

# PLYMOUTH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES STRATEGY

2023 – 2026



## VERSION CONTROL

Version	Date created/amended	Author/amended by
V 0.1	10/02/23	AP
V 0.2	06/04/23	AG
V 0.3	06/04/23	HD
Final	24/04/2023	AG

## Contents

<b>VERSION CONTROL.....</b>	<b>1</b>
<b>OUR VISION FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) IN PLYMOUTH .....</b>	<b>3</b>
Our Commitment.....	3
<b>THE NATIONAL CONTEXT.....</b>	<b>5</b>
<b>PROGRESS IN PLYMOUTH SINCE 2019 .....</b>	<b>6</b>
<b>THE LOCAL CONTEXT – SEND STATISTICS AND PLYMOUTH.....</b>	<b>7</b>
Early years age children – SEND profile.....	7
School Age children and Young People – SEND Profile Statistics (July 2021) .....	7
Gender .....	8
Free School Meals .....	8
Deprivation .....	9
National Curriculum Year groups .....	11
Post 16.....	11
<b>EDUCATIONAL OUTCOMES FOR CHILDREN AND YOUNG PEOPLE WITH SEND .....</b>	<b>15</b>
Early years Foundation Stage Profile (EYFSP).....	15
Key Stage One (KS1) attainment and Phonics Decoding .....	15
Key Stage Two (KS2).....	15
Key Stage Four (KS4) .....	16
<b>EXCLUSION DATA FOR CHILDREN WITH SEND.....</b>	<b>17</b>
<b>ABSENCE OF CHILDREN WHO HAVE AN EHCP OR ARE ON SEND SUPPORT .....</b>	<b>19</b>
<b>SEND PUPILS WHO ARE KNOWN TO CHILDRENS SOCIAL CARE .....</b>	<b>23</b>
<b>HEALTH’S COMMITMENT TO CHILDREN AND YOUNG PEOPLE WITH SEND IN PLYMOUTH .....</b>	<b>24</b>
<b>OUR PRIORITIES .....</b>	<b>27</b>
Priority One: Early Identification and Support .....	28
Priority Two: Inclusion .....	30
Priority Three: SEND Pathway .....	32
Priority Four: SEND Sufficiency and Provision .....	35
Priority Five: Transitions and Preparation for Adulthood Vision: .....	37
Priority Six: Managing Money and Resources.....	39
<b>HOW WE WILL MAKE SURE THIS IS DELIVERED.....</b>	<b>41</b>

## **OUR VISION FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) IN PLYMOUTH**

Our vision is clear and focused:

**“We have a duty to help our children and young people to have a Bright Future. Our vision is that children and young people in Plymouth grow up healthy and happy, safe and able to aspire and achieve; living in resilient families and communities, able to take advantage of a broad range of opportunities. Our aim is that no Plymouth child should find that their life chances are defined or limited by the circumstances of their birth or early childhood experiences. If problems emerge we will step in and seek to work effectively alongside families to improve outcomes.**

**We need to do this better and faster, across our local authority, schools, and health providers, community sector and statutory services, to ensure that we shift resource and focus to be able to benefit more of our children, more of the time focusing on prevention and earlier identification of need. Over time we want to be able to reduce the need for intensive crisis management for a minority. We are aspirational about tackling the corrosive root causes and impact of deprivation.”**

This vision is within the context of Plymouth Children’s and Young Peoples Plan – A Bright Future 2021-26, which sets out that:

- We want Plymouth to be the best place to be a child, where communities thrive and where our families are supported to be the best they can be. Our partnership has a bold and courageous vision to deliver the best education for all our children and young people;
- To prepare our young people for independence (adulthood); and
- For our children and young people to experience the best possible health and wellbeing.

### **Our Commitment**

Our work is shaped by the following commitments. We will:

- Embed co-production across all aspects of our work so that parent carers and children and young people with SEND are recognised as equal partners and are fully involved in decision making;
- Work in partnership to promote transparency and consistency in decision making and delivery of support;
- Embrace new ways of working to support and enable innovative practice;
- Commit to identify and understand the challenges faced by our families who have children with SEND;

- Commit to providing good quality services with clear and accessible information;
- Prepare young people for adult life and independence from the earliest years; and
- Ensure that moves between services or changes in provision and support across all ages are smooth, seamless and supportive
- Be ambitious for every one of our children and young people.

### **Improving our Services – what our Children, Young People and Families say:**

We work in partnership with the Plymouth Parent Carer Voice and listen to our families with children and young people with SEND. We will continue to be ambitious and continuously improve our services so they can positively impact the lives of our children and young people.

### **Improving our strategy means that our children and their families in the future will say that:**

- we are listened to and respected;
- our needs are understood, acknowledged, and provided for;
- our voice and views are at the heart of all decision making for our child;
- we are involved in co-production of services and support at all levels of the system;
- we have access to good quality and impartial information, advice, and support;
- we have regular communication that is tailored to specific needs;
- our needs are identified early;
- the pathways to access help are transparent and equitable;
- we have more help from a range of agencies for our children and young people on SEN Support;
- we can access a variety of short breaks and after school activities;
- the professionals that work in partnership with parents are well trained and empathetic, and work flexibly around us with a person centred approach;
- we are welcomed and included, and we are accessing education, social and leisure opportunities within our local community;
- we are no longer excluded from schools; and
- we know what to expect and when, moving from children's to adult's services; planning for adult life starts early is person-centred and aspirational.

## THE NATIONAL CONTEXT

Since the introduction of the Children and Families Act reforms in 2014, we have used data to better understand our SEND children and young people so that we are able to commission the right education, health and care services. New strategies have been formed to ensure that provision is improved and more of our children can and will remain in their local communities.

Plymouth is committed to inclusion in mainstream and we firmly believe every teacher is a teacher of special needs and all teachers work in a trauma informed way. Therefore, building the capabilities of our mainstream schools to support more children and young people with Special Educational Needs and Disabilities will ensure more children can attend a local school. We recognise that different tiers of skills and knowledge are needed across the range of staff members who hold different roles in schools and settings.

Strengthening the capacity of our whole school system, maintained and academies support more children in mainstream and meeting need at every level is at the core of our strategy. However, we recognise that whilst most children and young people will be supported in a mainstream school, some need more specialist support in specialist provision.

The Plymouth Plan 2014-2034 sets out how the City will work to create the conditions where children, young people and families can thrive, ensuring that integrated assessment and outcome-based care planning for children with special educational needs and disabilities and additional needs, including physical, social and emotional health and wellbeing, and speech, language and communication difficulties, are built upon the voice of the child and family. The Children and Young People's Plan and Partnership for Plymouth: A Bright Future 2021 to 2026 sets out in more detail how the Plymouth Plan will be achieved. A Bright Future was adopted by full Council in September 2021 as the Children and Young People's Plan for Plymouth. The document was written with the support of partners and sets out the shared ambition for the children of Plymouth to have the best opportunities as they grow up.

Over the last 12 months we have worked with Plymouth Parent Carer Voice, our early years settings, schools, and other education providers to identify the changing needs of our SEND population. We have listened to what we need to improve in our local services so that we can meet the needs of our SEND children and families.

Our approach allows us to understand more about children's needs earlier and to use that information to inform our planning for the next stage in the child's life in preparation for moving onto school.

In Plymouth work has begun across partners to ensure that those young people who require support as they transition to adulthood are able to be fully involved in their journey.

## PROGRESS IN PLYMOUTH SINCE 2019

Joint Targeted Area Inspection in Plymouth took place in November 2019.

The JTAI took place prior to the COVID-19 lockdown period and subsequent easements. This led to significant change in working arrangements and practice and developments in Plymouth, regionally and nationally. Minimising the negative impact for all children and young people has been a key focus for all partners in Plymouth. Key risks and concerns were identified and new mechanisms, and practices established to prioritise responses to the most vulnerable children and young people.

The JTAI findings recognised the existing strengths in the multi-agency responses to children's mental health in the city, and swift action has been taken to address the areas for improvement.

Since January 2020 we have:

- Re-established the Plymouth Youth Justice Board, with strategic oversight provided by the Safer Plymouth Partnership. Boards have taken place, with good multi-agency participation, which has resulted in development of a performance scorecard and annual plan. The mental health and wellbeing of children accessing the Youth Offending Team is better known and understood. The governance arrangements now in place will ensure that the appropriate priority is given to effective provision within YOT arrangements to meet children's mental health needs.
- Recruited a full time CAMHS worker to ensure there is consistent input into all Out of Custody Diversion meetings as well as consultation for all children and young people who start orders with the Youth Offending Team. This has improved effective information sharing between Devon & Cornwall Police and the Youth Offending Team.
- Made permanent arrangements to ensure that a health decision maker is available within the Plymouth MASH.
- Taken actions to ensure improved information at the point of referral about all agencies currently involved with a child. Implementation of front-door sixth monthly reviews includes audit activity upon multi-agency information requests into the MASH, to provide assurance on consistency and quality of information sharing.

## THE LOCAL CONTEXT – SEND STATISTICS AND PLYMOUTH

In Plymouth there are 80,400 (2021 census) children and young people aged under 25. In the 2021/22 academic year 40,526 were on roll at an educational setting (this includes all schools types and two maintained Early years settings with 141 children).

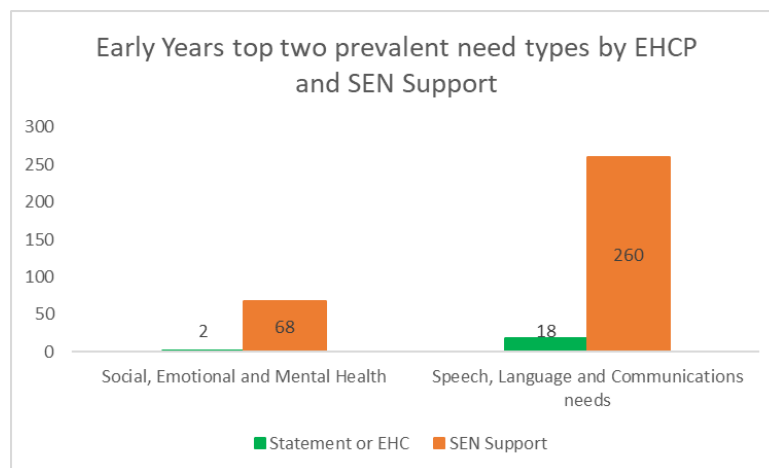
We have 98 schools in Plymouth - 1 All through School, 2 Nursery Schools, 3 Infant Schools, 2 Junior Schools, 64 Primary Schools, 18 Secondary Schools, 7 Special Schools and 1 Alternative Provision.

Nearly 100 different languages are spoken in schools by children of different backgrounds. Polish and Arabic are the most common, spoken by 385 and 143 children respectively.

### Early years age children – SEND profile

The most common primary need for children under 5 in the 2021/22 academic year is Speech, Language and Communication Needs (278 children, 6.5% have an EHCP in place) followed by Social, Emotional and Mental Health (70 children, 2.9% have an EHCP in place). The remainder of these children receive SEN Support.

**Chart 1 – Early Years top two prevalent need types by EHCP and SEN support**

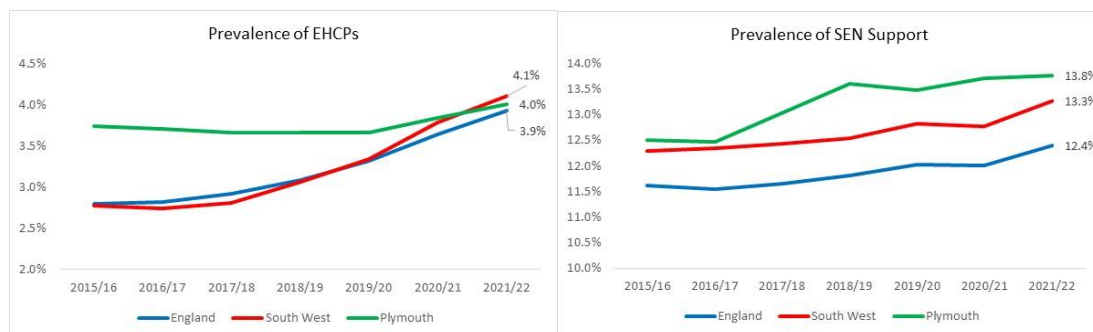


Source: [DfE Explore Education Statistics](#)

### School Age children and Young People – SEND Profile Statistics (July 2021)

The profile of SEND and educational outcomes in Plymouth shows that 3.9 % of our children and young people aged 0-19 in Plymouth Schools have an Education, Care and Health plan with a further 13.4% accessing SEN Support. These figures are in line with the National profile for EHCPs at 3.9%, the SEN Support national average is 12.4% meaning that Plymouth is slightly higher in this regard. Charts 2 and 3 below show how this picture has changed over time.

### Chart 2 and 3 – Prevalence of EHCPs and SEN Support over time



Source: [Explore Education Statistics](#)

## Gender

Children who are identified to have a SEND are more likely to be boys; 65% of Plymouth children identified with SEND are boys (17% SEN Support and 48% EHCP) – this is in line with National and South West.

For boys with an EHCP the top three primary need types are Autistic Spectrum Disorder (24.5%), Social, Emotional and Mental health (24.3%) and Speech, Language and communication needs (17.6%). Nationally, there is some variation. For boys with an EHCP the top three primary need types are Autistic Spectrum Disorder (34.5%), Social, Speech, Language and communication needs (17.5%) and Emotional and Mental health (16.6%).

For girls with an EHCP the top three primary need types are Social, Emotional and Mental health (17.5%), Autistic Spectrum Disorder (16.5%), and Speech, Language and communication needs (15.7%). Again nationally, there is some variation. For girls with an EHCP the top three primary need types are Autistic Spectrum Disorder (22.7%), Speech, Language and communication needs (17.1%) and Moderate Learning Difficulty (12.9%).

We recognise that gender is a factor in how special educational needs are manifested.

## Free School Meals

23.1% of all pupils are eligible for Free School Meals (FSM) in Plymouth this is higher than the national (20.8%) and regional (17.4%) averages. 17.2% are taking up their entitlement in Plymouth compared to 17.0% nationally and 13.9% regionally.

Overall, 40.3% of SEN Support pupils and 42.9% of EHCP pupils are eligible for FSMs.

- 49.6% of pupils with Moderate Learning Difficulty and an EHCP are eligible for FSMs, compared to 44.8% nationally; and 49.1% of pupils with Moderate Learning Difficulty who are receiving SEN support are eligible for FSMs compared to 42.2% nationally.
- 49.3% of pupils with Social, Emotional and Mental Health and an EHCP are eligible for FSMs, compared to 51.4% nationally; and 47.6% of pupils with Social, Emotional and Mental Health who are receiving SEN support are eligible for FSMs, compared to 44.2% nationally.



- 48.7% of pupils with a Severe Learning Difficulty and an EHCP are eligible for FSMs, compared to 42.3% nationally; and 23.1% of pupils with Severe Learning Difficulty who are receiving SEN support are eligible for FSMs compared to 36.4% nationally.
- 47.1% of pupils receiving SEN Support but no specialist assessment are eligible for FSMs, compared to 36.2% nationally.

**Source:** [Explore Education Statistics](#)

## Deprivation

The Income deprivation indicator affecting children index (IDACI) splits all areas in the country into 10 deciles. Plymouth is ranked 76th out of England's 354 local authority districts for its average deprivation and the extent of that deprivation across the city

Overall, of the 160 Super Output Areas (SOAs) in Plymouth, 19 are amongst the top 10 per cent most deprived in England

The top 10 per cent SOAs (16 in total) with the worst index scores are largely clustered in the south western corner of Plymouth, and principally within the neighbourhoods of Stonehouse (St Peter and The Waterfront Ward), Devonport and Keyham (Devonport Ward), there is one 'outlier' SOA located in Efford

The 'least deprived' area of the city lies within Elburton and Dunstone neighbourhood (Plymstock Dunstone Ward)

Table 1 shows that there is a deprivation gradient for the proportion of SEND pupils, with around one in every five children having a SEND living in the most deprived areas. This variation is particularly pronounced for SEN support pupils where rates in the most deprived areas are almost double the rates seen in the least deprived areas. The most deprived areas of Plymouth also have a larger number of children and young people residing in them.<sup>7</sup>

**Table 1: Number/proportion of SEND pupils by IMD Deciles**

2019 IMD Deciles	Sum of Number of pupils resident (LSOA <sup>8</sup> )	Number of EHCP	Number of SEN Support	Total number of SEND pupils	% EHCP	% SEN Support	% All SEND
<b>(Most)1</b>	8,727	400	1,551	1,951	5%	18%	22%
<b>2</b>	4,070	179	664	843	4%	16%	21%
<b>3</b>	5,301	236	813	1,049	4%	15%	20%
<b>4</b>	4,892	177	650	827	4%	13%	17%
<b>5</b>	2,491	109	317	426	4%	13%	17%
<b>6</b>	2,649	104	314	418	4%	12%	16%
<b>7</b>	3,404	108	381	489	3%	11%	14%
<b>8</b>	4,468	124	439	563	3%	10%	13%
<b>9</b>	2,860	77	264	341	3%	9%	12%
<b>(Least)10</b>	581	21	50	71	4%	9%	12%
<b>Total</b>	<b>39,443</b>	<b>1,535</b>	<b>5,443</b>	<b>6,978</b>	<b>4%</b>	<b>14%</b>	<b>18%</b>

## National Curriculum Year groups

The proportion of SEND pupils by EHCP or SEN Support provision and year groups can be found in table 2.

The SEN support pupil distribution also gradually increases throughout primary phase until year seven when a small reduction can be seen which then remains fairly static throughout the remaining Secondary phase years (Key Stage three and four).

**Table 2: SEND needs by school year**

Year Group	EHCP		SEN Support	
	Count	%	Count	%
R	57	4%	303	6%
1 (KS1 start)	71	4%	381	7%
2	77	5%	412	8%
3 (KS2 start)	95	6%	429	8%
4	122	8%	446	8%
5	125	8%	521	10%
6	148	9%	519	10%
7 (KS3 start)	144	9%	411	8%
8	158	10%	446	8%
9	148	9%	437	8%
10 (KS4 start)	177	11%	412	8%
11	167	10%	392	7%

## Post 16

Post 16 students are those pupils who have completed statutory education (aged five to 16). The [SEND Code of Practice 2014](#) and the [Children and Families Act 2014](#) gives guidance to health and social care, education and local authorities to make sure that children and young people with SEND are properly supported until the age of 25 and remain eligible for an EHCP.

### Prevalence of Post 16 pupils receiving SEN Support

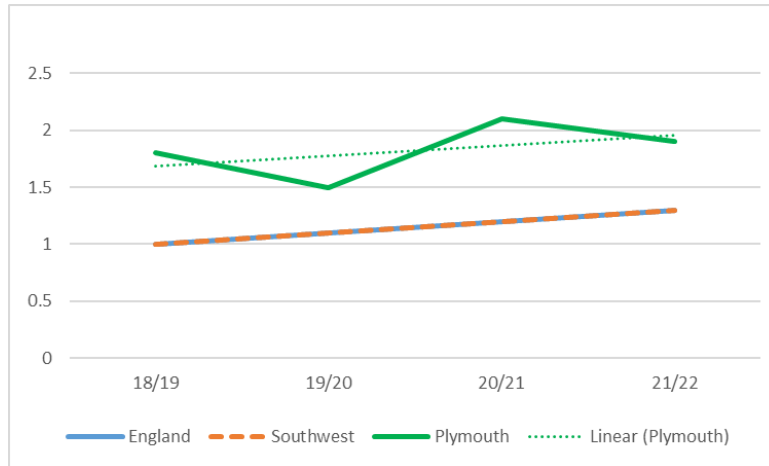
SEN Support for post 16 has shown an increasing trend across the last 4 years, with Plymouth above the national and regional levels (Chart 4).

### Prevalence of Post 16 pupils receiving EHCP

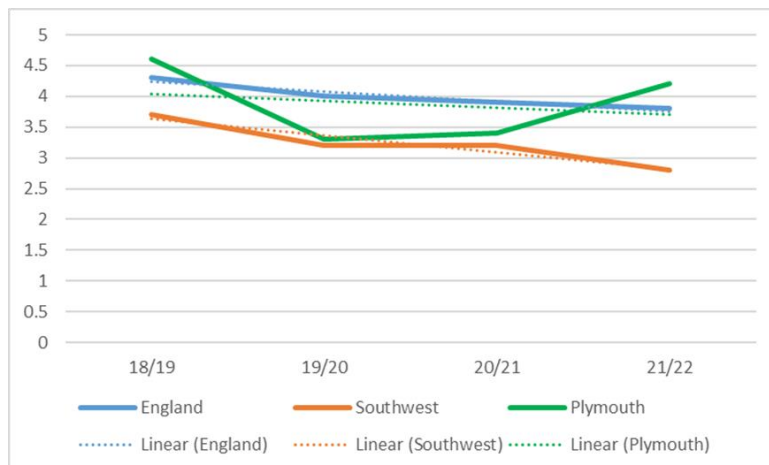
By contrast, these have shown a declining trend nationally and regionally over the last 4 years. Figures in Plymouth have shown more variation over the last 4 years and this is likely to be due to the numbers being small (range 30-48). The addition of a trend line can help smooth out that effect and

when applied indicates that Plymouth levels are similar to national and above the Southwest. The last data points from Plymouth has shown an increase and further monitoring will be needed to determine if this a change from the declining trend (Chart 5).

**Chart 4 - Prevalence % trend for post 16**



**Chart 5: EHCP - Prevalence % trend for post 16**



**Proportion of post 16 SEND pupils who completed Key Stage 4**

17% of all post 16 pupils who completed Key Stage four (KS4) in 2020/21 either had an EHCP (158 pupils) or received SEN support (293 pupils) (Chart 6).

**Chart 6: Prevalence of Post 16 SEND pupils who completed Key Stage 4**

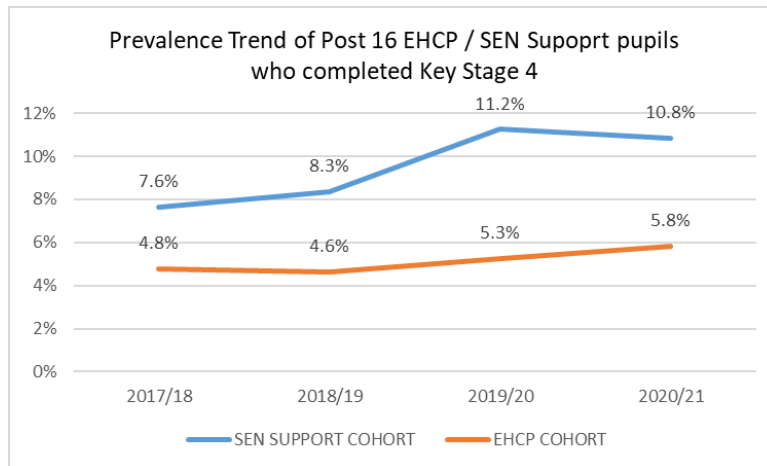


Chart 7 shows that in 2020/21, 10% of pupils who completed KS4, and who had an EHCP or received SEN support and therefore a SEND pupil, did not sustain an education, employment or training (EET) destination or their EET status was unknown. This has been stable for the last three academic years, following a jump from 2017/18 levels.

**Chart 7: Post 16 pupils with SEND who are NEET or destination unknown**

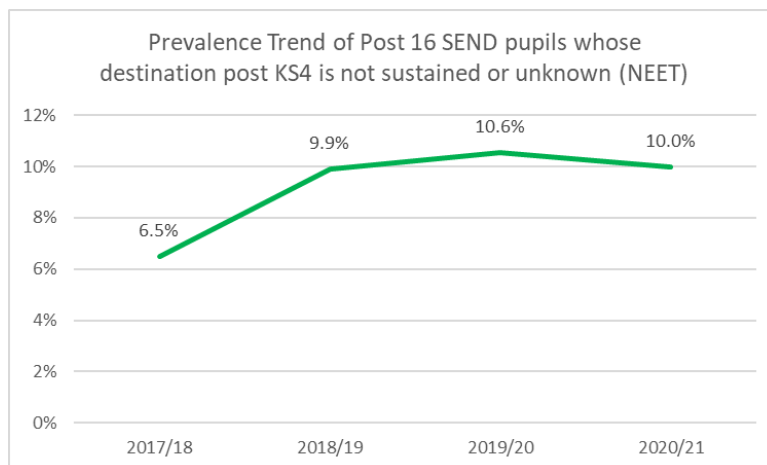
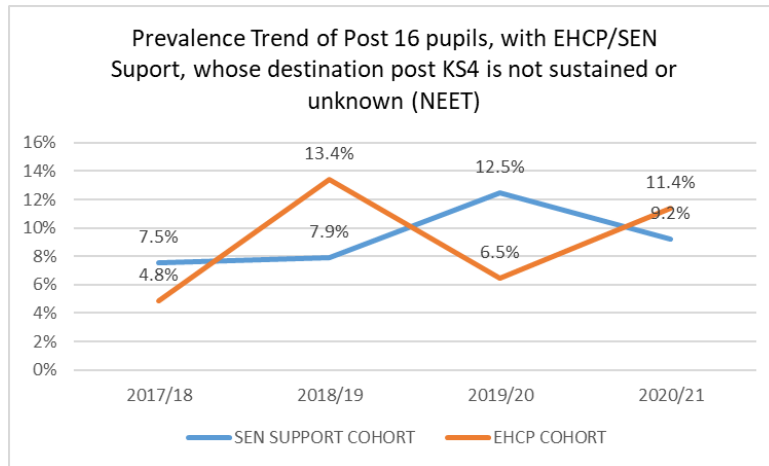


Chart 8 shows the breakdown of this across the 9.2% of pupils receiving SEN support (27 pupils) who completed KS4, did not sustain an education, employment or training (EET) destination or their EET status was unknown.

11.4% of pupils with an EHCP (18 pupils) who completed KS4, did not sustain an education, employment or training (EET) destination or their EET status was unknown.

To compare, 6.4% of all post 16-17 pupils in Plymouth at the end of 2021 (average of December, January and February) were not in education, employment or training (EET) destination or their EET status was unknown.

**Chart 8: Post 16 pupils with EHCPs who are NEET or destination unknown**



We celebrate the work of our sixth forms and colleges and are continuing to build on our strong relationships with them to look at how we can enhance their provision and the spectrum of provision across the city. This includes reviewing the courses available to ensure we provide for all our pupils.

## EDUCATIONAL OUTCOMES FOR CHILDREN AND YOUNG PEOPLE WITH SEND

Nationally and in Plymouth children and young people with SEND do not achieve academically in line with their peers across all phases of education. This is a key area of focus for the Council. The information below provides an overview of Plymouth's 2021/22 educational outcomes:

### Early years Foundation Stage Profile (EYFSP)

At the end of reception year less than five pupils with an EHCP achieved the expected level across all early learning goals, this compares to 5% nationally. 23.7% of our SEN Support pupils achieved this level. This is on par with the region and better than the national average (21.6%).

### Key Stage One (KSI) attainment and Phonics Decoding

- 26% of pupils with SEND met the expected standard in Reading, on par with the national average.
- 17% met the expected standard in writing, above the national average of 16%.
- 29% met the expected standard in maths, above the national average of 28%.
- 41% met the expected standard in phonic decoding, above the national average of 38%.
- For the year 1 phonics assessment, 18.0% of pupils with an EHCP in Plymouth (19% nationally) and 45% of SEN Support (44% nationally) meet the expected standard.

Table 3: Key Stage 1 Teachers Assessments 2021/22		Plymouth	England
EHC Plan	Reading	7%	12%
	Writing	1%	7%
	Maths	8%	14%
	Science	7%	16%
SEN Support	Reading	30%	30%
	Writing	19%	20%
	Maths	31%	33%
	Science	41%	44%

### Key Stage Two (KS2)

- Overall, 19% of pupils with SEND met the expected standard in reading, writing and maths combined, above the national average of 18%.
- For pupils with an EHCP, 6% met the expected standard in reading, writing and maths combined, below the national average of 7%.

- For pupils receiving SEN support, 23% met the expected standard in reading, writing and maths combined, above the national average of 21%.

### Key Stage Four (KS4)

In 2021/22 the average attainment 8 score of pupils:

- with an EHCP was 15.6 which is higher than England score (14.3),
- Receiving SEN Support the average attainment 8 score was 36.6, higher than England (34.9).

The average progress 8 score for pupils:

- With an EHCP was -1.25 which is better than England (-1.33), and
- Receiving SEN Support the average progress 8 score was -0.53 which is lower (worse) than England (-0.47).
- Grade 4 or higher in GCSE English and Maths:

Table 4: Grade 4 or higher in GCSE English and Maths	Grade 4 or higher in GCSE English & Maths		
	Plymouth	South West	National
No SEN	73.5%	76.9%	76.1%
SEN State EHC	15.3%	13.9%	13.5%
SEN Support	42.5%	39.2%	39.2%

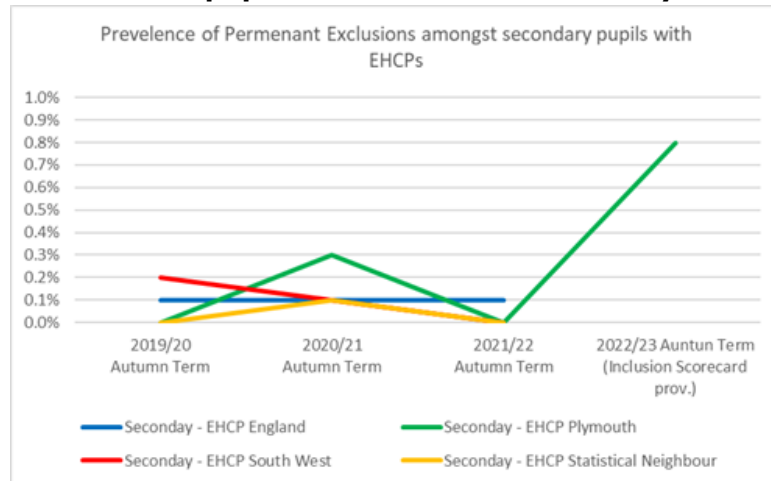
- 7.6% of pupils with an EHCP achieved a 9-5 in English and maths compared to 7% nationally. 24.2% of pupils receiving SEN support achieved a 9-5 in English and maths compared to 22.5% nationally.



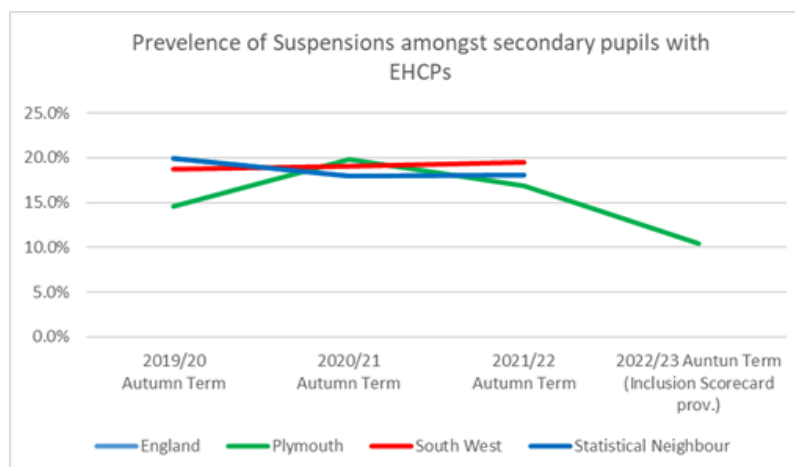
## EXCLUSION DATA FOR CHILDREN WITH SEND

Chart 9 shows that whilst Plymouth currently sits below the national rate for permanent exclusions and suspensions of secondary pupils with an EHCP, the recent autumn term highlights that we should be curious about a potential year on year increase (from no permanent exclusions in the 2021/22 autumn term to (prov.) four in 2022/23 autumn term). Conversely, chart 10 shows that we can celebrate a further reduction in the number of suspensions (70 in 2021/22 autumn term to (prov.) 50 in 2022/23 autumn term).

**Chart 9: Permanent Exclusions of pupils with EHCPs in secondary schools**



**Chart 10: Suspensions of pupils with EHCPs in secondary schools**

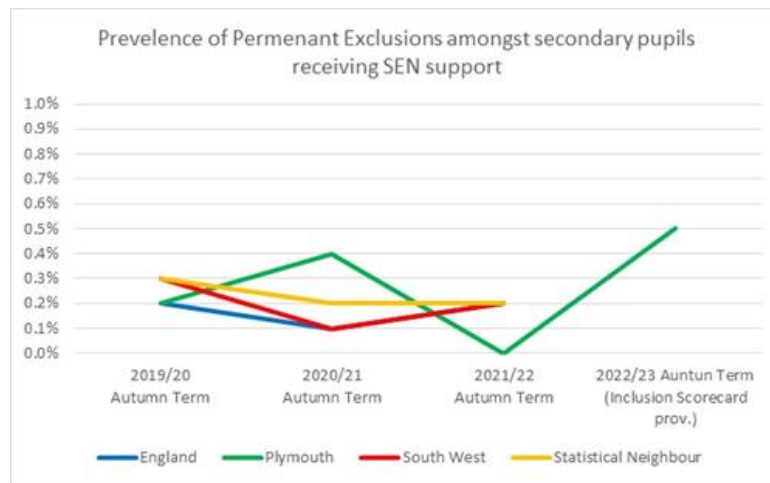


The intelligence we can obtain from the Plymouth Inclusion Scorecard paints a similar picture for pupils receiving SEN support at secondary phase. Chart 11 shows that Plymouth currently sits below the national, regional and statistical neighbour benchmarks for Permanent Exclusions. However, an increase to 13 pupils in the 2022/23 autumn term from one in the 2021/22 autumn term is a concern.

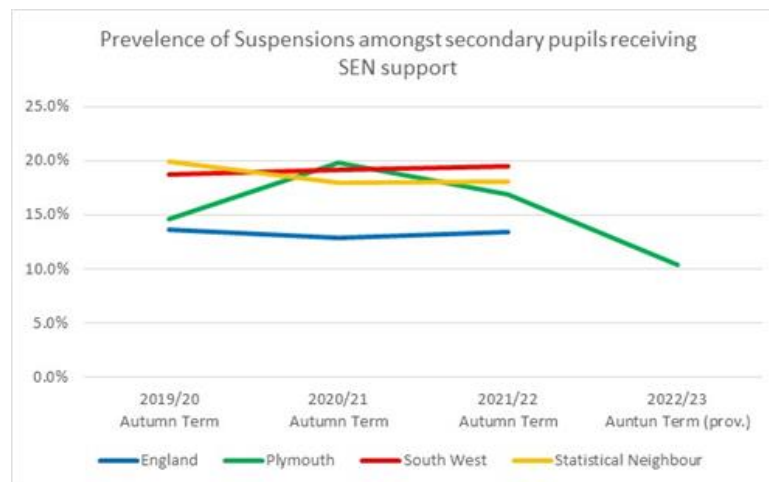
Chart 12 shows that although below the regional and statistical neighbour averages, Plymouth currently sits above the national average for the suspensions of SEN support pupils at secondary phase. The Plymouth Inclusion Scorecard indicates that a decline from 429 in the 2021/22

autumn term to 270 in the 2022/23 autumn term has occurred, potentially placing Plymouth below the England average.

**Chart 11: Permanent Exclusions of pupils receiving SEN support in secondary schools**



**Chart 12: Suspensions of pupils receiving SEN support in secondary schools**



It is clear from the information above that more must be done to support inclusive practice for our SEND children and young people as they are disproportionately over represented when compared with children without SEND.

## ABSENCE OF CHILDREN WHO HAVE AN EHCP OR ARE ON SEND SUPPORT

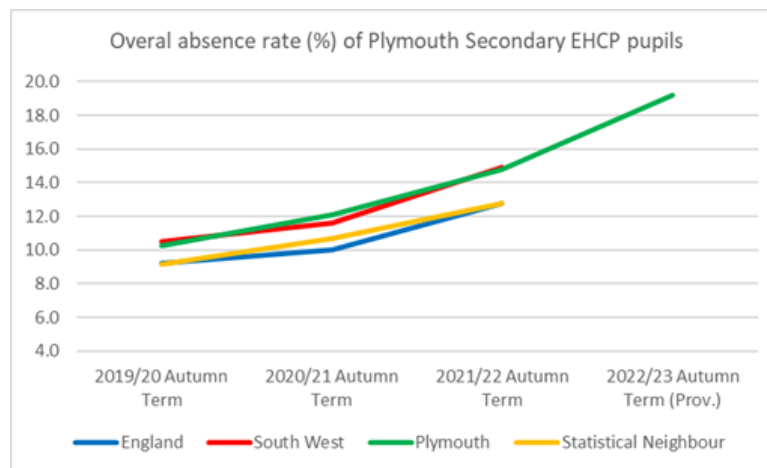
National figures for school absence are not available for the whole academic year of 2021/22 at the time of writing. However, data for the autumn term is available. We can use the Plymouth Inclusion Scorecard to provide provisional and unvalidated data to provide an indication of future absence trends.

### EHCP pupil's absence

Children and young people in Plymouth with an Education Health and Care Plan (EHCP) miss 12.8% of school on average (**overall absence rate**). This is lower (better) than the average in the South West (14.2%) and the national average (13.1%)

Chart 13 below shows the average overall absence rate for secondary pupils with an EHCP through the autumn terms. Plymouth sits above the England and statistical neighbour averages and just below the regional average. The Plymouth Inclusion Scorecard indicates that the overall absence rate for these pupils in the 2022/23 autumn term is 4.5 percentage points higher than the previous autumn term. National published data for the 2022/23 autumn term is due for publication in May 2023.

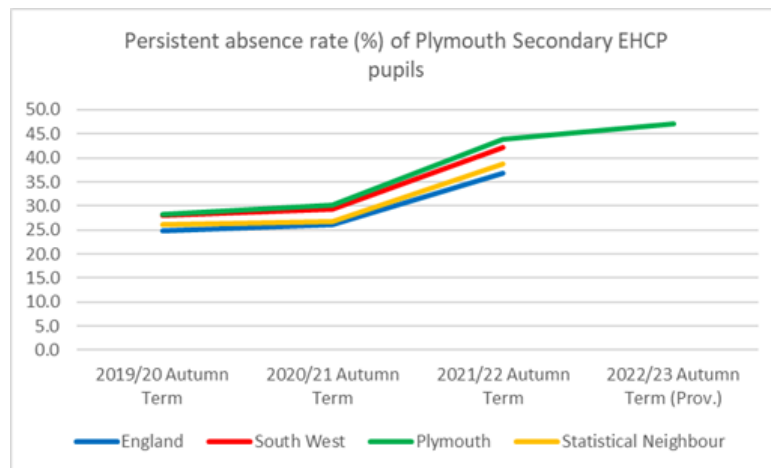
### Chart 13: Overall absence of EHCP pupils in Secondary schools



Children with EHCPs have higher rates of **persistent absence** (missing 10% or more of their possible sessions), at 38.8% in Plymouth, this is below (better) than the average in the South West (46.2%) and England average (42.3%)

Chart 4 shows the persistent absence (10% missed) rate for secondary pupils with an EHCP through the autumn terms in Plymouth sits above the England, regional and statistical neighbour averages. The Plymouth Inclusion Scorecard indicates that the persistent absence rate for these pupils in the 2022/23 autumn term sits 3.2 percentage points higher than the previous autumn term.

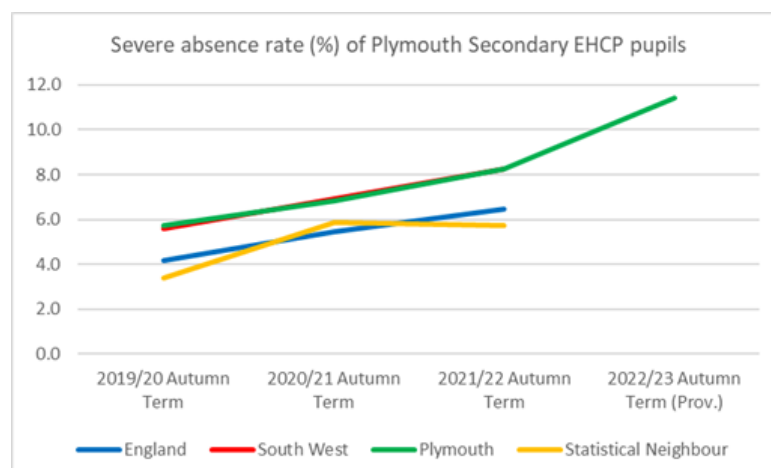
**Chart 14: Persistent absence of EHCP pupils in Secondary schools**



Children with EHCPs have higher rates of **severe absence** (missing 50% or more of their possible sessions), at 5.3% in Plymouth, this is similar to the average in the South West (5.2%) and higher (worse) than England average (4.5%)

Chart 15 shows the severe absence (50% missed) rate for secondary pupils with an EHCP through the autumn terms in Plymouth sits above the England and statistical neighbour averages and on par with the regional average. The Plymouth Inclusion Scorecard indicates that the severe absence rate for these pupils in the 2022/23 autumn term sits 3.1 percentage points higher than the previous autumn term.

**Chart 15: Severe absence of EHCP pupil in Secondary Schools**



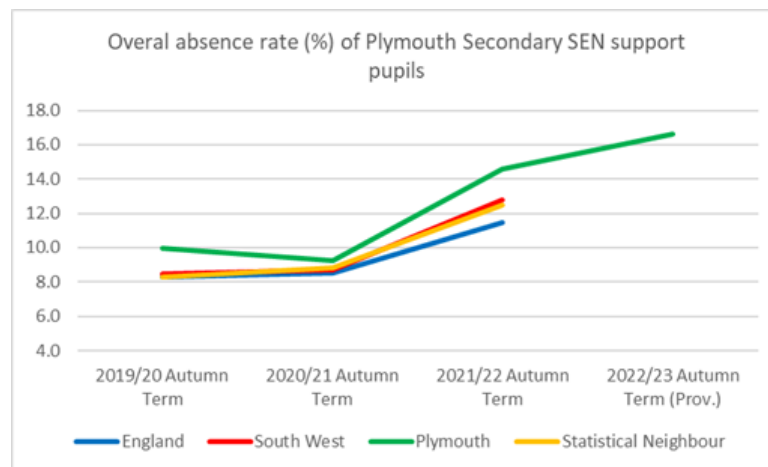
**SEN Support pupil’s absence**

Children and young people in Plymouth receiving Special Educational Need Support (SEN Support) miss 7.2% of school on average (**overall absence rate**). This is higher (worse) than the average in the South West (6.7%) and the national average (6.5%).

Chart 16 shows the average overall attendance rate for secondary pupils receiving SEN support through the autumn terms in Plymouth is above the England, regional and statistical neighbour averages. The Plymouth Inclusion Scorecard indicates that a further increase is likely to be seen as the

overall absence rate for SEN support pupils in the 2022/23 autumn term sits 1.3 percentage points higher than the previous autumn term.

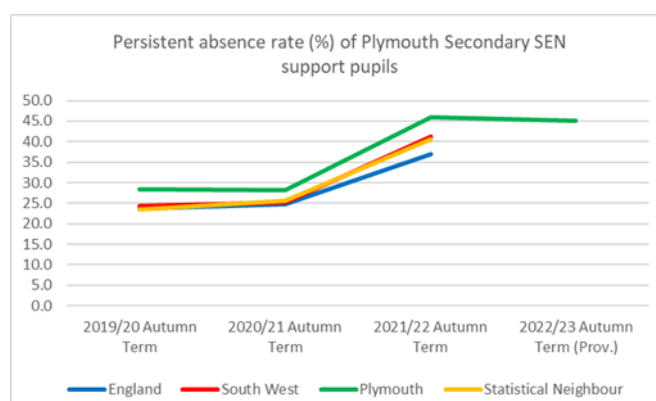
**Chart 16: Overall absence of pupils receiving SEN support in secondary schools**



Children receiving SEN Support have *higher rates of persistent absence* (missing 10% or more of their possible sessions), at 21.5% in Plymouth, this is higher (worse) than the average in the South West (19.3%) and England average (18.9%).

Chart 17 shows the average persistent absence (10% missed) rate for secondary pupils receiving SEN support through the autumn terms in Plymouth is also above the England, regional and statistical neighbour averages. The Plymouth Inclusion Scorecard indicates that a decrease can be expected as the persistent absence rate for SEN support pupils in the 2022/23 autumn term sits 0.8 percentage points lower than the previous autumn term.

**Chart 17: Persistent absence rates of pupils receiving SEN Support in Secondary schools**

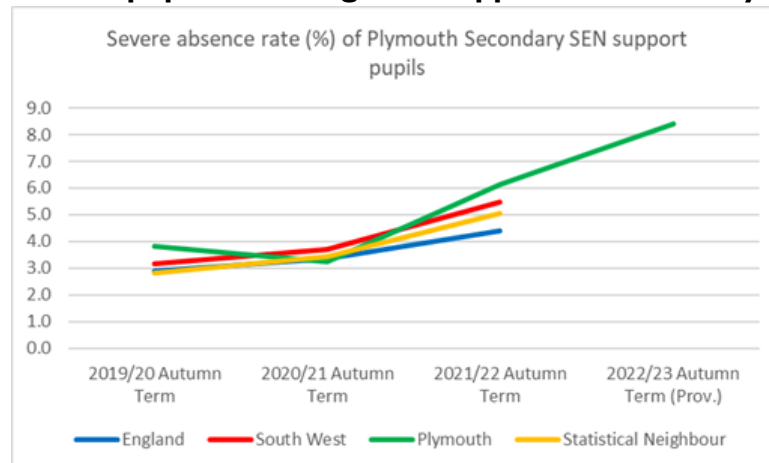


Children with SEN Support have *higher rates of severe absence* (missing 50% or more of their possible sessions), at 1.6% in Plymouth, this is lower (better) than the average in the South West (2.0%) and England average (1.7%).

Chart 18 shows the severe absence (50% missed) attendance rate for secondary pupils receiving SEN support through the autumn terms in Plymouth is also above the England, regional and statistical neighbour averages. The Plymouth Inclusion Scorecard indicates that an increase is to

be expected as the severe absence rate for SEN support pupils in the 2022/23 autumn term sits 2.3 percentage points higher than the previous autumn term.

**Chart 18: Severe absence of pupils receiving SEN support in Secondary schools**



We can see from the figures on absence that there is a correlation between concerning absence and having a special educational need or disability. Those in schools and settings, and those concerned with attendance need to be alert to this and aware that reasonable adjustments should be checked to ensure children are able to access education easily.

## SEND PUPILS WHO ARE KNOWN TO CHILDRENS SOCIAL CARE

Please note: The numbers shown for SEN and EHCP in this section and table five below are yet to be validated by the service and therefore should be used as an indication only at this time.

- Around a quarter of children in need in Plymouth receive SEN support and about one in six have an EHCP.<sup>19</sup>
- Just over a quarter of children with a protection plan are receiving SEN support and almost 10% have an EHCP.
- Over a third of children in care are receiving SEN support and around a fifth have an EHCP.
- Over a quarter of care leavers are receiving SEN support and a nearly a quarter have an EHCP.

Comparing this to the levels of SEND in the general school age population, having a SEND is significantly more represented in children in the social care system.

**Table 5: Children known to Children’s social care with a SEND**

<b>PUPILS RECEIVING SPECIAL EDUCATIONAL NEED (SEN) SUPPORT</b>	<b>2021/22 Academic Year</b>
% of Children in Need receiving SEN Support (Number)	25.1% (167/666)
% of Children with a Child Protection Plan receiving SEN Support (Number)	26.2% (56/214)
% of Children in Care receiving SEN Support (Number)	35.4% (173/489)
% of Care Leavers receiving SEN Support (Number)	28.2% (73/259)
<b>PUPILS WITH AN EDUCATION, HEALTH AND CARE PLAN</b>	<b>2021/22 Academic Year</b>
% of Children in Need with an EHCP (Number)	16.4% (109/666)
% of Children with a Child Protection Plan with an EHCP (Number)	9.8% (21/214)
% of Children in Care with an EHCP (Number)	20.7% (101/489)
% of Care Leavers with an EHCP (Number)	22.8% (59/259)

We can see from the figures that there is a correlation between children known to social care and those having a special educational need or disability. This indicates that all involved in social care need to have ongoing training around special educational needs and disabilities.

## **HEALTH'S COMMITMENT TO CHILDREN AND YOUNG PEOPLE WITH SEND IN PLYMOUTH**

NHS Devon ICB Joint Forward Plan .... Our vision is to create an Integrated System and Care Model for Children and Young People (CYP) that supports all aspects of their health (including mental health) and wellbeing, for children and their families so that they can make good future progress through school and life. We will achieve this by working effectively in an integrated way within and across health, care and education, sharing information and knowledge and taking a strengths based approach.

NHS Devon Integrated Care Board Statement of Intent commits to:

- Commissioning services in partnership with our Local Authorities for children and young people aged 0-25 years old with SEND.
- Contributing to the Local Offer to include information about health care services.
- Working in partnership with Parent Carer Forums, support groups representing young people with SEND, Health Watch, the voluntary sector and community groups.
- Ensuring there is health care provision as specified in the Education, Health and Care Plan (EHCP) as part of our commissioning role.

**Our NHS Health organisations commit to:**

- Supporting the identification of children and young people requiring SEND provision.
- Responding to requests for advice for EHCPs within the required time frame and to review EHCPs when invited to.
- Work with the Local Authorities to contribute to the local offer of services available.
- Working closely with Parent Carer Forums, support groups representing young people with SEND, Health Watch, the voluntary sector and community groups.
- Contributing to regular reviews of children and young people with EHCPs.

NHS Devon Integrated Care Board works in partnership with Local Authorities, providers and Parent Carer Forums to continually develop a shared vision and strategy to ensure the development of integrated, Child and young person focussed pathways. Our shared vision and strategy for children and young people with SEND are in line with the NHS long term plan and has a focus on improved outcomes for children and their families

The NHS long term plan sets out a vision for the future of the NHS noting that children and young people represent a third of our country. A key message from stakeholders during the development of the long-term plan was that the needs of children are diverse, complex and need a higher profile at



a national level. NHS Devon Integrated Care Board have heard similar messages from our local stakeholders, that the needs of Plymouth CYP need a higher profile at a local level.

The national CYP transformation programme has been established to oversee the commitments of the NHS long term plan with a focus on integrating services, improving the quality of care to CYP with long term conditions, such as (obesity and asthma) identifying local system priorities and reducing inequalities.

NHS Devon Integrated Care Board will work with partners to align areas of improvement, The NHS long term plan and the SEND reforms are interdependent, for example there is a higher percentage of SEND CYP seen in obesity groups in Plymouth and by working together with partners the Plymouth system can support inclusion and enable access for all, including supporting parents/carers.

Children with SEND are often supported by a variety of health professionals, including universal services available to all such as GP and pharmacies as well as specialised services that may include Paediatricians, Physiotherapists, Occupational Therapists, public health nursing, mental health support teams and Speech and Language Therapy. Services can also be accessed for advice and support through the iTHRIVE delivery model. There is scope for improved joint commissioning, delivery of services and working between health and all partners to improve outcomes for children and young people.

**ACCESS** : community health, wellbeing and SEND provides a coordinated approach to access the right services at the right time, to help meet the needs of individual children and young people who require specific support around SEND, community health, wellbeing and SEND. This ensures less repetition for families, a single request for involvement rather than numerous referrals to services and a timely response to need. There is greater visibility of support pathways for individual children and young people and greater visibility of service demand.

This is delivered by Plymouth City Council (PCC), Livewell Southwest and University Hospitals Plymouth NHS Trust (UHPNT) when requests for support are made. Part of the offer can include advice and signposting to other support offers, within the iThrive model.

Requests for support or advice come through the ACCESS MDT. There is an information Sharing Agreement in place. Membership of the ACCESS MDT includes senior practitioners from services within PCC, Livewell South West and UHPNT. Response could be: Information and advice, Advisory support at a school/setting based level. Involvement from a specialist service/s.

NHS Devon Integrated Care Board is committed to the development of our workforce who working directly with our children and young people. Additional training and support for health providers to understand the range of need and provide high quality, timely contributions to the EHC process has been developed with our partners and will contribute to improving outcomes.

NHS Devon Integrated Care Board aims to support all people in Plymouth to lead healthier lives, this reflects a need to prevent illness and also reduce health inequalities for our population.

## OUR PRIORITIES

Working with Plymouth Parent Carer Voice and Plymouth's SEND Strategic Board we have identified a set of strategic priorities for 2023-2026 for the Local Area partnership including Education, Health and care. We have embedded the major national policy developments including SEND and AP Green Paper and used the new SEND Inspection Framework to embed the emerging national policy imperatives. Our Self Evaluation Framework for SEND (SEF) has encompassed the emerging priorities in the following six themes to enable us to understand the progress that we have achieved and development needs:

- Early Identification and Support
- Inclusion
- SEND Pathway
- SEND Sufficiency and Provision
- Transitions
- Managing Money and Resources

These strategic priorities build on the work and progress which has taken place over the last 18 months and are designed to strengthen our SEND system further, at pace.

Progress against the priorities and associated actions will be reported through the SEND Strategic Board. This will take the form of a quarterly report from the Local Authority and from Health.



## Priority One: Early Identification and Support

### Vision:

We will ensure that children's needs are identified, assessed and supported both early in life and when issues arise.

### Outcomes:

- Our early help and intervention support results in families being supported at first need with fewer needing an Education Care and Health needs assessment.
- Parent carers and young people know when SEN Support is in place and are involved in creating and reviewing their SEN Support Plan.
- The Graduated approach is understood and used by all parents, carers and professionals when supporting families. Parents understand the system better and know how to access support.
  - The ordinarily available provision is well understood. Needs drive support.
- A Parent/Carer friendly version of the Graduated Approach in Plymouth is in place.
- There will be an increased awareness of Early Help, intervention and inclusion across the county in all key professional roles.
- Children, young people and their families are able to access immediate advice and support.

Priority Number	Action:
PI/001	Launch the Plymouth Education and Advice Line so that children, young people and their families can access immediate support to discuss their worries and concerns. We will monitor key themes or concerns and adapt the Local Offer as required to improve access to support and advice.
PI/002	Ensure that all Education Health Care Needs Assessments are responded to within the statutory expected timeframes and that a tracker system is in place and consistently used keeping parents informed of progress.
PI/003	During Academic Year 2022/23 carry out regular SENCO briefings on the Graduated Approach and provide focused training support where needed for all Early Years, Schools and Further Education settings and use the Graduated Approach in their daily practice. This will mean that parents and carers feel better supported.

PI/004	Work with Early Years settings to develop guidance for applications for delayed entry to school and applications to place children out of year group that fully considers the longer-term implications for children with SEND.
PI/005	Work with Plymouth Parent Carer Voice to ensure that co-production takes place for all key services pertaining to early help and identification i.e. policy changes and is represented at all key decision-making points with a focus on improving the Local Offer.
PI/006	Achieve an increased awareness in early years, education, health and care settings of inclusion issues and strategies / interventions. This will support vulnerable children and young people and adults with LD. Local data will be used to focus on high need areas,
PI/007	To ensure that all early years and school SENCOs and SENCO leads are aware of the need to review their SEN support plans as well as all Education Health and Care Plans; this will be delivered as part of SENCO support and Graduated Approach training.
PI/008	Utilising trend data on attendance, absence and exclusions we will work with schools to ensure that children's SEN and care status are fully considered in relation to school policies, including behaviour and safeguarding practice.
PI/09	To continue to develop high quality health pathways for Early Years to enable early identification of needs and improved outcomes for. Priority areas include continuation of partnership working between SALT, Public Health Nursing, (Health Visiting) Portage and all partners in Early Years settings.

## Priority Two: Inclusion

### Vision:

We will ensure that across Plymouth that there is a commitment to deliver inclusive services and support for and with children, young people and adults with SEND.

Plymouth is committed to inclusion in mainstream settings and we firmly believe every teacher is a teacher of special needs. Therefore, building the capabilities of our mainstream schools to support more children and young people with SEND will ensure more children can attend a local school. Strengthening the capacity of our maintained school system to support more children in mainstream and meeting need at the lowest level is at the core of our strategy.

### Outcomes:

- There will be a reduction in the number of children and young people with SEND placed in specialist provision and out of Plymouth high cost placements.
- Our early years, schools' and Further Education Colleges' confidence to work with and support our children and young people with SEND grows.
- We will focus on those children with a EHCP and without a school place and ensure provision is secured.
- We aim for a reduction in the number of children and young people accessing Alternative Provision arrangements and those who are Not in Employment Education or Training (NEET).
- We aim for no permanent exclusions of children and young people with SEND and a reduction in fixed term exclusions.
- We aim for the highest possible attendance, working in partnership and with ambition, for all our children with SEND.

Priority Number	Action:
P2/001	Working with Schools to develop and agree an Education and Inclusion strategy. To co-produce and promote, including with early years settings and schools, a Plymouth wide self-assessment tool for Inclusion. This will cover best practice for children and young people with SEND and across all categories of need this will consider how health services can support inclusion.
P2/002	Ensure that 100% of Annual Reviews of Education Health and Care Plans take place each year and that there is an improved focus on co-produced SMART outcomes and that this is embedded across all key statutory partners. This includes the timeliness of any amendments within the plan.

P2/003	Introduce and embed a revised Multi-Agency Quality Assurance process across the partnership reviewing the quality of Annual Reviews so that each agency is held to account for local service improvements and that the experience of the child is understood.
P2/004	To embed processes and tracking systems to ensure that there are no children and young people with SEND without a school place or provision for more than 6 weeks and that those known to the service are reviewed through the Children Missing Out on Education processes.
P2/005	To co-produce a multi-agency training package for Social Care staff on SEND and Inclusion and for SEND teams on Social Care. This will enable better understanding and delivery of services to families across the system this will include all services from Early Years through to specialist services.
P2/006	To review the services to our NEET children and ensure that this priority group are supported within SEN services
P2/007	To review the current use of Alternative Provision arrangements and reduce these where possible. To review the Alternative Provision framework and recommission this service with a revised framework.
P2/008	Working with Inclusion Teams to ensure that the voice and experience of the child is understood in the context of inclusion and share at the Plymouth SEND Strategic Board and Plymouth Education Board.
P2/009	To ensure that the Local Offer provides up to date, relevant information regarding universal and specialist services for parents and carers to easily access.
P2/010	To carry out SEN reviews in priority schools where the achievement gap for children with SEN is the greatest and higher levels of exclusion.
P2/011	With schools develop a high quality development pathway for SENCO's and staff specialising in working with children with SEND; articulate and implement universal training for school staff

### Priority Three: SEND Pathway

#### Vision:

We will ensure that children and young people with SEND, and their families can access the right support from services - easily and quickly.

#### Outcome:

- Joint working and joint commissioning arrangements are in place that recognises the value of working together to provide a seamless and effective service which will benefit the community and prevent children and young people falling through the gaps.
- We will have clear partnership and decision-making arrangements to jointly commission services for children and young people, with mechanisms for agreeing priorities for the commissioning of services.
- The Local Offer will be improved and enable families in understanding and navigating their needs.
- There will be a reduction in the duplication of meetings and families will only need to tell their story once using technology to broaden access and coordination of our work.
- Short break and respite opportunities for children and adults are available and meet the needs of families.
- Children and Young People with an EHCP will have their primary need clearly and accurately identified as a result of evidence gathered in professional advice.
- Health Advice will be high quality and provided in a timely way to contribute to the EHC process that includes the Annual Review.
- Health commissioned services for SEND will meet statutory requirements and the needs of the local area by delivering integrated effective and quality pathways. Children and Young People with SEND will have their health needs met at the right time, in the right place, by the right person through integrated pathways.
- There are clear pathways to support joint working between partner agencies and families to enable early and appropriate identification of SEND across all settings.
- The system will understand the impact of services/provision on the outcomes for children and young people through agreed system measures and outcomes across the partnership.

Priority Number	Action:
P3/001	We will review the Short Breaks offer that is available to Plymouth families with the aim of increasing the amount and variety of provision to meet the individual needs of children.
P3/002	Working with Plymouth Parent Carer Voice and NHS Devon Integrated Care Board to agree the necessary changes on the Local Offer. To relaunch the



	Local Offer and ensure that reach and performance data is reviewed quarterly at the SEND Strategic Board meeting. To ensure that the Local Offer remains well resourced, updated and is reported as high priority asset for our SEND parents and carers.
P3/003	Plymouth Council to develop its Workforce strategy with partners, ensuring that all key delivery roles working with children and young people with SEND have access to and receive appropriate training.
P3/004	To ensure that Health are represented at key panels e.g., Single Multi Agency Panel (SMAP) so that joint decisions are made in a consistent, timely and efficient manner.
P3/005	Plymouth's SEND Improvement plan is delivered against and key statutory measures and operational metrics are improved for each community in Plymouth.
P3/006	The profile of SEND in the wider community will be raised by developing a SEND Communications Strategy with partners. This will use a 'values'-based approach to engage with providers and the community on the positive impact disabled people can make on the workforce and society.
P3/007	All staff within the Virtual School will work closely with the locality SEND teams and Children in Care teams to ensure that all Children in Care are attending school and are appropriately supported.
P3/008	Every School will have a nominated Educational Psychologist to support each setting in identifying whole school and individual case specific approaches for supporting SEND pupils in their mainstream setting.
P3/009	We will ensure that we keep our SEND children at the heart of our decisions and that the local pathway and provision is understood across all services e.g. Early Help, Social Care teams. All new Social Workers and Early Help Workers will have an induction programme with the SEND teams. We will link closely with the planned neighbourhood focused family hubs.
P3/010	Year 9 Annual Reviews will include the opportunity to raise awareness of accessing a learning disability Annual Health Checks and requesting to join their GP learning disability register.
P3/011	Develop our Neurodiversity transformation programme which will see a shift from diagnostic dependency to needs based, consistent approach to referral

	and assessment and greater emphasis on support available for families at an earlier opportunity through the pilot test of change key workers.
P3/012	Analyse the high SEMH profile (primary area of need) in Plymouth and review the pathway through focused audits to identify what areas of improvement are needed across the system

## Priority Four: SEND Sufficiency and Provision

### Vision:

To ensure that the Education provision for all children and young people with SEND is increased so that our children can stay in Plymouth and thrive in their local communities. This includes access to Health services, Early Years, Post-16, and adults with Learning Disabilities (LD).

### Outcomes:

- A joint commissioning strategy for children and young people with SEND and adults with LD will be in place.
- We will have a clear evidence base that supports the allocation of funding to further develop our specialist provision and services.
- There is a reduction of delays in families accessing Health services such as initial assessments for neuro diverse presentations, and speech and language therapy assessments.
- There is an improvement in the waiting times for specific health services where there is the greatest demand and a timely response for Children, Young People, their families and carers.
- More of our young people are accessing further education opportunities in mainstream settings.
- There is a reduction in the number of specialist out of county placements.

Priority Number	Action:
P4/001	Develop, and then deliver against, the Plymouth Council SEND Sufficiency Strategy via a specific task group to ensure that there is an increase in local provision in key areas and that efficiencies of spend are realised.
P4/002	To develop our SEMH offer to support children to stay in mainstream provision. Working with Inclusion Leads and our Educational Psychologists we will engage specialist support to work at an earlier stage with children to stabilise placements and prevent exclusion.
P4/003	Plymouth Council to collate accurate data by locality for all SEND educational and/or residential packages to ensure analysis by setting or categorisation of need to drive improvement areas to reduce high cost and out of area placements.
P4//004	For Health and the Local Authority to work together within and across partners, to secure cost-effective commissioning of placements outside of Plymouth reviewing placement profiles to develop local provision where possible. With a recognition that placements outside of Plymouth may still be required for a small number of children in exceptional circumstances.

P4/005	Services within Health, and particularly those significantly impacted by COVID, e.g., Direct Therapies such as Physiotherapy and Speech and Language, are undergoing Reset and Recovery programmes.
--------	---

## Priority Five: Transitions and Preparation for Adulthood Vision:

### Transitions:

We will ensure that transitions between phases of education or changes in provision and support across all ages are smooth and supportive.

### Preparation for Adulthood:

We expect that young people with SEND should have **equal life chances** as they move into adulthood. This includes employment and higher education, housing options and independent living, good health, friends, relationships, community inclusion and choice and control over their lives and support.

### Outcomes:

- For children or young people moving from one phase of education to another transition will be timely, well planned and person centred.
- A 14 to 25 co-produced pathway that includes Education, Health and Care will be in place which ensures a person-centred approach based on individual outcomes.
- A review of the courses offered post 16 to ensure variety and inclusivity will be carried out
- We will have increased employment and training opportunities for young people and adults with SEND through improved engagement in our communities measured by a reduction of young people who are Not in Employment, Education or Training (NEET) with an EHCP.
- An increase of our young people accessing mainstream provision thereby increasing their potential to build strong community ties.
- Awareness of SEND will be extended amongst our employers and post 16 providers.

Priority Number	Action:
P5/001	To ensure that 100% of Annual Reviews for children in transition years are held by end of Autumn Term each year and are attended by an officer from the Council.
P5/002	To ensure that 100% of Year 9 Annual Reviews have taken place by end of Spring* term.
P5/003	To provide training to all SENCOs across Plymouth for Year 9 Annual Reviews to ensure that School lead Annual Reviews are of high quality and focus on future goals and preparation for adulthood outcomes.
P5/004	To continue to build our strategic relationships with Further Education Colleges to ensure that more of our SEND young people can successfully

	access courses and independent learning in their local community and are engaged with their future plans by the end of the Spring term.
--	---

## Priority Six: Managing Money and Resources

### Introduction to Finance and the budget for supporting our SEND children in Plymouth

The Dedicated Schools Grant (DSG) for 2022-23 for Plymouth is £245.844m, this is the money we receive to support Education in Plymouth. The DSG comprises four blocks of grant:

1. The Schools Block which is funding for mainstream schools;
2. the High Needs Block, which for 2022-23 is £42.558m for pupils with Special Educational Needs and Disabilities; and
3. the Central Schools Service Block which provides funding of some local authority services for schools to support maintained schools.

The High Needs Block has not seen an overspend unlike the picture nationally. Plymouth City Council has seen an increase in spending on Independent or non-maintained special schools (INMSS) like many of its statistical neighbours.

#### Vision:

To ensure the effective and efficient management of SEN funding available through the Dedicated Schools Grant, to maximise the impact of the available resource and the best outcomes for our children and young people.

#### Outcomes:

- To reduce the costs to the Dedicated Schools Grant and associated Council revenue budgets through the completion of the SEND Sufficiency Strategy in partnership with all stakeholders.
- To establish a High Needs Block budget tracking system to support teams in better understanding spend and subsequently to identify new opportunities for refocusing investment on early help or more local provision.
- Increased multi-agency oversight of transition to adulthood (including health, housing, education, community safety, children and adult social care).

Priority Number	Action:
P5/001	Develop a joint commissioning protocol with Health that ensures commissioning decisions on specialist placements outside of the LA area will be made with all agencies supporting the child or adult with Learning Disabilities. These placements will only be made on the evidence that the child or adult's needs cannot be met locally and agreed at the Multi Agency Resource Panel.

P5/002	To work collaboratively with schools and colleges to agree a consistent way of funding schools/settings where the number of high needs pupils attending cannot be reflected adequately in their formula funding.
P5/003	To review the commissioning arrangements for Support Centre provision to ensure cost efficiencies are realised.
P5/004	To refine the DSG forecasting processes to ensure that the system is dynamic and responsive to changes throughout the year.
P6/005	To review future feasibility projects for the expansion of existing special schools and other specialist resource provision.
P5/006	To establish a financial tracking system for SEND across the system to further explore alternative ways to manage the High Needs Block for EHC Plans.
P5/007	To introduce a new commissioning framework for Alternative Provision.
P5/008	Childrens and Adults to coproduce a financial dashboard to ensure robust transition planning for this cohort alongside clear financial forecasts.



## HOW WE WILL MAKE SURE THIS IS DELIVERED

The progress of this strategy will be reviewed at the Plymouth SEND Strategic Board and the Plymouth Education Board. A quarterly progress report detailing evidence and impact of action points will be presented for each of the priority areas. This information will be presented by the Strategic Lead for SEND within Plymouth and the Designated Clinical Officer (DCO). Progress will be reported in June, September, December and March.

A SEND performance dashboard will be created which will focus on quantitative measures such as timeliness of needs assessments, annual review and exclusion data, recovery in accessing healthcare services, and a place for discussion against progress against transformation processes. The scorecard and reporting structure will be co-produced with Plymouth Parent Carer Voice to ensure that we are presenting the right level of information to our communities.

We will use the same indicators as in our SEND Self Assessment Framework (SEF) to review progress and ensure continued co-production in the delivery of this strategy. We will also monitor and evaluate to ensure that effective co-production is happening:

- **Evidence**

All partners who have engaged in co-production should be able to see their work within whatever is produced or undertaken. This includes detailing the contributions in service specifications, policies and procedures.

- **Evaluate**

We will gather feedback to ensure that all stakeholders feel that their voices have been heard and that they have been able to make a difference. This will take the form of an Annual Conversation survey and focus group for SEND children, families and their carers.

- **Audit**

All services and teams working with children, young people and young adults with SEND will complete an annual participation audit with a focus on improving participation. We will also ensure that there is a clear audit trail of impact through the Multi-Agency Quality assurance processes for SEND.