p> <p>We will continue to review the Local Offer and its usability to ensure it is accessible, fit for purpose and responds to the needs of the families and professionals with clear, realistic, up to date information and signposting (development of a roadmap).</p> <p>Development of video content and other media to ensure improved accessibility of Local Offer.</p>	<p>Formal quarterly review of progress against the SEND strategy with key stakeholders, including children &amp; young people and families</p> <p>Increased frequency of feedback from a larger number and more diverse range of parents and carers Parents/Carers and professionals who tell us that they agree that good progress is being made in delivery of the local area SEND Strategy</p> <p>Parents/Carers and children/young people report that the local SEND services are easy to navigate and are making a positive difference to their lives.</p> <p>Local Offer feedback will indicate an increase in user satisfaction.</p> <p>Monitoring visits to the website will indicate improvement in usability in both visits to site and specific pages. <b>By when: 31 July 2025</b></p>

**We will know we have met our desired outcomes and made an impact on this priority area when:**

- Our clear and cohesive SEND strategy has been co-produced and is jointly agreed.
- Children and young people are in receipt of the right services at the right level and at the right time in accordance with their assessed need
- Parents/carers are confident that their child/young person's needs will be met holistically.
- Parents/carers feel listened to
- Children and young people feel included, safe, happy, and understood.
- As they approach adulthood, children and young people are given choice and control over their lives with a network of formal and informal support having access to:
  - Employment, education, or other daytime activities that are meaningful to them
  - Settled accommodation, living life as independently as possible
  - Positive relationships with friends, families and wider neighbourhood and community
  - Good health and mental wellbeing

## Priority Impact Area 2

Area leaders need to ensure that there is a strategic partnership commissioning agreement in place based on a thorough joint strategic needs assessment.

### Priority Leads:

**Head of Children's Strategic Commissioning - Physical Health and SEND, NHS Derby and Derbyshire Integrated Care Board**

**Head of Service – Commissioning and Partnership, Derbyshire County Council**

Desired outcome for children & young people:	2.1 Children and young people have their needs met, services are jointly commissioned when it is in the best interests of children and young people to do this.
Actions:	How will we measure impact/lasting impact on practice and by when?
<p>2.1a We will develop a clear understanding of the different needs across the county through the JSNA and consultation to ensure meaningful, streamlined commissioning of services and provision.</p> <p>There is a shared interpretation of the data with partners to ensure effective joint commissioning, gap analysis, progress towards meeting need</p>	<p>In the longer term, Informed, evidence-based decisions about commissioning using robust data will be evident.</p> <p>Evidence of improved universal targeted and more specialist services across the areas of identified need to demonstrate a more balanced system of support.</p> <p>Demonstrating how joint commissioning decisions and allocation of resources have improved access to services and support so that gaps and delays in service provision to meet the full range of needs of children and young people with SEND are addressed</p> <p>Published joint commissioning strategy based on the analysis from the joint strategic needs assessment <b>By when: 31 July 2025</b></p>
<p>2.1b Co-production of a Joint commissioning Strategy that is agreed by the local area partnership</p>	<p>As above <b>By when: 31 July 2025</b></p>
<p>2.1c Implementation of a SEND Data Sharing Protocol We will have a specific agreed shared protocol for reporting and Key Performance Indicators of success. We will use analysed data for children with SEND across the partnership and implement access to a data set through a regular cycle of reporting to workstreams and SEND Improvement Board. A flow criteria map will improve communication and understanding of commissioning processes.</p>	<p>The partnership is assured (via the SEND Improvement Board) that the shared data is accurate.</p> <p>Evidence of effective data sharing enabling evidence-based commissioning. <b>By when: 31 March 2025</b></p>
<p>2.1d Co-produced development of a Joint Commissioning Plan</p>	<p>Assurance that the right services are identified. Plans are underway to put them in place.</p> <p>In the longer term, the performance of services and whether they meet required quality standards is clear. Leading to improved experiences, outcomes and targeted activity where it is needed the most for children, young people and their families. <b>By when: 31 July 2025</b></p>
<p>2.1e Clear Process for Joint commissioning</p>	<p>Process to be clearly documented, jointly understood by system professionals and being used.</p> <p>There is clarity about the respective roles and responsibilities of partners and what is being jointly commissioned across the partnership. <b>By when: 31 March 2026</b></p>

**We will know we have met our desired outcomes and made an impact on this priority area when:**

- A co-produced joint commissioning strategy based on the analysis from the joint strategic needs assessment has been published.
- There is a jointly agreed underlying Joint Commissioning Action Plan that underpins the strategy.
- There is a published process for Joint Commissioning both in terms of individual packages of care and wider approach to service commissioning.



### Priority Impact Area 3:

Area leaders need to assess and provide for the needs of children and young people with SEND jointly and accurately. This includes:

- multi-agency assessment of needs,
- multi-agency quality assurance processes,
- timely issuing of high-quality EHC plans, and
- a holistic oversight of these plans through annual reviews to ensure that they are kept up to date.

### Area for Improvement 3:

Local authority leaders need to ensure that all children and young people with disabilities are provided with the right support at the right time, not just those who meet the threshold for the children with disability.

### Priority Lead:

**Interim Assistant Director Inclusion, Derbyshire County Council**

Desired outcome for children & young people:	3.1 Children and Young people will have access to the right support at the right time.
Actions:	How will we measure impact/lasting impact on practice and by when?
<p>3.1a Development of multi-agency partnership framework to assess needs using a consistent graduated approach and shared language.</p> <p>We will develop a framework, including a localised 'triage' system incorporating the graduated approach with a range of professionals (including SEND Co-ordinators).</p> <p>This will enable discussions with parents and carers and between partners to enable appropriate sign-posting and support in the right place at the right time based on effective sharing of information and expertise. A clear 'roadmap' document will be developed and published to ensure clear expectations and understanding of the system for parents and carers.</p>	<p>More children will experience the right support at the right time to ensure that services are appropriately tailored to the unique needs of each child and young person with SEND as evidenced in the data and the Quality Assurance programme.</p> <p>Evidence that variability in children and young people's access to services is addressed to enable equitable opportunities to access appropriate provision and support that meets the needs of Children and Young People.</p> <p>Parents, carers, children and young people will report increased confidence in the support and advice available to them as evidenced through Quality Assurance feedback groups, complaints, representation, and compliments.</p> <p>More strategic engagement and feedback from parent/carer forum.  <b>By when: 30 September 2025</b></p>
<p>3.1b Development and Implementation of an 'all through banding system'</p> <p>Alongside the graduated response, we will co-produce a banding system to ensure an agreed level of funding to meet the needs of children across the SEND system.</p>	<p>The graduated response improving early intervention and prevention and inclusivity ensuring the right financial decision making and support at the right level to meet children's needs.  <b>By when: 30 September 2025</b></p>

Desired outcome for children & young people	3.2 Children and Young people going through EHCP processes will have their needs assessed and reviewed at the right time and processes will be transparent.
Actions	How will we measure impact/lasting impact on practice and by when?
<p>3.2a Further review the SEND Assessment Team to ensure there is sufficient capacity for new EHCPs and to review and amend existing EHCPs, including a recovery plan to address current capacity challenges linked to increasing demands.</p> <p>Continued regular reporting on performance to ensure timely response to pressures and increasing demands.</p> <p>We will develop and implement a plan to ensure the capacity of the Partnership SEND service is linked to demand as well as ensuring capacity for improved communication.</p> <p>Partners will review their workforce capacity, culture and learning and development needs to ensure we have a highly trained and experienced workforce to assess and respond to the needs of children and young people.</p>	<p>Continued regular reporting on performance to ensure improvement are being delivered in the timeliness of EHCP assessment. <b>By when: Monthly</b></p> <p>Annual reviews will be processed in a timely way and will inform decision making around provision etc. <b>By when: Annually</b></p> <p>Through a strategic Quality Assurance programme, insightful feedback will be gathered to further shape learning and development for practice. <b>By when: 31 July 2025</b></p> <p>The SEND partnership service has sufficient capacity to ensure improvement and meet demand. <b>By when: 31 January 2026</b></p> <p>We will have sufficient capacity and well trained and supported Partnership workforce with clear workforce development and support plans. <b>By when: 31 January 2026</b></p>
<p>3.2b Embedding of the EHCP Hub (Idox) across the Partnership through regular review and responding to feedback from all partners, including parents and carers.</p> <p>New system to be regularly reviewed and responding to initial emerging issues</p> <p>We will embed fit for purpose template for providing advice, which is focused on strengths and needs of young people, including a focus on preparation for adulthood notification system in place to advise educational settings, Health and Social Care of upcoming Annual Reviews.</p>	<p>Evidence that the EHCP Hub is technically efficient, and that relevant professionals and families are effectively accessing and utilising the system to its fullest potential <b>By when: 31 July 2026</b></p> <p>An advice and guidance system is established. <b>By when: 31 May 2025</b></p> <p>Evidence that the system is working effectively to meet the needs of parents, carers and professionals through performance information and Quality Assurance that the response to requests for reviews is appropriate. <b>By when: Monthly from June 2025</b></p>
<p>3.2c Analysis of 20-week process and Annual Review process to determine specific partner actions required.</p> <p>Use of the Invision 360 tool to identify timeliness and quality of advice submitted to ensure appropriate action is taken to reduce the blockages in the system across the Partnership.</p> <p>The Partnership will use the data to review current service delivery for EHC Needs Assessments and reviews</p>	<p>Timeliness in all areas of EHCP progression will have improved. <b>By when: 31 January 2026</b></p> <p>Increase in timeliness of number of reviews completed in year which result in an amended plan being issued following the Local Authority's decision to amend. <b>By when: 31 January 2026</b></p> <p>Increase in percentage of annual reviews where an amended plan is issued within expected timescales following the LA's decision to amend. <b>By when: 31 January 2026</b></p> <p>Routine sharing with the Partnership of performance data to track timeliness and statutory compliance <b>By when: Monthly</b></p>

Desired outcome for children & young people:	3.3 Improved quality and purposefulness of EHCPs and advice from across the Partnership.
Actions	How will we measure impact/lasting impact on practice and by when?
<p>3.3a Partnership will collaborate to develop a Quality Assurance Framework across the SEND system and develop a robust monitoring approach</p> <p>Review both qualitative and quantitative Quality Assurance processes to ensure the framework is directly linked to expected improvements and outcomes.</p> <p>The Partnership will undertake monthly audits of a percentage of EHCPs to inform the Quality Assurance process and identify learning outcomes.</p>	<p>The Quality Assurance framework will be established and provide effective evidence of demonstrable improvement supported by feedback from children, young people and their families. <b>By when: 31 May 2025</b></p> <p>Learning from audit is shared quarterly across the Partnership to ensure continuous improvement and closing of the learning loop. <b>By when: Quarterly</b></p> <p>Improved quality of plans is evidenced in quarterly audits. <b>By when: Quarterly</b></p> <p>All Partners have a clear understanding of what good looks like as evidenced through a consistent approach to Quality Assurance and moderated audit activity so that the provision is effective in meeting needs <b>By when: Quarterly</b></p>
<p>3.3b Upskilling of the wider workforce to ensure EHC assessment requests and Annual Reviews are accurate, child-centred, and reflect the current needs of the child/young person and the views of all involved including children and young people and their families.</p>	<p>Evidence of better-quality assessment requests and Annual Reviews from the school community seen within assurance activity. <b>By when: Quarterly</b></p> <p>Positive feedback from children, young people and families <b>By when: Quarterly</b></p> <p>Positive evaluation feedback from training events from SEND Co-ordinators. <b>By when: Bi-monthly (Academic Year)</b></p> <p>Schools report an increase in confidence in meeting the needs of Children and Young People as described in their Education Health and Care Plan (EHCP)</p>

Desired outcome for children & young people:	3.4 Children & young people have better quality, better informed, more focused EHCPs that support their improved outcomes
Actions	How will we measure impact/lasting impact on practice and by when?
<p>3.4a Review how the voice of children &amp; young people is captured in their plans/reviews and implemented through necessary actions</p>	<p>Evidence of the child's voice and aspirations are captured and shared as part of the Graduated Approach and Education Health and Care Assessment and review process.</p> <p>Child's voice is evidenced through QA audits  <b>By when: Quarterly</b></p> <p>Child's voice is used to inform policy and practice – minutes and actions recorded and fed back to key stakeholders routinely.  <b>By when: 31 July 2025</b></p>
<p>3.4b Development of clear performance expectations, training, and development plans for workforce improvement across the Partnership to ensure providers facilitate thorough and meaningful annual review meetings and reports that can be used to amend EHCPs effectively.</p>	<p>Most parents/carers agree that the EHCP assessment process supports/helps meet the needs of their child, complaints and tribunal action is reduced</p> <p>Feedback from children following EHC Assessment/Annual Review is mostly positive  Increase in number of reviews completed in year which result in an amended plan being issued following the LA's decision to amend</p> <p>Increase in percentage of annual reviews where an amended plan is issued within expected timescales following the LA's decision to amend  <b>By when: 25 September 2025</b></p>

Desired outcome for children & young people	3.5 The workforce across the Partnership will be confident and will understand their roles and responsibilities – leading to increased efficiencies and better outcomes for children and young people.
Actions	How will we measure impact/lasting impact on practice and by when?
<p>3.5a Develop shared understanding and co-produced agreement of what good looks like across the system to ensure quality advice and contributions to the EHCP processes.</p> <p>Managers from across the Partnership are fully informed of progress within the 20-week process, including delays or drift and can put in place remedial actions to address this.</p>	<p>Quality Assurance monitoring activity will show increased quality in advice and assessment contributions across the system and Partnership. This will include timeliness, quality, achieving positive outcomes, clear communication including parents, carers and children and young people - enabling the most vulnerable</p> <p><b>By when: Quarterly</b></p>
<p>3.5b Training needs analysis carried out by partner agencies to identify training and development needs for the workforce engaged in SEND.</p> <p>Training and development for specific teams on roles and responsibilities in the process to be implemented in line with issues identified through analysis.</p> <p>Training will address the values and culture shares across the partnership, grounded in co-production, restorative practice, relational working, and solution-focused conversations.</p>	<p>Each agency will have a signed off workforce learning development plan, adequately resourced, with opportunities for partners to come together for training/learning events to share knowledge and experience.</p> <p><b>By when: 30 June 2025</b></p> <p>Efficiencies to be identified in shared training and development opportunities.</p> <p><b>By when: 30 June 2025</b></p> <p>Staff surveys/performance outcomes/Quality Assurance activity will show increased workforce confidence and understanding of what 'good' looks like and how effective outcomes can be achieved.</p> <p><b>By when: Annual worker survey (DCC) Quarterly</b></p> <p>Improved recording seen in integrated evidenced based assessment and planning compiled within timely documentation which has meaning to children and young people and their families. Increased confidence in practice across the Partnership workforce with clarity of individual roles and responsibilities.</p> <p><b>By when: Quarterly</b></p> <p>Children and Young People and families will describe enhanced satisfaction in being a valued partner.</p>
<p>3.5c Our workforce will understand our duties towards children and young people with disabilities who do not meet the threshold for an EHCP and understand the local offer for this group of children and young people.</p> <p>The Local Authority will review Children's Services capacity to work with children with Special Educational Needs and Disability who have emerging needs/risk.</p>	<p>Staff surveys will show increased staff confidence and understanding of the local offer for children and young people with disabilities who do not meet the threshold for Social Care intervention.</p> <p>Increased confidence across the Partnership workforce regarding individual roles and responsibilities for children with a disability who have emerging needs and those at risk of experiencing significant harm.</p> <p>Feedback from children and young people and their families that they are more assured that professionals in the system are knowledgeable about their roles and responsibilities.</p> <p>All children with identified Special Educational Needs and Disability who require help/intervention/risk management will be supported through a Partnership approach at the right time and at the right level.</p> <p><b>By when: 30 November 2025</b></p>

**We will know we have met our desired outcomes and made an impact on this priority area when:**

- Families and children and young people with SEND experience improved timeliness in Education Health and Care Needs Assessments
  - They feel supported and informed throughout the process.
  - Improvement in the timeliness of EHCPs issued within 20-weeks
  - Increase in the number of reviews completed in year which result in an amended plan being issued
- We see an increase in the percentage of annual reviews where an amended plan is issued within expected timescales.
- We see an increase in the proportion of new plans with all appropriate advice provided and within expected timescales.
- The Board receives significant assurance of the performance management and Quality Assurance mechanisms regarding the effectiveness of support arrangements.
- This aligns to our ambition that:
  - Children and young people feel supported and informed throughout the process.
  - Increase in EHCPs issued within 20-weeks.
  - Number of reviews completed in year which result in an amended EHC plan being issued will increase.
  - Children/young people and Parents/Carers agree that the EHCP assessment process supports and helps meet the needs

## Priority Impact Area 4

Area leaders need to urgently address the number of children and young people with SEND missing education. Leaders need to ensure that joint strategies address the underlying reasons for this issue, such as the lack of special school and AP places, long waits for needs assessments, and the lack of effective mental health support, which prevent children's and young people's needs escalating to a point where they stop attending school.

### Area for Improvement 1:

Area leaders need to co-produce a partnership approach to working with mainstream schools to ensure that the right early help support reduces the rates of suspensions and exclusion for children and young people with SEND.

### Priority Lead:

Interim Director Education, Derbyshire County Council

Desired outcome for children & young people	4.1 Children and young people will have access to the appropriate provision to meet their needs.
Actions	How will we measure impact/lasting impact on practice and by when?
<p>4.1 Analysis of data and information linked to children and young people who are not accessing education as per their statutory right and at the right level to meet their assessed need</p> <p>We will analyse the data and information in relation to demand and sufficiency of provision to ensure there is a clear understanding of the underlying reasons and risks in local areas which and compile action plans to address deficiency.</p> <p>We will engage with children and young people and their families and in collaboration with education establishments through the 'Education Partnership' to ensure qualitative information informs the analysis and next steps.</p>	<p>Reduction in children and young people missing education through; exclusions, suspensions, part-time timetables, poor attendance etc.</p> <p>Children, young people, and their families will tangibly feel included and enabled.</p> <p>Parents and carers report being able to have more focused conversations with schools about attendance.</p> <p>Parents and carers report they feel confident that professionals can target support for attendance where it is most needed.</p> <p><b>By when: 28 February 2025</b></p>

Desired outcome for children & young people	4.2 Inclusive practice will be supported and embedded across the system to enable children and young people to access an inclusive education.
Actions	How will we measure impact/lasting impact on practice and by when?
<p>4.2a Improve and embed the Graduated Response to identifying and meet need across the local area</p> <p>We will improve the consistency of approach to identification of need and inclusive practice through the Inclusion Support Services, SEND Co-ordinator networks and Education Partnership.</p> <p>We will embed the 'Inclusion Framework' approach with every school to ensure data and information informs early identification and intervention and the development of inclusive practice in each school, supported by the Inclusion Support Services.</p>	<p>Children, young people, and their families will feel included, enabling a more personalised approach for Children and Young People with additional vulnerabilities such as Children and Young People being out of school, children in care, and a more targeted approach for those in education settings.</p> <p>The number of children and young people not accessing education will reduce.</p> <p>Exclusion and suspension data and other data linked to inclusion and attendance will improve.</p> <p>Proportion of children in mainstream schools supported by SEN Support.</p> <p>Proportion of new EHCPs issued for children aged 10 and over will reduce.</p> <p>Increasing positive feedback from professionals giving assurance of receipt of the right targeted support.</p> <p>Parents/Carers report that schools and settings identified their children's needs early and support is timely.</p> <p><b>By when: 30 September 2025</b></p>
<p>4.2b Review the allocation and use of inclusion funding to ensure equity and quality of support provided to children with additional needs</p> <p>Data to be linked to the wider needs data to inform sufficiency, provision and intervention across the Partnership</p>	<p>Parents/Carers report that local services support their child's additional needs well</p> <p>Reduction in EHCNA requests.</p> <p>Increased confidence in meeting needs at SEND support level.</p> <p><b>By When: 30 September 2025</b></p>
<p>4.2c Review effectiveness, reach and access routes/pathways of Early Years support</p> <p>Review to include funding, early identification and referral routes.</p>	<p>Increase in quality and appropriateness Early Years Inclusion Funding applications</p> <p>Increased confidence in identifying emerging needs and responding in a timely manner across the Early Years sector.</p> <p>Increased confidence and inclusivity of universal practice across Early Years sector</p> <p><b>By when: 30 September 2025</b></p>



Desired outcome for children & young people	4.3 Access to specialist provision, inclusive education and alternative options will be developed across the local area in response to statistical needs analysis
Actions	How will we measure impact/lasting impact on practice and by when?
<p>4.3a Co-produce a multi-agency data dashboard to support the allocation of needs led specialist provision and an informed sufficiency strategy.</p> <p>The data/sufficiency strategy to be shared with the Education Partnership, to enable a wider understanding the profile of need that will inform sufficiency decisions to vary (up or down) available specialist placements and alternative provision.</p>	<p>Increased numbers of children and young people will be accessing appropriate provision (provision named in their plan for children with an EHCP).            Parity of offer and clear pathways will be consistent across the County.            Intelligence and understanding will inform appropriate decision making.            The board will be assured and have oversight of delivery of key priorities.            Reductions in the numbers of children waiting for special school placements and the numbers waiting for more than 1 year.            Capacity of special schools is agreed via an evidence-based process.            Specialist provisions better equipped to support more complex needs leading to fewer exclusions.  <b>By when: 30 September 2025</b></p>
<p>4.3b Development of specialist provision (including AP) across the Partnership to increase sufficiency through allocation of SEND capital funding.            Through the 'Education Partnership' data will be shared across the nine identified clusters to ensure the sufficiency of a graduated education provision is agreed, developed and implemented across the County.</p>	<p>Increased sufficiency of high-quality provision and pathways tailored in type and quantity for all children and young people with SEND.            Reduction of children and young people unable to access local provision.            Parental satisfaction in relation to placement will have significantly increased children, young people and their families will feel included and enabled.            Exclusion and suspension data and other data linked to inclusion and attendance will improve.  <b>By when: 30 September 2026</b></p>

**We will know we have met our desired outcomes and made an impact on this priority area when:**

- The development and implementation of a co-produced Inclusion/Early Help strategy ensures that children and young people receive the right help and support to enable their sustained inclusion in mainstream school.
- We see improvements in the following Key Performance Indicators
  - Suspension and Exclusion data
  - Part time timetable data
  - Attendance data
  - Elective Home Education data
  - Numbers of children and young people accessing Alternative Provision
  - Not in Education / Employment or Training data
  - Number of children and young people with an EHCP accessing appropriate provision (in line with 'type' identified in plan).
  - School inspection findings

## Priority Impact Area 5:

Area leaders need to accelerate plans to improve communication with parents and other key stakeholders in order to explain changes they have made to their area's services. Leaders need to ensure that the voices of families are heard and used where appropriate to shape the services and support these families receive.

### Priority Leads:

**Director of Early Help and Safeguarding, Derbyshire County Council**

**Assistant Director of Children's Strategic Commissioning, NHS Derby and Derbyshire Integrated Care Board**

Desired outcome for children & young people	5.1 Children, young people and their families will feel involved in the development of systems and services designed to support them. They will be able to easily navigate the assessment process and subsequent service offer, with regular opportunities to feedback their views for future planning and change. Most children, young people and their families will experience and feel that their voices have been heard, listened to, and appropriately acted upon.
Actions	How will we measure impact/lasting impact on practice and by when?
<p>5.1a Coproduce the development of an operational communication strategy A communication strategy will form a golden thread through all of the improvement work across the Partnership and will clearly define roles and responsibilities and expectations for communication/collaboration across all areas of the SEND system.</p>	<p>There will be an increased level of confidence, trust and feeling of involvement evidenced by feedback, including surveys from across the Partnership.</p> <p>In the longer term, we can evidence that Communication outcomes have informed strategy and delivery decisions.</p> <p>The experience of communication and engagement will be transformed through engagement of all professionals with parents, carers, children, and young people.</p> <p>Communication and engagement are modelled and nurtured through a culture grounded in co-production, restorative practice, relational working, and solution-focused conversations. Children, Young People and Families feel like a trusted partner within the relationship. <b>By when: 30 September 2025</b></p>
<p>5.1b Deployment of a cross-Partnership team to develop a proactive approach to communication and engagement in practice. The team will deliver on the expected outcomes within the communication strategy to ensure improved levels of 'customer service' and support without the need for escalation due to miscommunications and complaints.</p>	<p>We will see an increase parent/carer satisfaction and confidence in the system. <b>By when: 30 June 2025</b></p> <p>This satisfaction will continue to increase over time, evidenced in feedback via improved parent satisfaction levels compared to baseline as evidence by the annual Derbyshire Parent Carer Voice (DPCV) survey. <b>By when: Annually</b></p> <p>Parents and carers will have clear expectations when communicating between SEND teams and families/education providers particularly in relation to EHC needs assessments, plans, where considering families preferred method(s) of communication.</p> <p>In the longer term, we will see a reduction in complaints and remedies.</p>
<p>5.1c Implementation of parent support/communication sessions Facilitation of support groups in local areas to ensure parents are enabled to contribute their views, experiences and feel enabled to be part of the development of the SEND system and Partnership across Derbyshire.</p>	<p>Parents and carer surveys will show an increased experience and feeling of involvement and communication with more effective outcomes and resolutions achieved in a timely way. Reporting of transparency regarding services, improvements, and waiting times is easily accessible. <b>By when: 30 September 2025</b></p>

<p><b>Desired outcome for children &amp; young people</b></p>	<p><b>5.1 Children, young people and their families will feel involved in the development of systems and services designed to support them. They will be able to easily navigate the assessment process and subsequent service offer, with regular opportunities to feedback their views for future planning and change. Most children, young people and their families will experience and feel that their voices have been heard, listened to, and appropriately acted upon.</b></p>
<p><b>Actions</b></p>	<p><b>How will we measure impact/lasting impact on practice and by when?</b></p>
<p>5.1d Evaluate current coverage of existing mechanisms to capture Children, Young People and families feedback, identify and implement ways to receive feedback and act on it. Develop a children and young person's communication group, ensuring we are engaging with diverse, trained and supported children and young people who are experts by experience</p> <p>Young person's panel will provide feedback from children and young people across the SEND system to inform policy and practice linked to the improvement work; ultimately to support children and young people to fulfil their potential.</p>	<p>Mechanisms used to capture Children, Young People and families voice in health, education and social care are mapped and gaps are identified. <b>By when: 30 September 2025</b></p> <p>Mechanisms to capture feedback will show an increased feeling of involvement and communication.</p> <p>Policy, strategy and practice will be informed by lived experiences of children and young people as workstreams will evidence the ways in which co-production and engagement have been realised, reviewed at the partnership board.</p>

<p><b>Desired outcome for children &amp; young people</b></p>	<p><b>5.2 We will undertake clear internal and external Partnership communication, engagement and media activity to ensure transparency of the progress against the expectations as outlined within the impact plan.</b></p>
<p><b>Actions</b></p>	<p><b>How will we measure impact/lasting impact on practice and by when?</b></p>
<p>5.2a To support the delivery of the SEND improvements we will develop a strategic Partnership communications plan with clear objectives and timescales to ensure our internal and external communication and engagement with children, young people, families and other stakeholders is effective and efficient. Plan will be signed off by Board.</p>	<p>The Plan will be ratified by the SEND Improvement Board</p> <p>Feedback and evaluation of stakeholder experience, views and opinions will be sought through surveys, engagement events and activity.</p> <p>Communication practices will be transformed, ensure active listening, and involve parents and carers in decision-making processes concerning their child or young person, ultimately improving their overall experience. <b>By when: 31 March 2025</b></p>

**We will know we have met our desired outcomes and made an impact on this priority area when:**

- There is a clear Communication Plan for the term of the Priority Impact Plan consolidated from across all priority and improvement areas.
- A published engagement approach to ensure that the voices of families are heard and used where appropriate. There is an improvement in the feedback from Parents, carers and children and young people on the usefulness of the Local Offer.
- Parents, carers, and young people report that they understand the transport options and support available to them. (Also, other KPIs listed in other sections are relevant).

### Priority Impact Area 6:

Health leaders must address the current waiting times for community paediatric assessments, neurodevelopmental and mental health support, and assessments. Children and young people's needs should be identified at the earliest opportunity for plans to be developed to support them. Area leaders must ensure that there is sufficient support for families across all services while they wait for an assessment or support.

### Area for Improvement 4:

Health leaders need to address the lengthy waits children and young people with SEND experience for specialist chairs and seating through wheelchair services.

### Area for Improvement 5:

Area leaders need to ensure that there is a more seamless and less confusing pathway in place for children and young people moving through the different stages of need for mental health.

### Priority Lead:

**Assistant Director of Children's Strategic Commissioning, NHS Derby and Derbyshire Integrated Care Board**

Desired outcome for children & young people	6.1 Waiting times for specialist services will be reduced in the longer term with a clear plan of waiting list recovery agreed
Actions	How will we measure impact/lasting impact on practice and by when?
<p>6.1a Clinical and operational managers will review neurodevelopmental pathway pathways (under and over 5) and we will have co-produced, jointly agreed plans</p> <p>We will identify opportunities to reduce waiting times from assessment to intervention and the support offered as part of this pathway.</p> <p>We will tackle waiting lists across:</p> <ul style="list-style-type: none"><li>- Neurodevelopment Assessments</li><li>- Paediatrics</li><li>- Mental Health Support and</li><li>- Wheelchair services.</li></ul>	<p>In the longer-term families and professionals report positive change and improved outcomes for children awaiting specialist support and advice from health services.</p> <p>We will have integrated local area partnership recovery plans for waiting lists in:</p> <ul style="list-style-type: none"><li>- Neurodevelopmental Assessments</li><li>- Paediatrics</li><li>- Mental Health Support and</li><li>- Wheelchair services.</li></ul> <p><b>By when: 31 December 2025</b></p> <p>Via the SEND Improvement Board, Partners have a clear joint understanding of our plans and roles and responsibilities to address waiting times in Neurodevelopmental Assessments, Paediatrics, mental health support and wheelchair services.</p> <p><b>By when: 31 March 2026</b></p> <p>In the longer-term, we will see the demand stabilise for the above services through clear shared and agreed graduated support.</p>

<b>Desired outcome for children &amp; young people</b>	<b>6.2 Children, young people &amp; families receive better access and better quality of support and signposting while they are waiting for specialist assessments.</b>
<b>Actions</b>	<b>How will we measure impact/lasting impact on practice and by when?</b>
6.2 Clearly documented waiting well support available.	We will have a clearly documented waiting well offer published on the Local offer. <b>By when: 30 September 2025</b>  In the longer term, Families, children and young people report that there is sufficient supportive and helpful advice and guidance provided whilst waiting for an assessment or support.

<b>Desired outcome for children &amp; young people</b>	<b>6.3 Access routes into mental health support for Children, Young People and families and carers are clear, with seamless pathways between services for Children, and Young People to get to the right mental health support</b>
<b>Actions</b>	<b>How will we measure impact/lasting impact on practice and by when?</b>
6.3 We will have a published clear graduated mental health support offer which relates to Thrive areas of need.	We will see an increase in local professionals saying they are clear on mental health support available depending upon Children and Young People's needs. <b>By when: 30 September 2025</b>  Evidence that reciprocal pathways between providers are working seamlessly based on professionals' feedback. <b>By when: 30 September 2026</b>

**We will know we have met our desired outcomes and made an impact on this priority area when:**

- Partners have a plan to address waiting times in ND Assessments, Paediatric, mental health support and wheelchair services. That is jointly agreed.
- We see the demand stabilise for the above services through clear shared and agreed graduated support.
- We have a clearly documented waiting well offer published on the Local offer.
- Families, children and young people agree that there is supportive and helpful advice and guidance provided whilst waiting.
- There is an increase in local professionals saying they are clear about support for mental health.

## Areas for Improvement

Areas for Improvement 1, 3, 4, 5 & 6 have been linked to the appropriate Priority Action Area for planning, monitoring and reporting. Area for Improvement 2 will be reported on separately and is detailed below;

### Area for Improvement 2:

Area leaders need to improve transitions and support more effective preparation for adulthood. They need to ensure that all settings understand the statutory guidance for preparation for adulthood outlined in the SEND code of practice. There needs to be more timely and effective communication so that transitions to different settings and services are managed in a way that reduces the stress and anxiety for families.

### Priority Lead:

**Interim Director Education, Derbyshire County Council**

<b>Desired outcome for children &amp; young people</b>	<b>7.1 Children and young people will be proactively identified and supported to make successful transitions throughout their education journey.</b>
<b>Actions</b>	<b>How will we measure impact/lasting impact on practice and by when?</b>
7.1a Co-produce good practice guidance & tools across the Partnership. Engagement with Children Young People, parents/carers and schools to inform the guidance Pilots to be tried and tested to inform the practice guidance tool kit.	Good practice guidance in place and easily accessible Schools, parents and professionals tell us that the toolkit is useful and impacts on achieving improved transitions Best practice is recognised more widely Reduction of exclusions, suspensions and part-time timetables at key transition points (e.g. Year 6 to Year 7). <b>By when: 30 June 2025</b>
7.1b Develop Key Indicators to identify vulnerable transitions and develop a tool to support schools in identifying Children and Younger People at risk of unsuccessful transition KPI data will enable proactive planning to support transition including for those children in care with SEND who may experience a change in their family/home.	Less children and young people will have unsuccessful transitions. Evidence of proactive transition plans in place as identified in Quality Assurance activity and dip sampling. <b>By when: 30 June 2025</b>

<b>Desired outcome for children &amp; young people</b>	<b>7.2 Children and young people are well prepared for adulthood</b>
<b>Actions</b>	<b>How will we measure impact/lasting impact on practice and by when?</b>
7.2 Ensure the Local Offer includes Planning for Adulthood provision and information about accessing Higher Education	Local Offer will be aspirational and include guidance on all aspects of Preparation for Adulthood (PfA) including support for Higher Education. <b>By when: 30 June 2025</b>

<b>Desired outcome for children &amp; young people</b>	<b>7.3 Children and young people with EHCPs have robust plans to support smooth transition into adulthood.</b>
<b>Actions</b>	<b>How will we measure impact/lasting impact on practice and by when?</b>
7.3 Review of Year 9 Annual Review process across the Partnership to ensure proactive identification of needs and planning to support transition into adulthood. All EHCPs reference planning for adulthood preparations for all children from the age of 14 and above (at Y9 review) to appropriately identify those who will need the Preparation for Adulthood Pathway	Increase in PfA planning in Y9 Annual Reviews. Reduction in Not in Education, Employment Training (NEET) numbers. Parents/Carers agree that their child was well supported during transitions into and between schools and colleges. <b>By when: 31 December 2025</b>

<b>Desired outcome for children &amp; young people</b>	<b>7.4 Children, young people and their families have a clear view of what they can expect from the NHS when they reach transition age whilst open to services.</b>
<b>Actions</b>	<b>How will we measure impact/lasting impact on practice and by when?</b>
7.4 Co-produce a strategy for delivering robust transition pathways within NHS services, including Continuing Care / Continuing Healthcare pathways.	Parents/Carers state they understand what they can expect to happen when their child reaches transition age. <b>By when: 31 March 2026</b>

**We will know we have met our desired outcomes and made an impact on this priority area when there is:**

- Increase in numbers and percentage of children assessed as 'school ready' for Reception.
- Increase in proactive transition planning at key transition points – Early years, infant to junior, junior to secondary and secondary into further education and further education to adulthood.
- Parents/ carers and young people report that their annual reviews from year 9 include discussions and planning for transition to adulthood.
- An increase in the following Key Performance Indicators:
  - Attendance rate for children with identified SEND in year 7 will increase.
  - Suspension rate for children with an EHCP in reception and NC year 1 and year 7 will reduce.
  - Permanent exclusion rate for children with EHCPs in year 7 will reduce.
  - Evidence of all relevant professionals contributing to post-16-year-old EHCP reviews.