

## **APPENDIX 2**

### **Commission review – Action Plan**

The recommendations made in this paper are made against an evolving backdrop in recent times of changes in national level policy and local challenges regarding the specialist alternative provision agenda. The evidence base which has informed the proposed recommendations has been drawn from a number of sources:

- Individual and group meetings with PRU head teachers of local pupil referral units and EOTAS settings;
- Meetings with heads of service for local authority and partner services working with schools, children, young people and families;
- Children, young people and parents/ carers
- Meetings with school based personnel;
- Meeting with a local MP and local Councillors;
- Scrutiny of local data, inspection reports and PRU provision evidence.

#### **Schedule for the implementation of recommendations made:**

All of the proposed actions below are linked to the issues and recommendations section of the Working Together for Inclusion report. The actions have been set out in five themes:

1. Schools theme
2. Educational Inclusion theme
3. Education and Learning theme
4. Alternative Provision provider theme
5. Special Schools and Services theme

## Actions for theme 1: Schools

Ref.	Recommendations/ Actions	Time Scales	Lead	Resource Implications	Outcomes/ Success Measures
1.	School publication of the Local offer in line with SEND reform requirements	September 2014	Head teachers	School based professional time	100% of local schools demonstrate their local offer on school websites and discharge required duty
2.	School and partner agency support for Fair Access Panel meetings	January 2015	Lead officer for AP Commissioning	Stakeholder time and refreshment/ meeting costs	Full engagement by schools and partner agencies in locality FAP meetings, leads to an increased number of successful vulnerable learner reintegrations and/ or managed moves.
3.	Planned programme of learning visits to targeted LA areas for school leaders and LA officers to view recommended Educational Inclusion best practice	Ongoing	Lead officer for AP Commissioning	Officer and head teacher time	Learning visits contribute to capacity building for LA officers, services and local schools, with post visit feedback reporting on positive outcomes.
4.	Governor briefing sessions with focus on new IYFAP arrangements and implications for school governors	December 2014	Lead officer for AP Commissioning	Officer and Governor time	School based governors obtain a deeper understanding of new IYFAP arrangements and are well positioned to challenge and support school leadership.
5.	Governor briefing sessions with focus on SEND reform duties for schools and implications for school based governors	December 2014	Head of SEN	Officer and Governor time	School based governors obtain a deeper understanding of new SEND duties and well positioned to challenge and support school leadership.

## Actions for theme 2: Local Authority – Educational Inclusion

Ref.	Recommendations/ Actions	Time Scales	Lead	Resource Implications	Outcomes/ Success Measures
6.	Development of PSP database to enable oversight of all learners with reduced school timetables	April 2015	Lead officer for AP Commissioning	Database development costs/ officer and data analyst time	LA oversight and clarity regarding accountability for potentially vulnerable learners with reduced timetables. 100% of school based learners with reduced timetables are recorded on the database,

Ref.	Recommendations/ Actions	Time Scales	Lead	Resource Implications	Outcomes/ Success Measures
					monitored and have a designated key worker.
7.	Alignment of new PSP framework with EHC to underpin work of locality continuum of provision	January 2015	Head of SEN and Lead officer for AP Commissioning	Consultant/officer time	Alignment of plans leading to a reduction in planning processes for vulnerable learners.
8.	Development of new In Year Fair Access Protocol and supporting framework, which will enable equitable distribution of vulnerable learners across local primary and secondary schools along with providers of specialised alternative provision	January 2015	Lead officer for AP Commissioning	Consultant/officer time	New protocol underpinned by formula to ensure equitable distribution of vulnerable learners across local schools and reducing the potential for any school to receive a disproportionate number of vulnerable learners during the academic year period. End of year review of IFAP framework confirms school leader approval of changes.
9.	Development of "Working Together for Inclusion" stakeholder communication plan	October 2014	Lead officer for AP Commissioning	Consultant time	Communication plan developed to support implementation of plan, ensuring all relevant stakeholders are kept abreast of progress.
10.	Planned programme of learning visits to targeted LA areas to view recommended Educational Inclusion best practice	Ongoing	Lead officer for AP Commissioning	Officer and head teacher time	Learning visits contribute to capacity building for LA services and schools, with post visit feedback reporting on positive outcomes.
11.	Local Offer - parent and carer access	September 2014	Head of SEN	Officer and head teacher time	Local data suggests that the Local Offer is informative, helpful and easily accessible for all parents and carers. We will make clear the routes of complaint and redress and our commitment to ensure that services are developed through co-production with young people and their parents and carers.
12.	Provision programme for post 16 LDD learners	January 2015	Post 16 Commissioner	Officer time	<ul style="list-style-type: none"> <li>LA to develop progression agreements with FE Colleges and work based learning providers, so that all young people aged 16-25</li> </ul>

Ref.	Recommendations/ Actions	Time Scales	Lead	Resource Implications	Outcomes/ Success Measures
					<p>with a learning difficulty or disability can participate in learning, training and supported employment.</p> <ul style="list-style-type: none"> <li>• 95% of young people with SEN and disabilities aged 16-19 will be engaged in learning or training.</li> <li>• 100% of learners with LDD will be able to participate.</li> </ul>
13.	LDD young people transition to adult services	January 2015	Head of Moving into Adulthood	Officer and college/ post 16 personnel time	100% of young people who meet the eligibility criteria for adult social care have a seamless transition to adult services.
14.	Multi – agency governance for assessment and planning	September 2014	Head of SEN	Officer time	<ul style="list-style-type: none"> <li>• 100% of professional advice will be provided within timescales and 100% of statutory assessments will be completed in time, aiming for full SEND reform compliance.</li> <li>• 100% of statutory assessment will follow a co-ordinated, multi-agency approach and protocols will be in place for information sharing, data protection and governance.</li> </ul>
15.	Stakeholder consultation and communication events to support development and implementation of proposed policy changes for Educational Inclusion work streams	Ongoing	Lead officer for AP Commissioning and Head of SEN	Officer and stakeholder time	Local stakeholders, including service users systematically contribute to the shaping and designing of future policy and strategic developments. All stakeholders engaged in strategic and operational change management proposals.
16.	Amalgamation of statutory and non-statutory panels with a focus on vulnerable learners (i.e.' FAP, SEN, CAF, Pupil Placement) to create a	April 2015	Lead officer for AP Commissioning, Head of SEN	Stakeholder and Consultant time	Development of single referral pathway for vulnerable learners to access alternative and/ or specialised provision, leading to an increase in learners being

Ref.	Recommendations/ Actions	Time Scales	Lead	Resource Implications	Outcomes/ Success Measures
	single referral pathway for learners to access AP, managed moves and education otherwise than at school provision		and Head of Integrated Services		able to access provision in their locality, reducing the need for out of county specialised provision placements.
17.	Educational inclusion needs assessment data to be regularly updated and made available to inform the work of IYFAP and the IBA Strategic group	January 2015	Lead officer for AP Commissioning/ Head of SEN/ Education and Learning Behaviour (BA) and Attendance Lead	Officer time	IBA Strategic group to review and forward plan local IBA key priorities and strategic aims in response to local needs and national level reforms.
18.	Inclusion, Behaviour and Attendance (IBA) Strategic Group informed by local needs assessment to prioritise the commissioning and decommissioning of provision in response to provision gaps, such as the high volume of vulnerable learners needing to be educated in out of county provision	January 2015	Lead officer for AP Commissioning/ Head of SEN/ Education and Learning Behaviour and Attendance (BA) Lead	Officer time	IBA Strategic group to review and forward plan local IBA key priorities and strategic aims in response to local needs and national level reforms. Commissioning and decommissioning priorities to be informed by local needs assessment data sets.
19.	IBA Strategic Group to commission an options appraisal for timely alternative approaches to reverse the number of vulnerable learners needing to be placed in out of County specialised provision	January 2015	Lead officer for AP Commissioning/ Head of SEN/ Education and Learning BA Lead	Consultant and officer time	Reduction in the need for specialised out of county places for vulnerable learners.
20.	Implementation of County AP Strategy setting out key priorities and strategic aims across AP partners for the development of AP policy and practice over the next three to five year period.	January 2015	Lead officer for AP Commissioning	Consultant and officer time	County AP Strategy sets defines key Educational Inclusion priorities for local partners, stakeholders and providers to progress to ensure AP offer is needs lead, outcomes focused and future proofed in response to local need.
21.	Development of County SEND Strategy setting out key priorities and strategic aims, across AP partners for the	January 2015	Head of SEN	Consultant and officer time	County SEND Strategy sets defines key SEND priorities for local partners, stakeholders and providers to progress,

Ref.	Recommendations/ Actions	Time Scales	Lead	Resource Implications	Outcomes/ Success Measures
	development of SEND policy and practice over the next three to five year period.				including implementation of the 2014 SEND reforms.
22.	AP provider base or vulnerable learners aged 0-25 locally to be developed further and increased through targeted market development activity	Ongoing	Lead officer for AP Commissioning	Officer and Consultant time	<ul style="list-style-type: none"> <li>Increased provider volume leads to market force development, driving up standards and the securing of best value for money outcomes for commissioners and learners.</li> <li>By July 2015 having further developed the partnership with providers based in the independent and non-maintained sector, this will have led to a reduction in the overall cost of placements and transport.</li> </ul>
23.	Inclusion, behaviour and attendance relevant commissioning arrangements, to be governed by SLAs and contract management interfaces between providers and the LA	January 2015	Lead officer for AP Commissioning and Head of SEN	Officer and Consultant time	Robust contract monitoring arrangements will have led to improved quality assurance, commissioning and the decommissioning of ineffective provision. Improved value for money outcomes will have been achieved from commissioning processes.
24.	Development of approved local specialist AP provider register	January 2015	Lead officer for AP Commissioning	Officer time and within existing resources	Providers required to achieve key criteria and standards for registration purposes. Only providers achieving baseline standards will be allowed to be commissioned by schools and LA. 100% of commissioned providers meet LA standards criteria for being commissioned.
25.	Development of County AP provision quality assurance framework	January 2015	Lead officer for AP Commissioning and Lead BA officer	Officer time	Framework provides consistency for commissioners and providers for quality assurance purposes, ensuring that providers are inspection ready and effectively discharging statutory and

Ref.	Recommendations/ Actions	Time Scales	Lead	Resource Implications	Outcomes/ Success Measures
					special duties. All commissioned providers are regularly judged to be "inspection ready".
26.	Designated LA lead professional for the commissioning of AP, to operate as the Lead professional county wide for AP policy, practice and strategy	January 2015	Head of Inclusive Services	Within existing resources	LA has designated policy driver for AP in place with accountability and responsibility for securing best value money for outcomes for learners needing to be educated otherwise than at school.
27.	Educational Inclusion Accommodation strategy	January 2015	Head of SEN	Officer time: Head of Corporate Parenting, Health Commissioner, Lead officer for AP Commissioning, Head of SEN	Plan in place that has oversight of the local AP and Special School estate and prioritises investment in response to need.
28.	There are clear Information systems in place to provide parents and carers with details about what services are available, how to access them and the referral routes, which will be clear and simple.	Ongoing	Head of SEN	Within existing resources	During the 2014/15 academic year we will publish information about our criteria for parents and carers to be able to access services and where help is available if children do not meet the criteria for an education, health and care plan. The local offer delivery approach will continue to evolve in response to need.
29.	Strengthening of joint commissioning arrangements between Health and LA services	April 2015	Head of Commissioning and Partnerships	Within existing resources	<ul style="list-style-type: none"> <li>Strategic commissioning framework between Health and LA services secures increased financial savings by comparison with previous year's baseline.</li> <li>By July 2015 there will be tangible evidence of there being more effective joint commissioning arrangements with Health partners, to enable us to take timely and cost effective decisions</li> </ul>

Ref.	Recommendations/ Actions	Time Scales	Lead	Resource Implications	Outcomes/ Success Measures
					<p>when we procure placements from external providers.</p> <ul style="list-style-type: none"> <li>Commissioning frameworks increase service activity and reductions in waiting times for groups of children, including those with speech and language needs and physical impairment.</li> </ul>
30.	Development of an AP learner banding framework for funding, which will align with SEN criteria	September 2014	AP Commissioner	Officer time	An agreed funding framework has been developed, consulted on and is being deployed between AP commissioner and providers to underpin learner placement.
31.	EOTAS data base informed by all learners accessing forms of alternative provision (including elected home education and out of county specialist provision placements) to provide single system and register oversight with accountabilities for learners not attending mainstream school settings	September 2014	AP Commissioner	Officer time	Single system accessible by lead professionals across Education and Social Care services, is in place confirming designated key workers and/or lead professional for each learner.
32.	Profiling of future need for specialised alternative provision	January 2015	CYP Consultant	Consultant time	Future needs assessment informed by historical and current data along with national level patterns and trends, is available to inform the long term strategic commissioning of specialised alternative provision.
33.	Increasing of special school learner places	September 2016	CYP Consultant/ Locality Special school head teachers	Consultant and special school head teacher time	Through a redesigned approach to the commissioning of specialist alternative provision and maximising the impact of local school inclusion offers, we will increase the number of places in Special schools from current numbers and expand mainstream resourced provision to create at least 100 additional resourced places.

### Actions for theme 3: Local Authority - Education and Learning

Ref.	Recommendations/ Actions	Time Scales	Lead	Resource Implications	Outcomes/ Success Measures
34.	Development of new Pastoral Support Guidance and policy framework for Schools, deploying a three stage approach to meeting the needs of vulnerable learners	January 2015	Lead officer for AP Commissioning and BA Lead Education and Learning officer	Consultant/ officer time	Increased consistency of policy and practice across local schools in supporting vulnerable learners and an increase in the early identification of learners at risk of poor outcomes, leading to a reduction in school based permanent exclusions.
35.	Identification and dissemination of local school based highly effective Educational Inclusion policy and practice, that has made a tangible difference for vulnerable learners	Ongoing	Education and Learning Lead BA officer	Officer time	Dissemination of Suffolk Educational Inclusion best practices leads to increase in school based capacity to meet the needs of vulnerable learners and a reduction in school based exclusions.
36.	Audit the deployment of restorative justice approaches across local schools as an alternative approach to permanent exclusion and commission a targeted programme of training for school lead professionals with a view to cascading	January 2015	Education and Learning Lead BA officer	Consultant/ officer time and training programme costs	Increased deployment of restorative approaches across local schools leads to a reduction in the need of schools to deploy permanent exclusions for the most challenging of pupil behaviours.
37.	Governor briefing sessions with focus on new IYFAP arrangements and implications for school governors	January 2015	Lead from Governor services and Lead officer for AP Commissioning	Officer and Governor time	School based governors obtain a deeper understanding of new IYFAP arrangements and well positioned to challenge and support school leadership.
38.	Governor briefing sessions with focus on SEND reform duties for schools and implications for school based governors	January 2015	Lead from Governor services and Head of SEN	Officer and Governor time	School based governors obtain a deeper understanding of new SEND duties and well positioned to challenge and support school leadership.
39.	Existing networking arrangements for school Attendance and Behaviour lead professionals, to be extended to encompass the work of the SEND reforms. Inclusion, Behaviour and Attendance lead professionals (IBA) to	January 2015	Education and Learning Lead BA officer/ Lead officer for AP Commissioning/ Head of SEN	Officer/ school based professional time	Development of school based lead professionals leads to the increase of school capacity to meet the needs of vulnerable learners in school based settings.

Ref.	Recommendations/ Actions	Time Scales	Lead	Resource Implications	Outcomes/ Success Measures
	be accountable and responsible across schools for all Educational Inclusion policy and practice.				
40.	Development of County Inclusion, Behaviour and Attendance Strategic group for oversight of IBA commissioning priorities and strategic planning	January 2015	Education and Learning Lead BA officer/ Lead officer for AP Commissioning/ Head of SEN	Officer/ school based professional time	IBA Strategic group to review and forward plan local IBA key priorities and strategic aims in response to local needs and national level reforms and lead on annual self-assessment performance process.
41.	Development of County AP provision quality assurance framework	January 2015	Education and Learning Lead BA officer/ Lead officer for AP Commissioning	Officer time	Framework provides consistency for commissioners and providers for quality assurance purposes, ensuring that providers are inspection ready and effectively discharging statutory and special duties.
42.	Targeted work with local early year's providers, schools and colleges to develop and improve the quality and capacity of local SEND provision	September 2015	Education and Learning Early Years Lead and Head of SEN	Within existing resource	<p>Effective joint working with local early year's providers, schools and colleges to develop will lead to there being improved quality and capacity of local SEND provision, improving Suffolk's capacity to educate, care for and promote the good health of children with SEN and disabilities.</p> <p>The LA will maintain resources which are working well whilst supporting centres of expertise to work with other schools to enhance school capacity.</p> <p>We will improve the use and effectiveness of in-reach peripatetic provision, following a programme of redesign and reform in order to be able to enable more learners with additional and/ or complex needs to access provision locally.</p>
43.	Performance of Suffolk schools with SEN units	September 2016	Head of SEN	Within existing resource	The proportion of Suffolk schools with SEN units judged good or better is in line

Ref.	Recommendations/ Actions	Time Scales	Lead	Resource Implications	Outcomes/ Success Measures
					with the national average (reaching at least 78%)
44.	Narrowing of the SEND learner performance gap	September 2016	Education and Learning SEND Lead	Within existing resource	There will be an improved rate of progress and outcomes year on year for all children and young people with SEN and those who are disabled, narrowing the gap between those with SEND and other children and young people to better than the national average.
45.	Targeted Behaviour and Attendance workforce development	April 2015	Education and Learning BA Lead/ Lead officer for AP Commissioning	To be evaluated and costed	<p>All school based Inclusion, Behaviour and Attendance lead professionals have access to a locally delivered and/ or commissioned version of the accredited National Specialist Leader Programme for Behaviour and Attendance.</p> <ul style="list-style-type: none"> <li>• A detailed work force development plan is in place.</li> <li>• Training evaluation demonstrates increased staff confidence.</li> </ul>
46.	Targeted SEND workforce development to ensure all early years providers and mainstream schools have skilled staff to support the needs of children and young people, with ASD, BESN and speech and language needs	January 2015	Education and Learning SEND Lead and post 16 providers	To be costed and fully evaluated	<ul style="list-style-type: none"> <li>• The proportion of pupils subject to a Statement placed in mainstream schools and with post 16 providers will increase to 60% from 40%, reducing the reliance on special school placement.</li> <li>• A detailed work force development plan is in place.</li> <li>• Training evaluation demonstrates increased staff confidence.</li> </ul>
47.	SEND Key worker role workforce development programme is in place to ensure practitioners engaged in the single assessment process are trained in person centred approaches for assessment	September 2015	Head of SEN	To be evaluated and costed	<ul style="list-style-type: none"> <li>• The proportion of pupils subject to a Statement placed in mainstream schools will increase to 60% from 40%.</li> <li>• A detailed work force development plan is in place.</li> </ul>

Ref.	Recommendations/ Actions	Time Scales	Lead	Resource Implications	Outcomes/ Success Measures
					<ul style="list-style-type: none"> <li>Training evaluation demonstrates increased staff confidence.</li> </ul>

#### Actions for theme 4: Alternative Provision settings and providers

Ref.	Recommendations/ Actions	Time Scales	Lead	Resource Implications	Outcomes/ Success Measures
48.	Development of the locality integrated alternative provision offer for local schools and vulnerable learners.	January 2015	Locality AP head teachers	Consultant and AP provider personnel time	Integrated locality offer leads to an increased number of local AP offer provision places for vulnerable learners due to efficiency gains.
49.	Development of integrated locality AP services with single management committees, single URNs, single leadership and management structures, single referral pathways	September 2015	CYP Consultant and Locality AP head teachers	Consultant and AP provider personnel time	Integrated locality AP offer leads to increased local AP offer provision places for vulnerable learners due to efficiency gains.
50.	Alternative provision providers to develop standardised pupil assessment and reintegration policy to provide consistency in policy and practice across providers	January 2015	Locality AP head teachers	AP provider personnel time	Integrated locality offer leads to increased local AP offer provision places for vulnerable learners due to efficiency gains.
51.	Standardised protocols and policies across AP providers for learner entry, assessment, exit, and contingency arrangements for the management of learner exclusion across AP settings	April 2015	Locality AP Head teachers	AP provider officer time	All AP providers deploy common and standardised processes, creating consistency in policy and practice.
52.	Standardised AP provider assessment centre programme to inform learning offer for each referred pupil	April 2015	Locality AP Head teachers	AP provider officer time	All learners following FAP referral access targeted assessment activity which will inform AP learning programme.
53.	Development of integrated AP provider support to schools programme to contribute to the Local offer to align with	January 2015	Locality AP Head teachers	AP provider officer time	Each locality has in place an integrated AP support to schools programme, which aligns with the local offer requirements.

Ref.	Recommendations/ Actions	Time Scales	Lead	Resource Implications	Outcomes/ Success Measures
	the 2014 SEND reforms				
54.	AP provider websites to provide tier one access to information, advice and guidance to users with regards to behavior modification, signposting to partner agencies intervention activity. Each locality to provide access to a cross phase AP website with access to IAG and local offer references.	January 2015	Locality AP Head teachers	AP provider officer time	Each locality AP consortia provides a high quality website with user access to information, advice and guidance with regards to local AP systems and processes, as well as management of challenging learner behaviour.
55.	Each locality AP consortia to progress the development of virtual learning environments (VLE) to broaden learner curriculum offer.	January 2015	Locality AP Head teachers	AP provider officer time	All AP settings have in place a plan for ensuring all learners have access to VLE as part of their PSP/ IEP/ EHC.
56.	AP provider academy conversion project planning and organisation	Ongoing in response to local demand	CYP Consultant/ Locality AP Head teachers	Consultant and AP Head teacher time	All AP academy conversion work streams have in place robust project plans with regularly updated risk management schedules. AP Management Committees accountable for project progress. Plans ensure all projects achieved on time and in budget.

### **Actions for theme 5: Specialist School settings and services**

Ref.	Recommendations/ Actions	Time Scales	Lead	Resource Implications	Outcomes/ Success Measures
57.	Improvement of SEN provision information management systems	September 2015	Head of SEN and Head of Early Years Inclusion	To be evaluated and costed	Improved information management systems for SEN provision is being deployed with agreed common data sets, which track learner achievement, destinations and outcomes and enable the quality of provision to be evaluated.
58.	Development of a County-wide approach to supporting early years settings, children's centres and schools to meet the SLCN of children and young people.	September 2015	Head of SEN and Head of Early Years Inclusion	To be evaluated and costed	Informed by evidence from the Suffolk multi-agency commissioning framework for children with speech, language and communication needs (SLCN), and its strategic assessment, there will be a

Ref.	Recommendations/ Actions	Time Scales	Lead	Resource Implications	Outcomes/ Success Measures
					coherent and county wide approach to supporting early years settings, children's centres and schools to meet the SLCN of children and young people.
59.	Outreach support programme to mainstream schools	January 2015	CYP Consultant/ Special School Head teachers	Within existing resources?	Evidence is available that demonstrates that commissioned outreach activity has had a direct and positive impact on the support for pupils with SEN and disabilities, and their progress in mainstream schools.
60.	Maximise joint commissioning opportunities between the LA and Health services, to ensure that adequate health provision is consistently available in all special schools and mainstream schools for SEND pupils	September 2015	Head of SEN/ Health LDD Commissioner	To be evaluated and costed	Supporting annual review evidence confirms that there is adequate health provision, which is available in all special schools and mainstream schools for SEND pupils, underpinned by a standardised commissioning approach between partners.
61.	Standardised protocols and policies across special school providers for learner entry, assessment, exit, and contingency arrangements in the event that the provision is unable to meet the needs of the most complex need learners.	September 2015	Special school head teachers	Special school provider officer time	All special school providers deploy common and standardised processes, creating consistency in policy and practice.
62.	Profiling of future need for Specialised alternative provision	January 2015	CYP Consultant	Consultant time	Future needs assessment informed by historical and current data along with national level patterns and trends is available to inform the long term strategic commissioning of specialised alternative provision.
63.	Review current dual placement arrangements to ensure best value for money outcomes	January 2015	CYP Consultant	Consultant time	Evidence proves that dual placement arrangements are responsive to learner needs, whilst achieving best value for money and inclusive outcomes for learners
64.	Review learner profile in special schools	January 2015	CYP Consultant	Consultant time	Review outcomes informs future need assessment and strategy for commissioning of specialised alternative

Ref.	Recommendations/ Actions	Time Scales	Lead	Resource Implications	Outcomes/ Success Measures
					provision places

## Action planning: Key Actions summary 2014-16

Ref.	Action	Timescale
1.	School publication of Local offer in line with SEND reform requirements	Sept 2014
2.	Local Offer - parent and carer access	Sept 2014
3.	Stakeholder consultation and communication events to support development and implementation of proposed policy changes for Educational Inclusion work streams	Sept 2014
4.	Development of an AP learner banding framework for funding, which will align with SEN criteria	Sept 2014
5.	Planned programme of learning visits to targeted LA areas for school leaders and LA officers to view recommended Educational Inclusion best practice	Ongoing in response to demand
6.	Development of "Working Together for Inclusion" stakeholder communication plan	Oct 2014
7.	Governor briefing sessions with focus on new IYFAP arrangements and implications for school governors	Jan 15
8.	Governor briefing sessions with focus on SEND reform duties for schools and implications for school based governors	Jan 15
9.	EOTAS data base informed by all learners accessing AP, EHE, Out of County placed learners to provide single system and register oversight with accountabilities for learners not attending mainstream school settings	Jan 15
10.	Profiling of future need for specialised alternative provision	Jan 15
11.	Targeted SEND workforce development activity to ensure all early years providers and mainstream schools have skilled staff to support the needs of children and young people, with ASD, BESN and speech and language needs	Jan 15
12.	Each locality AP consortia to progress the development of virtual learning environments (VLE) to broaden learner curriculum offer.	Jan 15
13.	AP provider academy conversion project planning and organisation	Ongoing in response to demand
14.	Special schools outreach support offer to mainstream schools	Jan 15
15.	Profiling of future need for Specialised alternative provision	Jan 15
16.	Development of new Pastoral Support Guidance and policy framework for Schools, deploying a three stage approach to meeting the needs of vulnerable learners	Jan 15
17.	Identification and dissemination of local school based highly effective Educational Inclusion	Ongoing when

<b>Ref.</b>	<b>Action</b>	<b>Timescale</b>
	policy and practice, that has made a tangible difference for vulnerable learners	available
18.	Audit the deployment of restorative justice approaches across local schools as an alternative approach to permanent exclusion and commission a targeted programme of training for school lead professionals with a view to cascading	Jan 2015
19.	Strengthen existing networking arrangements for school Attendance and Behaviour lead professionals, to be extended to encompass the work of the SEND reforms. Inclusion, Behaviour and Attendance lead professionals (IBA) to be accountable and responsible across schools for all Educational Inclusion policy and practice	Jan 2015
20.	Development of County Inclusion, Behaviour and Attendance Strategic group for oversight of IBA commissioning priorities and strategic planning	Jan 2015
21.	Development of County AP provision quality assurance framework	Jan 2015
22.	Development of PSP database and oversight of learners with reduced school timetables	Jan 2015
23.	Development of new In Year Fair Access Protocol and supporting framework, which will enable equitable distribution of vulnerable learners across local primary and secondary schools along with providers of specialised alternative provision	Jan 2015
24.	Alignment of new PSP framework with EHC to underpin work of the local continuum of provision	Jan 2015
25.	Provision programme for post 16 LDD learners	Jan 2015
26.	IBA Strategic Group informed by local needs assessment to prioritise the commissioning and decommissioning of provision in response to provision gaps, such as the high volume of vulnerable learners needing to be educated in out of county provision	Jan 2015
27.	Educational inclusion needs assessment data to be regularly updated and made available to inform the work of IYFAP and the IBA Strategic group	Ongoing/ produced periodically
28.	IBA Strategic Group to commission an options appraisal for timely alternative approaches to reverse the number of learners needing access to out of county specialist provision	Jan 2015
29.	LDD young people transition to adult services	Ongoing
30.	Development of County AP Strategy setting out key priorities and strategic aims across AP partners for the development of AP policy and practice over the next three to five year period	Jan 2015
31.	Development of County SEND Strategy setting out key priorities and strategic aims across AP partners for the development of SEND policy and practice over the next three to five year period	Jan 2015
32.	Inclusion, behaviour and attendance relevant commissioning arrangements, to be governed by SLAs and contract management interfaces between providers and the LA	Jan 2015
33.	Development of approved local specialist AP provider register	Jan 2015
34.	Designated LA lead professional for the commissioning of AP, to operate as the Lead professional county wide for AP policy, practice and strategy	Jan 2015
35.	Educational Inclusion Accommodation strategy	Jan 2015
36.	Information systems in place to provide clear information about what services are available, how to access them and the referral routes, which will be clear and simple.	Jan 2015

<b>Ref.</b>	<b>Action</b>	<b>Timescale</b>
37.	Profiling of future need for specialised alternative provision	Jan 2015
38.	Alternative provision providers to develop standardised pupil assessment and reintegration policy to provide consistency in policy and practice across providers	Jan 2015
39.	Educational Inclusion Accommodation strategy	Jan 2015
40.	Information systems in place to provide clear information about what services are available, how to access them and the referral routes, which will be clear and simple	Ongoing
41.	Strengthening of joint commissioning arrangements between Health and LA services	Ongoing
42.	Development of AP provider support to schools programme to contribute to the Local offer to align with the 2014 SEND reforms	Jan 2015
43.	AP provider websites to provide tier one access to information, advice and guidance to users with regards to behavior modification, signposting to partner agencies intervention activity. Each locality to provide access to a cross phase AP website with access to IAG and local offer references	Jan 2015
44.	Development of integrated locality AP services with single management committees, single URNs, single leadership and management structures, single referral pathways	Sept 2015
45.	School and partner agency support for Fair Access Panel meetings	Jan 2015
46.	Multi – agency governance for assessment and planning	April 2015
47.	Amalgamation of statutory and non-statutory panels with a focus on vulnerable learners (i'e' FAP, SEN, CAF, Pupil Placement) to create a single referral pathway for learners to access AP, managed moves and education otherwise than at school provision	April 2015
48.	Behaviour and Attendance workforce development	April 2015
49.	Strengthening of joint commissioning arrangements between Health and LA services	Ongoing
50.	Adequate health provision is consistently available in special schools and mainstream schools for SEND pupils	Sept 2015
51.	Standardised protocols and policies across special school providers for learner entry, assessment, exit, and contingency arrangements in the event that the provision is unable to meet the needs of the most complex need learners	Jan 2015
52.	Standardised protocols and policies across AP providers for learner entry, assessment, exit, and contingency arrangements for the management of learner exclusion across AP settings	Jan 2015
53.	Standardised AP provider assessment centre programme to inform learning offer for each referred pupil	Jan 2015
54.	Improvement of SEN provision information management systems	Sept 2015
55.	Development of integrated locality AP services with single management committees, single URNs, single leadership and management structures, single referral pathways	Sept 15
56.	County-wide approach to supporting early years settings, children's centres and schools to meet the SLCN of children and young people	Sept 2015
57.	Targeted work with local early year's providers, schools and colleges to develop and improve the quality and capacity of local SEND provision	Sept 2015

<b>Ref.</b>	<b>Action</b>	<b>Timescale</b>
58.	SEND Key worker role workforce development programme is in place to ensure practitioners engaged in the single assessment process are trained in person centred approaches for assessment	Sept 2015
59.	Increasing of special school learner places	Sept 2016
60.	Performance of Suffolk schools with SEN units	Sept 2016
61.	Narrowing of the SEND learner performance gap	Sept 2016