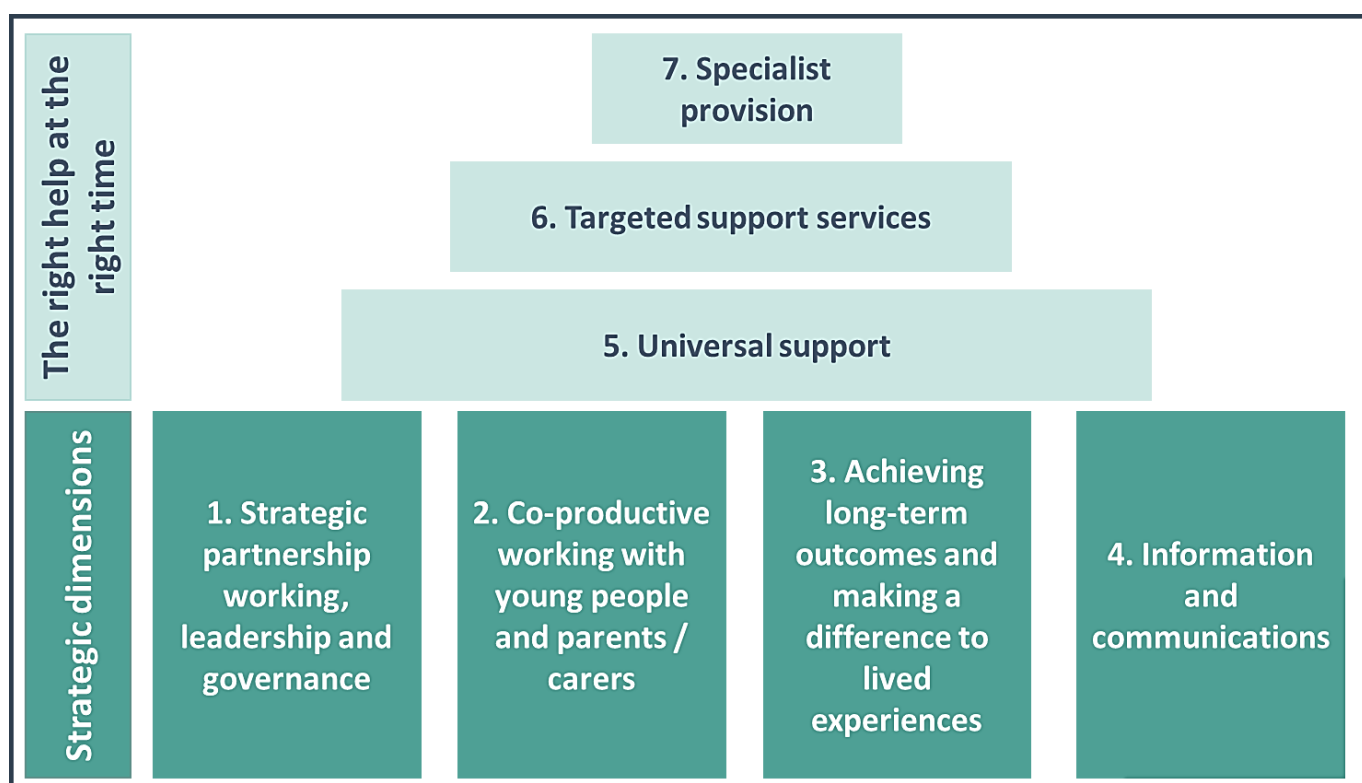


Further details about the seven dimensions of the Effective Practice Evidence (EPE) Framework

The case studies are arranged around seven themes, which relate to aspects of the work of local SEND systems. The first four are strategic dimensions, relating to cross-cutting aspects of local SEND systems – whether that is building strong partnership working arrangements and structures, developing processes for strategic co-production with young people and parents / carers, or building effective systems of communication information about the local SEND system Themes 5, 6 and 7 describe the continuum of support for children and young people with SEN, spanning universal, targeted and specialist levels of support. The seven themes are summarised in the graphic below.



Each case study on the Effective Practice Evidence Framework will be tagged as being relevant to one or more of the seven themes. The table below summarises what is included under each theme.

Theme / dimension		What this theme / dimension includes
Strategic dimensions	1. Strategic partnership working, leadership and governance	<ul style="list-style-type: none"> • Leadership and management. • Strategic partnership governance. • Arrangements for joint planning and joint commissioning across education, health and care partners (operational detail about the delivery of support is in themes 5-7).
	2. Co-productive working with young people and parents / carers	<ul style="list-style-type: none"> • Strategic co-production arrangements to foster voice, agency and focus on lived experiences. • Involvement of young people and parents / carers in strategic decision-making. • Arrangements for capturing and reflecting on systematic feedback from young people and parents / carers.
	3. Achieving long-term outcomes and making a difference to lived experiences	<ul style="list-style-type: none"> • Arrangements for co-producing a shared vision and aspirational long-term ambitions for young people with SEND. • Routines for capturing impact on lived experiences and long-term outcomes. • Arrangements for gathering feedback systematically, dealing with and learning from complaints and disputes pro-actively.
	4. Information and communications	<ul style="list-style-type: none"> • Arrangements for providing information to young people, families and practitioners about the SEND system and what is available. • Routines for communicating information about the SEND system.
The right help at the right time – the continuum of support	5. Universal support	<ul style="list-style-type: none"> • Support in mainstream education (early years settings, schools and colleges) around "ordinarily-available provision", what good inclusive practice and SEN support look like. • Universal support from health services. • Universal support for parents / carers and families.
	6. Targeted support services	Planning, commissioning and delivery of targeted SEN, care and health support services that work with young people, families, and settings to build capacity, identify needs, and support inclusion.

	7 Specialist provision	<ul style="list-style-type: none">• Forward-looking, evidence-based, collaborative planning of specialist provision (e.g., specifically commissioned places in education settings, such as places in special schools or SEN units in mainstream schools; specialist health or care interventions).• Collaborative planning of bespoke placements for the most complex needs (e.g., multi-agency placements).
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