



Working Together

Improving the lives of children and young people

in Worcestershire

Worcestershire Strategy for Children and Young People with Special Educational Needs and Disabilities (SEND) 2023-2026

DRAFT



Herefordshire and
Worcestershire



Document Control

Version Control

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Document Control

Worcestershire Strategy for Children and Young People with Special Educational Needs and Disabilities (SEND)

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Foreword

Welcome to the Worcestershire Strategy for Children and Young People with Special Educational Needs and Disabilities (SEND) 2023 - 2026.

This updated Strategy will drive an ambitious programme of work overseen by the All-Age Disability and SEND Partnership Board to change how we work with children and young people with SEND and their parents and carers.

We recognise the need for improving our offer and ways of working to ensure the support we provide to families across Worcestershire is more effective and meets the needs of all children and young people with SEND. This will enable them to be truly seen and respected as individuals and to be the best they can be.

We have implemented a new Quality Assurance Framework in SEND. This is now enabling us, across our multi-agency SEND partnership, to have a regular overview, not only of key performance indicators, but also of the experiences of parents and carers and the quality of the assessments and plans created. We have received some very positive feedback, but we recognise this is not the experience of all parents and carers and we remain committed to making it the experience for all.

Parents and carers are critical to the success of this Strategy and our All-Age Disability and SEND Partnership Board will continue to work with them to support the goals for their children to enable them to grow into independent adults that are given the opportunity to be able to make positive contributions to society.

Through our SEND Parent Stakeholder Group, we are engaging with a range of organisations to access a wider community of views and experiences, to take forward and to represent in SEND services.

We will continue to work closely with our schools, colleges, and early years settings to provide children and young people with SEND the best support possible, ensuring that they receive a good quality level of education, whilst also feeling included in their local community.

We need to recognise and build on our strengths that work well for families. This Strategy sets out our partnership duties and will be delivered through an action plan that will be overseen by the All-Age Disability and SEND Partnership Board.

We will review the Strategy Action Plan on an annual basis to ensure we remain focused on the right things and improve outcomes for all children and young people with SEND in Worcestershire.

Cllr Tracey Onslow
Cabinet Member with responsibility for Education

INTRODUCTION

Worcestershire is ambitious for all children and young people and has set out a challenging agenda through its Children and Young People's Plan (CYPP) 2022- 2024: 'Putting children at the heart of everything we do'. Taking the lead from the CYPP, the vision is for 'Worcestershire to be a wonderful place for all children and young people to grow up'. We believe it is important that all children and young people:

- Have the best start in life.
- Are safe from harm.
- Can access emotional health, wellbeing, and mental health support.
- Have access to the right education, health, and social care intervention.

In Worcestershire we recognise the significant challenge in ensuring these aims are met for our children and young people (CYP) with Special Educational Needs and Disability (SEND) and are committed to ongoing improvements to realise this aspiration. We believe that every Worcestershire child and young person with SEND matters and should be supported to achieve their potential and enabled to make a positive contribution to society. This requires us to take a proactive approach to inclusion, where the rights of CYP to live and be educated alongside their peers needs to be promoted through the identification and removal of barriers to achieving this aim. All CYP with SEND should have their needs met, as far as possible, in the local community, within local early years providers, schools, further education colleges and workplaces. We also believe that they should have access to high quality provision which ensures good health, care, and educational outcomes including, where possible, living independent lives and contributing positively to the local community.

We know that by working together as partners we can deliver an effective approach for SEND. This will include early identification of need, outcome focused assessment and the right provision at the right time, which will ultimately improve outcomes for our children and young people with SEND in Worcestershire.

On 29 March 2022, the Government published the SEND Review: Right support, right place, right time, a consultation on the special educational needs and disabilities (SEND) and alternative provision system in England. The consultation set out proposed reforms to the SEND and alternative provision (AP) system that seek to address the following three key challenges:

- Poor outcomes for children and young people with SEN or in alternative provision.
- Navigating the SEND system and alternative provision is not a positive experience for children, young people, and their families
- Despite unprecedented investment, the system is not delivering value for money for children, young people, and families.

The development of the Worcestershire vision for SEND, changes needed, and priorities reflect the challenges highlighted by the SEND Review and the subsequent SEND and AP Improvement Plan: Right Support, Right Place, Right Time published on March 2nd, 2023.

VISION AND PURPOSE

The consultation activity we have carried out in producing this Strategy has led to agreement of the following vision for SEND:

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.

The purpose of this Strategy is to set out how we plan to deliver this vision through six key priorities. It will drive an ambitious programme of work that will be overseen by representatives of the accountable bodies through the All-Age Disability and SEND Partnership Board which reports to the Worcestershire' Health and Wellbeing Board. The Partnership Board will carefully monitor progress against the Strategy and related action plans which will outline the activity needed to realise our aspirations. We will also ensure that parent, carers, children, and young people are invited to comment on our progress on an annual basis throughout the period covered by the Strategy.

The Strategy will change the ways in which we work with children and young people with SEND and parents/carers. It will involve greater integration of services and co-production of developments that will effectively:

- Identify children and young people with SEND
- Assess and meet the needs of children and young people with SEND, through the Graduated Response and Education Health and Care Needs Assessment for those who need it
- Provide support and services that effectively meet needs and improves outcomes of those with SEND

WHERE ARE WE NOW AND WHAT NEEDS TO CHANGE?

In producing this Strategy, we have reflected on information from the following sources:

- Feedback following the SEND revisit in November 2021
- The Local Area SEND Written Statement of Action
- Accelerated Progress Plan (APP) six-month review in September 2022, and
- User feedback (parent carers, children and young people and educational settings)

We have also ensured that the priorities outlined in this Strategy align with other strategies describing work and developments across the local area partnership.

Impact evaluation

Worcestershire's Local Arrangements for SEND were inspected by Ofsted and the Care Quality Commission in November 2021. Twelve key concerns were identified in the inspection

undertaken in May 2018. The Local Area was required to produce a Written Statement of Action detailing how these concerns would be addressed. This inspection increased and added to our understanding of our strengths and weaknesses, including the five priorities outlined in the SEND Strategy 2017/21:

- **A Person-Centred Approach** – putting children and young people at the centre of planning and decision making about their own care and support
- **Integration and Operational Delivery** – coordinating services across education, health, and care to improve the Education Health and Care Plan process
- **Early Intervention** - allowing families to be able to access information and support that can be helpful at an early stage as soon as problems or concerns arise
- **Preparation for Adulthood** – creating a whole life approach to improve the personal transition experience and journey to adulthood
- **Workforce Development** – developing a multi-agency workforce that understand SEND and works together to achieve good outcomes

Through impact evaluation we have identified the following principles:

- Commitment to listening to and working with children and young people with SEND and their families to further improve, develop and innovate our SEND Strategy and the delivery of support and services.
- Recovery from the pandemic. We must understand the impact for CYP and continue to adapt to support and prevent lasting effect.
- Taking an all-age disability approach within our SEND Local Offer. This will ensure a seamless experience for CYP from 0-25 with SEND and their families.
- Commitment to the effective and efficient use of resources. This will support early intervention prevent escalation of need and promote inclusion

To enable our joint principles and vision for this Strategy is a co-produced definition of the term **inclusion**. Worcestershire Children First have worked with a range of stakeholders, including children and young people, families, and educational settings to develop a definition of inclusion that is specific for educational settings in Worcestershire – see appendix 1.

Improvements achieved to date and further areas for development for each of the 2017-21 priorities are as follows:

A Person-Centred Approach

Improvements

- Parent carers feel better engaged and informed.
- Professionals embed co-production with parent carers in the design of services and processes impacting on families.
- Improved relationships and joint working with parent carer groups
- Consultation about SEND provision and Strategy.

Areas for development

- Strengthen co-production across all services in education health and social care.
- Support educational settings with parent carer engagement and develop further guidance to support this work.
- Ensure engagement and person-centered approaches with CYP and ensure the voice of the child is central to casework and strategic decision making.

Integration and Operational Delivery

Improvements

- Services work in partnership across the local area to agree priorities for funding and action.
- A joint commissioning Strategy is in place which clearly defines the roles of partners and processes for decision making.
- The Designated Clinical Officer role is well embedded and ensures SEND and health needs of CYP are prioritised.
- Service integration impacting on CYP with SEND has been reviewed and improved through the formation of Worcestershire Children First, Starting Well Partnership and Hereford and Worcestershire Integrated Care Board.
- Improvements in the Education Health Care Needs Assessment process impacting on timeliness and quality.
- Outcomes achieved for CYP by SEND are actively tracked and monitored and actions taken to improve these.

Areas for development

- Deliver commissioning intentions described in Joint Commissioning Strategy through Joint Commissioning Group activity.
- Implement and enhance Joint Commissioning Quality Assurance Framework.
- Improvement of the annual review process for Education Health and Care Plans (EHCPs) including the multiagency response and continue to make improvements to the quality of EHCPs following initial needs assessment.
- Focus on improving attendance of students with SEND where possible.

Early Intervention

Improvements

- Better understanding and monitoring of the 'Graduated Response' described in the SEND Code of Practice (2015) in mainstream schools and partner organisations.
- SEND provision reviewed across education and short breaks to strengthen early intervention and improve outcomes for CYP.

Areas for development

- Implementation of the Exclusions and Alternative Provision plan.
- Further review and improvement of the Preschool Forum to ensure early identification of need and effective multiagency support to settings and families.
- Focus on meeting needs of CYP with autism.
- Coordinated approach to concerns about CYP's mental health in schools.
- Implementation of SEND provision plan to ensure local effective places and provision are available to meet need.

Preparation for Adulthood

Improvements

- Preparation for Adulthood pages on the SEND Local Offer map pathways into adulthood
- Increased joint working between Education, Health and Social Care including the Young Adults Team.
- Publication of Post 16 Graduated Response guidance.
- Improved tracking of outcomes for post-16 learners indicates reduction in young people aged 19-25 who are not in Education Employment or Training (NEET) and increase in uptake of supported internships.

Areas for development

- Improve consistency and breadth of tracking of outcomes for Post 16 young people with SEND.
- Develop the annual review process to have a greater emphasis on Preparation for Adulthood from Year 9.
- Progress an 'All Age Disability' approach to SEND focusing on the experiences of CYP and their families from 0-25.

Workforce Development

Improvements

- Workforce training implemented across SEND services in education, social care, and health.
- SEND Training and Development network undertook needs analysis and planning for educational settings.
- E-Learning modules developed to support understanding of SEND and Inclusion.

Areas for development

- Development and delivery of targeted training packages for educational settings in response to needs analysis, feedback, and evaluation.

- Develop improved approaches to sharing existing effective practice in educational settings through the Special Educational Needs Coordinator (SENCo) network and Early Years and School Inclusion Forum.
- Creation of SEND champions across social care to support the development of effective SEND practice.
- Continued improvement in understanding of SEND across local area partnership workforce.

User feedback

Since our last Strategy, we have worked closely with parent carers, CYP and partners to understand what needs to change regarding our approach to SEND to improve in Worcestershire. We have embedded co-production in our approach to SEND strategic change and have consulted to agree the priorities for the next three years. As such, we have listened carefully to the experiences of our service users to ensure it is their experiences which determine our next steps.

Parent carer feedback

Since 2020 Worcestershire has surveyed the views of parent carers of children and young people with SEND on an annual basis to understand what is working well and what needs to improve. This adds to our understanding of the priorities for Worcestershire from regular coproduction activity and incidental parent carer feedback.

Analysis has indicated that there are times when parent carers are happy with and appreciative of the support they receive. Positive feedback has been received about different services, settings and professionals across health, social care, and education.

The need for improvement has been identified in the following areas:

- Communication with parent carers, CYP and between agencies including educational settings
- Early intervention and support for families including support for CYP in educational settings and from specialist services.
- Development of more Specialist Provision.
- Understanding by professionals about disabilities and their impact on the children and their families
- Clear information and advice about how to access services and support (Local Offer)
- Inclusive schools and the graduated response
- Timescales and waiting times.
- Co-producing services, systems, and support to meet need

Feedback from educational settings

Feedback has been gathered from educational settings from surveys, this is in addition

to incidental feedback. This feedback has provided information about what is going well and what needs to improve.

What is going well?

- Settings find the Graduated Response guidance clear, concise, and informative.
- Settings feel supported and held to account by Worcestershire Children First (WCF) services and guidance.
- Liaison from partners with SENCOs through networks and regular communication is effective.
- Settings experience opportunities to collaborate, share good practice and shape provision for SEND.
- Communication with the SEND casework team has improved and there is increased support for placements.

Areas for improvement

The following areas have been noted as having improved; however further improvements are needed:

- The SEND training offer has increased and improved however further development opportunities are required in some areas for schools, parent carers and health professionals.
- The SEND Local Offer.
- Communication and coproduction with parent carers.
- Timeliness of the EHC needs assessment process and quality of EHCPs

Further identified improvements needed:

- A focus on long-term sustainability within the SEND Strategy and plans, describing how things link together
- Increased and improved access to the Educational Psychology Service
- Increased support for schools through mental health networks and improvements in CYP's access to appropriate Emotional Well Being and Mental Health Services to meet need.
- Multiagency involvement in annual reviews followed by timely amendments to EHCPs
- Ensuring that funding in educational settings for CYP with SEND is sufficient
- An effective and clearly articulated continuum of provision for CYP with SEND which addresses gaps, celebrates good practice, and ensures provision is made in a timely manner

CYP feedback

To ensure this Strategy is underpinned by the views of those who will be most impacted we engaged with CYP through educational settings to understand their experiences and aspirations. CYP were supported by setting staff to provide their views about education, health, and their communities.

Education

- The majority of CYP like and enjoy going to school and college and feel safe in their settings.
- CYP feel education is important because it helps them build skills and knowledge and allows them to socialise with their peers.
- In addition, CYP with SEND would like education to be a place where they feel supported, included, and accepted, be listened to, and have fun.

Health

- The majority of CYP with SEND felt that health services were able to help them.
- Aspirations of CYP in relation to health were for them to be able to feel good about themselves, to be happy and confident, active, and healthy, to know who to go to for help and feel able to talk to someone.
- They suggested that health services could improve by:
 - Reducing waiting times
 - Increasing awareness of SEND with health professionals
 - Providing key workers

Community

- The majority of CYP with SEND want to and feel included in their community. They generally feel like Worcestershire is a nice place to live and most feel safe.
- Some CYP would like to see a reduction in bullying and criminal behaviour in communities as it makes them feel unsafe.
- CYP take part in a variety of activities in their local communities. The most popular are shopping, seeing family and going to parks.
- Within their communities CYP with SEND also want to feel trusted, respected and included. They want equal opportunities in their communities including access to employment.

Feedback from multi-agency partners (SEND Strategy steering group)

Our multi-agency SEND Strategy steering group have the following aspirations for CYP with SEND:

- To ensure we have effective provision which is timely.
- To work together and collaborate to ensure processes are simple and consistent
- To communicate with parent carers and families throughout their journey
- To offer clarity to young people about their preparation for adulthood

- For CYP with SEND to feel safe and valued in their communities and learning environments as they make a positive contribution as citizens
- To ensure transition points for CYP are smooth
- To enable CYP to live and learn in their local communities wherever possible
- To continue to embed coproduction and ensure the child's voice is central to our decision making
- We support value and address diversity of children in the criminal justice system who have SEND needs.

STRATEGIC PRIORITIES

Based on our self-evaluation and stakeholder engagement in Worcestershire our strategic priorities are to ensure that:

- 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
- CYP with autism achieve positive outcomes and the support required to enable this is in place
- Emotional health and wellbeing is actively promoted for CYP with SEND and their families and effective targeted and specialist support is available for those CYP at risk of, or experiencing difficulties

How will we achieve these priorities?

Identification and assessment of SEND is timely and effective

Our development work in the next three years aims to ensure that effective identification and assessment of SEND takes place as early as possible, so that appropriate support can be put in place, enabling CYP to achieve the best possible outcomes. ***We will achieve this by:***

- Monitoring waiting times for professional assessments through our SEND Strategy board and putting in place robust recovery plans where there is an impact on early identification of needs.
- Focusing on identification and assessment of CYP with social emotional and mental health needs (SEMH) through our exclusions and alternative provision implementation plan.
- Embedding the mental health support team approach, encouraging schools to participate in senior mental health lead training and expanding our mental health leads networks to include all phases of education.
- Improving our care needs assessment pathways for children with disabilities.

- Ensuring that annual reviews for CYP with EHCPs accurately identify needs as they grow and develop.
- Working with educational settings and other professionals to ensure that effective practice in early intervention using the assess plan do review cycle is shared, understood, and embedded.
- Coproducing guidance and information for parent carers so that they understand how SEND is identified and assessed and how and when they should ask for help if they are concerned about their child.
- Identifying and tracking children in the youth justice system to ensure that information is shared in a timely manner, that needs are known and met and there is effective planning.
- Strengthening links between our approaches to early help and SEND to improve our identification and assessment of need.
- Providing the right support at the right time.
- Co-design early childhood identification and support to ensure families are supported at the right time with the right community and professional support

There is sufficient and effective SEND provision

Our strategic approach over the next three years aims to improve existing and develop new provision for CYP with SEND. This provision will improve outcomes for learners, offer value for money and ensure CYP are able to live and learn in their local communities wherever possible. This approach relies on CYP being able to access the right provision at the right time and is dependent on a shared understanding of our SEND local offer. ***We will achieve this by:***

- Implementing our SEND provision plan which considers the need for specialist placements for CYP with EHCPs.
- Updating our SEND joint strategic needs assessment and SEND sufficiency report annually and ensuring these are understood by stakeholders including parent carers.
- Embedding and refining our approach across education, health, and social care to joint commissioning for CYP with SEND through our Joint Commissioning Strategy.
- Establishing regular and effective good practice sharing between educational settings and partner organisations.
- Ensuring short breaks and community activities for CYP with SEND meet need and promote inclusion.
- Implementing placement plans for CYP accessing specialist education placements to improve monitoring of outcomes and to inform action planning for CYP as their needs change and they require increased or decreased support.
- Focusing on improving attendance of CYP with SEND in educational settings through agreed multi-agency pathways and decision making.
- Ensure the Family Hub approach and early childhood services provide access to information, advice, and guidance to support babies and young children with additional needs.

There is awareness and understanding of SEND within local communities

Worcestershire aims to ensure our CYP with SEND grow up in inclusive communities working together to create social cohesion. A socially cohesive community is defined as one which 'works towards the well-being of all its members, fights exclusion and marginalisation, creates a sense of belonging, promotes trust, and offers its members the opportunity of upward social mobility.' In the next three years. ***We will achieve this by:***

- Ensuring information relating to community activities and short breaks for CYP is easily available, meets need and promotes inclusion.
- Working at a district level to ensure community safety initiatives and leisure facilities ensure CYP with SEND feel safe and included.
- Increasing employment opportunities for CYP with SEND as they prepare for adulthood and move out of education.
- Working with housing providers to ensure that safe and welcoming living opportunities are available within local communities.
- Ensuring that the provision for children is effective.

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

As CYP with SEND grow and develop, they and their families are likely to experience several transitions between educational settings. Our aspiration is that these transitions are seamless, and that new provision builds on previous support and outcomes through careful information sharing and planning which is responsive to individual needs. From Year 9 (when CYP reach age 14), all planning and provision for SEND must include a focus on preparing for adulthood. Approaches need to be better coordinated to ensure that transitions from children to adults' services are smooth and planned well in advance. ***We will achieve this by:***

- Refreshing our guidance and support offer to EY settings, schools, and colleges regarding effective transition between educational settings.
- Making decision making processes about educational placements for CYP with EHCPs more transparent and ensuring that the lived experience of families of these decisions is as positive as possible.
- Ensuring that information about access to services for CYP with SEND is clear on the SEND Local Offer.
- Reviewing the experiences of transitions between services supporting CYP with SEND with parent carers and CYP.
- Embedding longer term planning for CYP into processes.
- Strengthening person centered planning across services working with CYP with SEND from Year 9 upwards.
- Developing and describing Preparation for Adulthood pathways by focusing on outcomes in four key areas:

- Independent living
 - Employment
 - Community inclusion
 - Living healthily
- Improving transition and annual reviews for CYP with EHCPs in Year 9 and above to ensure they include effective and responsive planning for adulthood based on young people's aspirations.
 - Ensuring there are robust pathways and processes in place with local authority adult social care to ensure timely assessment of need as highlighted in the Care Act 2014.
 - Improving transitions between health services as young people move into adulthood and reviewing commissioned services to ensure they meet the health needs of young people with SEND from the age of 18.
 - Ensuring there is consistent understanding and implementation of the Mental Capacity Act and Deprivation of Liberties duties across professionals working with CYP with SEND.

CYP with autism achieve positive outcomes and the support required to enable this is in place

Over the next three years we aim to ensure that we better understand and overcome the barriers to CYP with autism achieving good outcomes as active participants in education, families, and communities. This will involve working closely with families, education settings and support services to understand our current strengths and to identify and make changes where we need to improve. ***We will achieve this by:***

- Ensuring there is alignment between the priorities in Worcestershire's All Age Autism Strategy with the National Strategy for Autistic Children, Young People and Adults, and the transforming care agenda.
- Improving and clarifying the intervention pathway for CYP with autism and emotional health and wellbeing needs across universal, targeted and specialist services.
- Improving and clarifying the autism pathway in adults' social care.
- Working with Schools and settings to support them to achieve the Autism Friendly Schools Standard to ensure they have a whole school approach to CYP with autism.
- Ensure clear and effective support for early childhood diagnosis and support.

Emotional health and wellbeing is actively promoted for CYP with SEND and their families and effective targeted and specialist support is available for those CYP at risk of, or experiencing difficulties

As we move on from the Covid-19 pandemic, our ongoing priority is to ensure that the emotional health and well-being needs of CYP are met. We recognise the need to promote good mental health for CYP with SEND within their educational settings, families, and

communities. ***We will achieve this by:***

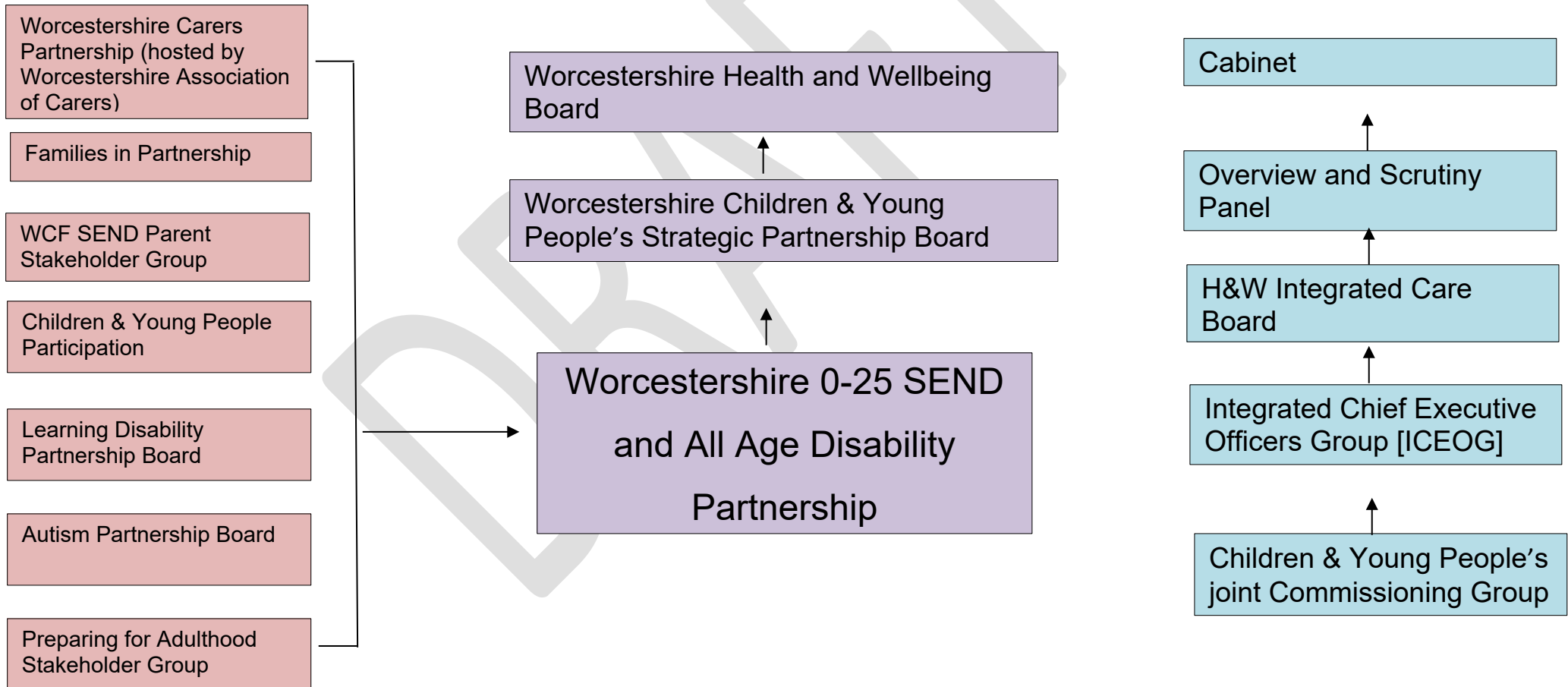
- Acknowledging the importance of CYP's emotional health and wellbeing post pandemic and developing and improving universal, targeted and specialist support in response to these changing needs.
- Developing 'place-based' partnerships as part of the development of Integrated Care arrangements.
- Implementing Herefordshire and Worcestershire's Mental Health and Wellbeing Strategy.
- Analysing the impact of mental health support for CYP with SEND and using this information to develop priorities for improvement and joint commissioning.

HOW DO WE KNOW IF THIS STRATEGY IS BEING IMPLEMENTED AND MAKING A DIFFERENCE AND HOW WILL WE REVIEW THIS? (GOVERNANCE AND MONITORING)

The SEND and All Age Disability Partnership Board will oversee the implementation of this Strategy and review annually the Delivery Plan. Board meetings will include regular monitoring of the Key Performance Indicators, evaluation including child young person and family voice and experiences and impact of the actions and activity provided by Delivery Leads that assist in implementing this Strategy.

GOVERNANCE

Worcestershire Strategy for Children and Young People with Special Educational needs and Disabilities [SEND] 2023-2026 Governance



Worcestershire SEND Strategy (2023 - 2026) DELIVERY PLAN
SEND STRATEGY PRIORITIES

Priority 1	Priority 2	Priority 3	Priority 4	Priority 5	Priority 6
Identification & 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	CYP with autism achieve positive outcomes and the support required to enable this is in place	Emotional health and wellbeing is actively promoted for CYP with SEND and their families and effective targeted and specialist support is available for those CYP at risk of, or experiencing difficulties

TRANSFORMATION PLANS AND THEMED STRATEGIES THAT ARE ADDRESSING THE SEND STRATEGY PRIORITIES

1	2	3	4	5
<p>Partnership Review of Pre-School Forum and Pre School-Assessment (2022/23)</p> <ul style="list-style-type: none"> • Early Years children in any part of the County consistently have needs identified • An operating model of nursery assessment that reaches children in a consistent way and promotes inclusion 	<p>Accelerated Progress Plan: Mainstream Inclusion Quality of EHCP's</p> <ul style="list-style-type: none"> • Ensure an effective inclusion offer and training offer is available and taken up by education settings and partner agencies • Timescales of completion of EHC Needs Assessments 	<p>Herefordshire and Worcestershire CYP Mental Health and Emotional Wellbeing Local Transformation Plan</p> <ul style="list-style-type: none"> • Improve access to services including waiting times to diagnostic services • Mental Health Support Teams in Schools Programme • Improve access to diagnostic services and support 	<p>Not in Employment, Education or Training [NEET] Strategy</p> <ul style="list-style-type: none"> • Focus on the most vulnerable • Reduce young people who have an EHCP and are NEET • Supported Internships • Youth Employment 	<p>Worcestershire County Council's School Organisation Plan</p> <ul style="list-style-type: none"> • Annual specialist education sufficiency report and plan for delivery of new or different provision • SEND Specialist Provision Plan: Capacity and need for mainstream autism bases

<p>Attendance Strategy</p> <ul style="list-style-type: none"> • Actions to improve attendance for children with SEND Support and EHCPs 	<p>Learning Disability Strategy</p> <ul style="list-style-type: none"> • A Place to Live, a Home • Communities which Include Everyone • Purposeful Days • Being Healthy, Body and Mind • Life Changes • Being Safe • The Right Support for Family Carers 	<p>Autism Strategy</p> <ul style="list-style-type: none"> • Improving understanding and acceptance of autism within society • Improving autistic children and young people's access into education and support positive transitions into adulthood • Supporting more autistic people into employment • Tackling health and care inequalities for autistic people • Building the right support in the community • Improving support in criminal and youth justice systems • Staying safe 	<p>All Age Carers Strategy</p> <ul style="list-style-type: none"> • Recognised and valued • A life of my own • Supported to be physically and mentally well • Staying Safe 	<p>Early Help Strategy 2022- 2025</p> <ul style="list-style-type: none"> • Embed Early Help across all agencies, partners and our workforce • Engagement of parents/ carers/ children and young people in the multi-agency early help offers of help and support • The development of a coherent start for life offer for all families. • An effective Holiday Activity and Food programme for children with SEND • The development of Family Hubs and co-located services.
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OUTCOME MEASURES

Outcome Measure 1	Outcome Measure 2	Outcome Measure 3	Outcome Measure 4	Outcome Measure 5
<p>Partnership Review of Pre-School Forum and Pre School-Assessment (2022/23)</p> <ul style="list-style-type: none"> Local Offer that describes how children under 5 have their needs identified and how needs are met Increase the % of EY with first time EHCPs going into mainstream reception as they transfer to statutory schooling 	<p>Accelerated Progress Plan: Mainstream Inclusion Quality of EHCP's</p> <ul style="list-style-type: none"> Number of Schools actively involved in the EEF (Education endowment foundation) project - making a difference for pupils with SEND % of EHCP decisions made in 16 weeks (minus exceptions) % of EHCPs issues within 20 weeks. Increase the % of children with new EHC Plans that are placed in mainstream schools 	<p>Herefordshire and Worcestershire CYP Mental Health and Emotional Wellbeing Local Transformation Plan</p> <ul style="list-style-type: none"> Redesigned pathways for assessment and diagnostics Improved feedback from Children, Young People and their families Completion of wave 8 of the programme and wave 9 and 10 project plans accepted by NHSE Meeting national targets and standards for access and waiting times 	<p>Not in Employment, Education or Training [NEET] Strategy</p> <ul style="list-style-type: none"> Reduce the Numbers of young people with EHCPs who become NEET aged 16-24 Grow the number of supported internships in the county – baseline of 45 from 2020/21 to 90 by 2025 Ensure all SEND Schools and mainstream secondary meet the number of assigned Provider encounters for young people as measured by the Careers and Enterprise Company (Provider Access legislation) 	<p>Worcestershire County Council's School Organisation Plan</p> <ul style="list-style-type: none"> Monitor the % of new CYP going to into independent provision Decrease the number of children awaiting a specialist placement who are not on a school roll Decrease the number of children awaiting a specialist placement who are on a school roll following a review that has confirmed specialist placement is needed
<p>Attendance Strategy</p> <ul style="list-style-type: none"> Improve overall attendance for CYP with EHCP's Improve overall attendance for CYP with SEND Support Reduce Severe absence for children with EHCP's Reduce Severe absence for children with SEND Support 	<p>Learning Disability Strategy</p> <ul style="list-style-type: none"> Everyone should be able to live in a place they feel is their home, which is suitable for their individual needs and where they feel safe. People with Learning Disabilities should be able to contribute to and be fully part of society, whether through community activities, 	<p>Autism Strategy</p> <p>Success measures for CYP will be updated by the end of Q2 2023/24.</p>	<p>All Age Carers Strategy</p> <ul style="list-style-type: none"> Parent Carers are recognised and supported in their caring role Young Carers are recognised and supported in their caring role Success measures will be described through the Local Area Joint Commissioning Group and WCP. 	<p>Early Help Strategy 2022- 2025</p> <ul style="list-style-type: none"> Monitor the % of training undertaken by individual agencies Impact of the Early Help in the community events. Take up of the Holiday Activity and Food programme for children with SEND Numbers of Family Hubs and co-located services.

	volunteering or paid employment <ul style="list-style-type: none"> • We want people with Learning Disabilities to have a positive experience of major life changes, including the transitions from childhood to adulthood. 			
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Associated Strategy	Lead person
Partnership Review of Pre-School Assessment	Sarah Wilkins/Mel Barnett
Accelerated Progress Plan	Mel Barnett
School Organisation Plan	Sarah Wilkins
NEET Strategy	Judy Gibbs
Attendance Strategy	Sarah Wilkins
EH Strategy	Liz Altay
Learning Disability Strategy	Fran Kelsey
Autism Strategy	Laura Westwood/Bernadette Louise
All Age Carer Strategy	Sarah Rothwell
Herefordshire & Worcestershire Transformation Plan	Anne-Marie Dolan

NEXT STEPS

An action plan describing the activity, timelines and outcomes for the actions needed to progress these priorities will be developed. This plan will clearly indicate how we will measure the success of our activity and the awareness raising and workforce development which will be put in place for priority areas. The action plan will reference aligned strategies, which will provide more detail regarding the context and ways of working. The SEND and All Age Disability Partnership Board will oversee the implementation of this Strategy and report annually to stakeholders on progress against the action plan. This will be informed by self-evaluation, stakeholder feedback, monitoring, and analysis of data.

DEFINITIONS / GLOSSARY

All-age Disability Service: The number one priority for Worcestershire County Council and Worcestershire Children First is for children and young people within the County to have the best outcomes in life. This includes those who face the additional challenges of having a disability. The All-age Disability Service seeks to improve both the experiences of support and co-ordination, along with improved outcomes through a joined up 'offer' for children and young people with disabilities and special educational needs.

Annual review: The review of an EHCP which the Local Authority must make as a minimum every 12 months.

Assess, Plan, Do, Review: Also known as the Graduated Response, this is a guide which enables educational settings to plan and implement support for children and young people with Special Educational Needs and/or Disabilities.

Autism: Autism is a developmental disability affecting how people communicate and interact with those around them. Autistic people may have difficulties with social communication/interaction, display repetitive and restrictive behaviour, display, and over/under sensitivity, have highly focused interests, have anxiety, and shutdowns/meltdowns.

Care Quality Commission: The CQC registers, monitors, inspects, and regulates health and adult social care services in England. They ensure services meet government standards for quality and safety.

Co-production: Co-production is a way of working which builds on the strengths of families, communities, and services, and involves everyone from the beginning as equal partners. Worcestershire Children First are committed to working in partnership with families, and other agencies, to create effective services for children and young people with Special Educational Needs and/or Disabilities.

DCO: Designated Clinical Officer: The officer supports Herefordshire and Worcestershire Clinical Commissioning Group to meet its statutory duties for children and young people with Special Education Needs and/or Disabilities. They also support the agreement of health services as part of an Education, Health, and Care Plan.

Deprivation of Liberty Safeguards (DoLS): These relate to those aged 18 or over, who lack

mental capacity, and require treatment or care through a care home or hospital. If a person required continuous supervision and control, then a DoLS authorisation may be required, and can be applied for by a managing authority such as the hospital or care home.

Early help: Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years.

Early Years Provider: A provider of early education places for children under five years of age. This can include state-funded and private nurseries as well as child minders.

Education, Health, and Care plan (EHCP): An EHCP details the education, health and social care support that is to be provided to a child or young person who has SEN or a disability. It is drawn up by the Local Authority after an EHC needs assessment of the child or young person has determined that an EHC plan is necessary, and after consultation with relevant partner agencies.

EHCNA: Education, Health, and Care Needs Assessment. Worcestershire Children First will carry out an EHCNA when more specialist help is required to support children with Special Education Needs and/or Disabilities. The assessment will be turned into an Education, Health, and Care Plan.

Emotional Health and Wellbeing: The government established a task force in 2015 to promote, protect and improve children and young people's mental health and wellbeing. In collaboration with the CCG Worcestershire Children First developed the transformation plan to improve services within the County, providing advice, support, and training.

Exclusions and Alternative Provision Implementation Plan: Local and national context highlighted the need for Worcestershire Children First to carry out a review of their approach to exclusions and the use of alternative provision settings. As a result of this review the Implementation Plan was created with a focus on five key areas: Exclusion prevention by mainstream schools, The exclusions and AP pathway, Communication and collaboration between settings, Integrated service approach, and Equity and strategic clarity in commissioning arrangements and processes.

Further Education (FE) College: A college offering continuing education to young people over the compulsory school age of 16. The FE sector in England includes general further education colleges, sixth form colleges, specialist colleges and adult education institutes.

Graduated Response: A model of action and intervention in early education settings, schools, and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing.

Health and Wellbeing Board: A Health and Wellbeing Board acts as a forum where local commissioners across the NHS, social care, and public health work together to improve the health and wellbeing of their local population and reduce health inequalities. The boards are intended to increase democratic input into strategic decisions about health and wellbeing services, strengthen working relationships between health and social care and encourage integrated commissioning of health and social care services.

Health and Wellbeing Strategy: This Strategy sets out how Worcestershire County Council

will support Worcestershire residents to be healthier, live longer, and have a better quality of life. Targeted at those who's health is currently the poorest.

Here2Help: Here2Help is a community action scheme which was originally dedicated to helping those in need of support during the CV-19 pandemic. The service has been expanded offering advice, support, and help to organisations and people of all ages within Worcestershire.

HWHCT: Herefordshire and Worcestershire Health and Care NHS Trust. The main provider of mental health and learning disability services across both counties, across a range of settings. Additionally, they provide community hospital, neighbourhood teams, and community nursing services across Worcestershire.

Integrated Care Board (ICB): An integrated care board (or ICB) is a statutory NHS organisation which is responsible for developing a plan for meeting the health needs of the population, managing the NHS budget and arranging for the provision of health services in a geographical area. ICBs were legally established on 1 July 2022, replacing clinical commissioning groups (or CCGs), taking on the NHS planning functions previously held by CCGs (as well as absorbing some planning roles from NHS England).

Joint Approach to Commissioning: The NHS, Worcestershire Children First, and Worcestershire County Council have adopted a coproduction approach to commissioning SEND provision. This applies to the design, development, and commissioning of new services, projects, and programmes, working with and abiding by the principles outlined within the Worcestershire SEND Charter.

Joint Strategy Needs Assessment: This is a continuous process which provides information on health and well-being to support decision making. The process improves health and well-being, reduces inequalities, and determines the actions local authorities, the NHS and other partners will make to best meet people's health and social care needs.

Local authority: An organisation responsible for the delivery of public services, and for providing facilities within a certain area.

Mental Capacity Act: The Mental Capacity Act 2005 provides a legal framework to act and make decisions on behalf of those, aged 16 and over, who lack the mental capacity to make their own decisions in relation to care and treatment.

NEET: Not in Education, Employment, or Training. It is the law for 16-year-olds leaving school to participate in further education or training until the age of 18. The Post-16 NEET Team at Worcestershire Children First offer advice, guidance, and support to those young people who are currently NEET.

Ofsted: Ofsted inspect and regulate services who provide training, education, and care within England. Their aim is to promote improvement, ensuring high quality service is provided to children and young people.

Preparation for adulthood: As part of the Worcestershire Children First SEND Strategy there is a focus on Preparation for adulthood, with the aim of creating a whole life approach to improve the personal transition experience and journey to adulthood. A multi-agency approach has been taken to offer a wide range of support to children and young people with SEND to

enable them to achieve their ambitions.

Pre-School Forum: Children with Special Educational Needs and/or Disabilities are sometimes referred to Pre-School Forum for additional support. This could be through extra Early Years provision, specialist placement, transition support when moving to school, or through the implementation of an EHCP.

SEMH: Social, Emotional, and Mental Health. This is a type of special educational need where children have difficulties managing their emotions and behaviour due to Social, Emotional, and/or Mental Health needs.

SENCo: Special Educational Needs Co-ordinator. Every school in the UK is required to have a teacher responsible for special educational needs to enable children and young people to achieve the best educational outcomes.

SEND: Special Educational Needs and/or Disabilities.

SEND Code of Practice: 0-25 years: The code of practice provides guidance to organisations who work with and/or provide support to children and young people (0-25 years) with Special Educational Needs and/or Disabilities. It outlines legal requirements and statutory duties for schools, academies, early years providers and local authorities which focuses on a family-centered system of care and education and covers four broad areas of support: Communication and interaction, Cognition and learning, Social, emotional, and mental health, and Sensory and/or physical needs.

SEND Local Offer: Local authorities in England are required to set out in their Local Offer information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health, and Care (EHC) plans. Local authorities must consult locally on what provision the Local Offer should contain.

SEND Sufficiency Report: Worcestershire Children First have a statutory duty to ensure there is sufficiency of school places available to meet the needs of all children and young people within the County, including those with SEND. To ensure the best educational outcomes for all children and young people the report reviews historic demand for school places. This enables future demand to be assessed and monitored to ensure correct provision is in place, to continue to best meet the needs of all children and young people within Worcestershire.

SEND Written Statement of Action: During the 2018 SEND inspection inspectors identified that children and young people with SEND were not being provided with the quality of service and support they are entitled to. In collaboration with the CCG, Worcestershire Children First produced the SEND Written Statement of Action (an action plan) outlining how Worcestershire will tackle the areas of weakness identified during the inspection.

Short breaks: Short breaks provide families of children and young people with disabilities a break from their caring responsibilities. A short break could last a few hours, a day, an evening, overnight, or for a weekend, and can take place within or away from the home. They can range from an afterschool club to an overnight stay with a carer or at a short break unit.

Transforming Care: The NHS England's commitment to improving the care of people with Learning Disabilities, and/or Autism Spectrum Disorder. The aim is to reduce people being

admitted to hospital when they don't need to be, and to encourage early and effective planning to support those leaving hospital.

WCF: Worcestershire Children First. Worcestershire Children First is a not-for-profit company which is 100% owned by Worcestershire County Council. The company is responsible for the delivery of services to children and young people across Worcestershire.

DRAFT

Appendix 1 – definition of Inclusion

In all educational settings in Worcestershire every child and young person has access to the educational provision which provides them with equity of access to the best opportunities, so they are able to achieve, thrive and fulfil their potential. Children and young people learn together, regardless of difficulties or differences they may have, and settings respond to the diverse needs of all individuals to enable this to happen within a nurturing environment where emotional wellbeing is a priority to give them the best life chances.

Every individual in all our educational settings is valued and every person in the educational community feels a sense of belonging and feel they are seen, heard, and acknowledged. All children and young people in our settings have their needs met through quality first teaching, differentiation of delivery, appropriately planned learning objectives, an accessible curriculum and other reasonable adjustments enabling every child and young person to make progress through the curriculum regardless of their aptitude, ability or SEND.

In Worcestershire educational settings, we ensure that we identify and provide effective early support for children and young people identified with additional needs and this support is additional to and different from that which already available, based on need and not labels. There is a clear process in all settings for addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities and reducing exclusion from education in all its forms. All those involved with children and young people work collaboratively to enable this to happen.

Inclusion in Worcestershire is when all the above is delivered in adherence with the SEND Code of Practice, The Children and Families Act 2014, The Equality Act 2010, Working Together to Safeguard Children and Keeping Children Safe in Education (2022) and The United Nations Convention on the Rights of a Child.