

# Public Document Pack

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Dear Councillor

## **EXECUTIVE - MONDAY, 5TH SEPTEMBER, 2022**

Please find attached Appendix 2b- An Updated SEND Written Statement of Action. This document has been updated following comments by the relevant Scrutiny Committee at a briefing on the 31 August 2022 and further work by the SEN team.

<b>Agenda No</b>	<b>Item</b>
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2	<b><u>SEND WRITTEN STATEMENT OF ACTION</u> (Pages 1 - 42)</b>
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Yours sincerely

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# Blackpool SEND Written Statement of Action



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## Part 1: Introduction

In Blackpool, we are deeply committed to our vision to support all children and young people to live happy, healthy lives in inclusive communities that support them to achieve their ambitions.

For our children and young people with special educational needs and disabilities, we must identify their needs earlier, have the right provision to meet their range of needs, and form strong relationships with them and their parents or carers so that we can support them to make informed decisions as they become adults.

Leaders have a shared ambition to improve outcomes for children and young people by reducing inequality and removing barriers to learning. As we continue our improvement journey in Blackpool, our partnership across education, health and care, and with children and young people and Blackpool's Parent Carer Forum is strengthening and we strive to develop better ways to work together, recognising that we cannot achieve our vision in isolation.

This Written Statement of Action has been written collaboratively by partners from the local authority, health, and parents and carers. It is underpinned by a shared desire to collectively ensure that improving the lives of children and young people with special educational needs and disabilities is a first and foremost priority and, alongside our SEND Strategy and improvement plan, signifies our intention to make SEND everyone's business.

### Signatures

Vicky Gent

Cllr Campbell

Stacey Baines

Sarah O'Brien

## Executive Summary

This Written Statement of Action sets out our shared ambition and commitment to improving the lives of children and young people with special educational needs and/or disabilities who live in Blackpool.

We are dedicated to bringing about the change required as quickly as possible and this document sets out:

1. What we are going to achieve.
2. The actions we will take, and when they will be completed
3. How we will know that we have made a positive difference for children, young people, parents and carers.

The implementation of our Written Statement of Action will see:

- A strategy for SEND in Blackpool that is owned and understood across the partnership and assures children and young people, parents and carers that they will receive the provision and support that they need.
- A partnership that is ambitious, solutions focused and adaptable to meet emerging needs of children and young people with SEND.
- Strong governance arrangements that hold the partnership accountable and responsible for the sufficiency, effectiveness and quality of services, provision and support to children and young people with SEND.
- Children, young people and their families receive clear information and guidance to make informed decisions about their children's futures.
- Families experience timely transitions between services that provides continued support when it is needed.
- Clear routes for young people to achieve their aspirations to have a job, live independently, be healthy and be part of their community.
- Parents and carers listened to, supported by and involved in making decisions that affect the lives of their children and young people.
- Children and young people receive specialist support when needs are identified.
- Families have access to quality resources, information and support from universal services whilst waiting to access therapy services and are kept informed of expected timescales for appointments.
- Parents and carers confident to engage in co-production at individual, service and strategic levels.
- A workforce that is committed, trained and resourced to meet the needs of children and young people with SEND.

The Written Statement of Action is one part of a continuous journey to enable children, young people, their parents and carers to live their best possible life and we will carry on our work beyond the life of this work to drive this shared ambition.

## Background

Between 28 February and 4 March 2022, Ofsted and the Care Quality Commission (CQC) inspected services provided by practitioners and professionals who support children and young people (0-25 years) with SEND. During the inspection they assessed how well the local area has worked together to implement the special education needs and/or disabilities (SEND) reforms as set out in the Children and Families Act 2014.

The local area includes Blackpool Council (education, children's and adult's social care, and public health), NHS Lancashire and South Cumbria Integrated Care Board, Blackpool Teaching Hospital and other associated partners, parents and carers, and children and young people with SEND.

While many strengths were identified during the inspection, the inspectors also identified four areas of weakness and HM Chief Inspector has determined that a Written Statement of Action is required to address these.

The four areas for improvement are:

- 1. The lack of specificity, ownership and accountability in the area's improvement strategy for SEND**
- 2. The duties around preparing children and young people for adulthood are not being fulfilled**
- 3. The poor communication with parents and carers across the area**
- 4. The long waiting time for some therapies.**

As leaders of the local area, we agree with the findings of the inspection and are committed to ensuring that swift action is taken to deliver the improvements set out in the Written Statement of Action. The inspection outcome has provided confirmation of the areas for improvement that we had recognised, as well as providing a renewed mandate to drive forward our plans and deliver progress as a partnership.

## Recent progress

Prior to the Ofsted/CQC inspection considerable work was done to review the SEND Strategic Needs Assessment and self-evaluation. This has given the partnership a shared understanding of the strengths of the local system and the challenges we collectively face.

In addition, a series of co-production events were held in 2021 to gather the views of partners across the system and determine the key strategic priorities for the local area, these have informed the development of our forthcoming SEND Strategy.

Consultation on the draft SEND Strategy has been completed, in total 97 responses were received from nurseries, schools, health and parents and carers. Focus groups were also held with young people to gain their views. The feedback will influence the final version of the strategy.

At a strategic level there have been significant changes in leadership across the SEND partnership in the last year and it has continued to make progress strengthening relationships and ways of working.

A new Head of SEND has also been appointed in the local authority and commenced employment in June 2022.

Since the inspection the SEND Partnership Board's membership has been reviewed and includes broader representation from health, children's social care, public health, corporate delivery and commissioning, and SENDIAS.

On 1 July 2022 the Lancashire and South Cumbria Integrated Care Board (ICB) was formally established as a new statutory body, replacing the eight clinical commissioning groups across Lancashire and South Cumbria. Although a new organisation, the ICB builds on the successful work over the last few years. Over coming months, it will become more established, and welcomes the opportunity to build on the partnership arrangements with Blackpool Council.

To support the delivery of the improvements required, additional funding has been committed by the local authority and Integrated Care Board.

Page 9 A new contract has been agreed for the provision of the SEND Information, Advice and Support Service which provides additional capacity to support parents, carers and young people to be actively involved in decisions about special educational needs provision.

Co-production training has been delivered in partnership with parents to 44 members of the SEND and education workforce from the local authority and health practitioners.

Briefings on the inspection findings have been shared with parents, professionals, strategic partnership boards and leadership teams across Blackpool.

## About Blackpool

Blackpool is a small, densely populated seaside town located in the north west of England. It has a total population of approximately 141,100 people with 30,600 children and young people aged 0-19 years. 21.7% of the population are under 20 years compared to 23.1% nationally and there is a significantly higher proportion of people aged over 45 (48.8%) than is seen nationally (44.2%).<sup>i</sup>

Blackpool has an extraordinary concentration of social and economic issues in the central third of the town. According to the 2019 Index of Multiple Deprivation (IMD), the centre of Blackpool has 10 of the 12 most deprived small areas in England – no other town has anything like this level of social challenge within such a small geographical area. It is this that drives a lot of the data and external perspectives on the town, while also providing disproportionate demand for local services, including SEND.<sup>ii</sup>

## Schools and education

Over the last 5 years leaders have collectively driven improvements in Blackpool's schools through the school-led Blackpool Education Improvement Board. Blackpool's 2020-30 Education Strategy has set ambitious targets in terms of the performance of its schools, its pupils, inclusion, literacy and reducing the numbers of children and young people who are NEET.

- There are 33 primary schools, 6 secondary schools, 2 all through schools, 4 special schools, 1 pupil referral unit and 2 further education colleges in the local area.
- There are 4 outstanding primary schools, 28 are good and 1 requires improvement.
- 4 primary schools have additional resource provision for children with SEND.
- Of the 6 secondary schools, 3 are judged as good and 3 require improvement by Ofsted
- 1 of the all through schools is good and 1 has yet to be inspected
- Outcomes are good at primary but are weaker at secondary.
- Of the 4 special schools, 2 are outstanding, 1 is good and 1 has yet to be inspected; this means that the standard of education for children and young people with SEND is consistently good.
- 1 FE college is good and 1 is outstanding

## SEND Partnership governance and monitoring arrangements

The SEND Partnership Board provides the governance, accountability and strategic oversight of the implementation of the SEND Strategy, the Written Statement of Action and the SEND Improvement Plan, all of which are closely aligned. Structures and membership are continually reviewed to take account of the changing landscape across the SEND system.

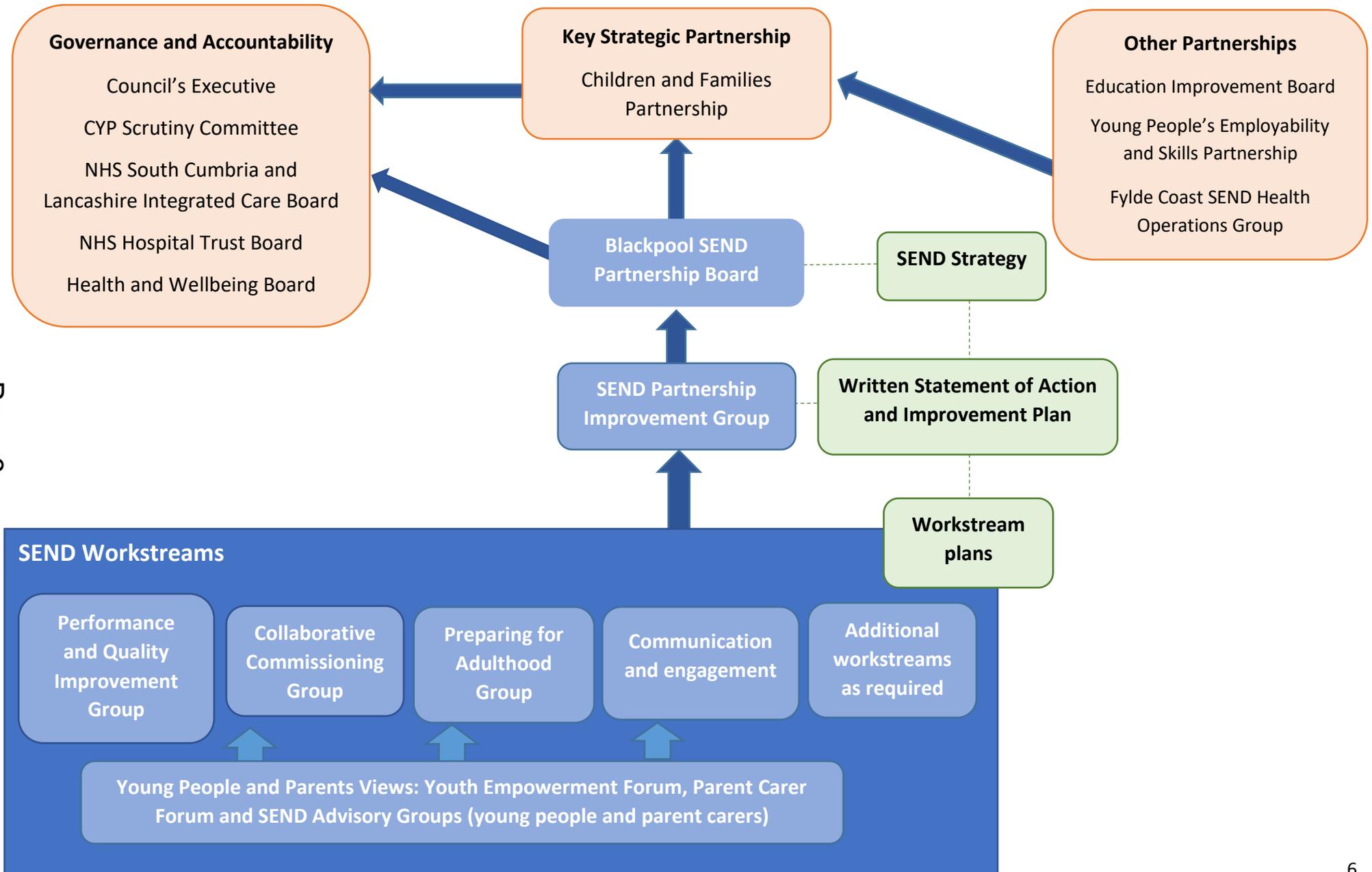
The implementation of the WSOA and Improvement Plan will be co-ordinated by a SEND Improvement Group which will report progress to the SEND Board. A number of workstreams will meet monthly to progress actions, the workstreams focus on Collaborative Commissioning, Performance and Quality Improvement, Preparation for Adulthood and Communications and Engagement. Additional task and finish groups will also be set up when required for specific actions.

Monthly highlight reports, an evidence log and a risk register will be presented to the SEND Partnership Board each month for check and challenge by strategic leaders. Progress will also be reported across the wider partnership's governance structure to ensure that strategic leaders are held to account.

### How we will measure success

Page 8 For the partnership to monitor how effectively it is delivering the Written Statement of Action a set of performance measures have been agreed by the partnership that will provide some indication of this. These are included in the SEND Performance Data Dashboard and reported to the SEND Partnership Board each month.

## SEND Partnership Governance Structure



## Part 2: Blackpool's Written Statement of Action

This section of the Written Statement of Action describes how the SEND Partnership plans to address each of the four areas of significant concern. The four areas have been sub-divided into focus areas to provide clarity about the work that the SEND Partnership will deliver. Each focus area, in turn, is then described through a number of actions, described as 'What are we going to do?' and a lead has been identified to ensure that each action is completed within timeframes.

In order to make sure continual progress is being made towards delivering each action, the partnership has identified key milestones, actions or activities. These are phases of delivery. In some cases, we will need to complete a milestone or activity before we can progress onto the next. This means that the completion date in the final column relates to the completion of a phase, rather than the completion of the overall action. Some completion dates are later than the partnership would like, due to constraints beyond the control of the relevant sector.

## Area of significant concern 1: The lack of specificity, ownership and accountability in the area's improvement strategy for SEND

Leads: Vicky Gent – Director of Children's Services, Blackpool Council, Sarah O'Brien – Chief Nursing Officer, NHS Lancashire and South Cumbria Integrated Care Board and Janet Barnsley – Executive Director of Integrated Care, Blackpool Teaching Hospital

### Focus area 1.1: SEND Strategy (specificity and ownership)

#### Impacts for children and young people:

- The local provision for SEND will be stronger and will improve quickly due to a renewed focus on what really matters to children, young people and their families.
- Children, young people and their families will genuinely feel as if they are an integral part of the SEND partnership and that their experiences are improving at pace.
- Children, young people and their parents/carers can clearly identify the progress being made on improvements through updates shared via the Local Offer website

#### Outcomes for partnership:

- The local area has a co-produced strategy that is owned by all stakeholders and partners.
- The strategy is informed by the Joint Strategic Needs Assessment and a well-developed local SEND dataset that highlights strength and weakness.
- All partners have increased clarity about what the strategy sets out to achieve within clear timescales, why this needs to be achieved, and who is responsible for each element.
- Partners have a well-developed, shared understanding of the local area so that they can effectively track the progress being made in delivering the SEND Strategy
- The strategy is a key part of the planning and delivery of local improvements at board level, for all partners.

#### Evidence for Focus Area 1.1

- SEND Needs Assessment (part of JSNA)
- SEND Self-evaluation
- Co-produced SEND Strategy and easy read version of the strategy
- Written Statement of Action

- Co-produced Improvement Plan
- Board reports and minutes of meetings
- Co-produced SEND Annual Report
- Monthly Highlight Reports
- Data dashboards that illustrate progress with improvements
- You Said, We're Doing, We did on Local Offer website
- Impact case studies based on lived experience and feedback from SEND Advisory Groups

### How we will measure success

The SEND Partnership has selected the following performance measures to give an overall indication of the effectiveness of the SEND Strategy and direction of travel. These will be incorporated into the performance dashboard and monitored by the partnership.

	Blackpool Baseline	England	North West	Most Similar LAs
<b>Effective Strategy/System Direction of Travel</b>				
<i>Number of new EHCPs per 10k in the last 12 months #</i>	35.7	37.0	41.1	42.2
<i>Total number of EHCPs per 10k #</i>	316.4	281.7	293.3	315.2
<i>Rate per 10k EHCPs in Mainstream school, incl. resourced provision*</i>	152.6	202.4	207.7	196.5
<i>Rate per 10k EHCPs in maintained special schools*</i>	240.2	148.2	171.1	194.4
<i>Rate per 10k EHCPs in Ind. Or NMSS*</i>	38.5	25.8	26.5	33.1

### Timeliness of Support - EHCPs

<i>% of EHCPs issued in the last 6 months within 20 weeks</i>	74%	59.9%	66.5%	59.1%
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### Educational Outcomes

#### *End of KS2 for SEN Support and EHCP, relative to national averages (2018/19 academic year)*

Reading, Writing and Maths at expected - EHCP	15%	9%	9%	9%
Reading, Writing and Maths at expected - SEN Support	35%	25%	24%	24%

#### *End of GCSE for SEN Support and EHCP, relative to national averages (2018/19 academic year)*

Attainment 8 - SEN Support	26.5	36.7	35.8	32.7
Attainment 8 - EHCP	5.7	15.7	14.9	13.4

Progress 8 - SEN Support	-1.01	-0.43	-0.59	-0.62
Progress 8 - EHCP	-1.51	-1.17	-1.21	-1.37
<b>Attendance rates for SEN Support and EHCP relative to their national peers (2020/21 academic year)</b>				
Attendance % for SEN Support	93.2%	93.5%	93.5%	93.2%
Attendance % for EHCP	91.9%	86.9%	86.4%	86.8%
* Rate per 10,000 5 to 19 year olds. # Rate per 10,000 0 to 25 year olds				

Ref	What are we going to do?	Lead	Key milestones, actions and activities	Completion date
1.1.1	Finalise and publish the co-produced SEND Strategy with all stakeholders and partners and launch the strategy across the wider SEND community.	Assistant Director Education, SEND and Early Years, Blackpool Council	Final feedback consolidated on the draft strategy from all partners and a revised version is shared with SEND advisory groups (young people and parent carers), CYP Scrutiny Committee and SEND Partnership Board.	31/10/22
			Improvement plan is developed and shared with SEND advisory groups that includes all improvement areas identified in the inspection letter, self-evaluation and strategy.	31/10/22
			Key performance indicators and impact/outcomes measures are agreed for the strategy and ambitious targets are set and monitored.	30/11/22
			Easy read version of the strategy co-produced and shared on local offer and partner websites.	30/11/22
			Strategy (including process for review), written statement of action and improvement plan shared with relevant boards, committees and forums by co-presenting with SEND Advisory Group members and published on Local Offer and partner websites.	30/11/22
			Partnership event held to officially launch the SEND Strategy.	31/12/22

Ref	What are we going to do?	Lead	Key milestones, actions and activities	Completion date
1.1.2	Share updates on progress with delivering the WSoA and Improvement Plan	Performance Improvement and Project Delivery Lead, Blackpool Council	Monthly highlight report produced and shared for check and challenge with the SEND Partnership Board and through wider SEND Governance structure	31/10/22 and then monthly
			Information on progress is shared through 'You Said, We're Doing, We Did' on the Local Offer website	31/10/22 and then monthly
1.1.3	Undertake an annual partnership SEND review of strategy delivery alongside a range of partners, including young people and parent/carers in a manner that keeps all partners focused on priorities.	Assistant Director Education, SEND and Early Years, Blackpool Council	Date and process for reviewing the strategy agreed as part of finalising the strategy	30/11/22
			First annual review event takes place	31/12/23

## Focus area 1.2: SEND Strategy (accountability)

### Impacts for children and young people:

- The local provision for SEND will be stronger and will improve quickly due to a renewed focus on what really matters to children, young people and their families.
- Children, young people and their parents / carers can clearly identify the progress being made on improvements through updates shared via the Local Offer website

### Outcomes for Partnership:

- There are effective governance structures in place to ensure accountability for the strategy at SEND partnership board level.
- There are effective mechanisms in place at SEND partnership board level to manage risks, issues and slippage and to report by exception when these are evident.
- All partners have a robust governance structure and robust mechanisms in place to ensure that they hold themselves accountable for the delivery of the strategy and can report by exception to the SEND board.
- An effective framework incorporating Outcomes Based Accountability measures is used to hold partners to account for the effectiveness of their actions.

### Evidence for Focus Area 1.2

- SEND Partnership Governance Structure and Terms of Reference for Groups within SEND Governance Structure
- Monthly Partnership Highlight Reports
- Quarterly Partnership Stocktake Reports
- Co-produced Partnership Data Dashboard updated monthly and reported to SEND Partnership Board

Ref	What are we going to do?	Lead	Key milestones, actions and activities	Completion date
1.2.1	Review and strengthen the SEND Partnership governance, incorporating	Head of Commissioning, NHS Lancashire	Governance structure reviewed and amended to ensure the delivery of the Written Statement of Action and Improvement Plan is supported across all partners.	31/10/22

Ref	What are we going to do?	Lead	Key milestones, actions and activities	Completion date
	reporting structures and defined roles and responsibilities	and South Cumbria Integrated Care Board  Assistant Director Education, SEND and Early Years, Blackpool Council	SEND Partnership Board governance structure, incorporating reporting, roles and responsibilities, shared with all partners, on the Local Offer website, and on partner websites.	31/12/22
1.2.2	Implement robust partnership programme management practices to ensure that the partnership delivers on the Written Statement of Action and the SEND Improvement Plan	Performance Improvement and Project Delivery Lead, Blackpool Council	Partnership Highlight Reports established. These are produced monthly by the SEND Improvement Group as a reporting mechanism to the SEND Partnership Board and wider governance structures.	30/09/22
			Risk register, action tracker, and evidence log developed to support monitoring of improvement activity.	30/09/22
			Progress reports on SEND Improvements provided to SEND Partnership Board and other relevant groups and Boards.	31/10/22 and then monthly
			Conduct quarterly stocktakes of on-going progress and report to SEND Partnership Board.	30/11/2022 and then quarterly
1.2.3	Review and build on current data dashboards, and present monthly reports through SEND governance	Head of Performance, Systems and	Current data dashboards reviewed with SEND Advisory Groups and proposals for improvements presented to SEND Partnership Board.	30/11/22
			Public facing dashboard developed that demonstrates progress being made against the impact measures within the strategy.	31/12/22

Ref	What are we going to do?	Lead	Key milestones, actions and activities	Completion date
		Intelligence, Blackpool Council	Monthly data dashboard report that demonstrates improvements presented through SEND Governance structure and published on the Local offer website	Ongoing from 31/01/23
1.2.4	Develop a strategic outcomes framework with Outcomes Based Accountability measures	Head of Performance, Systems and Intelligence, Blackpool Council	Support requested from Council for Disabled Children (CDC) via the Dept. for Education to work on Outcomes Based Accountability.	30/09/22
			A strategic outcomes framework is co-produced with all partners, supported by CDC and owned by the SEND Partnership Board.	31/05/23
			The Outcomes Based Accountability measures are used to enhance the monitoring of performance by the SEND Partnership Board and all other boards across Blackpool.	30/09/23

## Area of significant concern 2: The duties around preparing children and young people for adulthood are not being fulfilled

Lead: Karen Smith – Director of Health and Care Integration, NHS Lancashire and South Cumbria Integrated Care Board

### Focus area 2.1: Preparing for Adulthood

#### Impacts for children and young people:

- Young people and their parent carers are provided with opportunities that support them through their journey to adulthood, including transitions
- Young people have access to good quality information, advice and guidance that enables them to make informed decisions about their future
- Each cohort of young people has confidence in transitions arrangements that they and their family will benefit from
- Young people experience effective transitions between and across services

#### Outcomes for partnership:

- Partners know, understand and deliver their duties related to Preparing for Adulthood
- All partners have the necessary skills to support children and young people and their families in preparation for adulthood
- Partners know and understand the local area in relation to preparation for adulthood and transitions arrangements
- All partners have clarity about progress and delivery, and there are mechanisms in place to manage risks, issues and slippage

#### Evidence for Focus Area 2.1

- Preparation for Adulthood Strategy
- Mapping report from current on-going work with NDTI
- Workforce Development Strategy for PfA and transitions
- Delivery specification for work with NDTI
- Numbers who undertake training, and evaluation of training activity, including training delivered by NDTI and evaluation of training activity
- Reports from reviews, and action plans, including action plan for next step as a result of NDTI training
- Local Offer and partner websites
- PfA Data Dashboard
- Evaluation of feedback from families on the usefulness of information, advice and guidance available to support transition arrangements
- Reports from use of Impact Tools and focus groups that describe feedback from young people

## How we will measure success

	Blackpool Baseline	England	North West	Most Similar LAs
<i>Post-16 EET – EHCP and SEN Support</i>	88.4%	89.2%	86.5%	88.7%
<i>Post-19 EET – EHCP (to be developed)</i>				

Ref	What are we going to do?	Lead	Key milestones, actions and activities	Completion date
2.1.1	Raise awareness and build capability across the partnership in preparation for adulthood	Head of SEND, Blackpool Council  Head of Mental Health and Learning Disabilities, Blackpool Teaching Hospital	Support requested from National Development Team for Inclusion (NDTI) via Dept. for Education to achieve greater understanding and awareness of roles and responsibilities in relation to PfA.	30/09/22
			PfA skills audit completed with NDTI that identifies existing knowledge and skills of the workforce detailed below.	30/11/22
			Specification for programme delivery agreed with NDTI.	31/12/22
			Programme of workforce development designed and delivered to create a workforce that is skilled and confident in supporting transitions. Starting with: <ul style="list-style-type: none"> <li>• Secondary schools and post-16 education providers (14)</li> <li>• SEND Officers (12)</li> <li>• Children’s complex needs team (5)</li> <li>• Adults Learning Disability, Autism and Mental Health teams (15)</li> <li>• Parent Carer Forum (4)</li> </ul>	30/04/23

Ref	What are we going to do?	Lead	Key milestones, actions and activities	Completion date
			Gather feedback from families through the annual review process on their experiences of transitions to determine the effectiveness of the workforce development programme	30/09/23
2.1.2	Co-produce a joint Preparation for Adulthood Strategy with all partners including young people and parent carers	Head of SEND, Blackpool Council	Current provision mapped across the four PfA areas to baseline the existing offer	30/11/22
			Gather the views and aspirations of young people, parent carers and partners to co-produce a Preparation for Adulthood Strategy	31/01/23
			Draft strategy produced and consultation with partners undertaken	30/04/23
			Strategy finalised and published and review process agreed	30/06/23
			Partnership event held to officially launch the strategy	31/07/23
2.1.3	Develop a set of Preparation for Adulthood performance measures for inclusion in the data dashboards (Ref 1.2.4)	Head of Performance, Systems and Intelligence, Blackpool Council	PfA dataset identified, baselines and targets agreed with partners	31/03/23
			Monitor performance against identified PfA outcomes through SEND governance (Ref 1.2.4)	30/04/23
2.1.4	Co-produce and share accessible information, advice and guidance, via a range of media, including the Local Offer and partner websites	Head of SEND, Blackpool Council  Head of Mental Health and Learning Disabilities,	Dedicated area for PfA created with SEND Advisory Groups and Local Offer Champions on the Local Offer website with links to partner websites	31/12/22
			Account is taken of NICE guidelines and other evidence-based materials to ensure the right approaches are adopted in the development of health IAG resources	31/12/22

Ref	What are we going to do?	Lead	Key milestones, actions and activities	Completion date
		Blackpool Teaching Hospital	The accessibility and impact on young people's preparedness regarding transitions IAG is evaluated and reviewed by SEND Advisory Groups	30/06/23
2.1.5	Develop and implement local systems that support effective transitions arrangements between children and adults education, health and social care services	Head of SEND, Blackpool Council	Current arrangements for transitions across health and care services and education reviewed, with recommendations presented to SEND Partnership Board	31/12/22
			Transitions Protocol co-produced and published on the Local Offer website	31/01/23
			Transitions information available on PfA area of the Local Offer website and partner websites	31/03/23

## Area of significant concern 3: The poor communication with parents and carers across the area

Lead: Stacey Baines, Chair of Blackpool Parent Carer Forum

### Focus area 3.1: Communication

#### Impacts for children and young people:

- Parents and carers trust the information that is available and provided to them regarding SEND and SEND Services
- Parent carers are involved in making important decisions that affect the lives of their children and young people

#### Outcomes for partnership:

- All partners know and understand the ways in which they can improve their communications with parent carers
- All partners are confident to engage in communication and co-production with parent carers at individual, service and strategic levels, as appropriate

#### Evidence for Focus Area 3.1

- Communications charter
- Feedback from half-yearly engagement events
- Feedback and case studies from parent carers
- Evidence of changes to pathways and ways of working that demonstrates responsiveness to complaints and feedback

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Ref	What are we going to do?	Lead	Key milestones, actions and activities	Completion date
3.1.1	Co-produce a communication, engagement and co-production plan that maps out all the WSoA and improvement activity for 2023 to ensure there is a planned and co-ordinated approach to improving communication and engaging with parents and young people	Co-produced Research and Transformation Lead	Communication, engagement and co-production plan developed and presented to SEND Board setting out activity to be undertaken in 2022-23 including engagement events with parents to gather their views and feedback on experiences, co-production work on PfA, the Local Offer website, and Communication Charter, newsletters and social media.	31/10/22

Ref	What are we going to do?	Lead	Key milestones, actions and activities	Completion date
3.1.2	Gather feedback from parents/carers to better understand their communication experiences and expectations.	Co-produced Research and Transformation Lead	Events held and parent-led sessions attended to gather feedback	30/11/22
			Half-yearly partnership engagement event delivered with parents and carers to gather on-going feedback on their experiences; launch the Communication Charter; publicise the Local Offer website; share Transitions Protocol; share draft PfA Strategy	30/04/23
			Feedback reported to partners through SEND governance structure to continually improve communication methods.	31/05/23
3.1.3	Co-produce a SEND Communications Charter in line with the Blackpool Families Rock principles between professionals and parents/carers which is adopted across the partnership.	Co-produced Research and Transformation Lead	Events held and parent-led sessions attended to co-produce the charter	31/12/22
			Draft charter written	31/03/23
			Charter launched	30/04/23
			Impact of Communication Charter evaluated using feedback from parent carers	30/09/23

## Focus area 3.2: Co-production

### Impacts for children and young people:

- Parents and carers inform us that they are treated equitably by professionals, in line with the BFR principles and trust the information that is being provided.
- Parents, carers, children and young people will understand the concept of co-production and will be confident to engage in the co-production of services and systems.

### Outcomes for partnership:

- A single model of co-production is owned, understood and embedded across the partnership.
- Parents, carers, children and young people are involved in making important decisions that affect their lives

### Evidence for Focus Area 3.2

- Feedback from half-yearly engagement events
- Case studies from parent carers
- Model of co-production published on the Local Offer website.
- Reports from SEND Advisory Groups
- Reduction in complaints

The Blackpool model of co-production is part of the wider Place Based Partnership Community Engagement Model. It offers a mechanism for a range of experts, including experts by experience, to work together as equals to co-design both new resources, services and systems and to improve existing ones.

The model ensures that experts by experience have meaningful influence in the system and therefore governance structures are developed that support this ambition. For the Blackpool SEND Partnership, this will take the form of youth and parent/carer advisory boards, members of which will also be members of the SEND Partnership Board.

Ref	What are we going to do?	Lead	Key milestones, actions and activities	Completion date
3.2.2	Share and embed the Blackpool model of co-production across the partnership,	Co-produced Research and	The Blackpool model of co-production presented to the SEND Partnership Board.	31/10/22

Ref	What are we going to do?	Lead	Key milestones, actions and activities	Completion date
	which offers a mechanism for a range of experts, including experts by experience, to work together as equals to co-design both new resources, services and systems and to improve existing ones.	Transformation Lead	Additional co-production workshops delivered to professionals in education, health and care following analysis of attendance and feedback from participants who attended previous events in June 2022.	31/12/22
3.2.3	Establish a Parents SEND Advisory Group and a Young People's SEND Advisory Group to facilitate co-production with parents, carers, children and young people across the breadth of the improvement work.	Co-produced Research and Transformation Lead	Advisory groups established and publicised on the Local Offer website. The Advisory groups will advise on the SEND Strategy, the Communications Charter, the experiences of young people's transitions, and the Local Offer website.	31/10/22
			Engagement activities commenced as set out in the communication and engagement plan.	31/10/22

### Focus area 3.3: The Local Offer website

#### Outcomes:

- Our local offer website is a valuable source of information and support to parents and carers, children, young people and professionals
- The information and support on our local offer website is relevant, up to date and easy to understand

#### Impacts for children and young people:

- Parents, carers, children and young people find the site informative and easy to navigate
- Parents understand the purpose of the Local Offer website and how it can be accessed
- Parents and young people report that the information is current and meets their needs

#### Evidence for Focus Area 3.2

- Evaluation of survey from parents, carers and young people

- Evaluation of feedback on the Local Offer website
- Analysis of feedback from launch events

Ref	What are we going to do?	Lead	Key milestones, actions and activities	Completion date
3.3.1	Co-produce a redesign of the organisation, layout and content of the Local Offer website	Head of SEND, Blackpool Council	Local Offer Champions Group established that is representative of the partnership and includes parents carers and practitioners	31/10/22
			Co-production workshops held for parents, children, young people and partners	31/12/22
3.3.2	Re-launch and publicise the Local Offer website to parents, young people and professionals using a range of communication methods	Head of SEND, Blackpool Council	Local Offer website advertised and re-launch promoted on Blackpool Council and partners social media platforms	28/02/23
			Re-launch/publicity event, including demonstrations of the Local Offer website held with parents and carers, children and young people and partners from health, social care and education (combined with half-yearly partnership engagement event 3.1.2)	31/03/23
			Continual update and development of the Local Offer website	31/03/23 and ongoing
3.2.3	Six-monthly survey of the Local Offer website to ensure continued relevance, undertaken by the Local Offer Champions Group	Head of SEND, Blackpool Council	First review completed through evaluation of feedback received by Local Offer website users.	30/09/23

## Area of significant concern 4: The long waiting times for some therapies

Leads: Sarah Camplin – Head of Commissioning for Fylde Coast, NHS Lancashire and South Cumbria Integrated Care Board (Commissioning) and Mike Chew – Divisional Director of Operations Families and Integrated Community Care, Blackpool Teaching Hospital (Provider)

### Context

Reflecting the national position for therapies, at a local level in Blackpool, there has been considerable work carried out on waiting times prior to and since the inspection. This work commenced in 2021, with the commissioning of the Marie Gascoyne Balance System for speech, language and communication needs (SLCN). At the time of the inspection, this work was not sufficiently developed to demonstrate impacts to the inspectors. This on-going work has encouraged a partnership approach to managing the issues that the local area encounters in relation to SLCN. The final analysis report is due to be with the partnership in October 2022. Many of the actions within this section of the WSoA commence with speech and language therapies, building on the Balanced System commission and utilising the learning from this approach. The partnership will move on to additional therapies once the SLCN work is fully underway.

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### Focus area 4.1: Understanding Long Waiting Times for Therapies

#### Impacts for Children and Young People:

- Parent carers have access to information, advice and guidance that can reduce the need for a referral to specialist therapy services
- Parent carers know and understand how they can support their child or young person during longer waits
- Children and young people receive support at the point when a need is identified

#### Outcomes for Partnership:

- A recovery plan is in place that targets the reduction of waiting times
- Partners know and understand waiting times for therapies
- Partners know and understand the local area in relation to waiting lists and the graduated approach

#### Evidence for Focus Area 4.1

- Therapies data dashboard – monthly reports
- Analysis of data
- Diagrams and/or standard operating procedures that clearly illustrate pathways into health services

- Statistical process control reports that demonstrate the impact of interventions on waiting times in the context of increasing numbers of referrals to therapies

#### How we will measure success

<i>Waiting lists for therapies (% waiting more than 18 weeks)</i>	Number waiting	% waiting 18 wks	Max. Wait (wks)	Ave. wait (wks)
OT	29	64%	35	7
Physiotherapy	26	12%	27	12
Speech & Language Therapies	543	0%	78	34

Ref	What are we going to do?	Lead	Key milestones	Completion date
4.1.1	Engage with the North West project to review therapy data which is schedule following the reporting of the North East project, which will support the local area's understanding of the current position in the context of the regional and national position	Senior Manager SEND, ICB	Milestones will be set by NHSE at the start of the project, and incorporated into the WSoA at that stage. Due to commence in October 2022, the date being dependent on NHSE reporting from North East project	31/12/22 (dependent on NHSE)
4.1.2	Learning from the recently completed Balanced System work with Marie Gascoyne for speech, language and communication needs, develop the whole-system partnership (including public) understanding of the universal	Transformation Manager for Children, Young People and Maternity Services, ICB	This work is on-going activity using the Balanced System model for speech and language therapies, with the analysis underway and reporting for speech and language early October. Next step is to develop action plans for service redesign and improvement	On-going dependent of analysis of data
			Align the therapies' universal and targeted support offer to the CAMHS Thrive model so that a consistent model for support is in place	31/03/23

Ref	What are we going to do?	Lead	Key milestones	Completion date
	and targeted support offers of the graduated approach		Define the universal and targeted support offers from initial identification of need and update service specifications	31/07/23
4.1.3	Extend the monitoring and accountability for the therapies data dashboard that is delivered at service and corporate level within BTH into the SEND Partnership, and utilise the current methods of monitoring used within BTH to provide the partnership with the same level of assurance	Head of Children's Community Services, BTH	Review the current therapies data dashboard and, where required, broaden its scope, including where the dashboard reports into	31/10/22
			Report therapies data dashboard to Health SEND Operations Group, partnership SEND Executive Board, and other relevant meetings	On-going from 30/11/22
			Use the data to inform changes that are required to support and reduce the length of wait	On-going from 31/10/22
			In order to develop an even better data dashboard, introduce statistical process control to evidence the impact of changes to therapy services, including pre-referral pathway changes, on waiting times – workforce and capacity issues create a delay to this, however it will be backdated to September 2022 on implementation	31/07/23
4.1.4	Working with partners and stakeholders, strengthen pathways <b>before</b> referral into health services to ensure that support for therapy needs are available in advance of referrals being required, starting with Speech & Language Services, ND pathway and Blenheim Child Development Centre	Head of SEND, Blackpool Council	Report to and communicate with the partnership to strengthen its understanding of the whole-system issues and solutions required to manage therapy waiting times	31/01/23
			Co-produce strengthened graduated approach pathways <b>into</b> health services, that provide support at the time when a need is identified	31/01/23
			Produce a standard operating procedure that provides school staff with clear information about the pathway, leading into the health pathway for therapies, with clear information about criteria	31/03/23

Ref	What are we going to do?	Lead	Key milestones	Completion date
			Co-design information and resources that describe the pathway into health, and that facilitates training and support for professionals and families to utilise the graduated approach	31/03/23
			Publish the graduated approach, pathways information and resources on the Local Offer website and on health service websites	30/07/23
4.1.5	Working with partners and stakeholders, strengthen pathways from the point of referral into health services, starting with Speech & Language Services	Head of Children's Community Services, BTH	Set a baseline of service performance as at 31/03/22	31/10/22
			Continue with deep dive stocktakes of services with challenging waiting lists, which started with speech and language therapy, to ensure challenges are identified and managed	31/01/23
			Develop pathways, standard operating procedures and EMIS (electronic system) templates to provide detailed information to inform future capacity & demand for services and to inform the data dashboard	30/09/23

## Focus area 4.2: Managing Long Waiting Times for Therapies

### Impacts for Children and Young People:

- Parent carers have access to information, advice and guidance that can reduce the need for a referral to specialist therapy services
- Parent carers will know and understand what they can do during longer waits so that they can support their child or young person
- Children and young people receive support at home and in school, at the point when a need is identified
- Children and Young People will experience improved waiting times for speech and language therapy

### Outcomes for Partnership:

- Partners are able to make informed decisions in relation to supporting children and young people who require therapy support
- Partners understand the speech, language and communication needs of the child population in Blackpool and understand how services need to be structured and resourced in order for these needs to be met
- Partners are able to support children more effectively based on the therapeutic input and advice
- Reduction seen in waiting lists in Speech and Language Therapy

### Evidence for Focus Area 4.2

- External review report from Balanced System
- Workforce plan
- Reports and business cases related to therapy service redesign and improvements
- Updated service specifications
- Resources

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Ref	What are we going to do?	Lead	Key milestones	Completion date
4.2.1	Using NICE guidelines/national standards, and service specifications, develop a recovery plan that reduces the waiting times as a result of the	Head of Children's Community Services, BTH	Starting with speech and language therapies, identify the locally commissioned targets within the service specification, and the national standards within the NICE guidelines	31/10/22
			Identify the time it will take to recover against those targets	30/11/22

Ref	What are we going to do?	Lead	Key milestones	Completion date
	actions within this written statement of action		Identify any additional actions required, alongside the Written Statement of Action, to deliver the recovery plan	30/11/22
4.2.2	Utilising the Balanced Scorecard formula within the work with Marie Gascoyne, undertake a workforce planning review for therapy services to understand skills gaps and workforce issues impacting on long waiting times, starting with speech and language services	Head of Children's Community Services, BTH	Map current workforce across therapies, and develop skills ladder for progression	31/12/22
			Analyse time to recruit process for when vacancies arise, to understand barriers to recruitment, and ensure speedy recruitment	31/03/23
			Develop entry level posts and degree apprenticeships to "grow our own" workforce and increase availability of local staff resources	31/03/23
			Continue to recruit bank/temporary staff resource to address challenges through over-establishment, and to increase responsiveness of the service	On-going from 30/09/22
			Explore and identify ways to retain staff and improve team morale, including a caseload review, wellbeing and reduction of stresses whilst at work, flexible working, and retire-and-return.	31/03/23
4.2.3	Manage any identified workforce deficit, starting with the speech, language and communication service	Transformation Manager for Children, Young People and Maternity Services, ICB	Using the external review and analysis, co-produce a local area speech, language and communications strategy, clearly identifying workforce and delivery priorities to 31/12/25	31/07/23
			Produce a business case for the Integrated Care Board, to reduce the waiting time for speech, language and communication services, and identify the resource required within the system to address the local area workforce deficit	31/07/23
			Present business cases through SEND governance structure and ICB	31/07/23

Ref	What are we going to do?	Lead	Key milestones	Completion date
4.2.4	Identify, develop and publish health information, advice and guidance that supports parent carers when a therapy need is identified, starting with speech and language services	Head of Children's Community Services, BTH	Develop a consistent offer across therapies providing resources and support to families	31/12/22
			Publish resources, including videos, leaflets and graphics through the local offer website and partner websites	31/03/23
			Link with the development of the communications charter with children, young people and families to incorporate expectations regarding appointments or whilst on waiting lists	31/12/22
4.2.5	Provide partners and parent carers with assurance of improvements to therapy waiting lists	Head of Children's Community Services, BTH	Define appropriate routes for sharing waiting list information with families and Partners	30/11/22
			Report updates to the SEND Board on a quarterly basis.	30/11/22
			Ensure the referral process describes that letters will be sent to those on waiting lists on approximately 3 times per year with a reminder of support through the graduated response, and with an indication of timescales to be seen – this will start with speech and language therapy	31/12/22
			Commence communication with families for approximately 3 times a year whilst on the waiting list, starting with speech and language therapy	31/12/22
			Report impact of long waits and waiting list review processes, using the Harm Review, to the partnership, and reassessed next steps, starting with speech and language therapy, with the number of harms identified, number of corrective actions taken, number of complaints, and how those at risk will be supported	31/12/22

Ref	What are we going to do?	Lead	Key milestones	Completion date
			Report to the partnership in relation to triage and prioritising processes that identify need and prioritise cases, enabling escalation related to risk and clinical need, starting with speech and language therapy	31/12/22
			Provide general information, on the provider website, to families regarding appointments, universal and targeted offer and standardised support whilst on waiting lists	31/12/22

## Glossary

Term	Description
BFR – Blackpool Families Rock	Co-produced practice principles that describe how our families and communities want Blackpool’s partnership agencies to ‘work with them,’ in terms of our core beliefs (head), the values we hold (heart) and the way we practice and behave (hands). The principles recognise strength and support families with challenges.
Blackpool Parent Carer Forum	The Blackpool Parent Carer forum consists of a group of parents and carers of disabled children and young people, age 0-25, the aim being to ensure that local services in the area meet the needs of disabled children/young people and their families. <a href="#">Blackpool Parent Forum - Home</a>
BTH – Blackpool Teaching Hospital, NHS Foundation Trust	The Trust provides a range of acute (medical or surgical treatment mainly in hospital) and community services (for example health visiting and school nursing) across Blackpool, Fylde, Wyre and North Lancashire. <a href="#">Our Services   Blackpool Teaching Hospitals NHS Foundation Trust (bfwh.nhs.uk)</a>
CDC – Council for Disabled Children	The umbrella body for the disabled children's sector with a membership of over 300 voluntary and community organisations and an active network of practitioners that spans education, health and social care. As a membership body they provide a collective voice that champions the rights of children, young people and their families and challenges barriers to inclusion. They also provide training and consultancy on behalf of the Department for Education to local authorities and partner agencies. <a href="#">About us (councilfordisabledchildren.org.uk)</a>
CQC – Care Quality Commission	The independent regulator of health and adult social care in England. They make sure health and social care services provide people with safe, effective, compassionate, high-quality care and encourage care services to improve. They undertook the SEND inspection in Blackpool jointly with Ofsted.
Co-production	An approach that places parents, carers, children and young people at the heart of decision making by involving them in the design, development and delivery of services that impact on their lives.
Communications charter	An agreement that sets out how professionals will communicate with parents, carers, children and young people based on a co-produced set of principles.
CYP – Children and Young People	Those aged 0-25 with Special Educational Needs and Disabilities resident in Blackpool. Once a child is over compulsory school age (at the end of the academic year in which they turn 16) they have the right to make their own requests and decisions about their future.

Data dashboard	An information management tool that helps to track our progress against our key performance indicators.
Deep Dive	A method of exploring the effectiveness of current systems and processes by examining in detail the experiences of children, young people, parents and carers, and professionals.
EET – Education, Employment and Training	A term used to measure the outcomes of young people as part of the improvements in the Written Statement of Action to prepare young people for adulthood. Improving education, employment and training includes offering more choice and access to sixth form and college, working with employers to make reasonable adjustments for young people with SEND and increasing opportunities for Apprenticeships, Traineeships and Supported Internships.
EHCP – Education, Health and Care Plans	A legal document that details the education, health and social care support that is to be provided to a child or young person who has a special educational need and/or a disability. It is drawn up by the local authority after an EHC needs assessment of the child or young person has determined that an EHC plan is necessary, and after consultation with relevant partner agencies.
EMIS – Egton Medical Information Systems	This is the NHS recognised health record system that is used by health services in Blackpool to record and store information about patient health.
Graduated Approach	An outline of the provision and support that Blackpool Council expects to be in place in all educational settings which support Blackpool children and young people with SEND and therefore forms an important part of the Blackpool local offer for SEND.
Harm Review	This is a process used by the Hospital Trust to review cases where the patient has been waiting to see a consultant for a long period of time. The lead specialist looks at the reasons for the referral and has a conversation with the patient to see if there has been any impact of their waiting on their condition. Actions and plans are put in place following this.
Highlight report	This is a monthly report written to inform the SEND Partnership Board of progress on the Written Statement of Action.
IAG support – Information, Advice and Guidance support	Services that provide advice and information to children with SEND, their parents and young people with SEND. These services provide advice and support to help families make informed decisions about education, further learning and employment, health and care transitions and support.
ICB – Integrated Care Board	A statutory NHS organisation which is responsible for developing a plan for meeting the health needs of the population, managing the NHS budget and arranging for the provision of health services in a geographical area.

	ICBs have their own leadership teams, which include a Chair and Chief Executive, and also include members from NHS trusts/foundation trusts, local authorities, general practice, and an individual with expertise and knowledge of mental illness.
Improvement Plan	A plan that sets out measurable actions that will be taken with clear accountabilities, measures and deadlines to make improvements identified in the SEND inspection.
JSNA – Joint Strategic Needs Assessment	The purpose of the JSNA is to pull together in a single, on-going process all the information that is available on the health and wellbeing of the people of Blackpool, the quality and accessibility of services, evidence about what works and the views and experience of the public. This information is used to make decisions about how services are provided in the future.
KS – Key Stage	The national curriculum taught in schools is divided into blocks of years called key stages. At the end of each key stage, schools formally assess each individual child’s performance. The 4 key stages are KS1 – 5 year olds to 7 year olds, KS2 – 8 year olds to 11 year olds, KS3 11 year olds to 14 year olds and KS4 14 year olds to 16 year olds.
KPIs – Key Performance Indicators	Measures to evaluate our progress in addressing the issues in our Written Statement of Action.
Local Offer Champions	Local offer champions are a voluntary group of Blackpool parents and carers, children and young people with SEND and SEND professionals who promote and support the ongoing development of the local offer website through engagement with local families.
Local Offer website	Blackpool’s local offer website provides current information and advice about SEND services that are available to children, young people and their parents and carers. <a href="#">Blackpool local offer - FYi Directory</a>
ND pathway – Neurodevelopmental pathway	The Fylde Coast School Age Neurodevelopmental Pathway is an integrated multi-agency pathway for children and young people aged 5-16 years who are causing parental and professional concern and who require multi-agency, specialist consideration of their needs.
NDTI – National Development Team for Inclusion	A social change organisation that has been working for over 25 years with communities, governments and public services to enable people at risk of exclusion, due to age or disability, to live the life they choose. <a href="#">About NDTi - NDTi</a>
NHSE – National Health Service England	An independent body, at arm’s length to the Government. Its main role is to improve health outcomes for people in England by providing national leadership for improving outcomes and driving up the quality of care;

	overseeing the operation of Integrated Care Boards, allocating resources to Integrated Care Boards and commissioning primary care and specialist services.
NICE – National Institute for Health and Care Excellence	NICE is an executive non-departmental public body of the Department of Health and Social Care in England. NICE produces evidence-based guidance and advice for health, public health and social care practitioners, develops quality standards and performance metrics for those providing and commissioning health, public health and social care services and provides a range of information services for commissioners, practitioners and managers across health and social care. <a href="#">NICE   The National Institute for Health and Care Excellence</a>
NMSS – Non-maintained Special Schools	Schools that are not maintained by the state but charge fees on a non-profit making basis. Most non-maintained special schools are run by major charities or charitable trusts.
OBA – Outcomes Based Accountability	An approach to shaping change in SEND services and support based on the positive difference being made to children’s lives.
Ofsted – Office for Standards in Education, Children’s Services and Skills	Ofsted in a non-ministerial department that inspects services providing education and skills for learners of all ages. They also inspect and regulate services that care for children and young people and undertook the SEND inspection in Blackpool jointly with the Care Quality Commission. <a href="#">Ofsted - GOV.UK (www.gov.uk)</a>
PfA – Preparation for Adulthood	A range of support to help children, young people and their families to prepare for adult life and to achieve the best outcomes in paid employment, good health, independent living and friends, relationships and community inclusion. <a href="#">Preparing for Adulthood: All Tools &amp; Resources - NDTi</a>
Scrutiny Committee	Scrutiny committee is a committee of councillors, who are not the council’s executive, their role is to monitor performance, review and evaluate services, and question decision making and plans made by the council’s executive. <a href="#">Blackpool Council scrutiny</a>
SENCOs – Special Educational Needs Co-ordinators	Qualified teachers in schools who have responsibility for co-ordinating SEN provision. All schools must have a named SENCO.
SEND Advisory groups	As part of the Written Statement of Action, Blackpool will establish two SEND Advisory Groups. The first group will be made up of parents of children and young people with SEND and the second group will be made up of young people with SEND. Their role will be to involve parents and carers, children and young people in communication, engagement and co-production activities in Blackpool.
SEND – Special Educational Needs and/or Disabilities	A child or young person between the ages of 0 – 25 years has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child or young person has a learning

	difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of education facilities of a kind generally provided for others of the same age in mainstream schools or colleges.
SEND Partnership Board	The SEND Partnership is the strategic partnership for Blackpool that is responsible for overseeing the coordination, delivery and monitoring of service provision for children and young people with SEND. The Board is made up of strategic leaders from the local authority, Integrated Care Board, hospital, schools, SENDIAS and parents and carers.
SENDIASS – Special Educational Needs and Disabilities Information Advice and Support Services	Blackpool’s Information, Advice and Support Service provides free, confidential impartial advice and support to parents, carers and children and young people who have, or may have, Special Educational Needs and Disabilities (SEND) in Blackpool. <a href="#">Blackpool SENDIASS</a>
SEND Strategy	This is a document that sets out Blackpool’s vision, priorities and ways of working.
SOP’s - Standard Operating Procedures	Detailed written instructions that enable a service to be delivered in a consistent way.
Statistical Process Control	SPC is a technique that plots data over time. It helps provide an understanding of variation and illustrates the impact of changes.
Strategic Outcomes Framework	A method of determining measurable objectives for SEND services across Blackpool based on the positive difference made to children’s lives.
Stocktake report	A written report that provides assurance and an update to the SEND Partnership Board on the improvement actions and activities undertaken as set out in the Written Statement of Action. The report is produced ahead of quarterly thematic stock take events that bring together partner agencies, children, young people and families to share their experiences of SEND services and support.
Therapy Services	Therapy services includes speech and language, physiotherapy, occupational therapy and child development. These services provide specialist support where universal or targeted support is not sufficient to meet the needs of the child or young person.
Transitions arrangements	The support available to help families, children and young people make important decisions about their future. Key transition points include moving from children’s social care and/or health services to adult services.

	Changes in key phases of education primary to secondary school, Year 9 choices, secondary school to further education/employment/independent living.
Transitions protocol	A document that outlines the transition arrangements and ensures that, specific roles and responsibilities of all the key agencies, so that they can work together effectively to support children and young people as they manage their journey into adulthood.
Workstreams	A group of people that are brought together to collaborate and complete core activities identified in the Written Statement of Action.
WSoA	Written Statement of Action – an action plan to address significant weakness identified in the joint SEND inspection

## Membership of the SEND Partnership Board

Name	Role	Organisation
Linda Clegg	Chair	Independent
Cllr Gillian Campbell	Cabinet Member for Inclusion, Youth, Schools and Transience	Blackpool Council
Vicky Gent	Director of Children's Services	Blackpool Council
Paul Turner	Assistant Director for Education, SEND and Early Years	Blackpool Council
Charlotte Baron	Head of SEND	Blackpool Council
Sarah Camplin	Head of Commissioning for Fylde Coast	NHS Lancashire and South Cumbria
Mike Chew	Divisional Director of Operations	Blackpool Teaching Hospitals
Neill Oldham	Head Teacher	Highfurlong Special School
Stacey Baines	Chair	Blackpool Parent Carer Forum
Lesley Anderson-Hadley	Non-Executive Chief Nurse	NHS Lancashire and South Cumbria
Ruth Coupe	Executive Principal, South Shore and Marton Academies	Bright Futures Education Trust
Nicky Dennison	Public Health Specialist	Blackpool Council
Chris Coyle	Assistant Director Children's Social Care	Blackpool Council
Kate Aldridge	Head of Commissioning and Corporate Delivery	Blackpool Council
Andrew Robinson (tbc)	Service Manager	SENDIASS

<sup>i</sup> ONS, Census 2021

<sup>ii</sup> IMD 2019

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