

# Worcestershire Local Area Accelerated Progress Plan 12 Month Review

Wednesday 29<sup>th</sup> March 2023



**Key Concern 1:**  
The variation in the skills  
and commitment of  
some mainstream  
schools to provide  
effective support for  
children who have SEND

## Approach

- Secure commitment of stakeholders to build more inclusive cultures
- Address the variation by designing mechanisms to:
  - monitor and evaluate the quality of provision
  - support and challenge ineffective practice
  - broker and deliver high quality training
  - share and accredit good practice
  - build capacity

# Key Outcomes - 1

<b>Monitor and evaluate the quality of provision</b>	<ul style="list-style-type: none"><li>• School profile analysis tracker to identify inclusive practice</li><li>• Evaluating and refreshing Inclusion Support Service offer</li><li>• SEND audits and reviews undertaken by a range of providers</li><li>• Review of OFSTED reports related to SEND and inclusion</li></ul>
<b>Improve systems to share good practice</b>	<ul style="list-style-type: none"><li>• Re-launch of SENCo Network: - 130 schools with SLA (48%), new SENCo website and toolkit, involvement of DCO</li><li>• Sharing of Ofsted findings related to inclusion: Sept 21/ July 22: 38 (67%) +ve and -ve 11 (19%) Sept 22/ Mar 23: +ve 40 (73%) -ve 3 (5%)</li></ul>
<b>Support/challenge ineffective practice</b>	<ul style="list-style-type: none"><li>• Monitoring of KPIs and School Profile Analysis Tracker support/challenge</li><li>• Provision of SEND reviews to 45 schools (17%) – targeted support and training</li><li>• COMF deployed to increase Speech and Language therapy to Nurseries/Reception</li></ul>

## Outcomes - 1 (Cont'd)

<b>Broker and deliver training</b>	<ul style="list-style-type: none"><li>• 56 schools engaged in SEND in mainstream classroom training (21%)</li><li>• 159 Mental Health Leaders trained (59%)</li><li>• 132 Trauma Informed Schools (49%)</li><li>• Additional 14 SENCo leaders training</li></ul>
<b>Build Capacity</b>	<ul style="list-style-type: none"><li>• Additional 12 schools supported to achieve IQM accreditation by July 2023</li><li>• SENCo toolkit and Parent Engagement toolkit</li><li>• Focused Action Learning Groups – RSA Exclusion and RE-Engage</li></ul>

## Key Concern 1: Next Steps

### Next Steps

- Integration with SEND Strategy
- Continue to develop and embed monitoring and evaluation systems
- Working groups to focus on key issues, e.g. transition
- Locality Hubs development

Key Concern 2  
-The lack of suitable specialist provision to meet the identified needs of children and young people

## Approach

- Developed the annual commissioning cycle for school places to systematically and regularly collect and analyse child need and place level data to inform short, medium and long term needs
- Used this to assess for sufficiency by forecasting and creating additional places and prioritising commissioning of new provision that is presented in detailed public reporting
- Joint commissioning approach includes schools and settings, NHS partners, finance and commissioning to moderate findings and with parent carer involvement developing the Local Offer descriptions of provision for children and young people.

# Key Outcomes - 2

<b>Successful application to DfE Free School Wave – 120 place school for children with autism</b>	<b>Children with new EHC Plans being placed in Mainstream has increased from baseline (65% Jan 2023)</b>	<b>130 further special school places planned with schools for 2023</b>
<b>47 additional mainstream autism places 2022-23 including commissioning for SaLT provision</b>	<b>Review of special school nursing has resulted in investment in additional capacity for special schools, increasing capacity for training, skill capacity, competency and confidence</b>	<b>Leaders understanding and oversight of children identified for special provision is monitored and prioritised on a regular and systemised basis and linked to commissioning</b>

## Next Steps

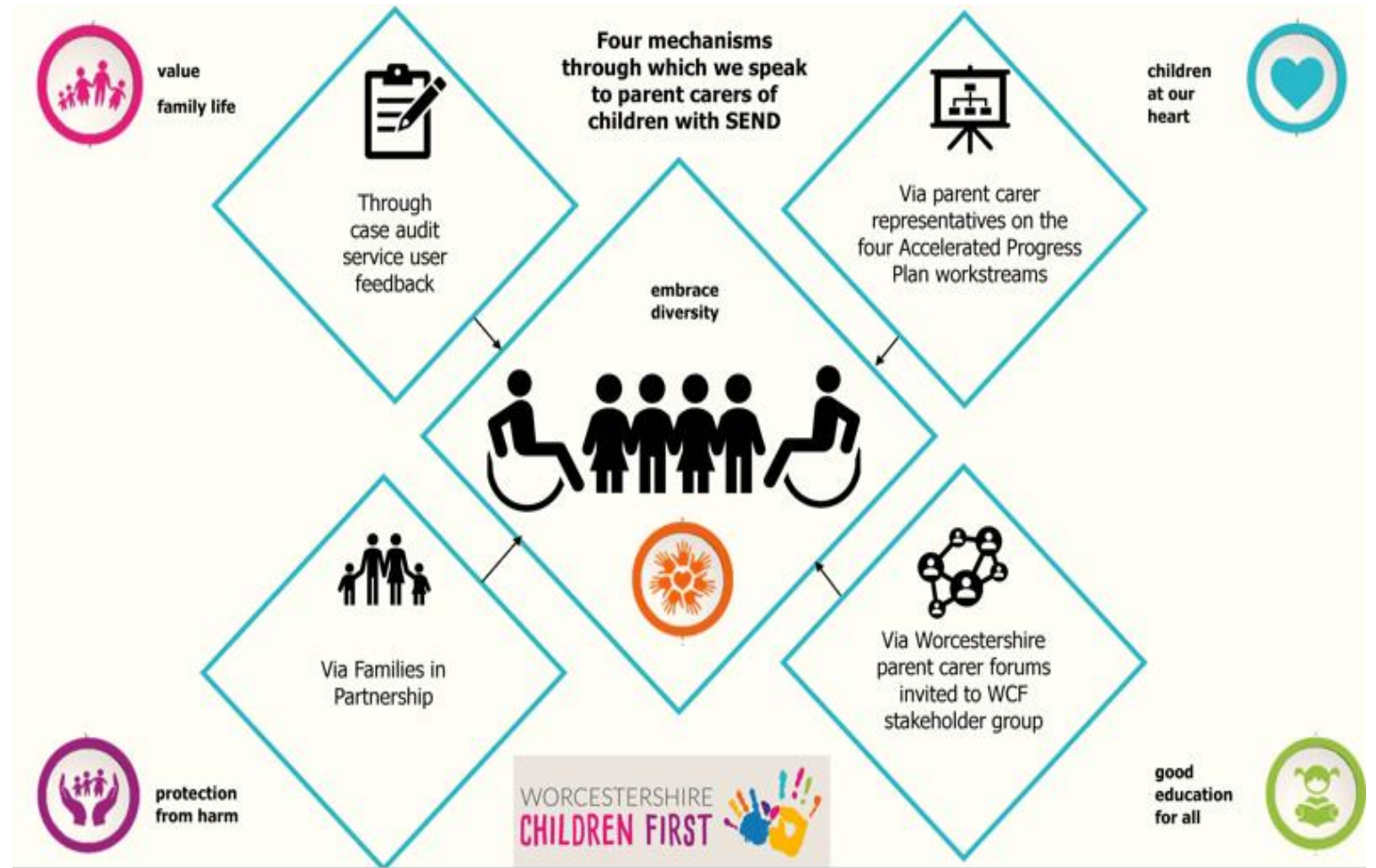
### Key Concern 2

- Build on descriptions of provision for Local Offer
- Transform Workstream 2 stakeholder group to Provision Plan Reference and Steering Group
- Award and implement Post 16 provision tender to create places and environment for local provision
- Confirm SEMH needs and provision planning
- Confirm and implement early years provision
- Implement and increase Supported Internship places in partnership with education and employment partners
- Unity Academy Free School Alternative Provision will open in September 2023
- Balance System review for OT and Physio to ensure effective and sustainable provision



# Approach

Key Concern 3  
- Fragile relationships  
with parents and carers  
and a lack of  
meaningful  
engagement, co-  
production and  
collaboration



# Key Outcomes - 3



11 SEND stakeholder meetings



46 Workstream meetings, with 2 or more parent/carer representative groups in attendance



9 Different parent carer representative groups in attendance across stakeholder meetings and workstream meetings



215 responses to the SEND parent carer survey which informs next steps and future planning



Improved Local offer design and navigation



Mandatory coproduction training for all designed and soft launch taken place



Increasing trend of compliments being received quarter on quarter

# Key Outcomes – 3 (Cont'd)

- ❖ Overarching trend in the 64 compliments from parents relate to effective communication (53%), issuing EHCPs or quality of EHCPs/professional reports (27%), working collaboratively (11%), and satisfaction with school placement (6%). The remaining compliments were general comments and thanking staff.
- ❖ Co produced local offer redesign
- ❖ Publication of winter update of SEND Parent Carer Survey 2022 Summary Report
- ❖ Publication of the Local Offer Feedback Report 2020-22: You Said We Did
- ❖ Coproduced parent/carers engagement in schools toolkit
- ❖ 550 children and young people are currently on the CWD Register and we are able to communicate and share information with them via regular newsletters

### Key Concern 3

## Next Steps

- To reach a wider audience of parent/carers with children who have a broader spectrum of needs
- Utilise FIP in representing the wider community to inform planning and development and to share information with the community.
- Continued focus on obtaining the voice of children and young people
- Continued Local Offer content development

I worry about coming into school

I worry about the school work

I find the school environment overwhelming (i.e. noise, crowds)

**Top 5 most like me**

I feel unwell when I think about school

I would rather be at home than at school

Not like me	Sometimes like me	Like me
<ul style="list-style-type: none"> <li>I like talking to adults.</li> <li>I like to be in charge of my friends.</li> <li>I find it hard to accept praise and rewards in public.</li> <li>I don't like to seem different.</li> </ul>	<ul style="list-style-type: none"> <li>I don't want people to see me cry.</li> <li>I find it difficult to concentrate.</li> <li>I don't know what I'm supposed to do.</li> <li>I get angry.</li> <li>My head is too full.</li> </ul>	<ul style="list-style-type: none"> <li>I don't like it when the teacher is unfair.</li> <li>I get bored</li> <li>I like it when adults listen to me.</li> <li>I hate... (Ronnie finished this sentence with "shouting at me")</li> <li>I wish I had more friends.</li> <li>I like people to notice me.</li> <li>I get wound up.</li> <li>I want other kids to like me.</li> <li>I like to have things/space of my own.</li> <li>I don't like being shouted at.</li> <li>I don't like it when it is noisy.</li> <li>I don't like changes in routine.</li> <li>I don't like changes in staff.</li> </ul>

NAME Gemma  
DATE 13/10/2022

WHAT PEOPLE LIKE ABOUT ME  
Not sure

IF I COULD... I WOULD...  
go to college everyday. if I could.  
Go on the train into London.  
Really like a job with dogs.  
Really like a job where I can get shop or rescue centre for animals.

WHAT I WANT IN THE FUTURE  
I like to work with animals. Travel. don't know where. maybe abroad.  
Be a veterinary nurse. I'd like to live by the seaside.  
I'd like to rescue a dog or 2.

WHAT MATTERS ISLAND  
PEOPLE  
My family everyone mum dad, cousin, aunt, uncle, brother.  
Friends at college.  
Teachers at college.

WHAT I'M GOOD AT  
Settings role.  
reading/average student at library.

WHAT NEEDS TO HAPPEN  
Need to gain more confidence.  
Be happier because I'd get to see more.  
Be less nervous.

THINGS TO DO  
I like to draw and write and read.  
I like to play the piano.  
I love my school.  
Spend time with my family.  
College. I love college.

THINGS TO HAVE

NDT

What barriers may be ahead?  
I get distracted.  
I don't try if I think I can't do it.  
If I have to read loads, I read a line and then forget what I've read.

My mountain of strengths  
Using strengths cards.  
Tanya indicated her strengths include honesty, confidence, leadership, being fair, courage, humour, teamwork, curiosity and being willing to give things a go

Who can help me?  
Social worker  
Best friend  
Mum  
Boyfriend

My hopes and dreams for the future  
To make money  
Study/work in beauty  
Get GCSEs  
Have children  
Have a big house

Hopes for 1 year from now  
To get better marks  
To still be with boyfriend

Life Now  
On a scale from 0 (bad) to 10 (amazing)  
In general, a 0 because things are boring and can't go out in case I get jumped.  
Current school, 4/10 because "it's sometimes fun. There's not that many people. I had more mates at my old school. Most people there are annoying, and I don't learn anything. Old School (before Canopy provision) was an 8/10 or 9/10.

My wall of worries  
Going into town  
Not seeing old mates

Smiley face cards with icons for: happy, sad, neutral, and various activities like reading, playing, and socializing.

# The Voice of the Child

## Key Concern 4

The poor quality of EHCP's and limited contributions from Health and Social Care, along with the process to check and review EHCP's.

## Approach

- Quality Assurance and Audit programme
- Service User Feedback
- Closing the Loop activity
- Increasing capacity in the WCF workforce
- Increasing capacity in the Health workforce
- Introduction of a new Case Management System

# Key Outcomes - 4

Review of processes has resulted in improvements in the workflow of EHCNA

Regular feedback mechanisms to embed our learning through audits, service user feedback and learning reports

Improved timeliness in advice being received by Education Psychologists. Health timeliness moving to a positive trend and sustained timeliness in receiving social care advice.

Identification of learning needs within the workforce and commissioning training dependent on role e.g. IPSEA training for SEND Case Work Officers and Managers

Development of a seven step guide on learning to support the journey of continued service developments

New processes within SEND services is in place : tracking of annual reviews developed

Backlog of Annual Reviews pre September 2022 have been actioned total of 1993.

## Key Concern 4

### Next Steps

- WCF Appointment of Senior Manager of Business, Quality Assurance and Finance – adding managerial capacity and focus in improvements in SEND
- Develop our approach to gathering the Children and Young People Voice and experience – use this to inform Operational and Strategic developments
- Continue to develop and improve the quality of advice and plans
- Develop an agreed programme of Multi Agency Audits
- Embed the new process of monitoring and tracking annual reviews
- Evaluation of the Joint Assessment Meeting Process (JAM) to inform future multi agency developments
- Implementation of the Parent Portal which will enable real time tracking of dates and next steps. Parents will also be able to receive documentation and make contact with Case Work Officers
- Work with the Research and Improvement for SEND Excellence (RISE) to develop our Preparation for Adulthood (due to start April 2023)



## Complaints and Compliments- Service Quality Assurance

### Approach

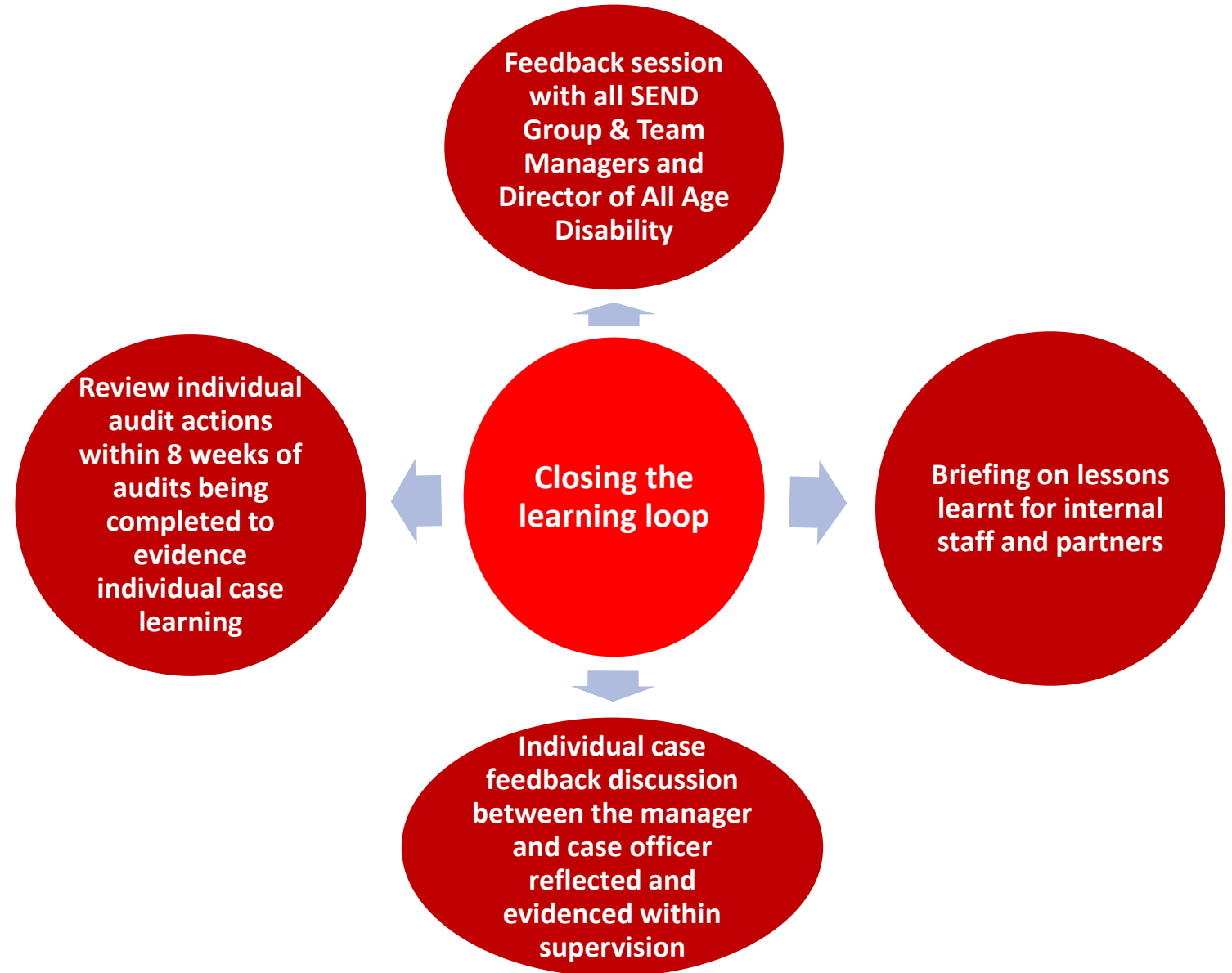
- Dedicated SEND Complaints Officer appointed April 2022.
- Meeting with WCF and Health to agree joint approach in managing complaints with Health Services and Children's Social Care.
- Development of quarterly reports and tracker to give information and analyse the timeliness and content of complaints for quality assurance and learning.
- In cases where a complaint is also about a school, this is fed back to Education services and to the school to work together.
- When complaints are partially upheld, we are recognising the person's experience. We acknowledge we could have done something better to support the parent /carer experience.
- Started tracking and analysing compliments.
- Use the information from compliments and complaints to identify good practice

# Key Outcomes - SQA

- Main theme of **complaints** relate to communication, however there has been an increase in the number of these complaints not being upheld across the three quarters – 31% down to 20% Evidence that effective communication is taking place but we need to do more on agreed expectations.
- Complaints around children not having provision that meets needs is the second main theme. The work being done proactively in service has been recognised in our investigations, Stage 2 and LGO review; the challenge remains to find a suitable placement in a timely way that meets needs.
- **Complaints and audit issues are addressed directly on cases** as well as building our picture
- Learning briefings with SEND Services to disseminate themes and next steps from complaints.
- 66% of compliments came from parent carers and 26% came from schools. The remainder came from other professionals and children.
- The main themes from **compliments** were effective communication (55%), working collaboratively with families and settings (19%), issuing EHCPs or the quality of EHCPs/professional reports (16%), and satisfaction with school placements (7%). The remainder of compliments were general comments and thanking staff.

# Key Outcomes – SQA (Cont'd)

**Closing the learning loop from Quality Assurance Activity is key to ensure we improve our services; we will undertake the following activities to support learning journey:**



## Complaints and Compliments

### Next Steps

- At the beginning of working with families, establish what a reasonable frequency of communication is for them - support staff with workload and to meet expectations.
- Work with Health and Education providers to share learning and identify and improve where the multi agency working together is impacting on the delivery of services
- Continue quarterly analysis and learning briefs.
- Embedding the use of the Portal for families to access their own information – ensure the Portal is developed so that all information is available and accessible.
- Appointment of new Finance and Business Manager who will be the lead for Quality Assurance.

# APP / SEND Partnership Business Improvement Plan Next Steps

- Develop a 23/24 business improvement plan from outcomes of APP
  - Continue our journey of developments and improvements
- Continue with current Governance Structure and measures to oversee progress
- Continuation of Measures and Service Leads Reports
- Development of the Multi Agency Quality Assurance Framework
- Continue developments with Families in Partnership to include reaching more parents of children with diverse backgrounds and needs
- Ensure reflection of the new activity associated with Delivering Better Value (DBV)
- Develop and reform our approach aligned to the Dfe SEND and AP Improvement Plan
- Continue development of the WCF 0-25 service
- Continue implementation of the Health transformation plan
- Continue with the Workforce Strategy to support and upskill staff.
- Develop resilience and stability in the Workforce

# SEND Strategy 2023 – 2026 Priorities

Identification and assessment of SEND is timely and effective	There is sufficient and effective SEND Provision	There is awareness and understanding of SEND within local communities
Outcomes for young people with SEND are improved as a result of effective planning, preparation for adulthood and better coordination of service delivery to ensure positive transitions as they progress through their education	<b>CYP with autism achieve positive outcomes and the support required to enable this is in place</b>	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