

Appendix 2a

Blackpool SEND Written Statement of Action



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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

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.

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%).ⁱ

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.ⁱⁱ

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. This means that the standard of education for children and young people with SEND is consistently good.
- 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
- 1 FE college is good and 1 is outstanding

SEND Partnership monitoring arrangements and governance structure

The SEND Partnership Board provides the governance structure 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.

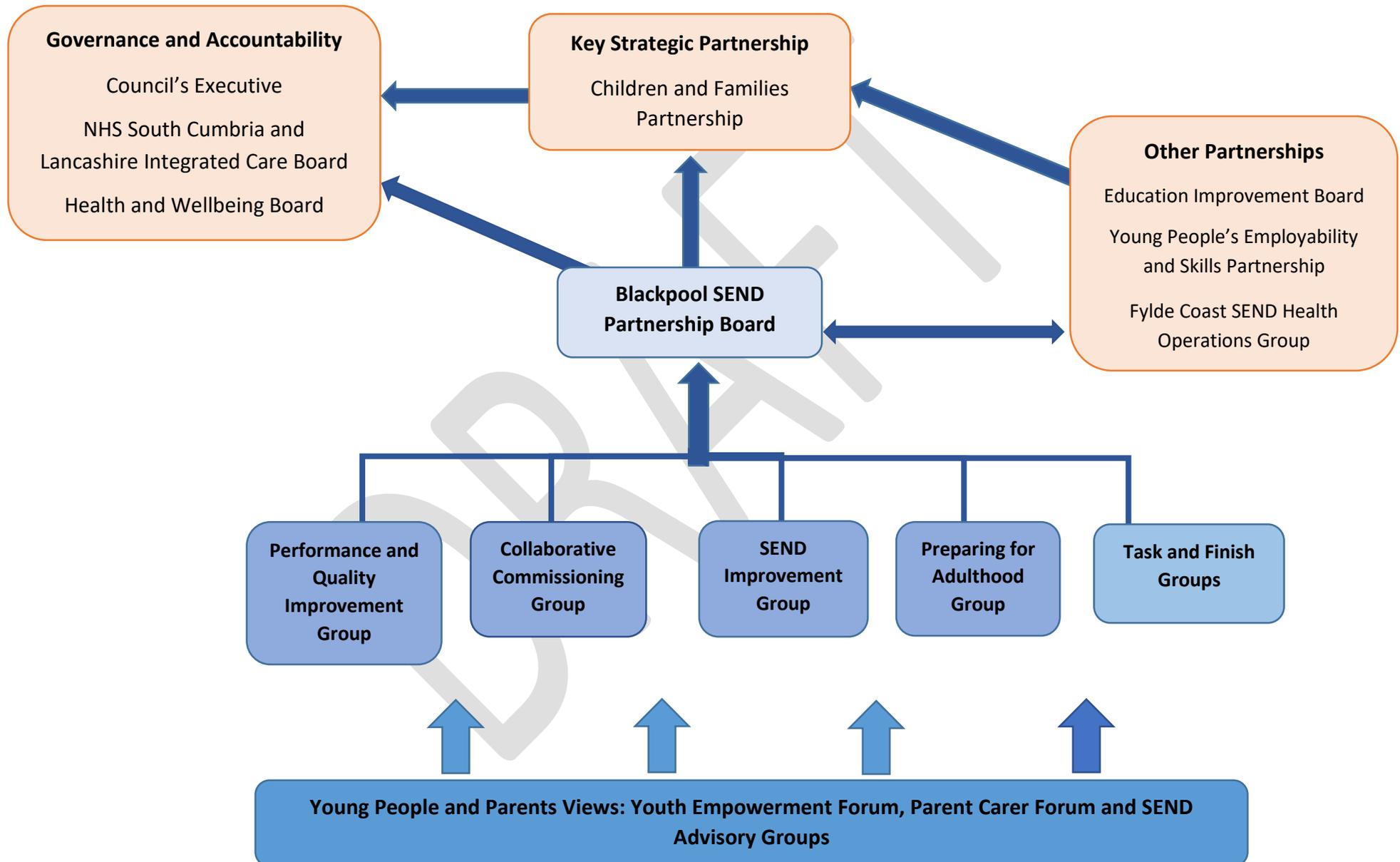
A number of workstreams meet monthly to progress actions and report to the Board, these focus on Collaborative Commissioning, Performance and Quality Improvement, and Preparation for Adulthood. Additional task and finish groups will also be set up as required.

A SEND Improvement Group meets monthly to specifically monitor progress on the Written Statement of Action and Improvement Plan. Monthly highlight reports, evidence log and a risk register will be presented to the SEND Partnership 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

In order for the partnership to monitor how effectively it is delivering the Written Statement of Action a set of performance measures has been agreed by the partnership that will provide an indication of this. These will be incorporated into the SEND Performance Data Dashboard and reported to the SEND Board each month.

SEND Partnership Board Governance Structure



Blackpool's Written Statement of Action

This section of the Written Statement of Action describes in detail what we are going to do to address each area of significant concern, who is responsible for ensuring that it is done, the steps that will be taken along the way and the date by which the activity will be completed.

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

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

Co-produced SEND Strategy

Written Statement of Action

Co-produced Improvement Plan

Board reports and minutes of meetings

Easy Read version of SEND Strategy

Co-produced Annual SEND Report

Highlight Reports

Data dashboards that illustrate progress with improvements

You Said, We're Doing, We did on Local Offer

Impact case studies based on lived experience and feedback from SEND Advisory Groups

SEND Needs Assessment (part of JSNA)

SEND Self-evaluation

How we will measure success:

- Number of new EHCPs per 10k in the last 12 months (steady and in line with similar authorities)
- Total number of EHCPs per 10k (rising slightly and in line with similar authorities)
- Rate per 10k EHCPs in Mainstream school, incl. resourced provision (rising)
- Rate per 10k EHCPs in maintained special schools (Steady? Falling?)
- Rate per 10k EHCPs in Ind. Or NMSS (falling)
- % of EHCPs issued in the last 6 months within 20 weeks
- End of KS2 for SEN Support and EHCP, relative to national averages
- End of GCSE for SEN Support and EHCP, relative to national averages
- Attendance rates for SEN Support and EHCP relative to their national peers
- Annual analysis of a random sample of 10% of EHCPs looking at both the professional and parent (& child) view of progress against their plan.

Ref	What are we going to do?	Lead	Key milestones, actions and activities	Completion date
1.1.1	Finalise the 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	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
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	31/10/22 and then monthly

Ref	What are we going to do?	Lead	Key milestones, actions and activities	Completion date
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 set	31/10/22
			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

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

Governance Structure and Terms of Reference for Groups within SEND Governance Structure

Monthly Highlight Reports

Quarterly Stocktake Reports

Co-produced 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 reporting structures and defined roles and responsibilities	Head of Commissioning, NHS Lancashire and South Cumbria Integrated Care Board Assistant Director Education, SEND and Early Years, Blackpool Council	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
			SEND Partnership Board governance structure, incorporating reporting, roles and responsibilities, shared with all partners, on the Local Offer, 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	Highlight Reports established as a monthly reporting mechanism.	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

		Intelligence, Blackpool Council	Monthly data dashboard report that demonstrates improvements presented through SEND Governance structure and published on the Local offer	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 CDC that is 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... (in development)

- Post 16 EET – EHCP and SEN Support (rising %)
- Post 19 EET – EHCP (to be developed)

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	31/10/22
			Specification for programme delivery agreed with NDTI	30/11/22
			Programme of workforce development delivered to create a workforce that is skilled and confident in supporting transitions. Starting with: <ul style="list-style-type: none"> • Secondary schools and post-16 education providers, • SEND Officers, • Children’s complex needs team and • Adults Learning Disability, Autism and Mental Health teams, • Parent Carer Forum 	30/04/23
			Workforce development programme evaluated	30/09/23
2.1.2	Co-produce a joint Preparation for Adulthood Strategy with all partners	Head of SEND, Blackpool Council	Current provision mapped across the four PfA areas to baseline the existing offer	30/11/22

Ref	What are we going to do?	Lead	Key milestones, actions and activities	Completion date
	including young people and parent carers		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	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, Blackpool Teaching Hospital	Dedicated area for PfA created with SEND Advisory Groups and Local Offer Champions on the Local Offer 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
			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	Head of SEND, Blackpool Council	Current arrangements for transitions across health and care services and education reviewed	31/12/22
			Transitions Protocol developed	31/01/23

Ref	What are we going to do?	Lead	Key milestones, actions and activities	Completion date
	adults education, health and social care services		Transitions information available on PfA area of Local Offer and partner websites	31/03/23

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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

Ref	What are we going to do?	Lead	Key milestones, actions and activities	Completion date
3.1.1	Co-produce a programme of communication, engagement and co-production 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	Pauline Wigglesworth	Communication and engagement 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, 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.	Pauline Wigglesworth	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; share Transitions Protocol; share draft PFA Strategy	30/04/23
			Findings reported to partners through SEND governance structure	31/05/23
3.1.3	Co-produce a communications charter in line with the Blackpool Families Rock principles between professionals and parents/carers which is adopted across the partnership.	Pauline Wigglesworth	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

Framework of co-production published on local offer.

Reduction in complaints

Ref	What are we going to do?	Lead	Key milestones, actions and activities	Completion date
3.2.1	Develop an agreed framework for co-production across the partnership	Pauline Wigglesworth	Present agreed model to SEND Board	31/10/22
3.2.2	Embed the agreed model of co-production, through a programme of training and development.	Pauline Wigglesworth	Additional training sessions delivered following analysis of attendance and feedback from participants who attended previous events in June 2022.	31/12/22

Ref	What are we going to do?	Lead	Key milestones, actions and activities	Completion date
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.	Pauline Wigglesworth	Advisory groups established	30/09/22
			Engagement activities commenced	31/10/22

Focus area 3.3: The local offer

Outcomes:

- Our local offer 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 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 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

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	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 to parents, young people and professionals using a range of communication methods	Head of SEND, Blackpool Council	Local offer exhibition banners commissioned for use at events	31/01/23
			Local Offer advertised and re-launch promoted on Blackpool Council and partners social media platforms	28/02/23
			Re-launch/publicity event held with parents and carers, children and young people and partners (combined with half-yearly partnership engagement event 3.1.2)	31/03/23
3.2.3	Six monthly reviews of the Local Offer to ensure continued relevance undertaken by Local Offer Champions Group	Head of SEND, Blackpool Council	First review completed through evaluation of feedback received by Local Offer 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 and Mike Chew – Divisional Director of Operations Families and Integrated Community Care, Blackpool Teaching Hospital

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:

- Partners know and understand waiting times for therapies
- Partners know and understand the local area in relation to waiting lists and the graduated approach

How will we know?

75% SENCO's have received training on using the graduated approach

Therapies data dashboard

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

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

How we will measure success (in development)

- Waiting lists for therapies (average wait, % waiting more than 18 weeks)

Ref	What are we going to do?	Lead	Key milestones, actions and activities	Completion date
4.1.1	Engage with the North West project to review therapy data which is scheduled 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, Integrated Care Board	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, dependent on 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 partnership understanding of the universal and targeted support offers of the graduated approach	Transformation Manager for Children, Young People and Maternity Services, Integrated Care Board	Develop action plans for service redesign and improvement, based on the Balanced System model that is currently being used for speech and language therapies	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	
			Define the universal and targeted support offers from initial identification of need and update service specifications	
4.1.3	Develop and implement a system for routinely receiving therapy data, through the SEND Governance structure, that informs senior leaders about access, waiting times, and impacts of implementing actions in relation to therapies, covering speech and language therapies, occupational therapy, physiotherapy, child development and ND pathway	Head of Children's Community Services, Blackpool Teaching Hospital	Review and, if required, broaden scope of therapies data dashboard for therapies	31/10/22
			Report therapies data dashboard to Health SEND Operations Group, partnership SEND Partnership 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
			Introduce statistical process control to evidence the impact of changes to therapy services, including pre-referral pathway changes, on waiting times	31/07/23

Ref	What are we going to do?	Lead	Key milestones, actions and activities	Completion date
4.1.4	Working with partners and stakeholders, strengthen pathways before referral into health services that support therapy needs prior to referrals, starting with speech and language therapy.	Head of SEND, Blackpool Council	Co-produce strengthened graduated approach pathways into health services	31/01/23
			Strengthen the partnership's understanding of the whole-system issues and solutions required to manage therapy waiting times	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
			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 and on health service websites	31/07/23
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, Blackpool Teaching Hospital	Set a baseline of service performance as at 31/03/22	31/10/22
			Conduct a deep dive stocktake of services with challenging waiting lists.	31/01/23
			Develop pathways, SOP's and EMIS templates to provide detailed information to inform future capacity & demand for services – to inform a 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 the point when a need is identified

Outcomes for Partnership:

- Partners are able to make informed decisions in relation to supporting children and young people who require therapy support
- Reduction seen in waiting lists

Evidence for Focus Area 4.2

External review report from Balanced Scorecard (Marie Gascoyne)

Reports and business cases related to therapy service redesign and improvements

Resources

Ref	What are we going to do?	Lead	Key milestones, actions and activities	Completion date
4.2.1	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, Blackpool Teaching Hospital	Map current workforce across therapies, and develop skills ladder for progression	31/12/22
			Analyse time to recruit when vacancies arise, to 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
			Recruit a bank/temporary staff resource to facilitate flexibility and responsiveness within the service	30/09/22 and ongoing

Ref	What are we going to do?	Lead	Key milestones, actions and activities	Completion date
			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
4.2.2	Manage any identified workforce deficit, starting with the speech, language and communication service.	Transformation Manager for Children, Young People and Maternity Services, Integrated Care Board	Using the external review and analysis, 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
4.2.3	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, Blackpool Teaching Hospital	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 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
4.2.4	Provide partners and parent carers with assurance of improvements to therapy waiting lists	Head of Children's Community Services,	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

Ref	What are we going to do?	Lead	Key milestones, actions and activities	Completion date
		Blackpool Teaching Hospital	Set up communication with families for every 3 – 4 months whilst on the waiting list, starting with speech and language therapy	31/12/22
			Report the impact of waiting list reviews using the Harm Review to assess impact of long waits, and reassess next steps, starting with speech and language therapy	31/12/22
			Strengthen 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

Abbreviation	Description
BFR	Blackpool Families Rock
BTH	Blackpool Teaching Hospital, NHS Foundation Trust
CDC	Council for Disabled Children
CQC	Care Quality Commission
CYP	Children and Young People
Dept	Department
EET	Education, Employment and Training
EHCPs	Education, Health and Care Plans
EMIS	Egton Medical Information Systems
Exec	Executive
IAG	Information, Advice and Guidance
ICB	Integrated Care Board
JSNA	Joint Strategic Needs Assessment
KS	Key Stage
ND	Neurodevelopmental
NDTI	National Development Team for Inclusion
NHS	National Health Service
NICE	National Institute for Health and Care Excellence
NMSS	Non-maintained Special Schools
Ofsted	Office for Standards in Education, Children's Services and Skills
PfA	Preparation for Adulthood

SENCOs	Special Educational Needs Co-ordinators	
SEND	Special Educational Needs and/or Disabilities	
SENDIASS	Special Educational Needs and Disabilities Information Advice and Support Services	
SOP's	Standard Operating Procedures	
WSoA	Written Statement of Action	

ⁱ ONS, Census 2021

ⁱⁱ IMD 2019