

The EHCP Recovery Plan and End to End Review of the EHCP statutory process

Executive Summary:

This report provides an update on the progress of the Education, Health and Care Plan (EHCP) Recovery Plan and addresses questions raised by Children, Families, Lifelong Learning and Culture (CFLLC) Select Committee about the End-to-End review of the statutory Education, Health and Care Plan process.

Following a 3 year, £15m total investment in the Summer of 2023, the EHCP Recovery Plan led to an improvement from 16% of EHCPs issued on time in September 2023 to 72% timeliness in July 2024. This was achieved by the completion of over 900 out of date Education, Health and Care Needs Assessments (EHCNAs) through additional capacity from external educational psychologists (EPs) and enhanced staffing in the Special Educational Needs and Disability (SEND) Service so that EHCNA could return to business-as-usual levels. Improvement plans were also delivered by health and social care colleagues which improved the timeliness of their statutory advice and early intervention measures were delivered which led to reduced EHCNA requests making demand more manageable. Projections indicate that this good progress will be maintained for remainder of the Autumn Term.

The investment also provided additional SEND staff to improve the completion of annual reviews resulting in a rise from 25% completed annual reviews in July 2023 to 60% in August 2024, with over 4,420 overdue reviews finalised through this work. Work is on track to reach 75% completion by the end of December 2024.

While the recovery plan has delivered improvements, there has been an End-to-End review of the EHCP statutory processes, (both the EHC needs assessment process and EHCP annual reviews), since May 2023. This has led to changes in the way the statutory system operates and an ongoing workplan to ensure that this progress is sustained.

The End-to-End review consisted of stakeholder engagement activities and work with staff, involving over 720 interactions with participants, to explore the issues relating to the statutory EHCP process and design improvements. The End-to-End review found that the statutory EHCP process needed streamlining as the process currently operates across several different teams and services and processes are not smooth, SEND teams are led through a separate quadrant management structures which does not support consistent practice across the SEND Service; the size of the SEND service is not sufficient to offer a person-centred approach with strong communications and staff supervision and support and needs strengthening.

A number of changes have been made since May 2023 which include an updated decision-making process with greater multiagency involvement and consistent recording of decisions, SEND and linked teams working in a more integrated way, revised standard operating procedures, strengthened quality assurance processes for EHCPs, central SEND leadership team meetings with a single Assistant Director and Service Manager leading change and setting priorities and the enhancement of SEND staffing from 81 to 126 full time equivalent staff to reduce active case-holding. While these changes have supported improvements, more work needs to be done over the next 18 months to achieve the aspiration that case officers can consistently adopt a relational approach through timely and informative communications and early dispute resolution and produce high quality EHCPs that meet

statutory requirements.

Introduction:

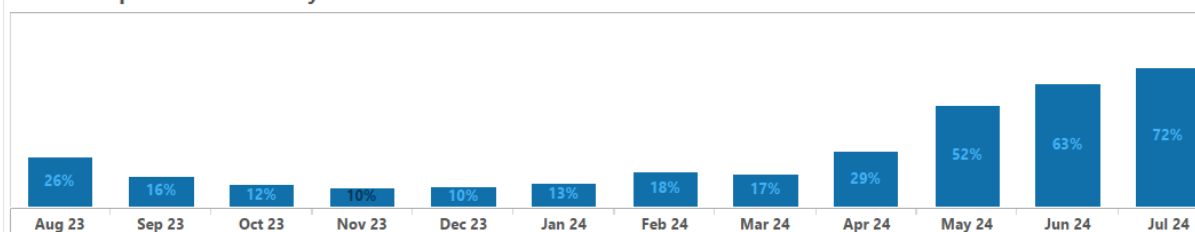
1. This report builds upon the EHCP Timeliness Recovery Plan paper considered by the Children, Families, Lifelong Learning and Culture (CFLLC) Select Committee on 2nd October 2023 which described the recovery plan to address the fall in EHCP timeliness. Please see [Appendix 1, Table 1](#), for the Recovery Plan Strategic Objectives.
2. To support this initiative, in the Summer of 2023, a £15 million investment was allocated by Cabinet to build SEND, Educational Psychology, and early intervention capacity over a three-year period.
3. As part of the recovery plan, an End-to-End review of the EHCP process has been underway since May 2023 to ensure progress is sustained.

EHCP Recovery Plan Progress

4. The EHCP recovery plan aimed to reduce long waiting times, provide better support whilst waiting and secure a sustainable service model.
5. Measures were put in place to complete the 917 EP assessments that were overdue as of the end of August 2023 which were delaying the issuing of EHCPs. These included the prioritisation of statutory assessment work, use of associate, locum and assistant EPs, external provider commissioning and reviewing the pay and conditions for EPs in Surrey.
6. As a result of these measures, the 917 overdue EP assessments have now been completed and EPs are now completing 76% (July 2024) of their advice within statutory timescales. Please see [Appendix 2, Table 2](#).
7. In addition to the EP service having a backlog of overdue advices, some health advice givers also had capacity pressures which limited their ability to provide advice within the statutory timeframe. A health task and finish group was established in 2023 to rectify this and this led to improved timeliness of advice to levels above consistently 70%. The timeliness data of health advice may be found in [Appendix 2, Table 3](#).
8. Social care colleagues also enhanced management and staffing capacity to improve statutory advice performance which has led to improved overall timeliness of advice at between 90 and 100% EHCPs. The timeliness data of social care advice may be found in [Appendix 2, Table 4](#).
9. An EHCNA recovery team was established to provide additional capacity in the SEND service to process the high numbers of EHCNAs following the completion of the EP advice backlog.
10. Finally, there was a 10% reduction in requests for assessment between September 2023 - June 2024. This reduced demand can be attributed to the impact of the early intervention work, Ordinarily Available Provision (OAP) guidance for schools and more consistent decision making regarding carrying out statutory assessments and issuing EHCPs that was also part of the recovery plan. Please see [Appendix 3, Figure 1](#), for the EHCP requests for assessment annual comparison.

11. The reduced demand for assessments and increased timeliness from all advice givers alongside additional SEND staffing led to improved timeliness in the completion of EHCNAs by the SEND service. In May 2024 the target of reaching 60% timeliness by the end of the month was achieved, with 74% of EHCPs issued on time in the last week of May. This led to 52% timeliness overall in May 2024, placing Surrey above the 2023 national average (50%). Please see below, timeliness of EHCP's for details of the improvement trend.

EHCP Completed on-time - by Issued Date



12. The recovery plan remains in place so that this progress can continue to be built upon. Current projections suggest that timeliness will rise to 70% during the Autumn term, with the ultimate aim of completing 100%¹ of EHCNAs on time.
13. In addition to the recovery work detailed above, work has been completed to resolve out of date annual reviews. The percentage of recorded annual reviews in July 2023 was 25%, this included a combination of incomplete work following annual review meetings having taken place in schools and colleges and gaps in data reporting. A recovery team of 18 additional case officers was recruited to support the improvement of this work. In July 2024, the percentage of complete annual reviews had increased to 59% for the whole cohort, and 78% for our most vulnerable learners. The target is 75% for all children with EHCPs and 100% for vulnerable learners by the end of 2024. See [Appendix 4 \(Tables 5 and 6\)](#) for further details.

The End-to-End review

14. The End-to-End review of the statutory EHCP process began in May 2023 to identify, explore, and resolve the challenges which had contributed to the reduction of timeliness of EHCNA and delays in the completion of annual reviews. In particular, the review focused on exploring the multi-layered processes within the SEND system, identifying areas of fragmentation and inconsistency, and considered how to continually improve the quality of EHCPs to meet the needs of children and young people.

What design principles were set for the to-be process?

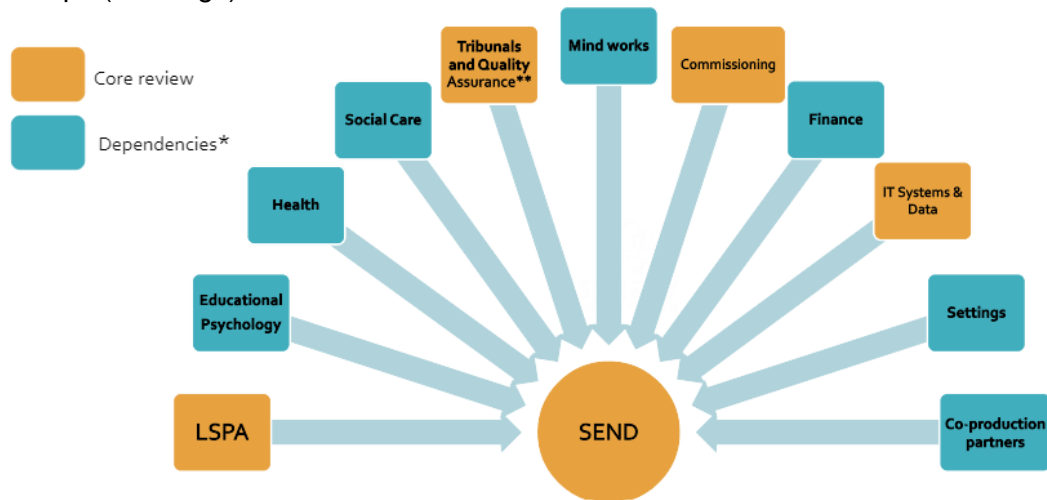
15. An initial workshop was held with stakeholders to agree the design principles for the End-to-End review. It was agreed that any outcome from the End-to-End review needed to be in line with the following design principles:

Promote inclusion	Enable case officers empowered to make decisions	Facilitate co-production, listening to views of child young person and family
Enable proactive case holding and communications	Provide a key person system for families and providers	Support high quality EHCPs
Support county wide consistency	Lead to clear roles and responsibilities, goals and accountability	Facilitate strong transitions
Ensure clear and transparent child centred, needs led decisions	Secure efficient use of resources	Enable a tell it once approach
Support the early resolution of disputes	Ensure that staff feel valued and supported	

¹ There are occasions where it is not possible to issue a plan on time, for example when parents request that we wait to issue the EHCP as a result of exceptional circumstances, or where Surrey adopts an EHCNA from another Local Authority, where a child moves into Surrey, which is partially completed but delayed.

Which elements of the process are outside the ability of SCC to change?

16. The End-to-End team also agreed which elements of the SEND system would be in scope (in orange).



17. Mindworks, health (therapies and developmental paediatrics), education settings and other co-production partners such as Family Voice Surrey were out of scope as they sit outside Surrey County Council’s ability to directly lead change, although the Council is, in some cases, able to influence and support the work of these organisations. These stakeholders are included in task and finish groups and are contributing to the End-to-End review.

Which elements are governed by specific legal requirements?

18. The End-to-End review has looked into the effectiveness of the statutory processes SEND. They are:

- EHCNA 20-week process
- Annual reviews of EHCPs (including Key Stage Transfer work)

These duties are governed by the Children and Families Act 2014 and the Special Educational Needs and Disability Regulations 2014.

What objectives were set for the review and plan?

19. From the review the following objectives were identified:

- Statutory duties are met and high quality, needs-led services are offered to children and families
- Children, young people and families, settings, and other stakeholders, have a timely, informed experience, where children and young people are at the centre and are supported, through co-production, to achieve their outcomes
- Staff feel valued and rewarded as they have positive relationships with, and are more impactful for, the children, families and provision they support

For further detail see 2024 key performance indicators [Appendix 5, Table 7](#).

What approach was taken to undertake the review?

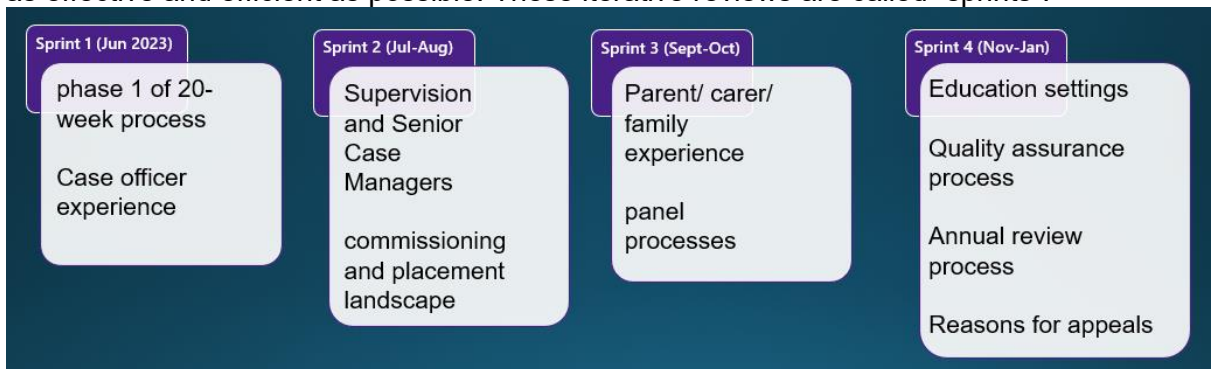


20. The discovery phase of the End-to-End review was undertaken by the Surrey County Council Digital Design Team, alongside the SEND County Service Planning and Performance Leader, with additional support from the Additional Needs and Disabilities Transformation Team.

21. The review consisted of an analysis of the tasks, staff skill set and culture, data and technology so that the difficulties and opportunities could be identified from

both the service user (parents, families, and carers) and service delivery perspectives. This included a review of: the first decision in the EHCNA process made by the Learners Single Point of Access (LSPA); the SEND services role in the statutory 20-week and Annual Review processes; the interface between the SEND service and commissioning colleagues when consulting on placements; the interface between the SEND service and the Tribunals and Quality team when managing conflict resolution; the role of IT systems and data to support the performance of the SEND service.

22. An iterative approach was taken to understand opportunities for improvement and implementing reforms of our processes and practices to ensure that they are as effective and efficient as possible. These iterative reviews are called “sprints”.



Which system stakeholders were engaged in the review? How were they engaged?

23. Stakeholders included staff, education providers, parents and partner agencies. Their views were sought through a range of activities across the four sprints.



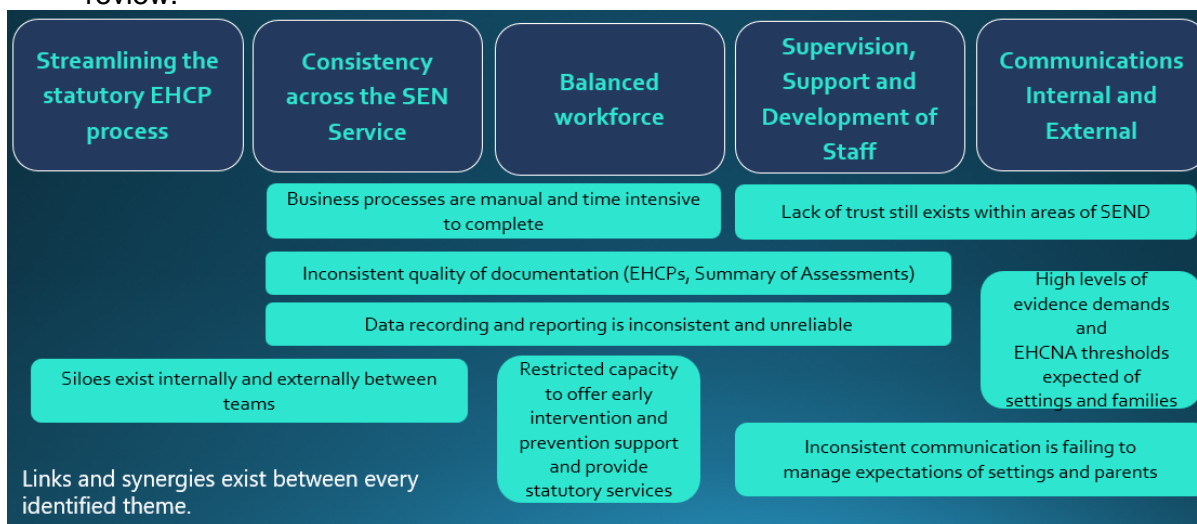
What are the key changes between the as-is process and the to-be process? What progress has been achieved so far?

24. While the End-to-End review has been underway changes have been made to improve service delivery where appropriate. These changes are detailed below:

Area of development	Changes made
Process developments	<ul style="list-style-type: none"> • Summary of assessment document developed supporting panel decisions • Recording of finance information embedded in the data system • Consultation work with settings embedded in the data system • Quality assurance of plans embedded in the data system • Decision making panel processes updated and developed • Decision making panel work recorded live in the data system • 'EHCP focus group' established to create partnership-wide feedback loop
Staffing developments	<ul style="list-style-type: none"> • New interim induction process and training materials established across county • Countywide staffing and staff development officer role created (recovery funded post) • NASEN (National Association for Special Educational Needs) qualification offered to all SEND staff (review of the provider underway) • Supervision expectations shared across county • SharePoint files created to ensure all staff have access to countywide training and guidance documentation
Communications	<ul style="list-style-type: none"> • SEND helpdesk call centre established • SEND communications protocol amended to clarify expectations • Complaints champion roles established to improve responses • Regular school/SEND communications established at operational level • SEND Partnership meetings established at strategic and operational levels • Monthly AD drop ins established and refined • Regular SEND bulletin developed and shared • Regular routine of SEND leadership and SEND operational meetings established with meetings featuring standing KPI agenda items • In person weekly team meetings established for each area SEN team

What were the most significant process, policy and practice issues identified by the review (either in scope of the review or out of scope)?

25. The End-to-End review discovery phase highlighted eight recurring themes across the SEND system, set out against the 5 workstream areas of the End-to-End review.



Which of these surprised the review team?

26. The SEND service had undergone a change in 2019 and in 2021/2 began to be led by a new group of Assistant Directors, adopting a quadrant model of matrix leadership. This model was introduced to bring additional leadership capacity and a local focus to the work of the SEND service. The new Assistant Directors identified that this matrix model of leadership was resulting in inconsistencies between areas; siloed working practices; inconsistent experience for families across county and dissatisfaction from staff creating cultural challenges. The

new leadership team introduced measures to mitigate these issues (SEND strategic meetings, agreed countywide processes, system developments), but it was clear that an End-to-End review of the whole system was necessary to support the level of systemic change required. Therefore, the outcome of the review was not a surprise, but the review was the next necessary step.

Did the review team identify any underlying cultural issues inhibiting best practice?

- 27. Insights from discovery revealed a culture of a lack of trust which has inhibited the implementation of changes. Improvements have been made but the culture still exists. This is happening because, as identified in the review, silos exist between teams and staff have felt that information is not filtered down to teams. Competition exists between quadrants and teams, descriptions of “Us and Them” permeate discussions, long-serving staff lack confidence in leadership at all levels because they feel expectations are unrealistic and were promised solutions previously.
- 28. The impact of this has been difficulties creating a unified team culture and stable workforce who believe in the process. Case officer turnover has been frequent due to a belief that there will be no end to the stress and long hours and a reduced sense of staff ownership of change.

What do the review team believe will be the most challenging areas in which to deliver change? How have SEND staff responded?

- 29. The most challenging element of any change management programme is cultural change. Anecdotal feedback from trade union colleagues has shown that the initiatives introduced to date and the collaborative nature of the End-to-End review has led to some progress with staff stating they feel more engaged as a result of the End-to-End review.
- 30. In a recent session held to discuss the consultation options, feedback has demonstrated an agreement that change is needed, with broad agreement in relation to the themes and area of change. This is supportive of the feedback from our trade union colleagues that, overall, staff feel engaged and included in the change process.
- 31. The five targeted areas of development (with the whole project oversight) have been refined into five workstreams, with agreed key objectives.

Workstream	Workstream Description
End to End review whole programme development	Oversight of the progress of End-to-End review programme
Streamlining the statutory EHCP process	Ensuring the processes within the SEND statutory system are assimilated under the umbrella of SEND and operate in a lean and efficient manner, removing fragmentation within the service
Consistency across the SEN Service	Ensuring the SEND system operates as a consistent service across county, regardless of geographical quadrant.
Balanced workforce	Ensuring the service is right sized to ensure balance is retained within the system, and that resourcing allows the enactment of the statutory and corporate priorities across the SEND space.
Supervision, Support and Development of Staff	Development of training alongside clear accountability measures to ensure the roles within the statutory SEND service are sustainable and desirable
Communications Internal and External	Development of twin track of communication improvements: internal communications to support the work of the teams, and external communication to develop customer services work, and increase trust and relational working in line with wider corporate priorities

Have any outcomes or results not specifically in scope of the review been achieved?

32. The recording of finance information is now incorporated into panel decision records with a 'sent to finance' function, removing the need for a SharePoint form completion. This has led to the streamlining of information sharing and is reducing case officer workload as information to release payments is direct and does not generate high levels of queries. This work links to an area that is not specifically in scope (finance) but has led to improvements in that area.
33. Specific work is underway with our colleagues in Home to School Transport to ensure they are part of the placement decision-making process. The team have also developed specific training for case officers, to enable staff to be more informed of the transport process when discussing with families.

What specific changes are planned to improve the panel process, mediation, transitions (from the Children's Service to the Adult Service) and the annual review process?

34. The panel decision-making process is a key element of workstream 1, with our colleagues in the digital design team working in two key strands; the use of Artificial Intelligence technology to support with the production of consistent summary information for panel decision-makers to use; and the use of data capture to gather the view of panels in advance of meetings and ensure the discussion time is best used. Alongside this work we are also engaging (from September 2024) with partnership advice givers, families and schools and settings to change aspects of the panel process via task and finish groups. These changes include co-production of a common application system supporting us with the aim of 'tell it once'; co-production of agreed principals of participation in panel decision-making, including ensuring the voice of families is included; ensuring that all SEND panels follow the same format and principles.
35. We have introduced new Mediation and Dispute Resolutions Officers to the Tribunal team. These staff work with parents where cases are subject to dispute. Early indications suggest it is having an impact on resolving issues with 53% of cases resolved prior to formal mediation or tribunal. We hope to combine this with the impact of our panel application work described above and the introduction of earlier co-production with families and settings to reduce instances of missed or misunderstood information about children and young people, meaning the need to use the statutory appeals process should be reduced.
36. In addition to developments to the Annual Review process, we are also working closely with our colleagues in adult social care and the Children with Disabilities Team to ensure a smoother transition from education to social care for those young people who require ongoing support beyond their formal education journey. The aim of this work is to simplify the process and ensure that all referrals are made in a timely way, with the needs of the young person at the heart of the decision making. This work is in initial stages of co-production, so it is too early at this stage to measure initial impacts. It builds upon the changes already made in SEND whereby teams are organised into post-14 and pre-14 structure so that young people have a dedicated team to support their preparation for adulthood well before they leave school.

What constraints were identified?

37. The initiation of consultation in relation to the re-structure of SEND work, is dependent on a wider Inclusions and Additional Needs re-structure process. This process cannot begin until there is an appointment made to the substantive role of Director of Education. The timescale of the End-to-End review has pushed back from an October planned roll out of a post consultation structure, to January 2025 at the earliest. This is the date we could begin to staff to any new

structure.

38. Funding into the SEND staffing structure will need to be increased to meet the stated aims of the review, and of the commitments to levels of statutory compliance and customer experience shared by leaders as it will require significant uplift in the substantive staffing at operational levels. The decision in relation to this is crucial but is not within the control of the review.

How is the to-be process/recovery plan being implemented? What is the roll-out timetable?

39. The plan is being implemented following a programme of change which has action plans for the five workstreams. The change programme is led by the Assistant Director, Inclusion and Additional Needs (EHCP Recovery) and the work operates within a well-established governance framework with regular reporting to the Children, Families and Lifelong Learning (CFLL) Transformation Board and the Surrey AND Partnership Board. The governance map is included in [Appendix 6, Figure 2](#) for information.
40. Roll out of the planned developments is underway (and as stated earlier the programme has made changes, when possible, throughout the review to date) and will continue through 2025. We anticipate that it will take 18 months to implement all the actions planned in the current change programme. The most notable key date will be the initiation of the post-consultation structure, which as detailed above is currently planned to take effect from January 2025 but could be subject to delay dependent upon other factors outside the remit of the review to control. It should be noted that constant review and development is one of the aims of the review, to ensure the service is agile and able to respond to changes in the landscape in a more effective way moving forwards. The current high-level timeline for the delivery plan may be found in [Appendix 7, Figure 3](#).
41. The End-to-End review forms one area of the strategic action plan developed in response to the September 2023 Ofsted (Office for Standards in Education, Children's Services and Skills) and CQC (Care Quality Commission) inspection, it is also part of the Safety Valve agreement and broader SEN strategy. [Appendix 8, Table 8](#) shows the strategy connections.

How are staff being trained?

42. There is an extensive programme of training already underway, and this will be tailored to reflect the changing nature of the service. For example, there have been several sessions for case officers to develop their relational practice skills. As stated above, the development of staff is central to one of the 5 workstreams of the review. Please see [Appendix 9, Table 9](#), for details on the induction and training programme.

What expectations should parents and schools have of the EHCP process as a result of this work? When will these expectations be fully delivered?

What will SEND in Surrey look and feel like moving forwards

Timely. We will be right-sized to meet our statutory obligations

Co-productive. We will be working more closely with families, schools and other stakeholders and be proactive in our communications

Innovative. As we make better use of digital tools to allow our staff the time to build relationships rather than complete administrative tasks

Effective. As the quality of our work improves

Reliable. As complaints reduce and families and other stakeholders trust the work we are undertaking

43. Many developments are already in place to achieve these ambitions and schools and families should be beginning to experience the improvements. Changes within the service are continuing to take place over the next 18 months to build upon these improvements.

Conclusions:

44. Work undertaken to date in respect of the recovery plan has resulted in demonstrable improvements to the statutory obligations of the council to complete 20-week needs assessments, and to undertake annual review of existing EHCP plans. To support this initiative, in the Summer of 2023, a £15 million investment was allocated by Cabinet to build SEND, Educational Psychology, and early intervention capacity over a three-year period. The SEND statutory recovery work is now complete and serves a strong foundation to build upon moving forward.
45. In order to sustain the improvements realised to date, and to continue to improve the service delivered across SEND, the findings of the End-to-End review require support, both at a partnership level to operationalise the outcomes and at a leadership level to address the structural and financial constraints.
46. For the SEND service to maintain the improvements that are emerging there needs to be a move to a central management model of the service, with core functions managed by the service, there needs to be sufficient staffing and staff need support and supervision to offer a high-quality service and operate effectively in a pressurised environment.
47. Customer service is central to these improvements, with a need for stronger communications and greater clarity on statutory processes and decision making for families and other stakeholders. These improvements are all achievable with the appropriate support and resources in place.

Recommendations:

48. It is recommended that the Select Committee:
- Notes the progress made towards timeliness in the EHCP recovery plan and endorses the key areas of current and future work of the End-to-End review of the statutory EHCP process.
 - Agrees to receive further updates on the progress of the End-to-End review and its impact at future Select Committee meetings.

Next steps:

49. To continue the design and implementation of the changes identified in the End-to-End review and continue to increase the timeliness of EHCNAs and annual reviews of EHCPs.
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Sources/background papers

[Children and Families Act 2014](#)

[The Special Educational Needs and Disability Regulations 2014](#)

[EHCP Timeliness Recovery Plan paper considered by the Children Families and Lifelong Learning and Culture \(CFLLC\) Select Committee on the 2nd October 2023.](#)

[EHCP Timeliness Report to Select Committee - 20th July 2023](#)

[SEND code of practice: 0 to 25 years" DfE published 11 June 2014](#)

[Care Act 2014](#)

[Surrey Local Area SEND Partnership Improvement Plan January 2024](#)

Appendix 1 – Table 1: Recovery Plan Strategic Objectives

EHCP Recovery Objectives	EHCP Recovery Approach	2023/24 Academic Year Targets
<p>1. Reducing long waiting times To complete the EHC needs assessments for all children, young people, families, and schools who have been waiting longer than the statutory timescales as soon as practically possible.</p>	<p>We will do this by scaling up our capacity rapidly through several contracts with EP and SEN providers, as fast as the available capacity in the market will allow, and working with partners to ensure that they have sufficient capacity and assessments are well co-ordinated.</p>	<ul style="list-style-type: none"> • EP assessments are returned to timeliness by March 2024 • EP assessment capacity increases by 1275 advices to produce sufficient assessments per to complete the backlog of advice by end of March 2024
<p>2. Better support whilst waiting To support children, young people, families, and schools as effectively as possible whilst they are having to wait longer than they should.</p>	<p>We will do this by further improving communications to families and schools and providing more targeted support from our Specialist Teaching service to children and young people whose assessments are overdue.</p>	<ul style="list-style-type: none"> • All families with delayed EHCNA are contacted every three weeks • Specialist Teaching for Inclusive Practice (STIP) service visit all schools with children with delayed EHC needs assessment to ensure all children receive the help and support they need whilst waiting over the 23/24 academic year
<p>3. Securing a sustainable service model To return to a sustainable service as quickly as possible so that the majority of EHC needs assessments are completed within the statutory timescales, starting by reaching 60%+ and ultimately aiming for 100%.</p>	<p>We will do this by:</p> <ul style="list-style-type: none"> • Undertaking an End-to-End review of our EHCP functions and implementing reforms of our processes and practices to ensure that they are as effective and efficient as possible. • Ensuring that key teams are “right sized” to deliver the expected service levels, including contracted capacity if necessary. • Working alongside schools and settings to strengthen early help and support so that children and young people only go through EHCP processes if necessary. 	<ul style="list-style-type: none"> • Phase 2 strengthened decision making in line with ordinarily available provision guidance and a strengthened SEN support offer leads to a 20% reduction of EHCNAs when compared with 2022/23. • Phase 1 of decision making completed on time on more than 95% of occasions per month • EHCPs issued within 20 weeks – over 60% by 31 May 2024 • SEND case officer cohort increased from 81 fte posts to 111 fte filled by October 2023 (figure to be reviewed after the End-to-End review is completed) and EP capacity reflects EHCNA demand and provides early intervention offer.

Appendix 2

Table 2: Educational Psychology Advice completed by month

Table 3: Timeliness of Health Advice

Table 4: Timelines of Social Care Advice

Table 2: Educational Psychology advice completed by month

Month in which EP advice completed	Overdue advice issued	On time advice issued	Total EP advice completed within month	EP advice timeliness
2023				
September	143	40	183	22%
October	223	36	259	14%
November	173	33	206	16%
December	182	35	217	21%
2024				
January	194	29	223	13%
February	294	79	373	24%
March	197	85	282	30%
April	82	97	179	53%
May	64	158	222	71%
June	36	149	185	81%
July	25	185	244	76%

Table 3: Timeliness of health advice

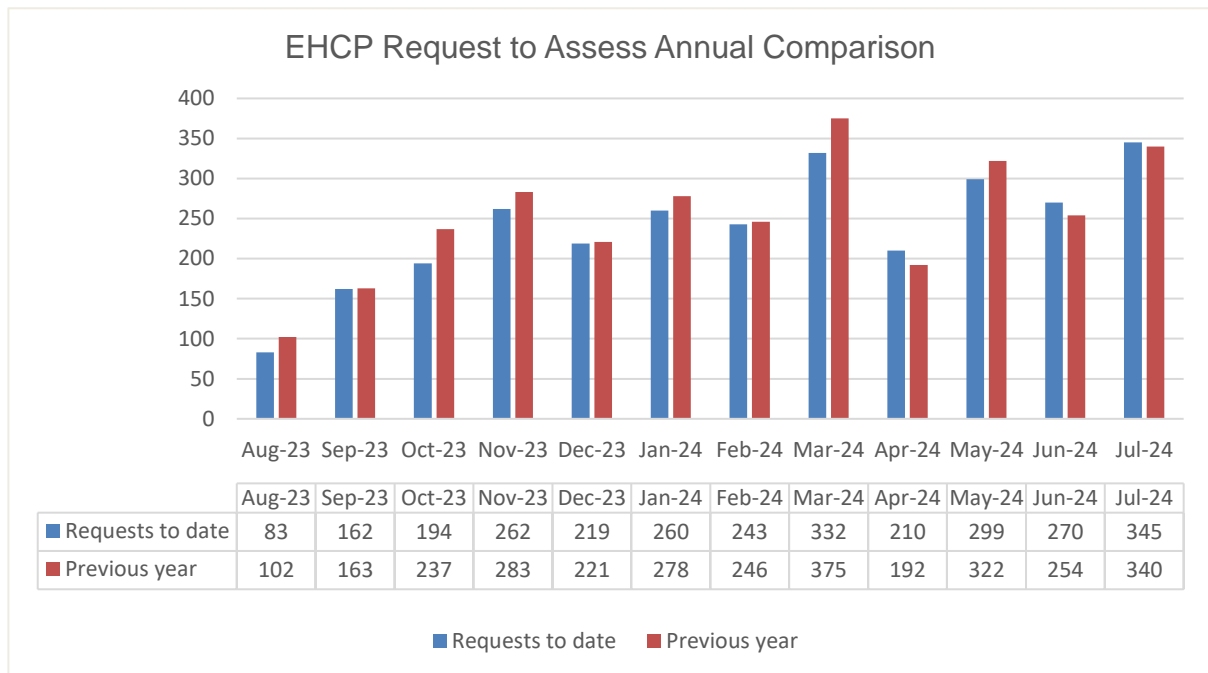
	Occupational therapy	Early Years Speech & Language Therapy	Physiotherapy	Developmental Paediatricians	School Age Speech & Language Therapy	Mindworks
2023						
May	20%	86%	58%			
June	38%	79%	50%			
July	55%	93%	50%			
August				40%		
September	54%	82%	100%	73%		
October	65%	82%	80%	76%	63%	
November	60%	90%	67%	76%	89%	100%
December	70%	85%	100%	93%	96%	94%
2024						
January	47%	85%	92%	88%	78%	100%
February	47%	77%	100%	66%	84%	100%
March	59%	74%	89%	76%	85%	98%
April	60%	93%	100%	81%	93%	98%
May	68%	86%	80%	59%	78%	92%
June	75%	88%	100%	95%	78%	100%
July	93%	56%	50%	61%	97%	88%

Table 4: Timeliness of social care advice

	Children known to Social Care	Children not known to Social Care
2023		
December	50%*	74%
2024		
January	75%*	97%
February	88%*	100%
March	70%	99%
April	85%	99%
May	91%	100%
June	88%	99%
July	90%	100%

**Data started to be reported in this format in Spring 24. The data included above relating to Feb 24 and earlier is therefore not directly comparable because it reflects the social care status of children as of July 24 and not at the time of assessment.*

Appendix 3 – Figure 1: EHCP requests for assessment



Appendix 4**Table 5: Annual Review data July 2024****Table 6: Vulnerable students Annual Review data current status**

Table 5: Annual Review data July 2024

	Percentage AR recorded as up to date on database (EHM)
July 2023	25%
July 2024	59%

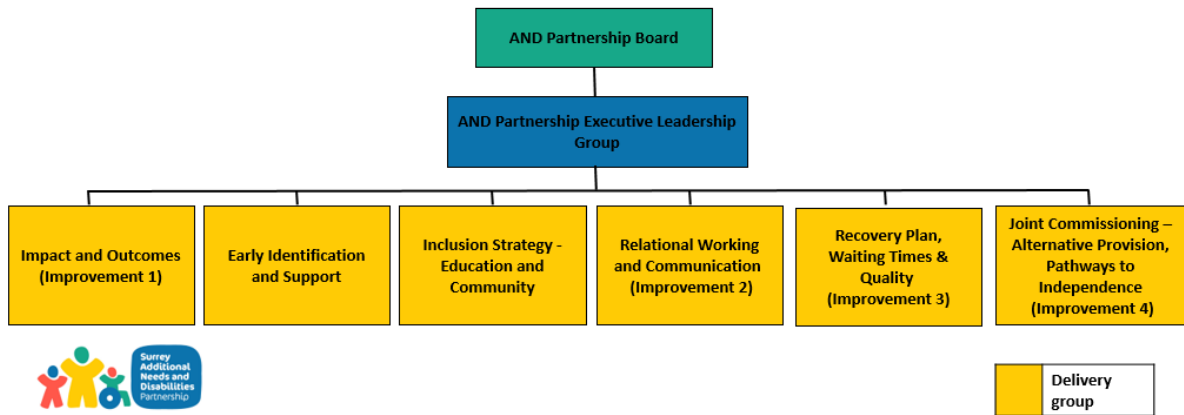
Table 6: Vulnerable students Annual Review data current status

Cohort	Up to date AR: 13 September 2023	Up to date AR: 9 July 2024	Impact of Recovery Work (difference since September 2023)
CiN/CP	unavailable	77%	
CLA	40%	79%	+39%
EHE	21%	86%	+65%
CME	38%	84%	+46%
YJS	unavailable	76%	

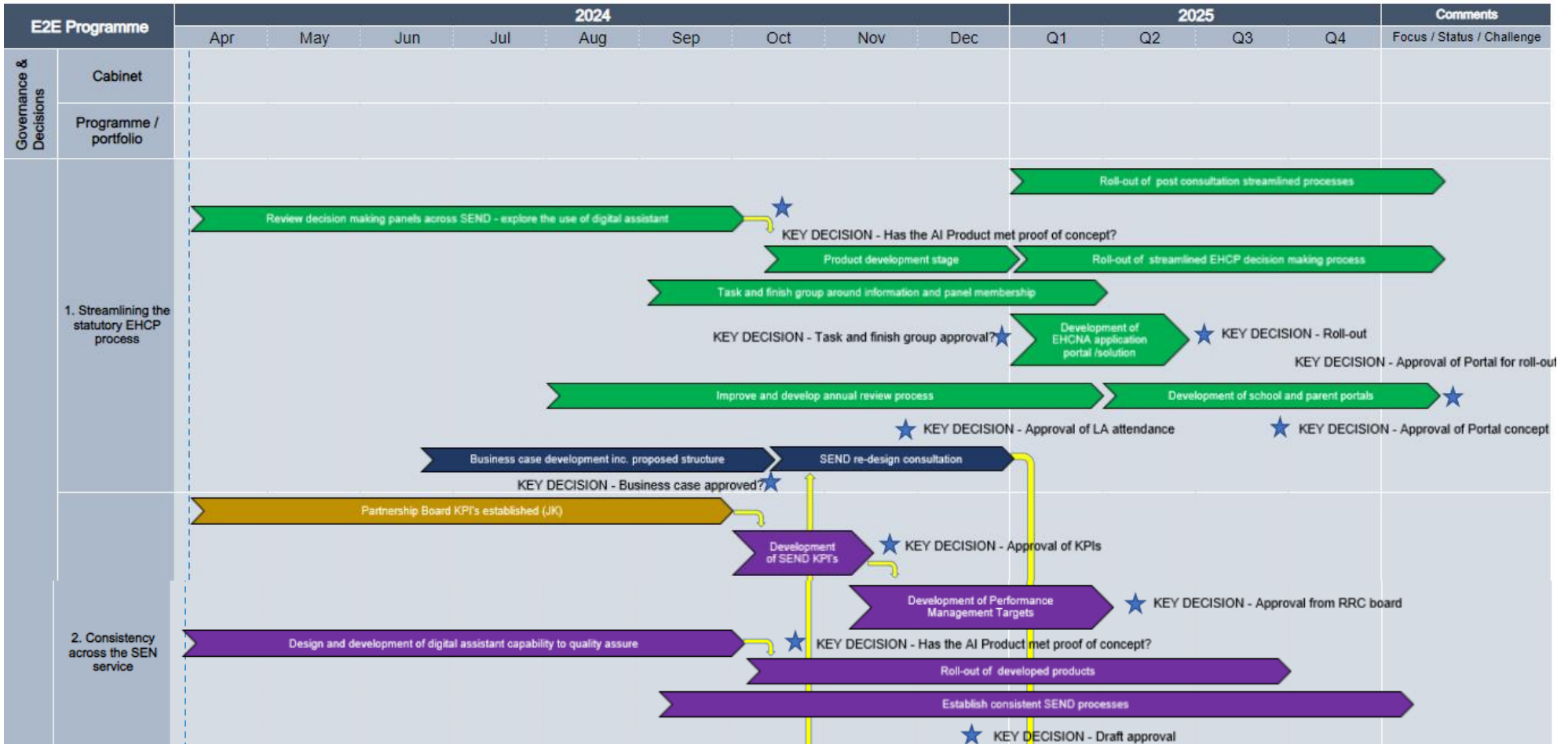
Appendix 5 - Table 7: 2024 Key Performance Indicators for End-to-End Review of statutory EHCP process

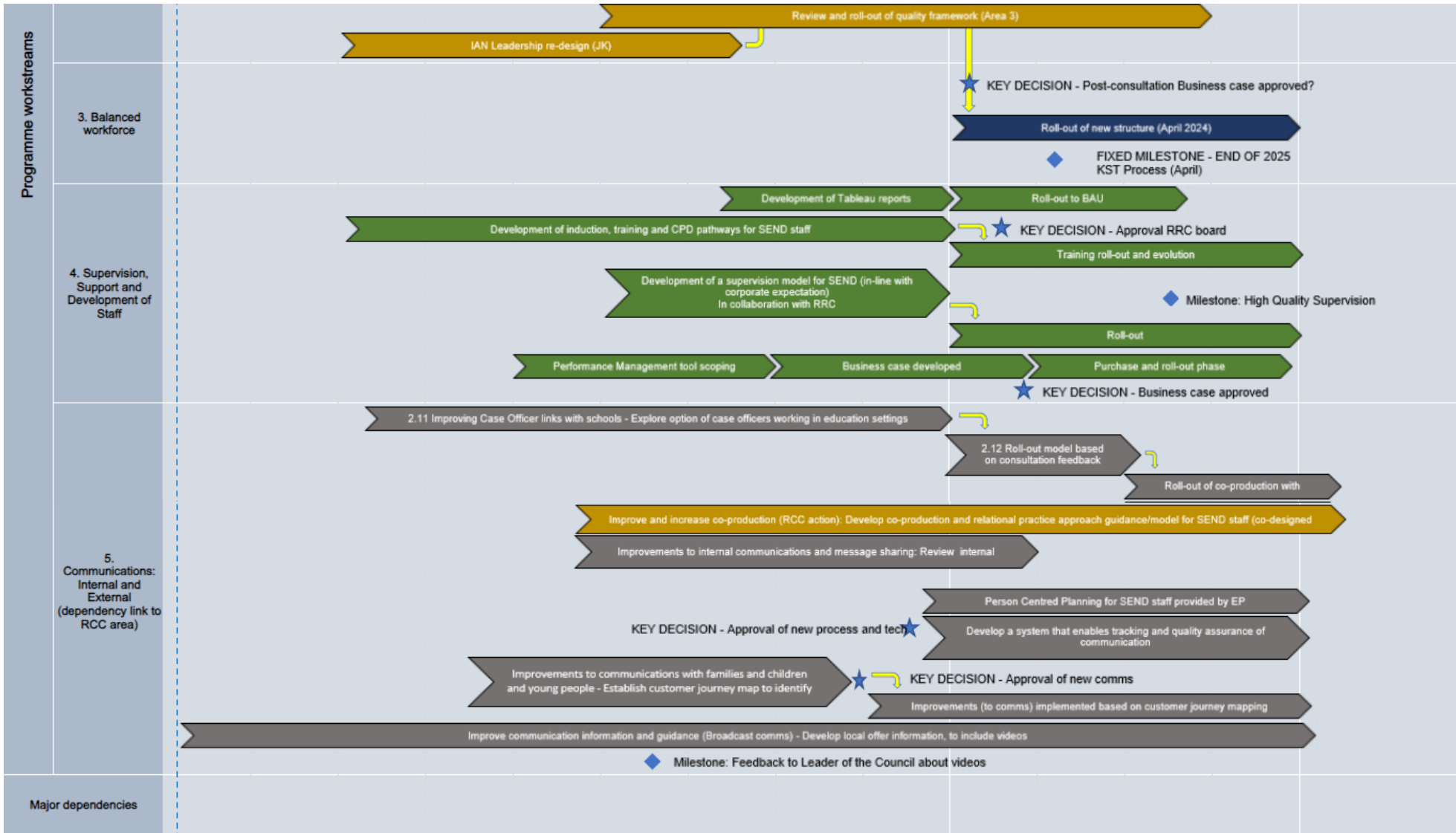
Statutory Process	KPI
Completion of EHCNA within 20-weeks	At least 70% during the Autumn term 2024
Annual Review LA actions recorded within timeliness (whole cohort)	75% by the end of the Autumn term 2024
Annual Review LA actions recorded within timeliness (Vulnerable learners)	100% by the end Autumn term 2024
% of good and outstanding grades given to an individual EHCP during the monthly audit	At least 50% by the end of the Autumn Term 2024
No of complaints as a percentage of total EHCPs	Less than 5% by the end of the Autumn Term 2024

Appendix 6, Figure 2: Governance structure



Appendix 7, Figure 3: High-level timeline for the End-to-End review delivery plan





Appendix 8, Table 8: Strategy Connections

Safety Valve strand of work	Links to SEND Strategy	Links to Ofsted improve
1. Local Initiatives for Early Support	Early Identification and support	
2. Enhancement of EHC Assessment Processes	Systems and Practice	Relational Working & Communications Recovery Plan, Waiting Times & Quality
3. Capacity Building in Mainstream Schools	Inclusion in Education and Community	
4. Team Around the School Pilot	Early Identification and support	
5. Specialist School Placements and Joint Commissioning	Joint Commissioning, Sufficiency and Evaluation	Alternative Provision
6. Joint Commissioning Strategy	Joint Commissioning, Sufficiency and Evaluation	
7. Ambitious Capital Programme	Joint Commissioning, Sufficiency and Evaluation	Alternative Provision
8. Enhanced Pathways for Independence	Transitions and Preparing for Adulthood	
9. Strengthening Partnership Working	Leadership, Accountability and Governance	Impact & Outcomes

Appendix 9, Table 9: Current Induction and training programme including changes since the End-to-End review

First Week
Policy – Lone working training, including team procedures and checklist
Hot desks and Room booking system
Clear desks
Whistle Blowing
Accident and incident reporting
Health and Safety Policy (overview) (inc. policies S-Net)
SCC Corporate Plan (functions, roles, responsibilities)
SEND Business Plan (functions, roles, responsibilities)
Procedures – Filing system, electronic filing, and naming convention format
Logging IT problems on IT Self service
How to use printers to be able to scan, print and photocopy
Booking training on Olive
Key relationships with others, building networks within the team and across the other quadrants and teams
Online learning - Information governance and information security
EYE's Read and Write Training on Olive
The corporate induction by the Information governance and info security e-learning
Mastering Microsoft Teams
Creating and managing a team (Email System and development team to find availability)
Introduction to Special Educational Needs and Disabilities (SEND) in Surrey
The Information governance and info security e-learning
Check in and review development plan
First Three Months
Policy – Freedom of information
Probationary arrangements
My Benefits
Disciplinary & Grievance
Equalities
Flexible working
Procedure – Complaints
Team Briefings from team meetings
Autism awareness
Suicide Awareness Training
Gypsy and Traveller awareness training
Effective Family Resilience incorporating Early Help assessments
EHCPs and all you need to know about how to contribute to the statutory process
Effective communication with children and families
Contextual safeguarding - an introduction for professionals in Surrey
Foundation model 1 multi agency safeguarding children – family resilience and family safeguarding

Child Sexual Exploitation Level 1
Unconscious bias training - leadership
Wellbeing at work
Procedures – Statutory assessment process including LSPA (weeks 1 – 6 of the process)
EHCP and Summary of assessment/ plan writing training
EHCP Governance panel request packs
Co-production meeting
Annual Review meeting and process
Transport process
Key stage transfer (KST) Admissions process
Mediation and appeals process
Send Admission process (Key stage transfer)
Placement stability process and guidance
In year placement process
NASEN Level 3 course
Restorative practice
Social care overview course
Managing health matters

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