

TRAFFORD COUNCIL

Report to: Children and Young People's Scrutiny Committee
Date: September 2021
Report for: Information
Report of: Director of Education, Standards, Performance and Quality Assurance

Report Title

Trafford Council Special Educational Needs and Disabilities (SEND) Peer Challenge

Summary

Between 25th-28th May 2021, Trafford Council commissioned the Local Government Association to carry out a SEND Peer Challenge. This report details the feedback received and future planning activity.

Recommendation(s)

That the contents of the report are noted.

Contact person for access to background papers and further information:

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Extension:

1. Introduction

Trafford's Local Area SEND Inspection last took place in 2017 and the outcome of this visit did not result in a written statement of action. From April 2021, Ofsted were due to revisit areas where they had significant concerns about SEND provision from when they were last inspected following a pause in the process due to Covid. Plans to restart full area SEND inspections are under review and these visits will be to areas that have not yet been inspected under the current framework.

As a significant amount of time has passed since our last inspection, the Trafford Strategic SEND Partnership commissioned an external review of Special Educational Needs and Disabilities (SEND) by the Local Government Association. The purpose of this peer challenge was for a mirror to be held up at the local area in order to gain validation of our strengths and be supported with our areas for improvement.

Inclusion Services within Education have also experienced a period of change in leadership with the resignation of the previous Principal Educational Psychologist due to relocation and the establishment of interim positions to backfill this post. The review was to provide a helpful benchmark not only for all the partners across Education, Health and Social Care, but importantly for the new Inclusion Managers.

The Peer Challenge focused on a number of lines of enquiry, some of which were deliberately chosen by Trafford partners as they are priority areas on the SEND Ambitions Plan and require improvement. These are shown in bold as follows:

- Leadership and governance of SEND across the local area
- Capacity and resources (including finance)
- The identification of children and young people who have SEND
- Assessing and meeting the needs of children and young people who have SEND
- Improving outcomes for children and young people who have SEND
- **Response to COVID-19**
- **Quality of the SEND experience for children, young people, parents and carers**
- **Transition arrangements (particularly around Preparing for Adulthood)**
- **The Voice of the Child**

A review of a random selection of Education, Health and Care Plans were also audited by a separate team.

The peer team, made up of 5 LGA Associates, reviewed a range of documents and information ahead of the review, and then delivered 4 days of virtual field work during which they:

- Spoke to a range of council officers, Lead Members, headteachers, SENCOs, external partners, young people, parents and carers
- Gathered information and views from more than 30 meetings
- Provided daily feedback and a final report

2. Trafford's Local Area SEND Ambitions

Following a SEND Visioning Day held in partnership with Trafford Parent/Carers Forum, the vision and priorities were agreed. In essence, our ambitions are quite simply focused on ensuring our children/young people and their families get the right support from all partners so that they achieve well and are happy and safe. These are:

1. To promote co-production at the heart of professional practice so that the voice of children, young people and their families is at the heart of all we do.
2. Build stakeholder confidence by delivering timely information, advice and support and a high quality statutory assessment process which meets timescales and ensures that children and young people with SEND, and their parents and carers, are considered at every stage of the process.
3. Develop the quality and capacity of early years providers, schools and colleges to meet the needs of local families and their children with SEND.
4. Deliver greater local integration and co-ordination of education, health and social care services and plans for children and families to promote positive and seamless transitions at all stages between the ages of 0-25 years.
5. Develop outcome-focused approaches to joint commissioning and integrated working to promote early identification and intervention.
6. Maintain strong outcomes for Trafford SEND pupils, so that they achieve outcomes which are above national expectations for similar pupils and where possible, prevent school exclusions.

We are also committed to ensure the voice of the child is the golden thread running through each and every one of the ambitions so that our young people feel that they have helped to shape and influence the Trafford SEND experience.

These ambitions were tested throughout the Peer Challenge process to ensure they were the right priorities for the Local Area and could be updated on the basis of the findings of the review.

3. The findings of the Peer Challenge

The complete findings can be found in **Appendix 1**, which reflects both the strengths and areas for improvement. For the purpose of this report, the priorities have been highlighted with a progress update.

Priority 1: Galvanise the SEND Partnership Board to oversee the prompt translation of current ambitions and action plans into tangible impacts which make a difference for children and families.

Trafford's Strategy for SEND has been recently reviewed and updated following consultation with all partners and aligns to the Trafford Corporate Plan.

Performance is overseen and monitored by the Start Well Board and the Health and Wellbeing Board. The Strategic SEND partnership has always had strong multi-agency membership from health, education, social care and parents/carers. This has enabled the group to maintain an overview to the holistic needs of children, young people and their families. There is a shared ethos and determination to improve the lives of children, young people and their families, supported by close joint working across agencies.

Trafford Parent Carer Forum are key members of the partnership, representing a wide range of parent groups, and are grounding the work of the partnership with the challenge of what will work for families.

Elected Members are represented on the Strategic SEND Board and take a keen interest and continue to scrutinise performance.

The SEND service structure is stable and this has enabled the strategic leads to focus attention on developing work to support achieving positive outcomes under the 6 key priorities in the SEND action plan. The SEND board has continued to meet throughout the Covid pandemic.

Actions/Next Steps

- An experienced independent Chair is being sought to oversee the SEND Strategic Board
- Membership has been strengthened to include the Director of Children's Services, the Director of Adults Services and the Children's Finance Manager
- A SEND Steering Group has been established to be the delivery board for the Trafford Strategic SEND Partnership Board's Ambition Plan. It's core purpose is to bring together and align the workstreams, so they are working at the same pace to deliver the required improvements as highlighted in the SEND Peer Challenge and following the last SEND Inspection of 2017
- A review of the agreed Ambitions has taken place to ensure they are still relevant following the Peer Challenge and all priorities are required to be included within the existing action plan.
- Ambition Leads are required to ensure the work-streams are managed within the agreed action plans and monitored by appropriate metrics/measurable benefits and outcomes and provide the Strategic Board and the Start Well Board, the assurance of progress being made.

Priority 2: Use the Joint Strategic Needs Assessment (JSNA) (Appendix 2) to ensure the medium and long-term revenue and capital programmes are directly responsive to changing and emerging needs to achieve the ambition of children with SEND living, learning and growing up closer to home.

A Joint Strategic Needs Assessment (JSNA) is a review of the current and future health and social care needs of a defined community. Trafford has produced a JSNA for its population aged 0 to 25 living with Special Educational Needs and Disability which also includes recommendations which will help us to know our population well and plan services based on the needs we have identified. This is a live document as we know the needs of our children and young people continue to change.

We recognise that commissioning for children in Trafford happens across several different services; however the commissioning board brings together this activity so that we can make sensible decisions about services or pathways that are commissioned or re-designed with all the key stakeholders around one table. The commissioners of children's services are Trafford Council Clinical Commissioning Team, Trafford Council Public Health Team, Trafford Council SENAS Service, Trafford CCG and Trafford Council Early Help Team.

We also have an arrangement in place where our CCG commissioners are located in the All Age Commissioning Service, sat alongside our social care commissioners.

Actions/Next Steps

- Trafford is working with the Council for Disabled Children to construct a clear Commissioning Strategy and there will be clear partnership engagement to ensure this is co-produced and fit for purpose. The proposed actions are:
 - Hold a stakeholder workshop event to consider the findings in the JSNA and co-produce a set of key commissioning priorities that we will focus on for the next 2 years that is also linked to a Commissioning Outcomes Framework.
 - Develop a comprehensive delivery plan for each priority to be owned across a number of partners.
- Finance officers are now represented on the SEND Strategic Board to enable a clear line of sight around the effective planning of provision and the management of the High Needs Budget. A High-Needs Sub-Group which includes a range of officers, headteachers and Trafford Parent/Carer Forum are charged with ensuring there is a clear action plan in place to manage the High Needs budget whilst meeting the needs of our children and young people effectively and will report to Funding Forum and the Corporate Leadership team.

Priority 3: Seize the opportunity for the Designated Clinical Officer (DCO) and Designated Social Care Officer (DSCO) to work together to provide a system overview of quality, effectiveness and impact to strategic leaders

The role of the Designated Clinical Officer (DCO) has been filled on an interim basis, although agreement has been reached to recruit on a permanent basis and the role of the Designated Social Care Officer will complete the strategic picture to ensure that the commissioning view across the three domains of education, health and social care.

Trafford has recently appointed an interim DSCO who is supporting the Complex Needs and Short Breaks team. This is a new post and we made a deliberate decision to recruit to this post prior to the Peer Challenge. The Designated Social Care Officer will work with colleagues in adult and children's social care to ensure they meet their statutory duties for children and young people with SEND aged 0-25.

Actions/Next Steps

- Both the DCO and DSCO attend the Strategic Board to provide the necessary assurances and input to drive forward the improvements from all partners across the SEND system. They also attend all SEND panels to input into decision-making processes linked to EHC plans and the Transition Board.

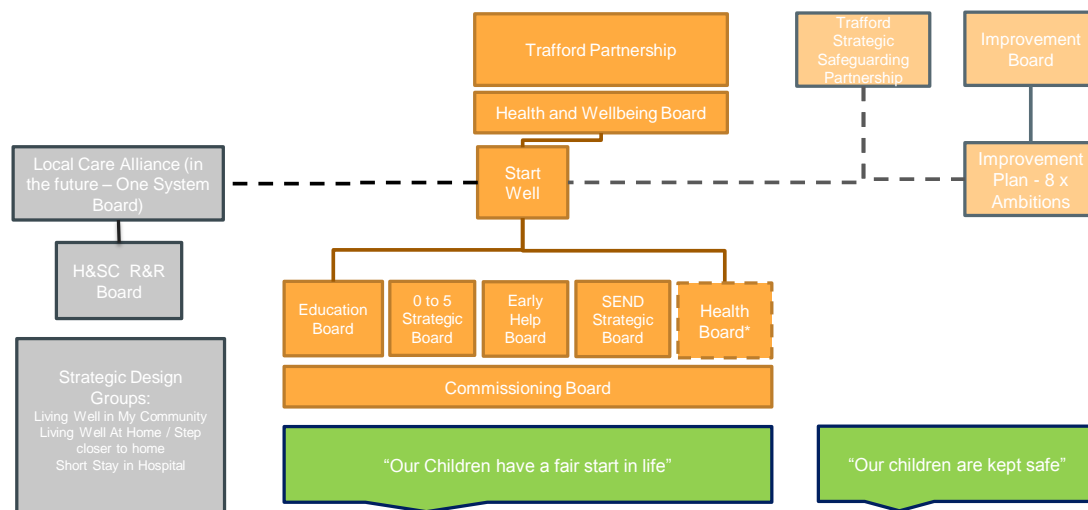
- We are committed to ensuring not only the timeliness of the issuing of EHC plans, but most importantly the quality of plans. The DCO and DSCO will be pivotal to improving the quality of input into Education, Health and Care plans and will work with partners to provide training, support and challenge as part of our quality assurance framework.

Priority 4: Sharpen the focus across the local area, on the risks and opportunities with organisational change relating to the implementation of an integrated care system (ICS) to ensure that the resources for Trafford meet the needs of children and young people with SEND.

In Trafford we have developed the Trafford Together Locality Plan which is our blueprint for the transformation of health and social care over the next 5 years (2019 to 2024). The plan describes an ambitious new way of working in Trafford working to the principles of Population, Place, People and Partnerships. There are 6 areas of system reform described in the plan, including Children. The plan is over seen by the One System Board which will lead the integration to the new Integrated Care System as laid out in the new white paper. Working together to improve health and social care for all, the plan is currently being refreshed in light of the experiences over the past 15 months, and we are working through what this means for SEND services, especially with the changes to CCGs from 1st April 2022.

Our current governance is as follows:

Governance for Children’s Services



Children's Recovery and Reform Roadmap

We recognise the need to ensure that there are clear links between the different programmes of work.

The health board is one forum to enable discussion on all children’s health matters. We understand that good commissioning starts with a good understanding of the SEND children in Trafford. The JSNA provides an important review of the current and future health and social care needs.

Priority 5: Accelerate the review of the Trafford Autism and Social Communication (TASC) Pathway to ensure less obvious needs are recognised and met

Both the ADHD (Trafford Combined ADHD Assessment Service) TCAS pathway and Autism Social Communication (TASC) pathway have been developed in line with the THRIVE model and graduated approach. These pathways involve jointly commissioned assessment work

from Psychology (Clinical and Educational), Speech and Language therapists, Community Paediatricians. The Trafford Autism and Social Communication Pathway (TASC) was co-produced with Trafford Parent Carer Forum, revised and relaunched in September 2019 to include explicit links to the graduated approach.

Using the graduated approach has enabled school staff to ensure that children and young people identified as having needs in this area would receive appropriate interventions at the earliest opportunity, rather than waiting for a diagnosis. As a result the waiting list times for assessments were greatly reduced and by March 2020 all assessments were being completed within NICE guideline timescales. Covid has impacted significantly on this progress and although the assessment pathway has been stepped back up there is an urgent need to reduce waiting times again. The CCG continues to commission in a multi professional way to ensure that these assessments result in a clinically safe diagnostic conclusion. Following discussion via the TASC pathway steering group it has been agreed that a separate steering group will be convened to consider the alignment of both the ADHD pathway delivered through Trafford Combined Assessment Service (TCAS) and the TASC pathway. We recognise that the experience of children and families who require a joint referral to both pathways could be improved and therefore a number options including a joint pathway or fast track option will be considered by the steering group.

Actions/Next Steps

- The next Strategic SEND Board in October is carrying out a deep-dive into the TASC pathway to ensure there is a clear understanding of the needs of our children and young people and their families.
- Both the TASC and TCAS pathways are being reviewed in conjunction as there are many inter-dependencies between the pathways and we have evidence from SENCOs that in some cases the same child will be referred into both or will be referred into one and then require referral into the other.
- The review has 3 parts which are being delivered via a series of task and finish groups, these are:
 - ❖ Referral process
 - ❖ Pre & post diagnostic support
 - ❖ Resource

The membership of the task and finish groups includes support from across the partnership including parents/carers and the voluntary sector.

Priority 6: Agree and implement a system of capturing good practice and ensuring the “child is in the room” across all agencies and within all meetings, decision-making and records

In May, Trafford hosted a ‘Let’s Talk SEND’ conference. The conference covered a range of topics including Sign language sing-a-long and lesson, barriers to learning session, environment session, design a dream park activity, some short video testimonials, sexism session, mental health session and guided meditation. These topics were picked following last year’s ‘make your mark’ (a youth voting system to discover the current worries of the young people). The session was planned based on the feedback from the young people last year and conversations with young people who are SEND or their parents and carers. The young people who make up Trafford Youth Cabinet have been involved at every level of planning.

Actions/Next Steps

- As a result of the review of the EHC Plans, the reports produced by the Educational Psychology service are written in a child-centred way and the involvement of children/young people in their reviews has increased as a result of working in a virtual way. This will be considered as an offer going forward in order to both

maximise engagement and improve the quality of the views and aspirations of the young person as detailed in their plan.

- A key feature of the of the SEND Quality Assurance Framework will focus on the sharing of good practice.
- The SEND Communication & Engagement Group assists in leading on Ambition 1 of the strategic plan which is focused on co-production. One of the priorities for this group is the development of SEND young person engagement so they have a voice in shaping our SEND local offer. Two young people have been recruited as part of our Kickstart placements in the council and are leading on the development of a Trafford Participation Strategy and Action Plan to improve the engagement of our young people.
- A Trafford Co-Production Guide has been drafted for sign-off at the next SEND Board with a view to piloting a coproduction monitoring template to capture learning and producing an annual report to be shared with partners.
- Building on parent/carer engagement to consider how feedback and lived experience is systematically captured and responded to will be developed after Christmas through the communication and engagement group.

Priority 7: Involve parents and carers in the decisions about post-Covid service design and delivery to ensure that it meets their needs

Actions/Next Steps

- Through the work of the Council for Disabled Children, parental views will be sought through active participation in the stakeholder workshop.
- Trafford Parent/Carer Forum are represented on all working groups and feedback on the views of families is a regular item at SEND Board. Deep-dives will also allow for the voice of families and young people in a more robust way.
- A Parental Participation at SEND Panels workshop is being planned for the autumn term to ensure that learning from what is working well and how improvements should be made, influence future service delivery.
- Trafford SEND Information Advice and Support Service (SENDIASS) are represented on the strategic board and provide reports on activity that is coming into the service. This is important information to ensure partners are aware of thematic concerns and provide insight into how improvements can be made.
- From January 2022, the Communication and Engagement Group are focusing on parent carer engagement and considering how feedback and lived experience is systematically captured and responded to. This includes:
 - Exploring options for setting up thematic parent carer panels
 - Coproduced annual 'Let's Talk SEND' conference for parent carers
 - Identify video content opportunities to promote access to specific services and where to go for help
 - Annual calendar of events co-produced and published by Trafford Parent/Carer Forum (TPF)

Priority 8: Establish a key worker/single point of contact and support for parents and carers to navigate the SEND system on behalf of their child

The first purpose of the SEND Local Offer is to provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it and evidence indicates this is being delivered well. In the 2019 Mott McDonald analysis of Trafford's Local Offer, the online resource was found to be easily accessible with comprehensive information on needs assessments, what to expect from the graduated approach and how to access disagreement resolution services. There is a clear feedback process and a published "you said we did" page. The organisation of the Local Offer web content into areas for parents, practitioners and young people tailoring the information according to user needs was also highlighted as best practice.

We offer a programme of professional engagement to support Education, Health and Social Care teams to use the SEND Local Offer. This includes training sessions delivered by the Family Information Service and SENDIASS outreach service on how to get the best out of the functions available to confidently support families navigate the website

The Stronger Together Empowering Parents (STEP) programme has been developed by Trafford Parent Forum to provide emotional and practical support to parent carers. A team of volunteers support families to use the Local Offer and their lived experience is used to contribute feedback through the forum.

The SEND Local Offer Advisor (SLOA) who works closely with families to help them ensure their needs are being met also reports directly into the SEND Communication and Engagement Group.

The Link newsletter is published every six weeks and distributed to over 700 SEND families and professionals working with them. Social media is used extensively to connect, network and share services, events and information and as a further channel for feedback and engagement. The Outreach team would normally attend SEND groups and events to talk to families and young people about the Local Offer however this activity has been minimal this year due to the pandemic. The team have attended virtual groups and continued to support SEND families by researching and developing a targeted, SEND specific Coronavirus support offer. The Outreach team has continued to attend Trafford Parent Forum drop-in sessions/SEND surgeries and professional meetings such as SENCO forums.

Services such as the Sensory Impairment Support Service and SEN Advisory Service in the early years provide parents with a key worker approach from an early age and works alongside the SENCO if they are in a setting.

Actions/Next Steps

- As stated above, the Communication and Engagement Group continue to prioritise the shaping of the Local Offer. From the last survey carried out by TPF, there had been a significant improvement expressed by parents, in the accessibility of the Local Offer and our data reports high numbers of people using the website.
- Regular termly SENCO forums take place throughout the borough, and attendance is strong. Through the co-produced Trafford Inclusion Charter (**Appendix 3**) and the forums, SENCOs and school leaders, are being asked to be the champions of inclusive practice in their schools and be the named support for parents and their family.

Priority 9: Communicate clearly with children and families describing the provision and transition support available to them 0-25+

Priority 10: Develop and employability pathway for those with less obvious needs and those with high functioning ASC where traditional supported internships are not appropriate

The SEN Advisory Service play a pivotal role in supporting children transitioning from nursery to Reception and remain involved with their cases until the end of the autumn term after a child has started school. This is to help ensure a smooth transition and promote consistency in the strategies and interventions being used across nursery and school.

A SEND specific 'Welcome back' guidance document for the Early Years sector was developed by the LA to support children with SEND in line with new operating guidance. This was identified as good practice and shared via the North West Early Years SEND Action Learning Set. A multi-agency Trafford Transition COVID Guide was produced for Summer 2020 for all children in the early years. This contained information about how to support effective transition for children with SEND along with how to support children's social and emotional well-being, speech, language and communication to ensure consistency of approach across the borough.

The Sensory Impairment Support Service and SEN Advisory Service also provide advice and guidance to educational settings at other key points of transition; specific ideas for Year 6 to Year 7 are shared with SENCOs, including the writing of Preparing for Adulthood

outcomes for EHC plans and the Sensory Impairment team support young people directly when transitioning to Post 16 education.

Actions/Next Steps

- Transition within and beyond the Early Years is a strength in Trafford and the 0-5 Strategic Board are committed to ensuring that we improve outcomes for children with SEND and ensure the right support for children with ASC is available
- Trafford's Early Years sector has recruited a number of SENCOs who have gained the nationally accredited award for SEND.
- A new Early Years provision map template and accompanying guidance materials have been drafted to be launched in October. The aim is to provide improved support for settings in planning effective, challenging and realistic targets and outcomes for children with the most complex needs, and to provide the LA with data to demonstrate service impact.
- A new Specialist Teaching Assistant with a particularly high level of expertise and experience with children with ASC, has been appointed to a vacancy within the SEN Advisory Service and will provide valuable support to both the sector and parent/carers.

All children and young people, including those who have SEN Support needs and those who have an Education Health and Care Plan (EHCP) should have clear pathways to adulthood. Therefore, annual reviews and the "assess, plan, do", review approach needs to consider medium and long-term outcomes for all. Children and young people must be included in discussions, actions and outcomes right from the beginning and through to the end. Their voice is paramount throughout the process of preparation for adulthood.

Trafford's revised Preparing for Adulthood (PfA) protocol sets out the LA's commitment to supporting those young people who may have the need for additional care and support in adulthood. It reflects Trafford's approach to multi-agency practice across the areas of Education Health and Social Care and describes how all the agencies will fulfil their duties and responsibilities under current legislation and guidance relating to transition.

The PfA protocol lays out arrangements for an embedded PfA database within Liquid Logic that allows the local authority and partner agencies to track individual young people through their PfA journey or to recognise them as cohort along a Complex Needs pathway, Neighbourhood Pathways and Independence Pathways.

Actions/Next Steps

- Preparing for Adulthood (PfA) continues to be a priority for Trafford and the Transitions Board has refreshed its terms of reference and membership and is chaired by the CCG. This board will focus on ensuring the existing PfA protocol which is an operational guide for professionals, is published in a parent-friendly toolkit of support.
- The board will also provide scrutiny for case studies to provide "lessons learned" which will be shared with the Strategic Board.
- Establish a robust performance report against the PfA landmarks
- Develop further co-production work with Trafford Parent Forum on the type/format of information that young people and parents would find useful to help them effectively navigate the journey from children's to adults' services. This will inform the development of an agreed rolling schedule of information events available to young people and their families
- Roll out of online training to all professionals
- Create ways of ensuring that the young person's voice is heard through developing self and citizen advocacy approaches and utilising "Living my Best Life" assessment tools and planning. This will in turn enable the identification of barriers to achieving

the individual's full potential and the prioritisation of work outside the traditional commissioning of services to facilitate inclusion and integration in the local community and communities of interest.

Priority 11: Education, Health and Care Plans (EHCPs)

- a. Establish and embed single and multi-agency audits to improve the quality of EHCPs, using the findings of the EHCP review (Appendix 2) as a starting point**
- b. Ensure the social care needs are recorded in EHCPs including Short Breaks provision**
- c. Identify and overcome barriers in IT systems to enable effective information sharing between professionals at both a strategic and operational level**

Trafford has experienced a sharp increase in the demands for Education Health and Care assessments (EHCNA). Over the last five years, demand for these services has risen 57% from 1400 statements and plans in 2014 to being responsible for over 2200 now. Similarly, requests for EHC Needs Assessments have also increased by over 30%. We recognise that this is a national picture but understanding the local drivers behind this increasing need has been an important focus for the LA.

All Inclusion services have quality assurance as a key area of work in service developments plans. These include working with local partners from other boroughs to review the quality and content of our EHCPs and our Educational Psychology service has undertaken an assurance review of the service using the Quality Standards for Educational Psychology Services. In addition, there are well developed processes in place in the Sensory Impairment Service, using the Quality Standards for Sensory Services. This particular service was spoken highly of in the Local Area Peer Challenge, both by parent/carers and the young people themselves and partners from across the system are keen to learn from this.

SEND operational managers meet on a termly basis to review quality assurance processes and report on key performance indicators.

Prior to the issue of all EHC plans they are peer reviewed focusing on:

- √ Does the EHC plan follow the 'golden thread'?
- √ Do you get a good sense of the young person when reading it? Is it compliant with the law?

Plans are issued following quality assurance processes are complete. The team also holds regular internal plan training and moderation sessions with the aim of improving overall knowledge of EHC plans. Trafford's SENCOs receive training on "Person-Centred Plans" based on the work of Helen Sanderson.

Health professionals were hampered throughout the pandemic as a result of not being able to access systems remotely which impacted on the information that was submitted for EHC plans.

Actions/Next Steps

Inclusion officers are working with the Strategic Lead for Practice Improvement & Learning in Children's Social Care to develop a robust Quality Assurance Framework which is shared and understood by all partners. This will include:

- A robust system to enable a quality assurance of the health and social care advice that comes into the LA as part of the EHC Needs Assessments
- Clearly defined criteria of "what a good plan looks like"
- Ensuring health and social care outcomes are fully integrated into each individual plan with smart and specific outcomes

- Implementation of a quarterly anonymised audit which is completed by a multi-disciplinary team approach, including representation from Trafford's Parent Carer forum
- The Annual Review process is also being scrutinised as part of Ambition 2 to ensure systems are robust and the voice of all partners feed into the process

Priority 12: Ensure key health metrics are regularly reported to the SEND Partnership Board

Health data is not regularly reported to the SEND Board, due in part to the recent change of provider to Manchester University NHS Foundation Trust. There are a range of datasets that are used to report performance from other partners including children/young people outcomes through the Local Government Inform and EHC timeliness. Health performance reports are required at every SEND Board with the first report being shared at the October meeting.

Actions/Next Steps

- A data dashboard is being produced with support from the performance team to bring all indicators into one place. This will include indicators from across education, health and social care for 0-25 years.
- A deep-dive of the dashboard is taking place at the October SEND Board, in order to ensure partners are sighted on outcomes and any gaps are identified.
- Regular performance reports will be shared at each strategic board from all partners and clear metrics inserted into the Strategic Plan.

Conclusion

Whilst the Peer Review was a robust and challenging process, all partners from across the local area welcomed the findings and share a determination to ensure these are enacted with pace and rigour.

It was pleasing to note the passion and commitment at all levels across the partnership to improve outcomes and the sense of strategic ambition which help to create the conditions for success in implementing the necessary improvements.

APPENDIX 1: LGA PEER CHALLENGE FINAL REPORT
APPENDIX 2: SEND JOINT STRATEGIC NEEDS ASSESSMENT
APPENDIX 3: INCLUSION CHARTER