



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 at 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. Our aim is for Children and Young People to feel Happy, Healthy and Safe.

The overarching outcomes for the plan will be led by the following partnership groups. The outcomes are interrelated and should not be seen in isolation from each other.

Early Help Partnership - overarching outcome:

- The best start to life – Early help and support to parents through pregnancy and early years

Children & Young People's Emotional Wellbeing & Mental Health Partnership - overarching outcome:

- Access to EHWP and Mental Health support and interventions that promote and enable mental health stability for the individual parent and or child

All Age Disability 0-25 Strategic Partnership - overarching outcome:

- Promoting physical wellbeing and inclusivity - empowering Children, Young People, and their families to be part of their local community

Worcestershire Safeguarding Children Partnership - overarching outcome:

- Access to the right education, health, and social care interventions – that prevent risks escalating and needs becoming more complex requiring Child Protection and Care

The outcomes will be measured through quality assurance, audit of practice, service user feedback and the following key performance indicators:

Early Help Partnership – key performance indicators:

- Children reach the expected level of development at their two-and-a-half-year review
- Childhood obesity figures show an improving trend against national data
- Increased % of children reaching a good level of development at the end of the Early Years Foundation Stage (EYFS), so they have "School readiness"

- Number of Early Help Assessments (EHA) and interventions completed by agencies across the partnership
- provide effective support preventing repeat statutory assessments and interventions

Children & Young People’s Emotional Wellbeing & Mental Health Partnership - key performance indicators:

- A reducing number of children and young people missing education (CME) due to mental ill health – data to be broken down into subsets of CYP at risk of health inequalities
- 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
- Health assessments for children looked after - % of health checks where mental health needs are identified and met

All Age Disability 0-25 Strategic Partnership - key performance indicators:

- Increasing number of children who are SEN that do not progress to EHCP
- Increasing % of children with an EHCP receiving education in mainstream schools and staying there
- Increased % annual health checks for children with a disability of where mental health needs identified and met
- Destination of CYP after statutory school ends – not in education, employment, and training (NEET)
- Destination of CYP after statutory school ends – living arrangements/ level of independence

Worcestershire Safeguarding Children Partnership - key performance indicators:

- Successful outcomes of Child Protection plans
- A reduced % of repeat Child Protection plans against England averages
- A reducing % of children subject to Children protection or Care due to Parental or child mental health
- All agencies referring children and families to the correct service at the earliest opportunity

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.

ADD GOVERNANCE DIAGRAM HERE

Delivery of the Plan

Early Help Partnership

Vision and Aims: 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.

Membership: Worcestershire Children First, Worcestershire County Council, Herefordshire & Worcestershire Health & Care NHS Trust, Herefordshire & Worcestershire Acute Hospitals Trust, 0-19 Starting Well Partnership, Herefordshire & Worcestershire Clinical Commissioning Group, West Mercia Police, Worcestershire Safeguarding Children Partnership, Cranstoun, Young Solutions, Worcester Community Trust, Department for Work & 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

Key Outcome Measures:

- The best start to life – Early Help and support to parents through pregnancy and early years
- 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

Action Plan Key Priorities:

- Embed Early Help across all agencies, partners, and workforce
- Develop the Worcestershire Early Help offer within each local District, local services, and support for local children
- 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
- Ensure the development of Family Hubs, co-located services and Here2Help are incorporated into our Early Help offer
 - 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.
 - Multi agency Early Help measures on the effectiveness and impact of Early Help in Worcestershire

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 Measure:

- Access to EHWP and Mental Health support and interventions that promote and enable mental health stability for the individual parent and or child

Action Plan Key Priorities

- 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
- Increase the number of children and young people receiving treatment for emotional wellbeing and mental health needs.
- Ensure children and young people with eating disorders have timely access to evidence-based treatment
- Monitor impact and effectiveness of services through performance management and co-production with children and young people
- Improve mental health support in schools and support schools to adopt a whole school approach to mental health
- Improve emotional wellbeing and mental health knowledge and skills of the children's workforce
- Prevent inappropriate hospital admissions and facilitating effective discharge from hospital including operation of urgent care pathway
- Work towards a comprehensive 0–25-year-old support offer across the STP
- Include digital offers of delivery for children and young people accessing emotional wellbeing and mental health services
- Ensure looked after children and care leavers have access to emotional wellbeing and mental health support that meets their needs
- A range of evidence-based support and treatment is available for children and young people and parent/carers

- Children and young people, parent/carers and other stakeholders are involved in the planning, design, and review of services

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

Workstream 1 - Mainstream schools provide effective support for children who have SEND

Key Outcome Measures:

- 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.
- Secure commitment Share ongoing outcomes of APP with Head Teachers, Leader of Academy Schools and Trusts and Regional School

Commissioners Office at the school phase Heads meetings and identify and agree additional actions needed to strengthen SEND support in educational settings. to embed agreed actions and obtain assurance of compliance against them.

- Secure commitment to embed agreed actions and obtain assurance of compliance against them.
- 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.
- Identify, monitor, and challenge shared responsibility across the age range.
- Provide training, support, and challenge to schools on outcomes for children and ensure this is incorporated within their Early Help and Graduated Response offer and monitored against KPI's, CYP and Parental feedback for the setting.
- Increase the focus on sharing good practice, including effective transition strategies, in mainstream schools through the Locality SEND Hubs, e-library and good practice showcase events. Develop Terms of Reference for the Locality SEND Hubs and embed them in practice including evaluation of their positive impact for pupils.
- Work with special schools, APs, mainstream schools, and Mainstream Autism Bases to develop the approach that supports and sustains CYP in a mainstream school with a focus on good practice regarding transition. Embed an approach of positive support for CYP as close to their usual education setting as possible.
- On a termly basis identify good practice and areas for development relating to SEND from OFSTED inspections in schools. Target schools where OFSTED has found that SEND is a specific challenge.
- Establish our baseline profile for school inclusion with specific clarity on transition points. Using 2021 data, including Early Years to Primary, and Primary to Secondary, and Secondary to FE to enable the partnership to identify impact of the APP, and specifically workstream 1 and 2.
- Co-produce guidance on curriculum, aspirations and opportunities in FE colleges, mainstream and special schools to increase the number of CYP with SEND who go onto higher education. Effectiveness to be informed by feedback from young people, their families, and settings.
- Co-produce an annual SEND audit tool and process for mainstream schools that includes capturing feedback from CYP and parent carers to support increased numbers of schools eligible for Inclusion Quality Mark. Share the audit tool and target uptake and monitor the uptake of quality inclusion through the year.
- To identify a sample cohort of 20 children and young people who are placed in mainstream where specialist provision had been a consideration and to undertake annual tracking on the stability and maintaining mainstream as the right place to meet their need. This cohort will include CYP from Early Years, Primary, Secondary, FE.
- Monitor and learn from the impact of SEND outreach to mainstream schools and settings through establishing measures to include confidence of schools receiving outreach, avoidance of placement breakdown, impact on attendance and exclusion. Use this information and learning to identify strengths and weaknesses to inform the commissioning and development of outreach. This will continue as part of our High Needs Best Value work phase 2.

Workstream 2 - Specialist provision meets the identified needs of children and young people

Key Outcome Measures:

- Number of CYP awaiting special school placement
- Length of time CYP awaiting special school placement
- % of CYP going to into independent provision
- % of first plans staying in mainstream schools
- No of CYP less than a term out of a school year for a special school placement
- Planned increase of number of the local specialist provision placements in Worcestershire
- Forecast saving to High Level Needs budget due to prevention of out of county/independent placements
- % of EY with first time EHCPs attending special and mainstream schools
- Reduction of the deferment for a transition to a school place

Action Plan priorities:

- Establish a schedule of contact and meetings for the decision making of specialist provision placements so that parent carers can anticipate and understand outcomes of decision making. Review and improve our engagement and communication to all stakeholders of the decision-making process for placements at special schools There will be a clear schedule of actions and meetings to confirm decisions that are timely for settings, children, and families.
- Publish our Specialist Sufficiency plan which outlines our approach to the development of local specialist placements to meet identified need for CYP with EHCPs. Take this information to settings through road show approaches where parents and CYP can scrutinise and raise questions about the plan.
- Ensure that there is an effective Early Years offer including a Graduated Response, to enable children with additional needs to enter mainstream educational provision wherever possible. Sharing details with Health Visitors and early years settings to link opportunities for forward planning with 2/3-year-old developmental assessments.
- Review and improve the assessment and decision making for EY children in special school, for effective use of specialist provision.
- Clarify and restate/publicise what an additional and specialist provision in Special Schools outside of the mainstream can offer to meet CYP needs to give confidence and clarity. Explore opportunities for families when making placement choices, sharing this specialist expertise with mainstream settings.
- Develop clear methods for effective early identification of phase transfer where change in provision is requested and use this for future sufficiency planning, beginning this with the year 9 reviews and coordinating with subsequent annual review for post 16 and build on this for the other school phases.
- Have a clearer understanding of reasons for use of independent specialist provision by categorising CYP provision into SEND areas of need and those with additional vulnerabilities. Monitor out of county placements by specific need or sufficiency as a need for placement and planned return points. Use this data to inform and plan for long term planning and to inform commissioning cycle and sufficiency planning.
- Engage in the West Midlands regional Education and SEND development and learning plan for 22/23 to ensure Worcestershire is a

- sharing and learning from best practice and developments.
- Establish an up to date understanding of the parent/carer and young person experiences of specialist provision through making feedback “business as usual”.

Workstream 3 - Improved relationships with parents and carers incorporating meaningful engagement and collaboration

Key Outcome Measures:

- Number of parent/carer representatives and groups actively involved in SEND coproduction activity in Worcestershire.
- Number of metrics included in SEND data dashboard related to families experience of the SEND system in Worcestershire.
- % of parents/carers who agree that their child’s SEND is understood by schools and services.
- % of parents/carers accessing SENDIASS and satisfaction rates around effectiveness of the service (SENDIASS).
- % of parents/carers who feedback they have been involved in decisions about placement during the EHCNA process.
- % of parents/carers who believe they had positive experience.
- % of parents/carers saying communication is satisfactory or better.
- Number of schools supported by Parent carer forum (FiP) and WAC and stakeholder groups during parent/carer engagement project.t
- % parents/carers who feedback positive changes in schools following involvement in the parent/carer engagement project.
- % WCF/ HWHCT who have completed e-learning module.
- % of service delivery, policy and provision changes across social care health and education that include coproduction with parents/carers
- % of schools where inclusive practices have been challenged
- School journey data (inc. EHCP assessment per setting, admissions, movement from in and out of schools)

Action Plan priorities:

- Agree an approach with Families in Partnership to ensure their representation at partnership board and on all workstreams to facilitate coproduction and engagement throughout the APP. Support Families in Partnership to reach out to a broader range of families with experiences to share and shape coproduction.
- Develop a parent / carer stakeholder group with wide representation from across Worcestershire of recognised parent carer forums and develop a protocol of working together in co-production through the APP.
- Further develop the quality assurance programme to include the contribution of Parent/Carer and YP experience and present regular findings of case audits and user feedback to the 0-25 partnership board and associated workstreams and parent carer forums to ensure there is a focus on families’ experience of the SEND system in Worcestershire.
- Review where, when, and how parents access the information that is available to them with regards to the support offer and process for identification, assessment, decision making and the role of SENDIASS.

- Coproduce and publish information about how decisions about educational placements for CYP with SEND are made.
- Develop the number of opportunities parents/carers have to feedback their experiences specifically in relation to education, health and social care through audit and service user feedback and ensure regular analysis of how this information is used to inform service improvement and development.
- 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 WCF and HWHCT to embed the principles and practice of coproduction.
- 0-25 SEND & All Age Disability Partnership Board to monitor all changes to SEND service delivery policy and provision across Health, Education and Social Care to ensure consistent approach to coproduction. This information will be publicly available through our local offer.
- Provide information about how WCF challenge concerns about inclusive practice in schools with educational settings and parent carers. Including how decision making and escalation will take place and the range of actions where demonstrable progress is not evident, agree with parents and carers additional steps required to strengthen this approach. Cross reference impact with parental feedback gathered during the EHCP quality assurance audits.
- As part of the review and development of support to school engage with Parent carers to understand what support they feel is required for schools to be inclusive and as part of High Needs Best Value phase 3 pilot new ways of working incorporating this feedback and identify how it is being used.
- Pilot of Person-Centred Planning for Educational Psychology assessments to develop relationships and engagement with parents requesting new EHCP assessments. With impact for the CYP cross referenced with feedback gathered during the EHCP quality assurance audits.
- Provide regular opportunities for parent and carers to feedback on the accessibility, effectiveness, and quality of services available to them in Worcestershire's Local Offer and feed this back into 0-25 partnership board to inform service improvement and development including joint commissioning.

Workstream 4 Good quality Education, Health & Care plans

Key Outcome Measures:

- Number of case file audits/moderations undertaken by management team each month
- Number of parent carers who provide feedback as part of audit activity
- Parent carer satisfaction of their involvement in assessment and producing of an EHC plan
- Children and young people's satisfaction of their involvement in assessment and production of the EHC plan
- Evidence in each quarterly report shows progress made against identified areas for improvement
- Percentage of Audits judged to be Good or Outstanding (Quarter on Quarter KPI%)

Action Plan priorities:

- Further develop collaborative and partnership working to ensure a consistently high quality of advice that provides specificity towards individual pupil outcomes and is measurable via EHC audits and service user feedback.
- Continued focus on the quality of information gathered as part of the annual review process, including embedding Year 9 + guidance with settings and partnership organisations. Reflect, identify, and develop best practice via internal audit and service user feedback.
- Gather early feedback regarding the implementation of the annual review guidance toolkit and use as a mechanism for reflection and development prior to full implementation. Identification of those individuals open to tri-partite agencies to provide insight into collaborative working and provide opportunities to embed best practice.
- Create a toolkit to enable learning from Year 9 + annual review guidance to review and improve year 8 and below reviews, including preparation for adulthood from early years onwards.
- Create a strategy to prioritise the updating of EHC plans that are subject to annual review amendments and Using agency support complete the backlog of outstanding EHC reviews to bring them all up to date within the cycle timescale and to the expected quality, whilst embedding a 'business as usual' approach to ensure no repeat of backlog.
- Review the process for ongoing EHC amendments and embed best practice via training and development to ensure timeliness and to prevent a repeat of backlog. Continue to monitor quality and timeliness via ongoing audit.
- Introduction of learning reports for the partnership using quantitative and qualitative data to inform service improvements on quality, timeliness, and service user experience, cross referenced with parental feedback gathered during the EHCP quality assurance audits.
- Each agency to develop mechanisms for providing feedback to staff on learning from the QA programme
 - Learning briefing/newsletters for SEND Staff
 - Seven-Step Guide on key learning for quality assessment and planning for partner agencies.
 - Provide a 'you said, we did' section in response to service user feedback on the Local Offer to acknowledge service development
- Promote the understanding and application of the graduated response so those involved in supporting children and young people are aware of what is ordinarily available in mainstream education to improve the quality of applications for statutory assessments and the quality of EHC plan writing/outcomes/specified provision.
- Identify and develop role specific training to enable all staff to provide quality advice and improve plan writing, monitor impact via a range of quality assurance tools that feed directly into the service audit and include service user feedback.
- Devise and deliver training to all schools, EY settings and Post 16 colleges focusing on good practice in annual reviews including person centred planning and the contributions made by CYP and to support the embedding of the Year 9 + guidance toolkit. Monitor impact via additional audit and service user feedback.
- Ensure the "social care" support to children and young people and the outcomes this is achieving is clearly reflected within the EHCP to ensure a holistic view of the child and outcomes is understood.
- Using targeted case audit identify the health contributions to EHCP's in terms of interventions to meet need including financial and resource implications to improve our understanding of service user experience and any gaps in provision to meet need before escalation to the ICS.

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

Get Safe Partnership

Key Outcome Measures

- 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 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.

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.
- Strengthening the influence of children and young people's views on GET SAFE services with a particular focus on commissioning processes.
- 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

Quality Assurance Practice and Procedures Group

Key Outcome Measures

- 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.

Action Plan Key Priorities

- Completion of the Early Help project in conjunction with the University of Worcester
- 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.
- Support the Get Safe Partnership Group in embedding the learning from the 'Sarah' Child Safeguarding Practice Review.
- 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.
- 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.

Child Safeguarding Practice Review Group

Key Outcome Measures

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.

Action Plan Key Priorities

- improve the timeliness of the completion of safeguarding children practice reviews
- 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.

Head Teacher Safeguarding Steering Group

Key Outcome Measures

- 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

Action Plan Key Priorities

- 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.
- build on how learning from Ofsted complaints, which also includes identified best practice, is used to strengthen practice in our education

settings.

- 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.
- 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.