

Appendix 2

Action No.	Action	Impact	Ambition 1 :- Achieving the best outcomes through Inclusion and Participation	Ambition 2: Preparing for a successful future at the earliest opportunity	Ambition 3:- Working together with children and young people with SEND and their families	Ambition 4: Access to the right support, at the right time, in the right place	Ambition 5: Children and young people with SEND recover from the Covid pandemic	Measure Outcome Type
1.01	Incentivise inclusive practices by providing more funding into local mainstream schools through top ups to the SEN notional budget and review the funding policy so that schools with a higher proportion of CYP with EHCP's receive additional funding.	Parents feel more confident that their children's needs can be met in a mainstream school and this is reflected in a reduction of parental requests for EHCP assessments not supported by their education provider. By 2025, unsupported EHCP requests from parents are below 25% of all requests.	Y			Y	Y	Data
1.02	Introduce a banded funding matrix to improve the relationship between schools and the local authority by having a fair and transparent funding system.	Funding follows the child. Access to support provided by schools is timely. Parents have a greater choice of local provision.	Y			Y		Survey - Parents/carers
1.03	Review access arrangements for the Medway Test, to enable more children and young people with SEND to attend selective schools.	More children with SEND are accessing Selective Education. By 2025, PC to share figures	Y			Y		Data
1.04	Provide a core offer of training and support to schools to assist them embed whole school approaches to support inclusion. Include outreach support for mainstream schools, from the specialist teachers in resourced provisions and special schools into their SLA's	A greater proportion of children and young people with SEND receive high quality education and achieve their potential in their local mainstream schools. Such that, the proportion of children and young people with an EHCP attending mainstream (including RP) increases, from 31.3% to 41.8% over the 3 years	Y	Y		Y		Data
1.04a	A Medway wide adoption of Trauma informed practice rolled out across all schools and the council staff.	Trauma informed practice is embedded in all schools	Y			Y		Data
1.04b	SEND Behaviours delivered by the EEF from April 2023.	Schools have the knowledge and skills to meet the needs of CYP with SEND	Y			Y		Data
1.04c	Ensure the delivery of the Ordinarily Available provision in schools, through regular promotion and holding to account.		0 Y			Y		
1.05	Implement additional Emotional Support Teams working in Schools from Sept 2023 (Wave 3)		0 Y			Y		
1.06	Set up a Special Schools Placement Panel, the aim of which is to discuss placements coming through the system so that there is collective agreement on provision development and, where necessary, spend to save cases are made to reduce the use of independent provision.	Special schools cater for more complex needs and reduce the need for high cost independent provision. Such that, the proportion of CYP with EHCPs catered for in independent schools reduces from 12% to 3.1% by 25/26	Y			Y		Data
1.07	Increase the capacity of Alternative Provision to support pre-emptive and reintegration activity, including revolving door and outreach.	More children access earlier intervention and are supported in school such that there is a reduction to below national level of suspensions and 0 permanent Exclusions.	Y		Y	Y		Data
1.08	To review the inclusion data and share with stakeholders such that it forms improvement planning	Supports impact of 1.04	Y		Y			
1.09	Continue with the current programme of developing resourced provisions and increasing it to provide a further secondary MLD provision and 2 further provisions in selective schools.	More available resource provision bases in mainstream schools.	Y			Y		Narrative
2.01	Develop a SEND Transitions Passport that a school can complete prior to a child with SEN Support or EHCP support needs transition to secondary and secondary to Post 16 phases that can be shared with new provision.	All children with SEND have a transition passport prior to transition and families and schools report smoother transition process.	Y	Y	Y			Survey -Parents and carers / CYP / Schools
2.02	Young people who are eligible for Social Care assessment and support will be prepared for adulthood through transitions conversations being built into careplanning and annual reviews, ensuring that Care Act Assessments are completed in a timely way. The Designated Social Care Officer will put in place a system for tracking transition planning for all eligible young people including those who are becoming adults and those who are leaving college in their adulthood.	0		Y	Y			
2.03	MPCF to host a Preparing for Adulthood Fair for young people with SEND and their parents to explore and understand what services are available to them	Young people and their families feel supported in their transition and understand the opportunities available to them.		Y				Survey -Parents and carers
2.04	Commission a Review of Post 16 Provision including choice and sufficiency for Young People with SEND.	Post 16 provision is developed such there there is sufficient appropriate choice for CYP with SEND	Y	Y		Y		Narrative
2.05	Review the process to ensure that Communication Passports and/or Individualised Health Care Plans follow the child through their transition phases.	as 2.01		Y				
2.06	QA framework to include education and destination outcomes	All education provisions are providing high quality education. Audits show 100% good or better, with any below good receiving immediate intervention. Outcomes for CYP with SEND improve to be in line with or above national for similar pupils.		Y		Y		Data
2.07	Targeted transition team focused on supporting the annual review and forward planning processes, that work with families to plan progression routes. Links with CSC and ASC where common families to ensure permanency planning	as 2.01		Y		Y		
2.08	More CYP with SEND accessing selective education	as 1.03		Y				
2.09	All children are prepared for successful futures. Preparation for adulthood.	0		Y				
2.10	To co-produce an Early Years Ordinarily Available Document with nurseries and parents describing the graduated approach is in place.	Support provided by Early Years Providers is consistent across Medway and delivers the graduated approach, such that parents feel that their child's needs are being met appropriately.		Y	Y			Survey - Parents and Carers
2.10a	Introduce a survey at annual EHCP review asking parents how well they feel their children are supported at nursery	The needs of children with SEND are met in mainstream education provisions without the need for an EHCP, such that the annual rate of growth in EHCPs decline from 7.6% in 2022 to 3.8% in 2026		Y	Y			Data
2.11	Provide training to Early Years providers in supporting de-escalation and transition planning so that only the most complex needs are referred for an EHCP at this age.	The needs of children with SEND are met in mainstream education provisions without the need for an EHCP, such that the annual rate of growth in EHCPs decline from 7.6% in 2022 to 3.8% in 2026	Y	Y		Y		Data

2.12	Increase access to information and support through Family Hub network by ensuring all family hub staff are offered Basic Awareness Level One SEND Training via the Council for Disabled Children website	Families of children with SEND feel the family hub staff understand their needs and provide support accordingly	Y	Y		Y		Survey - Parents and Carers
2.13	Ensure the Family Hub Digital offer for families includes access to The Local Offer	Online support is available for all families and is comprehensive and easy to access.		Y		Y		Survey - Parents and Carers
2.14	To add a prompt in the EHCP annual review paperwork to raise parental and young people's awareness of their entitlement to a Learning Disability Annual Health Check (LDAHC) via their primary care network from 14 years old.	The uptake of LDAHC for CYP over 14 increases from XXX to XX		Y				Data
2.15	Embed the "Ready, Steady, Go" methodology into all health transition pathways.	Children and young people tell us they understand their individual health needs and can access appropriate adult services when necessary.		Y				Survey - CYP
2.16	To deliver training to Community Paediatricians and Health Visitors regarding the statutory "Early Identification and Notification Process" for pre-school children.	Parents and professionals have awareness of the process and use the notification alerts.		Y				Survey - Parents and carers / Professionals
2.17	MPCF will invite Speech and Language Service colleagues to a coffee morning to assist parents to understand speech and language therapy interventions and programmes.	Parents are confident that their child is receiving good quality support for their speech and language needs		Y				Survey - Parents and Carers
2.18	Start for life - Family hubs	0		Y		Y		
2.19	Medway will offer a suite of parenting support options (as outlined in the Medway Parenting Support Strategy action plan) and measure the impact of this work via engagement with Parents and/or Carers.	Parents and /or carers in Medway will report increased confidence in their parenting and report they know how to access the support they need		Y	Y			Survey - Parents and Carers
3.01	MPCF and YP with SEND involved in recruitment processes for positions related to SEND	0			Y			Narrative
3.02	Ensure that all provider contracts include a requirement to gather feedback from children and young people on the impact of their services.	Impact measures are shared at contract meetings			Y			Narrative
3.03	Roll out a publicity campaign the Local Offer to SENCO's, Parents and health professionals to raise awareness of The Local Offer	Increased HITs on Local Offer website			Y	Y		Data
3.04	Medway Parent and Carers Forum to establish an integrated Education and Health and Social Care Marketplaces three times a year where parents can meet agencies and professionals face to face	Families attend the events and report that they are useful in gaining the support they need and understanding the provision available.			Y			Survey - Parents and Carers
3.05	Ensure parents and young people with SEND are actively involved in the Commissioning of an emotional wellbeing/peer support service for children with Long Term conditions, and their families.	There is a service in place to meet the needs of this population			Y			Narrative and Data
3.06	MPCF to host a Local Offer live event to raise awareness of the Local Offer	Families attend the event and are aware of the provision and services available in the Local Offer.			Y			Survey - Parents and Carers Data attendance
3.07	MPCF to complete an annual parent/carer survey to gather feedback and views on their lived experience of their SEND journey	Feedback from parents and carers informs service development and improvements			Y			Survey - Parents and Carers
3.08	Ensure that parents and young people play an active role in the Quality Assurance, evaluation and commissioning of all SEND Services	Changes to commissioned services are led by feedback from children and young people and their parents and carers			Y			Narrative
3.09	Refresh and update the Medway SEND JSNA, including following the required governance routes for sign off, by August 2023	0			Y			
3.10	MPCF to deliver annual co-production training for health, social care and education professionals.	Professionals report that they understand co-production and families report it is used effectively.			Y			Survey - Professionals
3.11	To develop inclusive ways that allow young people to contribute more fully to their EHCP Annual Review	Young people are included in the development of their EHCP			Y			Survey - CYP
3.12	Review and commission sufficient advocacy support to ensure young people are aware of their choices and their voices are heard	More children and young people and their parents and carers are included in the design and development of their plans.			Y			Survey - Parents and Carers
3.13	Provide greater support to parents and carers with their applications and SEND enquiries. Co-produce a SEND Team Parent Communications Package that can be sent out to all parents of children who are undergoing an EHCP assessment and an Annual Review. Provide drop-in opportunities for parents to discuss cases.	Parents and carers feel more supported in navigating the SEND systems and can access support when they need it.		Y	Y	Y		Survey - Parents and Carers
3.14	MPCF to produce a monthly newsletter to keep parents informed of key events and key changes to services	Parents informed of key events and changes to services.			Y			Survey - Parents and Carers
3.15	Create parent/carer champion positions, who have had a positive experience in the system, to work with and advise parents.	Parents and carers have access to families with similar situations and experiences for support.						Narrative Survey - Parents and Carers
4.01	To review the support services and resources available to children who are waiting for a health assessment and identify any gaps.	0	Y			Y		
4.02	To complete a review the commissioning arrangements for Alternative Provision	As 1.07	Y			Y		
4.03	Work to resolve difficulties recruiting Speech and Language Therapists, Community Paediatricians, Occupational Therapists and Educational Psychologists to influence regional and national workforce strategy.	0				Y		
4.04	Introduce a Designated Social Care Officer to ensure that social care needs across all vulnerable groups are effectively identified and addressed in EHC Planning, with a particular focus on ensuring effective transition planning to achieve Preparation for Adulthood outcomes	0		Y		Y		
4.05	Review the recruitment practices across the local area to ensure that they positively promote people who have a lived experience of SEND.	0				Y		Narrative
4.06	Produce marketing materials that promote the Local Offer to increase awareness for parents, children and young people and professionals	As 2.13			Y	Y		
4.07	With parents, review and redesign the Neurodevelopmental Assessment and Treatment pathways across Kent and Medway aiming to support a needs led approach.	0				Y		

4.08	Launch new Hopscotch eprogramme across schools	Schools are accessing the videos and guidebooks and embedding the strategies					Y		
4.09	To implement the SEND School Place Sufficiency Strategy - Develop Resource Provision Units in Medway Grammar Schools	As 1.09	Y				Y		
4.1	Embed the 'Asthma Friendly' schools programme across Medway; adapting the programme to meet the needs of children with SEND	All Medway Schools will be 'Asthma Friendly' per the Healthy London Partnership Standards	Y				Y		Narrative
4.11	Work across the wider system to improve diagnosis and support for children with FASD and their families	Numbers of children with diagnosis of FASD increases and they report feeling more supported		Y			Y		Survey - Parents and Carers
4.12	Increase the number of health professionals who have completed SEND basic awareness Level 1 and Level 2 training with the Training Assurance Framework	Access and usage					Y		Data
4.13	Increase the timeliness of EHCP assessments	The majority of EHCP assessments are completed within the statutory 20 week timeframe, with the percentage being in line with the National rate as a minimum.					Y		Data
4.14	Develop a support tool to signpost the child, family and school whilst they are waiting for an assessment (ND)	Children and families report increased confidence in managing their needs prior to assessment. Gaps in services are commissioned.		Y			Y		Survey - Parents and Carers / CYP
4.15	Commission further Parenting Support services for parents/carers of children with SEND	There are services in place to support parents and carers of children with SEND			Y		Y		Narrative Data
4.16	Coproduce an information pack for parents and young people that includes their progression pathways and gives information about schools, colleges and training providers.	As 3.13		Y			Y		
4.17	To review the contract and capacity of SENDias	As 3.13			Y		Y		
4.18	To raise the awareness of SEND Professionals about the assistance available to parents and carers from the MPCF Parenting Support Service.	SEND professionals are able to advise parents appropriately on the support service. Parents report that they feel empowered to confidently complete applications for government support including benefits.					Y		Survey -Parents and Carers
5.01	To review emerging national research into the effects of covid pandemic on children and young people with SEND and embed learning in Medway Local Area	0						Y	
5.02	Include the findings from 5.2 to inform the revised SEND JSNA	0						Y	
5.03	To ensure that any feedback from parents regarding the impact of the covid pandemic is gathered by MPCF and feedback to SEND Operational Group	The voices of parents and carers suffering any effects of the covid pandemic is heard and this information is available when Local Area Partnership is commissioning services.						Y	Narrative
5.04	MPCF to invite colleagues from the Long Covid Clinics in Medway to a coffee morning to hear about the impact of covid pandemic on parents and carers	The voices of parents and carers suffering any effects of the covid pandemic is heard and this information is available when Local Area Partnership is commissioning services.						Y	Narrative
5.05	To monitor school progress data and ensure schools are accessing government catch up funding to identify gaps in childrens learning due to missed education	Schools are accessing catch up funding and progress improves such that academic outcomes (Basics measure) are as a minimum in line with national for CYP with SEND	Y					Y	Narrative Data
5.06	Attendance Alliance with KCC and the DFE will consider SEND as one of the target groups to focus on. Undertake an exercise to understand how many children with SEND are not regular school attenders following COVID and why	Improved attendance and reduced Persistent Absence for CYP with SEND in schools to be as a minimum in line with National.	Y					Y	Data
5.07	To review hospital school provision and ensure there is capacity to assist with the re-integration of children who's anxiety is a barrier to them attending school.	All children who require support under section 19 are receiving it. There are no parental complaints in relation to this.	Y				Y	Y	Data
5.08	To develop resources for parents and carers and nurseries to assist with school readiness to include physical development, social skills and communications skills utilising the Core Standards/Hopscotch approach.	0						Y	
5.09	Ensure information about leisure services for children is on the Local Offer so that children and young people can commence attendance after Covid Pandemic	As 2.13						Y	
5.1	Further develop Kooth digital platform to increase accessibility for children and young people with SEND	0						Y	
5.11	Use SEND Newsletter, The Local Offer, Headway and MCH Staff Newsletters, to promote universal wellbeing services amongst professionals so that they are able to signpost children and young people appropriately	0						Y	
5.12	Parents and carers are more informed about the impact of Covid on school attendance and feel supported to improve their child's attendance. MPCF to link with Medway Council School Attendance team to invite them to a coffee morning	Parents and carers are informed about the emerging impact of covid pandemic on school attendance and understand the services available to assist with school attendance	Y				Y	Y	Survey -Parents and Carers
5.13	Routinely monitor waiting times for children on the Medway ND Assessment pathway and scope and action mitigations to support families awaiting an assessment.	Parents and carers will feel supported and able to address their child's needs as they wait for ND assessment.						Y	Survey -Parents and Carers
5.14	Commission a Medway peer and parenting support service for pre and post assessment for ADHD and ASD	Parents and carers will feel supported and able to address their child's ASD and ADHD needs						Y	Survey -Parents and Carers
5.15	Ensure the needs of families of children with SEND are addressed within the Family Hubs/Start for Life programme of work	Ongoing	Y				Y	Y	

Ambition 1 :- Achieving the best outcomes through Inclusion and Participation

Providing more resource and support to early years settings and mainstream schools				
Action No.	Action	Impact	Responsible Person	Date Action is Due
1.01	Incentivise inclusive practices by providing more funding into local mainstream schools through top ups to the SEN notional budget and review the funding policy so that schools with a higher proportion of CYP with EHCP's receive additional funding.	Parents feel more confident that their children's needs can be met in a mainstream school and this is reflected in a reduction of parental requests for EHCP assessments not supported by their education provider. By 2025, unsupported EHCP requests from parents are below 25% of all requests.	Aretha Banton	Mar-23
1.02	Introduce a banded funding matrix to improve the relationship between schools and the local authority by having a fair and transparent funding system.	Funding follows the child. Access to support provided by schools is timely. Parents have a greater choice of local provision.	Wendy Vincent	Mar-23
1.03	Review access arrangements for the Medway Test, to enable more children and young people with SEND to attend selective schools.	More children with SEND are accessing Selective Education. By 2025, PC to share figures	Paul Clarke	Mar-23
1.04	Provide a core offer of training and support to schools to assist them embed whole school approaches to support inclusion. Include outreach support for mainstream schools, from the specialist teachers in resourced provisions and special schools into their SLA's	A greater proportion of children and young people with SEND receive high quality education and achieve their potential in their local mainstream schools. Such that, the proportion of children and young people with an EHCP attending mainstream (including RP) increases, from 31.3% to 41.8% over the 3 years	Emma Block	Apr-26
1.04a	A Medway wide adoption of Trauma informed practice rolled out across all schools and the council staff.	Trauma informed practice is embedded in all schools	Emma Block	Apr-26
1.04b	SEND Behaviours delivered by the EEF from April 2023.	Schools have the knowledge and skills to meet the needs of CYP with SEND	Rebecca Smith	Jun-23
1.04c	Ensure the delivery of the Ordinarily Available provision in schools, through regular promotion and holding to account.		Aretha Banton	Feb-24
1.05	Implement additional Emotional Support Teams working in Schools from Sept 2023 (Wave 3)		Hannah Christie	Sep-24
increasing the local offer of specialist and alternative provision				
Action No.	Action	Impact	Responsible Person	Date Action is Due
1.06	Set up a Special Schools Placement Panel, the aim of which is to discuss placements coming through the system so that there is collective agreement on provision development and, where necessary, spend to save cases are made to reduce the use of independent provision.	Special schools cater for more complex needs and reduce the need for high cost independent provision. Such that, the proportion of CYP with EHCPs catered for in independent schools reduces from 12% to 3.1% by 25/26	Wendy Vincent	Sep-23
1.07	Increase the capacity of Alternative Provision to support pre-emptive and reintegration activity, including revolving door and outreach.	More children access earlier intervention and are supported in school such that there is a reduction to below national level of suspensions and 0 permanent Exclusions.	Rebecca Smith	Jan-24
We will enable more children and young people to receive their education locally				
Action No.	Action	Impact	Responsible Person	Date Action is Due
1.08	To review the inclusion data and share with stakeholders such that it forms improvement planning	Supports impact of 1.04	Aretha Banton	Oct-23
1.09	Continue with the current programme of developing resourced provisions and increasing it to provide a further secondary MLD provision and 2 further provisions in selective schools.	More available resource provision bases in mainstream schools.	Paul Clarke	Sep-24

Ambition 2: Preparing for a successful future at the earliest opportunity

Have high aspirations for children and young people's individual achievement			
Action	Impact	Responsible Person	Date Action is Due
Develop a SEND Transitions Passport that a school can complete prior to a child with SEN Support or EHCP support needs transition to secondary and secondary to Post 16 phases that can be shared with new provision.	All children with SEND have a transition passport prior to transition and families and schools report smoother transition process.	MPCF	
Young people who are eligible for Social Care assessment and support will be prepared for adulthood through transitions conversations being built into careplanning and annual reviews, ensuring that Care Act Assessments are completed in a timely way. The Designated Social Care Officer will put in place a system for tracking transition planning for all eligible young people including those who are becoming adults and those who are leaving college in their adulthood.		Andrew Oates /Mandy Lawson	
MPCF to host a Preparing for Adulthood Fair for young people with SEND and their parents to explore and understand what services are available to them	Young people and their families feel supported in their transition and understand the opportunities available to them.	MPCF	
Commission a Review of Post 16 Provision including choice and sufficiency for Young People with SEND.	Post 16 provision is developed such there there is sufficient appropriate choice for CYP with SEND	Celia Buxton	
Review the process to ensure that Communication Passports and/or Individualised Health Care Plans follow the child through their transition phases.	as 2.01	Sue Gibbons	
QA framework to include education and destination outcomes	All education provisions are providing high quality education. Audits show 100% good or better, with any below good receiving immediate intervention. Outcomes for CYP with SEND improve to be in line with or above national for similar pupils.	Rebecca Smith	
Targeted transition team focused on supporting the annual review and forward planning processes, that work with families to plan progression routes. Links with CSC and ASC where common families to ensure permanency planning	as 2.01		
More CYP with SEND accessing selective education	as 1.03		
All children are prepared for successful futures. Preparation for adulthood.			
Prepare children and young people with the skills, knowledge, and resilience to thrive, at the earliest opportunity			
Action	Impact	Responsible Person	Date Action is Due
To co-produce an Early Years Ordinarily Available Document with nurseries and parents describing the graduated approach is in place.	Support provided by Early Years Providers is consistent across Medway and delivers the graduated approach, such that parents feel that their child's needs are being met appropriately.	Wendy Vincent/Carrie White	
Introduce a survey at annual EHCP review asking parents how well they feel their children are supported at nursery		Carrie White	
Provide training to Early Years providers in supporting de-escalation and transition planning so that only the most complex needs are referred for an EHCP at this age.	The needs of children with SEND are met in mainstream education provisions without the need for an EHCP, such that the annual rate of growth in EHCPs decline from 7.6% in 2022 to 3.8% in 2026	Carrie White	
Increase access to information and support through Family Hub network by ensuring all family hub staff are offered Basic Awareness Level One SEND Training via the Council for Disabled Children website	Families of children with SEND feel the family hub staff understand their needs and provide support accordingly	Glen Page	
Ensure the Family Hub Digital offer for families includes access to The Local Offer	Online support is available for all families and is comprehensive and easy to access.	The Local Offer Officer	
To add a prompt in the EHCP annual review paperwork to raise parental and young people's awareness of their entitlement to a Learning Disability Annual Health Check (LDAHC) via their primary care network from 14 years old.	The uptake of LDAHC for CYP over 14 increases from XXX to XX	Genny Cherriman	
Embed the "Ready, Steady, Go" methodology into all health transition pathways.	Children and young people tell us they understand their individual health needs and can access appropriate adult services when necessary.	Sue Gibbons	
To deliver training to Community Paediatricians and Health Visitors regarding the statutory "Early Identification and Notification Process" for pre-school children.	Parents and professionals have awareness of the process and use the notification alerts.	Sue Gibbons	
MPCF will invite Speech and Language Service colleagues to a coffee morning to assist parents to understand speech and language therapy interventions and programmes.	Parents are confident that their child is receiving good quality support for their speech and language needs	MPCF	
Start for life - Family hubs			
Medway will offer a suite of parenting support options (as outlined in the Medway Parenting Support Strategy action plan) and measure the impact of this work via engagement with Parents and/or Carers.	Parents and /or carers in Medway will report increased confidence in their parenting and report they know how to access the support they need	Julia Cox	

Ambition 3:- Working together with children and young people with SEND and their families

Working together to shape services			
Action	Impact	Responsible Person	Date Action is Due
MPCF and YP with SEND involved in recruitment processes for positions related to SEND	Children and their families support the development of the medways SEND service and their views are considered when selecting staff.	Aretha Banton	
Ensure that all provider contracts include a requirement to gather feedback from children and young people on the impact of their services.	Impact measures are shared at contract meetings	Aeilish Geldenhuys	
Roll out a publicity campaign the Local Offer to SENCO's, Parents and health professionals to raise awareness of The Local Offer	Increased HITs on Local Offer website	The Local Offer Officer	
Medway Parent and Carers Forum to establish an integrated Education and Health and Social Care Marketplaces three times a year where parents can meet agencies and professionals face to face	Families attend the events and report that they are useful in gaining the support they need and understanding the provision available.	MPCF	
Ensure parents and young people with SEND are actively involved in the Commissioning of an emotional wellbeing/peer support service for children with Long Term conditions, and their families.	There is a service in place to meet the needs of this population	Julia Cox	
MPCF to host a Local Offer live event to raise awareness of the Local Offer	Families attend the event and are aware of the provision and services available in the Local Offer.	MPCF	
MPCF to complete an annual parent/carer survey to gather feedback and views on their lived experience of their SEND journey	Feedback from parents and carers informs service development and improvements	MPCF	
Ensure that parents and young people play an active role in the Quality Assurance, evaluation and commissioning of all SEND Services	Changes to commissioned services are led by feedback from children and young people and their parents and carers	MPCF/Aeilish Geldenhuys/ James Harman/ Aretha Banton	
Refresh and update the Medway SEND JSNA, including following the required governance routes for sign off, by August 2023		Peter Fryer	
Supporting Children and Young People to make informed choices about the care and support they receive			
Action	Impact	Responsible Person	Date Action is Due
MPCF to deliver annual co-production training for health, social care and education professionals.	Professionals report that they understand co-production and families report it is used effectively.	MPCF	
To develop inclusive ways that allow young people to contribute more fully to their EHCP Annual Review	Young people are included in the development of their EHCP	Genny Cherriman	
Review and commission sufficient advocacy support to ensure young people are aware of their choices and their voices are heard	More children and young people and their parents and carers are included in the design and development of their plans.	Emma Block	
Provide greater support to parents and carers with their applications and SEND enquiries. Co-produce a SEND Team Parent Communications Package that can be sent out to all parents of children who are undergoing an EHCP assessment and an Annual Review. Provide drop-in opportunities for parents to discuss cases.	Parents and carers feel more supported in navigating the SEND systems and can access support when they need it.	Wendy Vincent / MPCF	
MPCF to produce a monthly newsletter to keep parents informed of key events and key changes to services	Parents informed of key events and changes to services.	MPCF	
Create parent/carer champion positions, who have had a positive experience in the system, to work with and advise parents.	Parents and carers have access to families with similar situations and experiences for support.	MPCF/ Celia Buxton	

Ambition 4: Access to the right support, at the right time, in the right place

Help and support is met in the right way, at the right time, with an integrated approach				
Action No	Action	Impact	Responsible Person	Date Action is Due
4.01	To review the support services and resources available to children who are waiting for a health assessment and identify any gaps.		Aeilish Geldenhuys	
4.02	To complete a review the commissioning arrangements for Alternative Provision	As 1.07	Rebecca Smith	
4.03	Work to resolve difficulties recruiting Speech and Language Therapists, Community Paediatricians, Occupational Therapists and Educational Psychologists to influence regional and national workforce strategy.		Sue Gibbons / Fiona Alexander	
4.04	Introduce a Designated Social Care Officer to ensure that social care needs across all vulnerable groups are effectively identified and addressed in EHC Planning, with a particular focus on ensuring effective transition planning to achieve Preparation for Adulthood outcomes		Andrew Oates/ Mandy Lawson	
4.05	Review the recruitment practices across the local area to ensure that they positively promote people who have a lived experience of SEND.		? Dan Radcliffe - HR across Council and ICB and Health Providers	
4.06	Produce marketing materials that promote the Local Offer to increase awareness for parents, children and young people and professionals	As 2.13	The Local Offer Officer	
4.07	With parents, review and redesign the Neurodevelopmental Assessment and Treatment pathways across Kent and Medway aiming to support a needs led approach.		Aeilish Geldenhuys	
4.08	Launch new Hopscotch eprogramme across schools	Schools are accessing the videos and guidebooks and embedding the strategies	Julia Cox	
4.09	To implement the SEND School Place Sufficiency Strategy - Develop Resource Provision Units in Medway Grammar Schools	As 1.09	Paul Clarke	
4.10	Embed the 'Asthma Friendly' schools programme across Medway; adapting the programme to meet the needs of children with SEND	All Medway Schools will be 'Asthma Friendly' per the Healthy London Partnership Standards	Julia Cox	
4.11	Work across the wider system to improve diagnosis and support for children with FASD and their families	Numbers of children with diagnosis of FASD increases and they report feeling more supported	Julia Cox	
4.12	Increase the number of health professionals who have completed SEND basic awareness Level 1 and Level 2 training with the Training Assurance Framework	Access and usage	Sue Gibbons	
4.13	Increase the timeliness of EHCP assessments	The majority of EHCP assessments are completed within the statutory 20 week timeframe, with the percentage being in	Wendy Vincent	
Help and Support is early, easy to access and provided through a system which is easy to navigate				
Action No	Action	Impact	Responsible Person	Date Action is Due
4.14	Develop a support tool to signpost the child, family and school whilst they are waiting for an assessment (ND)	Children and families report increased confidence in managing their needs prior to assessment. Gaps in services are commissioned.	Julia Cox/Hannah Christie	
4.15	Commission further Parenting Support services for parents/carers of children with SEND	There are services in place to support parents and carers of children with SEND	Julia Cox	
4.16	Coproduce an information pack for parents and young people that includes their progression pathways and gives information about schools, colleges and training providers.	As 3.13	Aretha Banton	
4.17	To review the contract and capacity of SENDias	As 3.13	Emma Block	
4.18	To raise the awareness of SEND Professionals about the assistance available to parents and carers from the MPCF Parenting Support Service.	SEND professionals are able to advise parents appropriately on the support service. Parents report that they feel empowered to confidently complete applications for government support including benefits.	MPCF	

Ambition 5: Children and young people with SEND recover from the Covid pandemic

We will understand the medium to long term effects of the Covid Pandemic on children and young people and their parents and carers				
Action No	Action	Impact	Responsible Person	Date Action is Due
5.01	To review emerging national research into the effects of covid pandemic on children and young people with SEND and embed learning in Medway Local Area		Aeilish Geldenhuys	
5.02	Include the findings from 5.2 to inform the revised SEND JSNA		Peter Fryer	
5.03	To ensure that any feedback from parents regarding the impact of the covid pandemic is gathered by MPCF and feedback to SEND Operational Group	The voices of parents and carers suffering any effects of the covid pandemic is heard and this information is available when Local Area Partnership is commissioning services.	MPCF	
5.04	MPCF to invite colleagues from the Long Covid Clinics in Medway to a coffee morning to hear about the impact of covid pandemic on parents and carers	The voices of parents and carers suffering any effects of the covid pandemic is heard and this information is available when Local Area Partnership is commissioning services.	MPCF	
5.05	To monitor school progress data and ensure schools are accessing government catch up funding to identify gaps in childrens learning due to missed education	Schools are accessing catch up funding and progress improves such that academic outcomes (Basics measure) are as a minimum in line with national for CYP with SEND	Rebecca Smith	
Improve school attendance for children and young people with SEND				
Action	Action	Impact	Responsible Person	Date Action is Due
5.06	Attendance Alliance with KCC and the DFE will consider SEND as one of the target groups to focus on. Undertake an exercise to understand how many children with SEND are not regular school attenders following COVID and why	Improved attendance and reduced Persistent Absence for CYP with SEND in schools to be as a minimum in line with National.	Rebecca Smith	
5.07	To review hospital school provision and ensure there is capacity to assist with the re-integration of children who's anxiety is a barrier to them attending school.	All children who require support under section 19 are receiving it. There a no parental complaints in relation to this.	Rebecca Smith	
5.08	To develop resources for parents and carers and nurseries to assist with school readiness to include physical development, social skills and communications skills utilising the Core Standards/Hopscotch approach.		Tracy Webb (MCH)	
By reaching out to children and young people and their parents and carers facing the most challenges				
Action No	Action	Impact	Responsible Person	Date Action is Due
5.09	Ensure information about leisure services for children is on the Local Offer so that children and young people can commence attendance after Covic Pandemic	As 2.13	The Local Offer Officer	
5.10	Further develop Kooth digital platform to increase accessibility for children and young people with SEND		Hannah Christie	
5.11	Use SEND Newsletter, The Local Offer, Headway and MCH Staff Newsletters, to promote universal wellbeing services amongst professionals so that they are able to signpost children and young people appropriately		Hannah Christie	
5.12	Parents and carers are more informed about the impact of Covid on school attendance and feel supported to improve their childs attendance. MPCF to link with Medway Council School Attendance team to invite them to a coffee morning	Parents and carers are informed about the emerging impact of covid pandemic on school attendance and understand the services available to assist with school attendance	MPCF	
5.13	Routinely monitor waiting times for children on the Medway ND Assessment pathway and scope and action mitigations to support families awaiting an assessment.	Parents and carers will feel supported and able to address their child's needs as they wait for ND assessment.	Julia Cox	
5.14	Commission a Medway peer and parenting support service for pre and post assessment for ADHD and ASD	Parents and carers will feel supported and able to address their child's ASD and ADHD needs	Hannah Christie	
5.15	Ensure the needs of families of children with SEND are addressed within the Family Hubs/Start for Life programme of work	Ongoing	Partnership Commissioning	