worcestershire county council

Worcestershire Children and Young People

At the heart of everything we do

WORCESTERSHIRE LOCAL AREA SEND ACTION PLAN

IN RESPONSE TO OFSTED/CQC LETTER PUBLISHED MAY 16th 2018

This Written Statement of Action has been approved and endorsed by:

Worcestershire County Council Cabinet
Joint Clinical Commissioning Group Board (Redditch and Bromsgrove, Wyre Forest, South Worcestershire)

NHS Redditch and Bromsgrove Clinical Commissioning Group

NHS Wyre Forest Clinical Commissioning Group

NHS South Worcestershire Clinical Commissioning Group

CONTENTS

Page Number	
3 - 4	Statement of Intent and Introduction
5	Glossary
6 - 8	Governance and Monitoring
9	Workstream Structure
	ACTION PLAN
10	Structure of the Action Plan
11 - 13	Safeguarding
14 - 22	Workstream One - The Local Offer
23 - 45	Workstream Two – Embedding the Graduated Response
46 - 59	Workstream Three – Assessment and Planning
60 - 67	Workstream Four – Joint Commissioning and Leadership
68 - 76	Workstream Five - Workforce and Engagement
77	Appendix One – Glossary of Action Owners

Statement of Intent

Our Local Area Inspection identified a number of areas in which we must improve, and we have resolved to make these improvements and more.

This action plan sets out how the Council and the Clinical Commissioning Group (CCG) will work together with partners, parents/carers and young people and with school leaders, to improve outcomes for children and young people with special educational needs and/or disabilities (SEND). It provides the vehicle for driving forward the first stages of this improvement. By May next year we will have established a number of collaborative programmes that will have embedded better approaches and provided the platform for ongoing development.

We expect that working with parents/carers and their representatives will be the norm. Co-production with parents and carers will increase at all levels – from the development of high level strategies, to undertaking policy and provision reviews, to young person level assessment and planning. A core module for staff induction will raise knowledge, awareness and understanding about the vulnerability of some children and young people, including those with SEND, and require professionals to consider what this means for their practice. A workforce training and support programme will bring professionals and parents/carers together. It will introduce challenge, explore higher aspirations and enable reflection on current practice, attitude and approach.

Our Action Plan requires professional staff to work across agency barriers and with parents, carers and young people. Leaders will monitor the impact of their work through the development of inclusive local provision. We will encourage and support reflection by school leaders on their contribution to more inclusive schooling in Worcestershire. We want to see creativity and innovation leading to less movement of children and young people in and out of schools, and more stability in their lives as they live and attend schools close to home.

Parents/carers will be more confident in local provision as schools, early education and childcare settings and post 16 providers model inclusive approaches and culture. Fewer children leave their local communities to go to school. Schools will develop new flexibilities and bespoke arrangements so that exclusions reduce, attendance increases and fewer parents/carers see elective home education as the solution for their child's education.

Our work to improve transition to adulthood will be driven by high expectations and characterised by tenacity as we develop, with parents/carers and young adults, a more extensive range of locally based provision that enables all young people to aspire to a future life that includes work related activity and support to live as independently as possible.

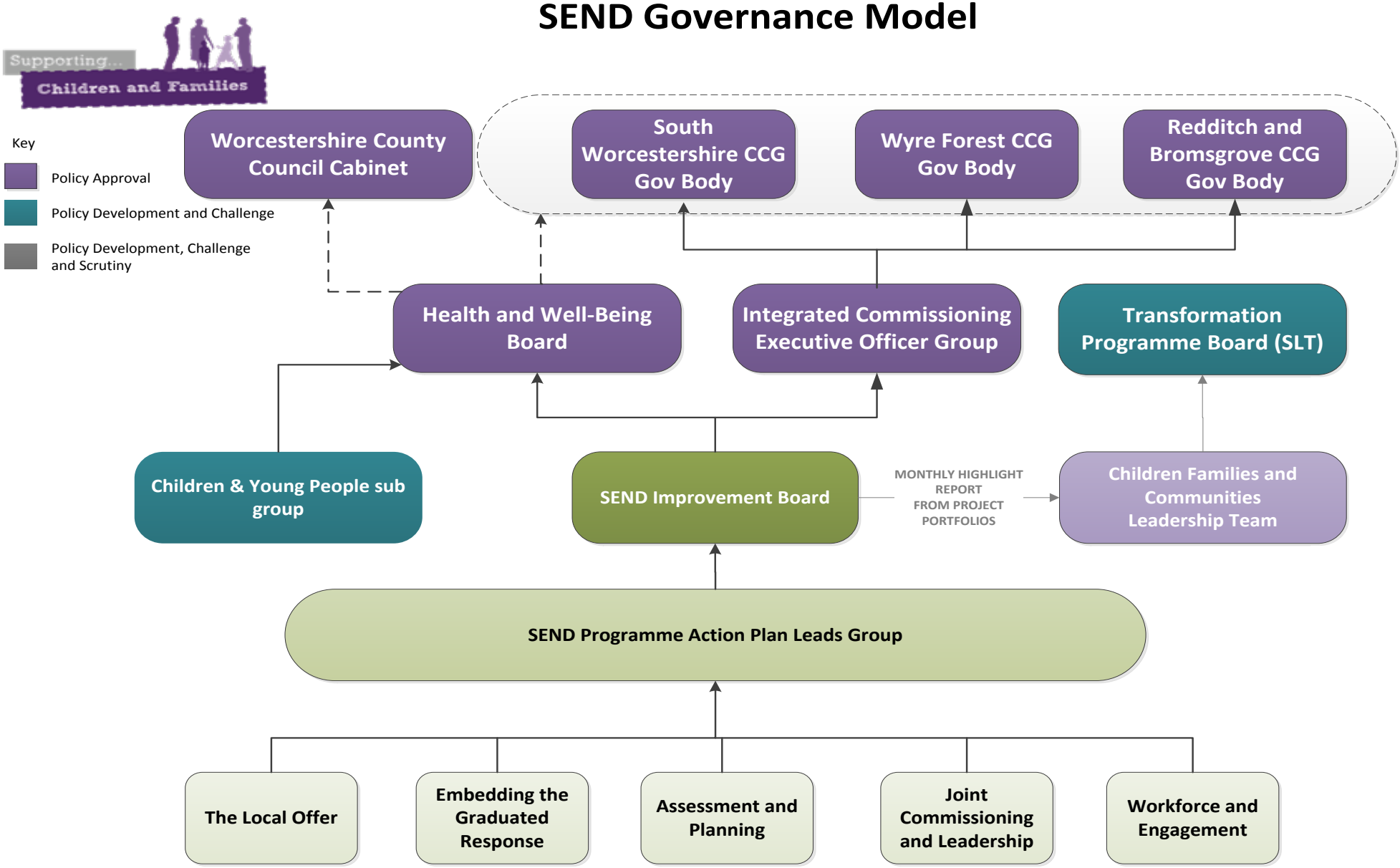
Dr. Catherine Driscoll
Director of Children, Families and Communities

Simon Trickett
Accountable Officer CCGs

Glossary of Terms

AD: Assistant Director
AfO: Aiming for Outstanding
CAMHS: Child and Adolescent Mental Health Services
CME: Children Missing Education
CPD: Continuing Professional Development
CCG: Clinical Commissioning Group
CQC: Clinical Quality Commission
CWD: Children with Disabilities
CYP: Children and Young People
DCO: Designated Clinical Offer
DMO: Designated Medical Offer
EHCNA: Education, Health Care Needs Assessment
EHCP: Education, Health and Care Plan
FiP: Families in Partnership
FT: Foundation Trust
HLN: High Level Needs
HV: Health Visitor
ICG: Integrated Commissioning Group
ICEOG: Integrated Commissioning Executive Officers Group
JSNA: Joint Strategic Needs Assessment
LA: Local Authority
LO: Local Offer
MOMO: Mind of My Own
NEET: Not in Eductaion, Employment or Training
NQT: Newly Qualified Teacher
PCF: Parent Carer Forum
PfA: Preparation for Adulthood
PSF: Pre-School Forum
SALT: Speech and Language Therapy
SEN: Special Educational Needs
SEN Support: Special Educational Needs Support
SENCO: Special Educational Needs Co-odinator
SEND: Special Educational Needs and/or Disabilities
SENDCo: Special Educational Needs and/or Disabilities Co-ordinator
SENDIASS: Special Educational Needs and/or Disabilities Information Advice and Support Service
Settings: Nurseries, Schools, Post 16 Further Education Colleges and other Post 16 Providers
SIA: School Improvement Adviser
SMART: Specific Measurable Achievable Realistic Time-bound
SSIF: Strategic School Improvement Fund
STP: Sustainable Transformation Plan
T and F group: Task and Finish group
VCS: Voluntary and Community Service
WCC- Worcestershire County Council
WH&CT: Worcestershire Health and Care NHS Trust

SEND Governance Model



Monitoring the progress and impact of the Written Statement of Action

How will progress towards Improvement be monitored?

Careful consideration has been given to the articulation of a robust system through which officers and staff can account for their action and its impact to Local Area Leaders. The diagram on the previous page sets out the structure for reporting and monitoring of the progress of the Written Statement of Action. Reports are used to ensure a flow of information and to explain action taken by other boards.

The SEND Improvement Project Team will ensure the timely production of these reports that will highlight what has been achieved through Workstream activity, as well as any areas of risk.

The first stage in the flow of reporting in this process is the provision of monthly reports to the SEND Improvement Board where those present will be able to seek clarification from Workstream Leads on specific issues. In addition to stakeholder and parent representatives on this Board, executive level officers from the CCGs, Healthcare Provider Trust, Children's and Adults Social Care, Education and Skills and Babcock Prime (Worcestershire's school improvement partner) are present. Young people also attend.

The Health and Wellbeing Board (HWBB) includes Elected Members of the Council with Portfolio responsibilities for Children's and Adults Social Care and Education and Skills and members of the three CCG Governing Bodies, as well as The Director of Children, Families and Communities and the Chief Executive of the Council. It meets quarterly and will be provided with a report that has been enhanced following the discussions of the SEND Improvement Board. If there are matters that relate to Local Area Leadership, these will focus in matters for the Board's attention.

The Integrated Commissioning Executive Officer Group (ICEOG) will also consider progress reports paying particular attention to areas of joint priority. Both the HWBB and ICEOG can confirm policy priorities and direction and influence change in the services led by its members.

CCG Governing Bodies meet quarterly. Update reports will be prepared by the Project Team and presented by executive officers who attend the HWBB and/or ICEOG.

The Lead Elected Member for Education and Skills will meet at least monthly with the Assistant Director Education and Skills to interrogate progress in the Written Statement of Action and explore any specific issues of concern. Update reports to the Cabinet of the Council will follow a quarterly cycle for the first 12 months, supported with 6 monthly issue specific reports.

Quarterly reports will be prepared by the Director of Children, Families and Communities and the Accountable Officer for the three CCGs, for publication on the Local Offer web-site, and for Local Area Partners' own web-sites.

Monitoring Activity and Impact

Activity is driven through five workstreams. Their work plans are set out in this Written Statement of Action. They report to the SEND Improvement Board

OUTCOME 1	OUTCOME 2	OUTCOME 3	OUTCOME 4	OUTCOME 5
Local offer is accurate, available, informative and useful to enable Children, Young People and families to access help and information at the earliest possible opportunity.	Improve and embed the Graduated Response so needs are identified at the earliest point with appropriate support put in place.	Children and Young People's needs are assessed and met in a timely and purposeful manner.	Children and Young People's needs are understood and resources applied so they get what they need when they need it	Children & Young people are supported by a workforce that achieves the best possible outcomes, through effective engagement and coproduction. A multiagency workforce shares a culture which promotes inclusive practice, equipped through knowledge and skills.

OUTCOMES

A – The Local Offer	B – Embedding the Graduated Response	C – Assessment and Planning	D – Joint Commissioning and Leadership	E – Workforce and Engagement
Led by: Penny Richardson (WCC) / Sally-Anne Osbourne (WH&CT)	**Led by: Gabrielle Stacey (Babcock) / Phillippa Coleman (CCG)**	**Led by: Penny Richardson (WCC) / Liz Staples (WH&CT) / Louise Levett (WCC)**	**Led by: Sarah Wilkins (WCC) / Lucy Noon (CCG's) / Steve Larking (WCC)**	**Led by: Laura Folkers (WCC) / Steve Larking (WCC) / Steph Courts (WH&CT)**
• Collaborative – produced and reviewed with Children, Young People and Parents • Accessible – factual and jargon free • Comprehensive • Regularly updated • Well used by the community of Worcestershire	• Understanding and implementation of graduated response • Leads to consistency and coherence in maintstream provision for children with SEND • More confident parents • Few exclusions • Fewer moves between schools for children • Better outcomes because provision meets needs • Monitoring outcomes with challenge and support to providers leads to better outcomes	• Person-centred assessments • Co-production is a feature of assessment and planning • Meaningful and accurate content in EHC Plans that are issued on time • Health, social care and educational professionals work together effectively • Planning and review secures educational stability and leads to better outcomes • Equip our workforce to implement the 2014 CoP and to be person centred.	• Joint commissioning priorities are understood and agreed • Provision is re-balanced and adjusted according to changing needs of children and young people • Strategic plans are co-produced and reviews undertaken with parent reps and partners • Local Area Partners share performance targets and work together to monitor and review	• A multiagency Workforce Development Programme secures a common platform of knowledge and skills • Parents and carers are involved in developing training and take part • which is evaluated to evidence uplift in knowledge & skills. • Professionals are clear about responsibilities and explore how to deliver these in a more collaborative and outcome focussed way

SEND Action Plan: Key Outcomes and Workstreams

The Structure of our Action Plans

This explains what you can expect to see in each part of our Action Plan

Activity	**Lead**	**Partners**	**Timeframe**	**Progress checks**
This is a detailed description of the action that is to be taken that will contribute, with other actions, to deliver the Objective.	This is the name of the person who is responsible for leading the action.	These are the people who will work together on the action.	This is the date by which each action is expected to be achieved. Different dates indicate the progression of steps or points along the timeline for the action.	The Workstream Lead meets monthly with the Project Manager and leads for each action and objective.

Objective	This is what all the strands of activity will achieve
Milestones	This is the product or end result of the activity and when it will be complete

Safeguarding Actions

This section responds to the concerns raised by Inspectors about vulnerable children who had moved to Worcestershire from London. It identifies concerns arising from the use by schools of part-time timetables and practices whereby children are removed from school rolls and consequently are missing from education. The action leads to enhanced monitoring and the introduction of a weekly monitoring process that triggers intervention and challenge where necessary. An officer forum meets weekly where persistence in locating and tracking missing children is its single focus.

Key Concerns

Key Concern 1: *"the safeguarding concerns around: children and young people from London boroughs who are housed locally; the use of long-term part-time timetables; children taken off roll and missing education;"*

Extract from the Statement of Action Letter

"Inspectors identified potential safeguarding concerns relating to the use of part-time timetables, children and young people being removed from school rolls, and the local area's tracking of vulnerable children housed in the local area by some London boroughs. There is currently a lack of strategic oversight of these areas of concern."

Objective	Title
A1	Address the safeguarding concerns around children and young people from London boroughs who are housed locally.
A2	Address the safeguarding concerns around the use of long-term part-time timetables
A3	Address the safeguarding concerns around children taken off roll and missing education

Activity		Lead	Partners	Timeframe	Progress checks
Milestones	• **Schools are reminded of their responsibilities in relation to exclusions, attendance and 'off rolling' activities – September 2018** • **Weekly monitoring of children missing from education ensures children's whereabouts is known and systems to ensure action to secure a school place and attendance are in place – October 2018**				
Objective A1	**Address the safeguarding concerns around children and young people from London boroughs who are housed locally.**				
Identification of the individuals and levels of vulnerability 1) Remind schools of their duties to: - pursue the transfer of pupil records with the previous school - notify the Local Authority of pupils who are admitted to the school 2) DCS will write to DCS of London boroughs requesting information about the relocation of families including vulnerable children in order that Worcestershire can track their arrival 3) DCS raises through ADCS regionally and nationally the issue of movement of vulnerable children across Local Authority boundaries particularly where this involves a significant distance and seeks debate on approaches to tracking to strengthen CME arrangements		NiWi AD for Education and Skills CaDr DCS WCC CaDr DCS WCC	Schools DCS London Boroughs ADCS	Complete August 2018 Complete	
Objective A2	**Address the safeguarding concerns around the use of long-term part-time timetables**				
• Review as part of the development of a Vulnerable Learner Strategy • Updated guidance to schools on part time attendance is drafted and references DFE exclusions and attendance guidance, including specific text on process for removing a pupil from roll		NiWi AD for Education and Skills	GwFe Head of virtual school	September – November 2018 September 2018	

Objective A3	Address the safeguarding concerns around children taken off roll and missing education			
• Establish weekly monitoring meeting of children missing education	NiWi AD for Education and Skills		Complete	
• Real time reports available weekly for CME, by category, to inform monitoring by Missing Monday Panel			Oct 2018 June 2018	
• Cases are tracked on a weekly basis with actions recorded, assigned, monitored and checked at subsequent meeting			Oct 2018	
• System in place to ensure the provision of robust data to identify children not accessing appropriate education			September 2018	
• Analysis of the data informs targeting of challenge and support to individual schools and enables impact of Missing Monday to be assessed (see Objective 2.3.7)			September 2018	
• Arrange for an audit of activity following Missing Monday meetings by an individual who does not sit on the Missing Mondays officer group to report on impact and effectiveness of Missing Mondays approach	NiWi AD Education and Skills	Audit support	Jan 2019	

Workstream 1 – Local Offer

Leads: Penny Richardson (WCC), Sally-Anne Osbourne (WH&CT)

Worcestershire parents/carers and their children and young people, and professionals working in the Area, are not able to access up to date and accurate information about provision, facilities and arrangements for children and young people with SEND. This Workstream sets out plans for improving the design, content and functionality of the website that hosts information about the Local Offer. Worcestershire's Local Offer is more than a website of information. It is the totality of the special educational provision, arrangements, processes that the Local Authority and its statutory partners, Health and Social Care, expect to be available in Worcestershire for resident children and young people with SEND between 0 and 25 years of age. Inspectors expressed concern that there is a lack of suitable specialist provision. The Local Offer must also include information about the arrangements for identification and assessment of need, and how schools and settings are supported with specialist expertise and advice. These matters are relevant to this action plan as they are focal to the development to the Graduated Response in schools and settings (Workstream 2).

Key Concerns

Key Concern 6 **The lack of suitable specialist provision to meet the identified needs of children and young people**

Page 7 "*There is a significant shortage in education provision in the local area for children and young people whose needs should be met in a specialist setting. Currently, 111 children are waiting to be allocated a place in a special school, and 25 children are not receiving education. The demand for specialist provision in the local area, where special schools are already full means that children and young people have to be educated out of county. As a result, additional financial demands are made of the already overspent high needs funding budget."*

Page 9 *" Parents and professionals note that the lack of specialist provision in the local area leads to some children being excluded before a more suitable provision can be found. "*

Key Concern 11 **The quality of the Local Offer**

Page 2 *" The local offer is not fit for purpose. The overwhelming majority of parents, children and young people who have SEN and/or disabilities, and professionals were either not aware of the local offer or had little success when they tried to use it. Leaders have begun redeveloping their local offer but this work is still in very early stages of development. "*

Page 5 " *Transport information for parents on the local offer leads to further confusion and delay in getting timely support and advice. "*

Page 7 *" The local offer is not fit for purpose. Leaders have plans to address this, but currently it provides little helpful, easy-to-find information. Parents and professionals who know about the local offer say that it is not helpful. Many parents, and all the children and young people to whom inspectors spoke, are unaware of the local offer and its purpose.*"

Page 3 *While the local area is aware of children and young people who have SEN and/or disabilities, leaders do not currently keep a formal 'children with disabilities' register.*

Number	Objective
1.1	To ensure an up to date and informative, clearly written Local Offer which is used by all stakeholders including CYP and parents/carers
1.2	The Local Offer website is used proactively
1.3	To ensure the SEND Strategy is accessible to all
1.4	Create and maintain Children with Disabilities Register to ensure families can receive relevant and appropriate information

OUTCOME 1	The Local Offer
IMPACT INDICATORS	a. The Local Offer is compliant with s30 of the Children and Families Act and therefore provides information about education, health and care and other training provision it expects to be available in Worcestershire and that which is outside Worcestershire for children and young people in care and those with disabilities.

	b. Parents and other stakeholders will have been involved in a re-design and development of the new Local Offer. c. The number of people who access the Local Offer every week will increase over the period September 2018 – May 2019.

Action Plan

Activity	**Lead**	**Partners**	**Timeframe**	**Progress checks**
Objective 1.1	**To ensure an up to date and informative, clearly written Local Offer which is used by all stakeholders including CYP and carers**			
Milestones	• **First round of user testing is complete by September 2018** • **The Local Offer website is launched before the end of the autumn Term 2018**			
1.1.1 Form a representative stakeholder group including parents and carers and partners. a) Develop Terms of Reference, timeframe and agenda for action b) Indicate the existence of the stakeholder working group, with its terms of reference, on the current Local Offer with an invitation for any comment or contribution.	PeRi SEND GM	CYP, Parent/carer reps, multi-agency professionals, Babcock, WCC, schools and settings	July 2018	Complete
1.1.2 Set out the range of provision that is in place and that constitutes the Local Offer.	PeRi SEND GM	Working Group	March 2018	Audit and tracking tool in

Activity	Lead	Partners	Timeframe	Progress checks
				place
1.1.3 Check against Schedule 2 to the 2014 SEND Regulations and identify gaps for inclusion and / or development	PeRi SEND GM	SEND & Early Help Comm teams	July 2018	Complete
1.1.4 Put in place a rolling programme of inviting local providers and services to update their information. This to be a permanent feature of website management and Local Offer review	PeRi SEND GM	Early Years providers, schools, charities, parent / carer groups	August 2018	On track
1.1.5 Update and delete information now, where it is known to be inaccurate.	E&S Commissioning Team	Early Years providers, schools, charities, parent / carer groups	August 2018	On track
1.1.6 Identify specific post(s) that are responsible for: a) ongoing coordination, maintenance and development of Local Offer website b) maintaining and operating the system to record and respond to user feedback c) updating for inaccuracies and new information	PeRi SEND GM	Asst Director Education and Skills/CCG lead	August 2018	Under consideration
1.1.7 Work with web designers to produce a Local Offer that is clear and accessible. Ensure that "connections" between data follow routes that are most likely to be followed by service users and fieldwork professionals. Design will apply the "3 click rule".	PeRi SEND GM	WCC Web Designers	October 2018	On track
1.1.8 Develop approaches so that the testing plan properly	PeRi	Commissioning Team	April 2018	Complete

Activity	Lead	Partners	Timeframe	Progress checks
checks accessibility, navigation and information needs of the full range of stakeholders.	SEND GM	Mike Lambert Team – CFC Systems,		
1.1.9 Develop method to record experiences of those testing, including direct support to accompany and record issues where requested.	PeRi SEND GM	Commissioning Team Mike Lambert Team – CFC Systems	Aug 2019	
1.1.10 Parents, carers, children and young people, professionals providers/Schools focus groups carry out user testing. Put in place enduring approach to user testing for the future lifespan of the Local Offer website CCG Officers sample GP awareness of the Local Offer	PeRi SEND GM LuNo CCG	Families In Partnership, parents/carers MiDa – Parent Engagement Advisor, ChBo – SENDIASS, Children and Young People, Health Perryfields PRU, Parkside, Shooting Stars, Health (DCO)	July 2018 & September 2018	Complete On track Complete
1.1.11 Make amendments to Local Offer following feedback	PeRi SEND GM	Webteam Website co-ordinator	September 2018	
1.1.12 Prepare communication plan to launch new improved Local Offer, and develop means to develop and secure visual display material, badged materials and publicity materials such as pens, leaflets, stickers, clickers, cards etc. to be provided widely, including for each school / setting and in local health / GP centres.	PeRi SEND GM	Comms Team, JeLe Commissioning Design and Print, Partner Organisations	July to September 2018	On track

Activity	Lead	Partners	Timeframe	Progress checks
1.1.13 Launch Local Offer to CYP with SEND, parent carers, families and professionals as part of an ongoing awareness raising exercise.	PeRi SEND GM	Comms Team via Social Media, press releases, partner organisations	Autumn Term 2018, aiming for November	
Objective 1.2	**The Local Offer website is used proactively**			
Milestones	• **Staffing resource is secure to ensure Local Offer update and engagement with user feedback – October 2018**			
User feedback will: 1. Identify gaps in Local Offer website provision 2. Continue to improve Local Offer 3. Allow engagement with users via a 'You said, we did' 4. Provide a quarterly report to SEND Improvement Board and ICG	PeRi SEND GM	With Local Offer Stakeholder working group	First reviews – Jan 2019 (3mths after re-launch) and then April 2019 (6 months) and then 3 monthly	
Ensure resource is available to update Local Offer and provide feedback to users.	PeRi SEND GM and SEND Comm Mgr	Health, Social Care – Children & Adults, Education	October 2018	
Objective 1.3	**To ensure the SEND Strategy is accessible to all**			
1.3.1 Publish Easy Read Version of the key points of the SEND Strategy, with link on the Local Offer site.	PeRi SEND GM	Speak Easy Now	September 2018	
1.3.2 Identify most used aspects of the Local Offer and prepare Easy Read versions	PeRi SEND GM	Equality and Diversity Officer – Sandy Bannister	January 2019	

Activity		Lead	Partners	Timeframe	Progress checks
Objective 1.4	**Create and maintain Children with Disabilities Register to ensure families can receive relevant and appropriate information**				
Milestones	• **CwD Register in place – January 2019**				
1.4.1 Understand the legislative requirement for the Register and take account of GDPR		LoLe	Public Health / Social Care / CCG	Dec 2018	
1.4.2 Review what is currently in place		LoLe	Public Health / Social Care / CCG	Dec 2018	
1.4.3 Build form for parent carers to opt into Register into Local Offer with guidance on completion, and on how the Council will use their information. Explain the purpose of the Register.		LoLe	Public Health / Social Care / CCG / SENDIASS / Family Information Service	Dec 2018	
1.4.4 Create an entry for the Local Offer, with links to services and opportunities.		LoLe	Public Health / Social Care / CCG	March 2019	
1.4.5 Establish process to review information received, consent provided and to analyse data to inform targeted services and resources		LoLe	Public Health / Social Care / CCG	March 2019	
1.4.6 Confirm governance of register and who has oversight		LoLe	Public Health / Social Care / CCG	March 2019	
Objective 1.5	**Ensure suitable specialist provision is available to meet the needs of children and young people**				

Activity		Lead	Partners	Timeframe	Progress checks
Milestones	• **Draft profile of future specialist provision needs has been discussed widely across stakeholders and with parent representatives to inform next steps - March 2019**				
1.5.1 A thorough review of the current balance of educational provision for children and young people with EHC Plans should take place, taking account of the percentage of the pupil population currently in special schools, compared to similar local authorities, and current placement trends for those children and young people with first time EHC Plans. Share findings with stakeholders so that the analysis is widely understood and considered.		PeRi GM SEND	All Education providers, parents and young people, social care and health RoWi – Manager Universal Provisions and Placement 0-19	Plan for internal analysis in place by September 2018	
1.5.2 Review the already completed analysis of need for specialist places by considering: • Extent and nature of financial demands • Alternative placement practice on a whole systems basis (e.g: to explore increasing capacity of all mainstream schools through training and support strategy) • Impact of review of decision making processes • A programme of re-integration opportunities from special school to bespoke supported arrangements in pupil home area • The potential for existing Mainstream Autism Bases to retain High Needs pupils for longer • The potential for developing new mainstream bases in areas of need/age where escalation to special school is a feature. • Set out a coherent report that links revenue costs of various future provision plan options, and		StLa Commissioning manager Education and Skills	All Education providers, parents and young people, social care and health RoWi – Manager Universal Provisions and Placement 0-19	By November 2018	

Activity	Lead	Partners	Timeframe	Progress checks
appraise for impact on pupil outcomes, sustainability and financial sufficiency. • Arrange opportunities to discuss options for the future with parents, education providers, the schools forum and professionals and commissioners in social care and health services, and seek views. • Investigate the provision of a new special school	PeRi GM SEND			
1.5.3 Parents are invited to comment on their wishes and aspirations for SEND provision for their children and young people, through a Local Offer based questionnaire.	JeLe	GM SEND/LoLe	Oct – Nov 2018	

Workstream 2 – Embedding the Graduated Response

Leads: Gabrielle Stacey (Babcock), Philippa Coleman (CCG)

Most children with SEND who attend schools in Worcestershire, attend their local mainstream schools and have their needs met at "*SEN Support".* In Worcestershire this is 12.6% of all school age children[1] or 10,959 of the 87,089 children attending our schools. The SEN Code of Practice expects that "*schools will take action to remove barriers to learning and put effective special educational provision in place."* Supported by the SENCO, teachers apply a four-part cycle known as APDR or Assess Plan Do Review. It is repeated and adjusted as teachers learn more about the child's needs and adjust their teaching approaches and arrangements that work best. Most children at SEN Support will stay at this level (SEN Support) or make progress that enables them to move out of SEN Support. Only a few will need an EHC Plan.

Ofsted noted a *"variation in the skills and commitment of some mainstream schools*…". The Inspection commented on disproportionate numbers of excluded children having SEND and commented that some schools " ..*are not inclusive"* and "..*work in ways that are in complete contrast to the spirit of the SEN Reforms.".*

In January 2018, 2.9% of all children attending Worcestershire schools, or 2,491 children and young people, have EHC Plans[2]. This is comparable with the national position. The figure is different for the number of EHC Plans in place for Worcestershire resident children and young people. At January 2018 this was 3,064, an increase of 372 or 14% on the previous year. The national percentage increase was lower at 11%.

In January 2018, 46% of all first time EHC Plans issued in 2017 for Worcestershire resident children, named a mainstream school or setting, and 45% named special school. 4.7% of all first time EHC Plans named post 16 providers, of which one quarter named independent post 16 providers.

This compares to the national position where 65% of first time EHC Plans named mainstream schools and settings, and 24%, special schools[3]. 5% named post 16 providers of which less than one tenth were independent providers. This data shows that children are more likely to attend special schools if they live in Worcestershire, than nationally. There is a higher dependency on independent special schools and post 16 providers for Worcestershire children and young people with first time EHC Plans than the national position, with 5.3% being placed in independent special schools, compared to 2.9% nationally.

There is significant pressure for special school and specialist college placements and this sets Worcestershire apart from other Local Authorities. In the context of Ofsted's findings, it is clear that we need to strengthen our mainstream provision and work with schools and other settings to build their skills, experience and inclusive capacity. Local Area Leaders know that this needs a coordinated approach across health, education and social

[1] Jan 18 SEN LA Data (DfE) Table 15
[2] Jan 18 SEN LA Data (DfE) Table 15
[3] Jan 18 SEN LA data (Dfe)

care services in our work with schools and educational settings, so we can re-build parental confidence in their local schools.

This section of the Action Plan concentrates on embedding the graduated response, that includes the APDR Cycle. Area for Improvement 2 is part of the wider theme of strengthening the focus on pupil outcomes, the role and impact of support services, the use of assessment information to promote children's development, and the targeting of support and the mutual accountabilities of resource decision makers and those who use targeted SEND funding. This is the beginning of a longer journey that will lead to a necessary re-balancing of provision and resources, if there is to be a responsible and viable financial strategy. Embedding an effectively supported and monitored Graduated Response will strengthen mainstream provision and help to strengthen the mainstream sector.

Key Concerns and references in the Statement of Action Letter

Key Concern 5 The variation in the skills and commitment of some mainstream schools to provide effective support for children who have SEN and/or disabilities.

Page 8 *"Some schools work in ways that are in complete contrast to the spirit of the SEND reforms. They are not inclusive. Local area leaders are beginning to address this with school leaders but it is too early to see any impact of this challenge. Parents recognise that the commitment of school leaders and special educational needs coordinators (SENCOs) is pivotal to the support for their children. However, there is variation between providers. School leaders are sometimes allowing funding to be a factor in their request for an EHC plan assessment."*

Key Concern 7 The fragile relationships with parents and carers and the lack of meaningful engagement and co-production and collaboration.

Page 2 "*Relationships with parents and carers are fragile. Parents and carers are overwhelmingly negative about their experiences and involvement with the local area. Many feel that they are not listened to by officers and frequently told inspectors that they had to 'fight' to get the right support for their child."*

Key Concern 9 The Lack of Systems to track outcomes for children and young people who have SEN and/or disabilities in special schools, post 16 provision, young people who are NEET and youth offenders effectively.

Page 9 *"Leaders do not track outcomes for children and young people who have SEN and/or disabilities in special schools, so do not know how well they are achieving. Leaders recognise that systems for collecting and analysing outcomes and destination information for young people beyond key stage 4 are not robust. Monitoring of the impact of alternative provision is at an early stage of development."*

Page 10 *"The local area does not collect information about youth offenders who have SEN and/or disabilities sufficiently well. Consequently, they cannot ensure that they are receiving support that is tailored to their needs and abilities."*

Key Concern 10 The disproportionate numbers of children and young people who have SEN and/or disabilities who have been permanently excluded from school

Page 9 *"Absence and persistent absence rates for children and young people who have SEN and/or disabilities are higher than the national averages. The rates of permanent exclusions for these children and young people are rising sharply, and are well above the national averages. Parents and professionals note that the lack of specialist provision in the local area leads to some children being excluded before a more suitable provision can be found. Equally, where providers do not quickly and accurately identify and support children's needs, this can also lead to exclusions."*

Key Concern 12 Academic outcomes, behaviours and attendance of children and young people who have SEN

Page 9 *"Standards at the end of key stage 2 and 4 achieved by children and young people who have SEN and/or disabilities in Worcestershire are below those seen nationally. It is a similar picture for phonics outcomes. The local area has implemented a key stage 2 action plan, but this has had limited success so far in closing the gap with national figures."*

Number	Objective
2.1	Schools, educational settings and professionals understand their responsibilities and the support available to deliver a graduated response
2.2	SEND decision making processes, pathways and support services reference and embed the graduated response
2.3	Educational outcome data for children and young people with SEND (including attainment, exclusions, attendance and NEET) is used to monitor pupil and school level outcomes, and to identify priorities for the targeting of support and challenge for schools.
2.4	Improved outcomes monitoring supported by targeted support to providers, results in improved outcomes for students with SEND.

2.5	Enable the provision of High Level Needs (HLN) funding for children and young people at SEN Support to deliver shorter term targeted interventions as part of the APDR cycle, where these are designed to achieve change and improvement in the pupil's outcomes and progress.
2.6	To ensure a systematic formal integrated process during early years for Worcestershire children between 2 and 2.5 year old checks, including the ASQ 3 questionnaire completed at the universal Health and Development Review and the EYFS progress check completed by Early Years settings.

OUTCOME 2	**Graduated Response**
IMPACT INDICATORS	• Analysis and monitoring of the SEND performance outcomes drives the targeting and focus of support and challenge to schools and early education settings. • 80% of requests for EHC assessments by schools or settings show robust evidence of the application of the Graduated Response. • Outcomes of pupils at maintained special schools, special academies and in NMI special schools are tracked so that progress in achievement can be effectively monitored. • 80% of annual reviews of EHC Plans show clear measurable progress records that can be used to track future progress. • The number of parents of children with SEND who report welcome approaches when they visit potential new mainstream schools prior to Phase Transition • Models for supported school self-review for SEND involve parent participation • The numbers and percentage of mainstream schools that confirm they can provide for pupils with EHCP's following statutory consultation (benchmark and target to be established from an analysis of EHC Plan consultation responses between September 2018 and February 2019) • The number and percentage of SENCO's and headteachers that report they find it helpful to refer to School level Inclusion Profiles

	• End of KS 2 and KS4 standards for children and young people improve to reach national norms • Absence and persistent absence rates for children and young people who have SEN and/or disabilities reduce in response to setting level planning and local authority challenge • Exclusions of children and young people with SEND reduce, and are challenged by Governors and LA officers where the graduated response and/or reasonable adjustments have not been applied • An integrated assessment process is in place for all 2 year olds and for those under the age of 2.5 years old in Early Years settings. • Completion of the integrated 2 to 2.5 year old checks, leads to targeting of early intervention help and support where developmental scores and observation indicate the need for further monitoring and/or intervention. • Information and concerns are shared with early years settings attended by the child • Targeted EY support and services contribute to improvement in the progress and outcomes of young children with SEND • The number of young children with SEND in receipt of enhanced inclusion support, who make a sustained transition to mainstream school.

Activity	**Lead**	**Partners**	**Timeframe**	**Progress Checks**
Objective 2.1	**Schools, educational settings and professionals understand their responsibilities and the support available to deliver a graduated response**			
Milestones	• The Graduated Response Document is developed with stakeholders, parents and young people, and available to all on the Local Offer web-site and included in Worcestershire's Early Help Strategy and Guidance by Jan 2019			

Activity	Lead	Partners	Timeframe	Progress Checks
2.1.1 Consultation with Early Years settings, Head Teachers, governors (SEND governor) and SENCOs about content of the graduated response documents and how the Graduated Response should be embedded and delivered in schools and settings – across all age groups. The focus of the consultation will be based on: 1. What is working well within the GR? 2. What needs improvement within the GR? 3. What is the vision for the GR? 4. What Schools would like a GR document to contain	SaCa Early Intervention Manager	Phase Leadership Groups SENCOs External support services: - Babcock Prime SEN services - Outreach - Health services SEN casework officers	Sept 2018	On track First meeting attended by 30 SENCOs, HTs and SEN Governors
2.1.2 Prepare the first draft of a graduated response document for schools and educational settings following consultation and discussion with settings and parents and carer representatives. Arrange further consultation meetings to discuss Draft 1, further amending to create Draft 2.	SaCa Early Intervention Manager	Babcock – GaSt Local Offer project support Parent and Carer representatives Web-design	Oct 2018	On track
2.1.3 Arrange for Draft 2 to be placed on the Local Offer website and signposted on the Council website home page, supported by a consultation response tool, so that a wider range of response can be considered. Ensure the wider community of education, health and social	SaCa Early Intervention Manager	Babcock – GaSt Local Offer project support Web-design	Nov 2018	

Activity	Lead	Partners	Timeframe	Progress Checks
care are able to consider and provide their views.				
2.1.4 Consultation with parents and young people through SENDIAS/Parent Carer Forum (PCF) to identify what they see as: - Best practice in schools and settings, - What mainstream schools and settings could do to improve their SEND provision - Whether there are areas of provision, for example for certain types of need, that need more development and support than others. - Whether there are ways that schools and settings could involve them more, or make parental involvement a better experience The Graduated Response document includes a section on co-production with parents and their involvement in planning and monitoring their child's SEN programme.	SaCa Early Intervention Manager	Our Way ChBo – SENDIASS MiDa – Parental Engagement Advisor Parent/carer forum Families in Partnership (FiP) SaCl - Participation and Engagement Co-ordinator (WCC)	Nov/Dec 2018	
2.1.5 Online quiz for parents and carers to engage with, so that their awareness, knowledge and understanding of the Graduated Response, its content and purpose, is increased. Route for follow up questions is clear. Engagement in this activity is monitored to judge extent of parental engagement and any follow-up questions/issues that are raised.	SENDIASS lead	SEN Service Families in Partnership Local Offer project support	Dec 2018 Jan 2019	
2.1.6 Smart training programmes to be created for use with staff in educational settings (early years, schools and post 16 settings).	SaCa Early Intervention Manager	GM SEND Learning and Teaching Adviser.	By Jan 2019	

Activity	Lead	Partners	Timeframe	Progress Checks
Similar smart training programmes to be developed for children's workforce professionals regarding their responsibilities within the graduated response. Link with plans for core induction modules in Workstream 5. E-certificate system to be developed, so that managers can monitor and so that engagement in training can be monitored against changes in practice and outcomes.		SEN services Babcock Members of HLN Panel		
2.1.7 Information about graduated response included in Worcestershire's Early Help strategy and guidance to educational settings and professionals	SaWi	SaCa (WCC)	Nov 2018	
2.1.8 Dedicated section on Local Offer website to explain Graduated Response and enable access to documentation and links.	SaCa	Note – cross reference to Local Offer Workstream 1	Draft 1 – Oct 2018	
2.1.9 Undertake a sample analysis of 20% of Worcestershire school and academy websites to check compliance with: - the duty to publish a SEN Information Report on the website and, - that it includes the information set out in Schedule 1 to the SEND Regulations 2014, and - that the school website has a working link to the Local Offer website, and - that school policies for SEND, Accessibility and Equality are accessible on the website Prepare report to findings to Education and Skills Senior Leadership	KaCo Senior Project Manager	SEND Improvement Project Team GM SEND Babcock Prime	July 2018 August 2018	On Track
2.1.10 Report to all schools and academies on a recent audit of school website compliance for SEN Information Reports and	PeRi GM SEND	NiWi, AD Education and Skills	Sept 2018	

Activity	Lead	Partners	Timeframe	Progress Checks
Local Offer links. Prepare updated guidance on the SEN Information Report for schools with model report from SEN Governor to Governing Body or Trust Board. Send updated Local Offer web link information to schools where web link is not working Draw the guidance on the SEND Information Report statutory responsibility to Head Teachers through the fortnightly "News from the Director" bulletin.		KaCo Project Manager Babcock – SEND Lead & Governor services SaCa Early Intervention Manager		
Objective 2.2	**SEND decision making processes, pathways and support services reference and embed the graduated response**			
Milestones	• **Local Area partners have agreed the structure and processes necessary by which a 'SEN training and developement network' should operate – November 2018** • **New decision making processes have been trialled and are operational – March 2019**			
2.2.1 Review structure for decision making processes, and clarify key considerations to be taken into account when making decisions on the SEND statutory process Identify, through discussion and workshop with key stakeholders and staff, where moderation support and advice is helpful to: - The decision maker - Those who take part - Making robust and consistent decisions - Improving confidence in parents, schools and settings Develop adjusted approaches to decision making, following workshop with SENDIASS, FiP, school representatives, SEN officers, advice giver reps.	PeRi GM SEND	SaCa Early Intervention Manager	Sept 2018 Oct 2018 Nov 2018	

Activity	Lead	Partners	Timeframe	Progress Checks
Check decisions to be made with delegated decision schedule Put in place new approaches to making decisions and publish on Local offer				
2.2.2 Develop a framework of expectations and practice standards for the contributions that external SEND specialists make to: - the effectiveness of provision at SEN Support - written evidence sought by schools and settings as part of the SEND statutory process - the application of the APDR approach - monitoring the impact of their own advice through agreed follow up contacts. Provide exemplar scenarios that indicate that an EHC assessment may be necessary. Encourage schools to develop locality moderation systems and collaborative self-review for SEND provision, as part of an approach to secure coherence and consistency in decision making about EHC assessment.	SaCa Early Intervention Manager	Setting and School Phase Leaders Groups CCG Babcock – GaSt PD outreach and Chadsgrove Teaching School Outreach Health Services inc CAMHS	December 2018	
2.2.3 Review of role, timeliness and effectiveness of preschool forum (PSF) in embedding graduated response in early years settings.	SEND Group Manager	SEN Casework – SaCa DCO Babcock – LiHo, GaSt Appropriate Health	Sept 2018	

Activity	Lead	Partners	Timeframe	Progress Checks
		Practioner(s)		
2.2.4 Led by the GM SEND, a collaborative approach to the delivery of SEND training and support to Worcestershire schools and settings will be agreed, taking account of income targets and traded service models. This includes SENCO Networks. Ensure that all training takes account of Local Area Priorities and needs. Establish a "SEN Training and Development Network" that provides a forum for leads from local providers to meet, plan together and monitor their collective impact on outcomes for children, and Local Area SEND KPIs. Audit annual training programme for compatibility with Local Area SEND priorities. Undertake shared annual evaluation on impact of SEND training and development support.	SEND Group Manager	Babcock Prime (SEND) Special School outreach University of Worcester, Chadsgrove Teaching School, SENDIASS WCC Ed&Skills DCO, Governor Representatives	Oct 2018	
2.2.5 Dyslexia Pathway to be reviewed and updated to simplify process whilst encouraging robust use of graduated response in schools	Helen Davies (Principal Learning Support Teacher) Babcock	Schools Parents/Carers SaCa	Sept 2018	
2.2.6 Emotional Health and Wellbeing pathway launched to support schools to understand their responsibilities for students and the support available	GaSt Babcock	Angela Kirton Commissioning Manager GM SEND	Oct 2018	

Activity	Lead	Partners	Timeframe	Progress Checks
Schools and Colleges Emotional Wellbeing Toolkit reviewed and updated			Oct 2018	
Objective 2.3	**Educational outcome data for children and young people with SEND (including attainment, exclusions, attendance and NEET) is used to monitor pupil and school level outcomes, and to identify priorities for the targeting of support and challenge for schools.**			
Milestones	• **School level inclusion profiles include benchmarked data on attendance and exclusion of SEND and are used by schools and partners in providing support and challenge to local area schools and settings - January 2019** • **A framework of SEND KPI's (0-25) across Health, Education and Social Care have been considered by the SEND Improvement Board and include benchmarked data and indicative year one targets - December 2018**			
2.3.1 Head Teachers are encouraged and supported to review in-school systems and processes for monitoring: a) attainment and progress of CYP with SEND, so that they can interrogate links between interventions and outcomes, and support improvements at school level. b) the attendance of CYP at SEN Support and with EHC Plans, with a view to checking whether or not there is an over-representation of those with SEND amongst pupils with low attendance. c) the numbers of those pupils who have been subject to fixed term and/or permanently exclusions who have SEND, so that they can ensure all reasonable adjustments, and application of Assess, Plan, Do and Review cycles have been in place and effectively monitored. d) Future pathways for all those who are permanently excluded in the event that some of the CYP may not	Co-ordinated jointly by LiHo for Babcock and GM SEND for WCC, with the following leads: HePr Babcock – School Improvement KaCl	Special School Head Teachers Mainstream Head Teachers (Academy and Maintained) SENCOs Pastoral Leads in schools RoMo Market Management and Research Manager (for the provision of data) GaSt Specialist Education	Autumn Term 2018 Autumn Term 2018	

Activity	Lead	Partners	Timeframe	Progress Checks
have had their SEND effectively identified, and so this can inform future practice in the school. Action 1 Written communication with all HTs, with invitation to take part Action 2 Seminar for school data leads with HT or SENCO Action 3 Process in place to enable collation and analysis of data Action 4 Data added to School level Inclusion Profile Action 5 Feedback to individual schools about performance in these areas compared to other schools Action 6 Identification of areas for concern and the targeting of resource to support and challenge , and to connect with other schools so that other schools in the sector can support development	Senior Ed Advisor for Vulnerable Learners	and Safeguarding		
2.3.2 Prepare data sets from LA maintained special schools and Pupil Referral Units collated via annual school effectiveness visits made by Babcock SEND advisor. Consider bespoke outcome indicators that enable 19+ destinations to be compared, specifically monitoring move to independence in living and work related programmes.	Babcock (HePr) SEND Advisor JuCh – Skills and Investment Manager	Special School Head Teachers GM SEND Adult Social Care - Transitions Managers and LD Commissioning Manager	December 2018	
2.3.3 Update the current SEND JSNA to strengthen the information on child level educational outcomes, so that inequality in education outcomes is also used to assess needs	LiAl Public	WCC Babcock – LiHo	Sept 2018	

Activity	Lead	Partners	Timeframe	Progress Checks
and identify future service needs. Develop a framework of SEND KPIs across Health, Education and Social care, that drive service improvement for SEND , and which demonstrate aspiration and high expectations. Set targets, and monitor through the SEND Improvement Board so that leaders are able, in their roles on the Board, to monitor the impact of service delivery and effective commissioning.	Health Consultant CCG officer NiWi Asst Director Education and Skills StLa E&S Commissioning Lead	WHCT and CCG (and other commissioned health providers) Children and Adults social care Market Management and Research Team	Oct 2018 Dec 2018	
2.3.4 Post 16 providers Prepare a draft Standards Document to guide discussion with Post 16 providers that: - Sets out, for mainstream providers, the provision that should be available for all learners with SEND as part of their anticipatory response to the Equalities Act, and in the context of predictable levels and types of SEND (and is a main element of their GRADUATED response) - Indicates the framework for student level outcomes that providers are expected to report on, to include student level EHCP outcomes where appropriate - Indicates expectations about liaison and planning with health and social care professionals	StLa Commissioning Lead NuSh SEN Manager	All educational settings and schools SEND providers eg Babcock (LiHo) Ju Ch (Skills and Investment Group Manager post-16) FrKe LD Commissioner/StLa	All processes completed by January 2019	

Activity	Lead	Partners	Timeframe	Progress Checks
- Describes the type of engagement and liaison with parents and carers, especially where the student is vulnerable and/or may lack capacity Review the precision and aspiration of EHCP outcomes for post 16 students to ensure that they are driven by progression, independence, social confidence and make best use of advice and guidance within the PfA outcomes framework. Include in work with SEN Service re EHCP quality in Workstream 3.	GM SEND	Transitions team JiHu	Oct 2019	
2.3.5 Data on post 16 outcomes will be considered as a whole and analysed to identify pathways for post 16 students with SEND that appear more effective than others. Creative approaches to analysing data will be used to inform the commissioning of 19-25 provision that is focused on developing social confidence, competence and daily living schools in the locality in which the student and their family lives. Examples of new approaches to analysis include: - Student level tracking will consider how far schools, colleges, settings or training programmes achieve full attendance and participation of students with SEND, and in particular those who have, or who have been categorised as having Social, Emotional and Mental Health needs. - Attainment by 19 at Levels 2 and 3 at LA level will be correlated with % of the pupil population in special school to explore whether length of stay at special school secures better attainment outcomes by 19 years. - Length of stay into post 19 education will be considered	JuCh Skills and Investment Group Manager RoMo Marketing and Performance manger	Post 16 Institutions, FrKe LD Services Commissioning, StLa Commissioning Manager	Dec 2018	

Activity	Lead	Partners	Timeframe	Progress Checks
alongside impact measures of independent living, engagement in work related activity, student level aspirations for the future.				
2.3.6 Agree arrangements for collation and real time reporting data for students with SEND who are NEET, so that professional interactions and interventions are timely and more likely to secure re-engagement.	LiHo Babcock	WCC Babcock MaPo – NEET reporting & data	Dec 2018	
2.3.7 Agree process for collation and sharing of real time fixed term and permanent exclusion data for pupils with SEND, so that proactive contact can be made to schools to discuss with pastoral or SEND leads the measures that the school has put in place to apply the graduated process, make reasonable adjustments and engage external professionals. School level Inclusion Profiles are regularly updated and used to inform direct dialogue with schools on behalf of pupils. Attendance of pupils with SEND through One System is monitored and included on school level inclusion profile. School level Inclusion Profiles are regularly updated and used to inform direct dialogue with schools on attendance processes and in school arrangements	KaCl Senior Ed Advisor for Vulnerable Learners MiLa – from ONE data RoMo team	Babcock CME WCC GM SEND	Oct 2018	
2.3.8 Schools provided with the information they need to understand their responsibilities with regard to exclusions and part-time timetables for SEND students through inclusion network and publication through Local Offer. (also see Objective A2) Updated guidance on the use of part-time timetables will be	KaCl Senior Ed Advisor for Vulnerable Learners	WCC, GM SEND	July 2018 September	Complete On track

Activity	Lead	Partners	Timeframe	Progress Checks
placed on the WCC website so that other LA schools can access easily, Children's Services Portal and the Local Offer website Schools use of part-time timetables for pupils with SEND is always subject to a discussion at Missing Mondays.			2018	
2.3.9 Process for challenging schools with regard to exclusions, part-time timetables and attendance data (including removal of children from roll and children missing education) for pupils with SEND is agreed.	KaCl Senior Ed Advisor for Vulnerable Learners	GwFe (WCC)	Oct 2018	
2.3.10 A coherent framework of performance indicators will populate a SEND performance dashboard that enables comparison of the performance of Children and Young People with SEND with the performance of all Children and Young People. Pupil level outcomes data will make a more pervasive contribution to future plans for developing the infrastructure and focus of SEND provision and will be considered by SEND Improvement Board and Scrutiny Committee at least annually.	RoMo (WCC) ToLe (WCC), SaFe (WCC)	HePr (Babcock) GM SEND, Comm Manager E&S	November 2018	
Objective 2.4	**Improved outcomes monitoring supported by targeted support to providers, results in improved outcomes for students with SEND.**			
Milestones	• **The review of the Medical Education Team is complete and processes are in place to reduce the length of time out of school for children with health related difficulties - December 2018** • **Schools have been provided with information that enables them to compare SEND performance and outcomes with other Worcestershire schools - December 2018**			
2.4.1 In depth and routine data analysis of outcomes (attainment & progress) for pupils with SEND at LA and school level, is:	HePr Babcock SEND	WCC Data Management Team – ToLe / SaFe	Oct 2018 Annually	

Activity	Lead	Partners	Timeframe	Progress Checks
- Shared with schools and settings so that they can view their performance compared to the wider picture - Used to inform a discussion with the setting where the analysis indicates low levels of performance or a reduction in the previous year - Considered alongside the School / Setting Level Inclusion profile (see 2.5) where the link between direct pupil support and whole school performance may emerge as an issue - Considered alongside the School Health Profile that is provided by Public Health for mainstream schools every 2 years. - Monitored by LA commissioners to ensure decisions about future commissioning reflect needs of CYP with SEND	Advisor	SEND Group Manager WCC Commissioners (Education and PH)		
2.4.2 The identification of schools with lowest performing cohorts of pupils with SEND (attainment & progress) is the subject of structured discussion with the Assistant Director, the Group Manager SEND as well as a matter for consideration at the SEND Improvement Board and Vulnerable Children Partnership Board. The identification of the lowest performing cohorts should lead to a structured set of actions designed to support the school or setting to put an improvement process in place.	HePr Babcock SEND Advisor	WCC Data management team – ToLe/ SaFe Asst Director Education and Skills	Oct 2018	
2.4.3 Aiming for Outstanding Programme (AfO) ensures SIAs analyse school level data and follow up with all LA maintained schools re performance of pupils with SEND (District level approach) A traded offer is available for Academies Reports of the work are built into the ongoing improvement monitoring of the SEND Improvement Board.	HePr Babcock, SEND Advisor Early Years & SI Teams	School Improvement Advisors (Babcock) David Townsend (Babcock) Nick Wilson WCC	March 2019	

Activity	Lead	Partners	Timeframe	Progress Checks
2.4.4 SEND/Inclusion Advisor to provide targeted support and challenge in AfO Focus and Intensive schools and where outcomes for pupils with SEND are a cause for concern i.e. AfO CPD module, SEND Reviews bespoke staff training, bespoke support & challenge re SEND/Inclusion.	HePr Babcock SEND Advisor	DeTo (Babcock)	Ongoing	
2.4.5 Secure grant funding for the SSIF Programme to target identified schools. Central and bespoke intervention, support, monitoring and challenge to improve quality of leadership, provision and outcomes for pupils with SEND Reports on outcomes and impact will be part of the wider report on pupil level outcomes to the SEND Improvement Board.	DaTo (Babcock)	Sub-regional partners; Chadsgrove TSA; Babcock Prime Teams; WCC SEN Services; Perryfields PRU; WFS	March 2020	
2.4.6 To continue to deliver a comprehensive universal training package accessible by all schools/settings in order to ensure a local focus on improving outcomes for pupils with SEND i.e. NQT programme; Aiming for Outstanding Modules; SENCO Leadership Development Programme; SEND Masterclass Conferences SEND Reviews, training for Governors , bespoke consultancy for SEND/inclusion etc. Work collaboratively with Local Area leaders to ensure that the focus and design of this training supports strategic direction and is designed to achieve priority performance outcomes, for example training for governors in monitoring outcomes at school level for children and young people with SEND	HePr Babcock SEND Advisor	Early years & School Improvement Teams	Ongoing	
2.4.7 SIA for SEND/Inclusion to collect required data during annual visits to all LA maintained specialist settings as part of AfO Risk Assessment. A traded offer is available for academies.	HePr Babcock SEND Advisor		Autumn term annually	
2.4.8 Following annual visits to specialist settings, required	HePr	StLa Commissioner	Jan 2019	

Activity	Lead	Partners	Timeframe	Progress Checks
data is collated and reported back to LA Officers in agreed format in order to analyse and monitor outcomes for pupils with SEND within specialist settings	Babcock SEND Advisor	for Education and Skills		
2.4.9 The provision from the Medical Education Team is reviewed and subsequent commissioning decisions are based on a clearly articulated purpose, with an updated framework for performance outcomes and practice standards. Ensure the statutory considerations for those with SEND are embedded. Ensure that parent representatives contribute to the Review, and are able to co-draft information for the Local Offer web-site. The length of time out of school for children with health related difficulties reduces.	StLa Commissioner – Education and skills	Babcock (GaSt, Ann O'Sullivan), Health	Dec 2018	
Objective 2.5	**Enable the provision of High level needs (HLN) funding for children and young people at SEN Support to enable shorter term targeted interventions as part of the APDR cycle, where these are designed to achieve change and improvement in the pupil's outcomes and progress.**			
Milestones	• **There had been a reduction in the numbers of requests for EHC Assessments - April 2019**			
2.5.1 Apply moderated decision making processes using SENCO and Head Teacher Peers to advise the GM SEND. Evaluate the impact of this approach by: a) Providing structured feedback to each application with a view to informing future expectations and practice at school level. b) Providing structured feedback on the process, volumes, decisions and repeat requests in a summative report to the Schools Forum as well as to SENCO and Inclusion networks.	SEND Group Manager	Babcock Chadsgrove School	Ongoing Sep to December 2018	

Activity	Lead	Partners	Timeframe	Progress Checks
c) Monitoring percentage movements to EHC assessment over time for pupils who received HLN funding with no EHC Plan. d) Including reference to the use of HLN funding for those at SEN Support in a mid and end of financial year analysis of top-up spending; requests for EHC assessments and numbers of first time EHC Plans issued. e) Noting the extent to which learning from HLN funding panel informs other decision making panels (eg EHC needs assessments) f) Seeking feedback from SENCOs and HTs on the Panel in relation to learning and benefits to their practice. - Prepare report of evaluation. - Share with schools, parent representatives and SEN Governors, proposing future options for continuation of or changes to the system.			Dec 2018	
Objective 2.6	**To ensure a systematic formal integrated process during early years for Worcestershire children between 2 and 2.5 years, including the ASQ 3 questionnaire completed at the universal Health and Development Review and the EYFS progress check completed by Early Years settings.**			
Milestones	• **A co-produced description of assessment, provision and support for pre school children with SEND is published on the Local Offer - February 2019**			
2.6.1 Review systematic process for completion of integrated checks. Include the following as aspects of the process: • Monitor the numbers and % of Health and Development Reviews and EYFS checks that take place within the required time span. • Evaluate the success of the integration of the	LiAl Public Health Consultant MaPo – associate	Babcock – EY leads EY settings / providers WHCT – Public	Short review completed by October 2018	

Activity	Lead	Partners	Timeframe	Progress Checks
assessments and the extent to which information sharing from these reviews is timely and assists early years providers and families. • Ensure effective links between named health visitors and early years childcare and educational settings so that ongoing concerns can be shared and supported and developmental programmes are appropriate and informed by the sharing of information.	school improvement – EY Lead - Babcock	Health Nurses Early Help providers		
2.6.2 Draft and finalise a flow chart identifying the process, guidance and templates for implementation across Worcestershire – paying particular attention to the use of assessment data and findings to structure developmental programmes in Early Years settings. Work with parent representatives to prepare information for the Local Offer web-site about the 2 – 21/2 year assessment process, so that parents questions and concerns are fully addressed in web-site content.	LiAl Public Health Consultant MaPo Associate School Improvement Early Years Lead, Babcock	Babcock, WHCT, WCC	July 2018 Sept 2018	Draft Completed awaiting ratification in August/September
2.6.3 Review and update the WCC Early Years webpage to enable access by settings/services and upload integrated check process and associated documents, bulletins and guidance.	LiAl Public Health Consultant, RaKi, EY Project Manager	Babcock, WCC web developers	August 2018	
2.6.4 Agree action plan following completion for Early Years Special School Nursery Project. Identify impact expected from any continuing activity and collaborative work. Ensure impact measures are compatible with Local Area SEND Strategy.	PeRi, SaCa	Special school Nurseries, WCC School Finance, PaWi	October 2018	

Activity	Lead	Partners	Timeframe	Progress Checks
2.6.5 Promote revised process, flow chart and webpage to settings and services through Pre-school Cluster meetings and forums as well as through Starting Well Transformation Board Provide cross referenced link to Babcock Prime Early Years webpage for access to EYFS milestones. Encourage settings to provide access to developmental check materials on their web-sites as part of a range of materials to engage parents in promoting their children's development.	LiAl Public Health Consultant , MaPo Associate School Improvement Early Years Lead, Babcock	Babcock, WHCT, WCC	Sept 2018	
2.6.6 To ensure effective developmental/educational support is available for children with SEND and disabilities between 0-3 yrs. Ensure that the statutory notification from the NHS to the LA is supported with clear routes for the passage of information and follow up intervention. This includes the provision of statutory neo-natal assessment of deaf babies from a Qualified Teacher of the Hearing Impaired Team where requested by the NHS Trust and the provision of skilled and trained professionals in the area of significant SEND. Ensure that parents and carers are assisted in supporting the early development of their children, and are constructively signposted and supported to access support including that from the voluntary sector and parent networks. Linking with parents for co-production engagement and	SaWi AD for Early Help	StCo/DeHe/LiAl/SaCa/FiP/SENDIASS Education/social care. CCG and WHCT. Early Years settings. Babcock Early Years Inclusion Team.	Jan 2019	

Activity	Lead	Partners	Timeframe	Progress Checks
support, develop and confirm the service offer (taking into consideration cessation of Portage), ensuring links with locality education and childcare provision wherever possible.				

Workstream 3 – Assessment and Planning

Leads: Penny Richardson (WCC), Liz Staples (WH&CT), Louise Levett (WCC)

Too many parents and carers have lost confidence because the Council has not completed EHC assessments on time. Recent increased demands for special schools have meant that some EHC Plans have not been finalised on time because provision requested was not available. Too many mainstream schools have rejected approaches for placement of children with EHC Plans, finding reasons why they can't provide rather than proposing what might be possible. EHC Plans are not as accessible as they should be. A culture amongst some schools and some professionals has led to under-developed provision in local schools. Parents are too often disappointed with their experience of EHC assessment, and do not experience integrated responses and planning across health, education and social care.

We need to do better in linking assessment, planning and review with measureable pupil outcomes. We need to develop more work oriented pathways for our post 16 students and develop a new confidence towards independent living and work with support. Our approaches to assessment and planning provision need to demonstrate better value for money.

We have much to do and our new approach will be to work more closely with parents, carers and young people and to have more open conversations earlier. We want to explain the factors that we take account of in decision making, and involve parents more in that process.

Our Action Plan aims to "get it right" – in the way we administer the Statutory SEN Process; in the way we maintain and develop our relationships with parents and in the collaborative planning and delivery of assessment systems across education, social care and health. We will involve parents and carers, in judging how successful our efforts are, and ask them to suggest ways that their experiences can continue to be improved.

Key Concerns and references in the Statement of Action Letter

Key Concern 2: The CCG's lack of strategic leadership in implementing the SEND Reforms

Key Concern 7: The fragile relationships with parents and carers and the lack of meaningful engagement and co-production and collaboration;

Key Concern 8: The poor quality of EHC Plans including the limited contributions from health and social care and the processes to check and review the quality of EHC Plans

Key Concern 9: The lack of systems to track outcomes for children and young people who have SEN and/or disabilities in special schools, post-16 provision, young people who are NEET and youth offenders effectively

Extracts from the statement of action letter

Page 3: *The quality of EHC plans is poor. Health and social care professionals are not actively involved in the assessment process and subsequent planning of support to meet children's and young people's needs. As a result, the child's or young person's health and social care needs are not being identified sufficiently well or met effectively.*

Page 5: *Too few EHC plans are completed in a timely way. Most are completed way beyond the statutory timeframe, serving to anger and frustrate parents and professionals.*

Page 7: *Children looked after are not consistently having their health assessments completed within statutory timeframes. This means that some young people may experience a delay in having their needs assessed.*

High demand for physiotherapy and occupational therapy services means that most children and young people are assessed and reviewed, but have limited access to ongoing intervention.

There is no properly constituted panel who make decisions about assessments for EHC plans. Currently, decisions are based on education information. Health and social care professionals are not normally consulted during the assessment process. As a result, health and social care recommendations do not routinely inform the request for an EHC plan assessment or the subsequent plan.

OUTCOME 3	**ASSESSMENT AND PLANNING**
IMPACT INDICATORS	1. An on-line survey shows that parents report a reduction in the number of times they have to tell their story. 2. Feedback following EHC assessment shows that 80% of responding parents, children and young people feel involved and listened to during the assessment process. 3. 100% of young people with EHC Plans in custody and following release, experience continuity in educational provision.

	4. Timescales for response on process timelines shared between the SEN Service and the Youth Justice Service (YJS) are met in 90% of cases. 5. Performance on statutory timescales is significantly improved in the EHC Assessment, Planning and Review processes, so that at least 50% of those assessments started during the academic year 2018 - 2019 are completed on time. 6. Sampling shows that at least 80% of professional advice provided at annual review and during EHC assessment has been developed through discussion with the parent and young person. 7. A quality charter is developed with parents and indicates what a good and effective EHC Assessment and Plan looks like. This is used in QA sampling of 10% of completed EHC Plans of each caseworker in a specified week. 8. School level Inclusion Profiles are in place for 100% of schools and academies, and are thus available for use to inform the provision of challenge and support by Local Leaders. 9. The average number of fixed term exclusions per fixed term excluded pupil in primary schools, reduces (from 2.3 in 2015/16) to below the national and regional level for 2017/18. (SFR 35 2017) 10. Unauthorised absence of pupils with SEND decreases. 11. The number of pupils with SEND who move into EHE arrangements reduces, compared to 2017-18 figures. 12. Academic outcomes of children and young people with SEND improve, with the Average Attainment 8 score per pupil at the end of KS4 improving to reach statistical neighbour levels for 2018. 13. 50% of post school 16+ EHC Plans are completed by March 31st with the name of the provider agreed. 80% of the remaining 16+ EHC Plans are finalised by the end of May. 14. A Designated Clinical Officer is in place and effectively co-ordinates the statutory SEND functions for the provision of health assessment and reports.

Number	Objective
3.1	To ensure that all professionals across Health, Education and Social Care area aware of the SEND Code of Practice and associated legislation and understand their individual responsibilities and accountabilities.
3.2	To ensure professionals from education, health and social care are providing information to the EHCP's within statutory timescales, and that decision making processes are compatible with statutory timescales.
3.3	To ensure children, young people and their families (parents/carers) are involved with decision making around services and the support they need as part of the EHCP process
3.4	To ensure consistently high quality, outcome focused EHC Plans
3.5	To ensure effective health input into EHC assessment and Plans
3.6	To ensure that schools and educational settings are effectively supported and advised in relation to the health needs of those children with complex health needs.
3.7	To ensure effective processes are in place for transition into adulthood
3.8	To ensure that the needs of young offenders with EHC Plans, including those in custody are assessed, understood and supported, to enable better planning for continuity in education and improved academic and life skill outcomes.
3.9	To ensure the best use of Element 3 top up funding
3.10	Ensure suitable specialist provision is available to meet the needs of children and young people

Action Plan

Activity		Lead	Partners	Timeframe	Progress checks
Objective 3.1	**To ensure that all professionals across Health, Education and Social Care are aware of the SEND Code of Practice and associated legislation and understand their individual responsibilities and accountabilities.**				
3.1.1 Establish a small cohort of cross organisational staff to lead change (linked to Graduated Response workstream and Stakeholder Engagement and Participation training and development activities). • Identify champions who can influence staff response in their area. • Review practice guidance. • Develop core section for agency induction programmes. • Put in place a rolling programme (annual) of "Key issues for YOU in the SEN Code of Practice". • Consider self-assessment tool for individuals of knowledge and understanding.		PeRi SEND GM	Health, Social Care, SEND services, Education Providers	Champions identified by September 2018. Induction modules developed by January 2019. Programme of other dates secure by November 2018	
Objective 3.2	**To ensure professionals from education, health and social care are providing appropriate information to the EHC assessment process within statutory timescales, and that decision making processes are compatible with statutory timescales.**				
Milestones	• Performance on statutory timescales is significantly improved in the EHC Assessment and Planning processes, so that at least 50% of those assessments started during the academic year 2018 - 2019 are completed on time.				

Activity		Lead	Partners	Timeframe	Progress checks
	• All parents whose children's EHC Plans will be reviewed pending Phase Transition for Sept 2019, receive clear information that explains the process and how decisions are made about their child's next school. • By November 2018, following workplace teaching and assessment,100% of SEN officers with casework responsibility, evidence understanding and effective application of decision making processes and criteria.				
3.2.1 Review systems and process guidance to professionals who contribute to and co-ordinate EHC assessment processes. Put in place processes for feedback to contributing services on their assessment timeline compliance. Prepare reports for the SEND Strategic Board on timeline performance on EHC assessment and EHC Plan completion.		PeRi SEND Group Manager / SEN manager	Practice Manager CwD (LoLe), and Education (GaSt) LoAd DCO, CCG	November 2018	
3.2.2 Review decision making processes for: - Whether or not an EHC assessment will take place - Whether or not an EHC Plan will be issued - Consideration of parental comments on draft EHC Plans including preferred school / setting - Consideration of comments from schools and settings following consultation on EHC Plan - Allocating High Needs top-up funding Explore ways in which parental representatives can be fully engaged in decision making processes, including how decisions are communicated. Prepare and deliver training for all involved in decision making		PeRi SEND Group Manager / SEN manager	Health, Social Care, Education operational leads, parent representatives and school / setting leaders or SENCOs. PeRi SEND GM with SENDIASS and/or PCF	By February 2019 Throughout this activity	

Activity	Lead	Partners	Timeframe	Progress checks
so that they understand the legal framework and relevant factors. Prepare and provide guidance for those who are involved in decision making. Include PCF parent representatives and SENDIASS. Put in place evaluative system to assess whether a better experience for parents and young people happens. Prepare information for the Local Offer web-site on how decisions are made, including facts and figures about decisions.			By March 2019 By March 2019 Between February and end of March 2019	
Objective 3.3	**To ensure children, young people and their families (parent / carers) are involved with decision making around services and the support they need as part of the EHCP process**			
Milestones	**By September 2019, all parents who have requested a meeting to co-produce the EHC assessment for their child, will have played an active role in the process.**			
3.3.1 Work with parent and young people representatives to explore the introduction of a meeting in school or the education setting with parents and the child / young person. Such a meeting would take place in school where parents request it. Work to improve co-production in the EHC Assessment Process. 1. Arrange structured discussion with Parent Representatives to explore the purpose and processes around the meetings. 2. Arrange discussion with interested SENCOs, exploring their views and including what parent representatives have said. 3. Invite health and social care colleagues and parent representatives to workshop to explore the issues around introducing a family meeting and the potential responses	PeRi SEND Group Manager / SEN manager	Health, Social Care and Education (schools, settings, specialist external professionals), children, young people, advocacy services, parent	Development, discussion and co-production activity to take place over the Autumn Term. Model approaches and trial meetings in Spring Term Review position with parent representatives	

Activity	Lead	Partners	Timeframe	Progress checks
from parents and carers and young people. 4. SEN team consider the statutory requirements and include family meeting into draft time line / process chart (see 3.1 above) within window of time advised by parent representatives and others. 5. Clarify which cases would be a priority for health and social care, and how planned visits, meetings, assessments could be combined on a case by case basis. Develop and agree new working arrangements for holding a family meeting		representatives	and schools and put new process in place from Summer Term 2019	
3.3.2 Explore the person centred practice by considering the involvement of children and young people in their EHC assessment and in ongoing delivery and development of their educational provision. (i) Review a sample of 25 sets of annual review documentation and 25 recent EHC assessments (of mixed key stage groups) (ii) Review appendices to EHCPs of a sample of 25 recently issued EHC Plans to see the extent of, and the nature of, the involvement of the child or young person in their EHC assessment and in a recent Annual Review process. As cases are considered, explore where technology may have enhanced the child or young person's contribution, including where the MOMO app has been used. Identify further case samples to explore issues that arise.	GM SEND	SEND Commissioning team Mainstream SENCO Special school leader, YP Key Worker SENDIASS	Review and initial summary report available by December 2018	
Objective 3.4	**To ensure consistently high quality, outcome focused EHC plans**			

Activity		Lead	Partners	Timeframe	Progress checks
Milestones	By January 2019, a quality charter is developed with parents and indicates what a good and effective EHC Assessment and Plan looks like. By March 2019, QA sampling of 10% of completed EHC Plans of each caseworker over three specified weeks shows improvement against Quality Charter standards.				
3.4.1 Through workshops, develop a quality assurance framework for EHC Plans based on a co-produced framework about "What makes a good EHC Plan?" and includes how: - it was developed - how it is presented - how easy it is to read and understand - How far it lends itself to straightforward review Consider the same issues for the professional advices and reports that are provided as part of the annual review or EHC assessment. 3.4.2 Put in place termly sampling system to consider EHCPs against the quality criteria, involving the original criteria development group to field test. 3.4.3 Develop an EHC assessment advice and EHC Plan audit tool or system, and field trial initially. 3.4.4 Amend and adapt original audit approach with feedback from field tests and make available through the Local Offer site. 3.4.5 EHC Plan quality audit feedback contributes to Staff	SEND GM With Project Mgt support	Parent representatives Operational leads in health and social care (WHCT) DCO Babcock SEN Services SENCOs SENDIASS SEN Commissioners Head Teachers SEN Officers	Workshop 1 in October 2018 Workshop 2 in November 2018	

Activity	Lead	Partners	Timeframe	Progress checks
Review and Development discussions.				
Objective 3.5	**To ensure effective health and social care input into EHC assessment and Plans**			
Milestones	• **A DCO is in place before the end of the academic year 2017/18** • **Updated quality standards for health service contributions to EHC Plans is agreed and has been developed with parent volunteers.**			
3.5.1 Secure agreement from the CCG Executive to provide oversight and co-ordination to the duties set out in the SEND Code of Practice, through a Designated Medical or Clinical Officer, in relation to child / young person level EHC assessment, formal review and advice to education providers. (see Workstream 4)	Joint Commissioning lead officer CCG Executive Board HWB Board	All commissioner health providers and commissioners SEND team	July 2018	Complete
i. Where necessary, review CCG and joint commissioning agreements with paediatric and Learning Disabilities services, including therapy and community nursing so that the statutory expectations of Part 3 of the Children and Families Act (2014), and the associated SEND Code of Practice are prescribed within the service required.	Joint Commissioning lead officer PhCo, with GM SEND		September to December 2018	
ii. Review the content of statutory notices and requests for advice from				
iii. Ensure CCG commissioned services meet their responsibilities for SEND at an individual child or young person level, as well as at a systems and strategic collaboration level.	DCO			
iv. Building on work in other aspects of this Workstream, through collaborative work and problem solving				

Activity	Lead	Partners	Timeframe	Progress checks
between the DCO, Community Paediatric lead, Therapy service managers, CAMHS lead manager and community nursing teams : • prescribe and agree arrangements for response to EHC assessment statutory notices and requests for advice • explore the longer term development of a single portal / point of access to NHS provider trusts to obtain reports or newly drafted advice • review (with the DCO) whether health advice beyond the GP is needed for all children subject to EHC assessment • put in place robust systems so that health responses are made on time to EHC assessments.	GM SEND, SEND Commissioning officer, Joint commissioning officer		December 2018	
i. Provide updated training through seminars as well as updated practice guidance for health professionals on: - What information is needed in a report for an EHC assessment or annual review - When an existing report will suffice - Writing health outcomes - Explaining the impact on a child's health needs on their learning	DCO, GM SEND		Sept & Oct 2018	
ii. Agree a process to follow when no health advice is provided and no explanation is given	DCO			
Objective 3.6	**To ensure that schools and educational settings are effectively supported and advised in relation to the health needs of those children with complex health needs.**			

Activity	Lead	Partners	Timeframe	Progress checks
3.6.1 Updated information and guidance, compatible with RCN guidance[4] on children with medical needs in school is developed so that schools and other educational settings are trained and prepared to undertake appropriate tasks and maintain the health and well-being of the child on site.(NB: related statutory responsibility on schools – s100 C&F Act 2014; statutory guidance for schools[5]	LiAl Childrens Clinical Service Manager		By October 2018	
3.6.2 Model policies for schools and settings are developed and commended to Governing Bodies for consideration.	StCo (WHCT)		By December 2018	
Objective 3.7	**To ensure effective processes are in place for transition into adulthood**			
Milestones	• **By October 2018 a Transition Tracking system is shared between the Adult Social Care Transitions and SEND teams.** • **There is an increase in local 16+ training providers and places where the courses are suitable for young adults who study at entry level.**			
3.7.1 Develop a new approach to including PfA outcomes in all EHC Plans from the first EHC Plan[6]. Incorporate work on PfA outcomes into EHC assessment and Plan improvements above. Ensure that PfA features as a core aspect of training provision (see above and in Workstream 5)	SEN Manager	SEN officers Advice givers Schools and settings	Over Autumn and Spring Terms 2018 - 19	
3.7.2 Grow local post 16 work related training providers who specialise in developing constructive and productive		JuCh Babcock Prime	New providers	

[4] Meeting health Needs in Educational and other community settings – a guide for nurses caring for young people (Jan 2018)
[5] https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/638267/supporting-pupils-at-school-with-medical-conditions.pdf
[6] https://www.preparingforadulthood.org.uk/SiteAssets/Downloads/yeded5wb636481748062535810.pdf

Activity	Lead	Partners	Timeframe	Progress checks
employment experiences and opportunities for young adults with learning difficulties and other disabilities, typically functioning at below level 1.		Post 16 team SEN manager ASC commissioners	in place by end April 2019	
3.7.3 Introduce a "Leaving school / Leaving Home" strand to post 16 annual reviews of EHC Plans. Incorporating into the EHC Plan improvement activity. Develop a transition tracking system that links children and adult social care services with the SEN service. Explore innovative approaches to the use of education personal budgets to support a transition into supported living and employment, or a programme of positive activities.	JiHu Transition Team Manager CWD manager GM SEND	- SEN & CWD manager -Special school Head Teachers -Supported living co-ordinator -Transition tracking lead officer Health providers	March 2019 – Transition tracking system developed and in place by Sept 18 Ongoing – proposals by November 2018	
Objective 3.8	**To ensure that the needs of young offenders with EHC Plans, including those in custody are assessed, understood and supported, to enable better planning for continuity in education and improved academic and life skill outcomes.**			

Activity	Lead	Partners	Timeframe	Progress checks
3.8.1 • Identify lead SEN manager and link SEND officer to work with the Education lead in the YJS. • Review and embed EHC Plan process maps so that a clear set of actions is specified and professionals understand respective roles and responsibilities. • Arrange induction experience for SEN officer(s) of visiting young offenders in custody. • Monthly case planning and monitoring meetings take place between the YJS Education lead officer and the lead SEN manager and link caseworker. • The link SEN officer attends the pre-release meeting and any visit to the potential school place with the young offender, the parent and the YJS officer.	SEN manager and YJS education officer	YJS Education lead officer SEN Officer GM SEND	June 2018 November 2018	Complete
3.8.2 Jointly develop SEN team and YJS training materials for respective induction of SEN officers and other SEN service professionals, so that new staff understand the needs of young offenders with SEND and the processes in place to ensure prompt and effective responses.	Link SEN officer YJS Education officer		By November 2018	

Workstream 4 – Joint Commissioning and Leadership

Leads: Sarah Wilkins (WCC), Lucy Noon (CCG), Steve Larking (WCC)

Our Local Area Leadership needs to improve. Our Action Plan has been jointly developed between the Council and the CCG. Our responsibilities overlap for SEND, but pressures on other areas mean we have taken our eyes off the ball. Developing this action plan has involved professional staff at all levels in the service of the Council and the NHS as well as school leaders and parent representatives. This collaborative process has led to an action plan whose success depends on collaborative working and shared commitment to shared priorities.

Providing consistent and robust leadership means that we need to understand the needs of our population of children and young adults with SEND, and to listen carefully to the views of their parents. We know that we cannot always deliver what everyone wants, but we need to be clearer about our shared priorities for SEND. These are reflected throughout the action plan, with our leadership focus reflected in this Workstream. The objective for this Workstream is to establish effective partnerships and achieve a joint understanding of need, our shared responsibilities and to know how we will judge the impact of the way in which we lead, monitor, review and invest. We need to do more in ensuring we make a difference. We have strengthened communication and consistency across our various Boards and Partnerships, and have used our respective roles as Local Area Leaders to drive the development of this Plan for Improvement.

Key Concerns

Key Concern 2 The CCG's lack of strategic leadership

Key Concern 3 The poor quality of action plan for the SEND Strategy

Key Concern 4 The lack of joint commissioning arrangements

Extracts from the Statement of Action Letter

Page 2

"*Commissioners' strategic oversight of the delivery of some services in the local area is weak. Although meetings take place to monitor the performance of commissioned services, the focus is on making sure that actions are completed rather than focusing on the quality of the service and the impact on outcomes for children and young people*. "

" *The local area has not given sufficient priority to the SEND reforms. Strategic local area documents, such as the joint health and well-being strategy, make no discrete reference to SEND. The joint strategic needs assessment and sustaining transformation plan lack a focus on children and young people with the full range of SEN and/or disabilities."*

" The local area has recently developed its SEND strategy but it is at an early stage of implementation. Many of the requisite actions, which underpin a comprehensive and well-evidenced strategy, are either still in development or have just been finalised. There has been limited engagement with parents and professionals in devising the strategy. Both parents and professionals talked of their frustration in not being consulted. Lines of accountability are not clear."

Page 3

" There is strong commitment and drive from some professionals on the ground in education, health and social care to improve the quality of the local area's provision. Inspectors saw pockets of excellent practice in the local area, along with a commitment to high-quality services for children and young people who have SEN and/or disabilities. However, the overall quality of provision for children and young people who have SEN and/or disabilities in the local area is variable. This is due to the historical lack of strategic oversight and leadership in the local area. "

" *While the local area is aware of children and young people who have SEN and/or disabilities, leaders do not currently keep a formal 'children with disabilities' register*."

"*Leaders recognise the benefits of strengthening accountability for improved outcomes and better use of resources across education, health and care. The speech and language therapy service is an example of a successful partnership between the CCGs, the local area and the local providers. Leaders have recently developed a joint commissioning strategy, which is awaiting ratification. However, the lack of joint commissioning is creating tensions in terms of funding services and in the supply of specialist equipment, where the education and health boundaries are less clear."*

Page 7

" Children looked after are not consistently having their health assessments completed within statutory timeframes. This means that some young people may experience a delay in having their needs assessed. "

" High demand for physiotherapy and occupational therapy services means that most children and young people are assessed and reviewed, but have limited access to ongoing intervention. In addition, provision for children who require respiratory physiotherapy within the community is no longer available. Commissioners recognise that accessing the service via an acute setting is not a good use of resources. "

Page 9

"Access to short breaks is limited and commissioners are currently reviewing the provision"

Page 10

"The Local Authority is currently reviewing its commissioning arrangements"

Overarching Objective
To establish effective partnerships and joint understanding of need, responsibility and impact

OUTCOME 4	**Joint Commissioning and Leadership: We will know we are successful as we see improvements in these areas.**
IMPACT INDICATORS	1. Children and young people and their families report that the provision for their children and young people is seamless and coherent, and they do not have to worry about disagreements between services 2. Health, education and social care leaders across the 0-25 age range know who is responsible for what in relation to providing for SEND needs 3. All practitioners, including school and other education settings staff, know where to go for help and advice for children and young people with SEND 4. Parents of children and young people with complex health needs are confident in the way their children's

	health needs are met, including in their educational settings 5. Children and young people with SEND have the right equipment at the right time so that they are at least as able as their peers to take part in learning, social activity and family life. 6. Specialist nurses and other relevant health practitioners make prompt and proactive engagements with educational settings and enable confident and appropriate responses for the children when in school 7. Children do not miss education or suffer detrimental impact of their family life or educational outcomes as a result of a lack of suitable provision of health, education or social care. 8. An increasing number of looked after children receive their health assessments on time 9. The majority of looked after children report that their health assessment was worth attending 10. The multi-professional workforce know how Local Area Leaders judge impact of successful Local Area provision for SEND, and work together towards shared performance measures, improving outcomes for our children and young people with SEND.

ACTION PLAN

Activity	**Lead**	**Partners**	**Timeframe**	**Progress checks**
Objective 1	**Establishing effective partnerships and joint understanding of need, responsibility and impact**			
Activity	**Lead**	**Partners**	**Timeframe**	**Progress check**
4.1 A framework for the analysis of local area needs (SEND) is established and used to inform the JSNA, and updated to monitor trends and provision needs.	Public Health: LiAl	Integrated Commissioners Group/ CCG/ JSNA Working Group/HWBB	Uploaded JSNA to website September 2018	Draft circulated to partners June 18 - complete

Activity	Lead	Partners	Timeframe	Progress checks
4.2 A Shared Performance framework is developed to drive Joint Commissioning SEND activity / Strategy and SEND strategy, and a SEND PI framework with targets is used to monitor and judge progress and success.	PhCo (CCG), PeRi(WCC), LoLe (WCC), M Norton	ICEOG, HWBB	March 2019	
4.3 The CCG and the LA jointly, through the Integrated Commissioning Executive Officers Group (ICEOG) prepare a financial plan to support the SEND Strategy and the delivery of shared statutory responsibilities for SEND, so that areas for separate and shared / joint funding responsibility are clearly stated.	MaDu (CCG), SuAl (WCC)	ICEOG	December 2018	
4.4 Roles and responsibilities for Joint Commissioning for SEND are agreed between the CCG and Local Authority • and confirmed at respective Boards • and published on the Local Offer.	SaWi (WCC), LuNo (CCG)	ICEOG, HWBB	October 2018	
4.5 Local Leaders attend the SEND Improvement Board and ensure continuity and the appropriate officer, so that progress in implementing the Action Plan is not impeded.	NiWi (WCC), LuNo (CCG)	Board	August 2018	
4.6 The creation of a CWD register is directed. • Parents and disabled young people are involved in developing a FAQ support document / presentation so that all are clear of the register's purpose and benefits and this is published on the Local Offer	SaWi (WCC) TiRu (WCC)	Childrens Social Care	January 2019	
4.7 Peer challenge and support is in place and leaders demonstrate active engagement and timely follow-up to Partnership tasks. Challenge and support is a key aspect of Workstream monitoring.	SEND Improvement Board	Local Area Leaders and Workstream Leadrers	From May 2018 onwards	Attendance at SEND Board
4.8 Information relating to complaints about health, social	SEND GM,		January	

Activity	Lead	Partners	Timeframe	Progress checks
care or education is available and up to date; • how complaints can be made and how they are dealt with is contained in the Local Offer	PhCo (CCG), social care lead		2019	
4.9 Disagreement resolution procedures are in place to resolve disagreement between the LA, NHS England and the CCG and published.	SaWi(WCC), LuNo (CCG)	NiWi (WCC)	December 2018	
4.10 Implementation update reports are taken 6 monthly to the HWB Board / CCG Board	CaDr, DCS WCC, SiTr Acc Off CCG's		HWBB Sept 2018 CCG Board Autumn 18	
4.11 Roles and responsibilities between education and health practitioners, for ensuring appropriate and safe responses to health and care related needs of children when at school or in educational settings are agreed and clarified, taking account of DFE and DH guidance. • Local guidance is prepared and accessible to parents and professionals. • Role of the DCO – links operational responses to strategic priorities and ensure contributions to EHC assessment	PhCo (CCG), PeRi (WCC), LoLe(WCC)	WHCT and Schools	March 2019	
4.12 Service specifications for jointly commissioned services, including standards, are in place with any necessary procurement processes built into schedules of procurement activity.	PhCo (NHS), PeRi (WCC), Lead Commissioner for social care	ICEOG	June 2019	
4.13 The CCG Board and the Local Authority are assured that operational policies and procedures (eg: Equality Impact Assessment guidance) are appropriate to ensure that the needs and interests of children and young adults with SEND are considered in formal documentation, and in	CaDr (WCC), SiTr (CCG)	ICEOG	March 2019	

Activity	Lead	Partners	Timeframe	Progress checks
particular where this relates to children, families, young people and vulnerable adults.				
4.14 A programme for timely health assessments for all children looked after is in place and monitored by Children's Social Care Improvement Plan with updates to the SEND Improvement Board	SaWi (WCC), TiRu (WCC)	Corporate parenting board, WSCB		
4.15 Commission West Midlands Quality Review Service (WMQRS) to review paediatric physiotherapy OT services	PhCo (NHS), SaOs (WHCT)	CCG Clinical Quality Review meeting (CQRM)	April 2019	Review undertaken, draft report June 2018 – Action plan to be completed and monitored in CQRM
4.16 Redesign of overnight short breaks for CWD	SaWi (WCC)	WHCT, ICEOG, FiP, Adult Services	March 2019	Report to WCC Cabinet July 2018 – complete Establish task and finish group with WHCT and commissioners
4.17 A Staff Survey is developed through the SEND Improvement Board to secure feedback on perceptions and experience of Local Area Leadership for SEND.	SaWi (WCC) with Project Manager, workstream Leads and parent representatives	Al those involved in the delivery of this Action Plan	Between March and May 2019	
4.18 Provider services are invited to return a survey that will indicate their understandings of Local Area priorities for SEND and their experiences of any improvements. Impact indicators and milestones from across this Action Plan will be used to assist the co-production of the survey with parent representatives.				
4.19 Working across all workstreams a planned series of parent and young people surveys will be undertaken to sample experiences of services and processes where improvement is indicated.				
4.20 Convene a half day workshop to draw together evidence of impact from those staff involved in	Project Manager	Workstream Leads and Learning and	February 2019	

Activity	Lead	Partners	Timeframe	Progress checks
implementing the Written Statement of Action and parent representatives identified through the Parent Carer Forum, This will be enable a cross cutting analysis of progress and if necessary, enable a refocus of emphasis for the next 6 months.	NiWi AD Education &Skills	Development team		

Workstream 5 – Workforce and Engagement

Leads: Laura Folkers (WCC), Steph Courts (WH&CT), Steve Larking (WCC)

This Workstream deals with the engagement and participation of stakeholders in improving the planning and delivery of services for children and young people with SEND. This includes the issue of culture change and training so that a more inclusive and skilled workforce develops – both in schools and settings, and in those services provided through the Local Authority and the CCG's own employees and those provided through the wide range of jointly and separately commissioned services.

It identifies from the text within the entire Statement of Action letter, the need for proactive and targeted approaches to monitor and report on quality and outcomes of service delivery, and to report on these to parents, carers, children and young people and the wider community of Worcestershire.

A framework of mutual accountability between partners is needed. This will be driven by a Local Area framework of SEND KPIs. Embedding a mutual accountability approach will require the development of enhanced understandings and some practice changes across the wider workforce, and structured systems to ensure stakeholder engagement.

Key Concerns

Key Concern 7	The fragile relationships with parents and carers and the lack of meaningful engagement and co-production and collaboration.
Key Concern 5	The variation in the skills and commitment of some mainstream schools to provide effective support for children who have SEN and/or disabilities

Related references in Inspection Letter

Page 2	*"The local area has recently developed its SEND strategy but it is at an early stage of implementation. Many of the requisite actions, which underpin a comprehensive and well-evidenced strategy, are either still in development or have just been finalised. There has been limited engagement with parents and professionals in devising the strategy. Both parents and professionals talked of their frustration in not being consulted. Lines of accountability are not clear. "*

Page 2 *"Relationships with parents and carers are fragile. Parents and carers are overwhelmingly negative about their experiences and involvement with the local area. Many feel that they are not listened to by officers and frequently told inspectors that they had to 'fight' to get the right support for their child. "*

"While the local area has developed a 'co-production charter', leaders were unable to provide any meaningful evidence of co-production (a way of working where children and young people, families and those that provide the services work together to create a decision or a service which works for them all) with parents, carers, children and young people. This is contrary to the requirements set out in the code of practice. "

Page 7 *"Parents and professionals who know about the local offer say that it is not helpful. Many parents, and all the children and young people to whom inspectors spoke, are unaware of the local offer and its purpose. "*

Page 8 *"Some schools work in ways that are in complete contrast to the spirit of the SEND reforms. They are not inclusive. Local area leaders are beginning to address this with school leaders but it is too early to see any impact of this challenge. Parents recognise that the commitment of school leaders and special educational needs coordinators (SENCos) is pivotal to the support for their children. However, there is variation between providers. School leaders are sometimes allowing funding to be a factor in their request for an EHC plan assessment. "*

"The parent carer forum, Families in Partnership, has only recently been re-established, following a gap in the provision. The forum is now beginning to rebuild links with parents, carers and the local area. Trust needs to be built so that parents feel involved and listened to. Only then can true co-production and collaboration begin."

Number	Objective
5.1	To ensure professionals are aware of the legislation, processes, and their responsibility for SEND Workforce section
5.2	To promote co-production at the heart of professional practice
5.3	To evaluate the impact of this training programme and identify future actions to consolidate and refresh
5.4	To provide ongoing reflective dialogue with stakeholder representatives on various boards, strategy groups, task and finish groups, etc

5.5	Communication Strategy

OUTCOME 5	**Engagement**
IMPACT INDICATORS	The number and percentage of mainstream schools that reach a quality standard for Inclusion. The number of parents of CYP with SEND who have accessed training and information sessions / Any Question sessions about provision for SEND in Worcestershire, and their evaluations. The number of respondent to an on-line questionnaire – what every children and young adult's professional should know about SEND. The number of hits for You Tube Videos on "who does what". Measure of appropriate engagement method to secure interest and attention) are popular with those who access the Local Offer. the number of attendees at "Who does what?" sessions in different areas of Worcestershire. Parents and carers report a higher level of confidence and enjoyment when working collaboratively with professionals. The numbers of teams/individuals who complete the core training module The impact reported by professionals of training on their work and outcomes for children – specific examples needed

ACTION PLAN

Activity		Lead	Partners	Timeframe	Progress checks
Objective 5.1	**To ensure professionals are aware of the legislation, processes, and their responsibility for SEND, and including awareness of the Local Offer**				
Milestones	**All members of the workforce are invited, through service channels, to take part in an on-line quiz about the SEND Code of Practice – March 2019**				
5.1 Establish Task and Finish working group of energised and motivated individuals to: - Identify key individuals from their organisations / representative groups - Oversee the activity below - Drive forward action - Propose competency standards to be achieved through core training for all children's services professionals in relation to knowledge and understanding of SEND – needs, provision and aspirations - Draft process for evaluation of modules, units and Workstream as a whole.		PeRi GM SEND LaFo/StCo Workforce and Engagement Leads	Babcock, CCG's, & H&CT, YJS, Governor networks	September 2018	
5.1.1 Devise, implement and evaluate a workforce development programme focused on building inclusive capacity within educational settings 0-25. Take account of actions elsewhere in this Action Plan. Include parents and carers in recognition of the contributions they can make as providers and participants.		LaFo/StCo Workforce and Engagement Leads	Babcock CCGs & H&CT YJS WCC HR Acute Trust	Between October and December 2018	

Ask professional staff for early comment on their own perceived training needs, so that they can input proposals for content and what they hope to achieve from the training.				
5.1.2 Develop core training module for all NHS and Council staff in SEND – the Local Offer, numbers, needs and education, health and social care provision. Predict areas of likely interest to incentivise participation. Include contributions from parents, CYP and the DCS. Each Group Manager to monitor completion of core training and identify focus for supplementary training for their teams.	LaFo/StCo Workforce and Engage-ment Leads	Babcock CCGs, GP's & WH&CT YJS WCC HR Acute Trust ICT support	Between September and November 2018	
5.1.3 Develop individualised training programmes for SEN officers for to include: - Co-producing and collaborative approaches to recording children's needs and the provision that is needed - Enabling parents and young people to express their views, hopes, aspirations and concerns - EHC drafting – analysis, synthesis, style - Interpretation of professional and parent reports - Decision making – approaches and statutory considerations – recording - High Needs funding - Avoiding parental distress and concern - Therapy in education - IPSEA training modules Impact of training evaluated through DPR / SDR	LaFo L&D WCC PeRi GM SEND	WCC LaFo CCGs H&CT Babcock FiP SENDIASS Our Way YJS	All individual programmes in place by end October 2018.	

5.1.4 Develop amended guidance with health, education and social care professionals who contribute to EHC assessments, setting out what information is needed and how to present it.	PeRi GM SEND	Babcock NHS Trust service leads	From December 2018	
5.1.5 Training modules to be prepared for: - EHC assessment pathway - SEN Support APDR cycles - Disability specific pathways - The role of special schools, Mainstream Autism Bases - What makes effective SEND provision in a mainstream school?	PeRi GM SEND	Phase Leaders Groups CCG Babcock Chadsgrove PD outreach Health providers inc CAMHS	October 2018	
5.1.6 Evaluation framework developed	L&D WCC			
Objective 5.2	**To promote co-production at the heart of professional practice**			
Milestones	**Responses in the On-Line quiz for staff indicate that over 70% of respondents understand co-production, and over 40% can describe their involvement in a co-produced activity or process. (March 2019)**			
5.2.1 Awareness sessions involving: - Information on the co-production charter (including areas of good practice & outcomes – local & national) - role play and experiential activities to be prepared for key staff whose work involved the development, review and planning for children's provision, including SEN services, SENCOs, commissioners, place planners, project managers, data analysts	LaFo L&D WCC, PeRi GM SEND	FiP WCC L&D SEND Improvement Board CCGs H&CT Babcock Schools YJS	Sept & October 2018	
5.2.2 The SEND Strategy and action plan is used as a training	LaFo L&D WCC	WCC CCGs	From September	

tool to explore what co-production, methods could be used to engage and work with parents and carers, and young people.		Babcock FiP	2018	
5.2.3 STP co-production event alignment opportunity	LoSe L&D Health, StCo LaFo L&D WCC	CCGs WH&CT Acute Trust WCC	August 2018	
5.2.4 EHC Plans training and resources available to support quality improvement and completions	LaFo L&D WCC LoSe L&D Health, StCo NiWi AD Skills and Education	Babcock WCC CCGs WH&CT Schools & Settings	From October 2018	
Objective 5.3	**To evaluate the impact of this training programme and identify future actions to consolidate and refresh**			
Milestones	**By May 2019, a full analysis of training activity is complete and provides a basis for ongoing action and development.**			
5.3.1 Collate and analyse all training evaluations. Analyse data to show numbers who have attended or taken part in training and development where that has been: - with stakeholders - in single professional groups - supported with post training activities Prepare straightforward report that shows: - what worked well and how do we know - What was helpful and unhelpful and why - What has influenced practice – approach, method, systems	LaFo/StCo Workforce and Engagement Leads	WCC FiP Babcock CCGs WH&CT Acute Trust SENDIASS Our Way	Ongoing and complete by May 2019	

- Demand and appetite for the future Identify (with consent) specific scenarios, including practice based, to see if new knowledge, awareness, understandings – have been seen by other stakeholders and parents to have delivered a better engagement and participative approach. Determine what core training modules will be part of future service induction, and which service or team. Looking at new priorities, identify future training and development needs for professionals and parents together				
Objective 5.4	**To provide ongoing reflective dialogue with stakeholder representatives on various boards, strategy groups, task and finish groups, etc**			
Milestones	**By January 2019 processes are in place to enable and encourage parent representatives and young people to play an active role in the work of at least 10 SEND focused development or improvement programmes.**			
5.4.1 Working with parents/carers and young people representatives, establish a method so that stakeholders involved in representing views, and co-developing and producing new directions, approaches, materials, systems – can share how far they felt involved and that results reflect the perspective of the group they are representing. Establish models, for example structured discussions, questionnaire, free flow discussion to enable parent and young people representatives to feedback their experiences and views	KeBe Comms Manager (WCC)	MiDa/FiP/ Communication teams of partner organisations		
Objective 5.5	**Communication Strategy**			

Milestones	• **By the end of October 2018, You Tube videos and easy read blogs are accessible on CCG and Council web-sites, alongside this Plan for Improvement**				
5.5.1 A communication strategy that keeps parents, young people, schools, setting and the wider workforce informed about the communication being taken to improve. Involve parents, children and young people in delivering communications in a way that is accessible to all.		KeBe Comms Manager (WCC)	FiP/ Our Way,other forums, MiDa (Engagement Officer)	Developed over Autumn Term 2018 with first communications in September.	

Appendix 1 – Glossary of Action Owners

Initials	Name	Organisation	Role
CaDr	Catherine Driscoll	WCC	Director of Children Services
ChBo	Chris Boxall		SENDIASS
DaTo	David Townsend	Babcock	Head of Quality and Improvement Integrated Services
DCO	Louise Adams	Health	Designated Clinical Officer
DeSt	Debbie Stokes	WCC	YJS Area Manager
FrKe	Frances Kelsey	WCC	LD Commissioner (Adult Services)
GaSt	Gabrielle Stacey	Babcock	Specialist Education and Safeguarding
HeDa	Helen Davies	Babcock	Principal Learning Support Teacher
HePr	Helen Pretty	Babcock	School Improvement SEND
JiHu	Jill Hughes	WCC	Transition Team Manager
JuCh	Judy Chadwick	WCC	Skills and Investment Group Manager and Worcestershire LEP Skills Lead
KaCl	Katie Clegg	WCC	Senior Education Advisor for Vulnerable Learners
KaCo	Katie Collins	WCC	Senior Project Manager
KeBe	Keith Beech	WCC	Comms Manager
LA officer	Name	WCC	Local Authority Officer
LaFo	Laura Folkers	WCC	Workforce development lead
LiAl	Liz Altay	WCC	Public Health Consultant
LiHo	Liz Holt	Babcock	Regional Manager, West Midlands
LoLe	Louise Levett	WCC	Practice Manager for CWD social work and short breaks service
LuNo	Lucy Noon	NHS	Director of Change and Partnership (CCG's)
MiDa	Michelle Davies	WCC	Parent Engagement Advisor
MiLa	Mike Lambert	WCC	WCC Data Management Team
NiWi	Nick Wilson	WCC	Assistant Director – Education and Skills
NuSh	Nurinder Shergill	WCC	SEN Manager

PeRi	Penny Richardson	WCC	SEND Group Manager
PhCo	Philippa Coleman	CCG	CCG Commissioning Manager
RoMo	Rob Morris	WCC	Marketing and Performance Manager
RoWi	Robert Williams	WCC	Provision Planning Team Manager
SaCa	Sara Cam	WCC	0-5 and Statutory Process Manager, Education & Skills
SaFe	Sam Ferguson	WCC	WCC Data Management Team
SaWi	Sarah Wilkins	WCC	Interim Assistant Director for Early Help and Commissioning
SEND GM	Penny Richardson	WCC	SEND General Manager
SENDIASS lead	Chris Boxall	SENDIASS	SENDIASS Lead
SI teams SIAs	Sensory Impairment Advisor	Babcock	School Improvement Advisors & Early Years Improvement Advisors
StCo	Steph Courts	WH&CT	Childrens Clinical Services Manager
StLa	Steve Larking	WCC	Lead Commissioner for Education & Skills
TiRu	Tina Russell	WCC	AD Childrens Social Work
ToLe	Tony Leak	WCC	WCC Data Management Team