



Worcestershire Local Area Special Educational Needs and Disabilities Accelerated Progress Plan

April 2022

Name of the Local Area	Worcestershire
Date of Inspection	1st - 3rd November 2021
Date of Publication of the revisit report	January 2022
Accountable Officers from the LA and CCG	Tina Russell, (DCS and CEO of WCF); Simon Trickett, Chief Executive, Herefordshire and Worcestershire Clinical Commissioning Group (CCG)
SEND and NHS England Advisers	Pat Tate (DfE), Deborah Ward (NHSE)

This accelerated progress plan is accompanied by 2 visual representations that are designed for access and sharing (plan on a page style) that reflect the content of this document.

Level 1 Plan – Vision, Action Areas, Leads, Aims and Outcome measures

Level 2 Plan – Action Areas, activity and actions and measures

The content and creation of these plans has had input from the 0-25 SEND and All Age Disability Partnership Board and associated APP workstreams, including Schools and Parent Carers, Families in Partnership and Children and Young People’s Scrutiny Panel

Governance and Accountability

Progress of the Accelerated Action Plan will be overseen by the 0-25 All Age Disability Partnership Board formed March 22. This board consists of all members of the previous SEND Improvement board with a wider representation to reflect the 0-25 All Age Disability agenda. The board is chaired by the Managing Director, Lead Executive for Quality and Performance in Herefordshire and Worcestershire CCG. Alternate partnership board meetings will focus on the SEND Accelerated Action plan.

The new partnership board will meet monthly, and every other meeting will focus on a deep dive on the progress of the SEND accelerated action plan.

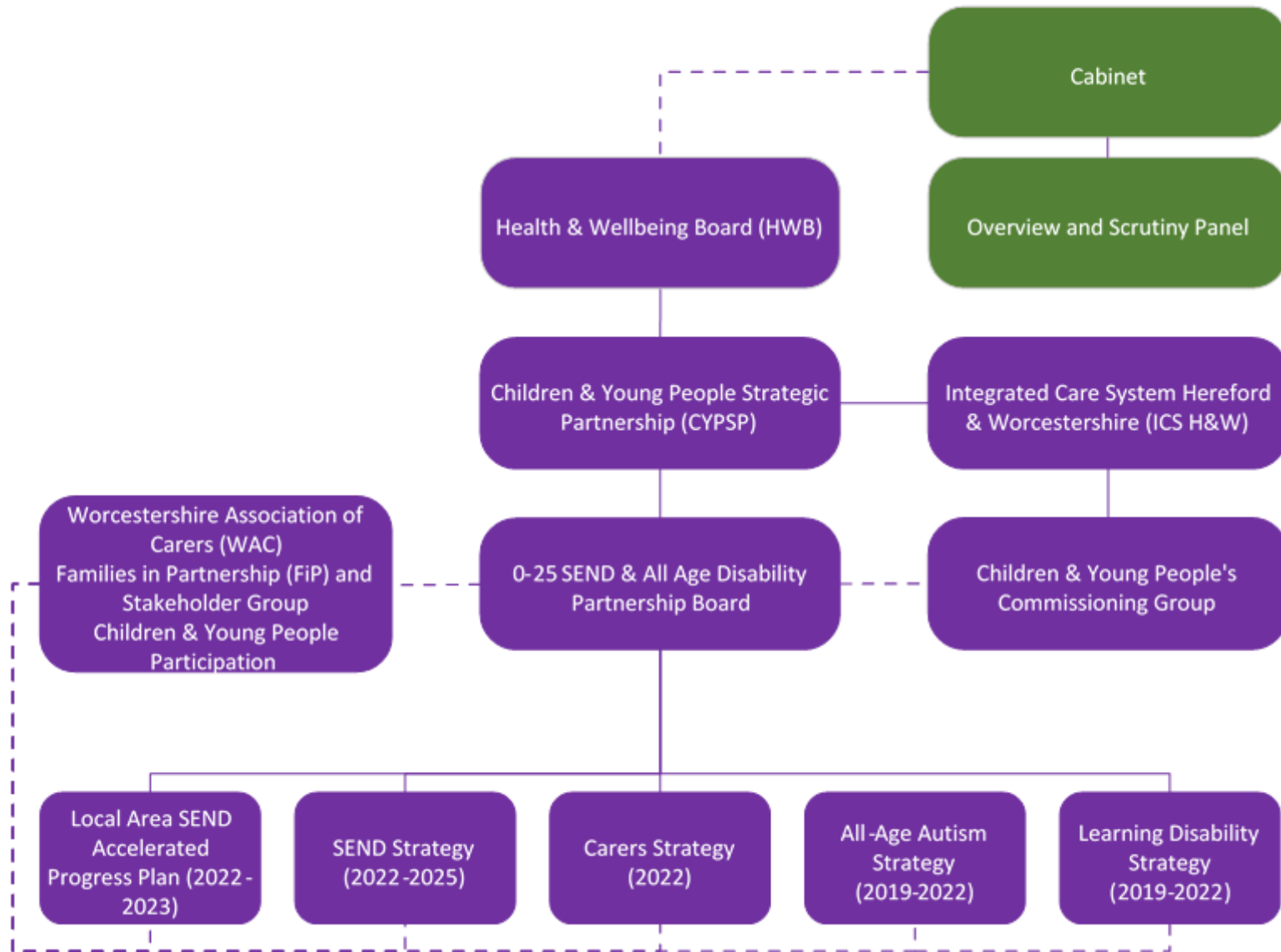
The APP has 4 workstreams each with a named lead from both the LA and CCG with parent/carer, staff, and stakeholder representation in each Workstream Group.

The workstreams will have their independent work programme and the dual leads of each work stream will come together with the DCS on a six weekly basis to collaborate and to monitor progress and to proactively address issues collectively.

In addition to the Workstream Groups parent carer representation, a Parent and Carers Stakeholder Group has been established which consists of a wide range of parent carer representatives’ groups. A programme of meetings with this group and SENDIASS will provide feedback, engagement, and participation opportunities to ensure a strengthened partnership with parent carers.

In addition the WCF Director of AAD will report progress into the Children and Young People Strategic Partnership, chaired by the Lead Member for Children and Families. The Director for Children’s Services sits on both boards.

Worcestershire Local Area's SEND Accelerated Progress Plan Governance Model



Area of weakness identified in the original inspection

1. The variation in the skills and commitment of some mainstream schools to provide effective support for children who have SEND.

Aims:

- CYP's SEND are identified early with an effective graduated response put in place to address their needs. CYP's progress is monitored against clear outcomes being achieved for the individual child or young person and their plans are adapted accordingly.
- CYP attend mainstream schools with effective and consistent inclusive practice which ensures their needs are understood by all staff, they access full time educational provision including extracurricular activities and they make good progress across all aspects of their development.
- CYP experience successful transitions between educational placements which result in good attendance, achievement, and progress.
- CYP attend schools and are supported by staff who have accessed support and embedded training and development learning opportunities to meet the needs of CYP with SEND

Actions designed to lead to improvement

Responsible officer

LEAD WCF AND HEALTH: Assistant Director Education Quality (Worcestershire Children First), Lead for Children and Maternity (CCG),

Membership:

Parent carer forum (FiP) and WAC and stakeholder groups

School Phases (First and Primary, Middle, Secondary and High – for LA maintained and Academies), Special Schools

CCG, Designated Clinical Officer

WCF, Leading Educational Improvement Professional

WCC, Operational Manager SENDIASS)

WCF, Principal Educational Psychologist

Action	By when	Action RAG
1. Share outcomes of SEND inspection and Accelerated Action Plan with Head Teachers, Leader of Academy Schools and Trusts and Regional School Commissioners Office at online event (s) and identify and agree additional actions needed to strengthen SEND support in educational settings. Secure commitment to embed agreed actions and obtain assurance of compliance against them	March 2022	
2. Review and increase attendance of mainstream Headteachers at 0-25 SEND & All Age Disability Partnership Board and each APP workstream to ensure full representation from all phases of education. Identify, monitor, and challenge shared responsibility across the age range	March 2022	
3. Provide training, support, and challenge to schools on outcomes for children and ensure this is incorporated within their Early Help and Graduated Response offer and monitored against KPI's, CYP and Parental feedback for the setting.	Start March 2022	
4. Increase the focus on sharing good practice including effective transition strategies, in mainstream schools through the Locality SEND Hubs, e-library and good practice showcase events. Develop Terms of Reference for the Locality SEND Hubs and embed them in practice including evaluation of their positive impact for pupils.	May 2022	
5. Work with special schools, APs, mainstream schools, and Mainstream Autism Bases to develop the approach that supports and sustain CYP in a mainstream school with a focus on good practice regarding transition. Embed an approach of positive support for CYP as close to their usual education setting as possible.	September 2022	
6. Identify the mainstream schools who have not evidenced a SEND development focus within their current school improvement plan; review their inclusion profile and identify areas of support and challenge. This approach will be undertaken both directly with the school and through work within SEND Locality hubs.	September 2022	
7. Establish our baseline for school inclusion with specific clarity on transition points. Using 2021 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.	June 2022 - October 2022	
8. Co-produce guidance on curriculum, aspirations and opportunities in FE colleges, mainstream and special schools to increase the number of CYP with SEND who go onto higher education. Effectiveness to be informed by feedback from young people, their families, and settings.	July 2022	
9. Co-produce an annual SEND audit tool and process for mainstream schools that includes capturing feedback from CYP and parent carers to support increased numbers of schools eligible for Inclusion Quality Mark. Share the audit tool and target uptake and monitor the uptake of quality inclusion through the year.	July 2022 October 2023	
10. To identify a sample cohort of 20 children and young people who are placed in mainstream where specialist provision had been a consideration and to undertake annual tracking on the stability and maintaining mainstream as the right place to meet their need. This cohort will include CYP from Early Years, Primary, Secondary, FE.	September 2022 with tracking at autumn and summer terms through primary	

<p>11. Monitor and learn from the impact of SEND outreach to mainstream schools and settings through establishing measures to include confidence of schools receiving outreach, avoidance of placement breakdown, impact on attendance and exclusion. Use this information and learning to identify strengths and weaknesses to inform the commissioning and development of outreach. This will continue as part of our High Needs Best Value work phase 2</p>	<p>Sept 22</p>	
--	----------------	--

KPI reference	KPI	Baseline	3 months	6 months	12 months
1.1	<p>Ensure we have a good understanding of the SEND inspection feedback and APP through the number of schools/Trusts attending information and learning events where outcomes of SEND inspection and details of Accelerated Progress Plan will be shared. Monitor commitment and compliance to embed APP,</p>	n/a	<p>100% of schools have been contacted.</p> <p>50% of schools have attended or participated in the events to share outcomes of SEND inspection and Accelerated Progress Plan. % of schools able to describe & evidence how this is making a difference for pupils</p>	<p>70% of schools have attended or participated in the events to share outcomes of SEND inspection and Accelerated Progress Plan. ↑% of schools able to describe & evidence how this is making a difference for pupils</p>	<p>More than 80% of schools have attended or participated in the events to share outcomes of SEND inspection and Accelerated Progress Plan.</p> <p>A rising % of schools able to describe & evidence how this is making a difference for pupils</p>
1.2	<p>Ensure SENCOs have the most up to date information on policy, research, and Worcestershire programme of activity through an increase in the % of mainstream SENCOs attending training/networks virtually or face to face</p>	<p>38% (aggregation of attendance of SENDCOs at training and networks)</p>	<p>Summer 2022 CPD offer for SENCOs and network dates confirmed for the year.</p>	<p>2022/23 CPD offer for SENCOs and network dates confirmed for the year. More than 50% of schools accessing SENCO training and development</p>	<p>Planning 2023/24 CPD offer and network for SENCOs.</p> <p>Increase engagement and attendance of SENCOs at the Worcestershire network more than 60% of schools</p>

1.3	Ensure the support and training offer is useful and effective via a quarterly qualitative survey to SENCOs on its effectiveness and impact cross referenced with parental feedback gathered during the EHCP quality assurance audits.	n/a	More than 50% of SENCOs involved in training, networks and Locality SEND Hub support, judge the support to be effective	More than 65% of SENCOs involved in training /networks and Locality SEND	More than 80% of SENCOs involved in training, networks and Locality SEND Hub support, judge the support to be effective Hub support, judge the support to be effective Presentation of qualitative survey from SENCOs and parental feedback from quality assurance audits
1.4	Ensure the inclusion offer is effective in enabling education provisions to meet the needs of children with SEN and those who have an EHCP within mainstream schools through the review of data and case study outcomes cross referenced with parental feedback gathered during the EHCP quality assurance audits.	Baseline as full academic year 2020/21 % of EHCP in mainstream schools = 34.8% (<i>annual only</i>) EHCP Attendance = 79% EHCP permanent exclusions = 9 Number of Tribunals = 81	Measures will be established: % of children with SEN and EHCP in mainstream schools: Attendance, exclusions, parental choice, reduction in tribunal, reduction in interim annual reviews requested and or required	Presentation of Case Study outcomes to the locality Hubs and 0-25 partnership board.	Report and make recommendations to 0-25 All Age Disability Partnership Board based on progress of established measures

1.5	Monitor the effectiveness of our APP through the increasing number of completed (cumulative) school improvement SEND reviews (maintained Schools) that include a focus on early identification and appropriate actions for children, and successful transitions, as identified by school forums, school parents' groups and staff	n/a	10 completed with individual school action points identified and agreed for completion	20 completed with individual school action points identified and agreed for completion	40 completed with individual school action points identified for completion Plans for scaling up across Worcestershire in place																																			
1.6	Improve attainment and progress data for CYP receiving SEND Support to identify whether pupils are better off as a result of the interventions within the APP, Quantitative data will be viewed alongside the qualitative information identified in above KPIs	<table border="1" data-bbox="592 573 807 936"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">SEND Support</th> </tr> <tr> <th>2019 (Worcs) %</th> <th>2019 (National) %</th> </tr> </thead> <tbody> <tr> <td>EYFS GLD</td> <td>32.7</td> <td>28.3</td> </tr> <tr> <td>Phonics</td> <td>49.4</td> <td>48</td> </tr> <tr> <td>KS1 Reading</td> <td>34</td> <td>33.3</td> </tr> <tr> <td>KS1 Writing</td> <td>24.3</td> <td>24.5</td> </tr> <tr> <td>KS1 Maths</td> <td>38.5</td> <td>36.5</td> </tr> <tr> <td>KS2 Reading</td> <td>35.2</td> <td>40.8</td> </tr> <tr> <td>KS2 Writing</td> <td>31.6</td> <td>38.8</td> </tr> <tr> <td>KS2 Maths</td> <td>38.3</td> <td>46.1</td> </tr> <tr> <td>KS4 Attainment 8</td> <td>31.6</td> <td></td> </tr> <tr> <td>KS4 Progress 8</td> <td>-0.35</td> <td>0.42</td> </tr> </tbody> </table>		SEND Support		2019 (Worcs) %	2019 (National) %	EYFS GLD	32.7	28.3	Phonics	49.4	48	KS1 Reading	34	33.3	KS1 Writing	24.3	24.5	KS1 Maths	38.5	36.5	KS2 Reading	35.2	40.8	KS2 Writing	31.6	38.8	KS2 Maths	38.3	46.1	KS4 Attainment 8	31.6		KS4 Progress 8	-0.35	0.42	Amend the SEND Data dashboard to include comparable data	Utilise new published data to reset our baseline and identify areas for improvement	Establish and implement a clear process for addressing those areas for improvement
	SEND Support																																							
	2019 (Worcs) %	2019 (National) %																																						
EYFS GLD	32.7	28.3																																						
Phonics	49.4	48																																						
KS1 Reading	34	33.3																																						
KS1 Writing	24.3	24.5																																						
KS1 Maths	38.5	36.5																																						
KS2 Reading	35.2	40.8																																						
KS2 Writing	31.6	38.8																																						
KS2 Maths	38.3	46.1																																						
KS4 Attainment 8	31.6																																							
KS4 Progress 8	-0.35	0.42																																						
1.7	Increase the number of mainstream schools achieving Inclusion Quality Mark as an indicator of improved inclusivity for CYP with SEND	6 schools have been awarded Inclusion Quality Mark	Share SEND audit tool with all schools/Trusts and invitations to all schools to register for Inclusion Quality Mark project that will secure a further 12 schools to commence Inclusion Quality Mark these will be champion schools.	30 schools commenced achieving quality mark actions (proportionate to school phase) Completion and review of sustainability built into school improvement and Ofsted Inspection programme	60 schools commenced achieving quality mark actions (proportionate to school phase) Completion and review of sustainability built into school improvement and Ofsted Inspection programme																																			
1.8	Understand and increase the % of CYP who receive support through outreach from specialist provision to their mainstream setting to support an inclusive experience and positive outcomes for the CYP and to support and sustain the mainstream placement		Develop baseline of children and young people receiving outreach support and add to monitoring	Carry out audit of outreach provision to identify strengths and outcomes for CYP that can be shared for learning and action through Locality Hubs and 0-25 Partnership.	Increase % of CYP receiving outreach support and sustaining placement																																			

Area of weakness identified in the original inspection**2. The lack of suitable specialist provision to meet the identified needs of children and young people.****Aims:**

- CYP with SEND receive effective full time educational provision. Where a change of placement is required, this happens through collaboration, consensus and without delay
- Parent carers and CYP co-produce the outcomes their child's educational placement are working towards and are clear about how their progress towards these will be achieved.
- Parent carers understand how decisions about educational placements in SEND are made and their involvement in this process
- Parent carers and CYP are involved in and understand how preferences have been considered in decisions about educational placements and there is regular and timely communication throughout the decision-making process
- To have an effective, understandable Graduated Response including planning and sufficiency for individual long term needs that includes CYP and Parental feedback on effectiveness.
- There is a sufficiency of education provision in the Local Area for CYP who's needs should be met in a specialist setting

Actions designed to lead to improvement**Responsible officer****LEAD WCF AND HEALTH:**

Director Education, Early Years, Inclusion and Education Place Planning, Lead for Children and Maternity (CCG)

Membership:

SEND Group Manager WCF
 Parent carer forum (FiP) and WAC and stakeholder groups
 WCF, Sufficiency & Place Planning Group Manager
 Special School
 Specialist Provision Forum

Action	By when	Action RAG
1. Establish a schedule of contact and meetings for the decision making of specialist provision placements so that parent carers can anticipate and understand outcomes of decision making. Review and improve our engagement and communication to all stakeholders of the decision-making process for placements at special schools There will be a clear schedule of actions and meetings to confirm decisions that are timely for settings, children, and families.	May 2022	
2. Publish our Specialist Sufficiency plan which outlines our approach to the development of local specialist placements to meet identified need for CYP with EHCPs. Take this information to settings through road show approaches where parents and CYP can scrutinise and raise questions about the plan	July 2022	
3. Ensure that there is an effective Early Years offer including a Graduated Response, to enable children with additional needs to enter mainstream educational provision wherever possible. Sharing details with Health Visitors and early years settings to link opportunities for forward planning with 2/3-year-old developmental assessments.	September 2022	
4. Review and improve the assessment and decision making for EY children in special school, for effective use of specialist provision	September 2022	
5. Clarify and restate/publicise what an additional and specialist provision in Special Schools outside of the mainstream can offer to meet CYP needs to give confidence and clarity. Explore opportunities for families when making placement choices, sharing this specialist expertise with mainstream settings.	September 2022	

Responsible officer		
LEAD WCF AND HEALTH: SEND Group Manager (Worcestershire Children First), Lead for Children and Maternity (CCG)		
Membership: WCF, Early Years and Childcare Strategy Manager WCF, Placement and Resources Manager WCC, Operational Manager SENDIASS		
Action	By when	Action RAG
6. Develop clear methods for effective early identification of phase transfer where change in provision is requested and use this for future sufficiency planning, beginning this with the year 9 reviews and coordinating with subsequent annual review for post 16 and build on this for the other school phases	June - September 2022	
7. 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.	September 2022	
8. Engage in the West Midlands regional Education and SEND development and learning plan for 22/23 to ensure Worcestershire is a sharing and learning from best practice and developments	April 2022	
9. Establish an up to date understanding of the parent/carer and young person experiences of specialist provision through making feedback “business as usual”	April 2022	

KPI reference	KPI	Baseline	3 months	6 months	12 months
2.1	<p>Increase the % of new CYP with EHC Plans that are placed in mainstream schools</p> <p>Increase the % of CYP with EHCP returning to mainstream school following progress and annual review, cross referenced with parental feedback gathered during the EHCP quality assurance audits.</p>	<p>2020/21 (SEND Data dashboard)</p> <p>62.7% Worcestershire</p> <p>71.6% National</p> <p>CYP with new EHC Plans that are placed in mainstream school</p>	Include as quarterly reporting measure	<p>Report to 0-25 All Age Disability partnership board, including local and trend information</p> <p>Collect and use case studies to identify and share learning and actions that enabled CYP to achieve outcomes and return to mainstream provision.</p>	<p>Increase the % and monitor for narrowing the gap with national</p> <p>Increase the % of CYP making a successful and agreed return to mainstream school following progress and review</p>
2.2	Increase the % of CYP where there is agreement of need for a specialist setting in Worcestershire and who have been allocated a place	n/a	Confirm our provision changes for 2022, future phasing and partnership commitment.	Establish and map the baseline against the additional specialist provision operational from September 2022	Increase the % of CYP allocated a place by equal or more of the specialist provision created
2.3	Increase the number of in county/ independent placements and % of new CYP going to into independent provision	<p>June 2021 Figures need to reflect in county placement Worcestershire 3%</p> <p>National 3.3%</p>	Establish the 2021 baseline		Maintain the % to be better than national

2.4	Increase the % of EY with first time EHCPs staying in mainstream settings as they transfer to statutory schooling cross referenced with parental feedback gathered during the EHCP quality assurance audits.	n/a	Establish the 2021 baseline	Review 2022 transfers and report on outcomes and learning	Monitor % of increase, sustained mainstream school placements and service user feedback
2.5	Decrease number of CYP with EHC Plan with deferment for a transition to a school place impact of this to be cross referenced with parental feedback gathered during the EHCP quality assurance audits.	n/a	Establish baseline to understand reason for deferment, educational need, or sufficiency of placement	Report on reasons and impact of deferment to Locality Hubs. Identify learning and actions	Reduction in the number of deferred transition places due to sufficiency issues.

<p>Area of weakness identified in the original inspection</p> <p>3. Fragile relationships with parents and carers and a lack of meaningful engagement and co-production and collaboration.</p>
<p>Aims:</p> <ul style="list-style-type: none"> • Deliver to our co-production charter • Parent carers understand how CYP's special educational needs are identified and assessed in schools and EY providers and the support available to these settings and feel included Parent carer confidence and trust in the local offer and how it is implemented is positive and they tell us they feel supported to care for their children from birth through to adulthood • Parent carers have confidence in our mainstream schools to meet their child's needs so that more early years children with EHCPs transition into mainstream education at statutory school age, and more children with SEN/EHCP remain and or return to mainstream school and achieve their EHCP outcomes • Parent carers are able to contribute and coproduce the draft EHC Plan • Parent carers are involved in and understand the SEND improvement work the Local Area is taking and how this work across education services and settings, health and social care will improve outcomes for their children • Parent carers feel confident and that their views and experiences are being used to improve arrangements for CYP with SEND in Worcestershire
<p>Actions design to lead improvements</p>
<p>Responsible officer</p> <p>LEAD WCF AND HEALTH: Children with Disabilities Group Manager (Worcestershire Children First) Lead for Children and Maternity (CCG)</p> <p>Membership: Parent carer forum (FiP) and WAC and stakeholder groups WCF, Quality Assurance Education and Early Help Officer Service user by experience x2 WCC, Operational Manager SENDIASS</p>

WCF, Parent Engagement Advisor
 YP Participation Officer
 WCF, Principal Educational Psychologist
 WCC, Assistant Head of Service, Mental Health & Learning Disabilities
 WCF, Management Information Analyst
 HWHCT, Associate Director for CYP& Families & Specialist Primary Care
 CCG Senior Manager for SEND

Action	By when	Action RAG
1. Agree an approach with Families in Partnership to ensure their representation at partnership board and on all workstreams to facilitate coproduction and engagement throughout the APP. Support Families in Partnership to reach out to a broader range of families with experiences to share and shape coproduction	March 2022	
2. Develop a parent / carer stakeholder group with wide representation from across Worcestershire of recognised parent carer forums and develop a protocol of working together in co-production through the APP	March 22	
3. Further develop the quality assurance programme to include the contribution of Parent/Carer and YP experience and present regular findings of case audits and user feedback to the 0-25 partnership board and associated workstreams and parent carer forums to ensure there is a focus on families' experience of the SEND system in Worcestershire.	May 2022	
4. Review where, when, and how parents access the information that is available to them with regards to the support offer and process for identification, assessment, decision making and the role of SENDIASS.	July 2022	
5. Coproduce and publish information about how decisions about educational placements for CYP with SEND are made.	July 2022 Full report to be written by September 2022	
6. Develop the number of opportunities parents/carers have to feedback their experiences specifically in relation to education, health and social care through audit and service user feedback and ensure regular analysis of how this information is used to inform service improvement and development.	April 2022	
7. Embed approaches to parent carer engagement across mainstream schools, commissioning Families in Partnership to lead on this work	September 2022	
8. Develop mandatory coproduction e-learning module for WCF and HWHCT to embed the principles and practice of coproduction	July 2022	
9. 0-25 SEND & All Age Disability Partnership Board to monitor all changes to SEND service delivery policy and provision across Health, Education and Social Care to ensure consistent approach to coproduction. This information will be publicly available through our local offer.	From April 2022	
10. Provide information about how WCF challenge concerns about inclusive practice in schools with educational settings and parent carers. Including how decision making and escalation will take place and the range of actions where demonstrable progress is not evident, agree with parents and carers additional steps required to strengthen this approach. Cross reference impact with parental feedback gathered during the EHCP quality assurance audits.	April 2022	
11. As part of the review and development of support to school engage with Parent carers to understand what support they feel is required for schools to be inclusive and as part of High Needs Best Value phase 3 pilot new ways of working incorporating this feedback and identify how it is being used.	Sept – December 22	

12. Pilot of Person-Centred Planning for Educational Psychology assessments to develop relationships and engagement with parents requesting new EHCP assessments. With impact for the CYP cross referenced with feedback gathered during the EHCP quality assurance audits.	May 2022 Evaluations July 2022	
13. Provide regular opportunities for parent and carers to feedback on the accessibility, effectiveness, and quality of services available to them in Worcestershire's Local Offer and feed this back into 0-25 partnership board to inform service improvement and development including joint commissioning	Summer 22 0-25 Board Sept 22	

KPI reference	KPI	Baseline	3 months	6 months	12 months
3.1	The number of parent carer representatives and groups actively involved in the APP workstreams and SEND coproduction activity in Worcestershire.	n/a	0-25 All Age Disability Partnership Board and Workstream attendance Captured current activity, reach, and identified gaps	Co-produced reporting template Quality assurance standard for the TOR for all the projects.	Able to evidence an increase in engagement and coproduction
3.2	The number of service delivery, policy and provision changes across social care, health and education that include coproduction with parent carers	2020/21 12	Evidence of increased engagement across education, health, and social care	Monitoring report and examples 2019/2020 and how this is having a positive impact	Overall increase in co-production of service delivery, policy, and provisions across services. Impact report and practice examples of co-production resulting in improved provision and outcomes
3.3	Outcome measures of the QA service user feedback reports related to families' positive experience of the SEND system and EHCNA process in Worcestershire showing an increase in the % of parents/carers who believe they had positive experience	Currently not included in SEND data dashboard	Pilot report March 22 and further monthly data and quarterly analysis reports on parent/carer feedback	Quarterly data and analysis reports showing improvement in positive Service User experiences Review with parent carer stakeholder group that those metrics are providing the evidence of coproduction activity	Increase in data on families' experiences present within SEND metrics.

3.4	% of parent carers who agree that their child's SEND is understood by schools and services	2020 P/c survey Do you feel that the staff in school have a suitable understanding of your child's disability? Yes - 47% No - 53% Some professionals - n/a	To develop a dip sample survey tool to include feedback about the team around the child, school-based staff, SENCOs, social care practitioners, nurses, therapists, psychologists, mental health staff etc	Undertake dip sample	Compare finding from the dip sampling activity undertaken as part of the QA programme and annual parent carer survey to understand and evidence parental satisfaction
3.5	% of parent carers who feedback they have been involved in decisions about placement during the EHCNA process	n/a	Develop the Quality Assurance tools used in the assessment process to cross reference with parental feedback	Implement the Quality Assurance tools used in the assessment process	Baseline and embed process for monitoring improvement going forward
3.6	Positive feedback from CYP about their education provision experience and in having their views and aspirations sought and considered in their EHCP	n/a		Develop and Implement Quality Assurance tools to seek the views and experiences of children and young people	Baseline and embed process for monitoring improvement going forward.
3.7	The number of schools supported by FiP during parent carer engagement project	Initially 23 schools, actively engaged with 10 to co-produce the parent carer engagement toolkit		Engagement toolkit in place	Increase in the number of Schools involved in project evidence improved engagement and parental satisfaction
3.8	Increase the % parent carers who feedback positive changes in schools as a result of involvement in the parent carer engagement project		Baseline work completed with schools	Engagement toolkit in place	Schools involved in project evidence improved engagement and parental satisfaction

3.9	Achieve targets for the % of staff including WCF/ HWHCT who have completed co-production e-learning module		Identify staff group for mandatory training	>50% staff completed training audit staff confidence levels post training	>80% staff completed training audit staff confidence levels post training
3.10	Increase in the number of schools with identified inclusion development plans or actions in place		Reporting from school inclusion forum, school improvement service and feedback from schools leaders, cross referenced with parental feedback gathered during quality assurance audits.	Report on practice /development themes	Themes for following 12 months identified and plans in place

Area of weakness identified in the original inspection**4. The poor quality of EHCPs and limited contributions from health and social care along with the process to check and review the quality of EHC plans.**

- **Aims:**
- CYP have EHCPs which accurately reflect their aspirations, needs, the outcomes they are working towards, and the provision required to achieve these across education, health, and social care. From Year 9, this includes a focus on Preparation for Adulthood.
- CYP's and parent carers' views are prominent, clear, and up to date in EHCPs.
- CYP's EHCPs are reviewed on an annual basis and any amendments agreed are made in a timely way and to an expected quality so that plans accurately reflect current needs, provision, and outcomes
- Individual agency contribution to the EHCP is timely and of good quality and all partners have an agreed understanding of who, what and when provision will be sourced
- Outcomes within EHCP's are analysed to identify weakness and gaps in services and provision to meet assessed needs for CYP

Actions designed to lead to improvement**Responsible Officer****LEAD WCF AND HEALTH:**

Director of All-Age Disability (Worcestershire Children First), Lead for Children and Maternity (CCG)

Membership:

Parent carer forum (FiP) and WAC and stakeholder groups

WCF, Children with Disabilities Team Group Manager

WCF, Children with Disabilities Team Manager

CCG, Designated Clinical Officer

HWHCT, Service Lead for Paediatric Occupational Therapy and Physiotherapy & Speech & Language Therapy

Senior Manager for SEND CCG

Clinical Services Manager CAMHS

SEND case workers

SEND Senior case

worker ASWP Adult SC

FE Partners

WCF, Principal Educational Psychologist

WCF, Quality Assurance and Performance Group Manager

WCF, SEND Manager

Action	By when	Action RAG
1. 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	April - July April 2022	
2. Continued focus on the quality of information gathered as part of the annual review process, including embedding Year 9 + guidance with settings and partnership organisations. Reflect, identify, and develop best practice via internal audit and service user feedback.	Aug/Sept 22	
3. Gather early feedback regarding the implementation of the annual review guidance toolkit and use as a mechanism for reflection and development prior to full implementation. Identification of those individuals open to tri-partite agencies to provide insight into collaborative working and provide opportunities to embed best practice.	April-July 2022	

4. Create a toolkit to enable learning from Year 9 + annual review guidance to review and improve year 8 and below reviews, including preparation for adulthood from early years onwards	September 2022	
5. Create a strategy to prioritise the updating of EHC plans that are subject to annual review amendments and Using agency support complete the backlog of outstanding EHC reviews to bring them all up to date within the cycle timescale and to the expected quality, whilst embedding a 'business as usual' approach to ensure no repeat of backlog	June 2022	
6. Review the process for ongoing EHC amendments and embed best practice via training and development to ensure timeliness and to prevent a repeat of backlog. Continue to monitor quality and timeliness via ongoing audit.	September 2022	
7. Introduction of learning reports for the partnership using quantitative and qualitative data to inform service improvements on quality, timeliness, and service user experience, cross referenced with parental feedback gathered during the EHCP quality assurance audits.	March 2022	
8. Each agency to develop mechanisms for providing feedback to staff on learning from the QA programme <ul style="list-style-type: none"> • Learning briefing/newsletters for SEND Staff • Seven-Step Guide on key learning for quality assessment and planning for partner agencies. • Provide a 'you said, we did' section in response to service user feedback on the Local Offer to acknowledge service development 	April 2022 (quarterly thereafter)	
9. 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 applications for statutory assessments and the quality of EHC plan writing/outcomes/specified provision	June 2022	
10. Identify and develop role specific training to enable all staff to provide quality advice and improve plan writing, monitor impact via a range of quality assurance tools that feed directly into the service audit and include service user feedback.	March - May 2022	
11. Devise and deliver training to all schools, EY settings and Post 16 colleges focusing on good practice in annual reviews including person centred planning and the contributions made by CYP and to support the embedding of the Year 9 + guidance toolkit. Monitor impact via additional audit and service user feedback.	October 2022	
12. Ensure the "social care" support to children and young people and the outcomes this is achieving is clearly reflected within the EHCP to ensure a holistic view of the child and outcomes is understood	April 22	
13. Using targeted case audit identify the health contributions to EHCP's in terms of interventions to meet need including financial and resource implications to improve our understanding of service user experience and any gaps in provision to meet need before escalation to the ICS		

KPI reference	KPI	Baseline	3 months	6 months	12 months
4.1	Increase parent/carer satisfaction on their involvement in assessment and production of the EHC plan including	n/a	To monitor the success of the co-production pilot via staff audit and service user	Undertake continued dip sampling feedback questionnaires and auditing of quality of EHC plans to	Increased number of parent/ carers providing feedback

	communication following the implementation of co-production processes		feedback questionnaire	ensure parental/carer involvement	following EHC assessment, reporting they are satisfied and evidence improvement following learning from poor experiences
4.2	Positive feedback from CYP about their education provision experience and in having their views and aspirations sought and considered in their EHCP	n/a	Develop an audit tool that is accessible to all children and young people to provide feedback on both experience and quality	Testing the tools and learning from feedback	Increased number of children and young people providing feedback following EHC assessment, reporting they are satisfied and evidence of continued development as a result of findings
4.3	Increased percentage of Audits judged to be Good or Outstanding for new EHCPs (Quarter on Quarter KPI%)	n/a	Establish baseline	Review sample size and review mechanisms for training, support and sharing of good practice for plan writers	80% of the plans are judged to be good or outstanding
4.4	Increased percentage of Audits judged to be Good or Outstanding for annual reviews (Quarter on Quarter KPI%)		Establish baseline	Review sample size and review mechanisms for training, support and sharing of good practice for plan writers	80% of the plans are judged to be good or outstanding
4.5	Evidence in each quarterly report shows progress made against identified areas for improvement, cross referenced with parental feedback gathered during the quality assurance audits.	n/a	Present the report and get the sign off from the Strategic Partnership Board. Develop partnership QA framework.	Partnership QA framework in place. Established partnership auditing.	80% of the plans are judged to be good or outstanding
4.6	% of staff who have completed mandatory training relevant to role		Identify mandatory training for individual staff groups	Over 50% of staff have completed training. % of staff reporting increased confidence to deliver their roles post training. Evidence of impact	Over 80% of staff have completed training % of staff reporting increased confidence to deliver their roles post training. Evidence of impact of training is recorded and

				of training is recorded	continued development is taking place
--	--	--	--	-------------------------	---------------------------------------

Risk Register

Date	Risk	Severity / Impact	Mitigation	Severity / Impact Post-mitigation	Progress following action
January 2022	1. Worcestershire has been impacted by the national shortage of Education Psychology workforce- this has resulted in reduced capacity to complete assessments and timeliness of EHC assessment	Medium	Growth and permanency strategy to increase team.	Low	
January 2022	2. Number of annual reviews with outstanding amendments needed is a risk to improving quality of plans	High	Continuation of agency casework capacity to address backlog. Quality assurance process for amendments made by agency workers to be strengthened.	Medium	
January 2022	3. Capacity of leaders to deliver improvement activities within timescales	Medium	Recruiting to vacancies Making interim arrangements including Director for AAD and internal promotions including backfill where needed.	Low	
January 2022	4. Potential impact of future COVID19. escalation on the availability of health and therapy services to deliver against this action plan.	Medium	Recruitment to vacancies ongoing, business continuity plans in place supported by targeted appointments held for EHCNA	Medium	

Annex B: Supporting statement for the Accelerated Progress Plan

The variation in the skills and commitment of some mainstream schools to provide effective support for children who have SEND	
Factors accounting for insufficient progress	How we are addressing these
<p>The inspection noted that leaders carefully monitor inclusive practices in mainstream schools in the area and identify and challenge schools however schools, FiP, parent carers and SENDIASS all raised and shared examples of some practices that are still not inclusive.</p> <p>Leaders use a range of intelligence and data to identify non inclusive practice, the communication of practice examples from FiP, SENDIASS and other schools has not been coordinated regularly enough and specified to initiate challenge.</p> <p>Our communication of actions and consequences to schools has been insufficient to prevent non inclusive practice.</p>	<p>The Inclusion Forum will be chaired by the Director of Education (WCF) from February 2022. This Forum collates data and intelligence that is used to challenge schools with non-inclusive practice and identify and share good practice. This Forum includes information and practice of all education settings providing for Worcestershire children and young people. From February 2022 this forum will be ensuring that all feedback including that from regular meetings with the PCF, SENDIASS and any parental complaint is routinely included.</p> <p>We have a positive and regular working relationship with the DfE Local Team, fortnightly meetings are used to share intelligence and agree support and challenge actions in relation to academies</p>
	<p>All maintained schools have a named school improvement adviser – all school support visits and reviews will include the evaluation of inclusion practice to encourage the awareness of good practice and issues that need a response.</p> <p>From February 2022 the regular meetings with SENDIASS and the PCF will be structured to ensure that specific issues and positive feedback about schools are recorded, and actions agreed.</p> <p>The Worcestershire Fair Access Panels will be engaged to take a sector led approach to sharing practice issues and solutions across localities.</p>
<p>Some schools do not have a clear enough understanding of what leaders are doing to improve the SEND provision across the area and why specific actions are being taken and for what outcome. Our communication to schools has not been successful enough in targeting key messages and expectations to ensure we have a shared and collective commitment from all schools.</p>	<p>We are making a renewed focus on sharing information with schools through regular communications and increasing representation of phase leaders of schools on the SEND Strategic Partnership Board.</p> <p>Schools report that funding is a barrier to delivering effective support for CYP with SEND. As a result, we have been working with schools to refresh our approach to Top Up Funding as part of our High-Level Needs management plan.</p> <p>We have also introduced a locality approach to problem solving and developing practice at a local level with schools, this is intended to identify and address resourcing issues earlier, encourage inclusive practice and promote a shared commitment to inclusion.</p>

<p>The inspection noted the development of skills and expertise of school leaders through training and network opportunities and new guidance and policies. However, we have not targeted schools who are not taking up training or attending networks to understand why and support and challenge if required.</p>	<p>We will evaluate the engagement of SENCo's and take up of training to identify and target schools for support and understanding of their practices and we will triangulate this information with other relevant data including the take up of other training and resources, approach of the school, vulnerable learner and SEND profile data, complaints and use this triangulated data to identify schools and to aid the "support and challenge" conversation.</p>
<p>Schools have found it difficult to understand and access the range of health services available for children and young people that would support inclusion. There have been considerable organisational changes across the health sector over the last 3 years. This has been exacerbated by the Pandemic and changes in service delivery.</p> <p>The primary care networks including GP's do not always understand their role in working with education to promote inclusion and support families</p>	<p>We are developing universal and targeted information to share with schools to support identification of health needs with an identified point of contact for advice and guidance.</p> <p>A programme of direct workshops is taking place between CSC/Health and family support worker in schools to ensure they are informed of provision and how to refer/access this for their families.</p> <p>Leaders are involved in the development of the Integrated Care System including ensuring that health outcomes, commissioning and delivery of health services considers the impact on children accessing education.</p>
<p>The performance indicators and assurance measures have not been developed far enough to provide Strategic oversight of an increase in inclusive practice.</p>	<p>The performance measures of the APP along with case study examples will be used to provide the SEND Board with clear indicators of improvement, issues and risks A full breakdown of data by individual education provider for EHCP/SEN/Vulnerable cohorts and trends is being developed and will form part of Senior Management tracking</p>
<p>The lack of suitable specialist provision to meet the identified needs of children and young people</p>	
<p>Factors accounting for insufficient progress</p>	<p>How we are addressing these</p>
<p>We have seen an increase in children with SEND needs being placed in mainstream schools, but this has not progressed enough. This may be exacerbated by some mainstream schools not being inclusive and encouraging parents to seek specialist placements.</p>	<p>In 2021 Locality SEND Hub working was introduced to support schools in inclusion and problem solving to ensure children with SEND can be placed and placements in mainstream sustained.</p>
<p>Organisational and leadership change has improved our ability to understand provision, sufficiency, and forecasting. This has taken time to bring together the relevant information and a plan</p>	<p>A provision assessment and plan has been co-produced using data, sector feedback and stakeholder involvement. New provision for mainstream autism has been commissioned, some of this provision is operational now and more places will be available from September.</p>

Fragile relationships with parents and carers and a lack of meaningful engagement and co-production and collaboration	
Factors accounting for insufficient progress	How we are addressing these
As with schools, the improvements we have made since 2018 are not always visible to parents and do not yet impact on all families consistently.	<p>We are widening and improving our communication through the SEND Local Offer and PCF Stakeholder Groups including using our schools to communicate to parent carers.</p> <p>Through our QA programme we will be providing opportunities for parents to feedback throughout the EHCP process providing us with regular snap shots of experience to triangulate with audit outcomes and KPI's</p> <p>We have broadened the coproduction work to include a greater range of parent carer support and advocate groups, to ensure that all voices are heard. The actions in the APP focus additionally on ensuring that coproduction is consistently embedded across health, social care, and education through rigorous monitoring by the SEND Improvement Board. Underpinning this with mandatory training for all staff working in SEND and ensuring that these increases understanding of the values, statutory duties and effective practices in coproduction will be critical.</p>
Communication with parent carers from the SEND team has been poor and exacerbated by staffing challenges in summer 2021.	The QA programme and a clear culture of the expectations to increase face to face direct communication with families has started to be implemented. Additional resource has been allocated to support timely and direct communication in the investigation and management of complaints. This dedicated officer will work to the WCF Head of QA and will provide quarterly learning reports with a programme of sharing the learning with Executive Leadership to staff and managers. This is intended to build consistency and trust for parent carers and support SEND managers to reflect and embed learning.
There is a particular need to ensure that coproduction is embedded in the development of the All-Age Disability approach and that the engagement and participation of parent carers and the sharing of views and co-production extends to a broader stakeholder group including parent carer voices heard through education, health and care communication and co-production.	The PCF, Families in Partnership have put in place and are building a more regular and structured Stakeholder Group to welcome and include other parent carer groups or representatives. Worcestershire Association of Carers is actively involved in engagement for All Age Disability and workstreams of the APP and has extended reach particularly for parent carers of older young people. The CCG has recognised the need for improvements and is providing financial support to FIP to facilitate greater involvement in health focused co-production. They also plan to increase the visibility of coproduction and engagement work with parent carers in developing and improving service provision going forward.

The poor quality of EHCPs and limited contributions from health and social care along with the process to check and review the quality of EHC plans.

Factors accounting for insufficient progress	How we are addressing these
<p>The inspection reported that the focus on compliance of timeliness of plans had been at the expense of quality. The quality assurance programme framework that was in place was not effective enough.</p>	<p>A new quality assurance framework was introduced in Autumn 2021 applying expertise and learning and leadership from WCF social care practices.</p> <p>A suite of tools for audit and guidance on “what good looks like” have been developed and staff have attended learning workshops in undertaking audits and moderations. A pilot was undertaken in November 21 and the programme started in January 22.</p> <p>Improvement plans are in place in social care and health to ensure that advice given for the statutory process are of consistently high quality.</p>
<p>We recognise that recruitment and retention in the SEND casework team has been an issue which has impacted on quality and the experience of families in the past and have addressed this with a permanent recruitment plan and agency staff since the autumn 2021.</p>	<p>Following the appointment to vacant post the services summer 21 the service is at 87% permanency (Feb 22)</p> <p>Process and structure have been developed to improve workflow and workload management.</p>
	<p>The development of the All-Age Disability service will ensure that joint working and communication through the EHCNA process and annual reviews will improve. Appointment process underway with 11.3.22 interviews for the new Director taking place</p>
<p>Health and Social Care contributions, outcomes and quality assurance has been poor. Social care has focused on improvements in practice standards and changing service delivery and monitoring as part of overall service improvement.</p>	<p>Training and awareness sessions are being delivered to practitioners contributing to EHCPs along with social care and health quality assurance programmes of contributions to EHCP's. The progress of All Age Disability is proactive in bringing together contributing agencies to work in conjunction in assessment, planning and review for children with SEND.</p>

How we will ensure that partners, including families, are fully aware and kept informed of our actions and progress:

- Regular SEND Bulletin/Newsletter for stakeholders
- Using the Local Offer to share news and updates and engage including our contact and communication with parent carer groups across the county
https://www.worcestershire.gov.uk/directory/58/send_support_groups_for_parents_and_carers
- SEND Strategic Partnership Board
- Regular joint meetings and engagement with the Parent Carer Forum stakeholder group
- SENCo network
- Headteacher's briefings
- Education Bulletin with communication for schools to share with parent carers
- Early Years Bulletin with communication for settings to share with parent carers
- Children and Young People's Overview and Scrutiny
- H&WCCG Clinical Commissioning and Executive Committee,
- GP Member Practice Bulletin
- ICS Children Board
- Structured and regular liaison meetings with SENDIASS and PCF with Local Area Leaders
- Education planning meeting and phase leads groups

What support and challenge we feel would be most helpful over the coming months, and when:

DfE Whole School SEND Support – we would request that Worcestershire is supported with funding from this trial to release school leaders across our large and diverse area to improve consistent engagement, support and challenge and develop sector led improvements.

We would request support for the Parent Carer Forum (Families in Partnership) to assist with the engagement activity of the APP whilst developing a sustained and systematic approach for engagement and co-production.