

# DfE 18 Month Review: 27<sup>th</sup> September 2023



**Key concern 1:** The variation in skills and commitment of some mainstream schools to provide effective support for children who have SEND: **Lisa Bradbury, Lead Educational Improvement Professional (WCF), Maria Hardy, Lead for Children and Maternity (ICB)**

**Key concern 2:** The lack of suitable **specialist provision** to meet the identified needs of children and young people: **Sarah Wilkins, Director for Education, Early Years, Inclusion and Education Place Planning (WCF), Maria Hardy, Lead for Children and Maternity (ICB)**

**Key concern 3:** The voice of parents/carers and children and young people: **Daniela Carson, Children with Disabilities Group Manager, Maree Munn, Participation and Engagement Officer, Families in Partnership**

**Key concern 4:** The poor quality of EHCPs and limited contribution from health and social care including the process to check and review the quality of EHC plans: **Melanie Barnett, Director of All Age Disability (0-25), Louise Adams, Senior Manager for SEND (ICB)**

**Quality Assurance:** KPIs, feedback from children, young people and their families (including complaints and compliments) and audit activity

# Key Concern 1: Approach for 2023-24

## Key Concern 1

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

- Engage stakeholders in building 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 by supporting potential improvement projects and programmes

# Key Concern 1: Key Outcomes

<p><b>Increased the % of mainstream SENCOs attending termly network meetings:</b></p> <ul style="list-style-type: none"> <li>• 47% - 114 Schools</li> <li>• (include MAT info cascading 71% - 173 Schools)</li> </ul>	<p><b>Increased the % of New EHC Plans that are placed in mainstream schools:</b></p> <ul style="list-style-type: none"> <li>• Worcs = 62.8% National = 72.8% (2021/22)</li> <li>• Worcs = 63.3% National = 71.2 (2022/23)</li> </ul>	<p><b>Increased no. of schools achieving IQM:</b></p> <ul style="list-style-type: none"> <li>• 26 schools now have IQM</li> <li>• 8 schools to be assessed in Autumn term</li> <li>• 5 new schools registered</li> </ul>	<p><b>Improved EHCP attendance % (mainstream schools):</b></p> <ul style="list-style-type: none"> <li>• Worcs Schools: 2021/22 = 84.6%</li> <li>• Worcs Schools: 2022/23 = 86%</li> </ul>
<p><b>Engagement with EEF SEND programme continued:</b></p> <ul style="list-style-type: none"> <li>• 38 schools have developed an Inclusion Plan and continued support provided for implementation</li> </ul>	<p><b>Increase in the number of schools engaged in TIAAS and TDDLs programmes:</b></p> <ul style="list-style-type: none"> <li>• No data as yet for 2023/24</li> <li>• 51% (114) of all schools have TIS practitioner</li> <li>• 2 cohorts per year – 10% increase</li> <li>• TDDL Programme launched: 42 schools July 23</li> </ul>	<p><b>Improve on the number of schools with a positive Ofsted statement relating to SEND (2023/24) New KPI:</b></p> <ul style="list-style-type: none"> <li>• 2022/23 data (70 reports published, 67 referred to SEND provision. 57 (81%) described positive practices and 10 schools requiring development provided with additional support</li> <li>• As of September 2023, 83% of published Ofsted reports describe positive SEND practice</li> </ul>	<p><b>Worcs Association of Secondary Heads (WASH) snapshot Inclusion survey 27 responses</b></p> <ul style="list-style-type: none"> <li>• 100% had made changes to be more inclusive and provided examples</li> <li>• 7 were utilising additional specialist teaching</li> <li>• 6 had created dedicated SMEH or autism facilities</li> <li>• 3 had adopted a new approach to transitions</li> </ul>

## Professional Assessment Outcomes

<p><b>GLD (Good Level of Development):</b></p> <ul style="list-style-type: none"> <li>• 5% rise in children with SEND achieving GLD. (National 1% rise)</li> <li>• Outcomes of children in Worcestershire with SEND for GLD are 9% above National (20%)</li> </ul>	<p><b>KS1 Phonics:</b> Worcs Schools perform higher than the National</p> <table border="1"> <thead> <tr> <th></th> <th>National</th> <th>All Schools</th> </tr> </thead> <tbody> <tr> <td>2021/22</td> <td>38%</td> <td>45%</td> </tr> <tr> <td>2022/23</td> <td>42%</td> <td>46%</td> </tr> </tbody> </table>		National	All Schools	2021/22	38%	45%	2022/23	42%	46%	<p><b>KS1 Reading/Writing/Maths:</b> Worcs schools performing above National</p> <table border="1"> <thead> <tr> <th></th> <th>National</th> <th>Worcs Schools</th> </tr> </thead> <tbody> <tr> <td>RWM Comb 2022</td> <td>15%</td> <td>17%</td> </tr> <tr> <td>RWM Comb 2023</td> <td>16%</td> <td>19%</td> </tr> </tbody> </table>		National	Worcs Schools	RWM Comb 2022	15%	17%	RWM Comb 2023	16%	19%	<p><b>KS2 Reading/Writing/Maths:</b> Worcs schools improving but not yet at National</p> <table border="1"> <thead> <tr> <th></th> <th>National</th> <th>Worcs Schools</th> </tr> </thead> <tbody> <tr> <td>RWM Comb 2022</td> <td>18%</td> <td>16%</td> </tr> <tr> <td>RWM Comb 2023</td> <td>20%</td> <td>19%</td> </tr> </tbody> </table>		National	Worcs Schools	RWM Comb 2022	18%	16%	RWM Comb 2023	20%	19%
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# Key Concern 1: Next Steps

## Key Concern 1

- Integration with SEND Inclusion strategy
- Continue to develop and embed monitoring and evaluation systems
- Re-focus on key issues identified including transition (DBV) and Pupil Voice
- Locality hubs development

# Key Concern 2: Approach for 2023-24

## Key Concern 2

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

- Further develop the annual place planning 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
- Use this for forecasting and creating additional places as needed and prioritise commissioning of new provision and collaborations for medium and long term planning
- Joint commissioning approach includes schools and settings, NHS partners, finance and commissioning to effectively deploy resources to meet need
- With parent carer involvement develop the Local Offer descriptions of provision for children and young people

# Key Concern 2: Key Outcomes

<p>New school for children with autism - build and commissioning of provider is on track</p>	<p>AP Free School Wave bid - WCF and a local Academy Trust have taken part in stage 2 interview for a new secondary AP provision for Wyre Forest District</p>	<p>Special School places increased for 2023 academic year by 123 across 4 schools</p>
<p>Tudor Grange Treetops MAB increased secondary places for 2023 academic year by 25 places</p>	<p>Christopher Whitehead Language College MAB opened for 12 secondary places for 2023 academic year</p>	<p>Post 16 in county specialist places – successful award to HoW College, Pershore College and Kidderminster College – 52 places from 2024</p>
<p>Increase in new health provision linked directly to schools – improves place delivery and support for specific needs</p>	<p>Unity Academy School (AP) has opened for Sept 2023. 60 places support capacity – SEND commissioning to support children who need a different approach</p>	<p>5 mainstream schools and 1 special school have had further accessibility works completed to support availability of provision for SEND children</p>

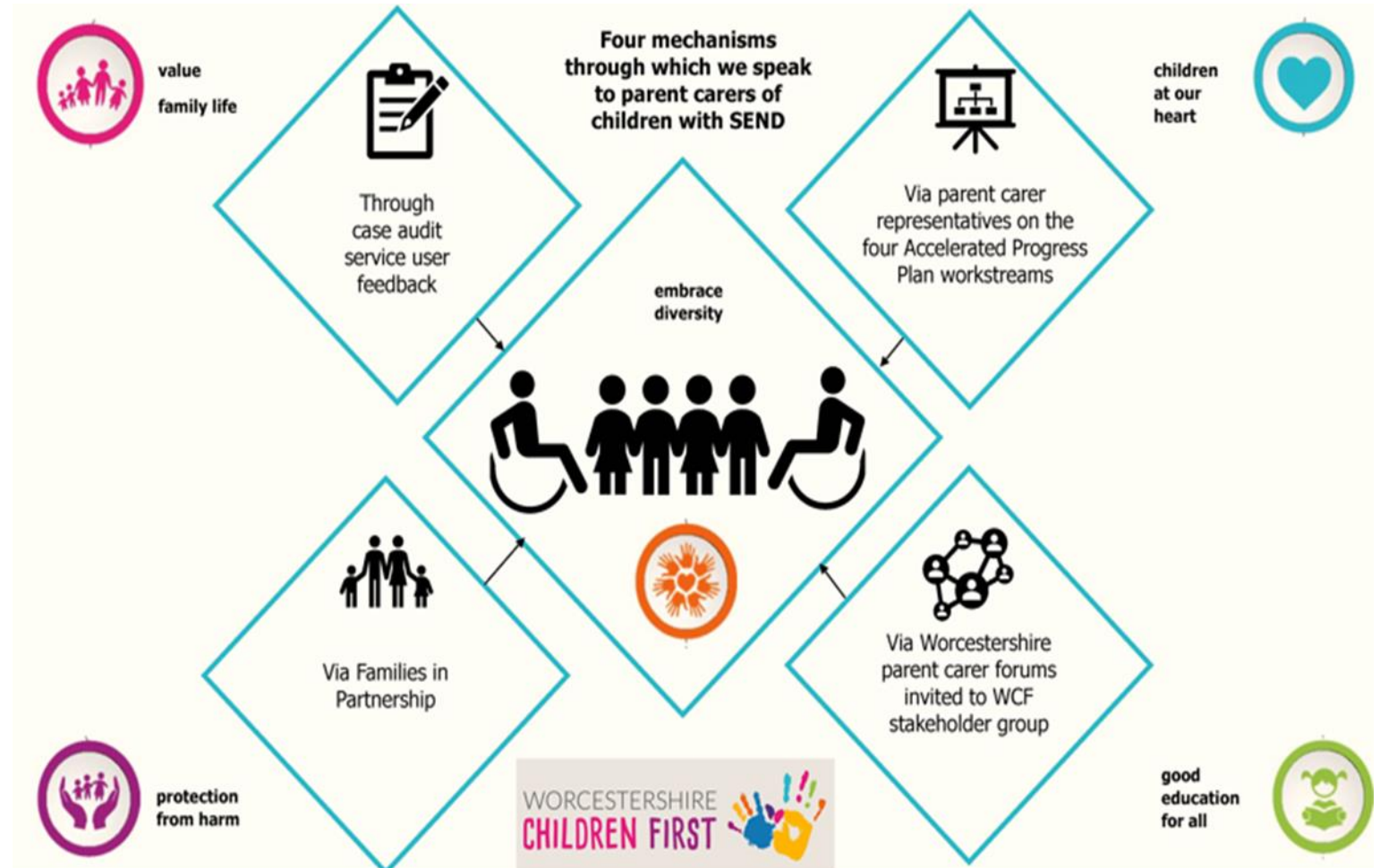
# Key Concern 2: Next Steps

## Key Concern 2

- Reception 2024 place planning underway – child level identification for assessment and need
- Post 16 specialist places – successful award to HoW College, Pershore College and Kidderminster College – 52 places from 2024
- 7 further mainstream accessibility projects planned for 2023/24
- Early Years enhanced provision – tender is open for South Worcestershire District – plan for up to 60 places from 2024
- Complete improvements for curriculum access and accommodation for Medical Education Provision and develop the outreach impact
- Further collaborate with mainstream development of SEND resource provision
- Finalise SEND provision plan for 2024- 2026

# Key Concern 3: Approach for 2023-24

**Key Concern 3**  
**The voice of**  
**parent/carers and**  
**children and young**  
**people**





# Key Concern 3: Key Outcomes

<p>Parent/carer toolkit evaluation questionnaire and programme designed which is being implemented by FIP</p>	<p><b>Local Offer re-designed, in consultation with parents. Content updated digital design walk through completed - October 2023 this will go live</b></p>	<p>Quarterly report provided by SENDIASS. <b>10% of contacts come from young people and 80% from family members, with most contacts regarding EHCP'S. We will continue to use these reports to identify common themes/areas for development</b></p>
<p>Families In Partnership developed KPIs evidencing work with wider communities and impact of their interventions/work with WCF</p>	<p>Joint Assessment Meetings being used to inform all Early Years new assessments for entry into reception September 2023</p>	<p>Mandatory co-production training completed by 54 members of staff a further 25 have started the training modules</p>
<p>New EHCP feedback data 2023/24 (66) 80% of parent/carers felt involved and share views and opinions in assessment process 86% felt plans were aspirational 39% said it was not easy to contact their SEND case worker 48% felt agencies were not working well together. Challenge and change in the Assessment Team this year</p>	<p>Since July 2021 when our feedback programme went live, we have heard from 132 families on their EHCP experiences for either new or review EHCP</p>	<p>Annual Review EHCP feedback data 2023/24 (22) 95% felt their children plans were aspirational 16/22 had their paper work and felt the right agencies attended their child's review 18/22 felt they were included in decisions made 18/22 reported - easy to contact their case worker 82% (18) reported changes to EHCP were made in a timely way</p>

# Key Concern 3: Next Steps

## Key Concern 3

- To reach a wider audience of parent/carers with children who have a broader spectrum of needs
- Development of a listening forum with health, education and social care
- Continuation of JAM implementation across all age EHCP'S
- Develop a process to ensure closing the loop on feedback coming from and back to FIP to ensure information is actively going back out into the wider community
- Continued focus on obtaining the voice of children and young pe

# Key Concern 4: Approach for 2023-24

## 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

- Work with the Research and Improvement for SEND Excellence (RISE) to develop our Preparation for Adulthood
- Participation in Delivering Better Value (DBV)
- Quality Assurance and Audit programme
- DCO reviewing health advice in draft EHCP
- Service User Feedback
- Learning and Development Programme
- Review of Pre School processes
- Embedding and further developing the Case Management System
- Focus on supported internship opportunities

# Key Concern 4: Key Outcomes

<p>Increased the % of statutory advices for EHCNA submitted within 6 weeks of requests from 44% December 2021 to 53% as of July 2023</p>	<p>DFN Project Search Programme commenced on 6<sup>th</sup> September with 8 Young People starting their internship at Worcester Hospital</p>	<p>Decreased the number of SEND Tribunals initiated by 29% from 91 in 2021/22 to 63 in 2022/23</p>
<p>Parent Portal has been implemented which supports communication with parents through the EHCNA and EHCP process</p>	<p>New processes developed for pre-school children 93% of pre-school children with an EHCP had in school placement for September 2023</p>	<p>Staff attendance at IPSEA training to ensure understanding of the law relevant to their role</p>
<p>% of EHCP decisions being made in 16 weeks has increased from 12% in December 2021 to 39% as of July 2023</p>	<p>EHCPs issued within 20 weeks has increased from 17% in December 2021 to 27% as of July 2023, which is not yet in line with National figure of 49.1%</p>	<p>Programme of Multi Agency Audits is in place from March 2023</p>

# Key Concern 4: Next Steps

## Key Concern 4

- Continue to develop our approach to gathering the voice of Children and Young People.
- Continue to develop and improve the quality of advice and plans.
- Implementation of the Joint Assessment Meeting Process (JAM) for children that will enter their reception year in September 2024.
- Continue to improve timeliness for 16 and 20 weeks.
- Commence DBV programme of work.
- Participation in SEND and APP Change Partnership Programme
- Further development of Employment Opportunities through the Worcestershire SEND Employment Forum.

# Quality Assurance: Approach for 2023-24

## SEND quality assurance:

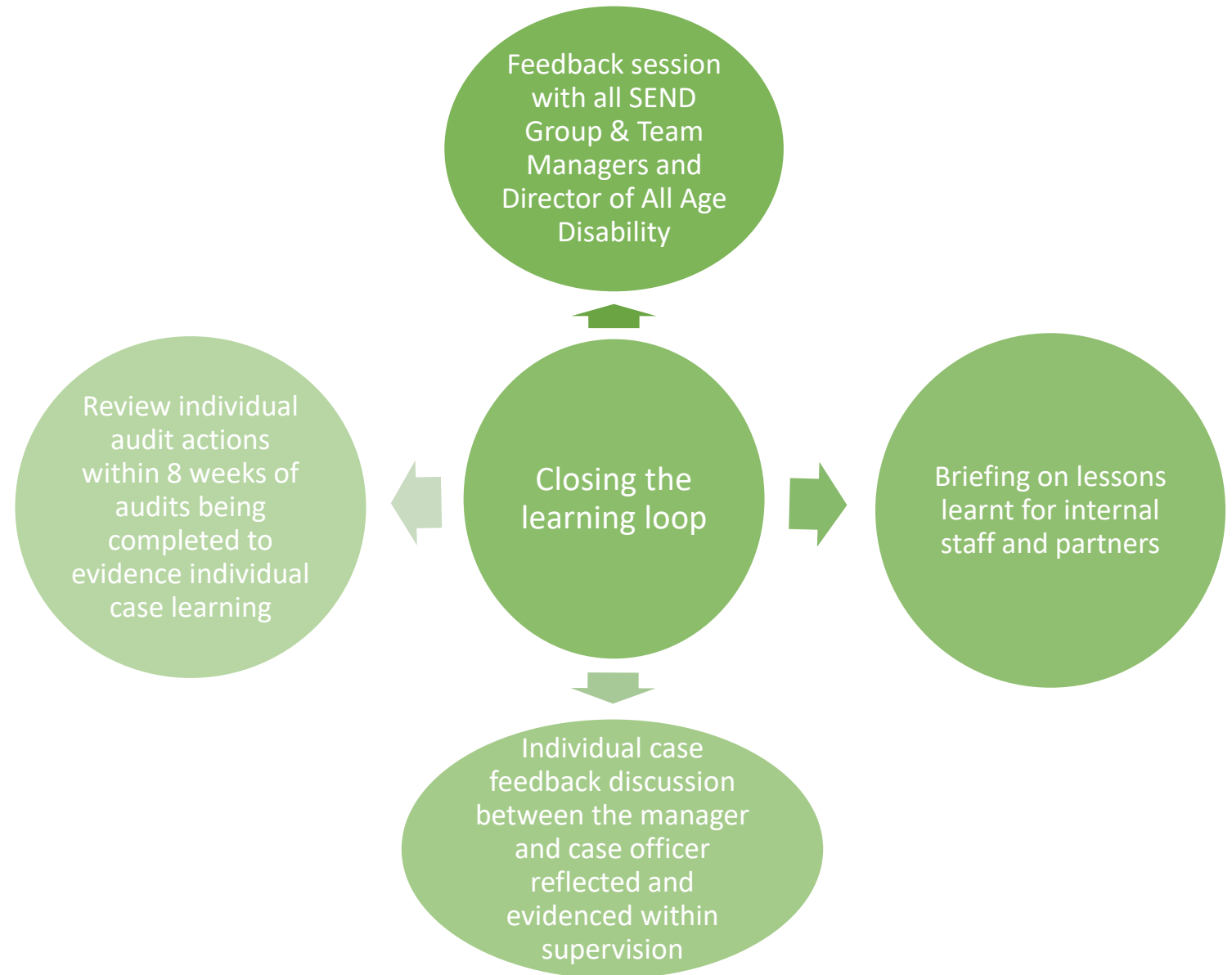
- KPIs
- Feedback from children, young people and families
- Audit activity

- Worcestershire Children First have developed a SEND Quality Assurance programme to identify emerging themes, strengths and areas for improvement
- Our SEND Quality Assurance Framework has three dimensions:
  - Key Performance Indicators
  - Feedback from Children, Young People and Families
  - Audit Activity
- We also complete multi-agency Quality Assurance activity, where regular multi-agency auditing, feedback and KPI analysis is undertaken
- We have a dedicated SEND complaints officer to investigate and respond to Stage1 complaints and to analyse complaints at all stages, to identify key themes and learnings

# Quality Assurance: Key Outcomes

Closing the learning loop from SEND Quality Assurance Activity is key to ensure we improve our services.

We undertake the following activities to support our learning journey:



# Quality Assurance: Key Outcomes (cont'd)

<p><b>SEND complaints showed an improvement in five areas in Q1 2023/24</b></p>	<p><b>The area of greatest improvement is the number of complaints on dissatisfaction with decision making which has reduced by half during Q1 2023/24, down from 29 to 14 individual complaints</b></p>	<p><b>Dissatisfaction with communication continued to be the highest area of complaint, however there was a reduction from 63 individual complaint points in Q4 2022/23 to 58 in Q1 2023/24</b></p>
<p>Whole-service developments include starting a phone surgery, with casework officers having allocated times each week to return phone calls, to ensure communication is timelier and to manage parental expectations of when responses will be received</p>	<p>For all complaint points that were Upheld or Partially Upheld, actions were given to SEND Services in response to the learning from the complaint. These actions were followed up by the SEND Complaints Officer, to ensure we close the loop on completed complaints within the agreed timescales</p>	<p>To better inform parent carers of the Placement Panel process new terms of reference has been published, in collaboration with parent carers.</p>
<p>Compliments relating to collaborative working highlights the impact of services working together and with schools and families to achieve positive outcomes for children and young people. This has remained the highest area of practice for compliments.</p>	<p>In March 2023 developed a pilot of multi-agency auditing within SEND to audit the quality of advices received</p> <p>Following this pilot, we have established a process for multi-agency auditing the quality of advices received –</p> <p>Outcome reports Sept – Mar 24</p>	<p>Commencement of WCF audit programme Q4 2021/22, 46 full case file audits completed to date Equates to 138 pieces of auditing activity</p> <p>Developing our baseline</p> <p>Cumulative: 20% Good / 69% RI / 12% Inad. 2023/24 less sub areas Good but no sub areas graded inadequate</p>



# Quality assurance: Next Steps

## SEND Quality Assurance

- Work will continue by the SEND Complaints Officer to monitor closing the loop on complaints and following up with SEND Services, to ensure actions are completed in agreed timescales
- Service users will be contacted at random to request feedback and to help measure the impact of the placement panel process terms of reference changes
- During the next quarter, our focus will continue to be around implementing the case work officer phone surgery and reviewing its impact on communication levels with parent carers
- We will continue close collaboration with colleagues in health services to address delays in EHCNA advice.