

Devon Local Area Special Educational Needs and Disabilities (SEND) Improvement Plan.



Name of the Local Area	Devon Local Area
Date of Inspection	23 – 25 May 2022
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Introduction

Between 23rd and 25th May 2022 Ofsted and the Care Quality Commission (CQC) revisited Devon Local Area to decide whether sufficient progress had been made in addressing each of the areas of significant weakness detailed in the inspection in December 2018.

This Improvement Plan, which will be monitored by the Department for Education and NHS England, is intended to focus specifically on improvements in four areas of weakness as set out in the inspection findings:

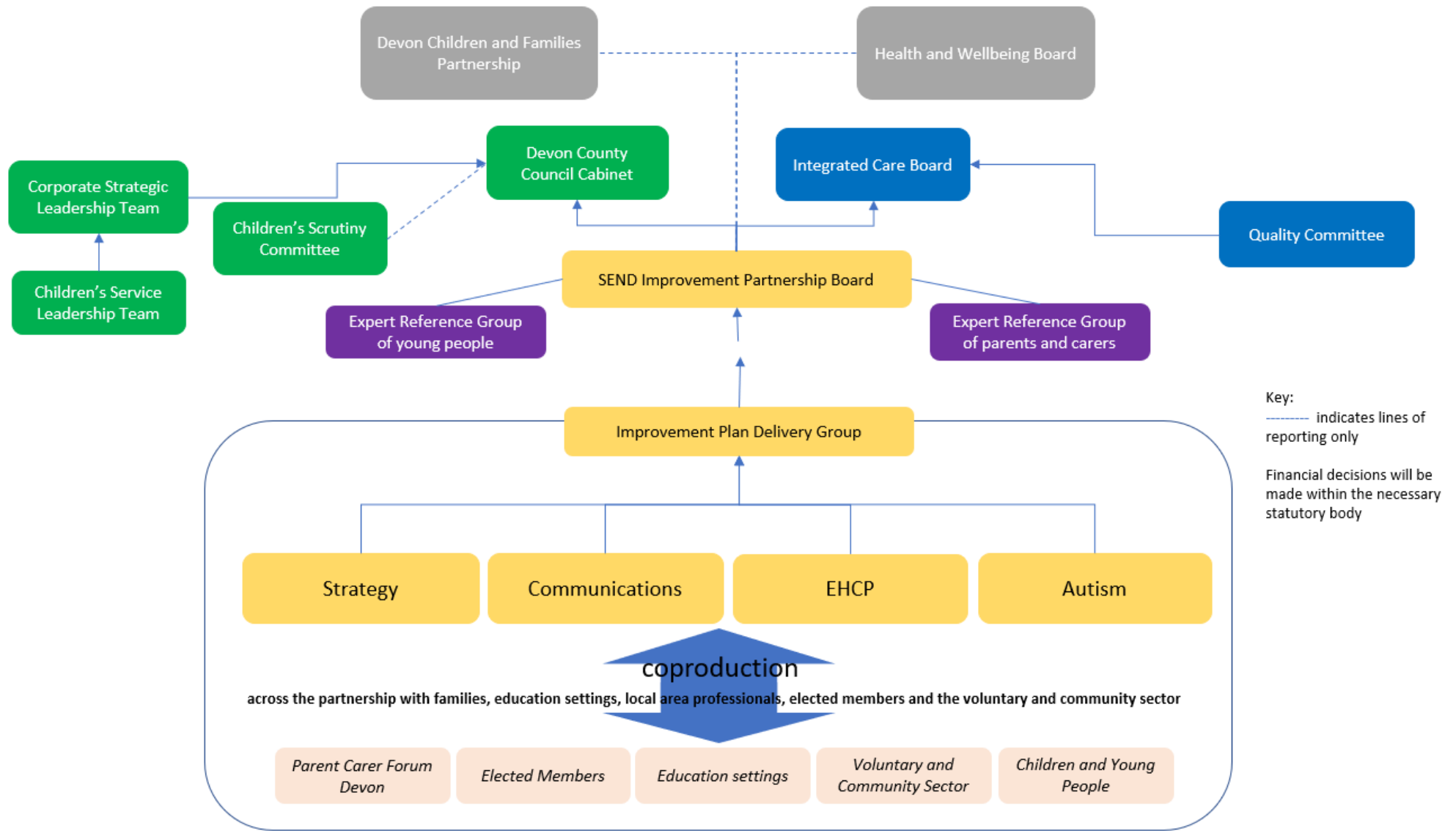
1. The fact that strategic plans and the local area’s SEND arrangements are not embedded or widely understood by stakeholders, including schools, settings, staff, and parents.
2. The significant concerns that were reported about communication with key stakeholders, particularly with parents and families.
3. The time it takes to issue Education, Health, and Care (EHC) plans and the variable quality of these plans.
4. Weaknesses in the identification, assessment, diagnosis and support of those children and young people with autism spectrum disorder (ASD).

SEND Improvement Plan Governance and Reporting Arrangements

The governance diagram below sets out clear lines of accountability and responsibility for monitoring the Devon Local Area SEND Improvement Plan. The Improvement Plan will be monitored directly by the SEND Improvement Partnership Board and reported through Devon County Council (DCC) and the NHS Integrated Care Board (ICB). Progress on the improvement plan is also reported to the multi-agency forum of the Devon Childrens and Families Partnership (DCFP) and Health and Wellbeing Board, to ensure alignment across the safeguarding partnership. Senior Leaders and Members will be held to account for progress against the SEND Improvement Plan by Local Authority and ICB governance arrangements - DCC Cabinet and Children’s and Adult’s Scrutiny Committees, the ICB Governing Body, ICB Quality Assurance Committee and DCC Strategic Leadership team (SLT).

We are determined to work together to improve the experience of children and families across the county who need specialist help and support.

SEND Improvement Plan Governance and Reporting Arrangements



SEND Improvement Plan Governance and Reporting Arrangements

SEND Improvement Partnership Board

The Improvement Partnership Board has an independent chair and will meet monthly to oversee the progress of the SEND Improvement Plan to ensure we are delivering the expected outcomes.

The board includes DCC and NHS Chief Executives, Senior Leaders, Elected Members, Education Setting's, Parent Carer Forum Devon (PCFD) Co – Chairs and parent carers and children and young.

Improvement Plan Delivery Group

The Improvement Plan Delivery Group will be chaired by the Director of Children and Young Peoples Futures and will meet monthly and include the workstream leads and responsible senior officers to monitor progress and create shared understanding across the SEND Improvement Plan and outcomes for children, young people, and their families.

Formal reporting from the workstreams will inform subsequent levels of governance on a regular basis.

Workstreams

The SEND Improvement Plan has 4 workstreams each with an overarching named lead have their own area of significant weakness, within each there are responsible officers from DCC, the NHS, Children and Family Health Devon and PCFD for each action. Each group will have parent carer, staff, and stakeholder representation. The responsible officers will meet as the "Improvement Plan Delivery Group" monthly to monitor progress, this will then be shared with the SEND Improvement Partnership Board.

Expert Reference Groups

Alongside the board, an expert reference group of parents and carers and group of young people will be established to advise and guide the board. A schedule of meetings with these groups and the Participation Team will provide feedback, engagement, and opportunities to ensure strengthened partnership with parent carers.

Section A: The fact that strategic plans and the local area's SEND arrangements are not embedded or widely understood by stakeholders, including schools, settings, staff and parents and carers.

- Devon's strategy fundamentally fails to address significant weaknesses
- There is a lack of coherent action
- Schools, the local authority and parent carers do not have a shared view of weaknesses and ways forward
- There is no self-evaluation
- Some services are working well. There is significant disaffection from others,
- Staff do not know the strategic plan.
- Staff do not know what different services do.

What families have told us

What Families have told us and the alignment with the success criteria as numbered below.


- a) Many families of children with SEND are impacted in simply trying to enjoy family activities at home. (1-11)
- b) For families, their child's condition, and the impact of meltdowns or behaviour were the two greatest challenges for families. (1-11)
- c) The situation is then made worse, due to a lack of support and understanding and a feeling of having to battle/fight for what's right. (1-11)
- d) Across a variety of education services, 1 in 4 parents felt that their child's needs were met. (1 – 8)
- e) 50% parents feel school support meets need, although outside agencies less so. Whilst many feel the education setting wants to do their best and involves the parents, the average parent felt that a lack of resource leads to children being unable to reach their full potential. (2, 3, 5, 6, 7)
- f) There is a clear difference between what parents feel school/school staff want to do, and what they are able to do. (2, 3, 5, 6, 7)
- g) Despite the challenges faced at school there were some clear positive differences made by their child's education setting which centred around staff understanding and meeting need either changing school, specific support or 1-2-1 smaller classes, supported by increased communication. (1, 8, 9)
- h) Families do not trust local area services and agencies. (1, 8, 9)

Success Criteria

1. Coherent action has led to improvement in the lives of children and young people with SEND and their families, so they have positive lived experiences at home and in their community.
2. There are robust arrangements and coherent action in place to support children and young people with SEND from birth to 25, through a graduated approach across education, health, and social care, resulting in better outcomes for children and young people in their local schools.
3. It is clear to parents, carers, young people, and professionals that our systems are effective, and resources are deployed to the best possible effect to achieve good outcomes for children and young people and make best use of public funds.
4. Children, young people, parents, and carers' lived experiences are embedded within all layers of work to ensure effective co-production.
5. All children and young people with SEND are in appropriate educational placements receiving at least a good quality of education, with health and social care support as needed, to achieve their potential.
6. Children and young people with SEND are well prepared for the next stage of their education, employment or training and their adult lives, supported by robust commissioning for a smooth transition.
7. There is a skilled, sustainable, and sufficient workforce across the Local Area to deliver services to children and young people with SEND.
8. There is no longer a 'culture of acceptance' but a real and obvious drive to improve the lived experience of children and young people with SEND, and their families.
9. The majority of families trust the agencies and services that support them and believe they are working with them.
10. The vision of working restoratively with children and families across Devon is the lived experience of our children, young people with SEND and their families. Meaningful and trusting relationships are at the heart of Local Area work and underpins transformative change from 1.1.1
11. Local Area leaders develop robust means of self-evaluation and improvement through feedback from parents, carers, children, and young people, as well as peer review and support from improvement partners. 1.2.6

Key Performance Indicators

1. There is evidence of culture change to genuine co-production so that the majority parent carers and young people:
 - a. rate their lived experience of Local Area SEND services as 'good' or 'better', identifying improvement in relation to joint working and communication from 54% in nov.'21 to 75% December '23
 - b. show improved trust in Local Area services and believe they are working together with them to help the child and family from 1 in 7 in Nov.21 to 5 in 7 by Feb 2024, and that their child's needs were met.
2. Parent carers and young people are clear about SEND pathways. There is improvement in information provided for SEND pathways within the local SEND system demonstrated by the average overall rating of 'good' given by parent carers from 38% Nov.21 to 85% by December 2023 (95% by February 2024). A survey for young people to result in 75% overall rating as 'good'.

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3. Parent/carers show confidence through survey that their child's needs can be met is fed back through survey/focus group –from 50% Nov.'21 to 70% Feb '24 and also that this improvement impacts on their lived experience.
 4. Children and young people with complex SEND needs receive the right support at the right time in the right place evidenced by decrease in exclusion. Children and young people with complex SEND achieving well in their local community schools.
 5. The percentage of parent carers who consider frontline professionals are understanding of their needs and provision requirements increases from 25%, to 50% by July 2023, further to 85% by February 2024 and that their child's needs were met: (25% parent carers were confident in this in Nov.'21, increase to 40% by July 2023 and 70% by February 2024.
 6. Improved confidence in the universal and SEN Support offers as demonstrated by better outcomes for children and young people at these levels, resulting in decrease in need to escalate so many children/young people to EHC Plans so that the proportion in Devon is equivalent to national standards. (-from 0.83% to national average of 0.56% by January '24).
 7. Workforce is skilled up and have wide knowledge of different services has capacity to ensure improvement in KPIs as above and fulfil duties effectively across the graduated response in the duties in a timely way.
 8. Leaders across the Local Area have clear information in order to drive further improvement and this is shared with schools, services and parents.

Ref	Action	Outcome	By when	Responsible senior officer
Local Area Cultural Change				
1.1.1	Ensure there is cultural change across the local area, building and improving on restorative practice: a) embedded in the work of the SEND Improvement Partnership Board and all SEND Improvement Partnership workstreams. b) Work with stakeholders, including Parent Carer Forum Devon, young people, and other stakeholders including health, social care, schools, and education settings to take this forward.	The vision of working restoratively with children and families across Devon is the lived experience of our children, young people with SEND and their families. Meaningful and trusting relationships are at the heart of Local Area work and underpins transformative change.	January 2024	- Director of Children and Young People's Futures - Chief Nursing Officer, NHS Devon - SEND Improvement Partnership Board Chair
1.2 Establish strong Local Area Governance				
1.2.1	Develop a strong local area governance to ensure there are defined structure roles and responsibilities, lines of accountability and commitment of resources to deliver and support the rapid delivery of the four areas of significant weakness identified in the Ofsted and CQC inspection.	The SEND Improvement Partnership Board has made an impact on improvements in the four areas of weakness. The Local SEND Area has a strong governance structure and clear lines of accountability. All leaders are clear about their roles and responsibilities, lines of accountability and are held to account.	July 2023	- Director of Children and Young People's Futures - Chair of SEND Improvement Partnership Board
1.2.3	Produce a programme structure for delivery of each of the 4 workstreams and any other groups needed to drive the programme i.e., workforce.	The programme structure has the child, young person and parent carer voice at the core of all workstreams and includes representation from across Education, Health, and Care.	April 2023	- Interim SEND Strategic Director - Head of Women and Children's Commissioning
1.2.4	Develop a joint dashboard and risk register to ensure robust monitoring and accountability of progress.	Leaders understand progress and mitigate risk.	April 2023	- SEND Data Lead

1.2.5	Establish reporting mechanisms, documentation, and schedule.	Reporting mechanisms are in place to track: <ul style="list-style-type: none"> the progress of actions the impact of actions for children and young people and their families the metrics	March 2023	- Interim SEND Strategic Director - Head of Women and Children's Commissioning
1.2.6	Arrange a series of development sessions for the board: <ul style="list-style-type: none"> Develop a shared vision and purpose: creating a shift from a reactive problem solving to creating a positive vision of the future built around the needs of the Local Area. Leaders collaborating effectively and working in partnership across organisational boundaries to enable system wide and sustainable change and build organisational resilience. 	Leaders collaborate effectively so that there is robust partnership to ensure joint decision making and sustainable improvement. Children and young people with SEND and their families benefit from robust service as a consequence of the Board functioning effectively.	April 2023	- Operational Delivery leads for DCC and NHS Devon
1.2.7	Building on best practice, use training, workshops, focus groups and surveys to demonstrate how the lived experience of families should be embedded in the work of all Local Area services to inform their work. To be underpinned by performance management.	Children, young people, parents, and carer's lived experience within all aspects of work to ensure meaningful and effective co-production. The lived experience of families is understood by all agencies and strategies to improve the experience are embedded across the Local Area.	December 2023	- Interim SEND Strategic Director - Head of Women and Children's Commissioning
1.3 Devon Local Area embed children, young people, parents and carer's lived experience within all layers of work to ensure effective coproduction				
1.3.1	Establish an expert reference group of parents and carers to sit alongside the SEND Improvement Partnership Board to advise and guide the Board.	There is co-production throughout the Local Area that is recognised as being successful by children and young people and all parent carer, voluntary and community group.	March 2023	- SEND Local Area Programme Manager - Parent Carer Forum Devon

1.3.2	Establish an expert reference group of young people to sit alongside the SEND partnership Improvement Board and guide the Board.		March 2023	- Participation Lead
1.3.3	Establish a children's and young people's engagement strategy for the SEND Improvement plan.		April 2023	- Participation Lead
1.3.4	Create a co-production charter and set of value-based behaviours, setting the standard for co-production across all services and settings, through training, workshops, and focus groups.		June 2023	- Interim SEND Strategic Director - Head of Women and Children's Commissioning
1.3.5	Support the health and well-being of parents and carers through evidence-based peer support approach and training, using well researched models of good practice. Provide a robust peer support programme for families.	There is increased support for parents and carers emotional well-being.	December 2023	- Interim SEND Strategic Director - Head of Women and Children's Commissioning
1.4 Joint commissioning				
1.4.1	Map education, health, and care provision across the Local Area, identifying and addressing gaps in relation to meeting needs of children and young people with SEND, through an improved graduated approach, and clearly communicate this (Communications section B).	Identification, assessment, and support are timely and appropriate to the level and type of need, offering equity across the county. Local Area services are well resourced to provide timely and quality assessment and support. (See EHC Plan section C). Local Area SEND services provide a high-quality universal offer and timely support to children, young people, and their families. Parents/carers and young people report that they receive the support they are entitled to in a timely manner. A low level of formal complaints received from parent/carers regarding SEND services (all agencies).	October 2023	- Interim SEND Strategic Director - Head of Women and Children's Commissioning

1.4.2	<p>Develop and implement a local area, cross sector plan to support children and young people's emotional wellbeing needs. Plan to be developed by June 2023 and delivery commenced following approval through partnership governance structures</p> <p>This will aim to:</p> <ul style="list-style-type: none"> • Achieve a no wrong door approach so whoever CYP and families choose to talk to about their MH will either be able to support them, or signpost to appropriate options • Ensure practitioners will be appropriately skilled to enable the child or young person to either recover, self-manage • Embed change through an overarching joint commissioning strategy 	<p>Children's emotional wellbeing needs will be met across sectors. Mental health is everyone's business. Increased inclusive capacity in mainstream schools. Improved attendance for those children and young people with SEMH in line with new attendance strategy.</p>	<p>Plan June 2023 Implemented January 2024</p>	<p>- Head of Education (Delivery) - Devon Head of Mental Health Commissioning</p>
1.5 Joint Commissioning				
1.5	<p>Review and redefine the joint commissioning strategy co-producing priorities based on a good understanding of local need and local spend.</p>	<p>Commissioning decisions are more effective, and resources are targeted to areas of need. Identification of inefficient use of resources, gaps in provision and duplication of effort so needs are met more effectively and rapidly.</p> <p>Co-produced joint commissioning arrangements deliver systems priorities and make best use of public funds. There is a skilled sustainable workforce through joint commissioning.</p>	<p>September 2023</p>	<p>- Head of Commissioning (Children) - Head of Women and Children's Commissioning NHS Devon</p>
1.6 Ensure all children and young people with EHC Plans are in appropriate educational placements				
1.6.1	<p>Ensure that children and young people with EHC plans and not in full-time education placements are</p>	<p>All children and young people with EHC Plans are in appropriate educational placements</p>	<p>September 2023</p>	<p>- Interim SEND Strategic Director</p>

	tracked and there are clear plans in place for good quality education as soon as possible through targeted robust multi-agency reviews	receiving at least a good quality of education, with health and social care support as needed, to achieve their potential. Parents and carers of children with SEND report that their children receive the support they are entitled to rather than 'battle' for support. Children and young people access education in their own communities.		- Head of Women and Children's Commissioning
1.6.2	Review the current education landscape and develop an education placement sufficiency strategy through workshops with Local Area professionals and stakeholders, co-produce with voices of children, young people and parent carers.	DCC is a robust commissioner so that the designations, admission criteria and commissioning arrangements for current specialist provision meet the needs of the majority of our children and young people with SEND.	Sept. 2023	- Interim SEND Strategic Director
1.6.3	Enhance inclusive capacity of mainstream schools, working with mainstream schools and parent, carers and young people, by setting clear expectations of what the universal offer should be. Review and refresh the graduated approach through training and dissemination of good practice.	The universal offer and graduated response, including the role of health and social care is fully agreed and understood to include a wide range of need and complexity. An increase in the number of children/young people remaining in their community and learning effectively. Robust quality assurance is ongoing for schools deemed 'at risk'.	December 2023	- Interim SEND Strategic Director - Head of Women and Children's Commissioning
1.6.4	Review and design education services so schools are able to develop a more inclusive and wider universal offer, including a fit for purpose framework for quality assurance.	Outcomes for children and young people with SEND are positive Reduction in inclusion and improvement in attendance	December 2023	- Interim SEND Strategic Director - Head of Women and Children's Commissioning

1.3.9	Build experienced Ofsted trained capacity to quality assure our commissioned provisions to ensure that children and young people with EHC Plans in maintained, academy, independent and non-maintained settings are receiving a good quality education.	Ongoing quality assurance is in place for all commissioned placements so that children and young people achieve good outcomes.	January 2024	- Interim SEND Strategic Director
1.4.0	Review effectivity of existing Quality Assurance services and make recommendations for refresh/redesign where appropriate.	Increase in percentage of schools that meet Quality Assurance criteria.	September 2023	- Interim SEND Strategic Director
1.4.1	Review and strengthen commissioning arrangements with academy, maintained and independent educational providers.	DCC is a robust commissioner of specialist academy, maintained and independent placements to ensure good quality education for our children and young people with SEND. More children and young people achieve good outcomes through receiving quality education in their local community,	September 2023	Special school headteacher
1.6.9	Develop an outcome dashboard for children and young people to ensure rigorous tracking of progress.	Progress for children/young people with SEND is tracked and monitored leading to improvements in their outcomes.	April 2023	- Interim SEND Strategic Director
1.7 Preparing for Adulthood Children and young people with SEND will be well prepared for the next stage of their education, employment or training and their adult lives				
1.7.1	All post – 14 reviews identify the Post 16 and Post 19 needs of the young person with an EHC Plan, and there is a clear plan for their education, care, and health aspirations as appropriate. - Transition reviews completed within statutory timescales.	All children/young people from the age of 14 upwards have a clear and ambitious plan in place for their future employment, training, and adult lives which fulfils their aspirations in their local community.	December 2023	- Interim SEND Strategic Director - Head of Women's and Children's Commissioning
1.7.2	Hold robust multi-agency reviews of those young people aged 16 to 25 in non – maintained and independent settings to establish clear appropriate and ambitious pathways for independence in their local community to meet their care, health, and	All young people in non-maintained and independent Post 16 provisions have a clear plan in place for their future employment, training, and adult lives. Young people's placement relates to outcomes on their plans,	September 2023	- Interim SEND Strategic Director

	educational aspirations, with appropriate support Local Area services as required.	otherwise more appropriate support is provided.		
1.8 Workforce –recruitment and retention				
1.8.1	Have a workforce development plan that establishes a skilled, sustainable, supported, and sufficient workforce across the Local Area to deliver services to children and young people with SEND, including support and retention of existing staff, training as well as recruiting locally and external specialism where required to bring about action plan improvements at a pace.	There is a stable and knowledgeable workforce, professionals and providers feel confident to meet children and young people’s needs and know where additional expertise can be accessed leading to better outcomes for children and young people as well as improved confidence in SEND services.	April 2023	- HR Recruitment Lead - Interim SEND Strategic Director - CFHD Business Partner - SEND Local Area Programme Manager
1.8.2	Training the workforce on key aspects of service delivery for children and young people with SEND at universal and specialist provision.	There is a stable and knowledgeable workforce, professional and providers feel confident to meet children and young people’s needs and know where additional expertise can be accessed.	July 2023	- Interim SEND Strategic Director
1.8.3	Set up and strengthen sustainable networks to develop best practice within Devon Local Area related to the national standards of excellence in line with Devon’s strategic priorities.	There is a stable and knowledgeable workforce, professional and providers feel confident to meet children and young people’s needs and know where additional expertise can be accessed.	July 2023	- Interim SEND Strategic Director


Area of weakness identified in the original inspection**Section B: The significant concerns that were reported about communication with key stakeholders, particularly with parents and families.**

- Communication remains poor.
- Telephone calls are unanswered.
- Complaints and documents are lost.
- There is a failure to keep families informed.
- Incorrect information is shared with others.
- There is a multitude of different ways to connect to different services. Managers do not know whether these are effective or not.
- Staff and parents do not use the local offer as it does not describe what is on offer and does not contain the information people want.
- Many staff pay lip service to the involvement of parents. They see the parents as representative of a particular view, not as true partners. Some staff do not understand the viewpoint of parents, and do not embed it into their work on a daily basis.

What families have told us

What Families have told us and the alignment with the success criteria as numbered below.

- a) Families have found communication during the EHC process poor or very poor. (all)
- b) Families have not been kept informed of services/provision for their children. (all)
- c) Families have said that knowledgeable & supportive staff who listened to and communicated with both the families & the child made the difference. (6)

Success Criteria

1. There is a co-produced, clear, user-friendly communications plan and strategy that enables parent carers and young people to access information as they need.
2. Local Area services describe their identification, assessment, and support procedures clearly—from birth to 25, are aligned and communicate this clearly, including on the Local Offer.
3. Evaluation by parent carer and young person surveys shows increase in confidence in response to contact made and communications received from statutory agencies, educational settings, and Local Area services.
4. Reduction in number of complaints about communication across all Local Area service areas.
5. It is clear in parent carer, young person, and service surveys that there is understanding of how services connect and what they offer.
6. There is a skilled and knowledgeable workforce which focuses on good relations families.
7. Audit and evaluation work of service delivery and quality indicators demonstrate improved understanding of the Local Area offer.

Key Performance Indicators

1. The average overall rating given by parent carers and young people regarding information provided for SEND pathways within the local SEND system - 75% confidence by September 2023.
2. Improvement in communication during the EHC process—from 79% parent carers rating this as ‘the biggest challenge’ (PCFD Nov.’21, DSPCC, Jan.’23) to 80% saying this has improved by December ’23. & Reduction in complaints about communication linked to EHC plans from 21% Nov.’21 to 5% by September 2023.
3. 75% Parents, carers, young people understand the arrangements to support children and young people with SEND through focus groups, and self-evaluation by December 2023--. (From 62% saying they did not understand. PCFD Nov.’21)
4. 75% Professionals understand the arrangements for children and young people with SEND by September 2023 (Ofsted June’22-staff were not clear).
5. 75% of parent carers and young people report understanding about the work of the SEND Board and Improvement Plan and response to Parent carer voice by December 2023. (PCFD survey, Ofsted outcomes letter June’22, DSPCC survey Jan.’23),
6. Parent, carer, young person surveys indicate 75% confidence in the Local Offer (Ofsted June’22-Local offer does not describe what is on offer, 62% of parent carers did not have information to understand the arrangements for children/young people with SEND.
7. 75% of parents, carers and young people report that communication has improved in relation to assessment of children and young people for autism - on the neurodiversity pathway.

Ref	Action	Outcome	By when	Responsible senior officer
2.1 Developing practice				
2.1.1	Identify communications leads within the Local Authority and ICB to develop a shared plan, together with the PCFD.	Parent carers find services user friendly and relatable.	April 2023	- SEND Local Area Programme Manager
2.1.2	<p>Review individual SEND services existing standards and develop to set out agreed customer service standards to include the following: In accessible formats setting out a comprehensive framework of communication and expectation:</p> <p>a) How parents, young people and other stakeholders will be kept informed of service offer, changes, and development. b) How to access the service and its information c) How to contact the service and relevant officers. d) Clear guidelines for communicating appointments and what will happen where there are exceptions in changing appointment dates. e) Clear service guidelines for response to phone calls, letters, emails, and messages. f) What should happen if people are not satisfied with the service they receive. GDPR protocol-ensuring personal data is used responsibly. g) Embedded in performance management so that managers can evaluate effectivity. h) Complaint procedure setting out clear response times.</p>	All services, schools and other education settings across the Local Area have communication protocols that give parent carers and young people greater confidence.	September 2024	- Head of children and Women's Commissioning - Interim SEND Strategic Director
2.1.3	Develop a set of Value-based behaviours for communication based on stakeholder feedback, including the Parent Carer Forum survey and focus groups are implemented across the local area	Parent carers find services user friendly and relatable.	March 2023	- Interim SEND Strategic Director

Ref	Action	Outcome	By when	Responsible senior officer
	through training, staff induction. All communication protocols (phone calls, letters, e-mails, and messages) embrace these values.			- Head of Women's and Children's Commissioning
2.2 Communicating the SEND Improvement Partnership Board, the SEND Improvement Plan and SEND Information				
2.2.1	<p>Develop a clear and accessible communication plan and strategy with parents/carers and young people to keep everyone informed in relation to SEND, including the work of the Board and SEND Improvement Programme. This includes the response to the Parent Carer Survey.</p> <p>-This to be clearly communicated to staff, stakeholders, and families, through the local offer website, social media, newsletters, PCFD channels, team meetings, events bringing stakeholders together.</p> <p>Ensure use of restorative language-written and spoken.</p>	Parent carers and young people understand the work of the SEND Board and progress of the Improvement Plan (through surveys, focus groups and other feedback).	April 2023	- Head of Communications and Media - Participation Lead
2.2.2	<p>Set out clearly the current SEND offer right across the partnership, how services work together:</p> <ul style="list-style-type: none"> - To be communicated through mandatory training and induction of staff - Communicated to parent carers and young people and made available on the Local Offer website. - Set out clear processes and pathways so that parents and young people know the arrangements 	There is clear understanding across the Local Area of the SEND services offer and how they connect by parents/carers, young people, and professionals.	December 2023	- Interim SEND Strategic Director - Head of Women's and Children's Commissioning - Head of Communications and Media - Parent Carer Forum Devon

Ref	Action	Outcome	By when	Responsible senior officer
2.3 Local Offer				
2.3.1	<p>Develop a Local Offer that is clear and useful to families:</p> <ul style="list-style-type: none"> a) Collaborating with parent carer forum and young people to co-produce. b) Is accessible, with user-friendly navigation. c) Sets out what the Devon Local Area current offer is. d) Is well-resourced. e) It is regularly updated, based on user feedback. f) Annual Report to the SEND Board with recommendations for improvement. 	- The Local Offer is clear to parent carers, young people, and professionals.	January 2024	<ul style="list-style-type: none"> - Interim SEND Strategic - Director Head of Women's and Children's Commissioning - Head of Communications and Media - Parent Carer Forum Devon
2.4 Developing service specific and individual communications				
2.4.1	Ensure Parents, carers, and young people are engaged on a regular and informal basis to get feedback and suggestions for continuously improving communication through representation on the board and participation in the workstreams.	Parents, carers, and young people are fully engaged in improving a) communication and b) areas of weakness.	June 2023	<ul style="list-style-type: none"> - Participation Lead - Parent Carer Forum Devon
2.4.2	<p>Effective arrangements are in place for communication with parents, carers, and young people across the:</p> <ul style="list-style-type: none"> a) assessment and EHC pathway b) Neurodiversity pathway. 	Parents carers and young people are confident in understanding processes of a. the EHC assessment pathway and b. the neurodiversity pathway.	July 2023	<ul style="list-style-type: none"> - Interim SEND Strategic Director - Head of Women's and Children's Commissioning

Area of weakness identified in the original inspection

Section C: The time it takes to issue education, health, and care (EHC) plans and the variable quality of these plans. Plans do not consistently capture a child and young person's needs and aspirations. EHC plans are not able to be used as a valuable tool to support the planning and implementation of education, health, and care provision to lead to better lived experiences for the child and their families.

- There are significant delays in annual reviews and the production of EHC Plans.
- Parents do not find this helpful.
- Quality of professional advice is variable.
- There are issues with EHC quality
- There is no quality assurance no professional ownership of EHC Plans.
- Children and young people with EHC Plans are out of school for too long.
- Parent carers are dissatisfied.


What families have told us

What Families have told us and the alignment with the success criteria as numbered below.

- a) The overall timeliness and communication during the EHC assessment process is poor or very poor. (1, 2, 3, 5)
- b) Parent carers have rated the EHC Plan's understanding of their child, and how well they were listened to as poor or very poor. (1, 3, 7, 8)
- c) The overall process and the ease of application as poor or very poor. (1, 7, 8)
- d) The average parent carer felt that every aspect of the EHC process was poor. (1, 3, 7)
- e) The outcomes to meet need at the annual reviews were poor or very poor. (1, 5, 7, 8)
- f) Over 40% of parent carers said the annual review process was poor or very poor. (1, 5, 7, 8)

Success Criteria

1. Education, health and care requests, assessments and plans are completed within 20 weeks.
2. Annual reviews completed on time
3. EHC Plans and annual reviews are of a high standard, co-produced and meet the needs of the child/young person, providing the family and professionals with a user-friendly pathway, with good communication and ways forward.
4. The Local Area has dealt with the backlog of EHC Plans and annual reviews.
5. Professionals are clear about their role in ensuring that the EHC plan and actions are taken forward.
6. Parent, carers, and young people as well as education providers will have more confidence in the Local Area to deliver.

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7. Improved satisfaction of parents, carers, and young people in the EHC process
 8. Children and young people with EHC plans are attending appropriate placement, with the right support from the Local Area and doing well.

Key Performance Indicators

1. All EHC Plans are completed within 20 weeks except for the exceptions (50% by February '24)
2. The Quality Assurance framework shows 90% of new EHC Plans meet quality standards, by Dec.'23 including
 - a. voice of child/young person, parent carer.
 - b. advice from professionals-
 - c. EHC Plans compliant in relation to identification of care and health needs.
 - d. EHC Plans have the 'golden thread' running through it of child/young persons' aspirations, strengths and needs, provision and smart outcomes.
3. Improved confidence of parent carers in the EHC process, communication, and appropriateness of outcomes to meet needs as evidenced by surveys, dip sampling, audits. (From 43% of parent carers said their experience was poor or very poor, Nov.'21-to 75% saying this is good or better by Dec.23)
4. Local Area officers and educational settings find them useful (evidenced by survey) to support the child/young person.
5. Children and young people with EHC plans receive the right support at the right time in the right place evidenced by achieving well in their local community schools.
6. Majority of parent carers and young people to rate the annual review process as 'good' and effective in amending existing EHC Plans and provision as appropriate. by September 2023.
7. Backlog of 1600 annual reviews and 500 EHC assessments are cleared by November 2023.

Ref	Action	Outcome	By when	Responsible senior officer
3.1 Improve timeliness				
3.1.1	DCC will provide a clear plan to ensure that it has in place a permanent, suitably trained, SEN case work team of sufficient capacity to enable the effective delivery of the statutory EHC needs assessment and maintenance, including the annual review system.	The Local Area fulfils its statutory duties as set out in the SEND Code of Practice and SEND regulations. EHC and Annual review backlogs cleared and now done in a timely way to high quality as set out in QA framework. Improved relations with parent carers as evidenced by survey. EHC and Annual review backlogs cleared and now done in a timely way to high quality with co-production with parent carers and young people.	March 2023	- Interim SEND Strategic Director - HR Lead Business Partner - Performance
3.1.2	Reduce caseload capacity from 500 to 200 per EHC caseworker (which is national average) by increasing staff: a) Recruit permanent staff to build sustainable team b) Recruit experienced interims to enable change at a pace.		September 2023	- Interim SEND Strategic Director - HR Lead Business Partner - Performance
3.1.3	Review processes for issuing EHC plans and implement recommendations for improving timeliness.		April 2023	- Interim SEND Strategic Director
3.1.4	Establish a clear case management system to forecast plans due and monitor caseworker performance.	Robust case management to ensure that there is statutory compliance, embedded in performance management.	Case management system already established March 22	- Interim SEND Strategic Director
3.1.5	DCC will provide a clear plan to ensure that it has in place a permanent, suitably trained, educational psychology team of sufficient capacity to enable the effective delivery of the EHC needs assessment and review system.	Educational Psychologists (EP) assessments done in a timely way ensuring that EHC Plans can be completed on time. Reduction in EP assessment waiting times. Parent carers no longer must pay for private assessments.	Plan April 2023	- Interim SEND Strategic Director - HR Lead Business Partner - Performance

3.1.6	Increase current statutory capacity of Educational Psychology Service. <ul style="list-style-type: none"> - Review EP service and allocation system and streamline functions appropriate. - Develop capacity. 	EP assessments done in a timely way ensuring that EHC Plans can be completed on time and reassessments undertaken where appropriate. - Reduction in EP assessment waiting times. Parents no longer must pay for private assessments.	October 2023	- Interim SEND Strategic Director
3.1.7	Work in partnership to understand what actions need to be taken to unblock barriers to the timeliness of advice reports received from social care and health.	Health and social care assessments for EHC process produced in timely way.	June 2023	- Deputy Chief Officer Children's Services and Head of Social Care - Interim SEND Strategic Director - Head of Women's and Children's Commissioning
3.1.8	Establish practice that contact is made appropriately with all families where children/young people are undergoing EHC needs assessment to ensure care needs are identified where appropriate. Use of agreed script.	All children and young people on the EHC assessment pathway have care needs identified appropriately.	July 2023	- Deputy Chief Officer Children's Services and Head of Social Care
3.2 Improve quality of EHC Plans, in line with statutory guidance and taking on board the findings of the Parent Carer Survey				
3.2.1	Set a clear standard across the Local Area on the purpose of an EHC Plan and what a good EHC Plan should look like, going back to basics. SEND Code of Practice and Case Law through training and published guidance and the Local Offer. <ul style="list-style-type: none"> - Review EHC template and guidance. - Implement agreed single advice template. 	EHC Plans are of a quality to make a difference to the lives of children and young people.	July 2023	- Interim SEND Strategic Director

3.2.2	Review and simplify paperwork and use of the EHC hub.		July 2023	- Interim SEND Strategic Director
3.2.3	Quality assurance through multi-agency collaboration (including Parent Forum). Quality assurance system to be agreed across the Local Area partnership. <ul style="list-style-type: none"> • Shared methodology • Attention to quality assurance to lead to improvement. • Capacity and skills to deliver. 	EHC Plans are of a quality to make a difference to the lives of children and young people. There is thorough understanding of how to write an EHC plan.	July 2023	- Interim SEND Strategic Director - Head of Women's and Children's Commissioning - Parent Carer Forum Devon
3.2.4	Training to advise writers and caseworkers to improve quality of reports for EHC assessment. Common advice framework to be disseminated across the Local Area.	EHC Plans are of a quality to make a difference to the lives of children and young people.		- Interim SEND Strategic Director
3.2.5	Develop a tiered system for health services' involvement across the EHC assessment and annual review process, according to health need and complexity.	Children and young people with EHC Plans have robust health advice that supports their outcomes.		- Head of Women's and Children's Commissioning
3.2.6	Identify resource for dedicated posts within the Local Area to be a link between the health system and the 0-25 team to act as coordinators, working alongside the Designated Clinical Officers and Designated Medical Officer to ensure the timeliness and quality of health input to the EHC needs assessment process.	Children and young people with EHC Plans have robust and timely health advice that supports their outcomes.		- Head of Women's and Children's Commissioning
3.2.7	Support the multi-agency assessment panel to ensure there is robust decision making and resourced from across the local area to signpost families to appropriate services, to include the voice of parent carers.	Children and young people have the right support at the right level at the right time.	Established March 2022 and will be ongoing	- Interim SEND Strategic Director

3.2.8	Review and refresh EHC pathway and create clear roadmap to be published on the Local Offer, working alongside parents, carers, and young people to ensure their experience is better (utilising the Parent Carer Survey).	The EHC pathway is understood by parent carers, young people and professionals, and their lived experience of this is positive.	May 2023	- Interim SEND Strategic Director
3.2.9	Develop relational aspects of SEND casework through robust communication between caseworker and families, and consistent caseworker allocation. Review use of the EHC hub. Improve access via closer relations between caseworker and families, ensuring consistent caseworker allocation consider not using hub.	Parent carers and young people have a positive lived experience on the EHC pathway.	May 2023	- Interim SEND Strategic Director - Parent Carer Forum Devon
3.2.10	Develop clear professional lead and casework culture. -allocate professionals to work alongside caseworkers where appropriate.	Children young people on the assessment pathway and with EHC Plans have the right support at the right time in the right place.		- Interim SEND Strategic Director
3.3 Improve timeliness and quality of annual reviews				
3.3.1	Annual Review backlog team to complete the oldest reviews (800 up to December 2021).	Backlog of Annual Reviews cleared. Children and young people have relevant and current EHC plans Delayed annual reviews completed. Annual reviews are actioned and processed within agreed deadlines.	April 2023	- Interim SEND Strategic Director
3.3.2	Implement use of Power BI to track and forecast annual reviews due to be completed.		Power BI already established March 2022	- Interim SEND Strategic Director
3.3.3	Liaise with social care and health partners for a timely graduated response to annual reviews.	Children, young people have social care and health support as appropriate at their annual reviews.	May 2023	-Interim SEND Strategic Director - Head of Women's and Children's Commissioning

3.3.4	Establish a clear governance and accountability over timeliness and quality.	Children and young people have relevant and current EHC plans. Delayed annual reviews completed. Reporting and tracking of progress are accurate and Local Area SEND leaders have improved oversight of annual reviews and confidence that the annual review process is sustainable. Annual reviews are actioned and processed within agreed deadlines.	June 2023	- Interim SEND Strategic Director
3.3.5	Simplify documentation for EHC Plans and Annual Reviews	Children and young people have relevant and current EHC plans. Delayed annual reviews completed.	June 2023	Interim SEND Strategic Director
3.3.6	Training across the Local Area on Annual Reviews.	Annual reviews are actioned and processed within agreed deadlines.	Started November 2022 is ongoing	Interim SEND Strategic Director
3.3.7	Training across Local Area on ensuring voice and participation of children, young people, parents, and carers for EHC Plans and annual reviews.		Ongoing	- Interim SEND Strategic Director - Head of Women's and Children's Commissioning
3.4 EHC Plans are part of an effective graduated response				
3.4.1	Training, which is coproduced with all stakeholders, across the local area to schools, other education providers, and service staff about what a good, graduated approach looks like, through workshops, focus groups, documented guidance and published on the local offer.	Parent carers and young people and providers have confidence in the Local Area to deliver necessary services to support children and young people with SEND in mainstream settings beyond those ordinarily available.	November 2022 ongoing	- Interim SEND Strategic Director

3.4.2	There is an effective universal offer across the Local Area educationally from all schools and other education providers as well as across social care and health services.	Children and young people receive the right support as early as possible.	Ongoing November 2022 to February 2024	- Interim SEND Strategic Director - Head of Women's and Children's Commissioning
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Area of weakness identified in the original inspection

Section D: Weaknesses in the identification, assessment, diagnosis and support of those children and young people with autism spectrum disorder.

- Children and young people still wait too long.
- Parents describe battles to get onto the waiting list
- shortages in the health visiting services persist, there are delays in healthy child programme reviews
- Parents say that the support they receive while waiting for an assessment does not meet their child or young person's needs
- Parents are still not getting the support they need in a timely way.

What families have told us

What Families have told us and the alignment with the success criteria as numbered below.


- a) Work with difference "neuro-types" – young people should be central to this- need a broader understanding of neurodivergence not just a focus on autism. (7)
 - b) Look at different presentations rather than societal stereotypes. (7)
 - c) Avoid "comparison culture". (8)
 - d) Many, many amazing ND people's voices out there – bring them into the mainstream, into schools, their communities, we need to hear their stories. (8)
 - e) Social knowledge not social skills. (8)
 - f) Still impacted by medical model of assessment which is deficit biased. (4, 8)
 - g) Listen to parents and help parents new to the world of neurodiversity see that there are many paths – we don't all have to be on the same one. (8)
 - h) Allow more young people with autism to live well and independently in their own communities, enable to find work and access higher/further education opportunities. (9)
 - i) Equip early years' professionals in universal and early years settings to recognise signs of neurodivergence developing. (3)
 - j) Intervene earlier to support with social interactions and skill development. (1, 3, 4, 5, 7, 8)
 - k) Access to face-face health visitor sessions. (10)
 - l) Ensure health visitors have a strong understanding of autism presentations. (3)
 - m) Parents and carers describe battles to get onto the waiting list. (2)
- Despite initiatives such as additional training or information, leaders are not able to show the impact on the vulnerable groups that were identified at the previous inspection. These groups include girls with ASD and those requiring access to mental health services. (6)

Success Criteria

1. Reduced number of children waiting for diagnosis so that no one waits longer than 18 weeks for an assessment.
2. Access to the Devon diagnostic pathway is understood by parents/carers and straight forward to access for those who need it.
3. Healthy Child Programme Reviews are undertaken in a timely manner. Health visiting and Early Years provision develop the capacity and capability to identify and support needs relating to Neurodiversity in children under 5, in keeping with the Autism strategy and Neurodiversity Gamechanger.
4. Children and parent/carers are offered support to meet need related to neuro-divergence regardless of whether the child has a diagnosis. Pre and post assessment support which has been co-designed with parents/carers is offered to those who need it.
5. All professionals working in Education, will deliver their responsibilities to meet the needs of children with ASD as part of the whole system local area response. Special needs co-ordinators and educators will be active participants in delivering plans to meet need in schools.
6. The outcomes for children with ASD who have additional vulnerabilities (e.g., girls and those with mental health difficulties) is captured and understood to ensure health inequalities are addressed. The outcomes of the LDAP pilot to be reported to the SEND Improvement Partnership Board.
7. Implement the Neurodiversity Gamechanger. Implement the CFHD Neuro-diversity pathway.
8. Roll out a neuro-diversity education programme across the children's workforce so that professionals understand and support the needs of children with neuro-divergence.
9. Address inequalities for children with neuro-divergence. Establish cross sector outcomes framework so area leaders act to improve children and young people's outcomes.
10. Face to face sessions with Health Visitors are available.

Key Performance Indicators

1. Children and young people will be seen for an assessment for autism within 18 weeks. 50% of children and young people will be waiting less than 18 weeks for their first appointment by February 2024
2. Parents, carers report though the autism parent carer expert reference group that the information has been co-produced and meets family needs. Targets by February 2024
 - a. Information 100% co-produced
 - b. 75% of parents report that the information on the local offer meets their needs
3. 90% of new birth contacts take place within 10–15-days. Target 90% (by when TBC Public Health)
4. Parents report new parent groups are easy to access and within reasonable proximity of home (time, location, physical space, frequency) 75% satisfaction (by when TBC Public Health)

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5. Families report that children and young people with neurodiverse (autism) diagnosis and mental health conditions are able to access the health, education and social care support they need
 6. Mental health data shows the proportion of CYP referred with neurodivergent conditions who are accepted for specialist mental health care is comparable with overall referral to acceptance data.
 7. Families with girls who are neurodiverse say that there is equity in the support offer and that support is targeted to meet specific needs of girls 75% satisfaction Feb 2024
 8. Families report that staff understand their roles and responsibilities in supporting children, young people and families who identify as having a neurodiverse need
 - a. 75% of parents report a good experience of contact with staff involved in their child's care Feb 2024
 - b. 75% of CYP report a good experience of contact with staff involved in their care Feb 2024
 9. Staff across all sectors can demonstrate that they understand their role and responsibilities in supporting children, young people and families who identify as having a neurodiverse need - 50 percentage points improvement from baseline in staff survey by February 2024
 10. Qualitative and quantitative information that tracks improvement in waiting times and experience of service demonstrated incremental improvement across all measures Specific targets identified for each measure by November 2023
 11. Parents report that they are aware of the peer support offer and that the support available has been beneficial to them
 - a. Target 50% access by February 2024
 - b. Target 75% satisfaction February 2024

Ref	Action	Outcome	By when	Responsible senior officer
4.1 ASD Assessment Service				
4.1.1	Monitor and improve existing waiting times for assessment.	Continued reduction in number of children waiting.	On-going Identify Quarterly milestones as per trajectory	- Children's Alliance Director (CFHD)
		Reduced mean waiting time		
4.1.2	Ensure accurate monthly activity data reporting, embedded into local area dashboard.	Monitoring will show that wait times are reducing according to the planned trajectories.	April 2023	- Head of Women's and Children's Commissioning
4.1.3	Explore options for additional funding to continue waits reduction to achieve minimal waiting time.	A sustainable and deliverable wait reduction plan	April 2023	- Head of Women's and Children's Commissioning
			Identify date if / when funding secured	
4.1.4	Work with PCF to co-produce accessible information regarding all diagnostic pathways. To include access criteria, referral information, support offer, diagnostic process, possible outcomes, and the potential impacts of ASD diagnosis.	Parent/carers and professional communities understand how to access the diagnostic pathways, support offer across Devon, and the potential impacts of diagnosis.	April 2023	- Head of Women's and Children's Commissioning
			Time 1: April 2023. Reported quarterly thereafter	- Children's Alliance Director - RDUH Paediatric Lead
4.2 Neuro-diversity Strategy				
4.2.1	Establish a multi-sector leadership team (Health, Education, Social Care, parent/carers as a minimum)	Leadership and drive for system wide change.	February 2023	Head of Women's and

Ref	Action	Outcome	By when	Responsible senior officer
	co-led by parent-carers, to take forward the Neurodiversity Gamechanger.		April 2023	Children's Commissioning - Education Lead
4.2.2	Put in place effective governance so that the programme has: <ul style="list-style-type: none"> • Genuine co-production and ownership by all partners • Co-led by parents/carers/young people • Clarity about decision making, accountability and funding 	Genuine co-production, multi-sector system alignment, clarity of funding routes and clear lines of accountability are established.	March 2023	- Head of Women's and Children's Commissioning
4.2.3	Initiate a parent/carer Expert Reference Group to advise and drive development of the Devon Neurodiversity Model.	Neuro-diversity model is shaped by the views of parent/carers.	April 2023 June-2023	- Head of Women's and Children's Commissioning- Parent Carer Forum Devon
4.2.4	Map the current multi-sector offer for children and young people with needs relating to neurodiversity, identifying gaps.	The local offer for children and young people with a diagnosis or traits of a neuro-developmental condition is fully understood and gaps identified.	June-2023	- Head of Women's and Children's Commissioning - Head of Commissioning (Children)
4.2.5	Neuro-diversity strategy co-produced with significant input from key stakeholders, taking into account the gaps analysis and any joint commissioning strategy.	Neuro-diversity Strategy and implementation plan creates clear, system-wide route map for	July 2023	- Head of Women's and

Ref	Action	Outcome	By when	Responsible senior officer
		transformation of services for children with Neuro-diversity needs.	August 2023	Children's Commissioning
4.3 Strengthening early identification				
4.3.1	Identify the current local area mechanisms for identifying neuro-diverse needs in children and young people across all sectors.	The current graduated response, gaps and issues will be understood.	April 2023	- Service Lead - Service Lead SEND Support Services - Head of Public Health Nursing
4.3.2	Develop and implement Health Visitor practices and systems to support the early identification of neuro-developmental traits / conditions (as per Autism Strategy).	Early years professionals are skilled in identifying children showing symptoms of neuro-divergent development and are able to support parent/carers in best meeting their child's developmental needs.	August 2023	- Head of Public Health Nursing
4.3.3	Implement the New Birth Visit (NBV) sustainability plan to embed the success of the recent NBV recovery plan and maintain performance around improved timeliness.	Children and parents/carers receive their New Birth Visit within the mandated timeframe so that needs are identified and responded to.	May 2023	- Head of Public Health Nursing
4.3.4	Rollout of the parent group model – a universal offer of a face-to-face contact to all parents/carers for antenatal and 4–10-week contacts.	Caregivers are able to access a universal face-to-face contact with Health Visitors for antenatal and 4–10-week contacts available across Devon.	March 2023 Quarterly	- Head of Public Health Nursing
4.3.5	Implement 'Was Not Brought' policy to facilitate the rescheduling of targeted/specialist appointments to prioritise developmental reviews.	Children/parents/carers have 1 year and 2-year developmental reviews within the mandated timeframe.	May 2023	- Head of Public Health Nursing
4.3.6	Implement the mapping of staffing resources based on staff modelling exercise to prioritise improvements to the timeliness of developmental reviews.	Children/parents/carers receive high-quality care and support by a well-staffed and well-trained workforce.	May 2023	- Head of Public Health Nursing

Ref	Action	Outcome	By when	Responsible senior officer
4.3.7	Develop a strategic workforce plan for Public Health Nursing that identifies the recruitment and retention requirements for the service and reflects the needs and demands of future service delivery.	Improved workforce management practice, design, and planning, so there is sufficient PHN capacity to meet the needs of communities.	May 2023	- Head of Public Health Nursing
4.4 Improving access to needs-based support				
4.4.1	Map and develop a cross sector offer for existing needs-based support and publish on Local Offer.	Parent /carers / professional communities are clear what needs-based support is available and how to access it.	April 2023 Time 1: May 2023 Quarterly thereafter	- Head of Children's and Women's Commissioning - Service Lead SEND Support Services
4.4.2	Ensure children and young people who have mental health conditions alongside ASD, access appropriate help.	Children and young people with mental health conditions in addition to ASD can access appropriate help.	Time 1: May 2023 Quarterly thereafter	- Children's Alliance Director
4.4.3	Ensure that girls with an ASD diagnosis are able to access support.	Girls with an ASD diagnosis are able to access the support they need.	Time 1: April 2023. Quarterly thereafter	- Head of children's and Women's commissioning Service Lead SEND Support Services
4.4.4	Co-produce the new model for needs- based support across universal, targeted and specialist services, in health, education, social care and the voluntary sector, to be available to children/ young people/families regardless of diagnosis.	Children, young people, and parent/carers are offered support to meet need, in all settings, related to neuro-divergence regardless of whether the child has a diagnosis. Pre and post assessment support which has been co-designed with parents/carers is offered to those who need it.	July 2023 July 2023	- Strategic Clinical Advisors, ICS, - Disabled Children Service Senior Manager

Ref	Action	Outcome	By when	Responsible senior officer
4.4.5	Develop business case. Joint commissioning plan for the additional funding required to deliver neuro-diversity needs-based, equitable multi-sector service provision across Devon. Explore opportunities for funding with regional and national input.		August 2023	
4.4.6	Develop and operationalise implementation plan (Plan based on model that will be delivered on existing resources i.e. not dependent on obtaining additional funding via business case).		August 2023	- Service Lead SEND Support Services
4.4.7	Develop a communication and engagement strategy.		August 2023	- Head of Public Health Nursing - NHS Devon Senior Commissioner
4.4.8	Co-produce impact and experience measures, to measure the impact of the needs-based support.	Impact is measured and reported in order to drive improvements in access and quality.	August 2023 Quarter 3, 2023	- NHS Devon Senior Commissioner
4.4.9	Undertake a cross sector training needs analysis; develop, commission, and roll out an education programme across the children's workforce so that professionals can identify and meet the needs of neuro-divergent children, including those with additional vulnerabilities. To include the varied ways in which neuro-divergence presents, e.g. the significance of masking behaviours, the changes in presentation that occur throughout development, the dynamic relationship between the complexity of the social environment and the neurodivergent traits of the individual.	Children, parents/carers encounter professionals across all sectors who are knowledgeable and skilled in identifying and meeting their needs within their specific roles and settings.	April 2023 June 2023 Quarterly from June 2023	- Head of Public Health Nursing

4.5 Integrated diagnostic pathways

Ref	Action	Outcome	By when	Responsible senior officer
4.5.1	Evidence based integrated clinical pathways for diagnostic assessment and treatment are developed within the new care model.	Service users can access co-ordinated, integrated diagnostic assessments providing an improved experience for service users.	May 2023	- Strategic Clinical Advisors
4.5.2	Pilot site for integrated pathway is identified, with mobilisation plan in place.	Test the efficacy of the integrated pathway design	May 2023	- Strategic Clinical Advisors
4.5.3	Work with PCF to produce community facing information regarding the diagnostic pathways including access and referral information and the process steps in the clinical pathways.	Families and referrers in the pilot area understand the new pathway.		- CFHD & Paediatrics Lead
4.5.4	Co-produce an 'Experience of Service' measure to capture quantitative and qualitative service user experience data.	Reliable experience of service data informs continuous service improvement.	June-2023	- Strategic Clinical Advisors
4.5.5	Implementation of integrated diagnostic and treatment pathways within the new model of care.	Service users can access co-ordinated, integrated diagnostic assessments providing an improved experience for service users.	July 2023	- Strategic Clinical Advisors
			Quarterly incremental increase Q2: 30% Q3: 60% Q4: 90%	
			Baseline data: March - April 2023 Quarterly thereafter targets to	

Ref	Action	Outcome	By when	Responsible senior officer
			be set from baseline	
4.5.6	Map activity (demand) data across CYP and adult community services, (latter for 18-25).	The number of 0-25s children and young people and young adult's needing neuro-diversity diagnostic and treatment services is understood.	August 2023	- Strategic Clinical Advisors
4.5.7	Co-produce the metrics for on-going intelligence regarding demand for the integrated diagnostic pathways.	Area leaders understand the demand for the integrated diagnostic pathways for the SEND population to inform the planning of services.	May 2023	- Head of Women's and Children's Commissioning
4.5.8	Develop a local area dashboard to track activity and demand.		November 2023	- BI lead TBC
4.6 Development of Lived Experience peer support networks				
4.6.1	Identify local models, existing programmes and opportunities for peer support including for parent/carers accessing PHN support; evaluate these to identify the preferred option (s) for Devon, working closely with the voluntary and community sector. Identify resource implications and build into the model development.	Parents/carers are able to access peer support from within their communities.	June 2023	- Head of Commissioning (Children) - Parent Carer Forum Devon
4.7 Addressing inequalities for children with ASD with additional vulnerabilities				
4.7.1	Establish a cross sector outcomes framework for children with neurodivergence, (include LDAP pilot) so area leaders identify and act to address inequalities for children and young people with needs associated with neuro-divergence.	Reduce inequalities in outcomes for children with neuro-divergence with additional vulnerabilities.	May 2023	- Head of Public Health Nursing
			August 2023	
			November 2023 and	

Ref	Action	Outcome	By when	Responsible senior officer
			quarterly thereafter	