

Worcestershire Local Area - SEND Accelerated Progress Plan (SEND APP) 2023-2024

Project Sponsors: Director of Children’s and Chief Executive Officer of Worcestershire Children First (WCF); Chief Executive Officer, Herefordshire and Worcestershire Integrated Care Board (ICB)

Business Lead: Director of All Age Disability (0-25 years)

Worcestershire’s Vision for SEND

“In Worcestershire we want all children and young people with special educational needs and / or disabilities to be truly seen and respected as individuals and to be the best they can be.”

SEND Strategy 2023 -2026

Key Concern Workstreams

<p>1. The variation in the skills and commitment of some mainstream schools to provide effective support for children who have SEND: Workstream completed and closed at 18-month review.</p>	<p>2. The lack of suitable specialist provision to meet the identified needs of children and young people</p>	<p>3. The voice of parent/carers and children and young people</p>	<p>4. The poor quality of EHCPs and limited contributions from health and social care including the process to check and review the quality of EHC plans</p>
<p>DfE 18- month review feedback letter dated 1st November 2023. “In your documentation and during this progress review, it is the view of the DfE and NHSE that you have now been able to demonstrate clear and sustained progress for Workstream 1.” WS1 is now transferring to DBV activity – primary to secondary transition – the lead for this will be Lisa Bradbury, Lead Educational Improvement Professional. This is alongside continuing work with the Education Endowment Foundation (EEF) that is inclusion focused work.</p>	<p>LEAD WCF AND HEALTH: Sarah Wilkins, Director of Education, Maria Hardy, Lead for Children and Maternity (ICB) Membership: Families in Partnership (FiP), School Phase Leads including FE, Specialist Schools, Worcestershire Children First, ICB, Health & Care Trust, SENDIASS Management Information Analyst (WCF) Group Manager for Place Planning and Sufficiency (WCF) SEND Group Managers (WCF)</p>	<p>LEAD WCF AND HEALTH: Daniela Carson, Children with Disabilities Group Manager (WCF), Families in partnership (FiP) Membership: Service user by experience x2, Young Person Participation Officer (WCF), Young Adults Team (WCF) Starting Well Lead (HWHCT), SENDIASS, Lead for Children and Maternity (ICB) Reference groups: Parent carer stakeholder group Children and Young People reference group Regency School</p>	<p>LEAD WCF AND HEALTH: Melanie Barnett, Director of All Age Disability (0-25) (WCF), Louise Adams, Senior Manager for SEND (ICB) Membership: Families in Partnership (FiP), SEND Group Managers (WCF), CWD Team Managers (WCF), Complaints Officer (WCF), SENCO, Quality Assurance (WCF), Principal Education Psychologist (WCF) Adult Commissioning (WCC), SENDIASS Clinical Services Manager (HWHCT) Designated Clinical Officer (ICB) Further Education Partners (HOW College)</p>

Aims (updated April 2023)

- Build on the early signs of impact and improved outcomes and develop a clear understanding of how these improvements will be evidenced and sustained.
- Join up approaches across the partnership to secure good EHC plans and evidence the impact of actions undertaken and how these will be sustained.
- Continue to develop and embed monitoring and evaluation systems to demonstrate oversight, actions, and impact on the experience of children and young people who receive SEN support or have an Education, Health and Care plan. (EHCP)
- Continue to develop the leadership of SEND and inclusion, reflecting an inclusive culture in all learning environments. Capture evidence to show how many schools are engaging in the school inclusion project, particularly those where engagement has been problematic
- Build on the work which has already taken place through the production of You Tube videos to close the gap in early years settings.
- Improve engagement with children and young people with SEND to allow for their voices to be heard.
- Develop the school’s toolkit to reflect a multiagency approach across all services to demonstrate how they all work with CYP and families.
- Maintain the risk register to ensure sustainability of improved practise going forward.
- Showcase the multi-agency work being undertaken through partnership lead communication

Outcome measure

Mainstream Provision	Specialist Provision	Parents and Carers	Quality of Education and Health Care Plans
<ul style="list-style-type: none"> • Increase the % of SENCOS attending termly network meetings • Increase the % of all CYP with an EHCP placed in mainstream • Increase the % of all CYP with a new EHCP placed in mainstream • Increase attendance rates of CYP with an EHCP in mainstream • Decrease Number of EHCP Permanent Exclusions from mainstream • The number of mainstream schools engaging and achieving an Inclusion Quality Mark • Number of schools actively involved in the Education Endowment Foundation (EEF) - making a difference for pupils with SEND • Increase in the number of schools engaged in TIAAS and TDDLs programmes • Increase in the number of schools with a positive Ofsted statement relating to SEND • Increase contributions and outcomes to the 6 monthly SENCO survey 	<ul style="list-style-type: none"> • Increase the % of CYP with an EHCP returning to mainstream school • Bring the number of CYP where there is agreement of need for a specialist setting in Worcestershire in line with statistical neighbours • Decrease the number of CYP awaiting a specialist placement in Worcestershire who are not on a school roll • Reduce the number of children who receive education out of county • Increase the number of Early years EHCP’s that have been finalised by the end of the Spring Term where the family receive confirmation of their Reception Year placement before the end of May. • Increase in specific health service alignment or provision linked to enhanced and specialist education provision 	<ul style="list-style-type: none"> • The number of service delivery, policy and provision developments across All Age Disability that include co production with CYP and parent carers • Achieve targets for the % of WCF staff who have completed co-production e-learning module • Positive feedback from parent carers experience for new EHCPs • A positive improvement is seen in annual EHCP review quality assurance service user feedback • A positive improvement is seen in new EHCP quality assurance service user feedback • Positive feedback received for children and young people about their experience of the EHCP review process • Positive feedback from CYP about how they experience supported learning in their education setting. • Increased engagement from CYP in co-production and multi-agency working, both operationally and strategically. • SENDIASS service user feedback • FIP parent carer engagement and satisfaction measures and increased parent carer engagement • Increased number of joint assessment meetings taking place 	<ul style="list-style-type: none"> ▪ Increase the range of quality assurance activity ▪ Increased percentage of Audits judged to be Good or Outstanding for both new and annual review for EHCPs ▪ % of WCF SEND and health staff who have completed IPSEA training relevant to role ▪ Number of WCF staff (excluding SEND) and health partners who have completed the SEND mandatory training ▪ Increase % EHCP requests where review decision is made within 6 weeks. Target above national ▪ Increase the % of EHCP decisions made in 16 weeks (Minus Exceptions). Target above national ▪ Increase the % of new EHCPs issued within 20 weeks (Minus Exceptions). Target above national ▪ Increase the % of Statutory Advice Reports (all types) for EHCP Needs Assessment submitted within 6 weeks of request sent ▪ Decrease number of SEND tribunals initiated

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Level 2 Action plan

Key Concern Workstream	Actions/Activity						
<p>1. The variation in the skills and commitment of some mainstream schools to provide effective support for children who have SEND</p> <p><i>LEAD WCF AND HEALTH: Lisa Bradbury, Lead Educational Improvement Professional (WCF), Maria Hardy (Lead for Children and Maternity, (ICB)</i></p> <p style="text-align: center;">Workstream completed and closed at 18-month review.</p>	Share ongoing outcomes of APP with School Leaders at HT Briefings and Phase meetings. Identify and agree any actions that strengthen SEND support in educational settings. Secure commitment to embed agreed actions and obtain assurance of compliance against them.	Improve communication and engagement with all schools to identify SEND development focus within School Improvement Plans and review inclusion profiles. When Inclusion proxy indicators identify concerns e.g. via SEND reviews, Ofsted reports, Complaints provide support and challenge	Embed the sharing of good practice and the evaluation of positive impact for pupils including effective transition strategies, in mainstream schools through the reconfiguration of the Locality SEND Hubs, SENCO toolkit and showcase events	Work with special schools, APs, mainstream schools, and Mainstream Autism Bases to embed the approaches described in the Inclusion Guidance document which supports and sustains CYP in a mainstream school or in a setting as close to their usual education setting, including a focus on good practice regarding transition.	Build on the definition of Inclusion agreed by stakeholders and proxy indicators to refine the baseline profile for school inclusion with specific clarity on transition points. Use 2022/23 data, including Early Years to Primary, and Primary to Secondary, and Secondary to FE to enable the partnership to identify impact of the APP, and specifically workstream 1 and 2.		
<p>2. The lack of suitable specialist provision to meet the identified needs of children and young people</p> <p><i>LEAD WCF AND HEALTH: Sarah Wilkins, Director for Education, Early Years, Inclusion and Education Place Planning (WCF), Maria Hardy (Lead for Children and Maternity, (ICB)</i></p>	Develop capital plans to strengthen the range of specialist provision to meet the identified needs of children and young people.	Apply the redesigned Pre-School Forum processes from Sept 2023 to identify pre-school children for support, the relevant assessment and planning for provision for reception year 2024 placements. Update the provision planning cycle to reflect learning and changes from 2023	Develop the Local Offer to describe enhanced and specialist education provision and include parent carers and young person voice in developing this information	Develop clear methods for effective early identification of phase transfer or when a change in provision is requested and use this for in year provision planning and future sufficiency planning.	Have a clearer understanding of reasons for use of independent specialist provision by categorising CYP provision into SEND areas of need and those with additional vulnerabilities. Monitor out of county placements by specific need or sufficiency as a need for placement and planned return points. Use this data to inform and plan for long term planning and to inform commissioning cycle and sufficiency planning.	ICS commissioning reviews and health transformation plan ensure the right level of health provision is available or linked to enhanced and specialist provision: Language Unit reviews, Mainstream Autism Base monitoring, Alternative Provision developments	Collaborate to develop our post 16 offer including supported internships to ensure the education and employment local offer provides clarity and confidence of opportunity for young people and families when making placement choices
<p>3. The voice of parent/carers and children and young people</p> <p><i>LEAD WCF AND FiP: Daniela Carson, Children with Disabilities Group Manager (WCF), Families in partnership (FiP)</i></p>	SENDIASS to provide quarterly report evidencing engagement with parent/carers, service user experiences and feedback, Regarding the quality and timeliness of support being offered to them through SENDIASS and any identified themes	Families in Partnership to ensure their representation at partnership board and on all workstreams to facilitate coproduction and engagement throughout the APP.	Families in Partnership to develop their action plan and measures to reach out and engage with a broader range of families with experiences to share and shape co-production	FiP to evaluate the impact of the parent/carer toolkit.	Provide regular opportunities for parent and carers and children and young people to feedback on the accessibility, effectiveness, and quality of services available to them in Worcestershire's Early Help offer to SEND children and feed this back into 0-25 partnership board to inform service improvement and development including joint commissioning.		
<p>4. The poor quality of EHCPs and limited contributions from health and social care including the process to check and review the quality of EHC plans</p> <p><i>LEAD WCF AND HEALTH: Melanie Barnett, Director of All Age Disability (0-25) (WCF), Louise Adams, Senior Manager for SEND (ICB)</i></p>	Promote the understanding and application of the graduated response so those involved in supporting children and young people are aware of what is ordinarily available in mainstream education to improve the quality of requests for statutory assessments and the quality of EHC plans.	Continued improvement of quality assurance practices to demonstrate oversight, actions and impact on the experience of CYP who receive SEN support or have an EHCP	Continue to further develop collaborative and partnership working to ensure a consistently high quality of advice that provides specificity towards individual pupil outcomes and is measurable via EHC audits and service user feedback.	Through audit and service user feedback ensure that needs are identified accurately and assessed in a timely and effective way.	Focus on the monitoring of timeliness of completion of EHCP new and annual reviews and the quality of input from relevant agencies.	Through monthly audit and service user feedback of new and amended EHCP's, ensure that identified health needs are supported by appropriate provision within the plan	Review and consider SEND workforce development opportunities using learning from audits, service user feedback, complaints and understandings with all stakeholders in the Local Area.
	Develop the local offer and how we use this to support engagement, publish information and communicate the wider community	Engage CYP operationally and strategically in co-production and multi-agency working to include the development of CYP listening forums along with health colleagues; to include a number of YP reference groups of different abilities who can feedback on their experiences, ensuring involvement of non-verbal pupils		Continued improvement on pre-school processes through the Joint Assessment meetings to support the transition from nursery to primary school.			

AAD Partnership Board and Workstream Summary

AAD Partnership Board

Chair: Mari Gay, Managing Director (ICB)

Monitoring of progress and outcomes:
 APP, DBV and Change Programme
 Strategies
 Quality Assurance
 Data

APP Workstream Leads Forum

Chair: Tina Russell, Director of Children's and Chief Executive Officer of Worcestershire Children First (WCF)

Focus: APP workstream leads forum to monitor progress against APP

Meet 6 weekly

Management Information Analyst (WCF) provides outcome measures via a data dashboard

Workstream 1	Workstream 2	Workstream 3	Workstream 4
Mainstream Provision (Workstream closed following 18 month review)	Specialist Provision	Parents and Carers	Quality of Education and Health Care Plans
Lead WCF and HEALTH: Lisa Bradbury, Lead Educational Improvement Professional (WCF) Maria Hardy, Lead for Children and Maternity (ICB)	Lead WCF and HEALTH: Sarah Wilkins, Director of Education Maria Hardy, Lead for Children and Maternity (ICB)	Lead WCF and FiP: Daniela Carson, Children with Disabilities Group Manager (WCF) Families in partnership (FiP)	Lead WCF and HEALTH: Melanie Barnett, Director of All Age Disability (0-25) (WCF) Louise Adams, Senior Manager for SEND (ICB)

Carer's strategy	Learning Disability Strategy	SEND Strategy	Autism Strategy
LEAD WCC: Sarah Rothwell, Commissioning Manager, Carers	LEAD WCC: Fran Kelsey, Lead Commissioner, Learning and Development	LEAD WCF: Melanie Barnett, Director of All Age Disability (0-25)	LEAD WCF: Melanie Barnett, Director of All Age Disability (0-25)

DBV Governance Group

LEAD WCF: Melanie Barnett, Director All-Age Disability 0-25
 Focus: DBV workstream lead forum to monitor progress against plan
 Meet monthly

Change Programme Partnership

LEAD WCF: Melanie Barnett, Director All-Age Disability 0-25
 Regional steering group. Local arrangements at planning stage.