

Innovation in SEND: DBV Programme & SEND and Inclusion Strategy

DRAFT DELIVERY PLAN 2024/25 v.6

Innovation in SEND combines both the DBV Programme and SEND and Inclusion Strategy 2024-2029.

The two workstreams of the DBV Programme in 2024 -2025:

- a) Clear communications with families and wider local area partners to support access to services and the SEND system when they need it.
- b) Enabling settings, schools and colleges to meet the diverse needs of their communities locally including complex emotional and mental health needs of CYP.

From April 2024 to March 2025 these are delivered by four task groups: -

1. GAP analysis to Inform Local Provision/Need
2. Supporting Inclusive Practice
3. Financial Sustainability
4. Ensuring Sufficiency

The DBV Programme is incorporated into the overarching priorities and enablers of the SEND and Inclusion Strategy.

There are six priorities and eight enablers identified in the Strategy:

- Priority 1: Early Years
- Priority 2: Early Intervention
- Priority 3: Inclusion
- Priority 4: Developing Local Specialist Provision and Support
- Priority 5: Strengthening Alternative Provision
- Priority 6: Preparation for Adulthood

- Enablers:
 - Digital Strategy
 - JSNA
 - Digitising EHCPs
 - Commissioning and QA assurance resource and function
 - Improved Governance and Oversight
 - Supporting the Parent Carer Forum
 - Supporting the SEND Youth Forum
 - Effective use of the High Needs Block of funding.

This delivery plan sets out the **tasks that will be undertaken against each priority for the period April 2024 – March 2025**. The delivery plan will be reviewed annually in February, and new tasks (and enablers) will be identified for the following 12-month period.

 = DBV Workstreams

Priority 1: Early Years						
No.	Task & Actions	Timeline	Owner	Governance 1 April 2024- 31 March 2025	RAG Status *	Commentary
1.1	Ensure the take-up of the Early Years education entitlement; particularly for our most vulnerable families.					
1.1.1	Deliver the Communication Strategy and Parent Champion Programme to improve engagement, especially of our most vulnerable families.	September 2024 (DBV)	Beth Kelly	DBV Task group: GAP analysis to Inform Local Provision/Need		
1.1.2	Ensure that the Local Offer clearly	October –	Beth Kelly/	DBV Task		

	directs users to the information they need regarding support for children in the Early Years, including information on Early Years settings, and that this is publicised with Health Visitors, and other relevant colleagues, to improve take up of the Early Years entitlement.	November 2024 (DBV)	Jessica Monteith - Chachuat	group: GAP analysis to Inform Local Provision/Need		
Measures of success (how will we know?)						
<ul style="list-style-type: none"> EY Take up data. Increase in visits to EY Local Offer pages. 						
1.2	Support parents, settings, partners, and practitioners to identify emerging needs in children under 5, with systems and processes in place to support this.					
1.2.1	Establish a multi-agency pre-school triage system to identify children in need of support as early as possible.	September 2024	Karen Bartlett	DBV: Task Group Supporting Inclusive Practice		
1.2.2	Review referral routes for occupational therapists and paediatricians.	TBC (DBV)	TBC - Ask ICB	DBV Task Group: Gap analysis to inform Local Provision/Need		
1.2.3	Enhance the Early Development and Inclusion Team (EDIT) to enable them to respond to the concerns of Early Years Setting for both referred and non-referred children.	May 2024 (DBV)	Karen Bartlett	DBV Task Group: Supporting Inclusive Practice		
1.2.4	Increase the take up of health visitor	TBC	TBC (Public	DBV Task		

	2-year checks.		Health)	Group – Gap Analysis to Inform Local Provision /Need		
Measures of success (how will we know?)						
<ul style="list-style-type: none"> • Increase in the number of children whose needs are identified at pre-school. • Health visitor 2-year check take up data. 						
1.3	Make sure we have the right expertise, in the right place, to meet emerging needs of children under 5.					
1.3.1	Develop clear guidance for early years settings on what should be ordinarily available for children with SEND.	In place September 24 (DBV)	Sarah Whatmore / Beth Kelly	DBV Task Group: Supporting Inclusive Practice –		
1.3.2	Audit training needs of early years settings and revise the SEND training offer to meet identified needs.	May/ June 2024 (DBV)	Sarah Whatmore	DBV Task Group: Supporting Inclusive Practice		
Measures of success (how will we know?)						
<ul style="list-style-type: none"> • Take up of Early Years Inclusion Fund. • Take up of Early Years Training Offer by settings. 						
1.4	Ensure our schools and practitioners are well prepared for meeting the needs of our children transitioning from the Early Years to school, with the right systems and processes in place, including effective collaboration between settings/practitioners.					

1.4.1	Introduce a transitions partnership agreement between early years settings and primary schools.	September 2024 (DBV)	Beth Kelly	DBV Task Group: Supporting Inclusive Practice –		
1.4.2	Review funding mechanisms for children under five with SEND in pre-school settings and maintained nursery and primary schools to ensure children have continuity of support on transition.	September 2024 (DBV)	Jane Seymour	DBV Task Group: Financial Sustainability		

Measures of success (how will we know?)

- No. of settings signed up to transitions partnerships agreement.
- Packages of support in place for children transitioning into primary schools.
- Numbers of statutory requests at Early Years/ Reception/ Yr1.

Priority 2: Early Intervention

No.	Task & Actions	Timeline	Owner	Governance	RAG Status*	Commentary
2.1	Ensure an appropriately trained and confident workforce, able to promote inclusivity and identify needs early.					
2.1.1	Audit schools additional training needs and create a plan to meet identified needs.	May/ June 2024 (DBV)	Karen Bartlett	DBV Task Group: Supporting Inclusive Practice		
2.1.2	Develop accredited training for teaching assistants who work with	July 2026	Karen Bartlett	DBV Task Group:		

	children with SEND.			Supporting Inclusive Practice		
2.1.3	Adapt the West Berkshire SEND Identification Handbook for secondary schools.	Dec 2024 (DBV)	Karen Bartlett	DBV Task Group: Supporting Inclusive Practice		
2.1.4	Promote use of resources developed by the CYP Integrated Therapy Service (CYPIT) to support children with speech and language, sensory and motor difficulties.	Sept 2024 (DBV)	Karen Bartlett	DBV Task Group: Supporting Inclusive Practice		
2.1.5	Review the results of the pilot of SPENCER 3D (an identification tool for schools) and roll out more widely if there is evidence of effectiveness.	TBC	Mairi Evans (Berkshire Healthcare)	DBV Task Group: Supporting Inclusive Practice		

Measures of success (how will we know?)

- Training offer take up.
- Survey on practitioners confidence in meeting SEND needs (Jan/ Feb).
- Requests for therapy assessments data.
- Reduction in requests for EHC Needs Assessments with needs being met at an earlier stage.
- Increase in the number of SPENCER 3D profiles being completed allowing for analysis of pilot and a decision as to whether to roll out more widely.

2.2	Identify, and where possible close, gaps in service delivery for children with emerging needs or at SEN Support					
2.2.1	Improve awareness and take up of early help services	March 2025	Stephanie Coomber	DBV Task Group: Supporting Inclusive Practice		

2.2.2	Map existing services to ensure clear pathways for referral. This will be communicated on a revised and updated Local Offer.	June 2024 (DBV)	Catherine Kane	DBV Task Group: GAP analysis to inform Local Provision/Need		
2.2.3	Ensure existing SEN support teams work in a more coordinated way and provide a single point of referral/ access.	August 2024 (DBV)	Jane Seymour	DBV Task Group: Supporting Inclusive Practice		

Measures of success (how will we know?)

- Take up of Early Help Services.
- Hits on Early Help Local Offer.
- Reduced education placement breakdown, reduced exclusions/ suspensions, increased attendance.
- Survey on practitioners' confidence in meeting SEND needs (Jan/ Feb).
- No of schools accessing additional support service.

2.3	Increase our mental health support to schools to enable them to better meet the needs of children and young people early.					
2.3.1	Implement a whole School Mental Health Project, delivered through the Education Psychology team, to be expanded and offered to all schools in West Berkshire, to be evaluated after one year.	September 24 – August 2025 (DBV)	Kate Pike	DBV Task Group: Supporting Inclusive Practice		

Measures of success (how will we know?)

- No. of mental health surgeries undertaken.
- No. of CYP discussed at surgeries.

- Evaluations of training delivered for workshops.
- Staff confidence in applying learnt strategies within the classroom.
- Pre and post group interventions RCADS (revised children's anxiety and depression scale).

2.4	Work with colleagues across the health system to develop, and implement, a needs-led approach to neurodiversity.					
2.4.1	Raise awareness amongst parents and practitioners of services for neurodiverse children which can be accessed without a diagnosis and increase take up of those services.	July 2024	Beth Kelly/ Miranda Walcott	DBV Task Group: GAP Analysis to inform local provision		
2.4.2	Work with colleagues in the health system to review access criteria for the Autism service, to explore increasing capacity to meet demand for earlier intervention through a revised service offer.	July 2024 (DBV)	Karen Bartlett/ Miranda Walcott	DBV Task Group: Analysis to inform local provision		

- Measures of success (how will we know?)**
- TBC – confirm with DCO.
 - Increased take up of pre-diagnosis offer.
 - Improved waiting times from referral to treatment for children aged 8+ and under 8.

Priority 3: Inclusion

No.	Task & Actions	Timeline	Owner	Governance	RAG Status *	Commentary
3.1	Increase the capability of our local schools to meet the needs of children and young people with SEND in a mainstream setting.					

3.1.1	Identify schools which have the capacity and will benefit from the creation of additional SEND inclusion spaces (including resource bases) and support the development of capital bids.	June/ July 2024 (DBV)	Mark Lewis/ Hannah Geddert	DBV Task Group: Ensuring Sufficiency		
3.1.2	From our gap analysis identify any gaps which are barriers to inclusive practice in our mainstream schools, identify mechanisms by which these gaps can be addressed (through commissioning or co-commissioning) to further support our schools and settings	July 2024 (DBV)	Catherine Kane	DBV: Task Group: Ensuring Sufficiency		
3.1.3	Developing and sharing a best practice guide to support schools and settings on the most effective use of funding Element 2 Review the use of element 2 to promote targeted intervention at SEN support through early identification of need and timely access to appropriate resources.	August 2024 (DBV)	Catherine Kane	DBV Task Group: Financial sustainability		

Measures of success (how will we know?)

- Increase in no. of inclusion spaces/ resource bases, including in planning stage.
- Reduction in number of statutory assessment requests from schools.
- Fewer requests for statutory assessments in Early Years and KS1.
- Schools confidence in ability to meet needs at Element 2 (SURVEY).

3.2	Support our local schools to reduce fixed term and permanent exclusions of children and young people with SEND.					
3.2.1	Develop a Delivery Plan to support schools in reducing the number of	TBC	SM SEMH / Nicola Ponton	DBV Task Group:		

	fixed term and permanent exclusions of children and young people with SEND.			Supporting Inclusive Practice		
3.2.2	Review communication and information sharing processes across teams within education, and more broadly, to ensure information is shared at the earliest opportunity.	TBC	SM SEMH / Nicola Ponton	DBV Task Group: Supporting Inclusive Practice		
3.2.3	Develop a sharing of best practice guide to support schools in effectively implementing the therapeutic approaches training they have received.	TBC	SM SEMH / Nicola Ponton	DBV Task Group: Supporting Inclusive Practice		
3.2.4	Review how grants of support are applied for, and allocated, to ensure sustainability and positive impact.	TBC	SM SEMH / Nicola Ponton	DBV Task Group: Supporting Inclusive Practice		

Measures of success (how will we know?)

- Reduction in the number of fixed term and permanent exclusions.
- Increase in number of behaviour polices which reflect the therapeutic approaches training schools have received.

3.3	Develop systems and processes to support children and young people with SEND moving successfully from primary to secondary education.					
3.3.1	Develop a Transitions Support Programme, to be led by schools and co-produced in clusters, to ensure that children and young people are appropriately supported to successfully transfer into their next mainstream provision.	May/ July 2024 Implementation August 2024– March 2025 (DBV)	Karen Bartlett	DBV Task Group: Supporting Inclusive Practice		

Measures of success (how will we know?)

- Reduction in the number of fixed term and permanent exclusions.
- No. of children with an EHCP in a phased transfer year group remaining in mainstream.
- No of children on SEN Support in a phased transfer year group transferring without recourse to an EHC assessment request.
- Reduction in placements at AP and INMSS made at secondary transition.

3.4	Work with school partners to identify opportunities for the provision of specialist outreach support into mainstream settings.					
3.4.1	Review and develop special school outreach service, with identified funding and revised Service Level Agreement.	August 2024 (DBV)	Karen Bartlett	DBV Task Group; Supporting inclusive practice		
3.4.2	Review and develop Pupil Referral Unit outreach service, with identified funding and revised Service Level Agreement.	January 2025	Nicola Ponton/Catherine Kane	DBV Task Group: Ensuring Sufficiency		

Measures of success (how will we know?)

- No. of schools accessing outreach support.
- Satisfaction with SISS (SURVEY)
- Satisfaction with PRU outreach service (SURVEY)
- Reduction in suspensions/ exclusions and increased attendance.

3.5	Support our Local Schools with the early identification of EBSA and a consistent implementation of provision.					
3.5.1	Establish a community of practice group to gain an understanding of how children and young people with EBSA are being supported locally and to disseminate good practice, ensuring there is a shared	TBC	SM SEMH	DBV Task Group: Supporting Inclusive Practice – EBSTA T & F		

	understanding across the local area.			Group		
3.5.2	Develop a programme of learning for our schools to ensure our workforce is confident in supporting children and young people with EBSA.	TBC	SM SEMH	DBV Task Group: Supporting Inclusive Practice -EBSA T & F Group		
3.5.3	Explore increasing capacity within the EBSA service to meet demand for earlier intervention.	TBC	SM SEMH	DBV Task Group: Supporting Inclusive Practice -EBSA T & F Group		
3.5.4	Review, and re-launch, our EBSA guidance.	TBC	SM SEMH	DBV Task Group: Supporting Inclusive Practice -EBSA T & F Group		

Measures of success (how will we know?)

- Reduction in number of pupils absent from school due to EBSA.

Priority 4: Developing Local Specialist Provision & Support

No.	Task & Actions	Timeline	Owner	Governance	RAG Status *	Commentary
4.1	Identify the current, and future, needs of children and young people with SEND to ensure their needs can be met locally.					
4.1.1	Understand better the needs of the current and future cohorts of children	July 2024 (DBV)	Catherine Kane/ Azim Mohamed	DBV Task Group;		

	with SEND to ensure the availability of the type of education provisions required to meet need, the development of a SEND Sufficiency Strategy			Ensuring Sufficiency		
4.1.2	Undertake a banding review of unit costs of mainstream, maintained special and alternative provision to ensure parity and alignment with local and national funding arrangements	May-August 2024 (DBV)	Catherine Kane / Helen Redding	DBV Task Group: Financial Sustainability		
4.1.3	Review and updating of Strategic and Operational commissioning and procurement practices in relation to placement and Alternative Provision - including brokerage and contract management	June 2024 (DBV)	Catherine Kane	DBV Task Group: Ensuring Sufficiency		
4.1.4	Review decision making processes to ensure transparency, consistency, and value for money. Decision making processes to be updated, where necessary, on the Local Offer.	May-August 2024 (DBV)	Jane Seymour	DBV Task Group: Financial Sustainability		
Measures of success (how will we know?)						
<ul style="list-style-type: none"> • Alignment of unit costs with statistical neighbours and national benchmarking. • Reduction in requests for EHC Needs Assessments. • Clear and transparent decision-making processes published on the Local Offer. • Reduction in unit costs for placements in IMNS and AP. • Reduction in price increase in current high-cost placements in IMNS and AP. • Increase in sustainable AP provision. • % of children placed in good, or outstanding, provision. 						
4.2	Work with our local mainstream provision to identify opportunities to develop additional SEMH, Autism, MLD and SLD provision.					

4.2.1	Develop a 12-place provision in the west of the Authority for primary age children with Autism / SEMH (an equivalent provision to Kennet Valley Primary School Autism / SEMH provision in the east of the Authority)	Longer term 5 years (in place 27/28)	Jane Seymour / Hannah Geddert	DBV Task Group: Ensuring Sufficiency		
4.2.2	Explore opportunities to develop MLD resourced provision in secondary mainstream schools	2026/27	Jane Seymour / Hannah Geddert	DBV Task Group: Ensuring Sufficiency		
4.2.3	Develop primary MLD /SLD units in a network of primary schools (the total number of units to be determined by the Sufficiency Strategy)	2026/27	Jane Seymour / Hannah Geddert	DBV Task Group: Ensuring Sufficiency		
4.2.4	Work with our Resource Provisions to review, and amend, their admissions criteria, supporting them to meet the needs of more complex children.		Jane Seymour / Hannah Geddert	DBV Task Group: Ensuring Sufficiency		
Measures of success (how will we know?)						
<ul style="list-style-type: none"> No. of available local specialist placements in mainstream provision. Reduction in INMSS use and spend. 						
4.3	Work with our local maintained special schools to identify opportunities for expansion and exploring with partners opportunities for additional specialist provision.					
4.3.1	Build additional classrooms at The Castle School to create additional places by 2025	By 2025	Hannah Geddert / Jane Seymour	DBV Task Group: Ensuring sufficiency		
4.3.2	Determine whether the long term need for special school places for children with learning difficulties can	Sept 2024 (sufficiency strategy)	Mark Lewis	DBV Task Group: Ensuring		

	be met through expansion of existing local special schools or whether an additional special school needs to be developed, in partnership with neighbouring Local Authorities.	required)		Sufficiency		
Measures of success (how will we know?)						
<ul style="list-style-type: none"> • Number of specialist local provision places. • Reduction in INMSS use and spend. 						
4.4	Develop bespoke packages of support for children and young people who are not attending school for health or other reasons.					
4.4.1	Review Local Authority policy on education of children not attending schools for health or other reasons (S19)	July 2024 (AMD asked for by September)	Melissa Perry/ Catherine Kane	DBV Task Group: Ensuring Sufficiency		
4.4.2	Determine what additional resources are needed to ensure that the duty to make suitable provision for children not attending school for health or other reasons is fully met	July/ September 2024	Melissa Perry/ Catherine Kane	DBV Task Group : Ensuring Sufficiency		
4.4.3	Ensure that there is the capacity to create and monitor bespoke educational packages for children who are not attending school (including through the use of personal budgets)	September 2024	Neil Goddard (AP Co-ordinator post – costed in HNB) talk to AMD	DBV Task Group: Ensuring Sufficiency		
Measures of success (how will we know?)						
<ul style="list-style-type: none"> • Reduction in Complaints (Stage 1 and Stage 2) & Local Government Ombudsman cases. • Reduction of cases in which children are not in receipt of education (S19), and a reduction in the time that they are out of education. 						
4.5	Work with stakeholders to develop an enhanced short break offer to better meet the needs of children					

	and young people with SEND and their families, locally.					
4.5.1	Conduct an audit of short breaks available locally and measure take up.	September/ October 2024	Hannah Geddert/ Catherine Kane	DBV Task Group: Ensuring Sufficiency - Short Breaks Task Group		
4.5.2	Work with local providers to support the development of services to address gaps, e.g. after school and holiday provision in the East of the Authority, post-16 short breaks and short breaks for children with complex health needs	October 2024	Hannah Geddert/ Catherine Kane	DBV Task Group: Ensuring Sufficiency - Short Breaks Task Group		
4.5.3	Review the support available for families through Parent Carer Needs Assessments and the criteria for accessing support through Parent Carer Needs Assessments.	October 2024	Hannah Geddert / Catherine Kane / Adult Social Care	DBV Task Group; Gap analysis to inform Local Provision/Need		

Measures of success (how will we know?)

- Increased offer for assessed and non-assessed short breaks, including in the East.
- Satisfaction rates (SURVEY).

Priority 5: Strengthening Alternative Provision

No.	Task & Actions	Timeline	Owner	Governance	RAG Status *	Commentary
5.1	Undertake a needs analysis to ensure that we understand demand and can meet need.					

5.1.1	Develop and deliver an appropriate strategy for Alternative Provision in West Berkshire; co-produced with our schools, children and young people, their families.	July 2024	SM SEMH / Nicola Ponton/ Catherine Kane	DBV Task Group: Ensuring Sufficiency		
Measures of success (how will we know?)						
<ul style="list-style-type: none"> TBC. 						
5.2	Deliver high quality Alternative Provision locally operating alongside mainstream and special schools to meet the needs of our learners for some, or all, of their education.					
5.2.1	Go out to the market to develop a range of alternative provision available in West Berkshire to meet individualised needs of our children and young people	January 2025 (DBV)	SM for SEMH	DBV Task Group: Ensuring Sufficiency		
5.2.2	Develop guidance for schools on commissioning and monitoring the enhanced alternative provision offer	September 2024	Hannah Geddert/ Catherine Kane	DBV Task Group: Ensuring Sufficiency		
5.2.3	Establish commissioning and quality assurance processes in relation to alternative provision	September 2024 (DBV)	Catherine Kane / Brokerage	DBV Task Group: Ensuring Sufficiency		
5.2.4	Create and embed the AP directory into the Local Offer website	August 2024	Brokerage	DBV Task Group: Ensuring Sufficiency		
Measures of success (how will we know?)						
<ul style="list-style-type: none"> Increased AP offer. Fewer mainstream placement breakdowns. Reduced INMSS. 						

<ul style="list-style-type: none"> Reduction in second chance mainstream placements and AP and specialist placements, from mainstream. Regular QA reports provided. 						
5.3	Further develop short- and medium-term alternative provision to enable students to re-engage with education and return to mainstream schools (iCollege).					
5.3.1	Quantify the level of demand for short- and medium-term alternative provision (to inform revised AP implementation plan)	July 2024 (DBV)	SM for SEMH/ Catherine Kane	DBV Task Group: Ensuring Sufficiency		
5.3.2	Develop additional KS3 capacity for medium term in-reach turnaround placements	Sept-Dec 2024 (in place for Jan 2025)	SM for SEMH/ Catherine Kane	DBV Task Group: Ensuring Sufficiency		
Measures of success (how will we know?) <ul style="list-style-type: none"> Number of AP places at iCollege. Increased AP placements from other providers. Reduction in INMSS. Reduction in exclusions and managed moves. Overall increased attendance data. 						
5.4	Develop short- and medium-term emergency alternative provision for children and young people who have no educational setting.					
5.4.1	Ensure that there are short term education placements available for children with high level needs moving into the area (for example Children in Care returning to or placed in West Berkshire; Pupils with a special school named on their EHCP who	July 2024	Melissa Perry/ Catherine Kane	DBV Task Group: Ensuring Sufficiency		

have recently moved into area), or at risk of PEX from specialist placement, whilst alternative permanent placements are identified.						
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Measures of success (how will we know?)

- Reduction in numbers of children without a school place (target 0).
- Reduction in time out of school placement.

Priority 6: Preparation for Adulthood- Not DBV

No.	Task & Actions	Timeline	Owner	Governance	RAG Status *	Commentary
6.1	Improve access to high quality information regarding preparation for adulthood for young people with SEND and their families.					
6.1.1	Work with the Parent Carer Forum to plan and deliver transition themed workshops for young people with SEND and their families	Jan/ Feb 2025	Beth Kelly/ Lucy Manners	Preparation for Adulthood Working Group		
6.1.2	Review and improve the Preparation for Adulthood content of the SEND Local Offer website	October – November 2024	Lucy Manners/ Jessica Monteith-Chachuat / Beth Kelly/ Elisha Stephens	Preparation for Adulthood Working Group		

Measures of success (how will we know?)

- Increased hits on P4A page of Local Offer.
- Increased satisfaction (Survey).
- Reduction in NEET.

6.2	Increase opportunities for young people with SEND to secure employment, including the development of Supported Internships and Apprenticeships.					
6.2.1	Seek Council accreditation as a Disability Confident Employer	January 2025	HR	Preparation for Adulthood Working Group		
6.2.2	Explore opportunities to reinstate the Council's work experience programme for young people with SEND	March 2025	HR/ Lucy Manners	Preparation for Adulthood Working Group		
6.2.3	Work in partnership with 'Ways into Work' to offer supported internship placements at the Council	March 2025	HR/ Lucy Manners	Preparation for Adulthood Working Group		
6.2.4	Work with Newbury College and 'Ways into Work' to increase the number of supported internships available locally	September 2024	Lucy Manners/ Jane Seymour	Preparation for Adulthood Working Group		
6.2.5	Explore opportunities to procure a joint children and adults' supported employment service, in place of the two separate services which currently exist	October 2024	Catherine Kane	Preparation for Adulthood Working Group		
Measures of success (how will we know?)						
<ul style="list-style-type: none"> Increased numbers of young people with SEND in supported internships. Increased numbers of young people with SEND in supported internships with WBC. 						
6.3	Work with local mainstream and specialist FE providers to improve provision for work-related learning.					
6.3.1	Develop a Memorandum of Understanding between the Council and FE Providers setting out the	October 2024	Lucy Manners	Preparation for Adulthood Working Group		

	expected uses of Element 3 funding.					
6.3.2	Introduce transition guidance / checklist to support successful transition from school to FE College	December 2024	Lucy Manners / Kirsty Jinks	Preparation for Adulthood Working Group		
Measures of success (how will we know?)						
<ul style="list-style-type: none"> • NEET data. • Consistent offer across settings. • Destination measures. • Decrease in number of ISP placements. • Increased number of ceased EHCPs. 						
6.4	Work with Adult Social Care to ensure opportunities for young people with SEND to meaningfully engage and participate in their local community.					
6.4.1	Create and promote a directory of services which offer meaningful opportunities for young people who may not be able to access paid employment.	October - November 2024	ASC - Magda Hove/ Hannah Geddert	Preparation for Adulthood Working Group		
Measures of success (how will we know?)						
<ul style="list-style-type: none"> • Reduction in ISP placements. • Reduction in residential placements for 18-25 year olds. 						
6.5	Ensure pathways from children to adults' health services work smoothly and are clearly understood.					
6.5.1	Promote take up of Learning Disability health checks	TBC	Miranda Walcott	Preparation for Adulthood Working Group		
6.5.2	Map transition pathways for all health services accessed by young people	TBC	Miranda Walcott	Preparation for Adulthood		

	with SEND and provide information to families in an easily accessible format			Working Group		
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Measures of success (how will we know?)

The ICB are currently developing a data dashboard which will include measures of success and impact. Data is sent quarterly.

7. Enablers

No.	Task & Actions	Timeline	Owner	Governance	RAG Status *	Commentary
7.1	Develop a digital plan which enables us to collect, use & share data more effectively; and to develop a digital dashboard enabling leaders' effective oversight.	Dashboard – July 2024 Longer term Plan – September (DBV)	Azim Mohamed	DBV Task Group; Gap analysis to inform Local Provision/Need / Data T & F Group		
7.2	Work with Public Health, and other partners, to improve the SEND content of the Joint Strategic Needs Assessment (JSNA) to enable the local area to better meet need in the future.	TBC	Public Health/Hannah Geddert	DBV Task Group; Gap analysis to inform Local Provision/Need / Data T & F Group		
7.3	Explore opportunities to digitise Education, Health and Care Plans (EHCPs).	July 2024	Nicola Ponton/ Azim Mohamed	DBV Task Group: Data T & F Group		
7.4	Develop a commissioning and quality assurance resource and function to support the placements of children and young people with SEND.	August 2024 (DBV)	Catherine Kane/ Nicola Pontin	DBV Task Group: Ensuring Sufficiency		
7.5	Work effectively with our partners to	July 2024	Susan Tanner/	DBV Task		

	improve governance and oversight of SEND provision.		Hester Collicut	Group: Ensuring Sufficiency		
7.6	Support the development and expansion of the newly created West Berkshire Parent/Carer Forum ensuring that leaders can respond to the views of children & young people and their families.	On-going (DBV)	Beth Kelly	DBV Task Group; Gap analysis to inform Local Provision/Need/Communication and Engagement T & F Group		
7.7	Enhance the work to support the SEND Youth Forum, ensuring that leaders can respond to the views of children and young people	On-going	Elisha Stephens/ Hannah Geddert	DBV Task Group: Gap analysis to inform Local Provision/Need/Communication and Engagement T & F Group		
7.8	Ensure the most efficient use of limited financial resources in the High Needs Block of funding. <ul style="list-style-type: none"> • Clawback • Banding exercise • Use of Element 2 • Review of HNB spend 	Schools Forum July 2024 (Clawback) (DBV) August – September 2024 (Banding Exercise)	Helen Redding / Susan Tanner	DBV Task Group: Financial Sustainability		

*RAG Status			
Not started	Started – delayed, or unresolved issue	Started – on track	Completed