



At the heart of everything we do

NEW GRAPHIC TO BE ADDED

## **Worcestershire's Children & Young People's Plan 2022 – 2024**

Find out more online:

[www.worcestershire.gov.uk/CYPP](http://www.worcestershire.gov.uk/CYPP)

**Our vision is for Worcestershire to be a wonderful place for all children and young people to grow up and for parents to be equipped with the skills required to provide safe, stable and nurturing care to their children.**

	Children and Young People tell us they feel Happy, Healthy and Safe as they grow up.			
Who will lead on this?	Early Help Partnership	Children & Young People's Emotional Wellbeing & Mental Health Partnership	All Age Disability 0-25 Strategic Partnership	Worcestershire Safeguarding Children Partnership
Overarching Outcomes – <i><b>These outcomes are interrelated and not to be seen in isolation from each other</b></i>	The best start to life – Early help and support to parents through pregnancy and early years	Access to EHWP and Mental Health support and interventions that promote and enable mental health stability for the individual parent and or child	Promoting physical wellbeing and inclusivity - empowering Children, Young People and their families to be part of their local community	Access to the right education, health and social care interventions – that prevent risks escalating and needs becoming more complex requiring Child Protection and Care
How will this be measured?	Children reach the expected level of development at their Two-and-a-half-year review  Childhood obesity	A reducing number of children and young people missing education (CME) due to mental ill health – data to be broken down into subsets of	Increasing number of children who are SEN that do not progress to EHCP  Increasing % of children with an EHCP	Successful outcomes of Child Protection plans  A reduced % of repeat Child Protection plans

	<p>figures show an improving trend against national data</p> <p>Increased % of children reaching a good level of development at the end of the Early Years Foundation Stage (EYFS), so they have "School readiness"</p> <p>Number of Early Help Assessments (EHA) and interventions completed by agencies across the partnership provide effective support preventing repeat statutory assessments and interventions</p>	<p><b>CYP at risk of health inequalities</b></p> <p>CYP absent from school for more than 10 days –data to be broken down into a subset of CYP at risk of health inequalities and those absent due to mental ill health</p> <p>Health assessments for children looked after - % of health checks where mental health needs are identified and met</p>	<p>receiving education in mainstream schools and staying there</p> <p>Increased % annual health checks for children with a disability of where mental health needs identified and met</p> <p>Destination of CYP after statutory school ends – not in education, employment and training (NEET)</p> <p>Destination of CYP after statutory school ends – living arrangements/ level of independence</p>	<p>against England averages</p> <p>A reducing % of children subject to Children protection or Care due to Parental or child mental health.</p> <p>All agencies referring children and families to the correct service at the earliest opportunity.</p>
How will we know if it's working well?	Quality Assurance: Key Performance Indicators : Audit of practice : Service user feedback			

## Children & Young People's Plan Governance

The Children & Young People's Strategic Partnership Group (CYPSP) is responsible for delivering the plan and is accountable to the Health & Wellbeing Board (HWB). The subgroups of the CYPSP and the District Collaboratives will monitor the progress of their outcomes regularly and report this to the CYPSP.

The collective partnership will seek to remove challenges and barriers to progress, and will use its links with other operational groups and or strategic forums to facilitate this. The CYPSP will report on overall progress to the Health and Well Being Board.

# Children and Young People Health and Wellbeing Worcestershire

## Worcestershire Health & Wellbeing Board

This board has the statutory responsibility for the development of Worcestershire's Overarching Health and Well Being Strategy for Adults & Children

## Worcestershire Executive Committee

This committee is accountable for the strategic delivery of the HWBB/ICS priorities

## Herefordshire & Worcestershire Childrens Board

ICS Children & Young People Board is established bringing together senior members from our ICS to ensure oversight and assurance of the design and delivery of an integrated system to improve health and wellbeing outcomes for Children & Young People. It is proposed that the CYP Board will meet bi-monthly as a strategic Board to deliver the NHS Long Term Plan expectations and to support system partnership and collaboration to reflect place based priorities determined by the Health & Wellbeing Boards

## Worcestershire Children & Young People Strategic Partnership CYPSP

Quarterly meetings to set to provide the children's strategic partnership with progress reports against the district and county wide plans.

**Worcestershire Integrated Commissioning Group. Responsible for joint commissioning of health and wellbeing services to Children and Adults**

**Children & Young People Joint Commissioning**

**Worcestershire Safeguarding Children Partnership**

**Worcestershire Children's Early Help Partnership**

**Worcestershire 0-25 All Age Disability Partnership**

**Worcestershire CYP EHWP Partnership**

The above are county-wide partnerships responsible for the planning and delivery of services specific to the remit of the group. They are collectively responsible for the delivery of the Children and Young People Plan for Worcestershire. The CYPP is developed in conjunction with the agreed priorities of the Corporate Plan, HWBB priorities and Integrated Care System

## Delivery of the Plan

Early Help Partnership	
<p><b>Vision and Aims:</b> The Early Help partnership is responsible for developing a county wide partnership to deliver preventative and Early Help services to children and young people in line with the Worcestershire levels of need guidance and Working Together 2018. It is co-chaired by senior leadership in Public Health and Worcestershire Children First to give a consistent overview of preventative and early help strategic delivery across Worcestershire and is responsible for the delivery of the Early Help Strategy.</p> <p><b>Membership:</b> Worcestershire Children First, Worcestershire County Council, Herefordshire &amp; Worcestershire Health &amp; Care NHS Trust, Herefordshire &amp; Worcestershire Acute Hospitals Trust, 0-19 Starting Well Partnership, Herefordshire &amp; Worcestershire Clinical Commissioning Group, West Mercia Police, Worcestershire Safeguarding Children Partnership, Cranstoun, Young Solutions, Worcester Community Trust, Department for Work &amp; Pensions, Young Carers, Youth Support Services, West Mercia Youth Justice Service, Wyre Forest District Council, Malvern Hills District Council, Worcester City Council, Bromsgrove District Council, Wychavon District Council, Redditch Borough Council</p>	
Key Outcome Measures	Action Plan Key Priorities
The best start to life – Early Help and support to parents through pregnancy and early years	<ul style="list-style-type: none"> <li>• Embed Early Help across all agencies, partners, and workforce</li> <li>• Develop the Worcestershire Early Help offer within each local District, local services, and support for local children</li> <li>• Promote engagement with parents / carers/ children and young people to communicate and shape multi-agency Early Help offers ensuring diversity, inclusion, and accessibility for all across the County, looking for opportunities for co-production and collaboration</li> <li>• Ensure the development of Family Hubs, co-located services and Here2Help are incorporated into our Early Help offer</li> <li>• Embedding of children and young people's strategic and associated action plans as part of the Early Help offer e.g. SEND 0-25 All Age Disability Service, youth violence, young carers and Covid-19 recovery.</li> <li>• Multi agency Early Help measures on the effectiveness and impact of Early Help in Worcestershire</li> </ul>
Children, Young People and Parents are empowered to become more active - childhood obesity figures show an improving trend against national data	
Our system provides access to health and care interventions at the right time	

## Children & Young People's Emotional Wellbeing & Mental Health Partnership

**Vision and Aims:** To improve the emotional wellbeing and mental health of children and young people in Herefordshire and Worcestershire. Herefordshire and Worcestershire System Transformation Partnership (STP) has set out the system wide strategic direction and delivery mechanism for mental health provision as outlined in the Herefordshire & Worcestershire STP Strategy.

**Membership:** The Worcestershire Children & Young People's Emotional Wellbeing & Mental Health (EW & MH) Partnership is chaired by the Clinical Commissioning Groups (CCGs) and is responsible for collaboration across the system to ensure that the vision articulated in the Local Transformation Plan is achieved. It includes representatives from commissioning and provider organisations that work with children and young people, including Child and Adolescent Mental Health Services (CAMHS), voluntary organisations, Healthwatch, the Youth Offending Service, schools and the Clinical Commissioning Groups (including TCP and Safeguarding leads).

Key Outcome Measures	Action Plan Key Priorities
Access to EHWP and Mental Health support and interventions that promote and enable mental health stability for the individual parent and or child	<ul style="list-style-type: none"> <li>• Increase awareness of mental health and emotional wellbeing with children and young people and encourage them to promote good mental health with themselves and their peers</li> <li>• Increase the number of children and young people receiving treatment for emotional wellbeing and mental health needs.</li> <li>• Ensure children and young people with eating disorders have timely access to evidence-based treatment</li> <li>• Monitor impact and effectiveness of services through performance management and co-production with children and young people</li> <li>• Improve mental health support in schools and support schools to adopt a whole school approach to mental health</li> <li>• Improve emotional wellbeing and mental health knowledge and skills of the children's workforce</li> <li>• Prevent inappropriate hospital admissions and facilitating effective discharge from hospital including operation of urgent care pathway</li> <li>• Work towards a comprehensive 0-25 years support offer across the STP</li> <li>• Include digital offers of delivery for children and young people accessing emotional wellbeing and mental health services</li> <li>• Ensure looked after children and care leavers have access to emotional wellbeing and mental health support that meets their needs</li> <li>• A range of evidence-based support and treatment is available for children and young people and parent/carers</li> <li>• Children and young people, parent/carers and other stakeholders are involved in the planning, design and review of services</li> </ul>

## 0-25 SEND & All Age Disability (AAD) Partnership Board

**Vision and Aims:** *In Worcestershire we want all children and young people with special educational needs and / or disabilities to be truly seen and respected as individuals and to be the best they can be.* SEND Strategy 2022 -2025

**Membership:** Worcestershire Children First, Worcestershire County Council, Herefordshire & Worcestershire Health & Care NHS Trust, Herefordshire & Worcestershire Clinical Commissioning Group (CCG), Families in Partnership (FiP), Worcestershire Association of Carers (WAC), SEND Information, Advice and Support Service (SENDIASS), Children & Adolescent Mental Health Service (CAMHS), School Phases (First and Primary, Middle, Secondary and High – for LA maintained and Academies), Special Schools, Further Education Partners, Specialist Provision Forum, Service users by experience

### Key Outcomes Measures

#### Mainstream schools provide effective support for children who have SEND

- Number of schools/MAT CEOs attending visionary events and planning
- % of mainstream SENCOs attending training/viewing online
- Quarterly quantitative survey from SENCOs on effectiveness of the hub support
- Number of schools attending district SEND hubs and good practice showcase events
- Number of hits on children's services portal pages related to inclusion
- % mainstream schools accepting an outreach offer
- % of special schools, MABs and AP who offer outreach
- Monthly deep dive to an identified school of concern to provide support, guidance and develop specific school action plan to improve inclusivity
- Attainment and progress data for CYP receiving SEND support
- % of schools attending SEND training and development opportunities
- % CYP remaining in settings following transition
- % mainstream schools returning SEND audit
- % compliance with SEND practice indicators included in the audit

### Action Plan priorities

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.

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. Provide training, support and challenge to schools on outcomes for children and ensure this is incorporated within their Early Help and Graduated Response offer.

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 including evaluation of their impact.

Work with special schools, alternative providers, mainstream schools and Mainstream Autism Bases to agree the approach to sector led improvements and the increasing the reach and impact of outreach. 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.

Refresh our guidance and support offer to mainstream schools regarding effective transition between educational settings (including from Early

	<p>Years settings).</p> <p>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.</p> <p>Develop an annual SEND audit tool and process for mainstream schools to support increased numbers of schools eligible for Inclusion Quality Mark.</p>
<p><b>Specialist provision meets the identified needs of children and young people</b></p> <ul style="list-style-type: none"> <li>• Number of CYP awaiting special school placement</li> <li>• Length of time CYP awaiting special school placement</li> <li>• % of CYP going to into independent provision</li> <li>• % of first plans staying in mainstream schools</li> <li>• No of CYP less than a term out of a school year for a special school placement</li> <li>• Planned increase of number of the local specialist provision placements in Worcestershire</li> <li>• Forecast saving to High Level Needs budget due to prevention of out of county/independent placements</li> <li>• % of EY with first time EHCPs attending special and mainstream schools</li> <li>• Reduction of the deferment for a transition to a school place</li> </ul>	<p>Improve our communication to all stakeholders of the decision-making process for placements at special schools.</p> <p>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.</p> <p>Ensure that there is an effective Early Years offer to enable children with additional needs to enter mainstream educational provision whenever possible.</p> <p>Review and improve the assessment and decision making for Early Years children in special school, for effective use of specialist provision.</p> <p>Review what is additional and specialist provision in Special Schools outside of the mainstream setting to meet children and young people's needs.</p>
<p><b>Improved relationships with parents and carers incorporating meaningful engagement and collaboration</b></p> <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 metrics included in SEND data dashboard related to families experience of the SEND system in Worcestershire</li> <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>	<p>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.</p> <p>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.</p> <p>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.</p> <p>Coproduce and publish information about how decisions about educational placements for children and young people with SEND are made.</p>



<ul style="list-style-type: none"> <li>• % of parents/carers who feedback they have been involved in decisions about placement during the EHCNA process</li> <li>• % of parents/carers who believe they had positive experience</li> <li>• % of parents/carers saying communication is satisfactory or better</li> <li>• Number of schools supported by Parent carer forum (FiP) and WAC and stakeholder groups during parent/carers engagement project</li> <li>• % parents/carers who feedback positive changes in schools following involvement in the parent/carers engagement project</li> <li>• % WCF/ HWHCT who have completed e-learning module</li> <li>• % of service delivery, policy and provision changes across social care health and education that include coproduction with parents/carers</li> <li>• % of schools where inclusive practices have been challenged</li> <li>• School journey data (inc. EHCP assessment per setting, admissions, movement from in and out of schools)</li> </ul>	<p>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.</p> <p>Embed approaches to parent carer engagement across mainstream schools, commissioning Families in Partnership to lead on this work. Develop mandatory coproduction e-learning module for staff including WCF and Herefordshire and Worcestershire Health and Care Trust. 0-25 SEND &amp; 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.</p> <p>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.</p> <p>Pilot of Person Centred Planning for Educational Psychology assessments to develop relationships and engagement with parents requesting new EHC Plan assessments.</p>
<p><b>Good quality Education, Health &amp; Care plans</b></p> <ul style="list-style-type: none"> <li>• Number of case file audits/moderations undertaken by management team each month</li> <li>• Number of parent carers who provide feedback as part of audit activity</li> <li>• Parent carer satisfaction of their involvement in assessment and producing of an EHC plan</li> <li>• Children and young people's satisfaction of their involvement in assessment and production of the EHC plan</li> <li>• Evidence in each quarterly report shows progress made against identified areas for improvement</li> <li>• Percentage of Audits judged to be Good or Outstanding (Quarter on Quarter KPI%)</li> </ul>	<p>Improve the quality of advice provided from across the partnership agencies to the EHC assessment and review process.</p> <p>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.</p> <p>Using any appropriate learning from Year 9 review guidance undertake review and improve year 8 and below.</p> <p>Using agency support complete the backlog of outstanding EHC reviews to bring them all up to date within the cycle timescale and to the expected quality.</p> <p>Review the process for ongoing EHC amendments to ensure timeliness and to prevent a repeat of backlog.</p> <p>Introduction of learning reports for the partnership using quantitative and qualitative data to inform service improvements on quality, timeliness, and service user experience.</p>

	<p>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.</p> <p>Learning briefing/newsletters for SEND Staff on the key learning and feedback from EHC audits.</p> <p>Seven-Step Guide on key learning for quality assessment and planning for partner agencies.</p> <p>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.</p> <p>Develop specific training for each agency for staff to provide quality advice.</p> <p>Training for caseworkers to improve EHC plan writing and agency advice givers to improve plan writing.</p> <p>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.</p> <p>Agree a prioritisation of plans that are open to the tri partite partnership under All Age Disability (Prioritise phased transfer).</p>
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## Worcestershire Safeguarding Children Partnership

**Vision and Aims:** Our vision is to have in place multi-agency arrangements across our frontline services to enable children and young people to Get Safe and work together at a strategic level to enable them to Stay Safe. Our key principles are:

- Children and young people are at the heart of what we do, and we will make a positive difference to their lives
- We will work together with this as our collective responsibility
- We will have a culture of scrutiny and challenge
- We are a 'learning partnership' and we will promote best practice
- We will share information in an effective way and use it to intelligently inform our work

**Membership:** Worcestershire Children First, Worcestershire County Council, Herefordshire & Worcestershire Health & Care NHS Trust, Herefordshire & Worcestershire Acute Hospitals Trust, , Herefordshire & Worcestershire Clinical Commissioning Group, West Mercia Police, Young Solutions, West Mercia Youth Justice Service, Probation Service, Malvern Hills District Council, West Midlands Ambulance Service, Bromsgrove & Redditch District Council, Platform Housing, Police & Crime Commissioners Office, Heart of Worcestershire College, Designated Safeguarding Lead Champion representative, Headteacher Steering Group representative, Healthwatch participant observer, Hereford & Worcester Fire & Rescue Service, Primrose Hospice

### Key Outcome Measures

#### Get Safe Partnership

Strengthened partnership approach to prevention, protection, and pursuit in relation to on-line exploitation.  
Comprehensive provision of youth and diversionary activities able to meet the different needs of CYP.

A targeted diversional offer for the groups of young people who through the engagement work are identified as at risk of being targeted by criminals.

Learning from 'Sarah' Child Safeguarding Practice Review is embedded in practice

Continuous professional development for practitioners in relation to CCE updated and being delivered.

All identified CCE concerns being shared via the Get Safe Portal in line with the Worcestershire guidance.

Get Safe 4P's approach is fully implemented and embedded

### Action Plan Key Priorities

- Our partnership approach to prevention, protection, and pursuit in relation to on-line exploitation across Worcestershire.
- Mapping out all diversionary activities available to victims or those that are at risk of exploitation, to ensure that the different agency offers provide efficient and comprehensive support across all age groups.
- Ensuring all recommendations from the 'Sarah' Child Safeguarding Practice Review are embedded in practice. This will include an audit of cases discussed at MACE to ensure that where a young person meets the threshold for child protection, the appropriate processes are used.
- Providing continuous professional development for practitioners around changing and emerging risks, local problem profile findings, the national picture of exploitation and the voice of the child.
- Ensuring all identified CCE concerns are shared via the Get Safe Portal and so contribute to our local understanding of risk and harm.

<p>within CSP's and tactical SOC focused groups.  Clear Communications Strategy for Get Safe in place.  Voice of the child or young person influences GET SAFE services  Children excluded from education or electively home educated (EHE) linked to GS process.  Clear understanding of charges, convictions, use of civil orders, NRM referrals in relation to CCE via Police data.  Clear co-ordination of the 4P's approach to exploitation in Worcestershire at a strategic level  Understand the problem profile for online exploitation.  Development of guidance for multi-agency partners for their use that sets out tactical options and pathways to pursue perpetrators of CCE.</p>	<ul style="list-style-type: none"> <li>• Strengthening the influence of children and young people's views on GET SAFE services with a particular focus on commissioning processes.</li> <li>• Ensuring that the Get Safe approach is fully supported and embedded within other local partnership groups where their priorities and activities contribute to keeping children and young people safe from exploitation</li> </ul>
<p><b>Quality Assurance Practice and Procedures Group</b></p> <p>A robust audit programme and completed audits in specific areas of the multi-agency child protection system, leading to learning being shared with all partner agencies to improve services.  All agencies referring children and families to the correct service at the earliest opportunity, measured by appropriateness of referrals to Early Help services and Family Front Door.  Local and Regional child safeguarding procedures are up to date, accessible to practitioners and support them in their day-to-day work.  Multi-agency learning and development opportunities are available to partners to support the development of strong practice in key areas of our multi-agency work.  The voice of children and families is captured and is used to improve services.</p>	<ul style="list-style-type: none"> <li>• Completion of the Early Help project in conjunction with the University of Worcester</li> <li>• The development of multi-disciplinary audits at the Family Front Door between Social Care, Education and Early Help to look at the quality of referrals and application of the levels of need to promote system learning and the Early Help agenda.</li> <li>• Support the Get Safe Partnership Group in embedding the learning from the 'Sarah' Child Safeguarding Practice Review.</li> <li>• Ensure that a multi-agency plan is in place to ensure Worcestershire can effectively respond to any Joint Targeted Area Inspection (JTAI). This will include support for agencies to understand their role, expectations and resourcing commitments of such an inspection.</li> <li>• Continue to deliver multi-agency audits in areas identified as requiring further scrutiny and use the learning from those audits to improve services to children and young people. The audit activity within this coming reporting period will include how effectively agencies capture the voice of SEND children within our safeguarding processes.</li> </ul>
<p><b>Child Safeguarding Practice Review Group</b></p>	<ul style="list-style-type: none"> <li>• improve the timeliness of the completion of safeguarding children practice reviews</li> </ul>

<p>Child Safeguarding Practice Reviews and Rapid Reviews are completed in a timely manner and to a high quality. Learning from national and local Child Safeguarding Practice Reviews is used effectively to improve and strengthen local practices.</p>	<ul style="list-style-type: none"> <li>strengthen the multi-agency approach to reducing the risk of non-accidental injury to children under one through the 'Keep Me Safe' strategy, incorporating the learning from the national review completed on these themes.</li> </ul>
<p><b>Head Teacher Safeguarding Steering Group</b></p> <p>Education settings provide appropriate early help to children and families. Education settings' referrals to the Family Front Door are in line with the Worcestershire Levels of Need Guidance. Education settings have in place systems to encourage the reporting of, and to respond effectively to reports of child on child abuse</p>	<ul style="list-style-type: none"> <li>ensure the learning from the audit of multi-agency responses to reports of sexual violence in schools and colleges is used to further improve the services provided to children and young people</li> <li>build on how learning from Ofsted complaints, which also includes identified best practice, is used to strengthen practice in our education settings</li> <li>support education providers to encourage those who are victims of sexual violence, sexual harassment and other forms of child on child abuse to report those concerns, and have processes in place that promote such reporting through education and guidance, recognising that this is happening in all settings</li> <li>support the relationship between education settings and the Worcestershire Family Front Door and promote the knowledge and understanding of the Levels of Need Guidance through regular joint audit activity and clear guidance and dissemination of learning</li> </ul>