

ADDITIONAL NEEDS STRATEGY - MULTI-AGENCY ACTION PLAN

| WHAT CHILDREN & YOUNG PEOPLE HAVE SAID THEY WANT | HOW WE WILL DO THIS | WHO IS MONITORING | YEAR START | YEAR END | Milestone date | YEAR 1 | EXPECTED IMPACT | | |
|---|--|-------------------|------------|----------|----------------|--|--|--|---|
| | | | | | | OUTTURN COMMENTS | YEAR 1 | YEAR 2 | YEAR 3 |
| I can see that everyone is working together to make my life better... | Establish an overarching dashboard for SEND and additional needs - including multi-agency performance indicators and feedback against the strategy outcomes | JANMB | Year 1 | Year 2 | Mar-23 | Moved to Year 2 for completion. Draft dashboard presented to Delivery Board but needs further refinement and inclusion of data over time. | N/A | Dashboard in place and all partners/service providers provide timely and accurate information; Each sector has a clear data matrix which defines the specific measures being used to evaluate individual success of the strategy | Performance data is used to analyse and RAG rate progress against the strategy plan A continuous cycle of review is in place which feeds into the strategic needs analysis |
| | Agree, and implement, a consistent approach across services to collate feedback from parent carers and children and young people which shows impact against strategy outcomes | JANMB Sub Group | Year 1 | Year 2 | Feb-23 | Moved to Year 2 for completion now EngageHQ is being corporately implemented - new system will enable Y1 impact to be achieved. Need to reallocate lead. | N/A | Borough-wide approach to collecting and collating feedback will be explored; System to enable feedback on experiences linked to strategy implemented | Clearly defined processes will be in place in all sectors to gather information from stakeholders and inform borough-wide impact analysis; Ongoing evaluation, review and development of systems with improvements linked to child, young person and parent feedback - and evidence of impact for them |
| | Ensure all partners update the Local Offer website with accessible and clear information on the services provided and that the content reflects feedback from parent carers and children and young people | JANMB | Year 1 | Year 3 | Dec-23 | Work in progress - updates to continue and feedback loop to be put in place. Impact for Year 1 completed with new structure in place. | The structure of local offer will be reviewed with parent carers and children and young people and gaps identified ; Relevant sector websites will link to the local offer ACHIEVED | All elements of the local offer will be reviewed, with parent carers and children and young people, so identified gaps or updates are actioned; Information remains up to date and relevant | Information remains up to date and relevant; Feedback from parents carers and children and young people evidences improvements and accessibility |
| | Develop a partnership way of working which provides effective co-ordination of services around a child, young person or family through setting up Vulnerable Children Circles | JANMB | Year 2 | Year 2 | Dec-23 | New action (replaces previous LSCB action) | N/A | Professionals know how to access support children and young people need outside of their service; Decisions and assessments made consider all services involved in supporting the child or young person | Feedback from parent carers and children and young people evidences greater co-ordination and families reporting more joined up support |
| | Learn from our SEND Tribunal cases across the education, care and health so we can make sure we have the right information to make the best decisions which balance children and young people's needs alongside the services and resources which are available | JANMB | Year 2 | Year 3 | Dec-23 | New action | N/A | Professionals across education, health and care work together to agree appropriate resources and provisions to meet needs based upon clear evidence and jointly plan to support children and young people | Improved evidence and support for families reduces the number of complex mediations and tribunal cases |
| I can see that Solihull has the services and support I need... | Influence the development of place based element of the Integrated Care System to ensure improved outcomes for children and young people with additional needs | JANDB | Year 1 | Year 2 | Mar-23 | Moved to Year 2 given change to ICS and re-evaluation of priorities | N/A | Development of a joint (ICB/SMBC) commissioning strategy for Solihull (to include SEND joint commissioning arrangements) | Implementation of effective place based working for children and young people with additional needs. |
| | Explore and identify joint funding and commissioning opportunities across care, education and health - for individuals and services | JANDB | Year 1 | Year 3 | May-23 | Moved to Year 2 given change to ICS and re-evaluation of priorities. Group formed to discuss way forward for complex needs cases. | N/A | Agreed pathways and processes for joint/tripartite funding for those children and young people with complex needs who's needs are not met by existing commissioned provision. | Implement new processes, policies and arrangements to deliver more effective care for children and young people. |

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| My voice is heard, and it made a difference | Produce an Engagement Plan which is updated yearly and sets out what we are working on, when, and how people can get involved | JANMB | Year 1 | Year 3 | Feb-23 | Moved to Year 2 for completion due to staffing capacity. Aim for Feb 2023 completion. Will need to reallocate lead. | N/A | Plan developed, publicly available and shared widely with parent, child and young person groups; Planned approach from partners to engagement and consultation activity to balance requests to parents, children and young people | Broader engagement leads to more co-produced engagement plan with parents, children and young people | |
| | Provide feedback on the service changes which have been made in response to children's, young people's and parent's comments on the Local Offer website through a "You Said, We Did" approach | JANMB | Year 2 | Year 3 | Mar-23 | Moved to Year 2 as will be part of combined Local Offer and EngageHQ platforms. Information has been shared but only via SEND Newsletter | N/A | Implement Local Offer system for sharing this information; All stakeholders to provide updates on a quarterly basis to ensure it remains relevant | Parents, children and young people can clearly see how their feedback is directly impacting upon service and system delivery and changes | |
| | Embed the roll-out of Mind Of My Own application to ensure the views of all children and young people known to children's social care have their voice heard and used to change practice | JANMB | Year 2 | Year 3 | Dec-23 | New action | N/A Mind of My Own training and roll out started in Year 1 (April Go Live) and Children with Disability Team received bespoke training to ensure the system was used in line with their complex children but poor uptake across children's social care workforce and impact limited | The number of statement issued on behalf of children using the app significantly increases (from 14 in 2022). Further training and monitoring is in place to ensure a better understanding of the purpose and benefit of the tool. Workers understand more about individual children's and young people's lived experiences in real time through their use the app which changes practice and the service they receive. | Monthly and quarterly reports on the use of the app are sent to senior management to evidence how workers are using the app and impact on children and families. | |
| | Establish quarterly open drop-in sessions for parent carers to meet staff from the Council's education and social care teams and discuss and questions or concerns - to improve communication and build relationships | JANMB | Year 2 | Year 3 | Jul-23 | New action | N/A | Parental feedback that access to education and care staff has improved and evidence of better impact for children and young people | Increasing parental confidence in statutory services reported and greater understanding of their limitations and service offers | |
| | Increase the number of schools which have parent and/or child and young person support groups to improve participation and influence within the school community on things that matter to them | JANMB | Year 1 | Year 3 | Dec-23 | New action | N/A | Support groups set up in a number of schools which feed into their Inclusion Audit and increase child, young person and parent input into their school community | Support groups set up in an increasing number of schools and evidence of continuous improvement and parental confidence | |

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| I can go anywhere I want and need to, and feel welcome, understood, valued, appreciated and included | Commission an audit and analysis of: community building and facilities, and the facilities they have that promote access for all; psychological barriers affecting and perceptions of families; places which are considered welcoming and places, which aren't; skills and experience of volunteers and staff; perceptions of staff, volunteers and trustees | SMBC Communities | Year 2 | Year 3 | Jun-23 | Moved to Year 2 with capacity being put in place to deliver. | N/A | | Better understanding of the current situation, good practices and scale of development needed | N/A |
| | Launch the Strategy for Inclusive Education to develop a commitment, momentum and methods for promoting greater inclusion of children, young people and parents (starting with schools in Year 1 and Early Years and Post 16 in Year 2) | SMBC Education | Year 1 | Year 2 | Sep-23 | Complete for Year 1 and Y1 impact underway - owned and being implemented by SSSAB and pilot schools but full full-out delayed to Feb 2023 so action reworded. | Strategy owned by schools and implemented | | Strategy action plan being delivered; Inclusion Audit used to determine areas of development for schools | Schools to show evidence of effective participatory systems with children, young people and parents and impact on inclusion - presence, participation and progress |
| | Promote good practice on service/building accessibility (for instance video tours of buildings) and address gaps based on feedback from parent carers and children and young people | JANMB | Year 2 | Year 3 | Dec-23 | Now due to start in Year 2. EbE resource identified to facilitate videos - need service ownership | N/A | | Good practice already established is promoted to ensure children and young people are seeing the benefits in being able to access new places | Gaps identified where this approach could increase levels of accessibility for children and young people - and action taken to remedy this |
| | Work with schools to agree priority training needs for all staff to increase their ability to respond to the wide range of additional needs experienced within their community | SMBC Education | Year 1 | Year 3 | Sep-23 | Complete for Year 1 with training agreed through Strategy for Inclusive Education - Equality & Diversity, Nurture and SLCN. Will continue as activity linked to inclusion | Training needs identified and prioritised; Schools evidence professional development of staff in respect of school specific needs ACHIEVED | | Centralised borough-wide training offer in place; School staff better able to respond to wider range of additional needs | Ongoing |

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| I know what will happen, when it will happen and who I can communicate with about this | Provide clear pathways across employment, independence, community and health to support children and young people's journey into adulthood | JANMB | Year 2 | Year 3 | Feb-23 | Now due for completion in Year 2 but transitions pathways underway | N/A | Clear pathways are in place so young people and their families can plan ahead for their future; Young people and their families report more co-ordinated support which enables timely decision making and outcomes | Young people can successfully navigate into an adulthood which promotes their choice, supported across the system as required | |
| | Develop a suite of accessible information, advice and guidance around education, health and social care transitions to support early preparatory conversations with young people and families | JANMB | Year 1 | Year 3 | Jan-23 | Now due for completion in Year 2 but information leaflets underway | N/A | More young people and their parents are aware of the pathways and opportunities at key transitions points. Continued development of the careers offer for schools leading to more employer encounters for students | Compass tools and tracking data can evidence impact of high quality carers interventions. Transitions audit tool will provide evidence of the impact and effectiveness of earlier conversations and an improved information and advice offer. Young people and families are able to make informed decisions in a planned way. | |
| | Scope existing in borough post 16 options and develop a more enhanced and inclusive offer, to include a better range of education options and ways to move into employment | SMBC Education | Year 1 | Year 3 | Sep-23 | Move to Year 2 now capacity has been brought in to oversee. | N/A | Strengths and gaps in provision within the borough are explored and widely understood; Greater links between education and employment teams raises young peoples understanding of employment routes | Commissioning plan produced to address gaps in provision; Systems in place to monitor impact of current Post 16 offer More appropriate n-borough opportunities available for young people to support their aspirations | |
| | Increase the opportunities in the workplace for young people - specifically supported internships, unpaid work experience and paid work | SMBC Employment | Year 1 | Year 3 | Sep-23 | Move to Year 2 to increase opportunities | Easier identification of young people eligible and suitable for Supported Internships. First three Supporter Interns complete their programme of study and Work Experience. Planned progression routes for those finishing placements ACHIEVED | More opportunities available for young people both within and outside of the Council, by extracting Social Value and Increasing the number of Disability Confident employers More young people with EHCPs will receive support more quickly to find work | Supported employment is considered as standard practice within Council Teams' recruitment and good practice is shared regionally and nationally. Tracking and monitoring of progression and impact is embedded. | |

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| I can get the right support I need at the right time for me | Create a consistent education Graduated Approach (and identify how this can be supported across the multi-agency partnership) | SMBC Education | Year 2 | Year 3 | Jul-23 | Moved to Year 2 for completion - much achieved on co-producing with schools but needs refinement and additional capacity to deliver. Under construction content to be published from Feb 2023 | N/A | Graduated approach co-produced and published Settings more consistently support children and young people and access specialist support where necessary; Greater confidence for settings and parents in meeting needs at a non-statutory level | Expansion of graduated approach to consider how health, care and the community can better support non-educational barriers to learning | |
| | Deliver timely, safe and effective health provision that is joined up in nature meeting the needs of children and young people. | BSol CCG/UHB | Year 1 | Year 3 | Apr-23 | Now due in Year 2 - work underway with new CATCH service from Jan 23, staff recruitment and external partners, Special School Nursing & Community Paeds services | N/A | Clear planning in place to support the reduction of waiting times for health provision and /or health assessments aligned to NHSE/I targets and/or local trajectory planning. Conduct demand and capacity analysis for health service provision and inform service planning/development accordingly. Review current information, advice and guidance (IAG) for children, young people and parents/carers and identify updates / improvements, ensure communication channels are improved to enable swift updates to families re: access to provision. Strengthen mechanisms to engage with families to understand how access to health provision feels for children, young people and parents/carers. Conduct full health service reviews (phased approach) to inform the re-design of future service delivery. | Continued work to reduce waiting times for health provision supported by regular reporting on progress against trajectories / NHSE targets re: timeliness of access. Plans in place to review and improve the process for completing health assessments. Continue to monitor and have oversight of health services demand and capacity. Regular engagement with families and feedback utilised to inform the delivery of health services. Monitor usage of health IAG and continue to review and update as and when required. Develop service specifications and pathways to meet requirements of full health service reviews. | |
| | Ensure social care assessments clearly identify and signpost to appropriate universal and targeted services as well as specialist support | SMBC Children's | Year 1 | Year 2 | Dec-23 | Now due in Year 2 - as unable to clearly evidence impact on outcomes for children | All assessments to consider the needs of the children and families and identify the right support for them. | Social care to work closely with early help to develop graduated response to concerns and needs. Evidence of improved outcomes for children. | Graduated response is in place to ensure the right support is in place to support parents and families meet the individual children's needs. | |
| | Ensure social care support packages are reviewed every 12 months and feed into the EHCP annual review | SMBC Children's | Year 1 | Year 2 | Dec-23 | Now due in Year 2. Social care are unable to contribute to all reviews of EHCP but have been able to respond to requests for information on a case by case basis | N/A | Clear processes are in place to ensure that all social care support packages are reviewed every 12 months in line with the EHCP review. Work is currently being undertaken to improve social care response to EHCP assessment and reviews and ensure clear line of communication with families and all partners involved in the EHCP review. | Managers are able to identify need for social care input and progress all request for social care reviews in a timely way. | |