

Inspection of Gateshead's arrangements for children and young people with special educational needs and/or disabilities



SEND

Gateshead's Response to the Areas for
Development identified by Ofsted and the
Care Quality Commission

July 2023

Introduction

Our vision in Gateshead is for all children and young people with SEND to thrive, have appropriate provision, feel positive about their next steps and believe in themselves. We put families at the heart of everything we do.

Our strategic approach is to 'Make Gateshead a place where everyone thrives'.

For children and young people with Special Educational needs this means our four priorities are:

1. To have a transparent approach to identify children and young people's needs which is understood by parents, carers and professionals, so that the right support is in place at the right time.
2. To actively engage with children and young people and their parents and carers, so that their vision of 'Our choice, our voice' is heard and supported during strategic planning.
3. For health, social care, and education services to work together to commission the best support for children and young people's needs, and to keep all children and young people safe.
4. To ensure that children and young people are well prepared, supported and feel positive about taking their next steps.

Following a local area inspection of Gateshead's services for young people with SEND in May 2023, the local partnership between Gateshead Council and the NHS North East and North Cumbria Integrated Care Board (ICB) will be updating its strategy to ensure young people with SEND in Gateshead have equal opportunities to thrive – from accessing educational support and care services to specialist health care.

Ahead of the inspection taking place, the partnership took steps to address concerns shared by parents and carers of young people with SEND, as well as young people accessing SEND support services themselves, with a consultation in February on how to strengthen support for these children and young people. During the Local Area SEND Inspection, inspectors praised the partnership for its "determination to provide high-quality education and support to all children and young people with SEND" and acknowledged the strength of the work done with local parents, carers and young people to continue to improve services. The Gateshead SEND Strategy 2023-2026, written in January 2023, addresses the inspector's recommendations which include reducing wait times for health services and offering clearer guidance on EHC assessments, while continuing to improve transitions from child to adult services.

This document sets out the Gateshead local area collective response to the findings of the recent inspection of arrangements for children and young people with SEND. It outlines the collective commitment of the partnership in Gateshead to our children, young people and their families to provide an honest account of the changes needed in our local area so that we can deliver this vision and address the findings of the recent SEND inspection.

Inspection findings

Between the 5 May and the 26 May 2023, Ofsted and the Care Quality Commission (CQC) jointly inspected arrangements across education, health and care services to understand how well members of Gateshead's Partnership work together to improve the experiences of children and young people with SEND.

A copy of Gateshead's Inspection Letter can be found on the Ofsted website at:

Gateshead Area SEND inspection May 2023

The inspection found that:

1. Leaders are determined to provide high-quality education and support for children and young people with SEND.
2. Leaders have invested in ARMS provision to meet changing needs.
3. Delays to CYPS are mitigated against with the provision of family events, support workshops and support from the emotional well-being team.
4. Children and young people in residential settings out of Gateshead have their needs met effectively. They are supported well, and systems are in place to ensure they are safe.
5. The fair-access protocols work well, which results in children and young people attending well and has reduced the risk of permanent exclusion.
6. The parent carer forum actively contributes to strategic developments. They feel confident that their views and concerns are listened to.
7. SENDIASS support parents well, giving impartial advice on EHCP's and tribunals.
8. Children's and young people's views are sought and shared with leaders, facilitated by the involvement worker and youth ambassador.
9. The virtual school team play a crucial role in supporting children and young people with SEND who are in our care. They have provided training across schools and health to understand the impact of trauma on school attendance and well-being.
10. Across the partnership, there is a combined strategy for workforce development. This is responding to the growing number neurodevelopmental and social emotional mental health needs among children and young people.
11. Multi-agency working through Early Help and Children with Disabilities teams make a positive difference for children and young people with SEND.
12. The dynamic support register is well established, with a strong multi-agency team providing individualised support.
13. Specialised speech and language teams support young people up to the age of 19, with a smooth transition to adult services and specialist providers.
14. Timely EHCP assessments and amended plans within the statutory 20-week process.

These findings were reflected in Gateshead's accurate self-evaluation form.

Inspection Outcome

The inspection team found that Gateshead's arrangements lead to inconsistent experiences and outcomes for children and young people with SEND and have asked the partnership to work together to address the following areas for improvement:

1. Leaders in health should ensure that plans to target the reduction in waiting times for services clearly identify the support that children and young people and their families will receive while waiting. These plans should contain ambitious timescales for improvement and clear monitoring and evaluation procedures.
2. Leaders in health should ensure there is clear oversight of children and young people as they move through the emotional well-being and mental health support systems in the area. Leaders should provide clear and consistent information to children and young people, families and professionals on the pathway.

3. Strategic leaders across education, health and care should ensure that they provide clarity and consistency of expectations on the level of contribution from all agencies to continue to improve the quality of the EHC assessment and review process.
4. Strategic leaders should continue to improve the transitions from child to adult services in health, education and care. They should ensure that the strategy for preparation for adulthood starts from the earliest years, particularly for children with complex needs.
5. Leaders within the SEND service should improve communication between health, education, care and parents and carers to improve the experiences for children and young people with SEND and their families. They should further develop the role of the SEND caseworkers to strengthen communication. This should include tailored communication for parents and carers new to the country or who speak English as an additional language.

The inspection team also identified the following areas which the partnership must address:

1. Provision for children and young people with physical needs with opportunities for academic qualifications.
2. Strategic plans across education, health and social care for children born with complex needs.
3. Social work assessments to provide a holistic view of children and young people's history and lived experience. This includes ethnicity, language, religion and culture.
4. Reduce waiting times for some children who are waiting for support through the short breaks service.
5. Improve the 18-25 offer in health, to ensure a smooth transition to adult health services

Next steps

Within 30 working days of the publication of the inspection report, Gateshead is required to update and publish its SEND Strategic Priority Action Plan so that the areas for improvement identified by Ofsted and the CQC integrate with the Partnership's existing delivery plan.

The connectivity between the report findings and how these relate to Gateshead's strategic priorities are set out in the following text and diagram.

The SEND Strategy was developed with four key priority areas. These are as follow;

1. To have a transparent approach to identify children and young people's needs which is understood by parents, carers and professionals, so that the right support is in place at the right time.
2. To actively engage with children and young people and their parents and carers, so that their vision of 'Our choice, our voice' is heard and supported during strategic planning.
3. For health, social care, and education services to work together to commission the best support for children and young people's needs, and to keep all children and young people safe.
4. To ensure that children and young people are well prepared, supported and feel positive about taking their next steps.

Within each of the key priority areas are the areas for improvement (AFI) which have been identified from the Local Area SEND Inspection. In the report, there were also other areas for improvement (OA) as detailed below. These other areas for improvement also fit into each of the key priority areas.

Colour Key



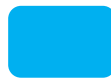
Priority 1



Priority 3



Priority 2



Priority 4

Gateshead SEND Strategic Plan

Strategic Priority Areas from Strategy

P1

To have a transparent approach to identify children and young people's needs which is understood by parents, carers, and professionals, so that the right support is in place at the right time.

P2

To actively engage with children and young people and their parents and carers, so that their vision of 'Our choice, our voice' is heard and supported during strategic planning.

P3

For health, social care, and education services to work together to commission the best support for children and young people's needs, and to keep all children and young people safe.

P4

To ensure that children and young people are well prepared, supported and feel positive about taking their next steps.

Areas for improvement from Report

AFI 1

Leaders in health should ensure that plans to target the reduction in waiting times for services clearly identify the support that children and young people and their families will receive while waiting. These plans should contain ambitious timescales for improvement and clear monitoring and evaluation procedures.

AFI 4

Strategic leaders across education, health and care should ensure that they provide clarity and consistency of expectations on the level of contribution from all agencies to continue to improve the quality of the EHC assessment and review process.

AFI 3

Leaders within the SEND service should improve communication between health, education, care and parents and carers to improve the experiences for children and young people with SEND and their families. They should further develop the role of the SEND caseworkers to strengthen communication. This should include tailored communication for parents and carers new to the country or who speak English as an additional language.

AFI 2

Leaders in health should ensure there is clear oversight of children and young people as they move through the emotional well-being and mental health support systems in the area. Leaders should provide clear and consistent information to children and young people, families, and professionals on the pathway.

AFI 5

Strategic leaders should continue to improve the transitions from child to adult services in health, education, and care. They should ensure that the strategy for preparation for adulthood starts from the earliest years, particularly for children with complex needs.

Other areas for development identified in report

OA 4

Reduce waiting times for some children who are waiting for support through the short breaks service.

OA 3

Social work assessments to provide a holistic view of children and young people's history and lived experience. This includes ethnicity, language, religion and culture.

OA 2

Strategic plans across education, health and social care for children born with complex needs.

OA 1

Provision for children and young people with physical needs with opportunities for academic qualifications.

OA 5

Improve the 18-25 offer in health to ensure a smooth transition to adult health services.

Accountability arrangements

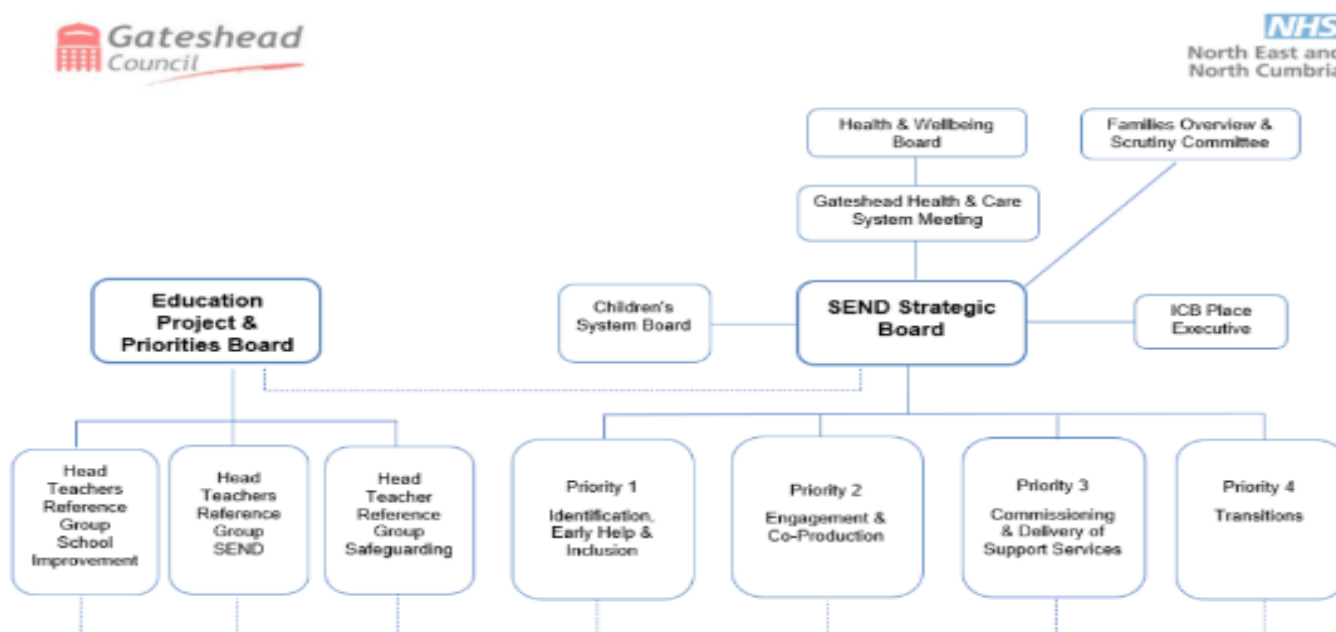
Gateshead’s SEND Partnership Board is responsible for holding partner organisations to account for the delivery of high-quality services for children and young people with SEND and will oversee the delivery of the SEND Strategic Priority Action Plan for Gateshead.

The Board is chaired by the Council’s Strategic Director Children’s Social Care and Lifelong learning and Service Director for Education, Schools and Inclusion in the role of Deputy Chair. The key organisations involved in the SEND Partnership Board are:

- Gateshead Council – Early Help Services, SEND Service, Education Services, Children’s and Adult Social Care, Housing, Public Health
- NHS Northeast and North Cumbria Integrated Care Board (ICB) -- Director of Nursing, ICB Commissioning Lead, Children’s Portfolio Lead
- Gateshead Health Foundation Trust (GHNFT)
- CNTW NHS Foundation Trust
- Voluntary Community Sector Organisations (VCS)
- Representatives from Gateshead’s mainstream schools, designated provisions and special schools
- Gateshead Parent and Carers Forum representative
- Gateshead SEND Youth Forum
- SENDIASS

The SEND Strategic Board is ultimately accountable to the Health and Wellbeing Board.

Structure for Leadership, Governance and Partnerships



Reporting arrangements

So, there is robust oversight of the SEND Strategic Priority Action Plan and Delivery Plan for progress to be made at the right pace and in line with the desired outcomes, each priority for improvement has been allocated a Priority Owner, a named working group, parent and/or carer representative and Head Teacher representation with the following responsibilities:

The overall oversight of the SEND Strategic Priority Action Plan and Delivery Plan is completed by the Strategic Lead for SEND & Inclusion.

Role	Responsibilities
Strategic Lead for SEND & Inclusion	<ul style="list-style-type: none"> • Strategic oversight of the priority areas. • Champion the work of partners involved in supporting and implementing the SEND Delivery Plan. • Remove any barriers to the successful implementation of the SEND Delivery Plan at a strategic level across all organisations. • Support partners in their work to resolve any emerging risks or issues which could impact the delivery of the Plan.
Priority Owners	<ul style="list-style-type: none"> • Operational oversight of the implementation of the agreed actions contained in the Delivery Plan. • Tracking the performance against the success measures in the Delivery Plan. • Identifying risks or issues which may threaten to derail the implementation of the Delivery Plan and working with the Strategic Sponsor to put in place credible plans to resolve any risks or issues. • Producing highlight reports on the progress made against the Delivery Plan on a quarterly basis to be presented at the SEND Strategic Board.
Working Group	<ul style="list-style-type: none"> • Reporting to the priority owner. • Carry out operations in relation to the priority area actions.
Parent and/or carer	<ul style="list-style-type: none"> • Highlight the lived experiences of parents/carers. • Challenge the work of the partnership to support positive improvement and development of service for children, young people and their families. • Support clear communication with families about the progress being made by the Partnership. • Support participation, engagement and coproduction regarding the changes required to services.
Head Teacher Representation	<ul style="list-style-type: none"> • Highlight the lived experiences of schools. • Challenge the work of the partnership to support positive improvement and development of service for children, young people and their families. • Support clear communication with school leaders about the progress being made by the Partnership. • Support participation, engagement and coproduction regarding the changes required to services.

They will be supported by the relevant qualified professionals to implement the activities set out in the SEND Strategic Priority Action Plan and Delivery Plan and will meet monthly to review the progress made, escalate any concerns, identify and resolve issues and risks, as well as address any ongoing performance questions.

Each Priority Leader will present updates at the SEND Strategic Board quarterly. This will include KPIs, time scales and any associated risks. The Project Manager will manage and review the risk log in monthly meetings with the Strategic Lead for SEND & Inclusion.

Measuring the difference, we have made

Progress will be monitored on a monthly basis against the Key Performance Indicators identified in the Plan using the following 'PRAGG' rating:

- | | |
|-----------------------------------------------------------------------------------|--------|
| • Action completed and embedded | PURPLE |
| • Action significantly delayed | RED |
| • Action in progress | AMBER |
| • Action on track | GREEN |
| • Action not yet started as dependent on or waiting other actions to be completed | GREY |

Softer intelligence will be used to demonstrate the lived experience of children, young people and families. This will include, but is not limited to information collected from:

- Gateshead Parents and Carers Forum
- SENDIASS
- SEND Youth Forum Feedback
- Service user questionnaires
- Case studies
- Complaints and compliments.

Communication plan

Partners including Designated Clinical Officer, Designated Social Care Officer and Service Manager for SEND will work closely with the Gateshead PCF and will meet monthly to oversee regular and transparent communications about the progress made and disseminate these wider to children and young people with SEND and their families.

The Strategic SEND Action Plan will be updated annually and will be uploaded to the Gateshead Local Offer. [Gateshead Local Offer SEND 0 to 25 Years - Gateshead Local Offer SEND 0 to 25 years](#)

General queries about the content of this document can sent to SENTeam@Gateshead.gov.uk

Issue/Recommendation		Key Actions Required	Lead(s)	Timescale	When will we know we have made a difference
<p>AFI 1 (Priority Area 1)</p> <p>Leaders in health should ensure that plans to target the reduction in waiting times for services clearly identify the support that children and young people and their families will receive while waiting. These plans should contain ambitious timescales for improvement and clear monitoring and evaluation procedures.</p>	1	<ul style="list-style-type: none"> Review and transform services to increase capacity and reduce waiting times for therapy services. 	<p>Lynn Wilson – Director of Place, ICB</p>	September 2025 (Within wider NENC ICB transformation programme)	<p>A review of services will have been completed and transformational ways of working implemented to improve the experience for our children and young people. There will be increased capacity for needs assessments and multi-agency approach to prioritisation of those with greatest need.</p> <p>Children and young people will access appropriate support more quickly and before needs escalate.</p>
	2	<ul style="list-style-type: none"> Review and transform Emotional Wellbeing Mental Health service to increase capacity and reduce waiting times. 		September 2025 (Within wider NENC ICB transformation programme)	<p>A review of services will have been completed and transformational ways of working implemented to improve the experience for our children and young people. There will be increased capacity for needs assessments and multi-agency approach to prioritisation of those with greatest need.</p> <p>Children and young people will access appropriate support more quickly and before needs escalate.</p>
	3	<ul style="list-style-type: none"> Ensure alignment with NENC ICB wide work on transforming CYP mental health and learning disability transformation programme. 		September 2025 (Within wider NENC ICB transformation programme)	<p>Reduced variation across the NENC ICS and more timely access to therapeutic services, measured across clinical pathways.</p>
	4	<ul style="list-style-type: none"> Reduced waiting times with trajectories identifying key milestones for access to support and services. 		September 2025	<p>Measurable reductions in waiting list size and waiting times.</p> <p>Families report improvement in efficiency and quality of assessments and review process.</p>
	5	<ul style="list-style-type: none"> ICB review of under 5 neurodevelopmental waiting times 		September 2025	<p>Measurable reductions in waiting list size and waiting times.</p> <p>Families report improvement in efficiency and quality of assessments and review process.</p>
	6	<ul style="list-style-type: none"> Develop a comprehensive, clinically led service specification and data set for therapy services. 		September 2024	<p>Service specifications and pathways will be in place. Improved provision of data for the effective local monitoring of metrics.</p>
	7	<ul style="list-style-type: none"> Improve data flows and performance reporting for therapies and mental health waiting times to improve the experience of children and young people. 		March 2024	<p>Data flows will have been strengthened to ensure all appropriate partners share information and inform the SEND data dashboard to improve the experience of children and young people. Agreed reporting timeframe in place between LA and Health.</p>

AFI 2 (Priority Area 3) Leaders in health should ensure there is clear oversight of children and young people as they move through the emotional well-being and mental health support systems in the area. Leaders should provide clear and consistent information to children and young people, families and professionals on the pathway.	1	<ul style="list-style-type: none"> Have a clarity of offer for children and young people while awaiting assessment/treatment and for pre/post diagnostic support. Improve the visibility on key performance metrics including benchmarking data which provides assurance and informs commissioning priorities 	Lynn Wilson – Director of Place, ICB	March 2024	Clear communication of services shared across the partnership with children, young people and their parent carers. Clear oversight of where Children and Young people are in the system with clear pathways and reporting in order to ensure timely access to services and support
	2	<ul style="list-style-type: none"> Develop and implement clear communication processes about the service provision for professionals and children, young people and families, Ensure information is available via a range of media and utilise existing capacity to effectively share information with young people and families. 		December 2023	Parents/Carers, young people and professionals will report that they have a clear understanding of the pathways to support and the service offer which is easy to access.
AFI 3 (Priority Area 2) Leaders within the SEND service should improve communication between health, education, care and parents and carers to improve the experiences for children and young people with SEND and their families. They should further develop the role of the SEND support workers to strengthen communication. This should include tailored communication for parents and carers new to the country or who speak English as an additional language.	1	<ul style="list-style-type: none"> Review the SEND Statutory Services Team to develop a more responsive service to ensure it meets the needs of children, young people and families and meets the range of statutory duties. 	Suzanne Dunn, Service Director Education, Schools and Inclusion – Gateshead Council	July 24	Full-service review of the statutory SEND services team completed to refine the procedures in place for communication throughout the needs assessment. Families will report a positive experience throughout the needs assessment process.
	2	<ul style="list-style-type: none"> Improve the clarity of communication about the local offer and pathways to access services and support. 		December 23	Gateshead will have an embedded SEND communication strategy meaning; that all partners will have a secure understanding of their responsibilities in relation to communicating with children, young people and their families and when communicating and sharing information with other partners. Parents and carers will report that they have a full understanding of where to find information and to the pathways and services open to their child in the local area.
	3	<ul style="list-style-type: none"> Develop and implement the lines of communication and information sharing pathways to parents and young people and all partners in education, health and social care, in relation to EHCP and SEND Support documentation and reviews. 		February 25	Parents and carers will report that when liaising with health, education or social care that their needs have been heard and they have been fully informed in relation to processes/assessments regarding their child/young person. Children, young people and their families will tell us that they have felt fully informed throughout their needs assessment.

					<p>Parents and carers new to the country or with English as an additional language will report their needs have been met at every point of the needs assessment process.</p> <p>SEND assessment and review processes will have been strengthened to ensure all appropriate partners involved with a child or young person are included in the assessment and review of EHCP and SEN Support plans and are in receipt of a copy.</p> <p>Parents and carers will report that the team around their child are fully informed and involved in relation to all aspects of their special educational needs and that these are considered when decisions are being made.</p>
<p>AFI 4 (Priority Area 1)</p> <p>Strategic leaders across education, health and care should ensure that they provide clarity and consistency of expectations on the level of contribution from all agencies to continue to improve the quality of the EHC assessment and review process.</p>	1	<ul style="list-style-type: none"> Provide clarity to all partners regarding the expectations of high quality contributions to EHC plans and develop a workforce training offer to support front line practitioners. <p>Develop a robust multi agency audit programme to provide assurance that the quality of plans are improving.</p>	<p>Laura Smith, Strategic Lead for SEND and Inclusion – Gateshead Council</p>	December 24	<p>Children and young people with education, health and care plans will have clear and consistent contributions from all agencies involved in their plan.</p> <p>Multi Agency audits will confirm that education, health and care plans are consistently of a good quality.</p> <p>Children, young people and their families will tell us that their plans reflect their views, care and aspirations for the future.</p>
	2	<ul style="list-style-type: none"> Schools to embed the established "engagement of health professionals flow chart" in the EHCP review process. 		September 24	<p>Education staff/schools will have adopted the Engagement of Health professionals flow chart in the EHCP review process.</p> <p>All health professionals involved with the child/young person will be invited to contribute during initial assessment and all additional review meetings</p> <p>Families will report that during their child/young person review that they have had information from all health professionals involved.</p>
	3	<ul style="list-style-type: none"> Develop the workforce understanding of the assessments of the needs of children and young people with SEN. 		July 24	<p>Education, health and social care colleagues will have a shared understanding of the four areas of special educational need and the meaning of EHCP and SEND Support.</p> <p>Children, young people, and their families will receive a consistent message regarding special educational needs from all professionals in education, health and social care.</p>
	4	<ul style="list-style-type: none"> Improve single and multi-agency quality assurance processes and audits to drive continuous improvement. 		September 24	<p>Gateshead will have an embedded quality assurance process for SEND, both single and multi-agency, across education, health and social care whereby outcomes drive continuous improvement.</p> <p>Children, young people and their families will know this has been achieved as they will be receiving a consistent service offer from education, health and social care in relation to meeting the special educational needs of their child/young person.</p>

<p>AFI 5 (Priority Area 4)</p> <p>Strategic leaders should continue to improve the transitions from child to adult services in health, education and care. They should ensure that the strategy for preparation for adulthood starts from the earliest years, particularly for children with complex needs.</p>	<p>1</p>	<ul style="list-style-type: none"> Review and implement a new graduated approach to identify and assess the needs of children and young people in relation to the four areas of special educational need. Preparation for adulthood targets will be set at the earliest possible stage for each young person. 	<p>Laura Smith, Strategic Lead for SEND and Inclusion – Gateshead Council</p>	<p>September 24</p>	<p>The Gateshead SEND Thresholds will have been published. All partners will have a full understanding of the SEND Thresholds and what this means for children and young people at points of transition in their lives. Children and Young people will have SMART outcomes in their EHCP and SEND Support plans relating to preparation for adulthood.</p> <p>Children, young people, and their families will report that their aspirations are heard and that they have targets relating to preparation for adulthood which support achieving their aspirations.</p>
	<p>2</p>	<ul style="list-style-type: none"> Partnership review, adaptation and embedding of the Ages and Stages guidance to improve the experiences of transition to adulthood for young people with SEND. 		<p>April 2024</p>	<p>Children, young people and their families will report that their transition needs have been planned for in advance of changes and their children have been prepared and supported for their next steps.</p>
	<p>3</p>	<ul style="list-style-type: none"> Implement the Health Transitions multi-disciplinary process between secondary care and primary care 14 – 25 		<p>December 2024</p>	<p>Pilot completed and co-produced pathways and processes for multi-disciplinary teams developed and in place between primary care and secondary care.</p> <p>Audits will provide assurance of an effective health transitions pathway.</p> <p>Young people and their families will report positively in relation to their transition plans and experience into adult health services.</p>
	<p>4</p>	<ul style="list-style-type: none"> Develop implement and share EHC plans with all relevant professionals in education, health and social care. 		<p>December 23</p>	<p>SEND assessment and review processes will have been strengthened to ensure all appropriate partners involved with a child or young person are included in the assessment and review of EHCP and SEN Support plans.</p> <p>Children, young people, and their families will know this has been achieved as they will have full representation of all professionals involved in their child's education and care in attendance or providing advice for the needs assessment and the SEN/EHCP review.</p>
	<p>5</p>	<ul style="list-style-type: none"> Develop Complex Needs Housing Pathway with associated commissioning and development plan. 		<p>December 24</p>	<p>Housing solutions are available in a planned and timely manner for all young people with complex needs within the borough.</p> <p>Young people with complex needs and their families will know that this has been achieved as they will have experienced a planned housing solution pathway in a timely manner to them being able to live independently.</p>
<p>OA 1(Priority Area 3)</p> <p>Provision for children and young people with physical needs with opportunities for academic qualifications.</p>	<p>1</p>	<ul style="list-style-type: none"> Review and implement a new graduated approach to identify and assess the needs of children and young people in relation to the four areas of special educational need. 	<p>Laura Smith, Strategic Lead for SEND and Inclusion – Gateshead Council</p>	<p>September 24</p>	<p>The Gateshead SEND Thresholds will have been published and all partners will have a clear understanding of how the needs of children and young people should be met within mainstream settings. The preparation for adulthood will inform decisions made during reviews for transitions.</p> <p>Children, young people, and their families will report that their aspirations are heard and that they have targets relating to preparation for adulthood which support achieving their aspirations.</p>

	2	<ul style="list-style-type: none"> Review the current ARMs provision available in Gateshead and using data identify the needs moving forward, particularly for key stage 3/4. 		December 24	<p>Gateshead will have an enhanced ARMs offer for young people transitioning into the secondary phase.</p> <p>Young people and their families will know this has been achieved as they will have a wider range of options for their secondary school pathways.</p>
	3	<ul style="list-style-type: none"> Review the current special schools offer and work with leaders to redefine the designations and outreach offer of each setting. 		September 24	<p>Gateshead Special Schools will have redefined designations in response to the changing needs of the population. Special Schools will have a redefined outreach offer to support mainstream settings in meeting the needs of more complex children and young people.</p> <p>Children, young people, and their families will know this has been achieved as they will have a deeper understanding of their child's special school and what they can offer. Parents of children and young people in mainstream school will have an understanding of the outreach offer from special schools and how this can benefit their child or young person.</p>
<p>OA 2 (Priority Area 2) Strategic plans across education, health and social care for children born with complex needs.</p>	1	<ul style="list-style-type: none"> Develop a multi-agency system for the strategic planning and tracking for education, health and care needs for children born with complex needs. 	<p>Laura Smith, Strategic Lead for SEND and Inclusion – Gateshead Council</p>	December 23	<p>A multi-agency system will be effectively used by all partners in education, health and social care to plan provision for the needs of children and young people born or moving into Gateshead.</p> <p>Gathering and evaluation of data to identify any children with complex needs will inform future provision.</p> <p>Families will report a positive planned experience in relation to preparing their children for education, health and care provision and will understand the support being provided to them.</p>
<p>OA 3 (Priority Area 2) Social work assessments to provide a holistic view of children and young people's history and lived experience. This includes ethnicity, language, religion and culture.</p>	1	<ul style="list-style-type: none"> Review and implement an assessment, chronology and genogram training programme to improve the quality of all assessments in relation to children's lived experiences, ethnicity, language, religion and culture 	<p>Andrea Houlahan, Deputy Director CSC – Gateshead Council</p>	April 2024	<p>Children and family assessment will incorporate a holistic view and understanding of children's needs and evidence lived experiences which informs care planning.</p> <p>Audits of the quality of assessment practice will confirm that these are issues are routinely addressed within social work assessments.</p> <p>Children, young people, and their families will tell us that their assessments reflect their lived experiences and holistic needs.</p>
<p>OA 4 (Priority Area 1) Reduce waiting times for some children who are waiting for support through the short breaks service.</p>	1	<ul style="list-style-type: none"> Review and implement additional short break provisions to meet the needs of children and families. 	<p>Andrea Houlahan, Deputy Director CSC – Gateshead Council</p>	December 2023	<p>Children and young people will have their short break needs identified and there will be sufficient resources in Gateshead to meet the demands for all children in need of short break care without lengthy waits for support.</p>

	2	<ul style="list-style-type: none"> Open additional Saturday clubs to meet the needs of children and families with SEND needs. 		October 2023	More children, young people and their families will tell us that their short break care needs are being met.
	3	<ul style="list-style-type: none"> Review the current arrangements for Direct Payments and Personal Assistants and continue to increase access for families with SEND and SEN support needs. 		December 2023	Children and families will have timely access to direct payments and personal assistant in accordance with their plans and children and families' needs will be met.

Appendix 1

Priority Areas – updates to SEND Board

	Strategic Action Plan and Delivery Plan	Priority 1	Priority 2	Priority 3	Priority 4
September 23	X				
October 23		X		X	
November 23			X		
December 23					X
January 24		X		X	
February 24			X		
March 24					X
April 24		X		X	
May 24			X		
June 24					X
July 24		X		X	
August 24			X		X