

Worcestershire Local Area SEND Accelerated Progress Plan (SEND APP) 2022-2023 Project Sponsors: DCS and CEO of WCF; Chief Executive, Herefordshire and Worcestershire Clinical Commissioning Group (CCG) Business Lead: Director of All Age Disability (0-25) Programme Lead: Early Help Partnership Development Officer					
KEY CONCERN WORKSTREAMS	ACTIONS/ACTIVITY				
<b>1: THE VARIATION IN THE SKILLS AND COMMITMENT OF SOME MAINSTREAM SCHOOLS TO PROVIDE EFFECTIVE SUPPORT FOR CHILDREN WHO HAVE SEND</b>  <i>LEAD WCF AND HEALTH:</i> Assistant Director Education Quality (WCF), Lead for Children and Maternity (CCG)  <b>Membership:</b> <ul style="list-style-type: none"><li>Parent carer forum (FiP) and WAC and stakeholder groups</li><li>School Phases (First and Primary, Middle, Secondary and High – for LA maintained and Academies)</li><li>Special Schools</li><li>Designated Clinical Officer, CCG</li><li>Leading Educational Improvement Professional, WCF</li><li>Operational Manager SENDIASS, WCC</li></ul>	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.	2. Review and increase attendance of mainstream Headteachers at 0-25 SEND & All Age Disability Partnership Board to represent phases of education to ensure representation from all phases of education.	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.	4. Increase the focus on sharing good practice 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 inc evaluation of their impact.	5. Work with special schools, Alternative Providers, mainstream schools and Mainstream Autism Bases to agree the approach to sector led improvements and the commissioning of outreach.
	6. Identify and engage mainstream schools who are not accessing training and development focused on SEND to understand the impact on their inclusion practices and agree what or how support and development opportunities are accessed.	7. Refresh our guidance and support offer to mainstream schools regarding effective transition between educational settings (including from Early Years settings).	8. Produce guidance on curriculum, aspirations and opportunities in Further Education colleges and mainstream and special schools to increase the number of children and young people with SEND who go onto higher education.	9. Develop annual SEND audit tool and process for mainstream schools to support increased numbers of schools eligible for Inclusion Quality Mark.	
	OUTCOME/PROGRESS MEASURES				
	<ul style="list-style-type: none"><li>Number of schools/Trusts attending events to share outcomes of SEND inspection and Accelerated Progress Plan</li><li>% of mainstream SENCOS attending training/ networks virtually or face to face</li></ul>	<ul style="list-style-type: none"><li>Quarterly qualitative survey from SENCos on effectiveness of the training, networks and Locality SEND Hub support</li><li>Impact on inclusion of the outreach offer</li></ul>	<ul style="list-style-type: none"><li>Number of completed (cumulative) school improvement SEND reviews (maintained schools)</li><li>Attainment and progress data for children and young people receiving SEND support</li></ul>	<ul style="list-style-type: none"><li>% of children young people remaining in mainstream settings following transition</li></ul>	<ul style="list-style-type: none"><li>Number of mainstream schools achieving Inclusion Quality Mark</li></ul>
<b>2: THE LACK OF SUITABLE SPECIALIST PROVISION TO MEET THE IDENTIFIED NEEDS OF CHILDREN AND YOUNG PEOPLE</b>  <i>LEAD WCF AND HEALTH:</i> SEND Group Manager (WCF), Lead for Children and Maternity, (CCG)  <b>Membership:</b> <ul style="list-style-type: none"><li>Parent carer forum (FiP) and WAC and stakeholder groups</li><li>Sufficiency &amp; Place Planning Group Manager (WFC)</li><li>Special School</li><li>Specialist Provision Forum</li><li>Early Years and Childcare Strategy Manager (WCF)</li></ul>	ACTIONS/ACTIVITY				
	1. Improve our communication to all stakeholders of the decision-making process for placements at special schools.	2. Publish and implement our SEND provision plan which outlines our approach to the development of specialist placements for children and young people with EHC Plans for school age.	3. Ensure that there is an effective Early Years offer to enable children with additional needs to enter mainstream educational provision whatever possible.	4. Review and improve the assessment and decision making for Early Years children in special school, for effective use of specialist provision.	5. Review what is additional and specialist provision in Special Schools outside of the mainstream setting to meet children and young people’s needs.
	OUTCOME/PROGRESS MEASURES				
<ul style="list-style-type: none"><li>% of new EHC Plans that are placed in mainstream schools</li></ul>	<ul style="list-style-type: none"><li>% of children and young people who have been identified to need a specialist setting in Worcestershire and who have been allocated a place</li></ul>	<ul style="list-style-type: none"><li>Number of out of county/ independent placements and % of new children and young people going to into independent provision</li></ul>	<ul style="list-style-type: none"><li>% of Early Years settings with first time EHC Plans and % of first time EHC Plans in mainstream settings</li></ul>	<ul style="list-style-type: none"><li>Number of children and young people with EHC Plans with deferment for a transition to a school place</li></ul>	

<ul style="list-style-type: none"><li>Placement and Resources Manager (WCF)</li><li>Operational Manager SENDIASS (WCC)</li></ul>					
<b>3: FRAGILE RELATIONSHIPS WITH PARENTS AND CARERS AND A LACK OF MEANINGFUL ENGAGEMENT AND CO-PRODUCTION AND COLLABORATION</b>  <b>LEAD WCF AND HEALTH:</b> Children with Disabilities Group Manager (WCF), Lead for Children and Maternity (CCG)  <b>Membership:</b> <ul style="list-style-type: none"><li>Parent carer forum (FIP) and WAC and stakeholder groups)</li><li>Quality Assurance Education and Early Help Officer (WCF)</li><li>Service user by experience x2</li><li>Operational Manager SENDIASS (WCC)</li><li>Parent Engagement Advisor (WCF)</li><li>YP participation Officer (WCF)</li><li>Principal Educational Psychologist (WCF)</li><li>Assistant Head of Service Mental Health &amp; Learning Disabilities (WCC)</li><li>Management Information Analyst (WCF)</li><li>Associate Director for CYP&amp; Families &amp; Specialist Primary Care (HWHCT)</li><li>Senior Manager for SEND (CCG)</li></ul>	ACTIONS/ACTIVITY				
	1. Agree an approach with Families in Partnership to ensure that coproduction and engagement opportunities includes a wider range of parent carer advocates and support groups in Worcestershire.	2. Further develop the SEND data dashboard to include a focus on the findings of case audits and user feedback to ensure there is a focus on families' experience of the SEND system in Worcestershire.	3. 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 role of SENDIASS.	4. Coproduce and publish information about how decisions about educational placements for children and young people with SEND are made.	5. Collate and review number of opportunities parents/carers have to feedback their experiences across education, health and social care and ensure regular analysis of how this information is used to inform service development.
	6. Embed approaches to parent carer engagement across mainstream schools, commissioning Families in Partnership to lead on this work.	7. Develop mandatory coproduction e-learning module for staff including WCF and Herefordshire and Worcestershire Health and Care Trust.	8. 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.	9. Provide information about how WCF challenge concerns about inclusive practice in schools with educational settings and parent carers. How WCF escalate decision making and take action where demonstrable progress is not evident, agree additional steps required in order to strengthen this approach. Parent carers to have an understanding of what support is available to schools.	10. Pilot of Person Centred Planning for Educational Psychology assessments to develop relationships and engagement with parents requesting new EHC Plan assessments.
	OUTCOME/PROGRESS MEASURES				
<ul style="list-style-type: none"><li>Number of parent/carers representatives and groups actively involved in SEND coproduction activity in Worcestershire</li><li>Number of service delivery, policy and provision changes across social care, health and education that include coproduction with parents carers</li><li>Number of metrics included in SEND data dashboard related to families experience of the SEND system in Worcestershire</li></ul>	<ul style="list-style-type: none"><li>% of parents/carers who agree that their child's SEND is understood by schools and services</li><li>% of parents/carers accessing SENDIASS and satisfaction rates around effectiveness of the service (SENDIASS)</li></ul>	<ul style="list-style-type: none"><li>% of parents/carers who feedback they have been involved in decisions about placement during the Education Health Care Needs Assessment process</li><li>% of parents/carers who believe they had positive experience</li></ul>	<ul style="list-style-type: none"><li>Number of schools supported by Families in Partnership during parent/carers engagement project</li><li>% parents/carers who feedback positive changes in schools as a result of involvement in the parent/carers engagement project</li></ul>	<ul style="list-style-type: none"><li>% of staff including WCF and Herefordshire and Worcestershire Health and Care Trust who have completed e-learning module</li><li>Number of schools where inclusive practices have been challenged</li></ul>	

<b>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</b>  <b>LEAD WCF AND HEALTH:</b> SEND Group Manager (WCF), Senior Manager for SEND (CCG)  <b>Membership:</b> <ul style="list-style-type: none"><li>Parent carer forum (FiP) and WAC and stakeholder groups</li><li>Children with Disabilities Team Group Manager (WCF)</li><li>Children with Disabilities Team Manager (WCF)</li><li>Designated Clinical Officer (CCG)</li><li>Service Lead for Paediatric Occupational Therapy and Physiotherapy (HWHCT)</li><li>Speech and Language Therapist (HWHCT)</li><li>CAMHS</li><li>SEND case workers</li><li>SEND Senior case worker</li><li>ASWP Adult SC</li><li>Further Education Partners</li><li>Principal Educational Psychologist (WCF)</li><li>Quality Assurance and Performance Group Manager (WCF)</li><li>YP engagement officer (WCF)</li><li>SEND Manager (WCF)</li><li>Learning and Development Manager ICT Training Co-ordination (WCC)</li><li>Assistant Head of Service Mental Health &amp; Learning Disabilities (WCC)</li><li>Operational Manager SENDIASS (WCC)</li></ul>	ACTIONS/ACTIVITY				
	1.Improve the quality of advice provided from across the partnership agencies to the EHC assessment and review process.	2. Undertake and complete a sample of the early implementation of the new year 9 onwards annual review guidance and toolkit and make amendments as needed to inform full implementation. Use this review mechanism to identify those open to the tri-partite agencies to identify best practice and make amendments.	3. Using any appropriate learning from Year 9 review guidance undertake review and impro year 8 and below.	4. Using agency support complete the backlog of outstanding EHC reviews to bring them all up to date within the cycle timescale.	5. Review the process for ongoing EHC amendments to ensure timeliness and to prevent a repeat of backlog.
	6. Introduction of learning reports on quantitative and qualitative data and them to inform service improvements on quality, timeliness and service user experience.	7. Build on and develop Quality Assurance programme for the EHC assessment and review process to monitor KPI measures, quality audit outcomes and service user feedback.	8. Learning briefing/newsletters for SEND Staff on the key learning and feedback from EHC audits.	9. Seven-Step Guide on key learning for partner agencies.	10. Enabling and ensuring that partner agencies are accessing the generic e-learning modules for advice givers including that the advice giver can understand what should be ordinarily available in mainstream provision.
	11. Develop specific training for each agency for staff to provide quality advice.	12. Training for caseworkers to improve EHC plan writing and agency advice givers to improve plan writing.	13. Devise and deliver training to all schools, Early Years settings and Post 16 colleges focusing on good practice in annual reviews including person centred planning and the contributions made by children and young people.	14. Agree a prioritisation of plans that are open to the tri partite partnership under All Age Disability (Prioritise phased transfer).	
	OUTCOME/PROGRESS MEASURES				
	<ul style="list-style-type: none"><li>Progressive increase in reported good of assessment to outcomes as measured in the Quality assurance audit</li><li>Parent carer satisfaction including communication and their involvement in assessment and production of the EHC plan</li><li>Children and young people’s satisfaction of their involvement in assessment and production of the EHC plan</li><li>Percentage of Audits judged to be Good or Outstanding (Quarter on Quarter KPI%)</li><li>Evidence in each quarterly report shows progress made against identified areas for improvement</li></ul>				
GLOSSARY					
AP – Alternative Provision	DCS – Director of Children Services	HWHCT - Herefordshire and Worcestershire Health and Care Trust		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			
CYP - Children & Young People	FiP - Families in Partnership	SC – Social Care			