Worcestershire Children and Young People

At the heart of everything we do

SEND Improvement Parent Carer Survey 2021

"YOU SAID, WE DID"

NHS Herefordshire and Worcestershire Clinical Commissioning Group

worcestershire county council

WORCESTERSHIRE CHILDREN FIRST

FAMILIES IN PARTNERSHIP WORCESTERSHIRE

SEND Information, Advice and Support Service Worcestershire

YOS

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Introduction

In early 2021 Worcestershire Children First and Families in Partnership (FiP), Worcestershire's parent carer forum sent out a joint parent carer survey to obtain the views of parent carers about services in the area for their children and young people with Special Educational needs/disability (SEND). This is the second such survey and it went out during the third Covid-19 Lockdown.

This annual survey forms part of our improvement journey, we want to know what was working well and not working so well with our SEND Services and what parent/carers think needs to change.

The results from this survey have been analysed, compared to previous years, and shared with all the relevant parties for comment and action. To protect the identity of the respondents we have not published individual comments in their entirety but grouped them into overall themes and responded to them – these can be found in the 'You Said, We Did' (YSWD) table below. We have used this year's results to continue to track our progress against commentary made in the 2020 YSWD.

In this report we have used the term parent to cover parent carers or carers and the term child to cover child or young person.

Thank you

The annual survey is now an intrinsic part of our improvement journey and provides us with a rich source of information about what is going well and where we can do things better. Without the 214 people who took the time to respond to the survey, we wouldn't be able to do this, their contribution is invaluable, thank you to all of you.

We want to reassure everyone that colleagues across all our partners including Commissioning, Education, Health, Families in Partnership, Schools, SEN Services and Social care are continuing to use the results to help inform their decisions about services.

Key Findings

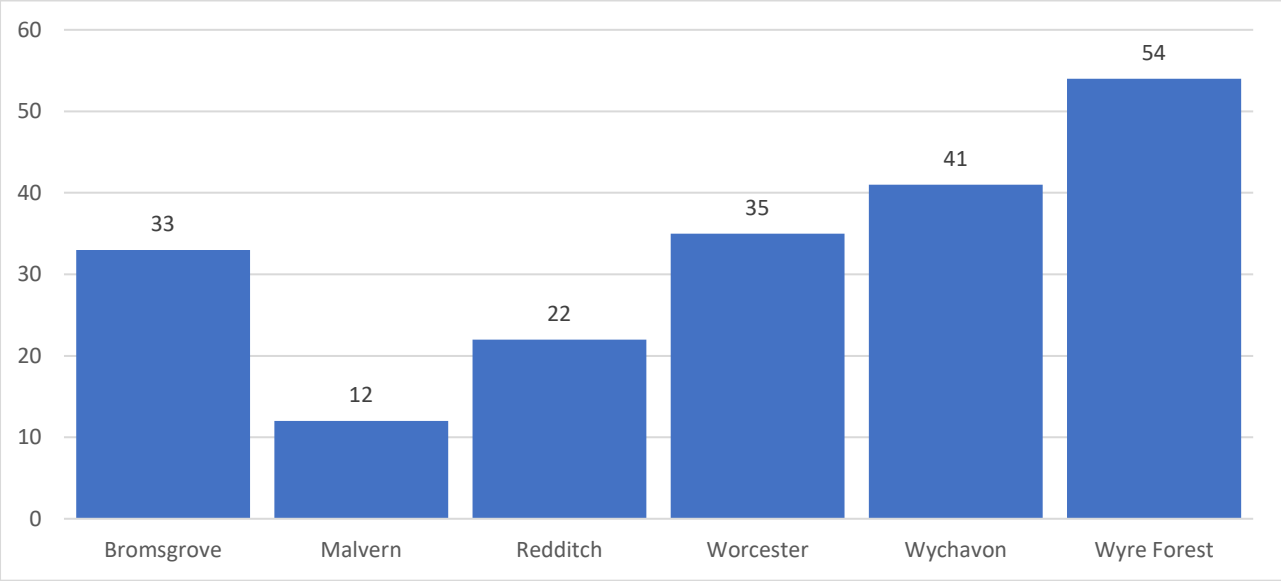
The survey was shared across social media across a range of accounts and emailed to members of FiP.

In total 209 surveys were completed by people living in Worcestershire, 66% of respondents live in either Worcester City, Wychavon or Wyre Forest.

76% of the children were aged between five and fourteen.

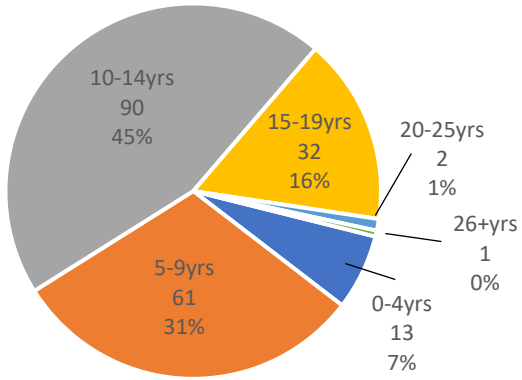
71% of children were in a mainstream school or education setting. Of the 192 children in an education setting, 74% felt their child was supported by them either all or some of the time.

Number of Responses Received by District



Age Ranges of the Children for Responses Received

76% of the children were in the 5-14 years age bracket.

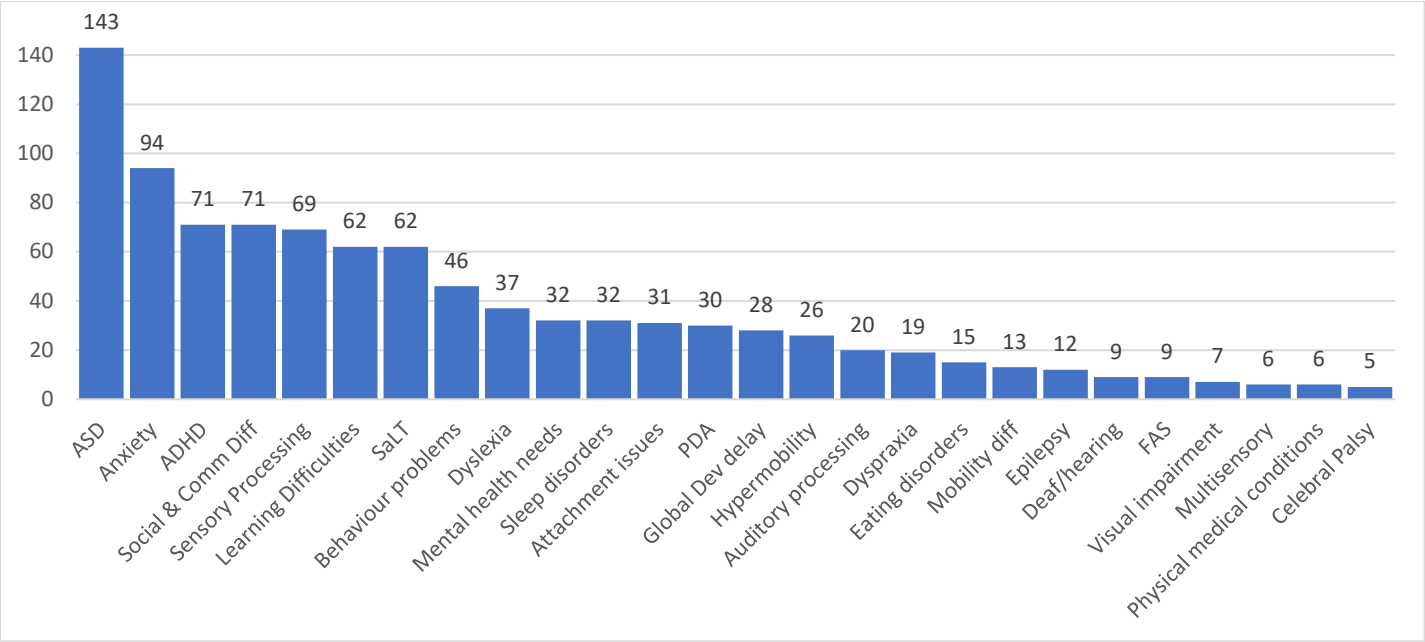


This year, the respondents were given a drop down list of disabilities and were asked to select one as the main or primary SEN and/or disability and then the same list was repeated and they were asked to select as many additional needs/difficulties as appropriate from this secondary list. In each list the option was also given to select 'Other' and a free text box was provided to give further details.
Only nine (5%) cited just a Primary SEN, with no secondary needs or difficulties.
For the purposes of this report we have included both diagnosed and undiagnosed together, and primary and additional needs are counted together.
Comparing 2021 with 2020, there were similar disabilities in the 'Top 10', but a change in ranking. There was, perhaps unsurprisingly given the pandemic, a significant increase in the number of children/young people with anxiety (44% in 2021 compared with 12% in 2020 (prior to the pandemic)) making it the second most named disability when both primary and secondary were counted together.

The top five listed disabilities were:

1. ASD (including undiagnosed and suspected)	143 – 67% of all respondents
2. Anxiety	94 – 44% of all respondents
3. ADHD (including undiagnosed and suspected)	71 – 33% of all respondents
3. Social & communication difficulties	71 – 33% of all respondents
4. Sensory processing disorder/difficulties/issues	69 – 32% of all respondents
5. Speech & Language	62 – 29% of all respondents
5. Learning difficulties	62 – 29% of all respondents

Breakdown of Disabilities Named Five Times or More

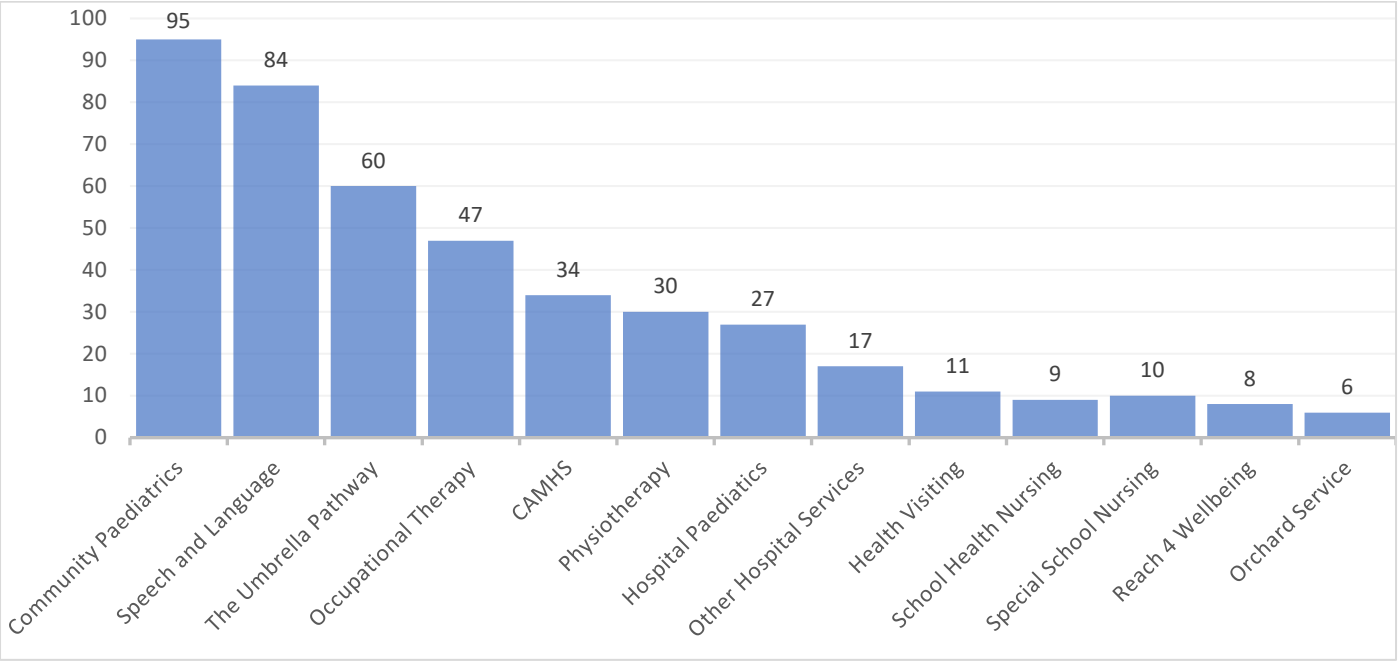


Of the 209, 143 (68%) named Autism or suspected Autism in this section in either the primary or secondary category.
When we looked at those who had selected Autistic Spectrum Conditions as the primary disability (80 responses), 55, over two thirds then selected anxiety as a secondary disability/difficulty.

48% of the children have Education, Health and Care Plans (EHCP) and 70% of those parents felt their child was at least partially making progress towards the outcomes in their plan.

We asked about a total of 13 Health Services ranging from universal, (open to all) services like school health nurses and health visitors through to the more specialist and targeted services such as Speech and Language, Child and Adolescent Mental Health Services (CAMHS) and Paediatricians. Some families are accessing multiple health services and therefore the total number of responses we received was 438 across all 13 services.

Number of Families Accessing Health Services



More parents felt that staff understand their child's disability compared to last year.

- 78% of parents said at least some school staff had a suitable understanding of their child's disability
- 46% of those parents who had accessed Early Intervention Family Support (EIFS) and 79% of those who had worked with the Children with Disabilities team (CWDT) said they were at least fairly satisfied with the professionals' understanding of their child's disability. It should be noted that the numbers of families accessing the Early Intervention Family Support or Children with Disabilities team were relatively low, 13% in the case of EIFS and 10% with CWDT.
- Across the 13 health services we asked about, 61% of families said they were satisfied or fairly satisfied with the professionals' understanding of their child's disability. This figure for health is an average across all 13 services, when looking at the detail, some services had higher satisfaction rates than others.

Parent carers want to be involved in decisions about their child's SEND across all services.

- In Education Services 44% of parents strongly or fairly strongly agreed with the statement that they had been fully involved in the decision-making process
- In Health Services 43% of parents gave the same response
- 54% of parents who had accessed Early Intervention Family Support (EIFS) and 94% of those who had worked with the Children with Disabilities team (CWDT) said they felt satisfied or fairly satisfied that their views were taken into account.

Across health 50%, Children with Disabilities team 84% and Early Intervention Family Support 44% were fairly satisfied or very satisfied that their child's views had been taken into account, it was 47% for those who had been through the Education, Health and Care Needs Assessment (EHCNA) process.

Compared with 2020 results, satisfaction levels with how parents felt about their views being taken into account have gone up across most services. Across health it averaged at 60% who felt either satisfied or fairly satisfied, with most individual services showing similar or increased satisfaction levels. For those who had been through the EHCN assessment process the levels had increased from 46% to 60% and in EIFS it was 54% and with CWDT 94%.

Good communication continues to be important and satisfaction rates in this area have improved.

Parents were asked about how well they felt services communicated with them and compared with last year satisfaction have risen – in 2020 less than 50% were fairly or very satisfied with communication with Early help, Social care or health, this year's figures are: EIFS 58%, CWDT 79% and Health 58%. Parents were also asked about the communication with school and Special Educational Need (SEN) Services during the Education, Health and Care Needs Assessment process and 57% of parents said they were very or fairly satisfied with the communication from school, SEN Services was 43%, both were up on last year.

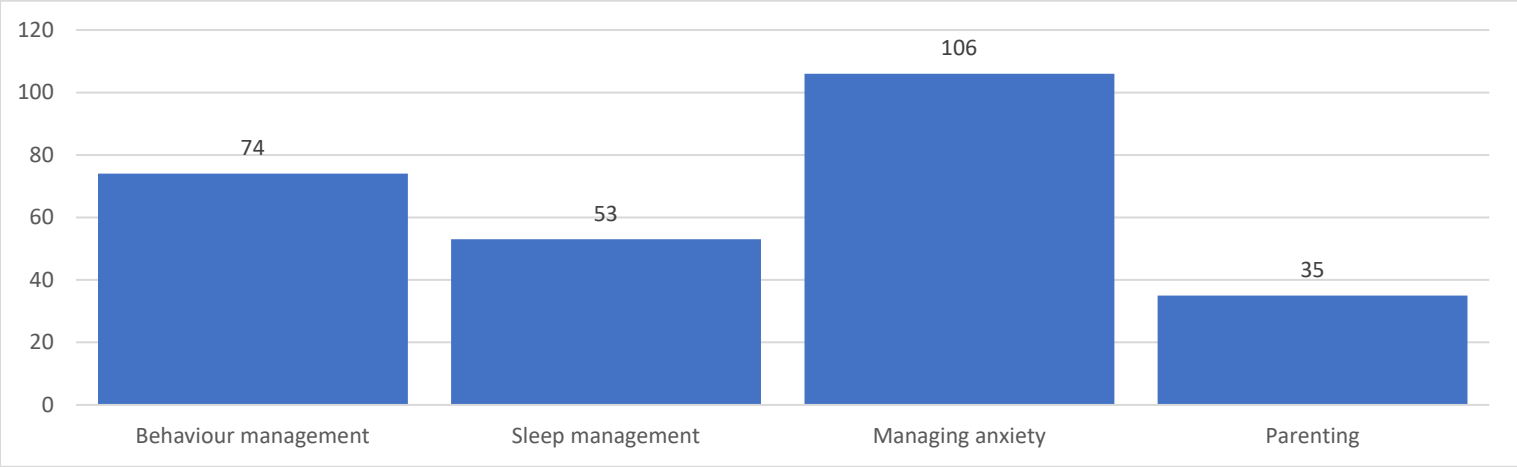
Improvements are still needed with timescales and waiting times, but there has been some improvement compared to last year.

With 68% of parent carers saying they were fairly or very satisfied to timescales the Children with Disabilities team were the only service to score more than 50% to this question. However, the EHCN Assessment process which rated poorly last year (25%), had risen to 43%. Health had improved satisfaction levels 46% from 38% in 2020 and Early Intervention Family Support stayed the same with 44%.

We recognise that the responses are representative of people's own experiences of the system, rather than a representative account of all service users.

Training for parents

Parents were asked if there was any training related to their child's SEND that they would like to access, and the results were the same as they were in 2020. The most popular remained managing anxiety, followed by behaviour management, sleep management and then parenting.

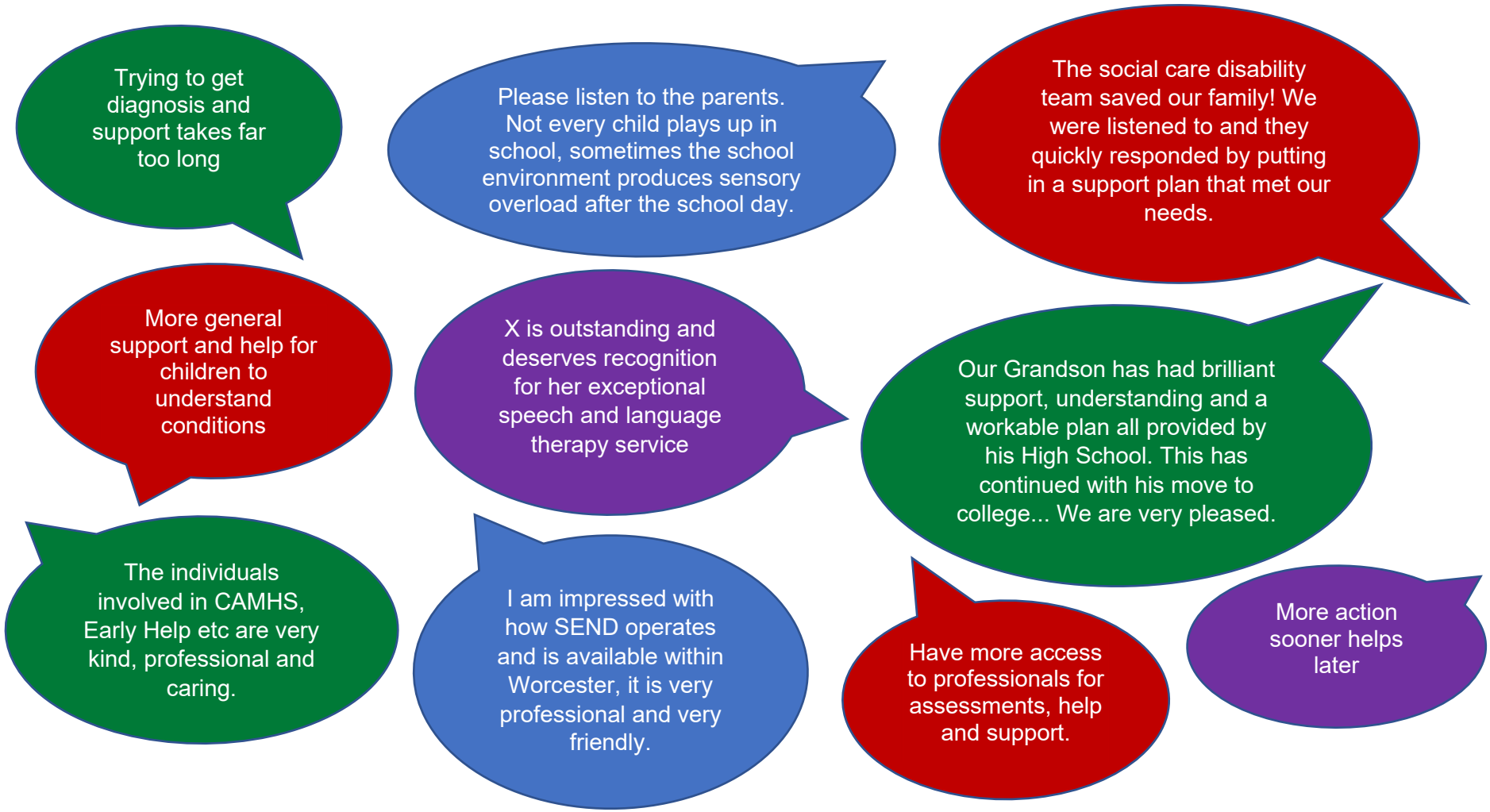


Covid-19 obviously had an impact on training opportunities for everyone, including families. There are a number of online courses available during 2020/21 provided by WCC and partners and many of them have been free. We have a page on the SEND Local Offer which has information about courses on offer, and it has been regularly updated throughout the pandemic when new courses have become available. You can find it here: SEND Local Offer training for parent carers.

We will continue to share this information with our partners, who provide training for parents and they will use the information when they are considering what training they deliver in 2022. Family support teams also offer information for parents about behaviour management, thorough one to one support or group work, which is available online.

Compliments and comments

Throughout the survey parents took the time to write compliments and suggestions for what could make things better. These comments have been analysed and form the basis of the 'You Said, We Did' section below. Parents have praised the staff in many service areas for the help, advice and support they have received.



‘You said, We did’

The parent carer survey had over 250 comments from the respondents, covering all aspects of SEND services in Worcestershire.

As with last year we have used the headings and questions from the survey as a framework and responded to the comments below, detailing what work we have done to address any concerns and what we plan to do next. We have also included the 2020 commentary and provided updates on the work.

Detailed feedback about The Local Offer can be found in the 2020/21 Local Offer Report.

*Figures in brackets are the percentage figures from last year’s survey and any new comments from 2021 are in *italics*

CYP is child or young person

Overarching Themes

Communicate and listen (with families and between agencies)

Service Area	Comments	In 2020 we said we would	What we have done	2021 and Future plans
Education	67% (49%) of parents said regular communication and engagement with parents is something schools could do to help support the families more. When asked what their child’s education setting could do to support their child they said: - Communicate and listen (with them as parent/carers, with their child and with other agencies)	We are working with Families in Partnership, schools and other partners to develop a Parental Engagement Guidance for schools. This will initially involve some targeted work with a smaller number of schools helping them develop their specific practices on how to involve parent/carers in the assess, plan, do review cycle with their children. The second phase will involve rolling this out across the county. Collate examples of effective practice and case studies to share more widely with WCF Teams and schools.	Through SENCo training, networks and communications, we have shared parental feedback. We have promoted the SEND Responsibility Framework (SEND Responsibility Framework Worcestershire SEND Local Offer) and Co-production Ladder with schools/settings. School Improvement Advisors (SIA) SEND/Inclusion prompts include a focus on the effectiveness of parental engagement – these are used by SIAs during discussions with school leaders, performance reviews and SEND Reviews. SEND Governor Training includes a focus on the role of Governance in holding senior leaders to account for the effectiveness of parental engagement.	Further opportunities will be provided to look at what meaningful engagement looks like. This is to ensure schools/settings better understand how the views of parents/carers/young people should actively contribute to and influence decision making within the Assess, Plan, Do, Review (ADPR) process. Parental Engagement Task Group are working to co-produce a Parent Carer Engagement Guidance toolkit (to include key principles, specific guidance and case studies to demonstrate effective practice). This group is led by WCF parent engagement advisor, parent carer representative from FIP and WCF SEND School improvement Advisor (SIA) and includes a

Service Area	Comments	In 2020 we said we would	What we have done	2021 and Future plans
				range of SENCos from different schools across the county. In September 2021 we will be launching the updated guidance for completing the Family Conversation – the focus will be on having meaningful conversations and will strengthen the Code of Practice around having regular meetings with parents of children with SEN. The family conversation was coproduced involving representatives from FiP and SENDIASS
	Involve specialist services and communicate with them effectively.	Guidance will be issued to schools in December 2020 on how to work with children with medical difficulties. This will encourage a multiagency response and ensure better record keeping of plans resulting from this work.	Guidance was launched as planned in December 2020. Health leads have attended SENCo network meetings to raise awareness of health service offer and resources available.	Updated offer from Complex Communication and Educational Psychology team will be launched at SENCo information sharing conference in September 2021. SEND strategy 2021-25 includes a focus on effective assessment and identification of SEN including the role of specialist services. Health leads will continue to attend SENCo networks at regular intervals. SENCo's will be aware to contact the DCO or individual services if they experience any difficulties or have any questions regarding health needs of children with SEND. The aim and outcome will be to improve and shorten the child and family journey via better joint working, understanding of

Service Area	Comments	In 2020 we said we would	What we have done	2021 and Future plans
				roles and responsibilities in meeting needs.
	New in 2021 *Better communication within school – between staff and the SENCo, and at transition points between class teachers*	NA	NA	Further work is planned as part of the 2021-25 SEND strategy focusing on transition guidance for schools and settings with a particular focus on pupils with SEND and other vulnerable groups. This will promote greater consistency of effective practice.
	Better communication between parents and the Pre-School forum	NA	NA	A review of the Pre-School forum (PSF) has taken place during the summer term. An analysis of the responses has been undertaken resulting in the creation of a business case requesting admin support to provide written feedback. In addition, consideration is being given to the development of a Child Specific File that all agencies can access and save information; consultation is currently ongoing. A Child Specific File would also help address the issue of the lack of information received by PSF for children entering Reception. In response to the survey, all letters sent out for school starters will include minutes from PSF.
	More regular meetings/updates with parents/school and SEND Services	NA	NA	The SEND casework team is currently experiencing capacity issues as a result of nationally recognised recruitment and retention issues. In the short term, there is a robust plan in place to fill vacancies on a temporary then permanent basis.

Service Area	Comments	In 2020 we said we would	What we have done	2021 and Future plans
				Discussions are also ongoing about increasing capacity in the service beyond current levels to ensure casework support for the growing cohort of CYP with Education, Health and Care Plans (EHCPs) is effective and timely. Communication with parent carers, settings and other professionals is a key aspect of effective casework and improvements to current practice will be considered as these capacity issues are resolved.
	Covid-19 specific concerns *Better communication and support during the lockdowns for SEND children* *Improve communication regarding transitions.*	NA	WCF produced 'Transition Guidance for Vulnerable Learners' for schools and settings to make adaptations to transition procedures within COVID safety measures. Many schools were able to demonstrate evidence of good practice (e.g., virtual tours, remote meetings) and this was disseminated through SENCo Network meetings.	
EHCNA Process	60% (46%) of parents felt either strongly or fairly strongly that their views were taken into account during the EHCN assessment process and 47% (38%) said the same about their child's views. Parents said that the communication from SEN Services could be poor, that they sometimes didn't feel informed about what was happening, and they wanted to be listened to and worked with. In the survey 43% (30%) were either fairly or strongly satisfied with communication with SEN Services.	The Learning and Development team is working with the SEND Group Managers to put together specific training for the team to improve communication with the team.	Improving communication has been a key theme in work with all SEND casework staff over the past year, through internal training and supervision. Parent carers' responses indicate improvements in this regard however further improvements are needed.	Written guidance regarding timeliness of responses from the SEND casework team to parent carer communications is being drafted and will be shared through the SEND Local Offer.

Service Area	Comments	In 2020 we said we would	What we have done	2021 and Future plans
	New in 2021 *Parents said they wanted the effectiveness of interventions to be monitored and reported to parents.*	NA	NA	The new EHCP request forms ask about progress made in the SEND support, what works, what hasn't. The new Guidance (Sept 2021) on annual reviews – focuses on progress against EHCP outcomes, asking What worked, what didn't, what was learned, what needs to happen
Health	53% (49%) of parents who had been involved with Health Services said they were fairly or very satisfied with the communication with them. 55% (52%) said they fairly or very satisfied that their views were taken into account and 45% (44%) said the same about the views of their child. Parents said that it was sometimes hard to get in touch with health professionals and they sometimes didn't feel informed about what was being done.	We will review evidence of family views incorporated in Health contributions to EHCPs We collect feedback through a variety of means – Friends and Family test, social media, compliments and complaints on a monthly basis in addition to specific engagement activities. We review the feedback and use this information to identify learning and initiate co-production activities to improve the impact of provision and children and families experience.		Designated Clinical Officer (DCO) will be part of the Quality Assurance process and action any learning with clinical teams We will work with partners to ensure a feedback tool is developed to cover SEND/ all Health providers and Social care. We are looking at ways to incorporate feedback from community health teams within the SEND QA meetings. This will provide opportunity to capture and collate informal feedback.
	Parents also commented that communication between health professionals and schools could be improved.	We will continue to disseminate the feedback we receive from families to the relevant teams. Remind all staff to ensure families have contact details for services. We will have ongoing monitoring of the service and PALS feedback	Health leads have attended SENCo network meetings to raise awareness of health service offer and resources available.	Health leads will continue to attend meetings where appropriate.

Service Area	Comments	In 2020 we said we would	What we have done	2021 and Future plans
	New in 2021 *Parents also commented that the Umbrella Pathway did not contact the parents directly and relied on forms which limited the information parents could provide.*	NA	NA	Umbrella Pathway Monitoring Group to co-produce a review of information sharing for families that is effective but realistic within available resources.
	Communication between health services – health professionals were sometimes not aware of the involvement of others or of a diagnosis	NA	NA	Hereford & Worcs Health and Care Trust will review their electronic record system (ESR) to include a specific location for SEND/ EHCP. This will enable easy access to information re SEND/EHCP for the named Child or Young person (CYP). It will also give access to professionals involved in CYP care. The improved learning and development re SEND will also improve knowledge re partnership working re SEND.
Social Care and Early Help Hub	In Social Care* 94% (45%) said they fairly or very satisfied that their views were taken into account and 84% (44%) said the same about the views of their child. In Early Help** the figures were 54% (43%) for parents and 44% (39%) for the child's views. When asked about communication between the families and the service 58% (43%) of Early Help and 79% (53%) of Social Care were either very or fairly dissatisfied. ** in 2021 parents were asked about CwD team specifically rather than all of social care as in 2020*	Ensure that parents/carers are clearly informed of allocated worker at point of contact and that any change of worker is supported by a virtual or face to face handover. Continue to develop and ensure that we are being creative in the ways that we seek and record children and young people's views. Ensure parents views are gained throughout involvement and intervention.	It is a clear expectation as a practice standard that this will happen but we are aware that further work needs to be done to refine this.	We will be looking to put robust protocols in place to ensure consistency across the service.

Service Area	Comments	In 2020 we said we would	What we have done	2021 and Future plans
	*** in 2021 it EIFS rather than Early Help in general*			

Support for families

Service Area	Comments	In 2020 we said we would	What we have done	2021 and Future plans
New in 2021 this was an overarching theme across all services	*Parents want clear pathways to access support across all service areas.* *Often parents commented that the support families receive is dependent on the workers they work with knowing what is available and how to access it.* *They want greater transparency throughout the system.*	Clearer pathways are developed and information regarding them is available on the Local Offer for families and professionals.	Our SEND Joint Commissioning Strategy has been published on the WCF website giving details of the services we will be reviewing and our investment plans for the year 2021-22.	Our work to ensure the SEND Local Offer provides accessible and useful information to parents about support pathways for Children and young people with SEND is ongoing. The review of Paediatric therapies should identify universal, targeted and specialist support offer available. The whole review and implementation is anticipated to complete Spring 2023. Engagement with stakeholders, including parent carers, will commence Autumn 2021. PCF representatives will be invited to the steering group.
	Parents said they want a clear 0-25 pathway. *Parents want Early Intervention - across all service areas, so children don't have to reach crisis point before they receive support.* *Early/timely diagnosis so the correct support can be put in place.*	NA	NA	We at WCF are developing the All Age Disability (AAD) Offer and service. This includes mapping the Journey of the child and what and when do different services become involved. This will help us to embed the aspiration of thinking about preparation for adulthood at every stage of a child's life – helping us together with families with longer term

Service Area	Comments	In 2020 we said we would	What we have done	2021 and Future plans
	They want practical help and support across the county, with any universally available support offering support for SEND families. Parenting Courses for families with SEND children			planning. It will also help us to communicate the different pathways. We are looking to further develop the Local Offer web site and review Preparation for Adulthood information. We are exploring the creation of an 'independence hub' within the council wide Here2help customer care transformation. The AAD is committed to a graduated response as its offer - supporting early intervention and increasing universal and community services better meet needs, this builds on the experience of Here2Help during Covid. It is focused on Needs and outcomes rather than diagnosis and services. The Right help at the right time. Within Health the review of Paediatric therapies should provide increased universal and targeted support to promote early identification and intervention. There is a plan to reduce autism assessment time to 6 months from referral to diagnosis/outcome of assessment. Implementation of Support offer for Children with ASD or ASD traits, with the appointment of a support facilitator within Umbrella pathway team from September 2021. The Paediatric Occupational Therapy (OT) and Physiotherapy (PT) service review commenced

Service Area	Comments	In 2020 we said we would	What we have done	2021 and Future plans
				August 2021 (delayed due to COVID 19) using Balanced system tool (The Balanced System). The whole review and implementation is anticipated to be complete in Spring 2023. It is currently in analysis stage to understand needs and gaps. This will be followed in year two by transformation design prior to implementation of new model. The model will be developed around universal, targeted and specialist provision. The universal provision will enable access by Children, Young People, Families and professional partners to resources and tools. Co-production is embedded in this development and engagement with stakeholders, including parent carers, will commence Autumn 2021. The Parent Carer Forum representatives will be invited to be on the steering group.
	Children in care who live in Worcs but are placed from another county cannot access Worcs services and support	NA	NA	Children who are looked after and are in the care of other Local Authorities (LA) but attend school in Worcestershire are the statutory responsibility of their home LA. Worcestershire Virtual School (WVS) therefore do not support the Personal Education Plan (PEP) process for these children, but they do provide advice to other Local Authorities (where the child is in care) and in particular to other Virtual Schools.

Service Area	Comments	In 2020 we said we would	What we have done	2021 and Future plans
				Any child in care who attends a Worcestershire school can access child in care organised projects and activities through WVS. Children who are looked after would also benefit from VS professional development offered to school staff within Worcs schools. Children who are Looked after and placed in Worcestershire access all Worcestershire health services. These Looked After children are usually registered with a Worcestershire GP.
Education	Support in school – 25% (22%) felt that their child didn't get the support they needed. 40% (44%) felt that their child received support some of the time. When asked what their child's education setting could do to support their child they said: - Provide support which meets children's individual needs. - *This was still in true in 2021. Parents want to see more support in mainstream (particularly secondary). They would like detailed individual support specific to a child's needs, with 1 to 1 support if needed. The use of supportive, specific teaching methods which are recommended in professional advices.* *New in 2021*	Continue to promote good practice through the SENCo networks. Collate examples of effective practice and case studies to share more widely with WCF Teams and schools. We will be making changes to the support offered by the Medical Education Team from September 2021. In the meantime, we will be offering anxiety training to schools to help them better understand and meet the needs of their children.	Frequent opportunities within SENCo Networks and communications to share effective practice in meeting CYP needs in schools/settings. Range of education/health/social care professionals provide information and updates to promote good practice. School Improvement Team continue to work with maintained schools and hold leaders to account for the quality of inclusive practice in classrooms. SEND Reviews undertaken in school's causing concern to hold leaders to account where inclusive practice is not strong. Our review of the Medical Education Team has concluded resulting in a new Medical Education Pathway focusing on prevention, intervention and reintegration.	The development of SEND Locality Hubs to provide meaningful collaboration between schools, specialist settings and WCF SEND Teams to share expertise and address the needs of Children and Young People with complex needs locally. Increase training opportunities e.g., specialist teachers to deliver training focussed on effective strategies to meet specific need types for staff in schools/settings – particularly secondary phase. The Autism and Complex Communication Needs (CCN) team have reviewed their offer to schools – as part of this they will be able to offer training around Autism Awareness for all schools starting in September 2021. Flyers will be sent out to all schools and we will keep a record of which schools take up the

Service Area	Comments	In 2020 we said we would	What we have done	2021 and Future plans
	Early intervention in education, put the support in earlier to prevent escalation and behaviour issues *The LA to support Schools more with specialist support and advice* *Look to change support more quickly if the intervention isn't working* *Early Years Assessment centre to offer more support* *Support with transitions* *More awareness and support for those who appear to be managing in school, but at a cost elsewhere*			training. This will also mean CCN can reach out and develop working relationships with a wider cohort of schools and promote our services for schools to involve us for specialist advice Learning Support Team (LST) will be updating their Dyslexia Pathway and relaunching to all schools in September. This will promote awareness of the pathway so that schools can involve the team with Dyslexia assessments and support The Educational Psychology team (EP) will be increased with four new EPs joining the team over September and October. This is in addition to a new Principal EP who joined us in July 2021. From September the team will focus on developing training and support work for schools and settings. The EP team will be able to offer traded support in schools again as well as completing their statutory duties and assessments. We will be promoting the changes to the SENCO networks and conferences in September as well as communicating to schools via the regular education bulletin and SEND Newsletters New guidance for annual reviews is being co-produced, with the focus on progress and outcomes and less on activity to ensure needs are being met

Service Area	Comments	In 2020 we said we would	What we have done	2021 and Future plans
				The development of the All Age Disability offer is tasked with helping to make transitions smoother and better prepared for.
Health	Support from specialised therapy services is limited *Clear pathways to get support*	Commissioners will work with the specialised therapy services to agree how to deliver the plan and whether different services need to be commissioned. We will continue the monitoring of needs and provision of specialist equipment. Service review required for Physiotherapy & Occupational Therapy. As part of this would be keen to hold sessions with parents / schools and WCF to gain feedback and co-produce on solutions. The service review to be co-produced with FIP (Families in Partnership)	SLT relaunch of new pathways in June 2021 Delayed due to Covid-19 see future plans column	The Paediatric Occupational Therapy (OT) and Physiotherapy (PT) service review commenced August 2021 (delayed due to COVID 19) using Balanced system tool (The Balanced System). The whole review and implementation is anticipated to be complete in Spring 2023. It is currently in analysis stage to understand needs and gaps. This will be followed in year two by transformation design prior to implementation of new model. The model will be developed around universal, targeted and specialist provision. The universal provision will enable access by Children, Young People, Families and professional partners to resources and tools. Co-production is embedded in this development and engagement with stakeholders, including parent carers, will commence Autumn 2021. The Parent Carer Forum representatives will be invited to be on the steering group.
Social Care	Parents are looking for practical support following diagnosis, for a variety of disabilities	Continue to analyse the data that comes from the Children With Disabilities (CWD) Register and use this to understand the diagnoses for those children with disabilities and any adaptations required to meet those needs.	The CWD Register has been updated and an information email is sent out monthly to those who have agreed to receive it. Information and data from the register is analysed and forms the basis of a quarterly report to the Senior Leadership team at WCF –	We are looking at the short breaks groups and activities that we commission to ensure they meet the needs of those children and young people in Worcs, with particular focus on those with an ASD diagnosis and younger children aged 0-5.

Service Area	Comments	In 2020 we said we would	What we have done	2021 and Future plans
			this is used to identify where there are gaps in provision.	We are linking with health partners in the Starting Well service to inform focus support post diagnosis for these families.

An understanding of SEND

Service Area	Comments	In 2020 we said we would	What we have done	2021 and Future plans
Education	22% (60%) of parents whose children attended a mainstream school said they didn't think the staff had a suitable understanding of their child's SEND*. It was clear that an understanding was often patchy and wasn't consistent across the whole school. ** in 2021 there was an option of some staff have an understanding (48%)*	Collate examples of effective practice and case studies to share more widely with WCF Teams and schools.	We continue to collate examples of effective practice and case studies and share them within WCF Teams and with schools.	
		Develop a locality-based approach (District SEN Hubs) to further develop schools' capacity to meet needs.	The pandemic has delayed these plans – see Future Plans column.	We will be developing locality hubs. This is a panel of heads, SENCOs, special schools, SEND Support Teams and SEND Services. Schools will be able to join the panel and discuss CYP and the support they need to get help and advice to further support CYP in their setting. We will be developing and expanding in September
		SEN Support Teams to facilitate 'Train the Trainer' sessions for SENCos to disseminate to school staff.	The pandemic has delayed these plans – see Future Plans column	There will be an increase in training opportunities e.g., specialist teachers to deliver training focussed on effective strategies to meet specific need types for staff in schools/settings. This will be in addition to the Autism Awareness training being offered.
	Parents want school staff to have an awareness of how conditions can affect the way a child acts in class/school and understand the challenges they face in school daily	Launch the Anxiety in Schools project providing training for settings in better understanding and meeting the needs of children.	Educational Psychologists delivered training to schools regarding supporting children with anxiety. This was built upon with Wellbeing for Education Return training.	Wellbeing for Education Recovery training will be delivered to schools alongside Mental Health Support Teams in some areas. CCN team have developed the Autism Mentor and Autism Champion training so that schools who attend the training will have key people with Autism

Service Area	Comments	In 2020 we said we would	What we have done	2021 and Future plans
				knowledge in the setting for staff to go to for support and advice in understanding and meeting CYP needs. EP team will be developing training for schools as we build the team capacity
	Work with parents to gain a better understanding of SEND rather than blaming them.	We are working with Families in Partnership, schools and other partners to develop a Parental Engagement Guidance for schools. This will initially involve some targeted work with a smaller number of schools helping them develop their specific practices on how to involve parent/carers in the assess, plan, do review cycle with their children. The second phase will involve rolling it out across the county.	The pandemic has delayed these plans – see Future Plans column	Parental Engagement Task Group are working to co-produce Parent Carer Engagement Guidance toolkit (to include key principles, specific guidance and case studies to demonstrate effective practice). This group is led by WCF parent engagement advisor, parent carer representative from FIP and WCF SEND School improvement Advisor (SIA) and includes a range of SENCos from different schools across the county.
Health	61% (56%) of families said they were satisfied or fairly satisfied with the professionals' understanding of their child's disability.	Occupational Therapy service offer to provide sensory needs training to SEND team. Service review is required for Physiotherapy & Occupational Therapy. Sessions will be held with parents to gain feedback and co-produce on solutions.		E learning is under development and should be piloted by the end August 2021 in H&W Health and Care Trust (HWHCT). An Executive paper has been drafted to seek Board support for mandatory roll out in HWHCT. Implementation of Council for Disabled Children training at three levels according to role. DCO to provide update and training on SEND topics for individual services DCO attends SEN resolution meetings to understand concerns leading to appeal.
Social Care	46% (46%) of those parents who had accessed Early Help* or 79% Social	We will continue to access and contribute to panel.	We continue to access and contribute to panel.	Following analysis of the disability breakdown of children on the

Service Area	Comments	In 2020 we said we would	What we have done	2021 and Future plans
	Care* said they were either fairly or very satisfied with the professionals understanding of their child's disability. *In 2021 – CwD and EIFS were asked about rather than Social care and Early Help in general	Workforce development will support staff development on specific disabilities and those disabilities where there is a high proportion of children in Worcestershire, for example Autism.	There has been some additional training around specific disabilities as it has been needed.	CWD Register we are planning to roll out training to the wider social care and early help workforce around identified disabilities including ASD.

Timescales/waiting times

Service Area	Comments	In 2020 we said we would	What we have done	2021 and Future plans
General	*In 2021 comments about waiting lists tended to be generalised across the whole system. That families were waiting too long for support and services. Paperwork can be complicated and then lost.*	NA	Waiting times for individual services are monitored to understand family experiences and to ensure that progress is made towards improvements. The SEND Improvement Board has worked with services where there are issues with waiting times to put in place improvement plans.	Services are developing post-COVID recovery plans.
Education, Health & Care Needs Assessment (EHCNA) Process	In the survey 43% (25%) of respondents who had gone through the EHCN assessment process in the last 12 months were either fairly or strongly satisfied with the timescales.	Service now works at 100% for new assessments. Monitor and maintain levels.	The EHC needs assessment process is now timely and a high rate of compliance with the 20-week timescale has been sustained over the last year. This has put Worcestershire in the top quartile nationally for performance. This performance is monitored monthly by WCF and by the SEND Improvement Board.	
Health	Waiting times for appointments are too long, *with Covid-19 being cited as the reason.*		Delayed due to Covid-19 – see comments in 2021 column.	Health services are monitoring waiting times. Additional resources have also been allocated although the recruitment of appropriate staff with the right skills and knowledge remains challenging. The Paediatric Occupational Therapy (OT) and Physiotherapy

Service Area	Comments	In 2020 we said we would	What we have done	2021 and Future plans
		Service review required for Physiotherapy and Occupational Therapy. We will be recruiting to more posts to support recovery.		(PT) service review commenced August 2021 (delayed due to COVID 19) using Balanced system tool (The Balanced System). The whole review and implementation is anticipated to be complete in Spring 2023. (see page 20 above for further detail) Co-production is embedded in this development and engagement with stakeholders, including parent carers, will commence Autumn 2021. The Parent Carer Forum representatives will be invited to be on the steering group.
	Waiting times for referrals and then to be *seen by the service (OT, Physio and mental health services)*	Review the system for appointment letters being produced and posted.	Appointment letter process reviewed and monitored for effectiveness via Did Not attend rates (DNA)	Ongoing monitoring of DNA and feedback re appointment allocation.
	No counselling services available during lockdown.	We will review the SEND Local Offer and web pages to ensure referral process is clear to all.	Local offer and webpages updated with current process for referral	
	Waiting times are lengthy for the Umbrella pathway with no support while you are waiting. *And then once diagnosis has happened its confusing what support pathways are available.*	Commissioners are looking at different ways of providing support to children and their families after a diagnosis of Autism is made.	This has been delayed due to COVID 19	Implementation of Support offer for Children with ASD or ASD traits, with the appointment of a support facilitator within Umbrella pathway team from September 2021.
		As recovery is achieved the support offer will improve. We plan to start workshops to support families in January 2021. We will aim to give information regarding the estimated length of the assessment process.	Workshops have not yet commenced due to capacity issues during COVID and focussing on the recovery plan. Information is provided regarding estimated length of the	A new Support co-ordinator will start in September 2021 and their priority will be organising workshops

Service Area	Comments	In 2020 we said we would	What we have done	2021 and Future plans
			assessment process in total and waits to each individual service assessment.	

Funding

Service Area	Comments	In 2020 we said we would	What we have done	2021 and Future plans
General	More funding and investment is needed throughout the system.	A draft High-Level Needs Funding management plan has been produced which looks at how we use our available funds wisely and effectively. This will be shared with the Strategic Schools Forum in the new year.	Good progress has been made against implementation of the High-Level Needs funding plan. This has ensured greater transparency and improved strategic decision making.	The High-Level Needs Funding plan focuses on how we can achieve positive outcomes and best value for CYP with SEND. We have undertaken a review of 'Top Up Funding'. This funding supports individual CYP with SEND and is dependent on level of need. New criteria will be launched in the Autumn 2021 which will ensure a better match between need and funding levels.
Education	More funding for schools for staff and/or specialist teachers/teaching assistants. Increase funding to schools so all SEND children can be helped.	Continue with this work to further embed key messages. SEND top up funding is being reviewed. A new approach and guidance will be launched in April 2021. Consultation with schools and settings about what this needs to look like to support them to meet children's needs is currently being undertaken.	SEND Funding Presentation was completed and presented to schools. This is now available on WCF website for schools/professionals to access and download.	Use of School Inclusion Profile continues to be promoted through Training/Networks/Communications to encourage school leaders to be more strategic in their decision making to plan for and to allocate SEND funding. Effectiveness of SEND funding is a focus within SEND Reviews, School Improvement Adviser leadership discussions, SENCo training and Governor training. CCN team have developed the Autism Mentor and Autism Champion training so that schools who attend the training will have key people with Autism knowledge in the setting for staff to go to for support and advice in understanding and meeting CYP needs.

Service Area	Comments	In 2020 we said we would	What we have done	2021 and Future plans
Education, Health and Care Needs Assessment (EHCNA) Process	Support should be about what is needed not about budgets. *Decisions about budgets should not be made by the budget holders*	A new EHCP pathway is being co-produced with partners including parent carers.	This work has been completed and the new pathway will be launched in September 2021	The AAD strategy is to focus on what are the needs of the child or young person and the outcome to be achieved – what it would look like if the need was met. Rather than fitting children and young people to services, this approach is known as a Needs and Outcomes framework. By focusing on needs and outcomes we can combine and co-ordinate our efforts to addressing the need across the services along with the help the family provide. We aim to meet needs as local and as close to universal provision as possible to enable children and young people to be an active member of their local community.
	New in 2021 – Parents want there to be sufficient funding to pay for the staff needed to fulfil an EHCP	NA	NA	We have undertaken a review of 'Top Up Funding'. This funding supports individual CYP with SEND and is dependent on level of need. The new criteria will be launched in the Autumn 2021 which will ensure a better match between need and funding levels. We are launching District Hubs where we bring together SEND professionals with schools to consider the needs of CYP receiving SEND support. The hubs will offer advice but also consider requests for short term additional funding where schools are able to demonstrate how they are using their existing funding to good effect.
Health	More funding for Children and Adolescent Mental Health Service (CAMHS).	There is an ongoing review of the needs of Children and Young People in Worcestershire.	There has been a significant increase in investment in children and young people's emotional wellbeing and mental health	2021/22 sees an increase in investment in children and young people's mental health services of an additional £1.8m across the

Service Area	Comments	In 2020 we said we would	What we have done	2021 and Future plans
		Commissioners will review their plans each year and work with providers to enable children and young people to access support for their emotional wellbeing.	services since 2020. This is in line with the NHS Long Term Plan ambition.	STP. This will increase capacity in children and young people's eating disorder services, crisis services and community mental health services.

Provision

Service Area	Comments	In 2020 we said we would	What we have done	2021 and Future plans
General	*Parents feel there is a lack of specialist services across Worcestershire for their children and the lack of resources and money makes accessing services difficult.* *They feel they encounter avoidance and 'passing the buck' so different services can save on their budgets.* *Parents said they were looking for:* *Support services for children with ADHD* *Support services for children with ASD*	NA	NA	In the last year WCF have invested additional funding into the Educational Psychology team to grow capacity and worked hard to fill vacancies arising from a national shortage of qualified applicants. We are reviewing the team structures as part of the development of the All Age Disability service to have a locality focus and are committed to same outcomes for all CYP. By integrating the teams there is a move to shared problem solving rather than "buck passing". The offer from WCF Complex Communication Needs team has been reviewed and we will be focusing on how to make use of this team to build the capacity of mainstream schools to meet the needs of children and young people with autism. Our draft SEND strategy for 2021-25 will include a focus on autism specifically and will align with the National strategy for autistic children, young people and adults: 2021 to 2026. Our strategy will be underpinned by an action plan

Service Area	Comments	In 2020 we said we would	What we have done	2021 and Future plans
	Support services are not available across the whole county			which will describe how we intend to develop practice and services as we move forward. Health have a commitment to review and co-produce clear information for families and professionals which is accessible via the local offer. Implementation of Support offer for Children with ASD or ASD traits, with the appointment of a support facilitator within Umbrella pathway team from September 2021. We are launching District Hubs in September 2021 where we bring together SEND professionals with schools to consider the needs of CYP receiving SEND support. The hubs will offer advice and guidance and support early intervention for children with SEND.
Education	*More Specialist provision in Worcestershire for Social, Emotional and Mental Health and Neuro Diverse children* *Suitable provision for children with anxieties* More support and education provision for young people post 16	Initial plans for the development of Specialist Provision for specific needs will be shared with stakeholders in 2021. Where the commissioning plan finds that we need additional or different provision in Worcestershire, we will work with providers to get this in place.	The draft SEND provision plan was launched in August 2021 for feedback from stakeholders.	Our draft SEND provision plan has been published for stakeholder feedback (closing date 30th September 2021). This plan describes our analysis of need for specialist placements for CYP with EHCPs in Worcestershire and proposals for how needs could be met. The plan includes a specific focus on Autism, Post 16, Social Emotional and Mental Health needs. Our review of the Medical Education Team has concluded resulting in a new Medical Education Pathway focusing on

Service Area	Comments	In 2020 we said we would	What we have done	2021 and Future plans
	More specialist teachers in school – more SENCo's in schools	NA	NA	prevention, intervention and reintegration. We have commissioned two additional Mainstream Autism Bases which will open in September 2022. WCF have recommissioned EY Language Classes in Redditch, Bromsgrove and Worcester. A newly commissioned class has been appointed for Malvern/Wychavon (shared site). Expressions of interest for a Wyre Forest site are being sought due to no bids being received for this area All schools have a statutory requirement to have a named SENCo. Over the past year we have strengthened our training and development offer to SENCos through a joint approach from WCF and Chadsgrove Teaching School Alliance.
Social Care	*Lack of Social Care provision for SEND children*	NA	NA	We are revising the thresholds for the wider social care provision across Early Help, Children with Disabilities team and Social Care, to ensure service provision is appropriate to the level of need.
Out of School provision	Parents want their children to be included in more whole school activities such as sports days or concerts and at breaktimes and after school clubs. 12% (15%) of parents wanted their children involved in whole school activities.	Short Break provision is advertised and updated regularly on the Local Offer.	We continue to update and review the information on the Local Offer.	

Service Area	Comments	In 2020 we said we would	What we have done	2021 and Future plans
	15% (17%) of parents wanted more breaktime and after school inclusion. *A lack of specialist out of school clubs and activities* *Mainstream activities/clubs cannot support children SEND*	NA NA	NA NA	WCF are re-commissioning short breaks activities and have been working with stakeholders to understand what the needs and requirements are for the future. New Short Breaks provision to be in place from March 2022 There is currently a number of Positive Activities services commissioned, we are working to understand how these groups could be extended to support children with SEND.
Alternative Therapies	*More alternative therapies in school* *More access to sensory equipment and spaces in school*	NA NA	NA NA	Our SENCo network and regular newsletter provides up to date guidance to schools on evidence-based practice for CYP with SEND. Schools are encouraged to review their SEND provision plans regularly to evaluate the effectiveness of interventions and to consider where changes are required. All schools must update and publish their SEND information report annually and should work closely with parent carers as part of this review. The SEND information report should include information about the range of support and interventions on offer and how these relate to children's needs.

Comments by Service Area
(not covered by overarching themes)

Local Offer – This section is addressed in the Annual Local Offer report

Graduated Response

Focus	In 2020 we said we would	What we have done	2021 and Future plans
Only 36% (35%) of the respondents had heard of the Graduated Response.	In October 2020 an animation and presentation video explaining the Graduated Response (GR) were added with a social media campaign to raise awareness. A Post 16 Graduated Response Guide is in production and will be available in late 2020 aimed at young people within college settings.	We have continued to promote the Graduated Response (GR) through social media campaigns running throughout the year. The Post 16 Graduated response guidance was published in December 2020.	We will continue to promote the Graduated Response (GR) information pages on the Local Offer through social media channels. The GR resources published on the SEND Local Offer are widely promoted with schools through Training/Networks/ Communications. We are beginning to see web links to these GR resources on school's SEND landing page on their websites to provide support to parents/carers.
Provide an inclusive environment where reasonable adjustments are made for children with SEND.	We are reviewing the work of the Complex Communication Needs (CCN) to include training and support to schools in how to meet the needs of children with Autism.	The CCN team have reviewed their offer and will launch their new approach to schools in September 2021.	School Improvement Team continue to work with maintained schools and hold leaders to account for the quality of inclusive practice in classrooms. SEND Reviews undertaken in school's causing concern to hold leaders to account where inclusive practice is not strong. CCN team have developed the Autism Mentor and Autism Champion training so that schools who attend the training will have key people with Autism knowledge in the setting for staff to go to for support and advice in understanding and meeting CYP needs.
Schools to complete actions which have been agreed with external professionals.	Worked with schools through SENCo networks and the SENCo conference to think about good practice working with parent/carers.	Our EY and school inclusion forum meets regularly to consider data and feedback regarding inclusive practices in our Worcestershire educational settings. Where we receive feedback from professionals or parent carers that development work is needed in settings, we will follow this up in schools.	From September 2021 the Early Years and School inclusion forum will also have a focus on sharing examples of good practice through an online portal.

Focus	In 2020 we said we would	What we have done	2021 and Future plans
Schools and the Local Authority should be doing more to get children/young people back into education or off a reduced timetable.	Review of Pastoral Support Plan guidance and template to outline expectations of schools. Implementation of recommendations from the Medical Education Team review.	Updated guidance to schools on the use of pastoral support plans was delayed because of the Covid Pandemic however new deadlines have been agreed for this work and are being monitored by the Exclusions and AP advisory group Our review of the Medical Education Team has concluded resulting in a new Medical Education Pathway focusing on prevention, intervention, and reintegration.	Clear expectations and key messages continued to be shared with schools re part time timetables and how these should be effectively managed on a time limited basis (SENCo Leadership Programme, SENCo Network and Governor Training). Guidance re Part-time Timetables to be finalised and shared with all schools/settings (Education Welfare Team).
Support in Early Years.	A new EY strategic lead has been recruited and will start with Worcestershire Children First in January 2021. Part of this role will look at the delivery of the Pre-school forum and where improvements need to be made.		A stakeholder consultation survey has been completed to review the preschool forum. Data has been analysed and an improvement plan is being coproduced by Early Years Inclusion and SEND team. Key themes for improvement include: - Communication with parents and settings - Production of parent friendly information and training – to include a directory of services with timescales and criteria of support - Consideration of online referral process - Timely communication of information to reception teachers and primary heads - Produce parent friendly info and advice on EY and reception funding for children with SEND

Education, Health and Care (EHC) Needs Assessment

Focus	In 2020 we said we would	What we have done	2021 and Future plans
The EHC Assessment system should be open and fair.	A new EHCP pathway is being co-produced with partners including parent carers.	This work has been completed and the new pathway will be launched in September 2021.	The new EHCP pathway will be shared with educational settings in September 2021 for immediate implementation.
Parents want more regular and detailed specialist assessments.	We will continue to develop the QA frameworks within the Local Area.		The increased capacity in the Education Psychologist team (five extra EPs will be in place by November 2021) to cover statutory

Focus	In 2020 we said we would	What we have done	2021 and Future plans
			assessments and open up to traded school support fully by April 2022. CCN will continue to work closely with the Umbrella Pathway and provide Autism assessments when requested by the Umbrella team (Autism diagnosis pathway). Update and relaunch of the Dyslexia Pathway so schools can request Dyslexia Assessments – The process has been reviewed and shortened to better support early identification of need. Health needs are screened at 6 weeks to identify potential unmet health needs and DCO coordinates liaison with individual services. The Paediatric Occupational Therapy (OT) and Physiotherapy (PT) service review commenced August 2021 (delayed due to COVID 19) using Balanced system tool (The Balanced System). The whole review and implementation is anticipated to be complete in Spring 2023. It is currently in analysis stage to understand needs and gaps. This will be followed in year two by transformation design prior to implementation of new model. The model will be developed around universal, targeted and specialist provision. The universal provision will enable access by Children, Young People, Families and professional partners to resources and tools. Co-production is embedded in this development and engagement with stakeholders, including parent carers, will commence Autumn 2021. The Parent Carer Forum representatives will be invited to be on the steering group.

Focus	In 2020 we said we would	What we have done	2021 and Future plans
	Health services will review the content of the standard letters and gain feedback as to how useful the letter is for parents.	OT and Physio have reviewed the content of reports and aligned the content to ensure they provide information required for EHCP's e.g. child's aspirations, needs identified, provision quantified, and outcomes are specific and time bound.	OT and Physio continue to review reports in their weekly report drop-in sessions for OT & Physio. This aims to build confidence and improve quality. Clinical service lead or Team leads also countersign EHCP reports now so we are improving consistency and quality of reports. The type of assessments completed and reported will be reviewed as part of the balanced system to ensure they are the appropriate assessments to identify need and will enable outcome.

Education, Health and Care Plans

Focus	In 2020 we said we would	What we have done	2021 and Future plans
Is your child with an EHCP making progress towards their outcomes? 69% (75%) of parents whose children had an EHCP felt their child was making progress towards their outcomes either fully or partially. 53% (35%) wanted ambitious targets set to help their children reach their full potential.	Outcomes to be monitored to show progress for pupils with EHCPs.	We are developing an approach to monitoring EHCP outcomes for pupils attending specialist provision and for Post 16 students.	Post 16 outcomes will be shared through the SEND Improvement Board from October 2021. Placement plans for children attending specialist provision will be agreed for individual children as they transition from mainstream schools. These will describe the outcomes expected for learners and review the effectiveness of provision in meeting these.
Within the EHCP parents want to see clear strategies which will support their children to get on track.	NA	The Quality Assurance (QA) approach for new EHCPs is now well embedded and has led to improvements in the specificity of provision.	New EHCP request forms ask about progress made in the SEND support, what works and what hasn't. We are launching annual review guidance with an emphasis on preparation for adulthood planning for pupils from Year 9.
Annual reviews should happen regularly, and paperwork is updated in a timely way.	The new pathway will be launched and in place for the Autumn term 2021.	A multi-agency task & finish group, which included a parent representative from FiP, and partners from Health, looked at annual reviews for year9 onwards. Key area was CYP and parent Carer participation, clarity of expectation, range of approaches to help with	New Annual review guidance will be launched in September 2021. The new Guidance focuses on progress against EHCP outcomes, asking What worked, what didn't, what was learned, what needs to happen.

Focus	In 2020 we said we would	What we have done	2021 and Future plans
		participation and a feedback form for parent carers as part of the QA returned to WCF – new guidance and supporting toolkit to be launched in September 2021. Progress has been made with processing a number of annual reviews which were outside of statutory timescales by committing additional financial resource to this work.	Timeliness of annual reviews will remain a key focus for the SEND casework team in the next year, with close monitoring of progress through the SEND improvement board.
Preparing for Adulthood (PFA) for those young people 14 and over with an EHCP. *Independence skills should form part of the EHCP*	The new pathway will be launched and in place for the Autumn term 2021.	This is included in the year 9 onwards annual reviews guidance and tool kit. This includes independence skill audits and planning to address needs with new PFA delivery plan. Developing an Independence strategy jointly with adult services that will provide a graduated guidance on travel training, living skills and employment with specialist input for those with higher level needs.	Year 9 onward reviews will be expected to produce a Preparation for Adulthood Plan delivering to the CYP EHCP outcomes and PFA destinations. Early identification of pathway & destination and having the CYP & Parent carer at the heart will allow for better transition planning, which could include pre visits.
New in 2021 *Quality of the EHCP's should be improved*	NA	NA	The QA process for EHCPs is well embedded and has led to ongoing improvements in quality. Where issues are identified through this discussion, training for teams have received specific training and guidance has been clarified. There will be a focus in the coming year on improving the contribution from social care to the EHCNA process and on ensuring the annual review process is effective and improves the quality of existing EHCPs particularly for learners in Year 9 and above. Health QA group will review health service contribution and the learning will be fed back to teams Therapy outcomes weekly meetings established.

Health Services

Focus	In 2020 we said we would	What we have done	2021 and Future plans
An increase in specialist provision.	Share the multi-agency review into Speech and language provision recommendations with stakeholders inclusive of parent carers.		New SLT pathway launched 2021 to promote the individual child's journey according to need.

Focus	In 2020 we said we would	What we have done	2021 and Future plans
Children with ASD cannot access CAMHS o*r Reach 4 Wellbeing.*	Commissioners are working with CAMHS to ensure that their staff are trained to provide support for children diagnosed with ASD.		CAMHS offers specialist mental health provision to anyone who is assessed as experiencing mental ill health, this includes Children and Young People (CYP) with Neurodevelopmental conditions. Future mental health investment from the CCG and NHS England aims to increase access for Children & Young People. However, the skill set of the workforce i.e. our Education Mental Health Practitioners (EMHPs) is low intensity CBT interventions. CYP with ASD are not excluded but feedback to date is the interventions had minimal effect due to the nature of the ASD. A joined up approach with school is required as the best options for CYP with ASD. There will be a review of the support for children and young people with ASD to include parenting providers, voluntary sector, health services, social care and education services.
More support for children with mental health issues like anxiety.	Implementation of the CYP MH&WB Transformation Plan for Worcestershire.		Wellbeing for Education Recovery has been agreed for the EP team so guidance/training can be given to schools to support Mental Health during COVID Recovery. We will continue to deliver and expand previous Wellbeing for Education Return training. There are three Mental Health Support Team's in place in Kidderminster, Redditch and rural Worcestershire. Planning for the next phase is under way. There is Senior Mental Health Lead training for schools which prioritises Secondary and Middle Schools, Colleges, Alternative Providers and Special Schools who are not involved in the MHST program. Ongoing mental health investment via the CCG and NHS England to support increased access for Children and Young People

Focus	In 2020 we said we would	What we have done	2021 and Future plans
New in 2021 *More tangible support and advice from services, not just information*	NA	NA	Development of on-line resources and tools within therapy services which are reviewed and updated as required. We will co-produce additional support via workshops in addition to on-line resources.

Co-production

Focus	In 2020 we said we would	What we have done	2021 and Future plans
Involve parent carers in the planning of services available to support children/ young people with SEND in Worcestershire. 87% (86%) of respondents said they hadn't been given the opportunity to be involved in planning services. New in 2021 – we asked the question; 'Would you like to be involved?' and 63% said they would.	Ongoing support to FiP to encourage a growth in membership and continued inclusion of parent carer representatives in strategic boards and working groups. Work across all partners to establish a participation and engagement strategy with shared aims and ways of working. This will be included in the overall SEND Strategy.	We have continued to support FiP to encourage membership growth. Families on the Children with Disabilities register receive a monthly information email, which contains details of any opportunities to be involved in shaping services along with FiP contact details. During National Co-production week in July 2021 we launched a Get involved page on the WCF website, with details of all the different ways parents, children and young people can be involved in shaping services. A multi-agency Stakeholder group has been established – to share any consultation and engagement activity across health, education, social care and the voluntary sector.	The Stakeholder group will continue to meet termly to share information and discuss any opportunities to work together on effective stakeholder engagement. WCF will carry on offering support to FiP to encourage growth in their membership. Families will be invited to take part in consultations and working groups which are looking at developing services. Working group will be set up in September 2021 to explore best ways to get parent and CYP feedback as we develop our SEND Services across Education, Social care and Health. In the development of the CCN team offer parents were informed of a Survey to be able to voice their thoughts and ideas on shaping the team.