

**Worcestershire Local Area  
SEND Accelerated Progress Plan (SEND APP) 2022-2023**

**Project Sponsors:** Director of Children’s and Chief Executive Officer of Worcestershire Children First (WCF); Chief Executive Officer, Herefordshire and Worcestershire Clinical Commissioning Group (CCG)  
**Business Lead:** Director of All Age Disability (0-25 years)  
**Programme Lead:** Business Officer (Partnerships)

**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.” Draft SEND Strategy 2022 -2025**

**Key Concern Workstreams**

1. THE VARIATION IN THE SKILLS AND COMMITMENT OF SOME <b>MAINSTREAM SCHOOLS</b> TO PROVIDE EFFECTIVE SUPPORT FOR CHILDREN WHO HAVE SEND	2. THE LACK OF SUITABLE <b>SPECIALIST PROVISION</b> TO MEET THE IDENTIFIED NEEDS OF CHILDREN AND YOUNG PEOPLE	3. FRAGILE RELATIONSHIPS WITH <b>PARENTS AND CARERS</b> AND A LACK OF MEANINGFUL ENGAGEMENT AND CO- PRODUCTION AND COLLABORATION	4. THE POOR QUALITY OF EHCPS AND LIMITED CONTRIBUTIONS FROM HEALTH AND SOCIAL CARE ALONG WITH THE PROCESS TO CHECK AND REVIEW THE <b>QUALITY OF EHC PLANS</b>
<p><b>LEAD WCF AND HEALTH:</b> Assistant Director Education Quality (Worcestershire Children First), Lead for Children and Maternity (CCG)</p> <p><b>Membership:</b> Parent carer forum (FiP) and Worcestershire Association of Carers (WAC) and parent carer stakeholder group, School Phases (First and Primary, Middle, Secondary and High – for LA maintained and Academy schools), Special &amp; Alternative Provision Schools, Worcestershire Children First, CCG, SENDIASS</p>	<p><b>LEAD WCF AND HEALTH:</b> Director of Education and Director of All Age Disability, Lead for Children and Maternity (CCG)</p> <p><b>Membership:</b> Parent carer forum (FiP) and WAC and stakeholder groups, Special School, Specialist Provision Forum, Worcestershire Children First, CCG, SENDIASS,</p>	<p><b>LEAD WCF AND HEALTH:</b> Children with Disabilities Group Manager (Worcestershire Children First), Lead for Children and Maternity (CCG)</p> <p><b>Membership:</b> Parent carer forum (FiP) and WAC and stakeholder groups, Service user by experience x2, YP Participation Officer, Worcestershire Children First, Worcestershire County Council, CCG, SENDIASS, HWHCT</p>	<p><b>LEAD WCF AND HEALTH:</b> SEND Group Manager (Worcestershire Children First), Senior Manager for SEND (CCG)</p> <p><b>Membership:</b> Parent carer forum (FiP) and WAC and stakeholder groups, CAMHS, SEND case workers, SEND Senior case worker, ASWP Adult SC, FE Partners, Worcestershire Children First, Worcestershire County Council, YP Engagement Officer, CCG, SENDIASS, HWHCT</p>

**Aims**

<p><b>MAINSTREAM SCHOOLS</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>CYP experience successful transitions between educational placements which result in good attendance, achievement, and progress.</li> <li>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</li> </ul>	<p><b>SPECIALIST PROVISION</b></p> <ul style="list-style-type: none"> <li>CYP with SEND receive effective full time educational provision. Where a change of placement is required, this happens through collaboration, consensus and without delay</li> <li>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.</li> <li>Parent carers understand how decisions about educational placements in SEND are made and their involvement in this process</li> <li>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</li> <li>To have an effective, understandable Graduated Response including planning and sufficiency for individual long term needs that includes CYP and Parental feedback on effectiveness.</li> <li>There is a sufficiency of education provision in the Local Area for CYP who’s needs should be met in a specialist setting</li> </ul>	<p><b>PARENTS AND CARERS</b></p> <ul style="list-style-type: none"> <li>Deliver to our co-production charter</li> <li>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</li> <li>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</li> <li>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</li> <li>Parent carers are able to contribute and coproduce the draft EHC Plan</li> <li>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             <ul style="list-style-type: none"> <li>Parent carers feel confident and that their views and experiences are being used to improve arrangements for CYP with SEND in Worcestershire</li> </ul> </li> </ul>	<p><b>QUALITY OF EHC PLANS</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>CYP’s and parent carers’ views are prominent, clear, and up to date in EHCPs.</li> <li>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</li> <li>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</li> <li>Outcomes within EHCP’s are analysed to identify weakness and gaps in services and provision to meet assessed needs for CYP</li> </ul>
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## Outcome measure

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<p><b>MAINSTREAM SCHOOLS</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>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</li> <li>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</li> <li>Increase the number of mainstream schools achieving Inclusion Quality Mark as an indicator of improved inclusivity for CYP with SEND</li> <li>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</li> </ul>	<p><b>SPECIALIST PROVISION</b></p> <ul style="list-style-type: none"> <li>Increase the % of new CYP with EHC Plans that are placed in mainstream schools</li> <li>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.</li> <li>Increase the % of CYP where there is agreement of need for a specialist setting in Worcestershire and who have been allocated a place</li> <li>Increase the number of in county/ independent placements and % of new CYP going to into independent provision</li> <li>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.</li> <li>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.</li> </ul>	<p><b>PARENTS AND CARERS</b></p> <ul style="list-style-type: none"> <li>The number of parent carer representatives and groups actively involved in the APP workstreams and SEND coproduction activity in Worcestershire.</li> <li>The number of service delivery, policy and provision changes across social care, health and education that include coproduction with parent carers</li> <li>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</li> <li>% of parent carers who agree that their child's SEND is understood by schools and services</li> <li>% of parent carers who feedback they have been involved in decisions about placement during the EHCNA process</li> <li>Positive feedback from CYP about their education provision experience and in having their views and aspirations sought and considered in their EHCP</li> <li>The number of schools supported by FiP during parent carer engagement project</li> <li>Increase the % parent carers who feedback positive changes in schools as a result of involvement in the parent carer engagement project</li> <li>Achieve targets for the % of staff including WCF/ HWHCT who have completed co-production e-learning module</li> <li>Increase in the number of schools with identified inclusion development plans or actions in place</li> </ul>	<p><b>QUALITY OF EDUCATION HEALTH AND CARE PLANS</b></p> <ul style="list-style-type: none"> <li>Increase parent/carers satisfaction on their involvement in assessment and production of the EHC plan including communication following the implementation of co-production processes</li> <li>Positive feedback from CYP about their education provision experience and in having their views and aspirations sought and considered in their EHCP</li> <li>Increased percentage of Audits judged to be Good or Outstanding for new EHCPs (Quarter on Quarter KPI%)</li> <li>Increased percentage of Audits judged to be Good or Outstanding for annual reviews (Quarter on Quarter KPI%)</li> <li>Evidence in each quarterly report shows progress made against identified areas for improvement, cross referenced with parental feedback gathered during the quality assurance audits.</li> <li>% of staff who have completed mandatory training relevant to role</li> </ul>

### GLOSSARY

AP – Alternative Provision	DCS – Director of Children Services	SC – Social Care	SIB - SEND Improvement Board
APP - Accelerated Progress Plan	EHC - Education & Health Care	KPIs - Key Impact Indicators	WAC - Worcestershire Association of Carers
ASWP - Advanced Social Work Practitioner	EHCNA - Education Health Care Needs Assessment	MAT - Multi Academy Trust	WCC - Worcestershire County Council
CAMHS - Child and Adolescent Mental Health Services	EHCP - Education & Health Care Plans	SENCo - Special Educational Needs Coordinator	WCF - Worcestershire Children First
CCG - Clinical Commissioning Group	EY – Early Years	SEND - Special Educational Needs and Disabilities	YP - Young Person(s)
CEO - Chief Executive Officers	FE - Further Education	SENDIASS - Special Educational Needs and Disabilities Information Advice and Support Services	HWHCT - Herefordshire and Worcestershire Health and Care Trust
CYP - Children & Young People	FiP - Families in Partnership		