

South East Wales SEN Regional Planning Project

Action Plan

Objective	Tasks/Action Required	Process	Evaluation/Success Criteria	Timescale
1. To raise the profile of the project	<ul style="list-style-type: none"> Seminars/presentations to various bodies 	To organise a series of SEN seminars for interested parties across Gwent. The audience for which will be determined by the Steering Committee and include Community Consortia.	Seminars presentations undertaken, support and interest in the project.	Ongoing
	<ul style="list-style-type: none"> Establish and maintain a web site for the project 	<p>To provide a "one stop" facility for parents and providers in the area. To provide advice and guidance to parents, sencos, officers, governing bodies, headteachers and pupils.</p> <p>To provide enhanced networking across other projects.</p>	No. of visits to web site. Feedback on site and information held. Facilitate discussion through site use.	Nov 2000
	<ul style="list-style-type: none"> Raise awareness among council members 	To ensure members are fully aware of the project and its aims. To actively encourage their involvement and support in enhancing service delivery through regional planning	Political support for project. Members better informed and able to steer residents with children with SEN to support systems.	Jan 2001
	<ul style="list-style-type: none"> Establish project logo for use on all correspondence 	To give an identity to the project. To ensure that it becomes recognised as a useful aid to parents and providers.	Easily identifiable logo and strap-line	Dec 2000
	<ul style="list-style-type: none"> Regular feedback to Gwent Forum, WAGSEN, ADEW and National Assembly 	To disseminate good practice across Wales. To keep abreast of National developments in SEN	"Two way" communication with policy makers.	Ongoing

1. To communicate effectively across agencies to improve regional planning	<ul style="list-style-type: none"> Regular contact with all partner agencies, i.e. meetings, newsletter etc 	Hold regular monthly meetings of Steering Committee. To explore the benefits of a newsletter for the project.	Effective communication strategy that meets the needs of all agencies and other partners.	Ongoing
	<ul style="list-style-type: none"> To establish task groups to work on specific areas of the project. 	Groups established and co-ordinated to review topics such as, commonality of definitions, funding levels, communication, training, continuous professional development, ICT, etc	Task groups produce information to inform future developments of project. To ensure appropriate levels of support and consistency in advice.	Est.Oct 2000

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2. cont	<ul style="list-style-type: none"> Develop web site to provide information advice and support and seek comments from parents. 	Set up an initial site using current documentation available. Seek partners and parents/carers views on the type of information that it should contain. Link to other useful sites. Develop and keep up to date.	Web site use and access. Target number of site visits to exceed 100 in first month of going live. User feedback through correspondence on the net.	Nov 2000 – onwards
	<ul style="list-style-type: none"> Explore alternative means of communication with parents, children, service providers and others. 	To provide advice and guidance to parents and providers who are unable to access ICT. To work across all agencies to aim to deliver consistent user friendly advice and support.	All informed of service provision and support mechanisms within the Gwent area. This will require regular monitoring and evaluation through questionnaire or interview.	Jan 2001
	<ul style="list-style-type: none"> To explore ways of enabling children and young people to express their views. 	By way of Youth Forums, questionnaires, interviews, internet, etc, This can be achieved through schools, community centres, support workers on a formal or informal basis to suit need and preference expressed by young people.	Children's views are heard and understood and inform the process. Participation of children and young people in the project. Supporting evidence that shows that their views are taken on board by the steering committee.	Ongoing
	<ul style="list-style-type: none"> Seek active involvement from the voluntary sector in the project. 	To establish a task group of voluntary sector service providers and seek a nomination from that group to attend steering group meetings.	To work in partnership in the development of service provision for children and young people with SEN.	Nov 2000

<p>3. To work with all Agencies, to provide appropriate advice and support to parents/carers</p>	<ul style="list-style-type: none"> To establish baseline information from source to aid early identification of need and multi-agency work. 	<p>Develop trigger mechanisms that can offer advice to parents at an early stage. To work with health visitors and portage workers to raise awareness of support available, such as voluntary groups, public bodies and toy library services.</p>	<p>Improved planning at an early stage, appropriately meeting needs, and offering advice and support.</p>	<p>Jan 2002</p>
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3. cont.	<ul style="list-style-type: none"> Regular multi-agency meetings 	<p>Develop a uniform system to assess regularity of meetings, agreed system across all county boroughs and alert mechanisms to the need for such meetings.</p>	<p>Improved planning and care that is the most effective way to meet need, shared understanding and agreement of best way forward to supporting and educating children and young people with SEN.</p>	Ongoing
	<ul style="list-style-type: none"> Up to date information given to parents on available support networks 	<p>Web site, newsletter, via schools, health visitors,</p>	<p>Parents better informed of process and how to best help in their child's development from the earliest possible stage.</p>	Ongoing
	<ul style="list-style-type: none"> Re-inforce a charter for parents/carers and children. 	<p>To ensure parents have a sound knowledge of the code of practice and its statutory requirements. Access to appropriate levels of support and provision.</p>	<p>Ensuring quality in the delivery of services and support. Ensure equal opportunities in service delivery.</p>	Feb 2002
3. To review current levels of need and provision available with particular emphasis on low incidence special needs.	<ul style="list-style-type: none"> To audit need and provision availability and to map this information in a geographical format to aid regional planning for special educational needs. 	<p>Obtain information on provision and children with SEN across all county boroughs. To map onto GIS using postcodes</p>	<p>To improve planning and monitor availability of resources across Gwent. To see at a glance where the need is and work collaboratively to meet SEN.</p>	March 2001

	<ul style="list-style-type: none"> To retain a central information system on provision 	Regular updates on provision availability including number of places and spare capacity.	Common understanding of provision availability and how to access this provision	Dec 2000
	<ul style="list-style-type: none"> Identify gaps in provision 	Map provision against need. Analyse data and identify gaps in current provision. Project forward future requirements given children's dates of birth and therefore early identification of changes in provision required at the various stages of education.	To work together to develop inclusion of children with SEN across mainstream schools and establish new specialist provision on a regional planning basis where appropriate.	March 2001
	<ul style="list-style-type: none"> To provide a substantive evidence base for low incidence SEN, including sensory impairment and autistic spectrum disorders. 	Analysis of current provision, strengths/weaknesses and gaps. Review joint planning arrangements to meet need.	Recommendations made to Gwent Forum on systems and processes in place to secure provision to meet low incidence special needs effectively	July 2001

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4. cont.	<ul style="list-style-type: none"> Identify specialist provision most frequently used outside the Gwent area. 	Data collection across agencies. Analyse cost effectiveness and quality of provision.	Assessment of gaps in provision within Gwent. Assess possible developments of specialist provision 'in house'. Needs met closer to home wherever possible.	Dec 2000
	<ul style="list-style-type: none"> Identify schools and other specialist provision used across Gwent by all authorities – "regional provision" 	Data collection and analysis. Assess intake. Analysis of current joint service provision. Review gaps in provision and strengths/weaknesses of joint service provision.	Build on strengths of current regional planning such as VI and SHALIS and develop other areas where appropriate	Dec 2000

3. To establish a Gwent database of SEN to improve early identification and planning to meet need	<ul style="list-style-type: none"> To audit current systems in use across all agencies 	Visits to all agencies. Analysis of current systems in operation. Task groups to review information requirements and information stored centrally.	Understanding of current system limitations and strengths. Sharing of good practice and identification of gaps in data management.	July 2000
	<ul style="list-style-type: none"> To establish some form of commonality in data held 	Agree common definitions of need and data input systems to inform central database.	To work to common definitions of need and understanding which will aid providers in transferring data across boundaries. To improve consistency in data held. Comprehensive and reliable data to inform disability registers.	Oct 2000
	<ul style="list-style-type: none"> To work with IT developers in the programming of such a database. 	Regular meetings with IT providers. Agree remit of database and IT providers role. Submit data for storage and conversion from various established systems in use.	Responsive IT developments that meets the needs of all service providers and enhances provision. To do so across Gwent and at a local level.	Ongoing-July 2001
	<ul style="list-style-type: none"> To establish systems with Health for future information sharing to inform education and disability register 	Through multi-agency task group. Review of current systems in operation. Identify best practice. Reviews information held by health. Agree commonality in data and protocols for transferring information	Earlier identification and assessment of need. Earlier intervention and delivery of support, advice and guidance to parents/carers. To ensure service provision is in place at the earliest opportunity so as to assist in a child's development.	Dec 2000

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5. cont	<ul style="list-style-type: none"> To source database with existing information from education, to be cross checked with SS and Health 	Education data to be scrutinised for validation and relevance. Consistency in data also require verification in the first instance. Data conversion into master database.	Relevant, reliable and timely data available across agencies. Common sharing of data that is consistent and can therefore be used by steering committee and service providers as a strategic planning tool.	Dec 2000

3. To review Welsh Medium and Bi-lingual Provision for children with special educational needs	<ul style="list-style-type: none"> To review Welsh medium and bi-lingual provision available for pupils with SEN across the area as part of our audit of provision and need. 	Analysis of available provision across the area. Analysis of demand for such provision. Identification of gaps in provision and training. Audit to be conducted following the establishment of the regional database.	<p>Recommendations to Gwent Forum on changes to provision, having specific regard to the Welsh Language Board's report on this matter (March 2000).</p> <p>To ensure equality of opportunity for SEN pupils with Welsh Medium and bi-lingual needs.</p>	Jan 2002
	<ul style="list-style-type: none"> To await findings of the Welsh Language Board's project that relates specifically to this area of need 	Review current provision and need in line with any recommendations made.	To advise on any changes needed to current provision through the medium of Welsh to comply with any legislative changes and the findings of the Welsh Language Board's project.	Jan 2002
3. Continuous professional development for specialist SEN staff across all agencies.	<ul style="list-style-type: none"> Audit of current specialist training available across Gwent, for school based staff, social workers, health professionals and voluntary workers. 	Through steering group and education task groups. Agencies to provide full lists of training events planned for 12 month period. Information to include aims of training, cost, applicability, venue.	Thorough understanding of all training available – identify where there is duplication and gaps. Explore joint training and disseminate best practice.	Sept 2001
	<ul style="list-style-type: none"> Establish joint training events. 	Following audit, establish gaps in training and develop appropriate training plan across agencies.	Continuity in approach to high quality care, education, support and information to parents/carers. Cost effective methods of delivering training. Use of specialist workers across Gwent for delivery of training.	July 2001
	<ul style="list-style-type: none"> Establish networking meetings and joint forums 	Initiate joint forums provide venues and speakers to inform of developments in SEN.	The dissemination of best practice and sharing of practical ideas in relation to a child's care and support.	July 2001

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7. cont	<ul style="list-style-type: none"> Regular information sharing through a variety of media. 	Establish website. Information to SENCOs and other professionals. Review potential of local newsletter.	Informed staff in relation to new initiatives and developments within their profession. All specialists kept up to date on local and National prospective in relation to SEN.	July 2001 ongoing
	<ul style="list-style-type: none"> Information sharing on job vacancies 	Through website and other media	Improved recruitment and retention of key personnel within the Gwent area.	July 2001 ongoing
3. To enable children with SEN to develop skills that improve their life chances post 16.	<ul style="list-style-type: none"> To facilitate a Task group specifically related to post 16. To review current situation and recommend future practice. 	Analysis of current post 16 arrangements and joint planning. Develop a post 16 transition policy. Link with careers service and FE/HE colleges.	Effective mechanisms for post 16 support, advice and guidance.	May 2001
	<ul style="list-style-type: none"> To encourage the development of Post 16 multi agency meetings that meet at an early stage to inform future support needs. 	Set out timescales for transitional meetings following 14+ annual review of statement.	Full support plan in place for young people with a statement of SEN following 16 th birthday. Systems in place that encourage independent living and further education.	Dec2001
	<ul style="list-style-type: none"> To involve all that need to be involved in the planning meetings for post 16 children. 	Improved liaison between service providers, schools, careers services and colleges.	Improved joint agency working for post 16.	Dec 2001 ongoing
	<ul style="list-style-type: none"> To involve young people with SEN in discussions and post 16 planning meetings. 	Discussion and youth forums. Via website and informal and formal discussions with related support workers.	Young people have the ability and opportunity to shape their future careers.	Ongoing
3. To ensure services for children and young people with special educational needs are delivered within a framework of Best Value	<ul style="list-style-type: none"> To analyse service delivery against the principles of best value. 	To review service provision against SMART targets, incorporating challenge, comparison, consultation and competition	Best Value in service provision. High quality and cost effective services that appropriately meets the needs of children and young people with SEN.	Ongoing

	<ul style="list-style-type: none"> Use all Wales benchmarking groups, audit commission and best value performance indicators to assess provision across Gwent. 	Gather information pertaining to each indicator across partner agencies to enable comparative analysis in service delivery.	Disseminate best practice. Identify strengths and weaknesses.	Jan 2001
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9. cont	<ul style="list-style-type: none"> Evaluation of inspection reports and joint reviews of service provision. 	Analysis of inspection reports. Review of key issues and recommendations for improvement.	Shared experience of inspection process and best practice in service delivery.	Dec 2001 Ongoing
	<ul style="list-style-type: none"> Review how SEN funding and resources are allocated to schools across the Gwent area. 	Examine models of delegation and how resources are allocated to schools. Review advice given to schools in effective use of resources and how this is then managed by the responsible LEAs. Review role of language support/behavioural support teachers and NNEB providing one to one support.	Consistency in funding arrangements that best meets needs, especially with regard to inclusion.	Feb 2001
	<ul style="list-style-type: none"> Apply quality tools to management of regional planning project. 	Implement EFQM 'Business Excellence Model' to applying strategy for joint planning and service provision.	Continuous improvement in service delivery. Management of project to approved quality standards.	Feb 2001 ongoing
3. To ensure mechanisms and structures are in place to continue with best practice following the completion of the project.	<ul style="list-style-type: none"> Develop exit strategy for the project. 	Through steering group evaluate effectiveness of the project and develop a written exit strategy.	Continued use of effective joint planning, following the completion of the project.	Jan 2002

N.B Specific and measurable targets, in line with the above tasks, will follow audits of current situation on SEN and joint planning.