

Accelerated Progress Plan
6 Month Review
September 22nd, 2022

Contents

Accelerated Progress Plan 6 Month Review	2
Vision and Priorities	2
Aims	2
The variation in the skills and commitment of some mainstream schools to provide effective support for children who have SEND.....	3
Progress	3
Impact.....	3
The lack of suitable specialist provision to meet the identified needs of children and young people	3
Progress	3
Impact.....	3
Fragile relationships with parents and carers and lack of meaningful engagement and coproduction and collaboration	4
Progress	4
Impact.....	4
The poor quality of EHCPs and limited contribution from health and social care along with the process to check and review the quality of EHC plans	4
Progress	4
Impact.....	4
Quality Assurance in SEND	5
Progress	5
Impact.....	5
Outcome Data	5
Questions.....	6

Accelerated Progress Plan

6 Month Review

Vision and Priorities

Through the development of the All-Age Disability Service, we want to ensure that 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.

- Identification and assessment of SEND is timely and effective
- There is an effective continuum of SEND provision
- There is awareness and understanding of SEND within local communities
- There is effective planning so that CYP with SEND experience positive transitions as they progress through their education
- Outcomes for young people with SEND are improved as a result of effective preparation for adulthood planning and better coordination of service delivery
- CYP with autism access the right support to meet their holistic needs and achieve their potential
- Emotional health and wellbeing is actively promoted for CYP with SEND and effective targeted and specialist support is available for those at risk of, or experiencing difficulties

Aims

- To be person-centered, with co-production at all levels
- To be strength based - enabling and empowering individuals and families
- To build on strengths of local community assets, including schools and colleges
- To be Needs and Outcomes focused on all aspects of our work
- To always consider preparation for adulthood
- To be supporting individuals to be close to home, in and part of the local community
- To have an enabled and empowered workforce
- To be evidenced and intelligence informed

The variation in the skills and commitment of some mainstream schools to provide effective support for children who have SEND

Progress	Impact
<ul style="list-style-type: none"> • 32 maintained schools have undertaken pre-Ofsted SEND health checks. A further 16 schools are planned for the Autumn term • Of the 41 Ofsted school inspection reports published since inspection 27 refer to positive practice for SEND and inclusion and 5 refer to development actions required • The SENDCo network is now being led from 2022 by WCF 	<ul style="list-style-type: none"> • Use of data provides a better understanding of inclusive practice in schools. • 60 schools have registered for the Education Endowment Fund SEND Inclusion project 2022 • A further 17 schools have registered for the Inclusion Quality Mark • Each of the 5 schools with development actions has support plan in place • A single a coordinated approach with SENDCo including the use of Whole School SEND Support

The lack of suitable specialist provision to meet the identified needs of children and young people

Progress	Impact
<ul style="list-style-type: none"> • Our SEND provision report, SEND Roundtable proposals and sufficiency reporting has been reviewed • Submission of expression of interest to the DfE Free School Wave for Special Schools • Development of Main Stream Autism Bases (MABs) • Development of Early Years Language Support provision • Working with mainstream schools in 2022/23 to increase understanding in difference and type of provision specifically at a locality level 	<ul style="list-style-type: none"> • Understanding of the capacity and demand in the local area and a 5-year plan developed • Opportunity to increase and improve the provision available to children and young people in Worcestershire • Increased understanding of provision requirements at a locality level

Fragile relationships with parents and carers and lack of meaningful engagement and coproduction and collaboration

Progress	Impact
<ul style="list-style-type: none"> • Parent / Carer representatives attend each workstream meeting • WCF have reached out to 21 parent/carer representative groups to engage them in parent stakeholder meeting -this is an open invitation • Consultation and or coproduction activities underway include: <ul style="list-style-type: none"> ○ Co-production E- learning Module ○ Use of language in health partnerships ○ Communication 	<ul style="list-style-type: none"> • Improved communication and the development of relationships • Opportunities for parent carers to support the developments in the local area • The stakeholder group are focussing on specific pieces of work and task and finish groups are being developed • Solutions being offered that support integrated learning and shared goals between WCF and parent carers • Sharing of information and work being undertaken in the parent carer community • Coordinated developments which will improve the delivery of outcomes

The poor quality of EHCPs and limited contribution from health and social care along with the process to check and review the quality of EHC plans

Progress	Impact
<ul style="list-style-type: none"> • Quality Assurance and Performance Management Framework developed • Parent / Carer voice in developments • Development of service user feedback • Development of Practice Standards • Development of learning reports and briefings • Weekly performance updates 	<ul style="list-style-type: none"> • Identification of training needs which is informed by quality assurance tools that are being utilised and service user feedback • Growing understanding of service user experience through engagement with parent carers • Improved multi agency working and a growing shared responsibility regarding the content of EHCPs • Through performance reporting we can promote continuous improvement which informs next steps

Quality Assurance in SEND

Progress	Impact
<ul style="list-style-type: none">• Development of the audit programme. 21 audits completed (63 pieces of audited practice)• Development of service user feedback in New EHCP (43 families)• Appointment of dedicated SEND complaints officer to increase direct comms with parent/carers and timeliness• Development of Complaints and Compliments processes internally and with Health.• First complaints and compliments analysis report received: 13 complaints covering 44 points and 21 compliments• Continued use of the comprehensive SEND DASH	<ul style="list-style-type: none">• Base line for quality of practice established:• 86% RI / 9% Inadequate / 5% Good• Service user feedback improvement from qtr. 4 to qtr. 1 in all areas with highest positive response re parental involvement and aspirational plans received from 93% of parents/carers• Evidenced our top challenge for our partnership that “need met within the plan” continues to be parents greatest concern• 77% complaints managed with timescale. Only 1 /13 progressed to stage 2• An understanding of the parent/carer experience to base our learning and improvement