

Priority 1		2017 - 2018					
Priority 1 - Getting the right service at the right time and Early Support	Make sure from baby clinic stages, the information is available and there is response if/when you child isn't hitting developmental targets	Keep parents informed and be honest about available resources/provisions	Talk to each other across services so that you know what's on offer and can direct parents to the right provision	Database of what, who and where is the right person to speak to?	Better provision to identify initial problems across ages	Don't make parents "fight" for everything, take the initiative, make it preventative, not reactive and a constant battle	consultations of mapping and gapping
	Improved identification and signposting to services in the early years	right service/right time access to CAMHS, timely access to high quality provision, social and emotional development acute needs	Increased flexibility of services. Come out to see you at home rather than always requiring attendance at appointments, look on individual circumstances.	Having "the offer" in place is not enough if parents aren't told about it from the off. Communicate.	Straightforward access to the right people who can direct you to the relevant service	Would certainly benefit ongoing academic placements as support/resources would already be in place	Better understanding of what early support offer means. EHC Plans need to be the means to an outcome; they have to be put into practise to have any value going forward
	Ensure parents are listened to in order to create an effective EHC Plan	Information/communication		Ensure schools are communicating effectively with parents and professionals every step of the way	clear communication with all post 16 providers.	Work with us, shouldn't feel like us V services, we should all be looking for the best for our children	Review of current services

Priority 1		2018 - 2019					
Priority 1 - Getting the right service at the right time and Early Support	Maintain and update information. Keep improving. Get feedback and act on it. Helpline/surgeries? Keyworker. On line advice.	Workforce development plan	What support <i>is</i> available? Good signposting, not having to be sought out	Develop resources, look at various ways of learning, unconventional means of education	Clear pathway based on need for parents and carers	Service managed centrally in one place where possible. This would be to reduce phonecalls, appointments, travel etc.	
	Implement plans and improvements	Communication between services and parents and the LGA to ensure smooth and effective transition and outcomes.	Multi-agency meeting to look at progress	Year 9s should know where they are heading 16 +	Straightforward access to the right people who can direct you to the relevant service	Transparency regarding what support is out there once diagnosis has been made.	

Priority 1	2019-2020						
Priority 1 - Getting the right service at the right time and Early Support	Review/test out gaps filled. Clear outcomes, sustainable services, new plans	16+ should have a good idea of where they are heading 19+	Early support - implement and develop services/new services.	Getting right services - review and communicate	One lead professional for the child across education health and social care.	Flexible adapted learning to boost confidence	Would save a lot of time and anxiety, who can help us provide care and support?

Priority 2		2017-2018					
Priority 2 - Improved transition planning	Everyone working to same plan, mainstream settings invited to forums	Better communication with parents and carers	Rollout letter of notification across all partners, health social care and education	To be informed on how much to put on EHCP and how to fill it in.	For the schools (teachers/senco) to listen to parents over what makes their child tick	Review current services available	
	Assessing needs to start earlier - 18 month lead time. All options identified	Keyworkers continuing	ASC transition team structure review	What if you don't speak English, or cannot use a computer, i-pad or internet.	Someone available to talk to when the going gets tough	Effective communication between all agencies/professionals.	

Priority 2		2018 - 2019					
Priority 2 - Improved transition planning	Ensure HV are well informed re early ASD indicators	Address issues of minor transitions which can be MAJOR for some children, eg, Y8/Y9 ramp up to the GCSE track	Start earlier transition between children and adults	Parent/carer workshops	Early warning for parents around transition into adulthood that law changes. Parents need time and support preparing for this transition.	Mapping gaps and ensuring everyone knows the gaps	Everyone working together, accountability

Priority 2	2019-2020						
Priority 2 - Improved transition planning	A long term for transition. Key person throughout transition	Children's journeys are largely predictable around their diagnosis. ASD will no doubt need CAMHS	Good information sharing, updated plans, future proofed services	Transition - start to plan earlier (pre school) and streamline	Annual joint reviews with schools/GPs/Health	NICE standards are met by Transition Operation Group	Change name "Ask Ollie" to local offer. Improve navigation

Priority 3	2017-2018						
Priority 3: Increase the variety of short breaks	Hub of services all under 1 roof	Mapping gaps for short breaks	Available for children with complex needs as early as possible	Look at other areas, events for parents and children	Pool of PAs to access if needed	Workforce development	
	Variety of services, inclusive opportunities	Increased support for families of children under 5 with SEN, e.g. respite, Direct Payments	Mapping and Gapping of provision	Communication strategies (x2) Effective communication between agencies	Analyse what is available and how much	Childcare is critical	

Priority 3	2018-2019						
Priority 3: Increase the variety of short breaks	Enhanced provision during school holidays	Ask Ollie website improved	Advice/support funding for providers for 18+	Define the offer in plain English - Child's passport, professionals tag on the front page	user and parent feedback		

Priority 3	2019-2020						
Priority 3: Increase the variety of short breaks	Community offer to be inclusive	Partnerships between providers	Building capacity in the sensory centre	Assessed for short break at EHCP assessment	Appropriate cost effective options offered	Parents who shout the loudest get the most support	Better and more accessible facilities and venues

Priority 4		2017-2018					
Priority 4; Post 16 education	Raising awareness of SEN in general public. Make sustainable links.	SEND Co Pack - school options about provision post 16 for parents and carers	Urgent need to address gap in provision for YP who are academically capable but have high support needs.	Appointment of 19-25 project manager	Addressing the gap between 19-25 years	Knowledge on what is being offered	Review what information we have
	Supported internships, work shadowing, training CPD						

Priority 4		2018-2019					
Priority 4; post 16 education	Sustainable post 19 education : A quality offer for post 19 young adults who require education that prepares them for independent living. Parents do not want to send their young adult to a residential school far away	Standard offer in designated provisions that are flexible. Range of opportunities	Local provision to open	Employment opportunities in local business and self empowerment	Communication strategy	Develop new provision in Warrington. Look at Petty Pool, Wargrave House, Brighter Futures	

Priority 4	2019 - 2020						
Priority 4; Post 16 education	Flexibility, individuality, Equalities Act compliant	Post 19-25 SEND specialist. Job centre workers, contact centre, LD nurse					



Priority 5	2017 - 2018						
Priority 5 : Embedding the EHC Process	Better communication between agencies	Reduce the story telling	More collaborative approach with Health and Care for EHCP.	More timely health input into EHCP.	Giving parents/children a voice in the plan/actions rather than just describing aspirations	EHCP to be used and not stored	Review more holistic
	All EHC Plans are converted	Ensure 20 week deadline is respected but not at the expense of an agreed, fit for purpose document	Speedy and appropriate referrals to reduce delays	Ongoing process; streamlining process as practitioners and parents become more au fait with the planning and processes			

Priority 5	2018 - 2019						
Priority 5 : Embed the EHC Process	clarity in process	EHC - needs to be live document. IT - One sheet of info information sharing	More meaningful and measureable outcomes.	Sharing of information across agencies	Communication strategy	Education and training for parents on EHC plans	

Priority 5	2019 - 2020						
Priority 5 : Embed the EHC Process	Minimum standards for reviews and transition processes across all agencies including health.	Centrally arranged appointments and assessment, i.e. CDC. (OT > Speech > PT> paed - voila!	A living usable document with awareness of parents and YP and used and reviewed.	On line plan - everyone can log in. One place, one plan. Shared as needed.	Review what happens now. Update plans, parents know how to update.	All outcomes on EHCPs are SMART	Fully embedded EHCP planning and processes
	One assessment and plan for education, health and social care.						