|  |  |  |  |
| --- | --- | --- | --- |
| **Education and Inclusion Service Delivery Plan 2018/19** | | | |
| **Who we are and what we do**  The overarching aim of the service is to champion the education of all children, especially vulnerable groups, and ensure the education, health and care needs of children & young people with SEND are identified and met including access to respite and short breaks provision.  .  The service includes the following key functions:   * SEND Support Service * Inclusive Learning & Virtual Head for Looked After Children * Inclusion & Assessment Service * School Strategy & Performance Service * Pupil Referral Units for Permanently Excluded Children * Pupil Referral Unit for Children who are medically unfit to attend school | **Our service challenges**   * Joint commissioning for C&YP with complex needs across education, health & care. * Transitions between children’s to adults services, including education, for vulnerable young people. * Delivering a clear vision for short breaks & transforming the current short breaks offer so that there is more choice and flexibility for C/YP and families. * Improving attainment and maintaining partnerships with schools & academies across an increasingly fragmented education system | **Delivering district outcomes**  We are committed to working in partnership and delivering the Change Priorities for the district.   * **Learning Wakefield** * **Inventive Enterprising Wakefield** * **Wakefield Well-being** * **Destination Wakefield** * **Active & Inspired Wakefield**   Most of our services are aligned to Learning Wakefield and Wakefield Well-being, so that::   * **Children achieve their potential and** * **Children have the best possible start in life.**   Our contribution to ‘Transforming children’s services’ is aligned to the Inventive Enterprising Wakefield theme. | **Working as ‘One Council’**  We will work to the Council vision and be true to the Council’s core values of: **Ambition**; **Integrity**; and **Respect**. We are supported by the Council’s cross-cutting strategies:   * **Strong customer focus** * **Delivering efficient, effective and forward thinking services** * **Workforce development** * **Using technology to improve delivery** * **Effective use of buildings** |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Delivering Council and Directorate priorities** | | | | | | | |
| **District theme** | **Directorate priority** | **Service priority** | **What good will look like by March 2019 (unless stated)** | **The things we need to do to achieve this** | **Completion date** | **Accountable officer** | **Linked ‘One Council’ plan** |
| Learning Wakefield | **Children have the best possible start in life** | 1. **Children are ready to learn** | 1. 5% more eligible 2 year olds accessing free early education 2. Average points score at Early Years Foundation Stage increased from 33.2 to 35. 3. Proportion of children achieving a good level of development at foundation stage is in line with national | 1. Implement Education & Skills Strategy – ‘School Ready’; 2. Sustain/strengthen quality improvement programme across upper foundation stage/Reception | March 2019  March 2019 | Sue Lowndes  Sue Lowndes |  |
| Learning Wakefield | **Children achieve their potential** | 1. **Children achieve their potential** | 1. Attainment at KS2 improves at a rate faster than national 2. Advantage/disadvantaged gap is narrowed at each KS. 3. Every child has their learning needs identified & addressed. 4. Attainment of Children Looked After remains at or above the national average or better at Key Stage 2 and Key Stage 4. 5. Engagement and partnership between schools, academies and the local authority continues to develop | 1. Actively support the development of the Schools Trust. 2. Align resources to focus and target on rapid improvement programmes for KS2 and narrowing the gap. 3. Maintain the high level of performance achieved in the role of the ‘virtual school’ and specifically the ‘virtual headteacher’ to ensure CLA achieve their full potential 4. Align the work of the Virtual School to incorporate the additional duties to support former CLA where identified. 5. Continue to further develop the traded offer to schools and academies to support engagement with learning & identification of need | Jan 2019  Sept 2018  Oct 2018  Sept 2018  On-going | Marium Haque  Sue Lowndes  Gary Stuart  Gary Stuart  E&I SLT |  |
| Wakefield Well-being | **Children’s transformation programme** | 1. **Transform services for C&YP with SEND** | 1. Voice of the child and parents is evident and informs service provision for C&YP with SEND 2. Collaborative approach with key partner agencies is established and in place to support the CCG in effectively meeting the requirements of their Written Statement of Action 3. Short breaks is transformed with a flexible offer and increased choice for Children/YP and their families 4. More young people with complex needs are able to remain in provision within the Wakefield District. | 1. Ensure all recording and decision-making acknowledges the voice of the child across education and social care recording 2. Ensure short breaks assessment are completed within 45 days and personal budgets are promoted positively to families 3. Develop and deliver a vision and offer for short breaks, in partnership with families 4. Achieve a positive outcome from the SEND Monitoring Visits to support the CCG to improve the waiting lists for assessment for ASD 5. Support the development of a pooled budget arrangement with the CCG to enable quicker and more efficient decision-making for C&YP with complex needs 6. Develop innovative solutions with local providers and partners to meet the needs of more YP with complex need. | June 2018  October 2018  March 2019  June 2018  October 2018  March 2019 | Niall Devlin  Niall Devlin  Sue Sharp  Sue Sharp  Marium Haque  Niall Devlin |  |
| Wakefield Well-being | **Children’s transformation programme** | 1. **Shaping practice and improving outcomes** | 1. Have Your Say results improve and demonstrate an open and transparent culture 2. Casework is child & family centred with evidenced of clear management oversight   / | 1. Ensure this plan is shared and discussed at Team meetings. 2. Audit of case files is regularly undertaken to ensure management oversight, supervision is regular and the voice of the child is evident. | Sept 2018  On-going | E&I SLT  E&I SLT |  |