



Bath and North East Somerset Local Area Self Evaluation Framework for Special Educational Needs (SEND) and Alternative Provision (AP)

August 2024

Bath & North East Somerset Council

Improving People's Lives



B&NES Parent Carer Forum



Bath and North East Somerset, Swindon and Wiltshire Integrated Care Board



SEND COLLABORATION For BaNES

innovate invest improve outcomes





Contents

Introduction to Bath and North East Somerset

How well are we doing for children and young people with SEND?

What is our assessment against the eleven key areas?

What are our plans for the next 12 months?



Introduction to Bath and North East Somerset

Unitary local authority
195,618 residents (2022) since 2012 we have had a 7% increase in children under 15.

Ranked 238 out of the **317 Local Authorities** in England for overall deprivation.

Attainment in those eligible for Free School Meals has seen a notable reduction in B&NES in 22/23 (36%) compared to 21/22 (47%), with attainment in this cohort ranked 3rd worst in the country

- 89 early years group-based settings
- 89 childminders
- **78 mainstream schools** (64 Primary and 14 secondary)
- 3 special schools and 7 resource bases.
- Only 7 schools are maintained with the remaining 91% within 8 Multi-Academy Trusts or one of two stand-alone academies.
- 1 FE college across 2 sites

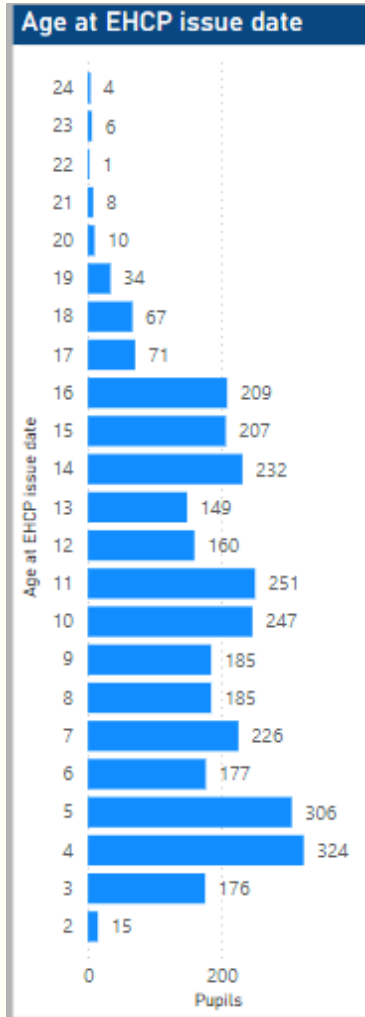
Four **Children's Centres**

Three main Libraries (**Bath, Keynsham and Midsomer Norton**) plus an **additional eleven community libraries**





Introduction to Bath and North East Somerset SEND information



Age of Pupils at date of issue their Education, Health and Care Plan (EHCP) (15.08.24)

The data indicates that in B&NES, most EHCPs are issued at key transition stages in the Early Years (**ages 4 and 5**) and transitioning to Secondary education (**ages 10 and 11**)

Ethnicity of Pupils with Education, Health and Care (EHC) plans

The overwhelming majority of pupils with EHCPs in B&NES are White British (88%), followed by Mixed Race (8%), Asian (1.2%), Black/African/Carribean/Black British (1.2%) & Other (0.9%)

NEET (Not in Education, Employment or Training)

In March 2024, the proportion of 16-17 years olds known to be 'Not in Education, Employment or Training' (NEET) with SEND in B&NES is lower than the national rate (6% compared to 8.8%) and West of England (9.4%) rates.

Increase in children with Social, Emotional and Mental Health (SEMH) Needs

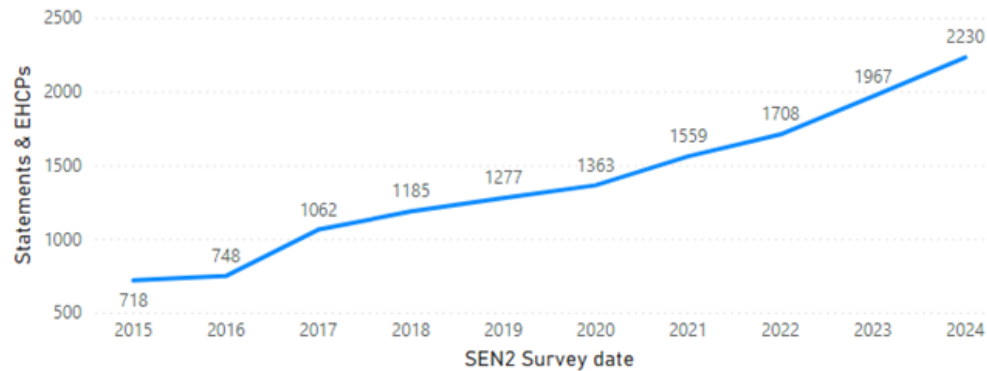
424 children receiving SEND support for SEMH needs, a 50% increase since 2019.



Introduction to Bath and North East Somerset

Growing demand for EHCPs

EHCPs at SEN2 Survey date



2230

(SEN2 date Jan 24)
Total number of
EHCPs in B&NES

**Gender split of
children/young
people (CYP) with
EHCPs**

**66.% Male
34% Female**

Requests Received by Year



356 (07.08.24)

Needs Assessments
requests received so
far this year

Top 3 levels of need:

1. Autism Spectrum Disorder
2. Social, Emotional and Mental Health
3. Speech, Language and Communication Needs



Introduction to Bath and North East Somerset

Summary of Challenges

A significant rise in the number of Education Health and Care Plans (EHCP) and Needs Assessment requests. This has led to statutory EHCP milestones being delayed or missed, in turn creating a challenging increase in complaints, tribunals and mediations

Settings and stakeholders report an increase in complexity of need and concern about the lack of specialist provision driving early Needs Assessment requests, e.g. Early Years settings putting in needs assessment requests to secure a special school place.

The reported increase in complexity of need also has an impact on referrals to Community Paediatrics, Speech and Language Therapy, Occupational Therapy and Physiotherapy.

An increase in mental health challenges experienced by children and young people, as evidenced by an increase in Emotionally Based School Avoidance (EBSA) and the proportion of children accessing Hospital Education Reintegration Service (HERS) with a primary mental health need



Introduction to Bath and North East Somerset

Summary of Challenges

Increased waiting times in Health Services, such as Occupational Therapy and Referral to Treatment (RTT) remains a challenge for Community Paediatrics e.g. combined ASD and ADHD referrals increased by 117% between 2021 and 2023

Social care teams experiencing increasing demand, including the Disabled Children's Team (DCT), which impacts their capacity

A shortage of preventative Alternative Provision (AP) placements in B&NES

Sufficiency challenges; our specials schools are at capacity so that children are waiting for places, deferring school entry or driving consults with independent provision out of area to secure places.



Introduction to Bath and North East Somerset

Summary of Successes

Co-produced Section 23 Notification in place which will support early identification and planning future provision

This year, no pupil who has accessed the Primary AP offer has gone on to be excluded

We have organised B&NES-wide conferences on EBSA and Neurodiversity and Mental Health which have been well attended and inspired steering groups to embed learning and good practice

We have published our co-produced B&NES SEND Commitment (our Ordinarily Available Provision) and a plan is in place to embed it.



Introduction to Bath and North East Somerset

Summary of Successes

80% of children who received inclusion support funding went on to make positive progress in their Early Years Foundation Stage

HCRG Care Group have launched a new ND pathway to promote waiting well and a needs led approach which means support is not dependent on a diagnosis

We have drafted a Quality Assurance Framework to allow the SEND System in B&NES to monitor the quality of EHCPs, our statutory responsibilities and partnership working

We are investing in a SEND & AP Advice Service for professionals which will be launched in September '24



What is our assessment against the 11 key areas?



1. Children and young people's needs are identified accurately and assessed in a timely and effective way



What we know about the impact of our arrangements for children with SEND

- Where needs are identified in the early years, additional funding is made available to support inclusion and transition. The annual SEND Notification Planning Report tracks children in receipt of this funding and in 2023 an average of 80% made positive progress in their early Years Foundation Stage.
- Rates of needs assessment requests which are above the national average, indicates that there may be a gap in early identification of SEND and so reducing effective provision being put in place at SEND Support before issues escalate.
- Another indicator that timely identification needs to be improved is evidenced by the number of children who have been permanently excluded who go on to have SEND needs identified.
- Waiting times for an Occupational Therapy (OT) assessment is adversely affected due to the volume of needs assessment requests (60% increase in 2023) although recent Health Dashboard Reports indicate waiting times have reduced slightly.



What we know about the impact of our arrangements for children with SEND continued

- HCRG has recruited Health Advisors for SEND (HAS) to undertake holistic, light touch health assessments for children & young people (CYP) aged 0-25 who are undergoing an EHCNA. This service will ensure that medical advice is provided within the statutory timeframe of six weeks for all CYP who are not currently known to community health services.
- Referral to Treatment (RTT) remains a challenge for Community Paediatrics and has led to children and families waiting longer for an initial assessment with a Paediatrician.
- Pupils attending out APs are baseline assessed on entry alongside close liaison with school that they are on role with
- Statutory school age pupils open to 'Education other than at School' (EOTAS) packages have termly visits to assess the provision and how it is meeting individual needs.
- CLA - Virtual School Advisors attend all PEPS and Annual reviews to ensure high focus on educational outcomes for children with EHCPs.



Our plans for the next 12 months

- We are implementing a **SEND Team Review** - Key areas for improvement include improving communication with families and professionals, reducing multiple contact points, increasing efficiency of processes for Education, Health and Care Needs Assessments (EHCNA) and improving timeliness.
- A fully operational **SEND and AP advice service** to provide professionals advice and support for early and accurate identification of possible SEND needs.
- Termly **SEMH and SEND surgeries** launched to offer a forum for professionals to raise concerns/queries about possible underlying need and to explore best practice.
- Any child of young person undergoing an EHCNA who is 'not known' to community health providers will have **medical advice provided within 6 weeks by the ICB Health Advisors for SEND (HAS) Team.**



What is our assessment against the 11 key areas?



2. Children, young people and their families participate in decision-making about their individual plans and support



What we know about the impact of our arrangements for children with SEND

- Bath Parent Carer Forum (BPCF) are key partners in supporting our CYP with SEND and their families and have been issued with a grant offer letter for 24-25 to increase their capacity to gather the views and wishes of CYPs and their families.
- Currently participation and coproduction in B&NES is inconsistent. A co-produced Participation Strategy for parents/carers of children with SEND has been produced and is due to be signed off by the LAIP
- Leaders ensure that practitioners working in Health, Education and Social Care actively gather the voice of CYP as evidenced in the One Page Profiles, the SEND Advocacy Service and 'Pupil/Child/Young Person Voice' sections of reports e.g. in Speech & Language Therapy (SALT) Advice Reports, Needs Assessment requests and student feedback gathered by the Specialist Autism Support Service (SASS).
- BPCF are fully engaged in supporting the roll out of the Project for Inclusion of Neurodiversity in Schools (PINS)
- SEND Health Data Dashboard gathers feedback from CYP and families to inform service improvement.



What we know about the impact of our arrangements for children with SEND continued

- We commission an advocacy service which is made available for all Yr 11 annual reviews for pupils with an EHCP. SENDIAS advocate across the age range for CYP with SEND and their families/carers
- The annual survey to parents/carers of CYP with EHCPs is a valuable source of information regarding their experience of the EHCP process. It has been paused but needs to resume.
- Alternative Learning Team work closely with families and pupils to capture pupil voice and to identify the next education placement following permanent exclusion.
- Pupil voice is captured on HERS referral forms.
- Pupil voice to be captured on pupil plans for Day 6 provision.
- CLA - Interpreters are present for PEPs for all UASC, including those with EHCPs, to ensure that pupil voice is captured and enables young people to participate.



Our plans for the next 12 months

- Promote and embed the **BANES SEND Commitment**, outlining the Ordinarily Available Provision parents/carers and young people should expect to be offered by educational settings. It should facilitate constructive conversations between parents/carers and settings and the impact will be measured in the annual BPCF survey.
- The **SEND Team Review** will address capacity, enabling better communication with parents/carers
- **Ensure wider participation and co-production.** A Grant Funding Agreement was finalised in April '24 to support our Parent Carer Forum in their participation in key strategic meetings and development plans, as well as extending their capacity to work with families and CYP.
- The **Participation Strategy** for parents/carers of children with SEND needs to be ratified by the LAIP, following which it can be promoted and made publicly available
- Education representatives to be more actively involved with children in care council.



What is our assessment against the 11 key areas?



3. Children and young people receive the right help and support at the right time



What we know about the impact of our arrangements for children with SEND

- Our Community Health provider, HCRG Care Group, has launched a new Neurodiversity Pathway Initiative to promote waiting well and a needs led approach in schools so that support is not dependent on a diagnosis
- The Language for Life programme in early years settings is having significant success closing the persistent word gap which impacts on children's later outcomes.
- The Primary Empowerment Project (funded by the St. John's Foundation) achieved a 7% reduction in the attainment gap for phonics with pupils in seven schools serving 40% of disadvantaged pupils in B&NES
- Children and young people supported by Specialist Autism Support Service (SASS) receive high quality, intensive support with the key aim of supporting settings to meet need early and prevent placement breakdown, as evidenced in regular contact monitoring meetings.
- ?? Schools have access to mental health support teams to support pupils with SEMH.



What we know about the impact of our arrangements for children with SEND continued

- Where schools identify pupils who are at risk of suspension or permanent exclusion due to possible unidentified SEND, they can refer to the Education Inclusion Co-Ordinators and/or Education Inclusion Speech and Language Therapist
- Multi-agency medical referral panels are effective and ensure timely allocation of support where pupils need to access our Hospital Education Reintegration Service (HERS)
- Education Inclusion Co-ordinators work directly with CYP and families to support pupils most at risk of exclusion.
- The Virtual School commissioned support from the Education Psychology (EP) Service and B&NES SEND Service enables quick and effective support where needed for children who are looked after (CLA).
- ?? many schools have access to Project for Inclusion of Neurodiversity in Schools (PINS).



Our plans for the next 12 months

- **Ensure pathways between early help and the SEND and AP advice service are clear and easy to navigate.** Work is underway to review the link and overlap between SEND Support and AP and the Early Help, for example how the SEND and AP advice service will overlap around the EH front door
- The **Neurodevelopmental Pathway Initiative** aims to build confidence and resilience for referrer to know when to watch and wait, advise parent/carer about strategies and resources to try whilst waiting and develop an action plan and review.
- Continued implementation of the **Graduated Approach** (Assess, Plan, Do, Review cycle) in settings so that early assessment and subsequent action plans are put in place.
- Embed the 4 tiers of support and the effectiveness of Inclusion panels to prevent the need for exclusion.



What is our assessment against the 11 key areas?

4. Children and young people are well prepared for their next steps and achieve strong outcomes





What we know about the impact of our arrangements for children with SEND

- Increased workload for the Statutory SEND Team has led to some opportunities to review provision at annual reviews being missed. Planning for post 16 and post 18 transition has also been impacted along with timely transition to adult social care or the cessation of an EHCP. This would be improved by recruiting a Designated Social Care Officer (DSCO) in B&NES. Recruitment for the DSCO role is currently underway.
- All commissioned services evidence how they support CYP to make effective transitions, e.g. all Yr 11 in the Hospital Education Reintegration Service (HERS) this year have been offered career advice and have a plan in place for Sept '24
- There are a range of offers for our CYP to prepare and facilitate post-16 transitions. For example, the 'Effective Transitions Fund' (ETF) project, which delivers additional careers and transition support to CYP with SEND and the Supported Internship Programmes.



What we know about the impact of our arrangements for children with SEND continued

- A recent thematic review of preparation for adulthood in B&NES highlighted areas of strength and also those for development e.g. ‘Leaders across the partnership are aware there is more to do in securing consistently smooth transition plans for all young people’.
- Young people leaving Day 6 provision are quickly allocated school places. In the academic year 2023/2024 there were no second permanent exclusions following re-integration.
- We need to increase the numbers of pupils re-integrating from HERS back into mainstream each year.
- We need to ensure there is more timely allocation of school places when CLA pupils with an EHCP move out of area.



Our plans for the next 12 months

- Re-establish the **annual EHCP survey** for parent-carers and young people to continue to gather feedback on their experiences.
- Develop our **Preparation for Adulthood Strategy**, so that everybody involved in supporting a young person's transition has the time, capacity and clear processes to carefully plan and prepare for transitions towards adulthood well in advance
- Monitor **feedback from SEND Advocacy Service**, support at Year 11 reviews.
- Promote the **B&NES SEND Commitment** and gather evidence via audits about how it is being used e.g. to support preparation for transitions.
- Appointment to the **DSCO** role
- **Supported Internship programme** for the coming year to be led by Somerset.
- Establish **Phase 2 of the Effective Transitions Fund** programme
- We need to increase the numbers of pupils re-integrating from HERS back into mainstream each year.
- We need to ensure there is more timely allocation of school places when CLA pupils with an EHCP move out of area.



What is our assessment against the 11 key areas?



5. Children and young people with SEND are valued, visible and included in their communities



What we know about the impact of our arrangements for children with SEND

- B&NES is part of the Comic Relief funded Early Years Inclusion Programme giving settings in B&NES free access to Dingley's Promise training modules to ensure children with SEND can access mainstream EY settings.
- Families tell us that they would like their children to be educated in their local community and in their local school where possible. Too many pupils have to attend education out of area due to a lack of sufficiency.
- Specialist Autism Support Service (SASS) have recently established a 'Voices' Group for young people to participate in giving their views and improving service delivery
- In June '24 the charity Ambitious about Autism presented at the B&NES Conference on Neurodiversity and Mental Health to share the 'Autistic & OK' programme for schools to empower autistic young people to take control of their own mental wellbeing, understand themselves and feel OK.
- Suspensions for children and young people with SEND, including pupils in special schools, remain above the national rate in our secondary and special schools



Our plans for the next 12 months

- In October '24 the members of the Youth Forum in Bath will present the outcome of their campaign to help make mainstream schools in BANES more accessible to neurodivergent pupils at the SENCO Conference.
- **Maximise the ability of children with SEND to access their early years entitlement in mainstream settings.** Increase the number of Early Years settings in BANES which have completed relevant Dingley's Promise training modules to gain a 'Mark of Achievement'.
- Measure the impact of the Grant Offer Letter agreed with BPCF for April 2024 – March 2025 to increase participation and capture CYP voice.
- **Coproduction conference** to be arranged in the 24-25 academic year.
- Reduce the suspension of pupils with SEND by promoting the '**4 Tier B&NES Commitment to Promoting Inclusion**' so that every child and young person in Bath and North East Somerset has effective inclusive support to enable them to access an education that meets their needs



What is our assessment against the 11 key areas?

6. Leaders are ambitious for children and young people with SEND





What we know about the impact of our arrangements for children with SEND

- Leaders across the Local Area are committed to driving improvements in services and outcomes for CYP with SEND and their families/carer by ensuring this year's move to a Local Area Inclusion Partnership (LAIP) has the best governance, structures and processes in place.
- In February '24 the Local Authority launched the SEND Collaboration for BaNES, in consultation with wider partners. The SEND Collaboration for BaNES describes how we will drive a shared culture of inclusion across our local area.



What we know about the impact of our arrangements for children with SEND continued

- Ambitions for our CYP with SEND across B&NES are expressed across key strategies such as the
 - Joint Health & Wellbeing Strategy
 - B&NES, Swindon & Wiltshire's 'Children and Young People's Strategy-Starting Well'
 - B&NES Corporate Strategy
 - Early Help & Intervention Strategy
- We don't currently have over-arching strategic outcomes for CYP with SEND
- OFSTED assessment of Children Services highlighted the effective work of the Virtual School enabling all children in care to thrive.



Our plans for the next 12 months

- A draft **Local Area Quality Assurance Framework** has been developed and will be presented at the September '24 Local Area Inclusion Partnership (LAIP) as the first step towards ratification.
- We are finalising the **LAIP Governance**, it needs to demonstrate that it is a forum that has a positive impact for our CYP with SEND via our Self Evaluation Framework (SEF) and Self Improvement Plan (SIP).
- The ICB is part of the **NHS England Quality Assurance Framework** pilot.
- To embed the newly developed **Local Area Quality Assurance Framework**.



What is our assessment against the 11 key areas?

7. Leaders actively engage and work with children, young people and families.





What we know about the impact of our arrangements for children with SEND

- DCOs Quality Assurance Framework ensures a transparent and coproduced approach to agreeing the content of the health sections of draft EHCPs
- The current iteration of the BPCF was established in 2021 and since then has become a strong voice for parents and carers in B&NES, actively contributes to key forums and strategies and has established a membership of 600 parent carers.
- When services are being recommissioned, CYP who are service users are consulted where possible about what they value from services and what might improve. For example, the current HERS contract places an increased emphasis on opportunities for face-to-face learning and group interaction following feedback from CYP.
- Although the voice of CYP is gathered in the LA participation returns and via most commissioned contracts it is not as strong or consistent as it needs to be
- Our B&NES SEND Commitment (OAP) was created in partnership with young people alongside other stakeholders, e.g. they requested changes to some of the photos and made suggestions about reasonable adjustments related to sensory needs.
- A Parent Carer Forum representative attends and actively contributes to a wide range of strategic and operational groups.



Our plans for the next 12 months

- **The LAIP will ensure coproduction and participation will be central to all activities and aspirations in the SEND Strategy.**

We are working with colleagues across the partnership and in the Department of Health and Department for Education on a co-production conference for the autumn of 2024 to further develop our approach.

- The **Participation Strategy** for parents/carers of children with SEND is due to be ratified by the LAIP in September '24, following which it can be promoted and made publicly available
- BPCF are due to deliver a draft **CYP with SEND Participation Strategy** to the Dec '24 LAIP. This will sit alongside the current B&NES Parent/Carers Participation Strategy (2023-2028) and work by other agencies (e.g. Off The Record, Youth Connect)



What is our assessment against the 11 key areas?

8. Leaders have an accurate, shared understanding of the needs of children and young people in their local area.





What we know about the impact of our arrangements for children with SEND

- A process for Early Notification to eliminate double counting (Section 23 notifications) was agreed between the LA and Health this year which will enhance our identification of need and ability to plan for the future
- The B&NES Strategic Evidence Base is publicly available, is shared with key partners and regularly updated.
[Click here to see the B&NES Strategic Evidence Base](#)
- Business Intelligence Performance Dashboards are available within the LA for SEND and Exclusions. However, we know that the quality of our data around SEND needs to be improved, e.g. so that we can extend our ability to recognise trends and plan more accurately for sufficiency.



What we know about the impact of our arrangements for children with SEND continued

- The Coproduced Health Data Dashboard is reviewed and scrutinised at the LAIP so everyone has a shared and agreed understanding of the health metrics
- Local and National updates are provided to strategic partners at various forums which have been widened this year to the B&NES Alliance Operational Delivery Group (ADOG) and Heads Briefings.
- Leaders are actively involved in the 6 local Inclusion panels and medical panels, working closely with schools to develop support for our most vulnerable learners in the community.



Our plans for the next 12 months

- **The LAIP will monitor key data around SEND and AP from the local authority, ICB and other partners (e.g. BPCF annual survey), it will:**
 - Re-establish Health Advice Giver conferences
 - As part of the SEN Team Review, we will improve the quality of our data and develop and inclusion dashboard.
 - Reinstate the annual EHCP survey
 - Gain a holistic understanding of SEND and AP via the inclusion dashboard
- The LAIP will use the SEF to ensure there is a shared understanding of the needs of our CYP



What is our assessment against the 11 key areas?

9. Leaders commission services and provision to meet the needs and aspirations of children and young people, including alternative provision.





What we know about the impact of our arrangements for children with SEND

- B&NES has a dedicated Education Commissioning Team to commission services to meet the needs of children and young people with special educational needs & disabilities (SEND), vulnerable learners and those who need/may need Alternative Provision (AP).
- When services are being recommissioned, CYP who are service users are consulted where possible about what they value from services and what might improve. For example, the current HERS contract includes a requirement to follow up students who have moved on to further education placements in the autumn terms to offer support to maintain the placement where needed.
- Pupils have access to commissioned services that support them in maintaining their educational placements. For instance, the Nurture Outreach Service assists vulnerable students during Reception



What we know about the impact of our arrangements for children with SEND continued

- We have examples of joint commissioning with Health partners e.g. Integrated Commissioning Alliance (ICA) commissioned Specialist OT as part of the Specialist Autism Support Service and Education Commissioned SALT supporting AP.
- Training offered by commissioned services up-skill those supporting our CYP with SEND e.g. 1,213 professionals and parents/carers trained by SASS during the 22-23 academic year
- For our children who are looked after, pupil premium is used creatively to commission additional support from the SEND team, EP service, Youth Connect South West, Black Families, attendance monitoring and SARI. These commissioned services support the positive outcomes for children in care through bespoke support plans. Reporting about the impact of these services is reflected in reporting to Governors.
- Additional resource has been agreed to recruit an additional Family Support Practitioner to help improve timeliness and consistency of social care returns for EHC NAs and reviews when not open to a social care team



Our plans for the next 12 months

- **Commissioners across the local area will ensure that services and provision meet current and future need and are aligned with the SEND Strategy and SEND Collaboration for BaNES.**
 - Community Health Services in B&NES are undergoing re-procurement with a new contract in place from April '25
 - Education have commissioned and are launching the SEND & AP Advice Service
 - Progressing the programme to build sufficiency, e.g. 2 Free School (Generic Special and AP), increasing Resource Bases and a proposed Residential and Day Special School
 - Varying relevant current contracts to align with KPIs for the SEND and AP advice service.



What is our assessment against the 11 key areas?

10. Leaders evaluate services and make improvements.





What we know about the impact of our arrangements for children with SEND

- Health data dashboard shared with the LAIP and helps focus areas for Quality Improvement
- The SEND Collaboration for BaNES is setting the bar for our plans for children and young people with SEND
- Education strategic dashboards do not include information on outcomes (Health dashboard does)
- The accuracy and scope of the other available data needs to be improved



Our plans for the next 12 months

- **The LAIP will use the SEF and associated SIP** to ensure there is a shared understanding of the needs of our CYP and to drive service improvements
- **Leaders across the local area will have access to accurate and comprehensive data to inform service development.**
 - The Health data dashboard will be regularly reviewed by the LAIP
 - The planned inclusion dashboard will allow highlight reports to be shared with the LAIP
- We will scope out the possibilities of a **joint education, health and care dashboard** to enhance the understanding local area leaders have of the needs of the population.



What is our assessment against the 11 key areas?

11. Leaders create an environment in which effective practice and multi-agency working can flourish.





What we know about the impact of our arrangements for children with SEND

- Following the SEND & AP Review, in 2023 we established a quarterly Local Area Inclusion Partnership (LAIP) with multi-agency membership across Education, Health, Social Care and other relevant stakeholders.
- It has a rotating chair between Health and the Local Authority and identified SROs (Gill May-Chief Nurse ICB & Mary Kearny-Knowles B&NES DCS).
- We run well-established SENCO conferences 3 x year which are well attended. The conferences allow opportunities for key national and local messages around SEND and AP to be shared, provide continuing professional development on topics requested by SENCOs and allow valuable networking opportunities.
- The SEND Collaboration for BaNES was launched with multi-agency colleagues and key stakeholders in February '24. The key objectives, strap-line and logo were co-produced.
- We re-established the Head Teachers' Briefings in June '24 with another planned for November '24.
- Our 4 x year Schools Standards Board allows key information relevant to SEND to be shared with MAT leaders e.g. the ICB All-Age Mental Health Strategy during the July '24 SSB



Our plans for the next 12 months

- **The LAIP sets the culture for multi-agency working and drives continuous improvement, we will:**
 - Design and launch the BANES SEND and AP Advice Service for professionals by September 2024
 - Extend and promote BANES SEND & AP CPD Offer for professionals
 - An annual SEF questionnaire to be sent to partners, to enable this audit to be refreshed annually in an efficient and proactive way and to gather feedback on ways we can improve multi-agency and cross service working.
 - Re-establish the multiagency workforce plan to ensures that relevant staff have been trained on the EHC plan process requirements and how to write good quality advice



(Closing Slide TBC)

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