

Sheffield

**Special Educational Needs and
Disabilities (SEND)**

Accelerated Progress Plan

May 2022



Introduction

OFSTED and the Care Quality Commission (CQC) carried out a local area SEND inspection in Sheffield in November 2018. Seven areas of significant weakness were identified. Significant work took place following this to improve services and SEND support. This involved partners in education, health, and care working with children, young people, and their families.

In February 2022, OFSTED and CQC carried out a local area inspection revisit. This looked at the areas of weakness identified in 2018, the action plan developed following this, and the extent of progress made in each area of weakness. Sheffield City Council and Sheffield Clinical Commissioning Group were responsible for this.

The inspection revisit found we had made sufficient progress in six of the seven areas of weakness, and we continue to progress and improve these areas. The revisit also found we had not made sufficient progress in multi-agency support at transition points in children and young people's lives.

Sheffield is committed to moving at pace and together to improve transition arrangements. This progress plan sets out how we will accelerate our progress in this area.

Accelerated Progress Plan for an Area following the judgement by Ofsted/CQC that sufficient progress had not been made against the weaknesses outlined by the Inspection

Glossary of Terms

Transition	Any time in a child or young person's life where there is a planned change that needs to be effectively prepared for, so that they can be happy and fulfilled. This includes transitions across Education, Health and Care. (Definition from Sheffield's Transition Principles).
Children & Young People	Children and young people up to 25 years old. This covers the terms used in medical health: adolescents (10-19 years) and young adults aged 19 to 25 years.
Transfer	The change from current to new provider. This may be an education, health or care provider, and from children to adult services.
Preparation for Adulthood	The process of moving from childhood into adult life. Preparation for adulthood means preparing for: <ul style="list-style-type: none">• Employment - this includes higher education and employment opportunities where appropriate. (Employment opportunities cover supporting young people into work and/or volunteering – including apprenticeships and supported internships).• Independent living – this means young people having choice, control and freedom over their lives, the support they have, their accommodation and living arrangements.• Friends, relationships, and community - having friends, relationships, and community life.• Good health – being as healthy as possible in adult life, both physically and mentally.
Stakeholder	Child, young person, their parent or carer, services in education, health and care and the voluntary and community sector with a vested interest in the SEND transitions agenda.
Multi-agency	A combination of the stakeholders above.
Information and advice	This covers our statutory responsibilities and is broader, to incorporate all topics to support children, young people, and families with transitions.
Partnership	A way of working where each organisation or person is valued equally, and people within those organisations have strong relationships and honest conversations with each other.

Area of weakness identified in the original inspection**1. Weakness in securing effective multi-agency transition arrangements for children and young people with SEND.**

Our inspection revisit, in February 2022, highlighted concerns around transition at post 16, post 18, and beyond. It found sufficient progress had not been made in multi-agency transition arrangements at these points. Also, that information on transition is not readily and easily accessible for young people with SEND and their families.

We recognise the importance of continuing improvement at all points of transition. This is reflected within this plan through some actions being generic and therefore referring to all transition points. However, an emphasis has been placed on post 16 and post 18 based on feedback from the reinspection visit.

Actions designed to lead to improvement: (Grouped below into workstreams, aligned to our Inclusion Strategy).

Please note we will give our actions a BRAG rating throughout the lifetime of the plan. (Blue will indicate evidence to demonstrate an action is now embedded and sustainable).

Action	Responsible officers	By When	Action BRAG
<p>1. Effective early identification of needs with appropriate assessments across Education, Health and Care. (Inclusion Strategy commitment one: Assessment).</p> <p>Our work will focus on ensuring preparation for adulthood discussions begin at the earliest opportunity across the local area. This will lead to an earlier identification of need and improve support at key transition points.</p> <p>Activity will include:</p> <ul style="list-style-type: none"> • Building social care transitions capacity and supporting young people's social care transitions at an earlier age. • Developing the tools to ensure that preparation for adulthood is part of all annual review conversations at all ages. • Developing and embedding a quality assurance process to ensure high quality conversations take place to support transitions – this will include feedback from children, young people, and their families. 	<p>Assistant Director Children's Social Care</p> <p>Assistant Director for working age adults, Adult Social Care</p> <p>Head of SEN SCC</p>	<p>Transition teams fully operational: December 2022</p>	
<p>2. A wide range of Education, Health and Care services and opportunities that meet the needs of our young people. (Inclusion Strategy commitment two: Provision)</p> <p>Our work will focus on developing a shared and improved understanding of post 16 opportunities and gaps. New opportunities will then be created.</p>	<p>Head of Community Youth Services</p> <p>Head of Service for</p>	<p>Increased opportunities from September 2022</p>	

Action	Responsible officers	By When	Action BRAG
<p>Activity will include:</p> <ul style="list-style-type: none"> • New opportunities created to meet young peoples' aspirations - including social activities within the community, employment opportunities, and youth provision. • Communicating opportunities. (See action 4 below). • Use of data and business intelligence to identify further gaps to be filled through commissioning activity. 	<p>Lifelong Learning Head of Commissioning SCC Deputy Director of Commissioning SCCG</p>	<p>Fully established as intended: August 2023</p>	
<p>3. Smooth transition across Education, Health and Care at every stage of a young person's life, and particularly to adult life. (Inclusion Strategy commitment three: Transition).</p> <p>Our focus will be to ensure children and young people have a positive transition experience through strong partnership working.</p> <p>Activity will include:</p> <ul style="list-style-type: none"> • Reviewing, clarifying, and communicating our transition processes and expectations, and ensuring they are accessible to children, young people, and families, and across education, health, and care. 	<p>Head of SEN SCC Head of Commissioning SCCG Assistant Director Children's Social Care Assistant Director for working age adults, Adult Social Care</p>	<p>Fully operational: November 2022</p>	

Action	Responsible officers	By When	Action BRAG
<p>4. Excellent communication and engagement between young people, families, and Education, Health and Care services including schools. (Inclusion Strategy commitment four: Communication).</p> <p>We will work with the Sheffield Parent Carer Forum (SPCF) and our partners to develop an agreed communication plan. This will optimise the use of all communication channels (including non-digital) to ensure that children, young people, families and across education, health and care understand the transition pathways and post 16 opportunities.</p> <p>Activity will include:</p> <ul style="list-style-type: none"> • Development of communication plan. • New and improved information (including for the Local Offer website) developed through co-production with children, young people, and families - ensuring that young people are enabled as decision makers in into adulthood. • New commission to support our engagement with young people. 	<p>Head of Commissioning SCC</p> <p>Deputy Director Commissioning SCCG</p> <p>Head of SEN SCC</p>	<p>Fully operational: November 2022</p>	
<p>5. Skilled leader and staff capabilities to deliver the services across Education, Health and Care. (Inclusion Strategy commitment five: Workforce).</p> <p>Activity will include:</p> <ul style="list-style-type: none"> • Embedding a new governance structure to ensure this plan is delivered at pace. It will involve all key partners across the local area including SPCF. This new structure will drive the ambition set out in this plan. • Develop a multi-agency training plan reflecting the outcomes of a skill gap analysis. 	<p>Head of Commissioning SCC</p> <p>Deputy Director Commissioning SCCG</p>	<p>Fully operational governance and training plan is being implemented: October 2022</p>	

Impact measures and milestones to be achieved

KPI ref.	By 3 months	BRAG	By 6 months	BRAG	By 12 months	BRAG
1.1	<p>New social care transitions teams: Adults transition team is fully recruited to, and families are reporting positively about the support they receive.</p> <p>Data KPIs have been confirmed (via Liquid Logic reporting) and are being collected.</p>		<p>Childrens transition team is fully recruited to, new processes are embedded, and children under our Children with Disability Service are supported from Year 9 onwards.</p> <p>Families are reporting positively about the support they receive from social care transitions teams.</p>		<p>A transition assessment is provided at an earlier age to young people who do not meet the criteria for our Children with Disability Service but might be eligible for adult social care.</p> <p>Children, young people, and their families consistently feel that their needs have been identified at an early stage and that they are supported throughout their journey to adulthood.</p>	
1.2	<p>PFA discussions at annual review and QA: A review has been completed to understand what further tools/training is needed to support PFA discussions at all annual reviews. To include:</p> <ul style="list-style-type: none"> • Feedback from children, young people, and families. 		<p>New tools and training have been developed.</p> <p>Audits of annual reviews and feedback from children, young people, and families is embedded. There is evidence that:</p> <ul style="list-style-type: none"> • Preparation for Adulthood conversations, which 		<p>Quality Assurance processes demonstrate that children, young people, and families find annual review discussions helpful in their preparation for adulthood.</p>	

KPI ref.	By 3 months	BRAG	By 6 months	BRAG	By 12 months	BRAG
	<ul style="list-style-type: none"> Feedback from partners across education, health, and care. Audits of annual reviews at all ages. 		<p>cover key items relevant to education health and care, are part of all annual reviews across all ages.</p> <ul style="list-style-type: none"> Feedback from families and audits is informing improvement work. 			
2.1	<p>Increased opportunities for post 16:</p> <p>Employer engagement activity has been developed to increase opportunities for young people with SEND.</p> <p>The new Local Offer officer post has been recruited to.</p> <p>Approval of new role within Community Youth Services - Opportunities Development Officer. (Role will create more opportunities with local employers, including for young people with SEND).</p>		<p>New volunteer opportunities, workplace experiences, employability programmes and supported internships are available. There is evidence that these are benefiting young people.</p> <p>Young people with SEND will be accessing a foundation apprenticeship at SCC that acknowledges their aspirations (by end December).</p> <p>There is evidence that information has improved about opportunities moving into adulthood – as reported</p>		<p>There are more employment opportunities for young people with SEND. Employers report confidence and skills for an inclusive work environment.</p> <p>Children, young people, and families report that opportunities better meet their needs with a view to increasing an individual's independence.</p> <p>There is positive feedback from the young people undertaking apprenticeships. Further apprenticeship opportunities for young people with SEND have been identified.</p>	

KPI ref.	By 3 months	BRAG	By 6 months	BRAG	By 12 months	BRAG
			by children, young people, and families.			
2.2	<p>Use of data and business intelligence: As part of the commissioning cycle relevant data and business intelligence has been analysed across health, education, and care to identify further gaps in post 16 opportunities.</p> <p>There is evidence to demonstrate that these have been informed by children, young people, and families' views.</p>		<p>There is a clear offer about what is available for those moving into adulthood and beyond education (including for those unable to engage in independent employment, and community activities) alongside a plan for improvement.</p> <p>This offer is being communicated to families and professionals (see action 4 below).</p>		Young people and their parents report that the expanded range of offers meet their needs for those moving into adulthood and beyond education.	
3.1	<p>Transition processes: Transition processes have been reviewed and priorities identified. These cover:</p> <ul style="list-style-type: none"> - Young people with complex needs requiring social care and health input. 		<p>Where priorities have been identified clear transition and transfer processes have been developed and communicated to families and professionals.</p> <p>There is evidence that children, young people, and</p>		The new transition processes have been embedded and young people and their families are reporting a positive experience	

KPI ref.	By 3 months	BRAG	By 6 months	BRAG	By 12 months	BRAG
	<ul style="list-style-type: none"> - Employment opportunities. - Mental health support. - Health service transitions. 		families understand the transition processes, who to contact with any questions/issues, and provide positive feedback about them.			
4.1	<p>PFA communication plan: A multi-agency communication plan has been developed to set out how transition pathways and post 16 opportunities will be communicated – with specific actions identified.</p> <p>There is evidence that this has been informed by children, young people, and families.</p>		<p>The communication plan is being delivered and new information and products have been developed, across different channels including non-digital.</p> <p>An updated transitions guide has been produced and has been shared with families of pupils with SEND in Y9, Y11, and Y13.</p> <p>Children, young people, and families report that the new information is helping them with transition planning.</p>		There is full delivery of the communication plan and positive feedback is evident from young people and their families	
4.2	New commission to support engagement of young people:		There is evidence to demonstrate that improvements to transition		There is evidence that regular and recurrent coproduction with children, young people and their	

KPI ref.	By 3 months	BRAG	By 6 months	BRAG	By 12 months	BRAG
	A commission is in place which supports the accessible engagement of young people with diverse needs to inform transition improvements.		are informed by coproduction with children, young people, and families. This includes the development of new information.		families is leading to more available and accessible information about transition processes and post 16 opportunities	
5.1	Enhanced governance and monitoring: The governance structure is embedded and the SEND transitions scorecard has been developed		There is evidence that the governance structure is supporting and driving improvement		The governance structure has enabled the targets in this plan to be met	
5.2	Multi-agency training A gap analysis has been completed and a multi-agency training plan has been developed to improve SEND transitions		New training has been developed as needed and is being rolled out		The training plan has been implemented and has resulted in enhanced local area skills and capabilities to support transitions	
5.3	Development of longer term SEND transitions improvement plan		Coproduction with children young people and families is informing the development of a longer term SEND transitions improvement plan		A longer term SEND transitions improvement plan is in place across the local area, and will be updated and communicated as appropriate	

Risk Register

Date	Risk	Severity/ Impact	Mitigation	Progress following action
11/05/2022	System wide partnership engagement with the accelerator plan	High	The governance structure is being revised to ensure system wide engagement and influence on the delivery of this plan.	
11/05/2022	Insufficient leadership capacity to provide oversight of the improvements required for transition arrangements	High	The leadership capacity for transitions is being reviewed. Key leads will be identified from SCC and SCCG who will be responsible for the delivery of this plan.	
11/05/2022	Insufficient capacity within the workforce to deliver the changes required for transitions	High	<p>Additional staff are currently being recruited to that will support some of this work.</p> <ul style="list-style-type: none"> - Increased social care capacity to support social care transitions. - A Post 16 Lead in SCC who will take a lead on many of the employment actions and work in co-production with stakeholders including children, young people, and their families. 	

Date	Risk	Severity/ Impact	Mitigation	Progress following action
			<ul style="list-style-type: none"> - Resource will be identified to fill any additional gaps. 	
11/05/2022	Insufficient engagement of children and young people in the delivery of the plan	High	A commission has been developed that is now due to go out to tender. This is specifically to increase the voice of children and young people in the development of SEND provision – including those with diverse needs. This will enable a focus on the delivery of this plan. We will also have greater link-up with Youth Services who will take a lead in ensuring youth voice is heard.	
11/05/2022	The existing culture within practice restricts the pace of development	High	Pathways and processes are being developed to increase early identification of need and the smooth transition into adulthood. Training is being rolled out across the system to ensure engagement in new ways of working. Senior leaders will be involved in the governance of this plan with a responsibility to ensure their workforce are equipped to support the delivery.	
11/05/2022	Insufficient resource to ensure the relevant support is available	High	Commissioning teams are analysing relevant data as part of the	

Date	Risk	Severity/ Impact	Mitigation	Progress following action
	to children, young people, and their families		commissioning cycle to ensure evidence-based services can be developed. These requirements will be fed into the appropriate meetings where additional resources are required and business cases will outline the need and impact expected from any investment.	
11/05/2022	Insufficient provider capacity to support the delivery of this plan	Medium	As part of the commissioning cycle, we will work closely with providers, explore new opportunities, and promote our ambition for the city to stimulate opportunities.	

Score card

KPI Reference	KPI	Baseline	3 months		6 months		12 months	
1.1	% of young people within CWD service who are supported from Year 9 onwards	0%	0% (Children's transitions team recruited to by this stage)		75%		100%	
1.2	% of annual reviews audited evidence good practice in preparation for adulthood	N.A	25%		50%		70%	
2.1 and 2.2	No. of supported internship places for young people with SEND	12	12		36		36	
2.1 and 2.2	% of young people completing a supported internship who move onto a positive outcome	N.A	N.A		N.A		100% (At end of 22/23 academic year following new SI programme in 22/23)	

KPI Reference	KPI	Baseline	3 months		6 months		12 months	
2.1 and 2.2	No. of young people with EHC Plans who are NEET	81 NEET 74 Not known	70 NEET 50 Not known		60 NEET 25 Not known		40 NEET 0 Not known	
3.1	% of young people with a learning disability aged 14+ who have an annual health check	38% for 14-17 year olds 44% for 18-25 year olds	45% for 14-17 year olds 50% for 18-25 year olds		60% for 14-17 year olds 60% for 18-25 year olds		70% for 14-17 year olds 70% for 18-25 year olds	
4.1	% of children, young people and families who give positive feedback about transitions information on the Local Offer website	N.A.	50%		60%		70%	
4.1	No. of hits on transition advice pages on the Local Offer website per month	386	500		1,000		1,500	
5.1	No. of professionals across education, health, and care trained in the use of the 24/7 tool	Approx. 30	Extra 30 people trained		Extra 70 people trained		Extra 20 people trained	

Supporting statement for the Accelerated Progress Plan

At the time of the reinspection visit our self-assessment recognised that there was still much more work needed to support high quality transition arrangements. Many plans were developing but in their infancy. The pathway to employment group, looking at the transition for individual children had just started to meet. The investment into social care transition teams had been agreed but not yet implemented. Transition principles that will support a collective approach to strong transition arrangements had been developed but not yet implemented. Plans were in place to improve the experiences of children, young people and their families but had either not been or only recently been implemented. This infancy in the work meant that we were not able to demonstrate the impact that we desire.

As plans were not yet embedded, children, young people and their families did not have confidence in the systems and felt adrift and helpless, reporting a lack of clarity in the processes. Many families reported that transition conversations and arrangements still came too late and that conversations around transition do not start until young people were over 18.

The LA and SCCG are committed to moving forward at pace to secure the improvements necessary to provide high quality services to our children and young people and to make improvements to the experience that young people have at points of transition. To deliver this plan the LA and SCCG are working collaboratively with wider partners, including Sheffield Parent Carer Forum to design and co-produce the transformation programme required.

We are committed to wanting all children and young people in Sheffield to be happy, safe, settled, and ready to learn and this is reflected in our Sheffield Inclusion Strategy. This co-produced strategy gave a commitment to wanting our young people to be as independent as possible and have access to the right support at the right time when they need it. The strategy outlines our commitment to working in partnership with our children, young people and their families and wider partners to develop the pathways, support and provision needed to provide high quality transition arrangements.

There are existing strengths that we can build on. Our Sheffield Children's Hospital Transition services received a CQC 'good' rating in July 201, and some outstanding practice was noted such as youth voice in the development of the transition policy. Co-produced transition principles have been defined across education health and care, with children and adult services. Once implemented these will provide a minimum expectation of all services as children and young people go through transitions times.

Health Pathways are better defined with a good percentage of our most complex patients agreeing they have received the transition support needed. Both SCCG and SCC have invested significantly to ensure an infrastructure that can better support the offer to children and young people with SEND and this will also provide a focus on transitions into adulthood. The additional capacity will improve our ability to provide a person-centred approach for young people moving into adulthood.

We recognise that significantly more work is needed and that much of what we have in place is not yet embedded nor fully integrated across education health and care. We have worked with The Council for Disabled Children and the National Development Team for Inclusion to look at how we integrate a whole system change programme. All levels from practitioners to senior leaders are committed to delivering this and thereby improving the experience for our children, young people and their families.

The following table outlines key reasons why sufficient progress was not made and how these are being addressed.

Factors accounting for insufficient progress	How we are addressing these
Changes to Leadership across SCC and Sheffield CCG	<p>There have been significant changes in Leadership for both SCC and SCCG since the initial SEND inspection in 2018. These changes are enabling a strategic review of the requirements to redesign SEND support including transitions. This provides an opportunity to revise our governance arrangements and therefore provide greater focus and progression for transition support.</p> <p>SCCG and SCC have both increased the capacity of their management and operational teams to enable an improvement in the pace of change. Once all posts are recruited to the pace of change will increase.</p> <p>New staff already in post have worked closely together to agree new frameworks, policies and processes which now need to embed into practice.</p>

Factors accounting for insufficient progress	How we are addressing these
Information about transition is not readily and easily accessible for young people with SEND and their families	Revised governance arrangements will see the development of an information and advice task and finish group. This will report to the Transitions Group and will have a responsibility to ensure the development of key information relating to transitions. This will include the provision of information in a variety of formats and utilising a range of methods to ensure we maximise accessibility.
Transitions support needs to take place from an earlier age. Parents and carers describe post-16 and post-18 transitions as cliff edges for their children and young people.	<p>We have committed and begun to:</p> <ul style="list-style-type: none"> • Create a 14 to 25 year old pathway from children to adults social care, and two new transitions teams who will support this. • Train staff to use a tool that will develop young people’s skills for independent living from an earlier point. • Involve adult social care staff with young people with SEND from the age of 18. • Recruit a post 16 officer to begin to address young people’s preparation for adulthood needs earlier. This post will also provide a focus on increasing the uptake and impact of the education, employment, and training programmes available to older young people.
A need to further strengthen the relationships between children and families, education, health, and social care in relation to transition	<p>We have committed to and begun to introduce:</p> <ul style="list-style-type: none"> • A commission aimed to support an increase in the voice of children and young people in our work • A multi-agency transitions group to ensure oversight of transition arrangements across education, health, and care. This group will include the Sheffield Parent Carer Forum • Multi-agency task and finish groups that ensure we work collectively to develop and implement our plans, again including SPCF • Increased sharing of information across the system to identify and support young people with SEND from an earlier stage • Increased engagement from health and care in post 16 annual reviews

Factors accounting for insufficient progress	How we are addressing these
COVID impact on the needs of children and young people	<p>We have and continue to alter our responses to meet the changing needs children, young people and families face:</p> <ul style="list-style-type: none"> • The transition key working approach is changing focus to provide a team around the school response and prioritising supporting vulnerable children to access school • Educational transitions are becoming broader, adding a focus on the return to school after an extended period of home schooling and meeting the associated changing needs • Utilise our learning to support online provision where this approach could be more beneficial • Developing business intelligence and data that reflects the changing needs as a result of the pandemic

Please say here how you will ensure that partners, including families, are fully aware and kept informed of actions and progress.

Our revised governance arrangements will develop a transitions group which will have responsibility for the delivery of this plan. This will be a multi-agency group and include the Sheffield Parent Carer Forum (SPCF). Members will provide monitoring, challenge, and support on a regular basis. The chair of this group will provide highlight reports on progress and escalate risks to the Improvement Inclusion Board which is also multi agency and includes SPCF representation. The Improvement Inclusion Board will have transitions as a standing item.

SPCF has been a key partner in informing how we engage with young people and their families and the pathways we need to build. They will play a crucial role in the oversight, monitoring and challenge of this plan and act as a conduit to gaining the voice of families across the city.

Our Youth Service plans to engage more young people with SEND into their committees and volunteer platforms. These will provide an opportunity for engagement and consultation to inform change. A new commission is also being established to better enable the voice of children and young people in developments relating to SEND. This commission will be utilised to ensure their voice is influential in delivering this plan.

We will provide regular plan updates using a variety of communication routes. This will include newsletters, in particular the SPCF newsletter and the LA and CCG's SEND newsletter. This will mean updates are available to a wide range of staff, partners, parents and carers.

Please say here what support and challenge you feel would be most helpful over the coming months and when.

We are committed to securing the improvements outlined in this plan and for ensuring this is done in the most effective and timely way. We would find it useful to understand the strategies that have demonstrated impact around transition arrangements that DfE have identified or have been used in other areas. A challenge for the area of weakness around transitions is that there are system wide changes needed. It would also be helpful to receive details on any best practice that the DfE have identified from other areas so that we can consider if they would be relevant for implementation in Sheffield.